



Country profile
UNITED KINGDOM
V4.0



Index

Overview.....	3
1. Media Literacy-related policies and actions.....	7
1.1 Government and authorities.....	7
1.2 Civil society.....	9
1.3 Commercial communication	12
1.4 Audiovisual works	12
1.5 Online environment	21
1.6 Media production skills.....	23
2. Media literacy in formal education	26
2.1 Media literacy in the curriculum.....	26
2.2 School enrolment and attainment.....	27
3. Country statistics	28
3.1 General data	28
3.2 Information society data	28
Studies and Bibliography.....	34



Overview

MEDIA LITERACY DEVELOPMENT					
Little consideration is given to the ML skills in the educational curriculum and life-long learning					Media skills development is a core objective and is dealt with systematically in the curriculum. Adequate resources are available. Evaluation takes place both within and outside of the education system.
Hardly any basic teacher training given					ML forms part of basic and further teacher training . Both, technical and critical awareness are included. Systematic ML training for parents and teachers.
Non existent ML evaluation systems					ML is evaluated not only in an educational context, but as a basic life skill.
Scarce access to and production of didactic resources					Didactic resources aimed at teachers, parents and professionals exist. There are centres with up-to-date resources that are well organised and produced on a regular basis.
Systems for guidance and orientation on ML doesn't exist.					Important centres for ML guidance and orientation exist . Good systems for coordinating and uniting efforts.
Stable ML campaigns doesn't exist.					There are important, large-scale and far-reaching ML initiatives and events
Specialised government or public departments on ML doesn't exist.					Organised centres exist that bring together different areas of public administration
Almost none Involvement of civil associations with ML					There are important and influential associations involved with ML which unite different entities and promote relations between different institutions.
They are hardly any regulatory authorities involved in the area of ML					Regulatory authorities are constant and systematic in the area of ML. They endorse parliamentary, institutional and civic participation. They evaluate the progress of media literacy.
Media barely broaches ML programmes and initiatives.					Systematic and regular ML projects launched by public media take place, in conjunction with other institutions and entities.
Media industry's mediation towards citizens is not well developed					Systematic and coherent mediation . Particular attention paid to plans for media literacy. In connection with services for the defence of consumers.
Very sporadic and incoherent visibility and public debate on ML					Important events and fairs take place on a regular basis . Support of public institutions. Emphasis on media literacy. Active involvement of citizens.
Incentives for creative production by citizens hardly exist.					Good promotion in all contexts . There are prizes, support mechanisms and grants. There are also festivals and fairs specifically aimed at children and young people.
Research rarely deals with ML subjects.					There are specific institutions for research, Permanent Observatories and regular and continuous studies . High level of participation in international networks.
Rare participation in international cooperation initiatives					Leadership and international reference. Centres with international links .
Participation of families					Good level of association and dedication to the theme. There is cooperation and unity between institutions. Good participation at an international level.
Few Commercial communication initiatives					Specific centres and initiatives

General Situation¹

Considerable effort in ICT, lack of priority in media literacy

The United Kingdom has been making a considerable effort to develop ICT in all areas - social, educational, administrative and in the workplace - through policy developed by the government and local authorities. As a result, there has been a significant integration of ICT and digital literacy into the educational system, both in terms of multimedia content and inclusion in the curriculum².

Nevertheless, there is a marked contrast between the importance that has been placed on the integration of ICT into society (in education as well as in other sectors) and the lack of priority given to the mass media and to an integral vision of media literacy.

That means that Media literacy – on the whole - is not a high priority for any sector of the UK government, but the creation of Ofcom has for the first time placed statutory responsibility for media literacy with a Government-funded body. There is, therefore, now an 'official' definition of media literacy: *the ability to access, understand and create communications in a variety of contexts*³

This extremely general definition is broadly acceptable, although many practitioners are uneasy about the lack of emphasis on critical skills or on extending cultural choice. It is important to note that the definition used by Ofcom is not limited to mass or traditional media, (press, radio, television and cinema) but extends to new technologies (Internet, multimedia, etc.)⁴.

Standards of attainment in media literacy

There are still no agreed standards of attainment in media literacy, there is no substantial body of evidence on effective teaching and learning for media literacy, or even clear agreement about what constitutes media literacy. A large number of UK citizens and agencies have signed the European Charter for Media Literacy⁵, which does set out seven key skills for media literacy⁶, but the implications of these skills for teaching and learning, and for public investment, have not been explored. However, one cannot ignore the fact that the levels of media literacy included in the European Charter for Media Literacy are not far off those recognised in the English ICT curriculum⁷. The biggest difference between the focus on an integral vision of media literacy and a vision that is

¹ More information, see ANNEX: Ofcom *Media Literacy Audit: report on media literacy amongst children* synthesis.

² For a detailed look at the curriculum, see section 2.1. "Media literacy in the curriculum".

³ http://www.ofcom.org.uk/advice/media_literacy/of_med_lit/whatis/).

⁴ "We have defined media literacy as: 'the ability to access, understand and create communications in a variety of contexts'. Our focus is on electronic media, although we recognise that other stakeholders will be interested in the wider media landscape. //Media literacy has parallels with traditional literacy; the ability to read and write text. Media literacy is the ability to 'read' and 'write' audiovisual information rather than text. At its simplest level media literacy is the ability to use a range of media and be able to understand the information received. //At a more advanced level it moves from recognising and comprehending information to the higher order critical thinking skills such as questioning, analysing and evaluating that information. This aspect of media literacy is sometimes referred to as 'critical viewing' or 'critical analysis'. //A media literate person should be able to, for instance, use an electronic programme guide to find the programme they want to watch. They may agree or not with the views of the programme maker, or just enjoy the programme. They may also recognise that the programme maker is trying to influence them in some way. They may interact with the programme using interactive features or by telephone. And they may respond to the programme by writing to or emailing the broadcaster with their point of view. People may also be able to use communications technology to create their own video and audio content. // Media literate people should be able to use the internet to find information and accept that sometimes what they find may represent a particular view rather than a statement of objective fact. They will be able to control what they and their children see to avoid being offended. They may also be confident enough to be able to order and pay for goods and services online and to create their own website and contribute to a chatroom discussion".

⁵ Cf. <http://www.euromedialiteracy.eu>

⁶ They are: "Use media technologies effectively to access, store, retrieve and share content to meet their individual and community needs and interests;

Gain access to, and make informed choices about, a wide range of media forms and content from different cultural and institutional sources;

Understand how and why media content is produced;

Analyse critically the techniques, languages and conventions used by the media, and the messages they convey;

Use media creatively to express and communicate ideas, information and opinions;

Identify, and avoid or challenge, media content and services that may be unsolicited, offensive or harmful;

Make effective use of media in the exercise of their democratic rights and civic responsibilities".

⁷ The aforementioned curriculum establishes five different operational levels for the command of ICT, (finding information; developing ideas and acting upon them; exchanging and sharing information; revising, modifying and evaluating a work in progress; expanding on study).

Eight stages are established for these operations: 1) Search for information using various sources and ensuring that the information is available in different formats; 2) Organisation and classification of information; 3) Systematic search and retrieval of information, including saving it; 4) Interpreting information, with the awareness that the information is provided in a determined framework or context of knowledge: exchanging and sharing information with others and the ability to evaluate the reliability of the information obtained; 5) Selection, organisation, and order, and awareness of the

more centred on ICT is that the latter is more instrumental, operative and technological; while the global vision of media literacy promotes a perspective that is more part of critical thinking and the development of democratic society and citizens' rights.

It is however very important to note that media literacy has been recognised at policy level in the UK as 'a good thing' and that there are positive attitudes towards it from a number of public figures and opinion-formers. Media literacy in the UK is more fully developed in the audio-visual sector than in other aspects of the media.

Media Literacy in the curriculum

The incorporation of ICT and digital literacy into education has been carried out in the UK swiftly and efficiently, with a great deal of attention placed on the introduction of technology to teaching centres and teacher training, as well as the systemisation of a suitable curriculum. Nevertheless, ICT training is generally dealt with from an instrumental perspective, with little emphasis placed on critical thinking, and without clearly establishing the link between this training and studies in mass media.

As far as digital literacy itself is concerned, there are hopeful signs that, with curricular reviews underway in all four countries that make up the UK, media literacy is finding a foothold in the general curriculum for all children from primary school onwards, with the most adventurous requirements so far to be found in the Revised Curricula in Northern Ireland (see 2.1). The move is generally towards less prescriptive, outcomes-led curricula, giving more opportunities for teachers to develop their own approaches and content. The development of Extended Services – after-school provision until 6.00 pm for all children – means new opportunities to develop creative media work and to extend children's cultural experiences.

The UK also has a unique place in the global development of media literacy because of the array of specialist media courses which have been available as options to students between the ages of 14 and 18 for over 20 years. This means that there are UK teachers with extensive experience of teaching media to this age group, and that there is a small industry of publishers serving this sector with resources. However, these courses reach only 7% of the age group, so the concept of media literacy as an entitlement for all, and from the early years of schooling onwards, is far from being realised.

Actors in ML

The following agencies are those that are leading in the development of new structures and approaches to media literacy. There are many other key agencies listed in the rest of this report.

Ofcom is required to 'work with others to promote media literacy', is sponsoring useful research and may start to support the development of new resources and approaches, especially for under-served sectors. It has also set up an **Associate Parliamentary Media Literacy Group**⁸, which brings together parliamentarians with other interested stakeholders (both individual and corporate) on a regular basis to discuss aspects of media literacy.

