



# Parent Zone Everyday Digital: Final Evaluation Report

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# Acknowledgements

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# Glossary

<b>Everyday Digital</b>	Parent Zone has developed Everyday Digital to help families develop great media literacy skills. For parents, it is an interactive way of exploring and learning what media literacy is. For professionals, it is a 360° programme with a range of free resources to support them in supporting families with technology and media literacy.
<b>Local Champions</b>	These are professionals who are trained in using resources and materials to support families with media literacy.
<b>Media Literacy</b>	Parent Zone define media literacy as ‘the ability to access and critically evaluate different media and environments, protect personal information, participate positively and responsibly, and to identify and respond to negative content and behaviour’.
<b>Parents</b>	More often than not, parents are the first responders when children run into problems online. Building good media literacy skills can help shift the focus from cure to prevention. Within this report ‘parents’ refers to all adults with parenting responsibilities either as a co- or sole parent. It includes other family members, such as grandparents and non-family members such as carers, who have taken on this responsibility.
<b>Parent Cohort</b>	This is a group of identified parents who are acting as a test group for this evaluation. They have gone through the workshops, have been surveyed before and after the media literacy course, and have been interviewed to assess their experience and confidence around media literacy and the resources.
<b>Professionals</b>	Professionals are individuals who are family facing and who provide services for parents and families in various contexts. These include school staff and teachers, social workers, health care workers, and librarians.
<b>Widget</b>	<p>The widget is an easy way to put Everyday Digital content directly onto the pages of other websites automatically. This is done so that information on media literacy can be placed on the websites that parents are already visiting.</p> <p>The widget comprises a short piece of code generated via the Parent Zone website that can be embedded into other websites quickly and easily. The code allows snippets of articles and guides from the Parent Zone Local digital offer to be displayed on a local authority web page. The way the snippets are displayed can be customised by the local authority to fit with their website.</p>

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# Executive Summary

## Everyday Digital

Parent Zone, a social enterprise supporting families in their digital lives, received £249,430 from the UK Department for Science, Innovation and Technology (DSIT) to enable the development of media literacy resources and training for local family-facing professionals and parents.

The Everyday Digital programme was informed by Parent Zone Local which explored different mechanisms and resources for building media literacy for parents. Key activities included enhancing existing resources, increasing accessibility, replacing live broadcasts with on-demand content, launching a social media campaign, refining a scalable widget for partner sites, establishing a Parent Zone Local Champions Network, and expanding data collection. The project was delivered between April 2024 and March 2025.

For professionals, training and adaptable resources were provided to better support families and become 'Local Champions'. For parents, it offered accessible, engaging content to boost confidence in navigating digital challenges and accessing local support. For this report, Local Champions are family facing professionals trained in the Everyday Digital programme, and professionals refer to others, not trained.

## Final Evaluation

InFocus Consultancy Ltd. supported Parent Zone in monitoring and evaluating Everyday Digital. The endline evaluation was conducted between October 2024 and February 2025. Evaluation was integrated from the outset using a framework aligned with recommendations from the Parent Zone Local evaluation and the DSIT Media Literacy Taskforce Fund. A mixed-methods approach posed self-reported questions to parents and the Local Champions, as well as questions to measure knowledge and confidence objectively such as the 'Mind the App' game. A parent cohort of 14 provided a test group to determine any effect on their knowledge, skills, understanding, and behaviours. A further 58 parents contributed to data collection efforts. Data was collected via baseline/endline surveys, workshop feedback tools, objective quizzes and games, and interviews. An interim evaluation report was presented to DSIT in August 2024, covering activities from May 2024 to February 2025.

## In numbers

(between April 2024 and February 2025)

48	Local Champions onboarded onto the programme
29	Local authority areas included
1,745	parents reached directly through Local Champion activities
62,172	parents reached indirectly through resource activities
96	widget embeds onto third-party websites
15	habit films created
59,131	impressions of digital assets
13,322	social media views
2	resource packs for professionals developed
391	professionals reached through resource packs

## Parent activities

Everyday Digital exceeded its forecast for parental reach, as Local Champions and other professionals delivered resource pack content to larger audiences than expected. While usage cannot be fully tracked, the packs' reusability boosts their impact. Direct engagement through Local Champions also surpassed expectations, proving the effectiveness of both intensive and light-touch approaches.

Parents found sessions clear and accessible, valuing flexible scheduling. They suggested more practical examples and tailored content for different experience levels, including advanced media literacy topics.

## Impact on Local Champions

Local Champions engage with Everyday Digital to varying extents, depending on managerial support and the relevance of digital literacy to their roles. Parent Zone's communication and support have been crucial in maintaining engagement.

Participation has boosted Local Champions' awareness, confidence, and media literacy skills, shifting their approach from reactive to proactive. Many now educate colleagues, other professionals, and parents, expanding outreach through social media, events, and education partnerships.

The programme has strengthened networks, particularly between family-facing professionals and teams across local authorities. Some areas, like Kent, are integrating media literacy into workforce training, while others, including Lewisham, Calderdale, and Middlesbrough, have adopted Everyday Digital after engaging with Parent Zone Local.

Connections have mainly strengthened within teams, ICT departments, and libraries, with some reaching local schools. There are still opportunities for broader collaboration across local authorities, county councils, and regions.

## Impact on Parents and families

The evaluation confirmed the programme's success in enhancing parents' media literacy and online safety understanding. Confidence scores rose by 27%, with notable improvements in media literacy (45%), internet use (33%), and online safety discussions with children (32%). Parents gained practical skills in setting digital boundaries, assessing risks, and fostering open conversations, while adopting more critical approaches to online content and privacy.

Many parents took immediate and long-term actions, such as fact-checking with children and managing screen time. However, maintaining consistent behaviours was challenging, with some reacting to online threats rather than integrating discussions into daily life.

The programme shifted parental perspectives beyond content restrictions, promoting proactive discussions and responsible digital habits. Nonetheless, some still viewed media literacy as limiting screen time and blocking content. Barriers included concerns over online safety, resistance from children, peer pressure, and a lack of knowledge.

The findings highlight the need for accessible, user-friendly resources and ongoing support to help families navigate digital challenges effectively.

## Digital assets and Local Champion resources

Digital assets received 6.5% fewer views than expected, but widget engagement was 24% higher than forecast, indicating users prefer accessing content via familiar sites rather than the Parent Zone website. Strategic support from local authorities could further boost widget adoption. Downloads of activity resources were 51% lower than anticipated, likely due to the multiple steps required for access. However, the Local Champions and other professionals accessing them estimated reaching significantly more parents than forecasted.

## Social media campaigns

Social media campaigns generated 13,322 impressions, particularly on X, but did not translate into significant website traffic. Instead, organic Google searches drove the highest number of unique visits (1,531).

## Digital assets

The Everyday Digital widget has proven to be a highly scalable engagement tool, generating 50% more impressions (36,030) than views on the website (21,572). Impressions continue to increase as more widgets are embedded on third-party sites and Local Champions direct parents to them.

The widget is effective for broad dissemination but remains a light-touch media literacy tool, used both proactively for learning and reactively to address incidents. A key challenge is encouraging professionals to transition from passive engagement with digital assets to structured training and Local Champion roles.

While digital resources like the widget, social media content, and habit films help raise awareness, their long-term impact is harder to measure. Scaling professional engagement beyond initial awareness continues to be an ongoing priority.

## Media literacy efforts

Media literacy is more readily integrated into professionals' workloads when aligned with existing community work, rather than seen as an additional burden. Greater emphasis is needed across local authority services, schools, and family hubs to ensure a more coordinated approach and avoid duplication.

The Everyday Digital programme has shown that media literacy can be effectively delivered within existing structures at low cost. Providing free resources and

structured guidance can contribute to other cost savings. Digital tools, such as videos and quizzes, offer an efficient way to engage parents without relying on printed materials or in-person sessions. However, achieving long-term, sustainable impact a more coordinated and deliberate approach is required.

## Recommendations

The following recommendations aim to strengthen the impact of Everyday Digital by ensuring that it is strategically supported, well-managed, and effectively implemented for both Local Champions and parents.

**Strategic: Media literacy strategy:** Parent Zone should maintain its partnership with local authorities to address capacity challenges, offer a comprehensive media literacy programme and further enhance online family life. It should also advocate for national and local government support for Ofcom's media literacy strategy. Securing extended funding will enable the recruitment of more Local Champions and increase engagement with other local professionals. Expanding the Everyday Digital widget through more third-party embeds will further broaden its impact.

**Strategic: Partnerships and collaboration:** The evaluation highlights the importance of professional collaboration in effectively reaching parents. Strengthening partnerships with local authorities will improve engagement beyond merely increasing the number of Local Champions. To achieve this, a strategic cohort of Local Champions should be developed by expanding partnerships across local services, as demonstrated in Kent, which has successfully onboarded 21 Champions across multiple local authorities. Raising media literacy awareness through high-quality professional development, training, and sector-wide guidance will help foster a more coordinated approach across local authority services.

**Strategic: Scaling up the Everyday Digital Widget:** The widget plays a crucial role in expanding access to media literacy. Embedding it on partner websites—especially those of schools, libraries, and family services—should be a priority, while large employers could also integrate it into their wellbeing and support platforms for employees. Additionally, expanding the widget to include all Parent Zone services will provide parents with trusted digital support beyond media literacy, enhancing its overall impact.

**Planning and management: Strengthening learning exchange mechanisms:** Local Champions' autonomy enables them to adapt resources to local needs,

ensuring effective parental engagement. Establishing a parent discussion forum, moderated around key events such as Safer Internet Day, would further enhance engagement and provide valuable feedback to inform future support.

### **Planning and management: Enhancing evaluation:**

Monitoring has yielded valuable insights, but further improvements can enhance evidence on building media literacy. Refining and testing objective assessments will help address data collection challenges, particularly for busy parents and Local Champions. Embedding more structured feedback tools into parent sessions—while adapting existing tools for easier data collection—will streamline analysis. Tracking user journeys across digital tools will improve signposting and provide a clearer understanding of resource usage.

### **Implementation: Parent session content and delivery:**

A more integrated approach is needed, offering resources in multiple formats beyond online content signposting. Local Champions are looking for strategies to strengthen parent engagement. To support this, sessions should be developed for different media literacy levels, ensuring content meets parents' varying needs. Focused resources on key topics—such as online risks, media literacy opportunities, social media navigation, and online bullying—should provide practical guidance on monitoring tools and app restrictions. Additionally, translating session plans into key languages will support non-native English speakers, whether delivered by Local Champions or as take-home materials. Encouraging Local Champions to share physical resources will also help reinforce key messages and extend their reach.

### **Implementation: Access to resources for parents and professionals:**

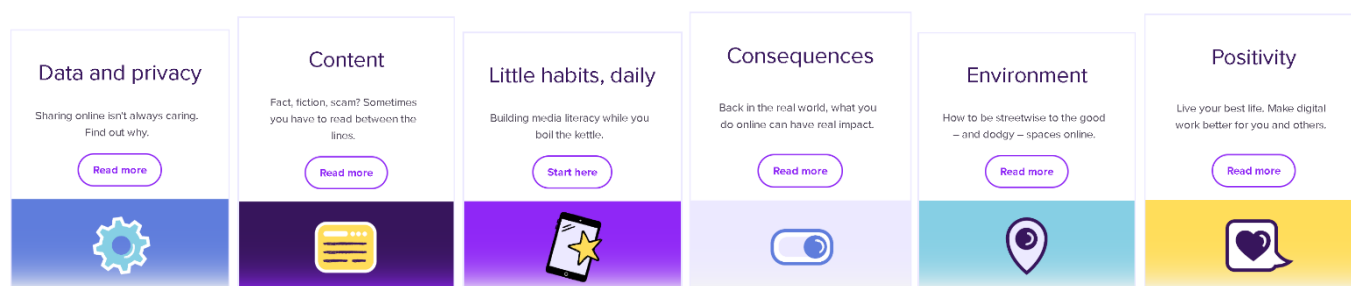
Feedback highlights a strong demand for ongoing media literacy learning. Simplifying resource access by reducing the number of web pages required to download materials and providing direct links will improve navigation. Local Champions should be encouraged to signpost parents to additional resources on the website and widget, fostering independent learning. Periodic refresher sessions will help Local Champions maintain confidence in delivering media literacy support. Additionally, exploring how Local Champions and other professionals use resource packs—such as Mis-Dis—will engagement with Parent Zone activities.