The **UK Film Council** initiated the Media Literacy Task Force⁹ that drafted the Charter for Media Literacy, and has done much to win industry interest in media literacy. This task force came into being as the result of a proposal made in the 2004 conference, *Inform and Empower: Media Literacy in the 21st Century*, promoted by the Secretary of State for Culture, Media and Sport. Furthermore, the UK Film Council is funding **First Light Movies** which has helped to set new standards for moving image media production by children and young people, and continues to develop new approaches to young people's creative work with film.

The UKFC has asked the **BFI** to lead a planning process amongst its funded bodies to establish a UK-wide strategy for film education. The BFI has also developed new approaches and resources for the critical study of moving image media from age 3 upwards, which have been successfully established in 61 of England's 147 local education authorities.

The **National Screen Agencies in Northern Ireland and Scotland** have successfully promoted media literacy at government and policy level in their nations. The new **Media Education Association** in England offers a voice to teachers of media and is thus potentially an important source of evidence on effective teaching and learning.

The **Centre for the Study of Youth and Media** at the London Knowledge Lab¹⁰ is an important source of new thinking and research evidence, especially in the new fields of learning about the internet and computer games.

On the other hand, Public television, BBC and Channel 4 are very active in medial literacy.

Statistics

Studies on the level of Media Literacy amongst the population reveal, in general, increasing awareness of the

structure of the information obtained, and 6) Enrichment, correction and revision of the information; validation, systems of prediction and hypothesis.

⁸ http://www.ofcom.org.uk/advice/media_literacy/apmlg/.

⁹ Cf. <http://www.ukfilmcouncil.org.uk/information/downloads/?subject=20>

¹⁰ Cf. <http://www.childrenyouthandmediacentre.co.uk/index.asp?TableName=Overview&RowID=1>

options provided by the media, but low levels of take-up of these possibilities (particularly in the case of digital television and radio).

The level of awareness of television is significant, and is higher than for other media. Television is the most widely used form of media and the one that gives rise to the fewest parental rules (after radio). Young people tend to watch television without the company of adults. The most widely viewed and popular shows among children and young people are reality TV shows.

The digital divide particularly affects the over-65s, whilst the youngest members of the population, particularly those over 12, are active users of new media in all its facets.

The studies that have been carried out do not reveal either the level of development of critical awareness of the media, or skills in the production of messages.

1. Media Literacy-related policies and actions

1.1 Government and authorities

OFCOM (Office of Communication)

www.ofcom.org.uk



Key reason

The Communications Act gave Ofcom the obligation of working with others to promote media literacy in relation with the electronic media. Its mission is to promote and stimulate the comprehension and public awareness on the nature and content of electronic media, the process by which this content is produced, the way access to this content can be regulated, and the ways in which the viewer can control the use of this content and use it effectively and adequately¹¹.

Definition

Independent regulator and competition authority for the UK communications industries, with responsibilities across television, radio, telecommunications and wireless communications services (but not for film).¹²

Applies protection for audiences against offensive or harmful material, unfairness or the infringement of privacy and maintains plurality in the provision of broadcasting.

Media Literacy-related campaigns or initiatives

Ofcom's recent objectives in the area of media literacy are:

- To identify areas of concern relating to emerging communications technology and services, particularly relating to fixed and mobile internet content, and encourage public debate.
- To establish viewer preferences with regard to information about audio visual content.

- **Ofcom's Media Literacy Publications and Research:** Media Literacy Audit – a series of reports on the research undertaken by OFCOM to assess the extent of media literacy in the UK. There is one Media Literacy Audit for each of the following: adults, children, nations and regions, disabled people, older people, and adults from minority ethnic groups. These reports used surveys to study the level of command that users have over each existing media platform and their ability to take advantage of the options available to them.
- **Media Literacy Bulletins:** The quarterly media literacy bulletin features the latest media literacy developments from Ofcom or Ofcom's stakeholders.
- **Ofcom media literacy research forum.** To ensure the research looks at the right areas, asks the right questions and uses the most appropriate methodologies. Research forum members are drawn from a range of backgrounds, including the broadcast, internet and telecoms industries, academia, consumer groups and Government departments.
- **Associate Parliamentary Media Literacy Group:** large group of parliamentarians and other individual and corporate stakeholders who meet regularly to receive information about aspects of media literacy and discuss issues.
- Three key strands of activity are the focus of Ofcom's early work to promote media literacy in the UK:
 - **Research.** Carry out a wide-ranging research programme to investigate emerging media literacy issues, current levels of media literacy and to establish a tracking study.
 - **Connecting, Partnering & Signposting.** To put media literacy on the agenda of all

¹¹ By law, as established in the Communications Act of 2003 (section 11) -<http://www.opsi.gov.uk/acts/acts2003/30021--b.htm>-, Ofcom has concrete responsibilities in the promotion of media literacy, such as, among others:

(a) to bring about, or to encourage others to bring about, a better public understanding of the nature and characteristics of material published by means of the electronic media;
(b) to bring about, or to encourage others to bring about, a better public awareness and understanding of the processes by which such material is selected, or made available, for publication by such means;
(c) to bring about, or to encourage others to bring about, the development of a better public awareness of the available systems by which access to material published by means of the electronic media is or can be regulated;
(d) to bring about, or to encourage others to bring about, the development of a better public awareness of the available systems by which persons to whom such material is made available may control what is received and of the uses to which such systems may be put;
(e) to encourage the development and use of technologies and systems for regulating access to such material, and for facilitating control over what material is received, that are both effective and easy to use.

¹² OFCOM was established as a body corporate by the Office of Communications Act 2003.

stakeholders; stimulate debate at conferences and events; promote and direct people to advice and guidance on new communications technologies. To offer seed-corn funding to support projects and use part of its website to direct people to relevant information on media literacy issues.

- **Labelling.** The prime concern in suggesting a common labelling framework is to ensure consistency in the presentation of information related to possible harm and offence, in particular to help protect young and vulnerable people from inappropriate material.

Target groups

Media consumers, media industries.

Department for Culture, Media and Sport (DCMS)

www.culture.gov.uk



Key reason

DCMS is a Government Department whose responsibilities include the arts, film and broadcasting, and to which Ofcom is directly responsible. Because it is not responsible for formal education, it sees media literacy as something for all citizens, not just school students.

Definition

Government Department whose role is to improve cultural and sporting activities, to support the pursuit of excellence and to champion the tourism, creative and leisure industries.

It aims to maintain, support and protect the media, to extend the benefits of the digital revolution to all UK citizens and to promote strong public service broadcasting, taking account of British views and interests, ensuring that fair and effective competition is fostered. It promotes high quality broadcasting and works closely with industry and consumer groups, as well as regularly consulting on key issues to help ensure their aims.

It sees media literacy as giving everyone the confidence and knowledge to make the most of today's varied media.

Media Literacy-related campaigns or initiatives

- **BBC Charter renewal.** A Royal Charter governs the BBC's activities. Every 10 years, DCMS reviews the public obligations of BBC (The 1996 Charter and Agreement expired on 31 December 2006). So, for three years (2003-06), DCMS undertook a major public consultation to help decide the details of the new Charter and Agreement.
- **Community media.** Keen to support local news and programming, which helps foster communities and can also contribute to local economies.
- **Digital switchover.** In the next few years, television is going completely digital. To help make digital TV options clearer to consumers, DCMS launched the "digital tick" logo, to certify products and services that are designed to help consumers through the switchover.
- **Television without Frontiers.** DCMS is responsible for implementing the EU's Television Without Frontiers Directive (TVWF) in the UK, and it is currently involved in revising it.
- **Culture online.** Digital bridge between learning and culture. Its aims include: to promote lifelong learning, extend the reach of new technologies, and build IT skills in the website, sharing lessons about creating extensive digital projects in the overlapping areas of Education, Technology and Culture.
- See also Filmstreet and Media Box (1.6 below)

Target groups

Media, community, audiences.

Key reason

The DCSF's responsibilities include education, therefore the elements of the formal curriculum that involve media literacy (see 2.1) are ultimately its responsibility. However, it does not have any explicit policy for media literacy, despite supporting initiatives in this field.

Definition

On 28 June 2007, the Prime Minister replaced the Department for Education and Skills (DfES) with the Department for Children, Schools and Families (DCSF). This Department is responsible for all aspects of policy affecting children and young people, and will lead work across Government to improve outcomes for children, including work on children's health and child poverty, as well as education.

Media Literacy-related campaigns or initiatives

- Nothing direct or explicit, but the awarding bodies that administer media qualifications for young people in formal education are governed by the DCSF, as is the Qualifications and Curriculum Authority, which regulates the school curriculum and the examination system, both of which include elements of media literacy (see 2.1), the Office for Standards in Education (Ofsted) which inspects and reports on standards in schools, and the Training and Development Agency for schools which is responsible for teacher training.

Target groups

Children from infancy to 19, and their parents, carers and teachers.

1.2 Civil society

Key reason

As media literacy teaching takes place mainly within English tuition, the existence of innovatory and high-standard materials and training from a non-profit provider is an important feature of media education in the UK. This organisation promotes media literacy beyond publications and courses.

Definition

The English and Media Centre is a not-for-profit trust that provides publications and professional development on all aspects of English teaching for teachers and students of literature, language and media in the UK and abroad.