# 1. Introduction

## 1.1 Everyday Digital

This report presents findings and recommendations from the endline evaluation of Everyday Digital which aimed *“to build on the learning and assets developed through the Parent Zone Local pilot to develop a more scalable programme that can deliver greater engagement with families across the UK and strengthen links between media literacy and daily online activities”*.

This report explores the implementation of Everyday Digital, the main outcomes experienced by parents and Local Champions (professionals trained in the Everyday Digital programme) who have accessed the content, and its key learnings. It then outlines recommendations drawn from the evaluation findings and conclusions.



## 1.2 Programme Overview

Founded in 2008, **Parent Zone** is a social enterprise focused on supporting families in their digital lives, including the promotion of media literacy and providing the support to stay safer online. Parent Zone was awarded £249,430 by the UK Department for Science, Innovation and Technology (DSIT) as an extension to their previous Media Literacy Taskforce Fund grant. It extended and evolved the Parent Zone Local programme of media literacy resources and training aimed at local family-facing professionals and parents.

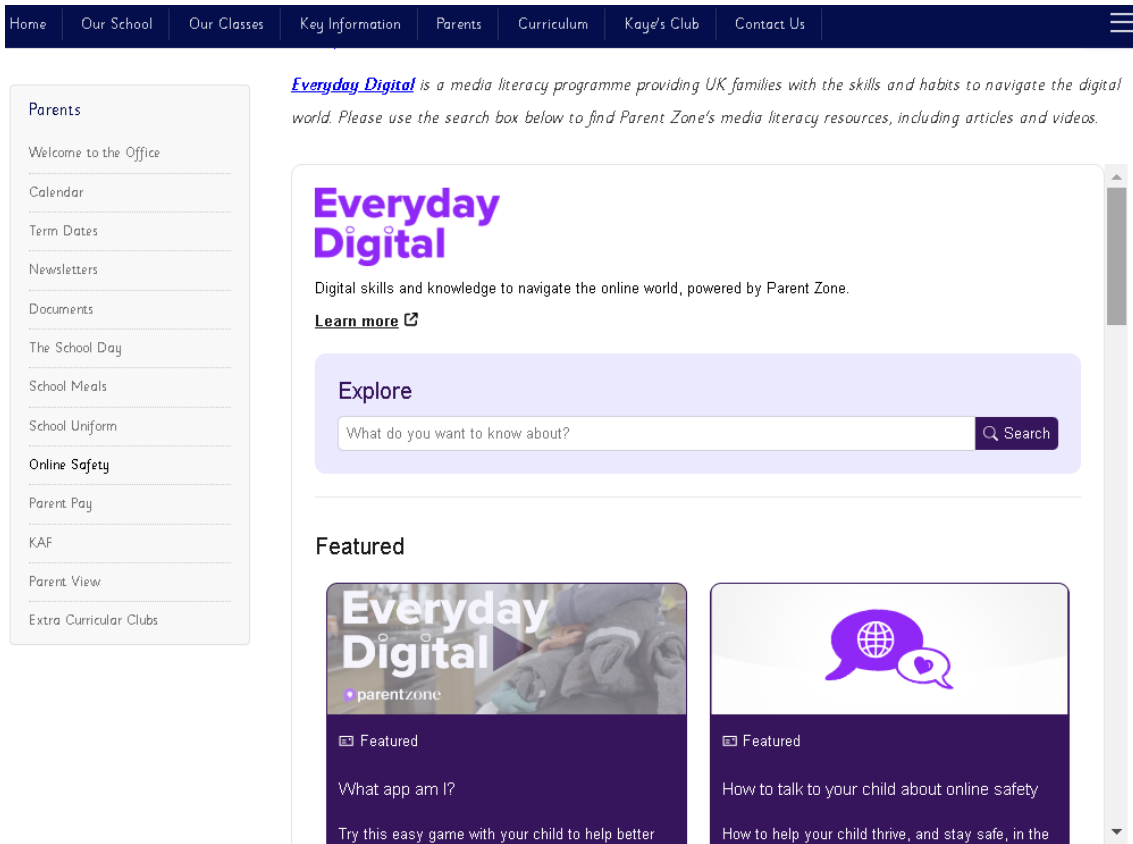
The project delivered media literacy resources and training aimed at local family-facing professionals and parents. The main activities were to:

- Build on the findings from Parent Zone Local programme evaluation;
- Expand the media literacy resources to include new themes and increase accessibility;
- Replace live broadcasts with shorter, pre-recorded ‘on-demand’ and social media-friendly ‘habit’ films;
- Deliver a social media campaign to boost engagement with Everyday Digital;
- Develop the prototype widget into a robust, scalable service that can be used by partners to embed interactive content on trusted local sites;
- Create a new Local Champions Network of professionals who will be supported to strategically integrate the programme into their family-facing services and communications; and
- Track a cohort of parents and expand digital data collection to improve understanding of reach, engagement, and impact.

For professionals, becoming a Local Champion meant increasing their knowledge and understanding around media literacy topics through training and providing resources that can be adapted and adopted to their own activities and contexts, to better support families.



For parents, this also meant increasing their knowledge and understanding around media literacy topics through engaging resources and content in a way that works for them. It also meant that they can be more confident in accessing support and information from local services because of the holistic, 360° approach of Everyday Digital.



### 1.3 Parent Zone Local

Parent Zone Local worked through partnerships with local authorities and community groups to deliver a hybrid programme of in-person sessions, accessible digital resources, and interactive broadcasts. PZ Local had three main objectives:

- To increase parents’ knowledge and understanding around media literacy topics;
- To deliver effective, accessible, and localised media literacy support to disadvantaged families; and
- To understand which delivery mechanisms and resources are most effective in building media literacy among the target population.

Four local authorities (Calderdale, Croydon, Middlesbrough, and Redbridge councils) received both in-person and digital services, while a further four (Lambeth, Lewisham, Luton Borough, and Southwark councils) received only the digital offer, allowing Parent Zone to test the effectiveness of different delivery modalities and identify approaches that can be scaled up for greater impact. Calderdale and Middlesbrough have also been onboarded onto Everyday Digital.

For the in-person offer, Parent Zone recruited and trained its own dedicated local guides to deliver sessions and outreach to parents and professionals within a region. Guides worked with customised resources, promotional materials, and adapted sessions to deliver in settings that included schools, libraries, and local community spaces. The digital offer was designed following consultation with stakeholders and included live online broadcasts and access to a digital resource library.

## 2. The evaluation

InFocus Consulting Ltd. (inFocus), as Parent Zone's learning partner, supported monitoring and evaluation throughout the project. The endline evaluation of Everyday Digital took place between October 2024 and February 2025.

Evaluation was integrated from the outset to gather evidence and identify effective approaches to improving media literacy. During the inception phase, inFocus collaborated with Parent Zone to develop an evaluation framework aligned with recommendations that emerged from the Parent Zone Local pilot and the DSIT Media Literacy Taskforce Fund, following OECD-DAC criteria. The framework and data collection tools were designed to adapt to evolving needs. A mixed-methods approach ensured robust findings, using monitoring tools (e.g. website and widget analytics) from launch and data collection tools (e.g. quizzes, surveys, and feedback forms), tested and implemented from May 2024.

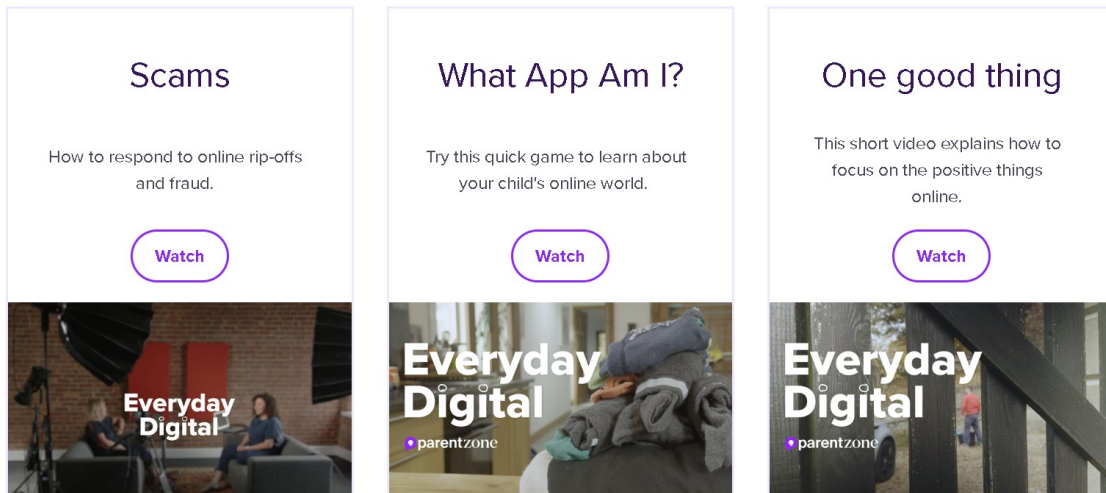
[Lee una breve guía donde se explican cinco buenos hábitos digitales para padres, de Parent Zone.](#) Este artículo forma parte del servicio Parent Zone Local donde se explican habilidades de alfabetización audiovisual para poder controlar mejor internet.

پیرنٹ زون کی طرف سے ایک مختصر گائیڈ پڑھیں جو والدین کے لیے پانچ اچھی ڈیجیٹل عادات کی وضاحت کرتی ہے۔ یہ مضمون پیرنٹ زون لوکل سروس کا حصہ ہے، جو آن لائن کنٹرول میں زیادہ محسوس کرنے کے لیے سادہ میڈیا خواندگی کی مہارتیں سکھاتا ہے۔

[Zapoznaj się z krótkim poradnikiem od Parent Zone, omawiającym pięć dobrych cyfrowych nawyków dla rodziców.](#) Artykuł ten jest częścią serwisu Parent Zone Local, uczącego prostych umiejętności korzystania z mediów, aby móc poczuć się pewniej online.

### 2.1 Evaluation scope and timing

The planning and design of activities and the evaluation started immediately in April 2024. Activities started in May 2024 and will continue to the end of March 2025. An interim report outlining evaluation activities was presented to DSIT in August 2024. The evaluation period covers all activities from May 2024 to February 2025.



## 2.2 Evaluation Questions

Table 1 outlines the evaluation questions posed as part of this study.

Table 1: Evaluation Questions

Parents
What are the changes in parents' behaviours, knowledge, skills, and confidence levels regarding media literacy before and after engaging with the programme?
What actions do parents intend to take and what actions do they take after engaging with the programme?
Do parents know where they can get further help and information—within and without their local authority and which sources/channels do they prefer?
What (if any) further information or help do parents seek—within or without their local authority?
How confident are parents in helping their children to understand media literacy risks and opportunities?
Do parents know what positive media literacy behaviours are?
How confident are parents in helping their children to adopt positive media literacy behaviours?
What barriers and opportunities arise for parents when taking action?
Local Champions
To what extent do Local Champions engage with the programme and what factors influence their engagement?
What are the changes in Local Champions' awareness, confidence, and skill levels regarding media literacy before and after engaging with the programme?
What are the changes in Local Champions' confidence and actions regarding supporting families in understanding media literacy risks and opportunities, and adopting positive media literacy behaviours, before and after engaging with the programme?
What barriers and opportunities arise for Local Champions when taking action?
Are Local Champions aware of the available help and information sources, and do they meet their specific needs and preferences?
Do Local Champions create new connections through the programme and at what level (within their team, with local authorities, beyond local authorities)?
Are there any specific changes or integrations around media literacy in policies, practices, and resources resulting from new connections?
What costs are incurred/saved in participating and from onward engagement following the programme?
Activities
What are the modes and patterns of access to the resources (frequency, platforms, channels) among parents and Local Champions, and what factors influence their access?
What was the scope and timing of the project activities?
How many parents, Local Champions, and local authorities were reached?
Which aspects worked well, and which aspects didn't work well?
What has changed (intended vs unintended)? Were additional activities required?

## 2.3 Methods

The evaluation used a mixed methods approach, combining both quantitative and qualitative tools to pose questions to parents and Local Champions. Data collection tools were developed to collect analytics from all digital assets and data direct from parents and Local Champions. A parent cohort was set up to provide a test group to determine if the activities had an effect on their knowledge, skills, understanding, and behaviours. This ensured a robust set of evidence from a sample which could be strengthened with data from other parents. Data collection tools were deployed alongside the start of delivery. Local Champions were trained and then started delivery in their areas. The parent cohort attended the Parent Zone led sessions. The tools are outlined in Table 2 and are RAG rated to show whether they were achieved or not (red = not achieved; amber = almost achieved; green = achieved).

Table 2: Outline of data collection methods

Tool	Description	Target number	Actual number	RAG Rating
<b>Parent cohort</b>				
Key informant interviews	One-to-one interviews about their experience of sessions and content they accessed and any support they may have received, e.g. from Local Champions. They were also asked to outline any intentions or experience they had of implementing anything they learnt from their involvement in the programme.	10	11	Green
Baseline survey	A short survey to gather self-reported measures around media literacy. The first was conducted prior to the parents accessing any media literacy resources and activities; and the second was administered when the parent finished their engagement with the programme approximately six weeks later.	15	14	Green
Endline survey		15	12	Amber
Endline Confidence quiz	An objective measure in the form of a quiz to gain understanding around their confidence in acting upon media literacy issues and concerns, and determine their actual knowledge, skills, and behaviour.	15	14	Green
<b>Other parents</b>				
Workshop feedback tool	A short reflective survey tool to gather self-reported measures around media literacy.	68	42	Amber
Parent quiz part 1	An objective measure in the form of a quiz to test the knowledge, skills, and behaviours of parents during workshops. Developed in two parts so it can be an activity within workshops to help promote discussion and enquiry.	68	72	Green
Parent quiz part 2		68	51	Amber
<b>Local Champions</b>				
Key informant interviews	One-to-one interviews with Local Champions about their experience of the training, content, and their needs, alongside understanding existing services, gaps, and future plans in relation to supporting local families on media literacy.	5	4	Green
Post training Feedback	A short survey style tool to gather self-reported measures around media literacy	21	52	Green
Knowledge quiz	To test the knowledge, skills, and behaviours of Local Champions during training workshops.	21	37	Green
<b>Analytics from digital assets</b>				
Website/widget	Number of views of the website; Number of widget embeds and impressions; Number of views of digital broadcasts and films.			
Social media	Number of impressions of Everyday Digital posts on X, LinkedIn, and Facebook.			
Resources	Number of views and downloads of digital resources			

## 2.4 Ethical Considerations

inFocus adhered to a rigorous set of internal ethical guidelines which adopt a rights-based approach on the treatment of participants and take into consideration the UNEG ethical guidelines for evaluation. An ethical approach to evaluations is core to inFocus' values and identity and something actively promoted to clients and partners. All evaluation participants provided informed consent. Identifying information in quantitative data was anonymised and separated from answers. Similar care was taken to protect the confidentiality of interviewees who provided qualitative data. All recordings and transcripts were stored on inFocus' secured servers and were destroyed following submission of this final report.

Whilst conducting activities was voluntary, those within the parent cohort were compensated to complete all the evaluation tools. Local Champions were involved in the recruitment and payment came from Parent Zone. All the parents involved were assured that inFocus was conducting the evaluation independently to maintain honesty and integrity throughout, and to mitigate participants providing answers they thought Parent Zone would want to hear rather than actual accounts of their experience.



## 2.5 Evaluation limitations

The main limitation faced across the evaluation was the limited time available to recruit Local Champions onto the training. This main issue was due to the training being an additional opportunity for professionals with competing priorities and agendas. Efforts to recruit Local Champions were doubled and training opportunities were made more flexible. Whilst uptake was slow to start, as the programme progressed there was an increase in Local Champions joining and eventually the number exceeded expectations. Kent is a good example of efforts to work with decision-makers, which ultimately led to a large cohort of 21 Local Champions working across multiple local authorities in Kent being onboarded as a county network.

Although delays impacted early project implementation, its only negative effect was the recruitment of parents to act as 'beta testers'. An original plan had been to recruit up to 70 parents to act as compensated 'beta testers' of content and offer a second group of parents to collect data from alongside the parent cohort. Although parents acting as 'beta testers' would have been compensated for their time, there was limited desire from parents to sign up. Instead, the quizzes and surveys were tested internally with a small group of parents before being rolled out. The results of these tests have been discarded and do not form part of the evaluation as subsequent changes were made to the tools. Instead, to validate the parent cohort surveys, because the beta tester group could not be established, the same questions from the baseline survey were posed to other parents to establish if similar responses were garnered.

Finally, the endline survey for Local Champions had not been actioned at the time of writing but is being rolled out in March 2025.

## 3. The Findings

### 3.1 Programme implementation

Table 3 outlines the reach figures for the various different activities that were conducted as part of the programme. The RAG ratings show whether the forecast was achieved or not (red = not achieved; amber = almost achieved; green = achieved). There were some minor differences from what was proposed for the project activities.

- Recruitment was expanded to individual Local Champions rather than all recruitment done via champion areas or via local authorities. This was to broaden engagement and speed up recruitment, although the option for local authorities to join and onboard their staff was maintained. This proved advantageous as 21 champions were collectively onboarded from Kent later in the programme.
- The widget offer was extended to allow non-champion areas to benefit from it. This was designed to increase reach and diversify the uptake of the programme.
- Live broadcasts were replaced by on-demand 'habit films' to be more social media-friendly and accessible.
- Parent Zone delivered the first parent session itself as the initial onboarding of Local Champions to be able to deliver the sessions took longer than anticipated. However, this allowed the testing of the resources to occur and data collection tools to be used with the parent cohort.
- Whilst we didn't specifically create a playbook The resources, updates and online briefings we provided acted together to provide LCs with practical guidance on delivering and integrating the programme. This was adapted throughout the programme to respond to feedback and requests from local champions. For example developing specific resources on mis and dis information.
- Originally the intention for Everyday Digital was the development of a playbook to support Local Champions with local delivery and engagement. The resources, updates, and online briefings provided acted together to provide them with practical guidance on delivering and integrating Everyday Digital. This was adapted throughout the programme to respond to feedback and requests from local champions. For example developing specific resources on mis and dis information.

Table 3: The Reach figures for activities

Activity	Description	Forecast	Actual	RAG Rating
		April 2024 – February 2025		
Number of onboarded LCs	Parent Zone approached local authorities to partner with and onboarded professionals to train and deliver content, embed the Everyday Digital widget into websites, and promote resources, e.g. the habit films. Forty-eight Local Champions have been onboarded to date with more expressing an interest to join.	30	48	Increasing
Number of widget embeds	The Everyday Digital widget allows partners to display Parent Zone’s media literacy resources on a partner website. Partners can also customise the appearance of the widget and tailor it to their organisation’s brand guidelines. The number of widgets embedded exceeded expectations by 220% and more embeds have been requested during March 2025.	30	96	Increasing
Number of habit films broadcasted	Quick, one-minute videos to help give parents some ideas about how to work more media literacy into their daily routine. The videos are hosted on YouTube.	15	15	Completed
Number of live broadcasts	Two live broadcasts were held in January. ‘What app am I?’ on 14/01/2025; and ‘One Good Thing’ on 21/01/2025. These were reduced to two broadcasts as the uptake of live broadcasts during Parent Zone Local was not high enough.	6	2	Completed
Number of resource packs for professionals	The Safer Internet Day and Mis/Dis packs were one-off handouts with a full set of resources to run a workshop with parents, for Local Champions and professionals to give to parents.	1	2	Completed
Number of parent sessions	Parent Zone ran a parent session for the parent cohort to test and check resources and gather data.	1	1	Completed

### 3.2 The modes and patterns of access to resources

Parent Zone wanted to understand which methods generate the most reach to determine where to place future focus in order to maximise the number of people engaging with the media literacy resources. The majority of feedback from parents and Local Champions was highly positive. Table 4 outlines the reach figures for the activities conducted as part of the programme. The RAG ratings show whether the forecast was achieved or not (red = not achieved; amber = almost achieved; green = achieved).

Activities were divided into four groups: the first is the numbers of parents directly supported by activities; the second is the number of Local Champions and other professionals downloading the activity resources used to deliver sessions to parents; the third is the number parents and Local Champions who viewed digital resources; and the fourth is the number of unique impressions from social media posts.

It is important to note that there is no way of determining if one person had accessed several activities (e.g. if someone who attended a parent session run by their local authority also visited the website or used the widget on a school website, watched several habit films, and viewed and liked a post on Facebook). It is highly likely that those interacting with the programme did so in several ways.

Table 4: The Reach figures for activities

Activity	Forecast	Actual	RAG Rating
	April 2024 – February 2025		
<b>Parent activities</b>			
Via parent sessions	15	14	
Via Local Champion-led activities (people reached <sup>1</sup> )	700	1,745	
Via Media Literacy Mis-Dis pack (people reached <sup>2</sup> )	14,000	18,993 <sup>3</sup>	
Via Media Literacy SID pack (people reached <sup>2</sup> )		62,172	
<b>TOTAL number of parents reached through activities</b>	<b>14,715</b>	<b>63,931</b>	
<b>Activity resources</b>			
Via Media Literacy Mis-Dis pack (downloads)	800	144	
Via Media Literacy SID pack (downloads)		247	
<b>TOTAL number downloading activity resources</b>	<b>800</b>	<b>391</b>	
<b>Digital assets</b>			
Via widget impressions (views)	29,000	36,030	
Via website page (views)	30,500	21,572	
Via Everyday Digital habit film broadcasts (views)	1,250	1,198	
Via Everyday Digital broadcasts (views)	2,500	331	
<b>TOTAL number of people viewing Digital assets</b>	<b>63,250</b>	<b>59,131</b>	
<b>Social media campaigns</b>			
Via X (impressions)	-	9,427	
Via LinkedIn (impressions)	-	1,606	
Via Facebook (impressions)	-	2,289	
<b>TOTAL number of impressions via social media posts</b>	<b>-</b>	<b>13,322</b>	

### 3.2.1 Parent activities

Everyday Digital exceeded its forecast of the number of parents it reached by 335%. This was due to the number of parents that professionals downloading the resource packs stated they would be delivering to. Whilst there is a risk that the packs are not used, the resources can be reused multiple times, delivered to multiple parents, and be passed onto other professionals. Using just the Safer Internet Day pack, the average number of parents per professional is 251. Regardless of doubt, the number of parents reached directly by Local Champion activities was 85% higher than the forecast, demonstrating that both intensive and light-touch methods had significant reach.

The parent cohort (Parent Zone led sessions) noted that the content was clear, accessible, and easy to follow. They acknowledged and appreciated Parent Zone being accommodating on the different times available, to provide opportunities for parents to join a day session or evening session. Parents would also like to see more practical examples of how actions could be taken, so they can replicate them after the programme. They also suggested that session content could be adapted to different levels of knowledge and experience. Some individuals found the content too broad and basic and would have liked more advanced or specific information for those who have more experience in media literacy: *“For me, probably a bit more the technical stuff. I mean they made it quite easy to follow. It was good because obviously they’re trying to train everyone at different levels, so it was a good starter one, but I think maybe there needs to be a more technical one as well for people who want to know more details and want to know more about how to dig down into the menus and how it actually works.”*

<sup>1</sup> Local Champions were asked monthly how many parents they had directly engaged with through Everyday Digital. Activities.

<sup>2</sup> Those downloading the pack were asked how many parents they intended to deliver the session to.

<sup>3</sup> This figure has been omitted from the total to ensure no double counting, as one professional may have downloaded both packs and recorded the same parents each time. Mis Dis was omitted because it came first (and therefore would have directed users to the SID pack later), and SID was part of a larger, nationwide campaign around media literacy and the use of the internet and had more exposure



### 3.2.2 Activity resources

The Mis-Dis pack focuses on misinformation and disinformation and the Safer Internet Day (SID) pack focused this year on online scams. Downloads of the Local Champion activity resources were 51% less than forecast. However, the Local Champions and other professionals downloading the resources were asked to estimate how many parents they intended to reach by using the resource packs, as no accurate data or count could be carried out. As highlighted above, this figure was significantly higher than expected. It was found that multiple steps were needed to download the resources which may have created a barrier to more downloading the resources.

### 3.2.3 Digital assets

There were 6.5% less views and impressions across all digital assets than forecast. The dedicated website pages were not visited as much as expected. However, the numbers accessing resources and information via the widget were 24% higher than expected. This indicates that people are more likely to access content via the widget as it's in a place they already use and know, rather than going to the Parent Zone website. It is important to note that the number of those embedding the widget have exceeded the target and more have been requested. As more Local Champions run sessions with parents, the momentum has grown month by month for both the website and widget. With further strategic support from local authorities to embed the widget across all their platforms and websites, it is feasible that the widget will become more effective in the future.