Media Literacy-related campaigns or initiatives

- **MediaMagazine:** a quarterly subscription magazine and website for A Level students of Film and Media. It is dedicated to media literacy.
- Publishes a large number of **books and photocopiable resources**, CD ROMS, Video/DVD and interactive resources on media literacy.
- Provides professional development **courses for teachers** offering practical classroom strategies and new teaching ideas, while enabling them to reflect on their own practice in discussion with others. Course tutors include Advanced Skills teachers, examiners, writers of textbooks and academics who are experts in their fields. Their advisory teachers are experienced classroom practitioners and course tutors. Their catalogue includes a lot of course material on media literacy.

Target groups

Teachers of English and media, mainly in the secondary schools sector.

Key reason

MEA is the subject association for media teachers in all sectors of school education, and was established in 2006 with grants from the Department of Education and the UK Film Council. Its function is to support media teachers, promote media literacy and work to raise the status of media education.

Definition

A grassroots association set up by media teachers for media teachers. It exists to promote media education on a national level, while also providing support and advice to media educators themselves. Represents the interests of, and raises the status of media education and Media Studies as a discipline.

Media Literacy-related campaigns or initiatives

- A **forum** for the views, experiences, and resource needs of teachers of media.
- **Annual conference.** Workshops, seminars and speeches from specialists in Media Education.
- **Information** about educational or industrial initiatives and research, and examples of good practice.
- Plans a new website to share resources and views, and provide access to a database of resources, in which teachers are able to swap ideas, ask for advice or keep up to date with the latest developments in media education.

Target groups

Media teachers from primary schools, secondary schools and further education; currently membership is mainly from secondary and further education sectors.

Community TV Trust (CTVT)

www.communitytvtrust.org/



Key reasons

Non-profit organisation which promotes the use of media and new media in local communities, as well as active citizenship and social cohesion, which can be seen as contributing to media literacy in a broad sense.

Definition

The national charity, Community TV Trust [CTVT] promotes the local use of media and new media, because it considers that self-esteem and general personal empowerment come from participating in local media making.

Media Literacy-related campaigns or initiatives

- **Stives.tv.** Website venture for local partners - such as schools and community groups, local filmmakers and writers - to communicate, promote and publish their work: films, videos, photography, music, animation, text, poetry, etc.
- **"Southwark Template"**. A tripartite template for community media (web-Event-TV). www.southwark.tv
- **TACT Ltd.** UK specialists in learning disability, CTVT has visited Athens, with a view to developing hands on media training for users of TACT services in Greece.
- **Somali Community Media Project.** CTVT supports the Somali community in London via Southwark. A Somali pupil is making a film about khat addiction and preparing campaigning literature.
- **St. Ives/West Cornwall.** A local, internet-based and interactive TV in St. Ives (www.st.ives.tv) built exactly along the lines of 'Southwark.TV' although on a smaller basis, has started up.

Target groups

Education Partners, Primary schools and community organisations.

Key reason

The CMA's initiatives make resources available to help people establish and develop community based communications media, enabling them to reach audiences with their work, thus developing media literacy skills in a general sense.

Definition

A non-profit membership association for community radio, television and internet projects. The UK representative body for the Community Media sector, which is committed to promoting access to the media for people and communities.

CMA represents Community Media to Government, industry and regulatory bodies. It provides a range of advice, information and consultancy, offering support to anyone with an interest in the sector.

Media Literacy-related campaigns or initiatives

- **Community Radio:** The CMA offers a wide range of services to Community Radio and is committed to supporting the development of a vibrant and sustainable Community Radio sector in the UK (The total number of Community Radio stations licensed by Ofcom is currently 107).
- **Community Television:** The CMA is working on a project 'This is Community Television', to show what Community Television is like, and what it can be in the future, so that people who haven't experienced it yet will find out what they are missing.
- **Internet Media Service** with streaming media servers in Sheffield and in London's Docklands, connected directly to the UK Internet backbone. The CMA provides the platform to stream using MP3, Real or Ogg Vorbis.
- **Publications List.** Publications produced by the Community Media Association and other publishers from across the UK and worldwide (Community Media: International Perspectives, Community Media: Strengthening Cultural Life in Scotland, Community Radio Toolkit, etc.)
- **The showcase.** The world's first streaming media archive of radio, TV, Internet projects and learning materials from the community media sector. The aim is to enable new audiences to access community media by making it available via the web, accessible to all from the highest to the lowest connectivity, 24 hours a day.
- **CMA Scotland.** A separate organisation, affiliated to the Community Media Association with its own board and a special remit for the development of Community Media in Scotland. The CMA Scotland Steering group is leading this process.
- **Turn up the volume.** Advice and support for Community Media projects in South Yorkshire.
- **Airflash magazine.** A quarterly magazine published by the Community Media Association to highlight and raise issues concerning community based local and independent media.
- **"Tees Valley Community Media"**. A Community Based Cross-Media. The project has a broad range of community media activities from simple web pages to online community newspapers and on demand audio and video streaming.
- **Campaigns:** "Spring into action", "Refugee Week Radio 2007".

Target groups

Citizens, media producers, individuals and groups, community media sector.

1.3 Commercial communication

Media Smart

www.mediasmart.org.uk

media smart

Key reason

A Media Literacy programme that aims to help children develop the ability to understand and interpret advertising effectively. It makes media literacy programmes for the classroom and the home using audio-visual and print educational materials. It has received favourable comments from Government Ministers, who are keen to see more industry involvement in media literacy.

Definition

Not-for-profit body funded by corporate sponsors from the advertising industry and partner organisations. A media literacy programme, focused on advertising.

Media Literacy-related campaigns or initiatives

- Dedicated **website** with specialist areas for children (Contains adverts, fast acts, smart quiz, top tips and games), parents/carers and teachers.
- Parents leaflet – **Watch Wisely**: Practical tips on helping children understand what they are watching.
- **Free teaching resources** with links to the National Curriculum including: teaching video, poster, teachers' notes, activity sheets and a leaflet for parents: created by the English and Media Centre (qv).
- **TV infomercial** – *House Hippo* – to tell viewers about Media Smart® and how to access the material.
- Has commissioned an independent study of its impact from Professor David Buckingham at the Centre for Children, Youth and Media at the London Knowledge Lab.

Target groups

Teachers, parents/carers, and primary school children aged 6-11 years old.

1.4 Audiovisual works

BFI Education (British Film Institute)

www.bfi.org.uk



Key reason

The BFI promotes understanding and appreciation of Britain's film and television heritage and culture, and has been a UK leader in advocacy for media literacy for many years, publishing influential definitions of media literacy and developing innovative teaching approaches. It is currently leading a consortium of bodies funded by the UK Film Council to establish a UK-wide strategy for film education.

Definition

A charitable organization established by Royal Charter and funded by the Department for Culture, Media and Sport through the UK Film Council. Promotes understanding and appreciation of Britain's rich film and television heritage and culture. It holds and manages the National Film and Television Archive, the BFI National Library, and BFI Southbank, a complex of cinemas and exhibition spaces in London which includes the National Film Theatre. It distributes films, publishes books, DVDs and teaching materials, and the monthly magazine Sight & Sound. It is building a wide range of online services to inform and educate the public about moving image media.

Media Literacy-related campaigns or initiatives

- **BFI Education** is the BFI department with responsibility for developing media literacy initiatives. It produces a range of resources and training packs for teachers and hosts conferences, seminars and workshops for learners of all ages.
 - Talks & courses
 - Conferences
 - Events for teachers & students
 - Teaching resources (now published and distributed under licence by Palgrave-Macmillan)
 - Advocacy

- **MediaEd** The UK Media Education website at www.mediaed.org.uk. Funded by BFI to provide information to people interested in media and moving image education in primary, secondary, further and informal education for teaching Media Studies, Film Studies and Film-making in the classroom.
 - Resources, articles, worksheets, case studies and reviews to be used in the classroom.
 - Information about media education 'movements' around the world.
 - Link to sites related to Media Education
 - Discussion Forum: Topics related to media and moving image education, including classroom practice, curriculum and technical matters.
- **Screenonline** Enormous online service providing access to UK film and TV material and a large amount of informational and educational support material, free to schools and public libraries in the UK – as streamed video (i.e. not downloadable).

Target groups

Children, young people and teachers in formal and informal education, adult audiences in informal settings.

UK Film Council

www.ukfilmcouncil.org.uk



Key reason

To provide state funding for film production, distribution and exhibition in the UK, and thereby to build a healthy and viable British film industry. Funds a range of organisations: the Regional Screen Agencies, the British Film Institute, First Light, Filmclub, and contributes to Skillset (the Sector Skills Council for the audiovisual industries, in charge of training for these industries).

Definition

The Government-backed strategic agency for film in the UK.

Media Literacy-related campaigns or initiatives

Some highlights:

- **Giving audiences more choice:**
 - Specialised films have received wider releases using National Lottery funds.
 - Equipment of cinemas to give people with hearing and sight disabilities a richer experience when they go to the movies; and development of a website.
 - A digital screen network (installing digital projectors).
 - Help set up film clubs in remote and rural communities.
- **Making great films:**
 - National Lottery money supports the production of films and, short films.
 - To reinvest in the industry, the money generated from successfully-backed films.
- **Encouraging wider participation in film and the film industry:**
 - Through the First Light programme, 9,000 children and young people have made more than 600 short films.
 - The Regional Investment Fund for England (RIFE) works to benefit local talent and communities.
- **Developing skills and talent:**
 - Lottery funded films have launched new UK talent.
 - "Screen Academies" established as centres of excellence in film, offering vocational courses for adults matched to industry needs.
 - Skillset offers consultancy to individual film companies to develop training programmes for their staff, and its web provides a one-stop shop of information about the film industry.