Local Champions appreciated the way the widget was structured, making it, on the whole, easy to use and intuitive. The widget also created certain barriers for some in terms of its navigation and accessibility. These can be overcome with some modifications. Despite these barriers, overall the concise nature of the information was seen as beneficial: *"the reads are very quick and short"*. Most notable was the ability to find the relevant information about different platforms children use: *"I really like the widget and the way it is broken down to be able to find what it is that your children are playing on, or what they're accessing as a platform"*.

### 3.2.4 Social media campaigns

Social media impressions define the number of times viewers see digital content on a social media platform. Unique impressions measure the times a visitor sees digital content and shows the reach of a post or series of posts (campaign) via that device. The programme was promoted on LinkedIn, Facebook, and X (formerly twitter). No targets were set but posts across all three platforms had 13,322 impressions with significantly higher numbers via X. This did not, however, translate into click-throughs to the website, as there were only 85 referrals from X. There was higher organic traffic via Google Search which saw 1,531 unique views of the website directed from a Google Search.

### 3.3 The impact on Local Champions

#### 3.3.1 Who are the Local Champions?

Forty-eight Local Champions from 29 different local authority areas were onboarded between May 2024 and February 2025. This was 60% more than forecast. More have expressed interest but have not yet been onboarded. Figure 1 shows where they are based on a map of England. The furthest south was Bournemouth, Christchurch and Poole, and the furthest North was Northumberland, with an even spread in between. A significant number (21), representing 40% of all Local Champions, were based across ten local authorities in Kent (including the county council).

Figure 2 shows the workplace setting of Local Champions. No single setting dominated. Over a third (37%) were employed by a local authority service, almost a third (31%) within education, and 17% within social care. However, the majority of those working in social care reported working as a Family Hub Practitioner, as did the majority of those within local authority services. Of the remainder, 10% indicated that they worked in other settings, but these were not specified. It is possible that these could fall under local authority services that have been outsourced. All stated that they worked directly with families within their roles, ranging from Family Hub Practitioners (local authorities and social care), participation and community development leaders (social care), to teachers, ICT leads, and Family Liaison Officers (education).

All Local Champions were new to the programme, but 15% had worked with Parent Zone beforehand, and 29% also reported that they had received media literacy training before joining Everyday Digital. This included three Local Champions from Calderdale, Middlesbrough, and the London Borough of Lewisham who had worked on Parent Zone Local.

Most of the Local Champions chose not to complete the survey's diversity section, but what is known is that both men and women were involved and at least 14% of all Local Champions were from ethnic heritages other than White/White British. All worked in English, but some reported in interviews that they spoke other languages or had colleagues delivering media literacy who did.

Figure : The locations of Local Champions

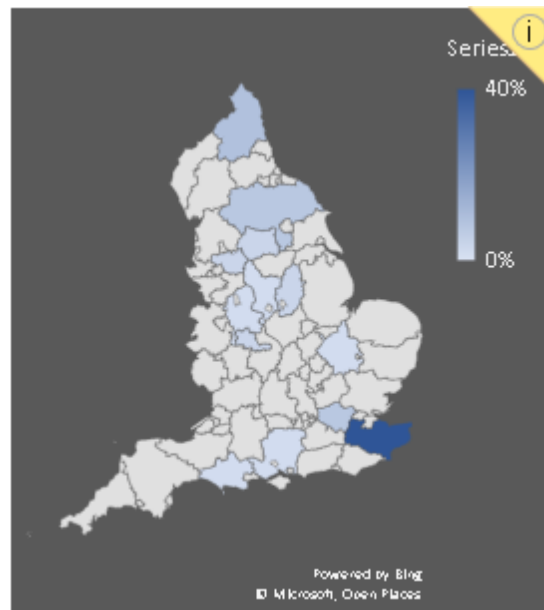
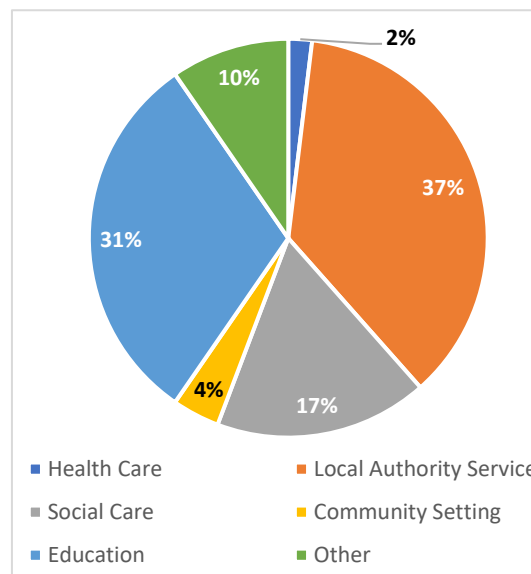


Figure 2: Workplace settings of Local Champions



48

Completed the survey

12%



4% identified as a woman\*

6%



6% identified as a man\*

2%

\*6%

preferred not to tell us their sex, and 74% are unknown

\*\*4%

preferred not to tell us their heritage, and 76% are unknown

Black, African, Caribbean, or Black British heritage\*\*

White/White British heritage\*\*

of 'other' heritage\*\*

### 3.3.2 The extent Local Champions engaged with Everyday Digital

Local Champions have engaged with the programme to varying extents, influenced by a combination of factors. While some are actively involved due to clear direction and support from managers, others have more limited engagement determined by the perceived relevance of media literacy to their work. All engagement was underpinned by the responsiveness and accessibility of Parent Zone staff.

<b>Managerial direction and support</b>	<p>Some Local Champions actively engaged with the programme due to a clear managerial direction and through receiving the relevant support from their superiors: <i>"It was through my manager at work. I think you must have got in touch with our locality manager, and they asked me to be participation lead to sign up for it."</i></p>
<b>The perceived relevance of media literacy to their community work</b>	<p>Local Champions have competing agendas and remits. The inclusion of the programme within their workloads was welcomed more when media literacy was perceived and understood as being relevant to their existing community work as opposed to being an additional burden: <i>"We felt that the digital and media literacy element was something that was missing from our offer."</i></p>
<b>The responsiveness and accessibility of Parent Zone</b>	<p>Parent Zone staff played a key role in shaping engagement and subsequent delivery of the programme at the local level. The most common reason for engaging with the programme was the regular communication and further training opportunities: <i>"I feel like there's lots of opportunities for regular catch ups and drop ins, and they are always there to answer questions via email."</i> The other Local Champion interviewed also noted the consistent, positive responsiveness from Parent Zone staff to specific queries, and general communications: <i>"You know, you can email them, and they'll come back to you with something."</i></p>

### 3.3.3 The changes in Local Champion's awareness, confidence, and skill levels

At the outset of training, 40% of all Local Champions either disagreed or strongly disagreed with the statement, 'I understand what media literacy means'. Only 4% agreed or strongly agreed, while the rest (56%) were indifferent.

Engagement with the programme has significantly enhanced Local Champions' ability to deliver media literacy advice and training to parents. Their engagement with the programme has deepened their knowledge and strengthened their confidence, equipped them with practical media literacy skills that they can pass on, and has enhanced their critical thinking and awareness with regard to what they interact with online.

<b>Improved knowledge and confidence</b>	<p>The programme has provided the knowledge needed, which in turn has empowered Local Champions to increase confidence in navigating media literacy and when to seek further support: <i>"It's about having the confidence to find it, to navigate it, to use it, but then to seek help when you don't know what you're doing."</i></p>
<b>Practical application of media literacy</b>	<p>Local Champions have become more aware of their digital habits and can apply their media literacy skills in practical ways in their daily life, both at work and at home: <i>"I am more consciously aware of my online habits and then sort of using that knowledge to feel more confident about talking to my own child about their online habits, as well as others."</i> Their ability to navigate online spaces safely and effectively has improved and their confidence in addressing parent queries also improved. Some indicated a deeper understanding of how to translate media literacy concepts into practical guidance for families: <i>"You felt that you were learning something, and they also made it relevant for how I would then explain it to parents and carers."</i></p>
<b>Enhanced critical thinking and awareness</b>	<p>Involvement in the programme has empowered Local Champions to think more critically and gain greater self-awareness and ability to educate others: <i>"My session went really well. I felt really well rehearsed in all aspects of digital literacy and media literacy, so I was</i></p>

*able to get that message across.*" They developed a more critical approach to online content and are now better equipped to share their knowledge with their communities: *"Looking at content through a more sceptical lens, I'm seeing a lot more when things are being advertised. Now I can respond really quickly if something is an advert."* This has enabled them to discuss media literacy and effectively share their knowledge and experience with colleagues, parents, and children.

### 3.3.4 The changes in Local Champion's confidence and actions supporting families

Prior to training, only 8% of Local Champions agreed or strongly agreed that they felt confident in spotting and avoiding risks online. However, this contrasted with their confidence when working with families. Table 9 shows this contrast in confidence in themselves and their confidence in their ability to work with families to avoid risks.

Table 9: Local Champions confidence contrast

		Confident	Not confident
Confidence in themselves	I understand what media literacy means	4%	87%
	I feel confident that I can spot and avoid risks online	8%	71%
Confidence in their ability to support families to	be safer and more positive online	12%	54%
	use the internet	75%	4%
	understand media literacy risks	38%	14%
	understand media literacy opportunities	25%	33%
	adopt positive media literacy behaviours	38%	27%

Despite the lack of confidence in their own abilities, many Local Champions felt that they were in a position to help others. Local Champions' confidence and actions in supporting families with media literacy did evolve after engaging with the programme, with Local Champions moving from reactive to proactive approaches to engagement; adapting the resources for their own online campaigns; incorporating media literacy within events and activities being run elsewhere; and by anticipating the needs of parents and families.

Moving from reactive to proactive approaches	Initially, some Champions had limited engagement with structured media literacy discussions, instead focusing on individual conversations with their own children about online safety reactively, as issues arose. One participant noted: <i>"Well, we haven't talked so much about online safety in that sense..."</i> After engaging with the programme, however, many Champions took proactive steps to educate parents and staff. One Champion described delivering training, saying: <i>"I am delivering a session to just the staff in the school on Monday, which is going to be around what media literacy is and to get them on board with this session that I'm going to do with parents."</i> This shift highlights the growing confidence in leading discussions on media literacy.
Adapting resources for online campaigns	Local Champions also expanded their reach beyond direct interactions, leveraging social media and other outreach strategies. One noted how they used the 'habit films' to <i>"schedule a social media campaign for our families using the videos that came out a little while back and also using the 'Do you know the activity?' cards..."</i> This demonstrates an ability to organise structured and sustained media literacy efforts that will last well beyond the initial training.
Incorporating media literacy within in-person events and activities	In addition to online campaigns, some Champions integrated media literacy into in-person events. This indicates that the number of parents reached is higher than reported, as Parent Zone could not measure this engagement. One Local Champion noted: <i>"We've been using the resources on our website, but when we had an open</i>

	<p><i>day, I had an online safety stand and was handing out stuff and answering questions.</i>" This shows an increased ability to creatively engage parents in discussions about digital risks and opportunities and going to events that parents will be at. This extended to broader networks, with one professional sharing: <i>"I have connected with our education department's digital ICT team so they're aware of the training that we are currently offering."</i> This suggests Local Champions are moving away from providing individual efforts to building collaborative networks to enhance media literacy education.</p>
Anticipating needs	<p>Many Local Champions implied that they had a growing ability to anticipate and meet parents' media literacy needs. This shift from uncertainty to confidence shows the effectiveness of the programme in equipping Local Champions with the skills and resources to effectively support families: <i>"I never like to assume that I know what parents are coming along to a session wanting to know... but I feel a bit more confident to be able to answer the questions."</i></p>

### 3.3.5 The barriers and opportunities arising from Local Champions taking action

#### Barriers

Local Champions play a vital role in helping parents develop media literacy skills, but face several barriers, including language difficulties, engagement challenges, accessibility issues, and the need for better signposting of resources.