Target groups

UK film industries and audiences.

Film Education

www.filmeducation.org



Key reason

Support teachers and give pupils the opportunity to analyze and evaluate not only film, but also a wide range of Media.

Definition

Film Education is a registered charity funded by the UK film industry and the BFI. It develops a range of its resources and services to respond to the growing importance of Media Education in the National Curriculum, increasing the demand for current educational material on film and film making.

Media Literacy-related campaigns or initiatives

- **Events:** Includes National Schools Film Week, The Media Studies Conference 2007, "Your Voices, Your Truths" (A series of screenings, tied in with teaching resources, which will allow students to set their own agenda with regard to environmental issues).
- **Film Library:** A directory of films recommended for use in the classroom. Nearly all films include subject areas covered and links to resources available on the site, either online or to download free of charge.
- **Interactive digital resources:** CD-ROMs designed to explore the reading, writing, creation and therefore understanding of both the moving image and the written text.
- **Film Education Shop.**

Target groups

Schools, teachers, ICT users.

Scottish Screen

www.scottishscreen.com



Key reason

Promotes media literacy among teachers, and works to enhance the use of screen media in teaching at college and university level.

Promotes moving image education right at the heart of the schools curriculum, improves the use of moving image education in adult learning programmes and ensures that people of all ages and backgrounds are inspired and equipped to analyse, appreciate, explore, create and share screen media.

Definition

The national screen agency for Scotland with responsibility for developing all aspects of screen culture and industry across the country.

Works to drive an integrated screen policy across Scotland and the screen industries as an advisor to government, advocate for the industry, a development agency and a strategic investor. It works in close partnership at local, regional, national and international levels across the public, private and voluntary sectors.

Media Literacy-related campaigns or initiatives

- **Educating Schools. Media Literacy**
 - Publishing "*Moving Image Education and a Curriculum for Excellence*".
 - The moving image education programme running in Angus schools.
 - Promoting the Scottish Screen Archive in education.
 - Scotland's screenwriting competition for 11-16 year olds "*First Writes*"
 - The screen conference and competition for Scotland's students.
 - Education activities at specialist cinemas and venues in Scotland.
 - Scottish Screen Archive in education.
- **Professional Development**
 - Scottish Screen is working with a small number of local authorities, trialling models of continuing professional development.
- **Chartered Teachers**
 - Scottish Screen lead practitioners and the University of Glasgow's Faculty of Education have developed two Chartered Teacher Modules in moving image education.
- **Case Studies**

- Programme of moving image education, embedding it into core literacy provision in the Brechin cluster of schools.

Target groups

Schools, teachers and audiences.

Northern Ireland Screen

www.northernirelandscreen.co.uk



Key reason

Northern Ireland Screen has an important remit to broaden access to, and develop awareness and understanding of moving image culture and heritage in Northern Ireland. As such, it has a crucial role to play in both the formal and non-formal education sectors in relation to Moving Image Education.

Definition

Is developing an integrated screen policy across Northern Ireland and the screen industries as an advisor to the Government, advocate for the industry, a development agency and a strategic investor. It works in close partnership at local, regional, national and international levels across the public, private and voluntary sectors.

Media Literacy-related campaigns or initiatives

- *A Wider Literacy* is the advocacy document produced by the Education Policy Working Group (EPWG) of Northern Ireland Screen in conjunction with the British Film Institute.
- Courses in Moving Image Education for Teachers, trainers, educators, youth and community facilitators.
- Has helped to establish Creative Learning Centres in Armagh and Belfast.
- Supports take-up of the Moving Image Arts A Level, which was developed by the British Film Institute and CCEA in collaboration with the Nerve Centre and Northern Ireland Screen.

Target groups

Learners of all ages and in all sectors.

The English Regional Screen Agencies

www.bfi.org.uk/education/contacts/external/rabs.php

Key reason

All the screen agencies are required to support moving image media education in their regions: all have policies for this, and all employ officers wholly or partly dedicated to this work.

Definition

The 9 regional screen agencies in England provide funding and support for the cultural and economic development of film, television and digital media in the 9 English regions. The main areas of work are business support, locations, creative development, exhibition, training, education and funding. The agencies are mainly funded by the UK Film Council and are: South West Screen (www.swscreen.co.uk), Screen East (www.screeneast.co.uk), EM Media (www.em-media.org.uk), Film London (www.filmlondon.org.uk), Northern Film and Media (www.northernmedia.org), North West Vision (www.northwestvision.co.uk), Screen South (www.screensouth.org), Screen West Midlands (www.screenwm.co.uk) and Screen Yorkshire (www.screenyorkshire.co.uk).

Media Literacy-related campaigns or initiatives

- All of the screen agencies fund media education activities in their region, which may include **creative activities with film or digital media**, **screening** and study opportunities, **festivals**, **conferences** and other events.

Target groups

Priority target groups vary from region to region, though most include young people.

The National Media Museum

www.nationalmediamuseum.org.uk



Key reason

The Museum promotes understanding and appreciation of photography, film, television, radio and the web.

Definition

The National Media Museum is part of the NMSI Museums Group (National Museum of Science and Industry).

Media Literacy-related campaigns or initiatives

- **7 galleries** focussing on photography, television, animation, light and IMAX film technology as well as a changing programme of special exhibitions.
- **Workshops** e.g. on photography, TV advertising and editing, for different school age groups.
- **Young Filmmakers' Festival:** The Museum hosts this annual event each October, showcasing creative work by children and young people from across the UK.

Target groups

Teachers, primary and secondary students; English, Media Studies and Communications students, citizens.

Cinemagic

www.cinemagic.org.uk

**Key reason**

Provides opportunities for children, young people and families to see non-mainstream films from around the world, and to participate in events and activities that promote their interest in and understanding of film.

Definition

Cinemagic is a competitive international film festival for young people based in Belfast, Northern Ireland. Films are judged by a jury of young people (aged 8-14 and 15-18)

The 17-day festival (established in 1989) includes international film screenings, big movie premieres, special guests, discussions, competitions and masterclasses in all aspects of filmmaking.

Media Literacy-related campaigns or initiatives

- **Film festival for young people:** Best feature and best short film for a teenage audience and Best feature and best short film for a children's audience.
- Cinemagic Education/ Outreach **programmes**.
- **Educational resource packs** and workshops that accompany what is being taught in the classroom- from literacy, citizenship, history and foreign language, to media, ICT and film studies.
- **Touring programme:** visit schools across the province during the festival and workshops.

Target groups

Children and young people from age 4 to 25.

London Children's Film Festival

www.barbican.org.uk/lcff



Key reason

Provides opportunities for children, young people and families to see non-mainstream films from around the world and to participate in events and activities that promote their interest in and understanding of film.

Definition

Annual film festival for children in October, based at the Barbican in London but with screenings at a number of cinemas around London.

Media Literacy-related campaigns or initiatives

- Workshops, seminars, introduced screenings, outreach programme for schools. Children's jury that awards prizes to the films they think are the best.

Target groups

Children and young people up to the age of 16.

Family friend festival

<http://www.familyfriendly.org.uk/Downloads/familyfriendlyfilmfestivalbrochure.pdf>



Key reason

Provides exhibitions of films and seminars and workshops about film production.

Definition

Annual film festival for children in October, based in Greater Manchester.

Media Literacy-related campaigns or initiatives

- Workshops, seminars, introduced screenings, outreach programme for children.

Target groups

Children, young people and families.

Discovery Film Festival

www.discoveryfilmfestival.com



Key reason

Provides opportunities for children, young people and families to see non-mainstream films from around the world and to participate in events and activities that promote their interest in and understanding of film.

Definition

Annual festival in September at Dundee Contemporary Arts in Dundee, Scotland, and touring to cinemas around Scotland.

Media Literacy-related campaigns or initiatives

- Workshops, seminars, introduced screenings, outreach programme for schools. Children's jury that awards prizes to the films they think are the best.

Target groups

Children and young people up to the age of 16.

Showcomotion. Young People Film Festival



www.showcomotion.org.uk/

Key reason

Provides opportunities for children, young people and families to see non-mainstream film and television from around the world and to participate in events and activities that promote their interest in and understanding of moving image and digital media.

Definition

The largest and longest established film festival for children in Great Britain. Includes the Showcomotion Children's Media Conference for people in the children's media industries. Annual event in June/July.

Media Literacy-related campaigns or initiatives

- Workshops, seminars, introduced screenings, outreach programme for schools.

Target groups

Children and young people up to the age of 16.

Regional Independent Cinemas

www.bfi.org.uk/education/contacts/external/officers.php

Key reason

Many of these cinemas have substantial education programmes and employ full- or part-time education officers to develop audiences' appreciation and understanding of film.

Definition

The UK has some 200 independent regional cinemas, about 20 of which have significant education facilities and programmes.

Media Literacy-related campaigns or initiatives

- MOVIES network of education officers meeting three times a year to share ideas and information and to update themselves on media literacy issues
- Workshops, events, talks and discussion groups at cinemas
- Programmed seasons of films with accompanying documentation
- Special schools' screenings and participation in National Schools' Film Week (see Film Education qv)

Target groups

Audiences of all ages including students in formal education.

Film Club



www.filmclub.org

Key reason

Encourages responsible film viewing by children and young people and offers a wider choice of films for them to see; also encourages feedback and critical debate by school students.