Language barriers and accessibility	<p>There is a need for more comprehensive multilingual resources to ensure inclusivity and cover diverse audiences. One of the most significant challenges faced is ensuring that non-native English speakers can fully engage with media literacy training. A professional noted that, in a large group, <i>"the majority were English speakers of other languages"</i>, and that their <i>"levels of English were really quite varied"</i>. While some participants relied on friends to translate, most had no option other than to rely on the professional to attempt to convey the theme in an alternative way that could also be translated later on, especially when there were multiple languages in the room. Another professional working with non-native English speakers found that <i>"trying to make sure that I was communicating the themes in a way that was then able to be translated and accessible was a bit of a struggle."</i> While some translated resources exist, they felt <i>"there wasn't really enough that actually went into detail to fill in any blanks"</i>, which left them feeling that certain parents <i>"hadn't got as much as others would have been able to take away"</i>.</p>
Adaptability	<p>Local Champions had fears in being able to maintain up-to-date knowledge. One professional acknowledged: <i>"Because I'm not delivering it regularly, that content doesn't always stay at the forefront of my mind... it would just take a lot of background reading."</i> This suggests that periodic refreshers or summaries could help them stay confident in delivering media literacy support.</p>
Reluctance to engage with digital resources	<p>There is a need for a more integrated approach to presenting resources and having resources and information in multiple formats. It was noted that parents often hesitate to interact with external digital resources, which influences the effectiveness of media literacy support. One professional observed that the parents were very reluctant to click on to other things, suggesting that merely signposting online content may not be sufficient. For example, if they had a copy of the habit videos instead of just a YouTube link which could be embedded in their school's online platform, <i>"it would actually make the parents more likely to click play"</i>.</p>
Usability and navigation Issues	<p>While the widget was praised for its clarity and ease of navigation, improvements in accessibility, literacy support, and multilingual availability were recommended to make it</p>

	<p>more inclusive. Parents face difficulty in accessing relevant information due to inefficient navigation tools. One Local Champion pointed out that the embedded search button (widget) was <i>"a little bit clunky and a bit hit and miss on its searches"</i>. It was reported that searches often resulted in a lot of new reading and that the amount of reading required could be a barrier for some parents, particularly those with literacy challenges: <i>"A lot of reading. But I think if you've got families that struggle with literacy or have barriers with literacy and bad experiences from when they were children... that can put people off."</i> Accessibility improvements were also suggested, particularly in terms of having text-to-speech functionality: <i>"I'm not sure, do they have an accessibility function on there, so that it can read on the screen? Because if it hasn't, that probably would be a really handy tool to have."</i> In combination with the multiple steps to get to the information or resources needed, as discussed earlier, these issues indicate that certain resources need to be easier to find, as unnecessary complexity discourages engagement. These are all elements that can easily be overcome with modifications.</p>
<p>Limited feedback mechanisms</p>	<p>The absence of structured formative evaluation tools makes it difficult to assess the impact of training sessions. One facilitator explained: <i>"I don't currently have an evaluation that I can take away, so I signpost them through the app and the quizzes, but there is no direct way to collect detailed feedback."</i> Having some structured feedback mechanisms that Local Champions could use alongside the resources within their workshops could help Local Champions tailor their support more effectively, as they would receive instant feedback on gaps in knowledge and areas of weak understanding.</p>

## Opportunities

Local Champions have highlighted opportunities to improve outreach and support strategies to ensure parents can confidently navigate the digital world.

<p>Building upon the assurance that workshops are effective</p>	<p>When media literacy is introduced in an accessible manner, parents are willing to apply what they learn. One professional noted that one parent commented: <i>"This is really helpful. This is something that I hadn't thought of, or this is new for me and I'm going to take that away."</i> The workshops also provided clear guidance in terms of digital well-being, as they gave Local Champions the opportunity to emphasise its importance. One professional highlighted that media literacy training is about <i>"looking at your screen time, looking at your habits, and that's what a lot of it is around—habits"</i>. This means that there is potential to frame media literacy in a way that resonates with parents' daily lives, encouraging them to reflect on their own digital habits alongside their children's.</p>
<p>Resource adaptations for parents</p>	<p>Despite reporting challenges, some Local Champions have taken practical steps to make media literacy resources more accessible within their local settings. One professional noted that they had distilled key information to create leaflets to hand out to parents in an effort to make the content more digestible: <i>"I took some of the information, distilled it into leaflets, just to kind of give someone a piece of paper to take away and say here's the link to it. Here's the QR code."</i> Again, this would suggest that the number of parents reached was higher than reported. There is potential for Local Champions to share their initiative with Parent Zone and have formal resources verified and then shared wider via the Parent Zone website in a cost-effective manner.</p>
<p>Expanding the scope of media literacy training</p>	<p>Media literacy encompasses various aspects of the digital world, from social media to gaming. A facilitator noted that <i>"it could be through apps, it could be through web browsing, it could be through gaming. I think it kind of encompasses everything the online world has to offer."</i> Parents also need to develop the confidence to navigate media independently. One facilitator described media literacy as: <i>"Having the</i></p>

*confidence to find it, to navigate it, to use it, but then to kind of seek help when you don't know what you're doing.*" There is an opportunity to empower parents with skills that go beyond technical knowledge, fostering a critical approach to digital content, as well as tailoring sessions to specific interests or concerns, making the training more relevant to parents' needs.

### 3.3.6 The available help and information sources

Parents emphasised the importance of knowing where to look for information when encountering something unfamiliar online. They utilised the programme to educate themselves on digital risks and tools, and most commented that the sessions were particularly good at providing them with the relevant information: *"The course was really good at explaining where you can find those answers and where to get that information from."*

Prior to training, 43% of Local Champions either disagreed or strongly disagreed with the statement, 'I am confident in finding help and support for media literacy for myself'. Only 25% agreed or strongly agreed, while the rest (33%) were indifferent. Additionally, when it came to their confidence in signposting help and support for media literacy for families, 27% either disagreed or strongly disagreed, compared with 35% who agreed or strongly agreed. It is not known, however, whether or not they would be signposting to the right places, but this does show that a level of confidence existed in being able to support families in this way.

Post training, Local Champions demonstrated a growing awareness of media literacy resources designed to support parents. Many found these resources useful, particularly when they align with parents' needs. However, there are also challenges in terms of confidence in delivery, accessibility, and parental engagement.

<p><b>Awareness of available resources</b></p>	<p>Many Local Champions recognise that existing media literacy resources are beneficial for engaging parents. When tailor made, these materials enhance their ability to support parents more effectively. One professional highlighted that resources <i>"have been designed with parents and carers in mind, so therefore it makes it a lot easier for me to engage the parents purely because I've got a better understanding of what is actually important for them."</i> Another Local Champion expressed appreciation for the digital tools available, particularly interactive elements: <i>"I think the actual website and the resources on there that you can access through the widget are really helpful, like the different games to do with children."</i> They admitted that they <i>"knew nothing about [these resources] before doing this programme"</i>, indicating that participation in training increased awareness but other ways of promoting the programme may be needed. Video content was highlighted as a valuable resource, with reference made to the 'habit films': <i>"I think the videos are really useful. I think they're a really good way to engage with families."</i> This reinforces that multimedia content is an effective means of delivering key messages to parents. Local Champions recognised that the media literacy training does not place undue pressure on parents but instead offers them practical guidance. One noted: <i>"It doesn't sort of guilt people into thinking, 'I don't do that, I'm a terrible parent'. I think it's just giving them that new understanding [which] gives new choices."</i> The non-judgmental tone of the materials makes them accessible and reassuring for parents.</p>
<p><b>Multiple steps to get to information</b></p>	<p>Local Champions and other professionals need direct access to media literacy resources without unnecessary redirects and it was reported that there was sometimes a lack of clear signposting. A Local Champion noted that when demonstrating to parents how to use the website, that <i>"it was sending them to a page where it kind of launched you to 'Are you an educator? Are you a parent?' rather than straight to the resources they need."</i> This extra step can discourage both professionals and parents from continuing, reinforcing the importance of streamlined access to content. When searching or clicking on the link, you are directed to a landing page that introduces the resources and gives you the option of signing in to download them,</p>

creating a new account, or continuing as a guest (see Figure 3). If you create a new account, you are redirected to a registration page. If you sign in or click 'Continue as a guest', you are redirected to a page that asks, 'How many parents will you reach with this resource?' and a tick box to agree to the terms and conditions (see Figure 4). Only then do you gain access to the resources and then you need to download each file (see Figure 5). These multiple steps may be creating an unintentional barrier.

Figure 3: Step 1, landing page

The screenshot shows a login and registration form. At the top right is a purple button labeled 'Continue as guest'. Below it, on the left, is the 'Log into your account' section with fields for 'Username or email address' and 'Password', a 'Login' button, and a link for 'Reset your password'. On the right, there is a 'Create new account' button and text that says 'Save time with a free Parent Zone account. You'll get quicker, easier access to more resources. We only need a few details.'

Figure 4: Step 2, redirect page

The screenshot shows a purple form with the question 'How many parents will you reach with this resource?' followed by a text input field. Below this is a checkbox labeled 'I agree to the product Terms & Conditions'. At the bottom of the form is a purple 'Submit' button.

Figure 5: Step 3, download page

The screenshot shows a webpage for a resource titled 'How to tackle mis- and disinformation'. It features a 'Add to my dashboard' button, a thumbnail for the workshop, and a list of 'ACTIVITIES' including 'Making good choices', 'Understanding consequences', 'Spotting emotional language', and 'Heads of energy'. Below the thumbnail, there is a thank you message and three links: 'Click here to access an online slide presentation', 'Click here to view the guidance doc', and 'Click here to download the Powerpoint presentation and Guidance (ZIP file size 5.6MB)'. A purple underline is drawn under the third link.

### Challenges in delivering and promoting media literacy support

There was a request for ongoing guidance, training, and/or co-delivery approaches to build confidence and knowledge. Despite their awareness of available resources, some felt uncertain about delivering sessions or responding to parents' questions. One stated: *"I feel a little bit nervous to actually deliver one of the full sessions because I feel like there's a lot of content to go through, and I think my main worry is if they ask me a question that I just can't answer because it's not my area of expertise."*

Engagement remains a key challenge, with one professional noting: *"With this subject, it's engagement. If you put on an online safety evening, it's the least engaged with by parents. You have to kind of hook them in with something else."* Another described the issue as parents being *"device rich, time poor"*, meaning that while they have access to technology, they struggle to prioritise media literacy learning. Furthermore, there were concerns about whether parents actively engaged with the resources provided. One professional explained: *"It's more about: are the parents actually looking at it? Are the parents actually clicking links and utilising things?"* This suggests that simply making resources available is not enough and Local Champions may need additional strategies to encourage parents to engage with and use the resources effectively.

### 3.3.7 New connections, policy, and strategy created

Local Champions primarily created new connections within their immediate teams and local authorities, rather than forming wider links beyond their local areas. Despite these positive developments, there is currently no evidence of connections beyond local teams and authorities, but it is a new network and it has already strengthened pre-existing relationships. One participant stated that they *"don't feel like we've made any wide links as of yet"*, which implies that the intention is there and there is opportunity for broader networking. Some Local Champions have made small-scale adaptations within their own settings and roles and have embedded media literacy into their training of other colleagues, but wider formal policy changes have not yet occurred.



<p>Connections within and between their own local authority teams</p>	<p>Rather than forming new partnerships, the programme has primarily strengthened existing ones. One professional noted: <i>"Some of the relationships were happening anyway, but it's just kind of grown, you know, and expanded those relationships because this is something that people wanted, so it was almost like a hook."</i> The programme has fostered stronger interdepartmental ties, enhancing media literacy support. Several Local Champions reported increased collaboration within local authorities, particularly with ICT teams and libraries. One professional highlighted a closer link with their ICT team: <i>"Within our own local authority, we're more connected in with the ICT team. So I've got a really good link with a colleague in that team that supports all the schools and teachers."</i> Another observed a growing, more established connection with libraries. This reflects the programme's role in reinforcing partnerships within and between community services engaging with parents.</p>
<p>Increased awareness and integration into training strategies</p>	<p>While Local Champions are incorporating media literacy into their work, it has not necessarily translated into formal policy changes at any level. There is little evidence of widespread policy integration following new connections. One professional explicitly stated: <i>"I don't think there was any. I think it's just like, obviously my role, and it's just another aspect of my role, so I don't think there's been anything additional."</i> Most Local Champions have begun embedding media literacy within staff training in schools, indicating a shift towards integrating media literacy into school practices. One professional reported that they are <i>"delivering a session to just the staff in the school on Monday, which is going to be around what media literacy is and to get them on board with this session that I'm going to do with parents"</i>. Media literacy discussions are becoming more structured within educational settings in the local authorities where the programme has been onboarded, even if they are not yet part of policy.</p>

### 3.3.8 Associated costs and savings

Local Champions were not compensated, and their use of Everyday Digital was embedded within their existing work. Participation in and engagement with the programme primarily incurs costs in terms of time rather than financial expenditure. While some Local Champions have found ways to adapt resources at minimal expense, there is little evidence of dedicated funding being allocated to support engagement. One of the key costs is the time required to engage with and implement the training. As one participant explained: *"The time during the school holiday when I did the training itself... and then there's the additional time going through the resources, seeing what's out there."* This highlights the extent to which Local Champions have become involved in the programme, as their participation extends beyond the initial training. There is continued effort to stay informed and integrate resources effectively, which takes time.