Definition

New initiative to help teachers to set up after-school film clubs and provision of free loan of DVDs for screenings from the wide selection held by www.lovefilm.com. Pilot year just completed: hopes to receive Government funding as a permanent service.

Media Literacy-related campaigns or initiatives

- **The Film Club Pilot.** FILM CLUB has joined with LOVEFILM, The Guardian, Film Education, the UK Film Council and other partners to bring about this pilot.
- **VIP Visits.** Offer to schools the chance of a visit from professionals working in the movie business.
- **Resources and Materials.** Recommendations and information on films and short films.

Target groups

BBC Learning Resources

www.bbc.co.uk/children



Key reason

Offers educational online resources for learning support and advice and for the development of abilities in the use and understanding of Media.

Definition

Public corporation of radio and television, it is financed by a TV licence paid by households. Programmes and services it offers include television, radio, national, local, children's, educational, language and other services for key interest groups.

BBC services are used by over 90% of the UK population every week. The BBC also runs orchestras, actively develops new talent and supports training and production skills for the British broadcasting, music, drama and film industries.

Media Literacy-related campaigns or initiatives

- **bbc.co.uk** promotes internet use to develop a deeper relationship with licence fee payers and to strengthen BBC accountability. Its emphasis is on democratic and educational value, through the provision of innovative and distinctive content, available to all. This includes sections as *Me and my movie*, which promotes understanding of film production (<http://www.bbc.co.uk/cbbc/meandmymovie/involved.shtml>).
- **BBCi interactive TV**. Offers 24-hour, up-to-the-minute news, weather, education, entertainment and other information content to all digital television audiences via the red button on remote controls.
- **Create with the BBC**. To report and to train in media literacy with various projects to support the audiences in their development of abilities in the use and understanding of Media. Categories are Sound & Vision, Writing and Parents & Children.
- **BBC Schools**. Resources for curriculum topics, learning English, online courses, vocabulary & grammar, quizzes, children's, health, history, music, society & culture.
- **BBC News School Report Project**: to help school students (12 and 13 years old) create their own news reports and make them publicly available.
- **Channels:**
- **CBeebies**. Offers programmes to educate and entertain the BBC's youngest audience (aged five and under). <http://www.bbc.co.uk/cbeebies>
- **CBBC**. Puts an emphasis on encouraging participation of children from six to 12 years old.
- **BBC Three**. Is dedicated to innovative British content and talent aimed primarily at younger audiences.
- **BBC Four** is for audiences in search of even greater depth and range in their viewing, with an ambition to be British television's most intellectually and culturally enriching channel.

Target groups

All audiences.

Channel 4 Learning. Online educational products

www.channel4learning.net



Key reason

Offers educational online resources for learning with educational multimedia resources. It promote activities in the field of media literacy.

Definition

Channel 4 Learning is part of the Espresso Group of companies. It provides innovative, curricula-focussed products and services to motivate and inspire teachers and learners with programming broadcast.

The channel's content is currently distributed worldwide on multiple platforms - broadcast, video, DVD, CD-ROM, online, broadband and other digital platforms - into both formal educational institutions and the home market. It has an online subscription services for teachers and learners. Fulfilling Channel 4 Television's educational public service remit through the provision of a teaching context for programmes. (Media industry)

Media Literacy-related campaigns or initiatives

- **Programme Notes:** TV resources for the classroom include background information, activities, programme aims and outcomes and curriculum relevance.
- **Websites:** Interactive resources on CD-ROM, DVD, online and other digital platforms, broadcast, into both formal educational institutions and the home market. Games and activities for students.
- **gcsEASE Applied.** Real life learning for 14–19 year olds.
- **ClipBank:** A digital library of the very best educational television clips. It is a highly flexible learning resource and genuinely uses ICT across the curriculum.

Target groups

Aged 4 - 19 students, teachers, and all audiences.

Leeds International Film Festival

www.leedsfilm.com



Key reason

It has a special section for young people where people can see, vote and debate about films made by children and teenagers. Every year develops workshops with young people to get them closer to the film production process and education in cinema.

Definition

Documentaries, fiction, horror, thrilling, human rights and independent cinema are the principal areas covered by the Leeds Festival.

Media Literacy-related campaigns or initiatives

- Screening sessions for students
- Material designed to build biggest European cinema audiences
- Training on direction, production and other fields of cinema creation for children

Target groups

General public, children, young people.

Manchester International Film Festival

www.miff.co.uk



Key reason

Festival has implemented a very close cooperation with the educative environment in Manchester, introducing students in many different areas related with the festival and with the utilisation of cinema as educative resource.

Definition

Very orientated to the commercial cinema from Hollywood to Bollywood, Manchester Festival tries to reunite in one place filmmakers and movies from all over the world with special sections for women, children and professionals.

Media Literacy-related campaigns or initiatives

- Festival approach film environment to the schools of the city
- Develop of material for cultural integration based on the comprehension and use of audiovisual material
- Workshops between professional directors and young people

Target groups

General public, young people, students.

Sheffield International Documentar Festival

<https://sheffdocfest.com/>



Key reason

One of the newest projects of the festival is the "Young People's Project", where a small group of persons will try to learn about the process of programming a festival.

Definition

Is a festival with a deep sense around social issues as democracy, racism, poverty or human rights.

Documentaries presented goes in this direction and the festival remarks that the intention is to reach students, academics and families as well.

Media Literacy-related campaigns or initiatives

- Screening for very specific targets like students, parents associations, underprivileged or ethnic minorities
- “Young People Project”, designed to improve abilities among the young people and students around the production of an international film festival.

Target groups

General public, ethnic minorities, students, underprivileged people.

1.5 Online environment

Childnet International

www.childnet-int.org



Key reason

To improve projects on Internet use and acquisition of new “net literacy” skills, providing advice to industry, organisations, parents, teachers and carers about Internet and mobile safety.

Definition

Non-profit organisation that promotes the positive and highlights the creative and inspiring ways children and young people are using the Internet for good.

Childnet works in 3 main areas: Access and promoting quality content, Awareness and advice; and Protection & Policy.

Media Literacy-related campaigns or initiatives

- **Childnet Academy:** young people developing internet projects or exciting online ideas to benefit other children.
- **Kidsmart:** internet programme for schools.
- **New Mobile Services:** for the use of mobiles.
- **Music & the Internet:** resources and advices for P2P software.
- **Stay Smart online:** interactive learning.

Target groups

Children and young people; teachers and schools.

Think U Know

www.thinkuknow.co.uk



Key reason

Works to provide information on Internet safety and safe surfing for young people and their parents for online experiences and provides interaction and resources to share experiences.

Definition

Website of the Child Exploitation and Online Protection Centre (CEOP). It has been created as part of its Harm Reduction strategy.

It contains a large amount of information on Internet safety and safe surfing for young people. All topics about online safety are covered, including mobiles, blogging and gaming sites.

Media Literacy-related campaigns or initiatives

- The programme uses **three key strategies:** How to have fun online, how to stay in control online, how to report online.
- **Parents’ area.** To help to parents to understand some of the new technology that young people use, and update them on some of the risks they may come into contact with.
- **Teachers’ area** aimed at education, law enforcement and other professionals who have direct access to

11 to 16 year olds as part of their day-to-day work.

Target groups

Young people, parents, teachers.

Citizens Online

www.citizensonline.org.uk



Key reason

Explores the social and cultural impact of the Internet on society and promotes the universal access to Internet.

Definition

UK-wide charity committed to addressing and promoting the issues of digital inclusion. It works closely with industry, government and the voluntary sector to deliver projects which promote social inclusion and community regeneration through the use of ICT and digital technology.

Citizens Online is a Member of the Youth Protection Roundtable¹³, and share the commitment of taking a collaborative approach to ensure that young people, and their support networks are equipped with the tools to provide a safe, secure virtual environment. (Civil society)

Media Literacy-related campaigns or initiatives

- **Everybody Online:** Project that enhances social inclusion, communication and connectivity in some of the most deprived communities in the UK.
- **The Everybody Online Hub:** Project that creates learning resources and training packages which support the delivery of digital inclusion and Internet learning activities in the community.
- **Alliance for Digital Inclusion:** Work with Business in partnerships to create action programmes and promote collaborative working on ICT in the community.

Target groups

Young people and vulnerable groups in society.

Digital Unite

www.digitalunite.net



Key reason

One of its objectives is to bring media literacy to those who might not otherwise find access easy and to share skills and discoveries through promotion and publication of best practices.

Definition

Independent limited company, run from an office in London. Offers specialist and associated services to organizations as well as individuals, and has built up a portfolio of work which includes strategic and consultative projects as well as training delivery.

Media Literacy-related campaigns or initiatives

- **Silversurfersday:** A campaign aimed at the digital inclusion of senior citizens.
- **DU Community.** A tried and tested model that brings IT literacy and ongoing computer and Internet access to residents in any kind of community.
- **DU Workforce.** Tailored IT skills programmes for organizations wanting to develop the IT literacy of the workforce, benchmark competencies, measure results, and engage learners in order to realize organizational efficiency and motivate employees.
- **DU Trainers.** A UK-wide network of specially recruited, trained and monitored trainers that brings tutoring for individuals in their own homes, workplaces or communities.
- **DU Consultancy.** In and around IT issues.

Target groups

Works in sheltered housing nationwide, communities, organizations. Recruits senior trainers.