The time burden also extends to ongoing engagement, such as attending drop-in sessions and reviewing new materials. While the programme provides valuable resources, making use of them, and new ones as they come on board, requires sustained time investment. One professional drew attention to: *"Time for going through the resources, seeing what's out there and then when we get there, it's the time in relation to emails. You flag the ones with resources so you can have a look through them later to see what their potential use is and who to share them with."*

### 3.4 The impact on parents and families

#### 3.4.1 Who were the parents reached?

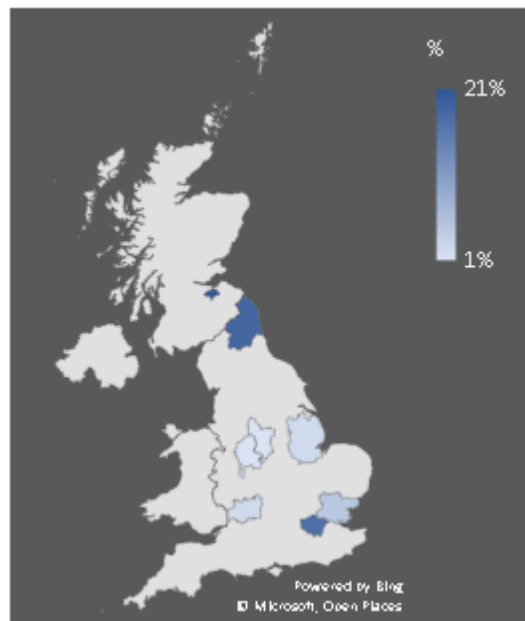
The following charts are taken from the results of the survey tools used during parent sessions led by Parent Zone and Local Champions both online and in-person. Figure 6 outlines the location of parents across England and Scotland (where 17 parents were based).

The most common parental role (figure 7) was mothers (59%), followed by fathers (20%). The remaining were either carers (2%) or other family members with parental responsibilities, such as grandparents (7%).

Over half (52%) of respondents' children (figure 8) were of primary school age (aged 6-11); 22% were of secondary school age (aged 12-17); 18% aged 5 and under; and 7% aged 18 and over.

Accessing information in English (figure 9) was preferred by the majority (78%). The preference of a different language such as Arabic, Somali, Pashto, Ukrainian, or Polish was 16%. This is heavily influenced by the groups Local Champions work with, which may include recent and established immigrant families and/or refugees.

Figure 6: The locations of parents



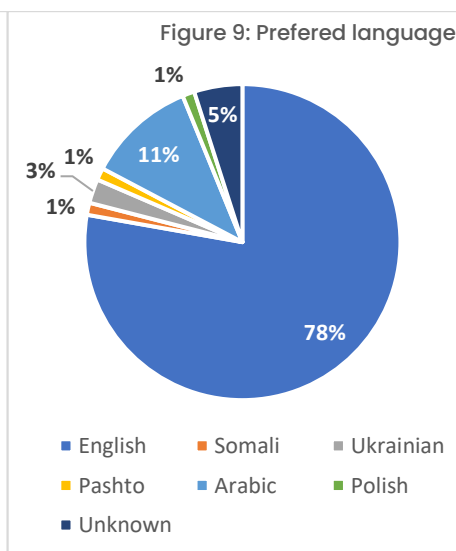
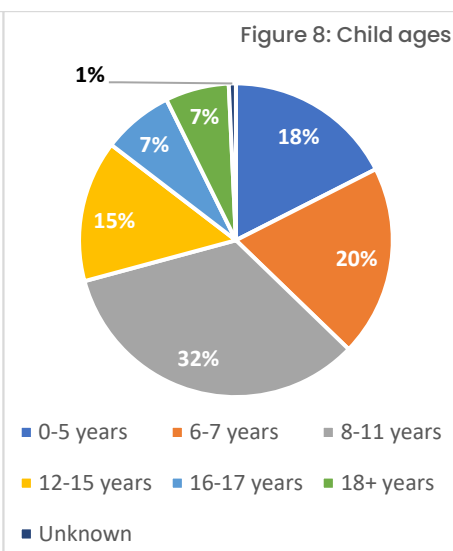
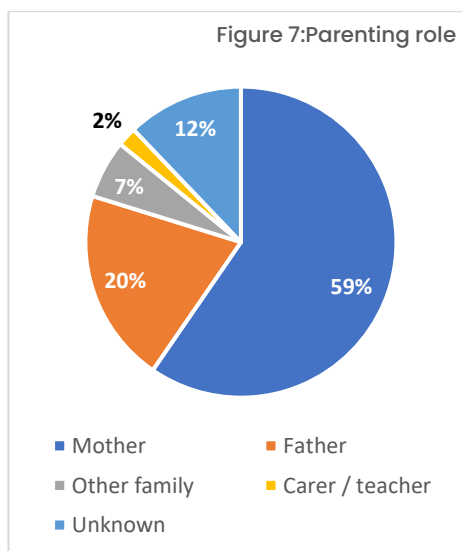
**63,931**

parents reached through all Everyday Digital activities

**72,453**

people reached through digital engagement

Data collection tools were integrated into the tools used for delivery of content by Local Champions to limit the burden on them to report back. However, this presented challenges as these were not always used due to all resources being optional.



### 3.4.2 The parent cohort

14

parents were in the Parent Cohort

4

parents reported having a physical or mental health condition lasting (or expecting to last) 12 months or more



79% were mothers (all cis female)



21% were fathers (all cis male)

1

parent was Asian/British Asian.



all preferred to use the English language

13

parents were White/White British



parents had between one and three children across all age groups

50%

of parents had heard of media literacy before the programme

#### Motivations of parents to participate in the programme

There were a range of motivations identified by parents on why they took part in Everyday Digital. The most common motivations were that their children are starting to use devices more and everything is now online. Parents noted that in some cases, devices were needed for homework, either due to the task needing to be completed on a specific website/app, or there being an element of research where the young person needed to access the internet. There was a concern among parents regarding the amount of screen time their children were having with the increased use of devices and were looking at ways they could control this or ensure that screen time can be monitored in an efficient way. Table 5 outlines some of the examples parents gave as to why they felt the need to participate in workshops and access resources.

Table 5: Examples of Parental motivations

Motivation	Parent example
Being equipped and seeking information	<p><i>"I need to be well equipped to keep my kids safe while they're online."</i></p> <p><i>"This is just another step of parenting. Now... it's just adding another layer of things, as a parent, you need to do to keep them safe."</i></p> <p><i>"I think, in today's world, just being able to know where to go to, to look for information is a really important skill, isn't it?"</i></p>
Concerns over safety – parental control and monitoring	<p><i>"I don't trust the safety on those sites because it evolves too quickly. Even the moderators aren't able to keep on top of things."</i></p> <p><i>"Every time you do something online, a giveaway. Any details about yourself or financial details even."</i></p> <p><i>"We always did restrict the time beforehand as well. The amount of time they spent, and we always allowed only YouTube Kids."</i></p>
Children starting to have questions	<p><i>"My children are starting to have questions about the internet."</i></p> <p><i>"I know that it's important to get these boundaries and these discussions in place now, because when she's a little bit older, I think the Internet can be quite scary for teenagers today."</i></p>

Motivation	Parent example
Wanting to keep up with innovations	<i>"I want to learn more because technology is changing faster than I can really keep up with." "Technology obviously is evolving so quickly, which is why I think the parents' own site that goes alongside is so useful."</i>
Understanding the language of the internet	<i>"I need to learn the language of the internet because if I can teach my kids some of this stuff now, they might think twice about what they're doing later, because I can't keep them safe forever."</i>
Children starting school and using online devices	<i>"My 4-year-old, he's obviously using iPads and iPhones and things and starting to really sort of get online a lot more."</i>
Children socialising online	<i>"My kids don't really socialise with friends like outside, they socialise online."</i>
Everything is now online	<i>"All their homework, even like all the afterschool clubs, everything is done online now and sometimes I just feel like it is getting a little bit out of control."</i>
Knowledge of what others are doing	<i>"I want to know what other parents are doing."</i>
Supporting other parents, family members, and friends	<i>"I volunteer at the family hub and I recently joined the family panel, and I am expected to give feedback on these issues."</i>

### 3.4.3 Parents' behaviours and knowledge, skills, and confidence levels

#### Reports of self-reported measures

The parent cohort undertook a self-reported survey before starting the programme and again six weeks later to determine if their interactions with the content had helped them in any way. The participants were asked the extent to which they agreed or disagreed with four statements and how confident they were about four different aspects of media literacy. Depending on their answer, a score was given from 1-5 (0 for no answer). These were then added up to gain an overall score out of 40. For things to have improved and/or changed, the post score should be higher than the pre score. The same questions were completed by 42 other parents within their survey at the start of their parent sessions, but it was not possible to go back to them six weeks later to undertake the post survey as the parent cohort had. Their scores were, on average, comparable (albeit slightly higher) with the parent cohort pre-survey (23.6 versus 22.4 in the parent cohort). The average parent cohort score in combination rose by 27% (10.8 points) with no individual scores lowering. Table 6 shows the average score pre- and post- intervention for each statement and in combination.

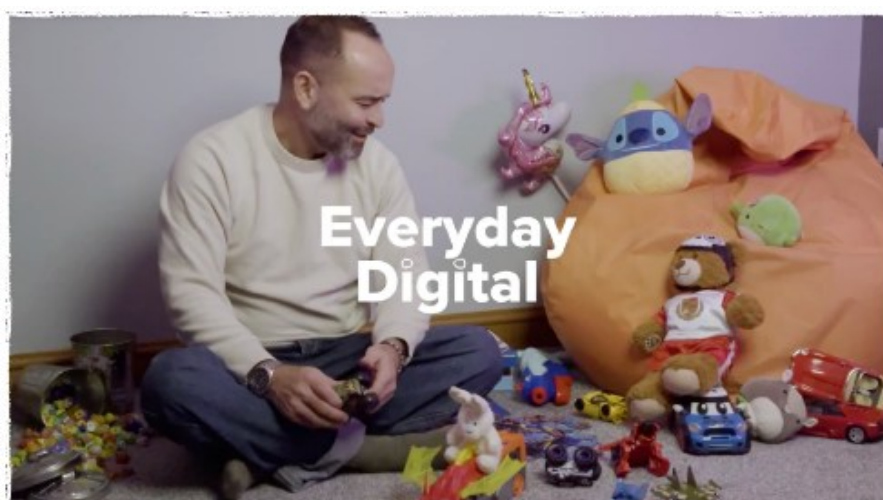


Table 6: Parent survey results

	Other parents	Parent cohort		
	Average Score	Average PRE Score	Average POST Score	Point (%) difference
Overall combined	23.6	22.4	33.2	27%
I understand what media literacy means	2.9	2.1	4.3	45%
How confident do you feel about using the internet?	2.7	2.5	4.5	33%
I feel confident talking with my children about how they can be safer and more positive online	2.5	2.6	4.3	32%
I am confident in finding help and support for media literacy	2.6	2.7	4.2	29%
How confident do you feel about understanding media literacy risks?	2.7	3.4	4.6	25%
How confident do you feel about adopting positive media literacy behaviours?	2.5	2.6	3.6	20%
How confident do you feel about understanding media literacy opportunities?	2.5	3.2	4.5	17%
I feel confident that I can spot and avoid risks online	2.7	3.4	4.4	13%

Parents reported that they were able to define media literacy and had become more aware of media literacy risks and how to avoid them. They had increased confidence in their own abilities regarding media literacy, in speaking with their children about things, and in evaluating online content.

Ability to define media literacy	<ul style="list-style-type: none"> <li>● 45% increase in understanding of what media literacy means;</li> <li>● 25% increase in confidence about understanding media literacy risks; and</li> <li>● 17% increase in confidence about understanding media literacy opportunities.</li> </ul> <p>The majority of parents interviewed were able to provide a description of media literacy, identifying its core elements, and in some cases providing examples. A small number of parents could not remember what the term referred to, but did recognise the name, and mentioned that they could not remember specific information shared within the workshops. One parent shared their example definition: <i>“Being aware of your online presence; how you not only view things but how you are perceived online as well, I suppose. Depending on what you watch and what you personally put out.”</i></p>
Increased confidence in conversations with children	<ul style="list-style-type: none"> <li>● 32% increased confidence in discussing safety and being more positive online with their children;</li> <li>● 29% increased confidence in their ability to find additional help and support; and</li> <li>● 20% increased confidence in being able to adopt positive media literacy behaviours.</li> </ul> <p>Parents were better equipped to explain digital safety and navigate discussions with their children, leading to understanding why restrictions and behavioural changes are necessary. As one parent explained: <i>“I know why I keep an eye on data, but</i></p>

	<p><i>being able to put that in terms to my kids and saying this is why I keep an eye on what you are doing too, that was much harder to do. So this has been a nice bridge between why I do things the way I do them and being able to explain to my kids why.” This has meant that their children were no longer accessing potentially harmful content online through their devices because they understood the consequences: “The stuff we asked her not to use, she hasn’t used it, which is brilliant”. Parents felt more assured in checking device and app settings and having conversations with their children about online access. One parent highlighted this shift in their conversations around what platforms their child could use: “I’m much more confident now. Before it was just a blanket ‘No I’m sorry, kiddo, it’s just not happening, when you’re a bit older, then you just can have these types of apps’, whereas now it’s much easier to have a conversation.”</i></p>
<p>Improved skills in evaluating content</p>	<ul style="list-style-type: none"> <li>● 33% increase in confidence in using the internet; and</li> <li>● 13% increase in confidence in being able to spot and avoid online risks.</li> </ul> <p>Parents felt more comfortable in reading, evaluating, and using the information they found online. Their improved skills in evaluating content have led them to be more actively involved in their children’s online activities. Parents reported taking more time to review what their children accessed and engaging in discussions about the appropriateness of content. One participant shared: <i>“I have now been taking a little bit more notice of what it is she’s doing online and when she asks me things, if I don’t understand it, then saying to her we need to take a few minutes to understand this and see if it is right for you.”</i></p>

### 3.4.4 Results of objective measures

In addition to the self-reported measures, three additional objective measures were put in place: the confidence quiz, the knowledge quiz (delivered in two parts to align with how content was delivered), and the ‘Mind the App’ game.

#### Confidence Quiz

The parent cohort completed the nine questions in the confidence quiz at the end of the parent sessions. Those with high scores signified higher confidence in media literacy. The highest score possible was 45, with the most confident scoring 35 and above, and the least confident scoring 12 and below. The average score was 28.7, which would be considered ‘fairly confident’. There were no low scorers, and the group was split between those fairly confident (7) and those that were very confident (7).

#### Knowledge Quiz

All parents (including the parent cohort) were invited to complete the knowledge quiz during parent sessions at varying intervals. The questions tested them on five areas: knowledge, skills, behaviours, understanding of consequences, and positivity. The questions were presented at various stages of the parent sessions to assess how much knowledge was retained. Parents were posed three questions that related to each of these areas, each focusing on one of three aspects of media literacy: content, data, and environment.

The questions were designed to match the sessions being delivered. Each question posed a scenario and provided multiple responses, some of which were inappropriate, others that were appropriate, and some that were appropriate but not necessarily ideal. Annexe 3 outlines the results of the Parent Quiz (including the parent cohort), showing the percentage of parents who chose at least one appropriate response, those selecting an inappropriate response, and those who gave no response or stated they were unsure or did not know. Overall, the results clearly show that parents were more likely to select an appropriate response than an inappropriate response. This confirms the self-reported results where parents claimed that they were more knowledgeable and more confident,

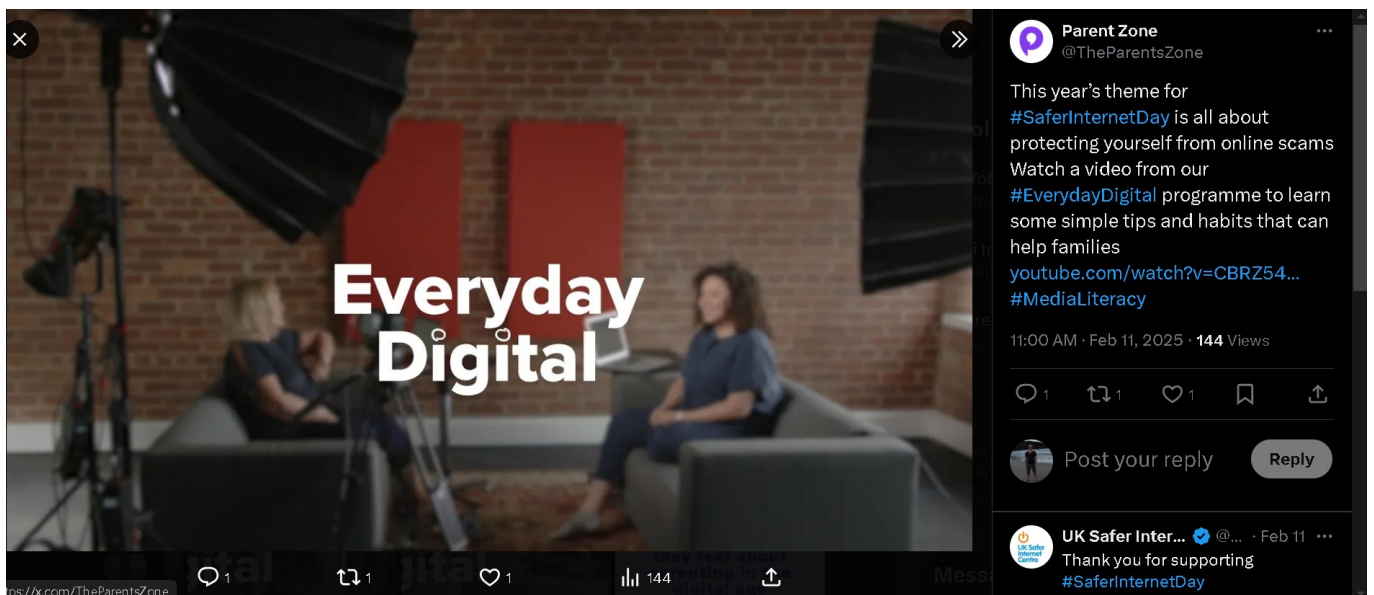
were taking more appropriate actions, and adopting more positive behaviours. On average, 76% selected at least one appropriate response (and most selected more than one when there were multiple responses available), compared to 11% selecting an inappropriate response. However, 13% of parents did not respond at all to some questions, which may be an indication either that they did not understand the task or that they chose to abstain from answering rather than select 'don't know' as an option.

The section with the most inappropriate responses was data positivity. This was the only question where some parents selected both a right and a wrong answer. The question posed was, 'How can you positively affect the things you see in your social media feed?' Many parents (20 out of 51) stated that they would take a break from social media whilst also selecting either of the appropriate responses related to 'engaging more in positive content' and 'skipping or muting negative content'. By taking a break, you are simply not engaging with social media, and the negativity will still exist when you return. It is possible that this has not been made clear enough within the parent sessions. It also indicates that parents are more likely to simply avoid social media than to engage with it positively. This behaviour aligns with parents still limiting screen time for fears regarding their child not being safe online, rather than modelling and developing safe and risk reducing behaviours.

### Mind the App Game

The game consisted of seven multiple choice questions where parents had to choose the correct answer by selecting the app that did not provide the function listed in the question. These ranged from identifying which app did not have supervision tools, direct messaging functions, or functions that allowed you to spend money. The apps were all commonly used by children and families and included media streaming platforms such as BBC iPlayer, Disney+, Youtube Kids, and Spotify; Social media platforms including X, TikTok, Instagram, and LinkedIn; gaming sites such as Roblox; shopping sites such as Etsy and eBay; and messaging, friendship and AI platforms such as Snapchat, Yubo, and ChatGPT.

64 parents participated. The overall scores demonstrated that parents did not fully know the functions of each app. Less than half (47%) got 4 or more questions correct. Only 13% were able to get all seven questions correct.



### 3.4.5 Parental actions around media literacy

Many parents recognise the importance of media literacy but may not have previously thought about it in terms of everyday habits and behaviours. Through engaging with the programme, parents reported that they had implemented various strategies to change behaviours as a family. Figure 10 is a word cloud outlining the most common words used by parents when discussing their actions around media literacy.

Figure 10: A word cloud of the most common action words



Following the programme, parents demonstrated a deeper understanding of positive media literacy behaviours and expressed varying levels of confidence in supporting their children. Their reflections highlighted key themes, including talking with children about media and online content; setting rules and boundaries for digital use; encouraging critical thinking and independent decision-making; role-modelling positive digital behaviours themselves; seeking and using reliable information about media literacy; discussing how to manage, and actively managing, online safety and privacy; and managing the emotional and social impacts of digital media.

<p>Talking with children about media and online content</p>	<p>A key habit parents described was actively engaging in conversations with their children about media use. Some parents previously only intervened when a problem arose but now strive to have ongoing discussions. One parent reflected: <i>"I used to just tell my child to be careful online, but now I try to ask questions about what they watch and why."</i> Others had shifted from simply denying access to certain apps to having meaningful discussions: <i>"I'm much more confident now. Before it was just a blanket 'no, I'm sorry, kiddo...' whereas now it's much easier to have a conversation."</i> Another noted that they are now proactive rather than reactive: <i>"I plan to make discussions about digital content part of our routine, not just something we talk about when there's a problem."</i> While many parents express an intention to have more open discussions, some struggle to sustain this habit. As one put it: <i>"I started asking my child more about their screen time, but sometimes I forget or don't know what to say."</i></p>
<p>Setting rules and boundaries for digital use</p>	<p>Many parents reported being more engaged in monitoring and discussing their children's digital behaviour. One parent shared that they have been taking a little bit more notice of what their child is doing online: <i>"if I don't understand it, then I say to her, 'we need to take a few minutes to understand this and see if it is right for you.'"</i> Many parents take steps to establish clearer rules and boundaries around their children's media use. One parent stated: <i>"We've now set rules about no screens at bedtime, and we talk about why, rather than just enforcing it."</i> Others described a shift in approach: <i>"I used to just limit screen time, but now I help my child think about balancing different activities."</i> Some parents, however, acknowledged</p>



	<p>difficulties in following through: <i>"It's hard to enforce limits when they need screens for school, and I don't want to punish them for learning."</i> Some parents implemented stricter rules regarding social media and online gaming: <i>"I do speak to my elder daughter quite a lot about it because she plays Roblox, and we are always a bit concerned about who she's friending on the chat... We should only really friend people that we know."</i> Others found themselves setting boundaries regarding age-appropriate content: <i>"I find sometimes I have to explain to her... some things aren't appropriate for your age. If she asks for an app, she now knows that if it says 12 plus, then she can't have it."</i> Parents also addressed issues related to digital spending. One parent described how their child accidentally made purchases online: <i>"They found some bank details and entered them to try and get some V-Bucks for his gaming. My husband had a nasty shock when he realised £30 from his bank account had gone! My child thought it was free, and it wasn't, so we had a really big chat with him about it."</i></p>
<p>Encouraging critical thinking and independent decision-making</p>	<p>A significant number of parents emphasised helping children think critically about online content rather than simply restricting it. One parent shared: <i>"I used to just tell my child 'Don't believe everything you see online', but now I ask them to explain why they think something is true or false."</i> Another noted: <i>"I feel more confident guiding my child to question content, rather than just banning things I don't like."</i> Some parents still lack confidence in their ability to support this habit, as one parent shared: <i>"I want to encourage my child to make good choices, but sometimes I'm not sure I know enough myself."</i></p>
<p>Role-modelling positive digital behaviours</p>	<p>Some parents mentioned becoming more aware of their own digital habits and how they influence their children. One parent admitted: <i>"I realised I was telling my child to put their phone down while I was still glued to mine"</i>; whilst others described making changes: <i>"I've started putting my phone away at dinner to show my child that screens don't have to be on all the time."</i> Not everyone felt confident in putting their phone down as one parent admitted: <i>"I try to be a good example, but I also rely on my phone for work, so it's not always easy to practice what I preach."</i></p>
<p>Seeking and using reliable information about media literacy</p>	<p>Some parents discussed actively seeking out guidance and resources to improve their own knowledge of digital literacy: <i>"Before, I wasn't sure where to get good advice, but now I use the resources from Everyday Digital to stay informed."</i> Another parent said that they have <i>"started fact-checking things before I share them, and I want to teach my child to do the same"</i>. For some, however, this has been a daunting task, and one parent expressed further uncertainty: <i>"There's so much information out there—it's hard to know what's trustworthy."</i></p>
<p>Managing online safety and privacy</p>	<p>Parents also described taking a more active role in protecting their children's privacy and safety online. One parent explained that they had <i>"changed the privacy settings on my child's devices and explained to them why it's important"</i>. Another noted: <i>"We talked about why sharing personal information online can be risky, and now my child checks with me before posting something."</i> Similar advice was given by another parent on being cautious about what private information you share online: <i>"Someone on the game might ask you some of your details... which might be dangerous because if you tell which school you are going to, they might wait outside the school for you."</i> Some parents struggle with knowing how much control to exert and are hampered by safety concerns: <i>"I want to respect my child's independence, but I also worry about what they might come across."</i></p>
<p>Managing emotional and social impacts of digital media</p>	<p>Several parents reflected on the emotional and social effects of digital media on their children and how they support them in navigating these challenges by discussing <i>"how social media can make people feel bad about themselves"</i>, and to</p>