¹³ At: www.yprt.eu/yprt/content/sections/

1.6 Media production skills

Media Education Wales

www.mediaedwales.org.uk



Key reason

Provides training and resources to develop moving image media production skills for children and young people in formal and informal education. Also manages the BFI-funded site www.mediaed.org.uk (qv)

Definition

A non-profit limited company which receives revenue funding from *Sgrîn*, the Media Agency for Wales.

Supports media and moving image education through resources, training, events, projects, research and consultancy with teachers, advisers and others. It specialises in making film-making easy, helping children and adults to learn about film language and film and moving images in the curriculum.

Media Literacy-related campaigns or initiatives

Offers activities supporting **media and moving image education** in formal and informal education:

- Training for teachers, arts, and youth and community workers. (The annual in-service training event for GCSE and A- level Media Studies teachers).
- Workshops for primary and secondary pupils, young people and adults. (Filmschool, a programme of film-making projects and workshops with Primary and Secondary schools, youth and community groups).
- Digital video training, workshops, advice and project support ("Making movies make sense", a CD-ROM on film language and film-making online).
- Projects in schools and communities.

Target groups: Works with all ages from 8 to adults, in formal and informal education and in the community.

Breaking the news (Channel 4)

www.channel4.com/learning/breakingthenews/schools/learningmaterials/default.html



Key reason

Creates content courses and promotes initiatives with educational centres aimed at teaching young people about television news production systems, analysis of the news and to encourage the creation of audiovisual news by young people.

Definition

Channel 4 is an independent public television channel whose mission is to produce and broadcast high-quality and innovative programmes. The "breaking the news" project was developed via a website and activities.

Media Literacy-related campaigns or initiatives

- News Gallery produced by the schools
- Courses in Media Literacy
- Equipment and tools for audiovisual production
- Professional master class.

Target groups

Students and schools.

First Light Movies

www.firstlightmovies.com

First Light Movies

Key reason

Promote media literacy fostering young people to produce films.

Definition

Funding organisation which enables film makers and organisations to work with young people to help them write, act, shoot, light, direct and produce films using accessible digital film technology. Funded by the UK Film Council.

Media Literacy-related campaigns or initiatives

- Short term and longer term funding programmes for young people.
- Evaluation: analysis of reports written by funded organisations and by project mentors, commissions, case studies and reports.
- Manages campaigns and special projects to help young people to create short digital films.
- Funds Film Street <http://www.filmstreet.co.uk> – a filmmaking website for 6-9 year olds.
- Holds 'Oscars-style' awards ceremonies and distributes DVDs of winning films.

Target groups

Children and young people aged between 5 and 18.

Cineclub

www.cineclub.org.uk

Key reason

Unique approach to creative work by young people, ensuring that they experience every aspect of the filmmaking process (including editing), that they watch films as well as make them, that they have repeated opportunities to make films and that they view their films in public with an audience of their peers.

Definition

Cineclub trains professional filmmakers to help teachers and pupils understand the whole filmmaking process and to widen their appreciation of contemporary, classic and cult film. Within their local Cineclub network schools come together to screen their finished films at their local cinema each term, all sharing and enjoying the viewing process with their peers. The **Cineclub Network** is designed to link up the schools to share their films and their experiences of filmmaking and film watching.

Media Literacy-related campaigns or initiatives

Cineclub reinforces the nature of digital film production as a powerful educational tool to enrich and extend all areas of the curriculum.

- Currently runs day-long workshops, two hour masterclasses in specific film production areas, Citizenship programmes and summer schools.
- Offers bespoke programmes tailored specifically to the needs of schools and to enrich the curriculum.
- Works with consortia of schools on one-term and two-term programmes of filmmaking and film viewing.

Target groups

Children and young people in school.

The Nerve Centre

www.nerve-centre.org.uk



Key reason

Dynamic community arts facility offering creative and cultural experiences including film and digital arts, and producing resources that support media education.

Definition

The Nerve Centre was established in 1990 as a focal point for youth culture in Derry, Northern Ireland's second largest city. By bringing popular music, film, video, animation and interactive multimedia together under one roof, the Nerve Centre promotes creative collaboration and fusion between artists and provides a cultural outlet for many young people who feel excluded from what is traditionally regarded as the "arts sector".

Media Literacy-related campaigns or initiatives

- Film screenings, workshops and presentations on a range of curriculum subjects, including English, History, Citizenship, Art, Music and Film/Media Studies.
- Teacher-training opportunities and practical demonstrations of how new digital technologies and interactive resources such as the NI Digital Film Archive and educational CD-ROMs produced by the Nerve Centre can stimulate creativity in the classroom.
- Hands-on workshops providing pupils with the opportunity to learn skills in digital video editing and camera techniques, animation and multimedia design, music composition and sound recording, through creating their own video productions, musical soundtracks, animated films and web pages.
- Training.

Target groups

Learners of all ages in the formal and informal sectors.

2. Media literacy in formal education

2.1 Media literacy in the curriculum

Media literacy isn't a specific subject, although there are many options related to ICT, which can be part of an integral approach to media literacy.¹⁴ However in the school curricula¹⁵ in all four UK nations there are some requirements for learning about the media as part of mother tongue (i.e. English, Welsh or Irish) learning and as part of Citizenship.

Media Studies and other media-related subjects are offered as options for students in the 14-18 age range in some schools and further education colleges: these are taken by about 7% of this age-group.

- In England, The National Curriculum for English requires students in Key Stages 3 and 4 (ages 11-16) to learn about **media and moving image texts** as part of English - http://www.nc.uk.net/webdav/harmonise?Page%2F@id=6004&Session%2F@id=D_ksSub3KSWH4uSIGPJQrs&Subject%2F@id=5985.
- In England, the new Primary Framework for Literacy and Mathematics includes **a unit of work on narrative which is based on film study**, for Year 5 primary school students - <http://www.standards.dfes.gov.uk/primaryframeworks/literacy/planning/Year5/Narrativestories/unit5/>
- In England, the Citizenship curriculum for Key Stages 3 and 4 requires students to learn about the **significance of the media in society** - http://www.nc.uk.net/webdav/harmonise?Page/@id=6001&Session/@id=D_ksSub3KSWH4uSIGPJQrs&POS%5b@stateId_eq_main%5d/@id=4165&POS%5b@stateId_eq_note%5d/@id=4176.
- In Northern Ireland, one of the three Curriculum Objectives in the Revised Curriculum for both Primary and Key Stage 3 is 'To develop the young person as a contributor to society' and includes '**media awareness**'. One of the seven Areas of Learning (which at primary level is called Language and Literacy, and at Key Stage 3 is called English (or Irish in Irish middle schools) includes **Media Education** - <http://www.nicurriculum.org.uk/index.asp>. The curriculum guidance seeks to integrate media education fully into literacy learning by redefining texts thus: 'Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms' - http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/rev_ni_prim_curr_mar_07.pdf.
- In Scotland (which does not have a compulsory school curriculum) the age 5-14 guidelines refer to 'listening and watching' as part of the outcomes for English, and provide general guidance on **what students ought to learn about the mass media** as part of the Specific Issues in English Language Teaching - <http://www.ltscotland.org.uk/5to14/htmlunrevisedguidelines/Pages/englang/main/elngcont.htm>.
- In Wales, from the Foundation stage (age 3-5) onwards, all the curriculum documents for both English and Welsh refer to children and young people '**listening and responding to audiovisual media**' and by Key Stage 3 students should be 'discussing a varied, appropriate selection of literature and materials produced by the audio-visual media' - <http://old.accac.org.uk/uploads/documents/13.pdf>.
- In England, Wales and Northern Ireland, school students aged 14 may opt for a specialist course in **Media Studies** (if their school offers it) leading to a qualification as part of the General Certificate of Secondary Education (GCSE). Students aged 16 may opt for specialist courses in **Media Studies, Film Studies or Moving Image Arts** (if their school offers these) leading to qualifications as part of the General Certificate in Education (GCE) at Advanced Standard (AS) level or at Advanced (A) level. Details of the specifications for these examinations can be found on the websites of the awarding bodies, links to all of which are provided at <http://www.bfi.org.uk/education/contacts/external/exam.php>.
- In Scotland, students from the age of 14 onwards may opt for specialist courses in **Media Studies** at Standard, Intermediate, Advanced and Advanced Higher levels, if their schools offer these - <http://www.ltscotland.org.uk/nq/subjects/mediastudies.asp>.

¹⁴ For example, one can consider the conceptualisation of ICT skills offered by the English curriculum. The chart relating to the English curriculum on ICT is significant in that it includes concepts of the media and the types of intellectual operations related to them.

The following types of media are considered: a) e-mail; b) Internet, c) websites, d) CD-ROM, e) multimedia, e) audio, f) video, g) screens and print. In general, anything related with new technologies is included, while the media of mass communication is forgotten: television, radio, press, film, etc. As regards intellectual operations related to ICT, processes related to the analysis and evaluation of information (search, investigation, classification, synthesis, etc.), are included, but few related to the creation and production are. This indicates that ICTs are considered as operative instruments, rather than instruments of communication. Nevertheless, aside from the void on mass communication, the model presented is relatively comprehensive.

¹⁵ www.nc.uk.net

2.2 School enrolment and attainment¹⁶

Net primary enrolment ratio (%) (2004)	99
Net secondary enrolment ratio (%) (2004)	95
Pupils and students (2004) (Total)	16,549,700

Youth education attainment level – total (%) (2005)	78.2
Lifelong learning- total (%) (2005)	27.5

CHART

CRITERIA	UK	Fr	Sp	De	It	Hu.	Gr
Media education is a requirement in school curriculum	3						
Media education is taught in most schools on a regular basis	2						
Media education is an option in school curriculum	3						
All age groups have access to media education	2						
Media education is only available to secondary pupils	2						
Media education is a separate subject in the curriculum	3						
Media education is cross-curricular	1						
Media education is part of mother tongue teaching	4						
Media education is part of ICT teaching	1						
Media literacy learning is systematically evaluated	1						
Research is carried out into effective teaching and learning	2						
Initial teacher training includes training for media teaching	1						
Continuing professional development for media teaching is widely available	2						
A wide range of high quality media education resources is easily available to teachers	2						
Media education emphasises technical skills	1						
Media education emphasises critical skills	3						
Media education emphasises creative skills	2						
Media education emphasises cultural experiences	1						

SCORING:

- 4 = matches the criterion
- 3 = good but incomplete match to criterion
- 2 = uneven match with significant gaps/shortfalls
- 1 = minimal match to criterion

¹⁶ Sources: for enrolment ratios <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf> page 323
http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090_30070682_1090_33076576&_dad=portal&_schema=PORT

3. Country statistics

3.1 General data

Population (2007)¹⁷	60,798,438
Human Development Index HDI (2004)¹⁸	0,940 (18 th place)
Life expectancy at birth (years) (2004)	78.5
Adult literacy rate (% ages 15 and older) (2004)	99.0
Combined gross enrolment ratio for primary, secondary and tertiary schools (%) (2004)	93
GDP per capita (PPP US\$) (2004)	30,821

3.2 Information society data¹⁹

Television (%) (2006)		Telephone lines (%) (2006)	
Households with at least one television	98	Households with access to a telephone line (landline, IDNS or mobile)	98
Households with no televisions	2	Households with access to a main landline, but not to a mobile telephone line	13
		Households with access to a mobile telephone line but not to a main landline	13
		Households without access to a landline or a mobile line	2
		Mobile phone suscriptions (2004)	89

Internet (%) (2006)	
Level of Internet access – households	63
Share of households with a broadband connection	44
Broadband penetration rate	19.2

Total time on **Television** **Radio** **Newspaper**

Personal Computers

¹⁷

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996_39140985&_dad=portal&_schema=PORTAL&screen=detail_ref&language=en&product=Yearlies_new_population&root=Yearlies_new_population/C/C1/C11/caa10000

¹⁸ <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>

¹⁹ Computers, television and telephone lines households
http://ec.europa.eu/public_opinion/archives/ebs/ebs_249_fr.pdf
 Information society data.

http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1996_45323734&_dad=portal&_schema=PORTAL&screen=welcomeref&open=/C/C7&language=en&product=Yearlies_new_population&root=Yearlies_new_population&scrollto=0

average weekday (%) ²⁰			
None to 1 hour	11.9	54,9	79.9
From 1 hour to 3 hours	47.9	19,7	17.4
More than 3 hours	40.2	25,3	2.6

(%) (2006)	
Individuals' level of computer skills - Low	12
Individuals' level of computer skills - Medium	27
Individuals' level of computer skills - High	26

Personal computers (%) (2006)	
Households with at least one computer	58
Households with a desktop computer but not a laptop	34
Households with a laptop but not a desktop computer	7
Households with a laptop and a desktop computer	17
Households with no computers	42

Internet (%) (2006)	
Individuals who accessed Internet at home	55
Individuals who accessed Internet at place of work (other than home)	30
Individuals who accessed Internet at other places	14
Individuals who accessed Internet at place of education	10
Percentage of individuals regularly using the Internet	57
Percentage of individuals using the Internet for interacting with public authorities (2005)	22.1
<i>(obtaining information)</i>	7.1
<i>(downloading official forms)</i>	4.8
<i>(sending completed forms)</i>	
Share of individuals who ordered/bought goods or services for private use over the Internet in the last three months	38

²⁰Average media consume, retrieved at: <http://ess.nsd.uib.no/webview/index.jsp>

ANNEX

Media Literacy Statistics

OFCOM has published two reports on the level of digital literacy among British citizens, one of which is dedicated to the adult population **Media Literacy Audit: report on media literacy amongst children**. Although it cannot be said that the result is a fully complete indicator on the subject matter, it reveals some very interesting facts, which we summarise below:

The following are the results obtained on adults:

- **Television: many digital opportunities that are not taken advantage of:** TV remains the most familiar, and popular, media platform for most people, with high levels of knowledge of the watershed (before which certain types of programme content, unsuitable for children, may not be shown), and how channels are funded. Although television is still mainly used for its 'traditional' functions, some 30% of those with digital TV say they have interacted with it.
- **Radio: Only one third of users take advantage of digital radio.** Whilst the number of people (...) who have access to digital radio services is high at 77%, one in three adults are unaware that they can listen to digital radio services through either their digital TV or internet service. Only 27% of all UK adults say they ever listen to digital radio, and of these, over two-thirds (68%) say they now listen to more radio stations as a result.
- **Internet: High level of usage.** A key reason for people getting the Internet is to access information, but there are many other reasons. Nearly three-quarters of Internet users use e-mail at least weekly. Levels of concern about Internet content are higher than for other platforms, and concerns over entering personal details are prevalent. Interest and competence among internet users for various tasks is generally high, although nearly one-third are not confident about blocking email spam or computer viruses.
- **Mobiles: most popular among young people.** Mobiles are an ubiquitous media technology for the 16-24 age group. Younger people have embraced the enhanced functionality of mobile phones, whilst for older users they remain predominantly communications tools. However, the use of the mobile as a 'memory device' to look back at stored texts and pictures is commonplace for all age groups.
- **Age is a significant factor in media literacy.** Over 65s have significantly lower levels of media literacy than other age groups. The research shows that amongst older people lower usage is partly attributable to a perceived lack of need for new digital services.
- **Interest in learning:** Many people, especially the elderly, say they prefer to learn media skills from family and friends, and do so by themselves rather than in formal groups. The highest area of interest for many people is in learning how to use the internet. One third of people say they are interested in learning more about digital platforms and services.

Below we highlight the results pertaining to children and young people:

Across all platforms

Children aged 8-15: very good Access rates.

- 72% of children have access to digital TV at home,
- 64% have access to the internet at home,
- 47% of parents say there is household access to digital radio services,
- 65% have their own mobile phone. Just under half of 8-11s have their own mobile phone (49%) compared to 82% of 12-15s.
- Just over one quarter (28%) of all children aged 8-15 have digital TV and the internet at home and have their own mobile phone. This is considerably more common amongst older children, accounting for 36% of 12-15 year olds compared to 21% of 8-11 year olds.
- Half of children aged 8-15 own a games console (50%), and a further third (34%) use the one in the household.

Television

Viewing without parents: One in three children aged 8-11 (35%) and half of those aged 12-15 (49%) say they mostly watch TV on their own, with just over one-third of 8-11s and just over one quarter of 12-15s saying they mostly watch with a grown up. Across all children aged 8-15, one quarter (23%) both mostly watch television on their own and mostly watch television in their

bedroom. This 'solitary' TV viewing accounts for one in five (19%) of 8-11s and over one quarter of 12-15s (28%), with no difference by gender for either age group.

Television in the bedroom: Nearly three quarters of all children aged 8-15 have a TV in their bedroom (73%), with this being more common for boys than for girls in each age group.

Between two and three hours of TV per week: Children aged 8-15 watch a (self-reported) average of 13.9 hours of TV per week. Children in Scotland (15.2 hours), Northern Ireland (16.1), those from minority ethnic groups (15.2) and those living in low-income households (15.5) watch significantly more.

Increasing interactivity: Among those with a television at home and either internet access, a mobile phone or digital TV (92% of all children aged 8-15), half (49%) have interacted having seen something on television using a mobile phone (to send a text message), the internet (to send an e-mail or visit a website), or the interactive button on their TV remote control. Interactivity is significantly more common amongst 12-15s (57%) than amongst 8-11s (14%), with 12-15 year old girls significantly more likely to have interacted (69%) compared to 12-15 year old boys (44%).

Confidence in the truthfulness of the media: Some 78% of children aged 12-15 feel that news programmes are true either always or most of the time, and 76% feel similarly about nature and wildlife programmes. 54% say this for current affairs programmes (with only 11% saying they are true 'all the time' compared to 35% saying this about news programmes). One third (33%) of 12-15 year olds say that reality TV programmes are true all or most of the time, although 20% say they are never true.

Dominance of reality TV shows over informative programmes: Some 16% of all 12-15s say that they don't watch news programmes. One in three children (33%) claim never to watch current affairs programmes, compared to 21% saying they don't watch nature programmes, and only 12% saying that they don't watch reality TV programmes.

Parents imposing rules on television viewing in nearly 75% of cases: Across both age groups, three quarters (73%) of parents of 8-15 year olds say they have rules about their child's TV, video and DVD viewing. Rules are significantly more common amongst parents of children from minority ethnic groups (91%). For the 8-11 year age group, parents and children respond similarly about whether there are any rules about the child's viewing: 85% of parents and 80% of children aged 8-11 say there are rules. For the 12-15 age group, there is a difference between parents and children, with 61% of parents and 49% of children saying that there are rules for TV viewing. Close to three in ten parents in households with a cable or satellite TV service have set controls to restrict access to certain channels.

Radio

High level of radio listening: Some 71% of children aged 8-11 say they listen to the radio, and 85% of those aged 12-15. Girls are more likely to listen than boys. Half (51%) of all children aged 8-15 who listen to radio at home usually do so on their own; two in five (38%) of 8-11s and two thirds (63%) of 12-15s. Amongst 8-11s, boys who listen to radio at home are significantly more likely to listen alone than girls (44% compared to 33%). Children aged 8-15 listen to a (self-reported) average of 5.4 hours per week –approximately three-fifths at home and two-fifths in the car. Older children (12-15) listen more (6.6 hours per week) than 8-11s (4 hours per week).

High level of interactivity between media: Among those children who listen to radio at home and either have Internet at home or a mobile phone (48% of all aged 8-15), one in seven (15%) has interacted having heard something on radio using a mobile phone (to send a text message) or the Internet (to send an e-mail or visit a website). This is significantly more common for 12-15s than 8-11s (at 20% and 8% respectively), and again it is girls aged 12-15 that are driving this difference (with 25% of girls in this group having interacted compared to 13% of boys).

Few parental rules on radio listening: One quarter (26%) of parents of 8-11 year olds report any rules about radio listening, and 16% of parents of 12-15 year olds. In comparison, 85% of parents of 8-11s and 61% of parents of 12-15s reported any rules about watching television. Unlike the comparable findings for television, children are rather more likely (significantly so for 8-11s) to report any rules about listening to radio than their parents.

Internet

Nearly half of all children use Internet at home: Nearly half (48%) of children aged 8-11 use the Internet at home, and two-thirds (65%) of children aged 12-15 do so. Among older children there is no difference by gender, but amongst 8-11 year olds, boys are significantly more likely to use the internet at home compared to girls (at 54% compared to 42%). Internet access in the bedroom is more common among children aged 12-15. 13% of all children aged 12-15 have internet access in their rooms, compared to 3% of 8-11s. 12-15 year old girls are more likely to have access in their rooms than boys. Two in five (40%) of 8-11s and over two-thirds (71%) of 12-15s say they mostly use the internet on their own at home. Across all children aged 8-15, 6% both mostly use the internet on their own and mostly use the internet in their bedroom. This degree of solitary internet use accounts for one in ten (11%) of all children who use the internet at home - 4% for 8-11s and 17% for 12-15s who use the internet at home. Whilst solitary internet

use accounts for more boys than girls aged 8-11 who use the internet at home (6% compared to 1%), the reverse is true for 12-15 year olds, with a higher incidence of solitary users amongst girls compared to boys (at 23% compared to 11%).

Between six and eight hours of Internet use: Children aged 8-15 who use the Internet at all (whether at home, school or elsewhere) use the internet for a (self-reported) average of 6.2 hours per week, with 12-15s using it far more (8 hours per week) than 8-11s (4.4 hours per week).

Uses: school or games: Whilst using the internet for school work and for playing games are the top two uses for children in each age group, children aged 12-15 make a broader use of the internet than those aged 8-11.

Little consciousness about the media: Across all children who use the internet, one in six (16%) has come across anything of concern to them, with this being more common for 12-15s than 8-11s. Some 31% of 12-15s using the internet at home say they make any checks on new websites (from a prompted list of checks). Those that say they have been taught about the internet at school are more likely than those that haven't to make these checks (33% compared to 23%).

Parental rules on Internet use: Nearly all parents of 8-11s who use the Internet (95%) say they have rules about their child's access, with rules relating to content nominated by almost all of these parents. Parents of 12-15 year olds who use the internet are significantly less likely to have any rules for their child's access, although rules are reported by four in five (78%) and these are again dominated by rules relating to content. Parents whose children are mostly solitary internet users (through mostly using the internet without an adult and mostly using the internet in their own bedroom) are significantly less likely to have any rules for their children around using the internet (at 67% compared to 86% across all parents of 8-15s). This lower incidence of parental rules regarding internet use where the children mostly uses the internet on their own is likely to be related to the finding that older children are more likely to be solitary internet users. For each age group, parents are significantly more likely to report any rules than the children, with the largest gap relating to content rules, reported by 78% of parents overall and 60% of children.

Automatic control mechanisms: Around half of all parents with internet access have some kind of blocking in place to stop their children viewing certain types of websites, with no significant differences by the age of the child. Parents who do not have blocks in place give reasons for this largely relating to trusting their child, although around one in five of these parents say they do not have controls set because they're unsure how to do this or were not aware it was possible.

Mobile phones

Very widespread use: Two-thirds (65%) of children aged 8-15 own a mobile phone - 49% of 8-11s and 82% of 12-15s. There is a sharp increase in ownership between the age of 10 (40% owning a mobile) and 11 (78% owning a mobile). • Across all children aged 8-15 with a mobile phone, the average (self-reported) weekly volume of calls made stands at 8, plus 25 text messages sent per week. The average for 8-11s is 6 calls and 16 text messages, and an average of 9 calls and 31 text messages for 12-15s. Some 15% of 8-11s and 42% of 12-15s are solely responsible for paying their own mobile phone bill. Responses do not vary to any significant extent by gender within age groups. The top two reasons for having a mobile phone differ significantly by gender, with girls aged 12-15 being more likely to have a phone to keep in touch with friends and boys more likely to have a phone to keep in touch with family.

Uses: The most popular uses of the mobile for each age group are sending text messages and making calls. The third most popular use is to use the phone for playing games.

Parental rules: Four in five parents of 8-11s report any rules compared to three in five children aged 8-11. Parents and children for this age group are significantly more likely to report any rules about mobile phone use than the 12-15 year age group. For the 12-15 year age group, again parents are significantly more likely to report any rules compared to their children, and they are significantly more likely to report any rules relating to payment than parents of 8-11s.

Teacher training

There are approximately 600,000 people in each annual age-cohort in the UK, giving a school population of 7,200,000 4-16-year-olds. In 2006 the numbers of candidates sitting specialist media examinations were as follows:

Qualification	Average age of candidates taking exam	Number of candidates	Percentage of total candidates
GCSE Media Studies	16	57,521	1%
GCE AS Level Media Studies or Film Studies	17	43,018	4%
GCE A Level Media Studies or Film Studies	18	30,964	3.8%

Source: Joint Council for Qualifications at: www.jcq.org.uk/press_releases/results/.

In addition, almost all 16-year-old students take GCSE English, which includes some elements of media education, involving both critical analysis and creative activity, although the creative activity is still more likely to be print-based (i.e. photography or press) than moving image or digital.

Studies and Bibliography

EAVI (2004), *Broadcasting and Citizens. Viewers' participation and media accountability in Europe*. European Association for Viewers Interests (EAVI), EACTV Project, eLearning, Rome 2004.

BAZALGETTE, C., (2007): "Media education in the UK" ", en *Comunicar*, 28; 43-48.

BUCKINGHAM D. (2003) *Media Education: Literacy, Learning and Contemporary Culture*, Polity Press

BURN, A. and DURRAN, J. (2007), *Media Literacy in Schools*, Paul Chapman Publishing

KIRWAN, T., LEARMONTH, J., SAYER, M., AND WILLIAMS, R. (2003) Mapping Media Literacy: Media Education 11-16 years in the United Kingdom, Independent TV Commission, Broadcasting Standards Commission and British Film Institute.

Legislation

Education Reform Act of 1988c. 40, retrieved at:

www.opsi.gov.uk/acts/acts1988/Ukpga_19880040_en_1.htm

Welsh Statutory Instrument 2006 No. 1338 (W.130) (C.45). The Education Act 2005 (Commencement No. 1 and Transitional Provisions) (Wales) Order 2006, at:

www.opsi.gov.uk/legislation/wales/wsi2006/20061338e.htm

Education and Inspections Act 2006, Chapter 40. Retrieved at:

www.opsi.gov.uk/ACTS/acts2006/20060040.htm

Explanatory Notes to Education Act 2005 (c. 18), 7 April 2005, at:

<http://www.opsi.gov.uk/ACTS/en2005/2005en18.htm>

The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 (c.46), 26th January 2007, retrieved at: www.opsi.gov.uk/sr/sr2007/20070046.htm

Children Act 2004 (c. 31), at: www.opsi.gov.uk/acts/acts2004/20040031.htm

The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 (c. 46), 26th January 2007, at: www.opsi.gov.uk/sr/sr2007/20070046.htm

Statistical Sources

ESS round 2 (2005) R Jowell and the Central Co-ordinating Team, European Social Survey 2004/2005: Technical Report, London: Centre for Comparative Social Surveys, City University. Data retrieved in March 16, 2007 at: <http://ess.nsd.uib.no/webview/index.jsp>

Eurobaromètre (2006) *Etude sur les communications électroniques auprès des ménages*. Eurobaromètre Spécial 249 /Vague 64.4-TNS Opinion & Social. Retrieved in March 16, 2007 at: http://ec.europa.eu/information_society/policy/ecom/doc/info_centre/studies_ext_consult/ecomhousehold_study/eb_jul06_main_report_fr.pdf

Eurydice (2006) *National summary sheets on education systems in Europe and ongoing reforms. Spain, July 2006*. Eurydice, the Information Network on Education in Europe. Retrieved in March 13, 2007. www.eurydice.org/ressources/eurydice/pdf/047DN/047_ES_EN.pdf

UNDP (2006). *Human Development Report 2006. Beyond scarcity: Power, poverty and the global water crisis*. United Nations Development Programme (UNDP) New York. Retrieved in March 15, 2007. Available at <http://hdr.undp.org/hdr2006/pdfs/report/HDR06-complete.pdf>

Other Sources

Department for Education and Skills (DfES), retrieved at: www.dfes.gov.uk/