	<p>encourage children to take breaks when they need to. One parent explained that they <i>"try to help my child understand that what they see online isn't always real, especially when it comes to influencers and edited images"</i>. There are still some uncertainties among parents to differing degrees about how to address this: <i>"I worry about my child comparing themselves to others online, but I don't always know how to help."</i></p>
<p>Greater awareness and avoidance of digital risks</p>	<p>Whilst still an improvement, the lowest increase (13%) was seen in confidence levels about spotting and avoiding online risks, followed by confidence about understanding media literacy opportunities (17%).</p> <p>Through participating in the programme, parents identified that they had gained knowledge on the role and importance of setting up parental controls on the apps and devices that their children have access to. They reported greater awareness of digital risks, including data collection, online tracking, and the importance of reviewing terms and conditions. One parent explained how their approach to online privacy and cookies had changed: <i>"Before, [with] the cookies, I didn't even look, and it was just click, click, click, click, click, and now I'm like, 'oh, do I want to click this?' and I read it now."</i> This increased awareness has led some to scrutinise terms and conditions more carefully, with one noting <i>"how many different terms and conditions I've looked through like a bit more thoroughly... it's a bit eye-opening what they actually want to collect"</i>.</p>
<p>Educating others and ongoing discussions</p>	<p>Parents did not only focus on their own households, but they also shared what they had learned with extended family members who care for their children. One parent took the initiative to ensure their child's grandmother had safeguards in place: <i>"I did speak to my mum and asked her whether she had some of these safeguards in place because she lives away from me. I spoke to her about it because my nephew goes around, and he uses her computer sometimes, so I've had a chat with her about it to see what she's got in place."</i> Discussions also took place between parents and their partners, particularly around key media literacy concepts such as cookies, data privacy, and accessing appropriate content. These conversations contributed to a more consistent approach to digital safety within the family.</p>

Media literacy and online safety are closely linked for parents. Parents equate actions around online safety issues, such as screen time and meeting strangers online, with media literacy, which results in actions that are reactive. Many reported ongoing discussions, particularly about online gaming, where children might unknowingly communicate with strangers. *"We always say to him, 'who's this person?' and he responds by telling us, and 'how do you know this person?' And if we're not too happy with the answer we get from him, then he won't be talking with that person"*.

Some parents also acknowledged the difficulty of helping younger children grasp these risks, particularly when they were inclined to accept friend requests, despite parental blocks in place, without fully understanding the implications: *"You still get these bizarre sort of friend requests from random people. Often the kids just press the accept button without really understanding. I've tried to explain to them that whenever something pops up on the screen just give us a shout and we'll come and talk to them about it. But whether they do or not, it's different thing."*

Many parents take steps to implement boundaries around their children's media use via limiting screen time and restricting certain apps or platforms. One parent explained that they have *"actually started setting timers on my phone, so I do it on my kids' tablets where they're allowed thirty minutes access to Netflix. They're allowed thirty minutes access to Disney."* In some cases, these limits extended to household-wide rules, with families making collective decisions to manage digital consumption: *"They used to use YouTube on the larger TV in the living room and we've said that because on the TV you can't set a time limit, we've said just to use it on tablets, and we've all banned YouTube on TV now."*

### 3.4.6 The opportunities and barriers arising from parents taking action

Taking action from the programme did provide parents and families with opportunities to start viewing and sharing positive content that they enjoy online with their children (e.g. funny videos). Many have used this as an opportunity to demonstrate how content can and should be safe and engaging.

Numerous challenges, however, were identified by parents in relation to taking action on media literacy topics. The most common challenge faced by parents was the focus on the amount of screen time a child should have, rather than the quality of engagement, and this frequently dominated discussions with their children. For example, it was reported in some cases that homework and school tasks required accessing a device, and, in addition to children wanting to access devices during their free time, parents were worried that they were spending too much time online. Some parents faced resistance from their children when putting limits on screen time, as sometimes conversations led to arguments and tension. Another common challenge identified by parents when taking action was the influence of other children whose parents allow them to use specific apps or devices. Table 7 outlines (in order of frequency from most common to least) the various challenges or barriers reported by the parent cohort.

Table 7: The challenges and barriers reported by the parent cohort

Challenge/barrier identified	Description
Other children/peers using applications or devices	Parents found it difficult to restrict their children's use of specific applications, particularly social media platforms or online games which were not suitable for their age, when their peers were accessing them, even if they were inappropriate for their age group. This was reported to cause friction at times between the parent and their child and made it difficult to take action.
Communicating the risks of media literacy with children	Despite reports of improved conversations with children, some parents still had challenges with communicating with their children about media literacy topics, particularly around staying safe online.
Harmful content being accessed/available to children online	Even in the cases where parents were regularly checking the content being accessed by children, examples were provided of situations where the children were watching inappropriate videos, which included bad language, on streaming platforms. These videos were also easily accessible on platforms which promote themselves as being for children. Parents also discovered that in some cases their children were in contact with strangers through online games and they did not know how, as they thought they had turned on the correct parental controls.
Parents having knowledge of what their children are doing on their devices.	A small number of parents expressed concerns about a lack of knowledge about what their children were doing or accessing on their devices. This was generally from parents of older children who were using their devices independently to do homework.
Parents not understanding how to use certain devices/applications and their parental control settings	Parents raised concerns about not knowing how certain platforms and applications worked and acknowledged their need to learn so that they would be able to make the right call for their child.
The online space is changing constantly	Although parents identified many benefits and learnings from taking part in the programme, they also expressed concern about how quickly the online space constantly changes and reported that they would likely need further training on the topics delivered through the programme to keep updated.

Children's knowledge of devices and navigating the internet is more advanced than parents	In a small number of cases, parents noted that their child's knowledge of devices and navigating the internet was more advanced than their own, and that the children were, in some ways, teaching the parents.
There is a lack of safeguards online from big platforms and software companies	A small number of parents were concerned about the lack of safeguards being put in place by the companies running social media platforms and video streaming sites, which presented a challenge when taking action as they needed to constantly report and block content.

### 3.4.7 Locating additional help and information

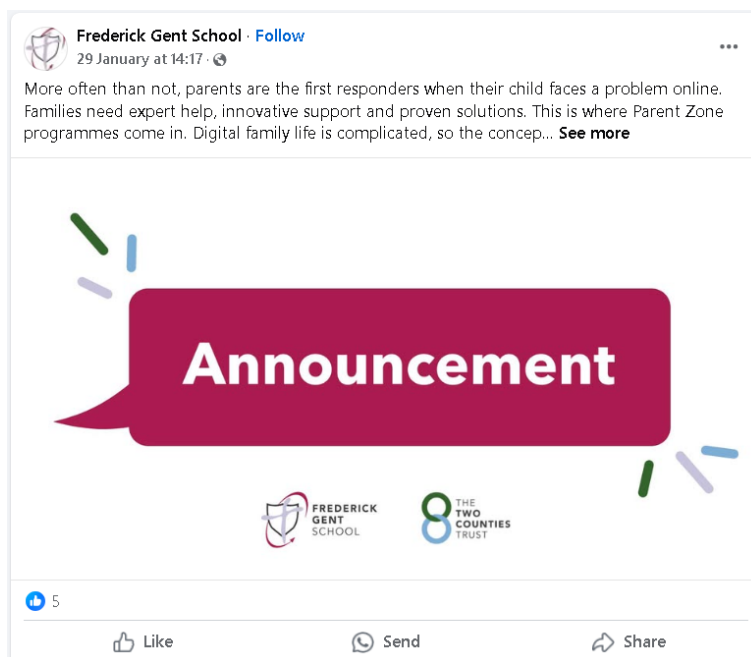
Parents had different levels of awareness regarding where to seek further help and information on online safety, but all knew of at least one source. Not all parents actively sought additional information, with one stating: *"I haven't felt a need to in all honesty. Like, there's not been anything where I've not had the questions answered through the workshop and through the site, so I haven't felt that need to."* The preferred sources for accessing further help were from their own online searches, workplace settings, and their children's schools.

Online searches	Some parents felt confident in using online searches, particularly search engines. One parent mentioned: <i>"I look online through Google Search specifically, but I'd make sure that the websites that are coming up would be reliable sources of information."</i> Others are aware of established organisations such as Childline, even if they haven't needed to use them. One stated: <i>"I haven't had a need to, but I know I could go there if I needed to."</i>
Workplace training	Some parents received online safety information through their workplace, including GDPR and safeguarding courses. One parent explained: <i>"I did a GDPR course for the Centre of Excellence. I found that it had a lot about safeguarding issues as well. And you also learn about the new technologies and the new bits of software that are coming through, and also the regulations that there are for different countries."</i>
Schools	Schools were identified as playing a key role in providing information, offering workshops, meetings, assemblies, and newsletters around online safety. Parents reported scheduling conflicts preventing attendance and not always having enough time to engage with the information shared. As one parent noted: <i>"We did get online safety newsletters, I think, or workshops, but often they're usually in the working day when both me and my husband are working. So we don't have an opportunity to attend them."</i> This was reiterated by another: <i>"Her school is quite hot on online safety. And I know that they do have [events], and again it's probably something that I haven't done because it's usually in work hours and I work full time, but they quite often have online safety meetings."</i>

Most parents emphasised the importance of continuous learning and digital literacy. One parent advised that to *"educate yourself is the biggest skill. Stay aware. There's a lot of bad stuff out there as well as good stuff, and being aware of the bad stuff, keeping up to speed with it."* Not all parents, however, feel comfortable navigating technology, with another admitting: *"I'm always looking to build on it. I'm not that tech savvy, so I don't really understand how to like, to go into apps and sort of find out who people are."* Online training was seen as an accessible option, with another parent stating: *"I think the online was OK to just, you know, read it. Read it through, and yeah, I think that's the easiest one."*

There were two distinct areas in which parents felt that they could do with some additional guidance and support that are intricately linked to media literacy and may be covered in other ways which can easily be signposted. These were related to social media and its links to online bullying, and the use of monitoring tools and how to place restrictions on specific apps and tools.

<p><b>Social media and online bullying</b></p>	<p>Many parents expressed concerns about navigating social media and online risks for their children. One parent highlighted the evolving nature of bullying: <i>"I mean, like when I was at school, if you got bullied, it was just at break times at school. But now it's 24/7, isn't it? If they've got a phone and that kind of thing. I'm very, very concerned about it."</i> Some parents wished for more structured and practical training around social media, with one stating: <i>"I don't know whether there's gonna be social media stuff in the future for people who are sort of semi-social media illiterate, like myself."</i></p>
<p><b>Monitoring tools and restrictions</b></p>	<p>Regarding using a paid-for tracking app for their child, one parent stated that it is, <i>"slightly annoying that you have to pay for all of those things, but I get it. But what it does is tells you things like screen time usage and, you know, have there been any unusual activities?"</i> Others feel social media platforms should have stricter verification processes: <i>"Let's say it's Facebook. So yeah, you can get past the age restriction, but actually some kind of proper check is needed. You know, if that person is actually 16 or 18."</i></p>



## 4. Conclusions

The planning and design of Everyday Digital was continuous from the conclusion of Parent Zone Local and its activities evolved to better align with engagement needs. Adjustments to the original proposal included expanding recruitment strategies, replacing live broadcasts with on-demand habit films, and Parent Zone delivering the first parent session due to onboarding delays. Despite timeline shifts, these adaptations allowed for broader reach and improved accessibility.

The programme officially began in April 2024. Project testing occurred in early May 2024 and onboarding of Local Champions started later in the month and will continue until the end of March 2025. As of February 2025, the programme's reach included:

**1,745** parents directly

**48** Local Champions onboarded

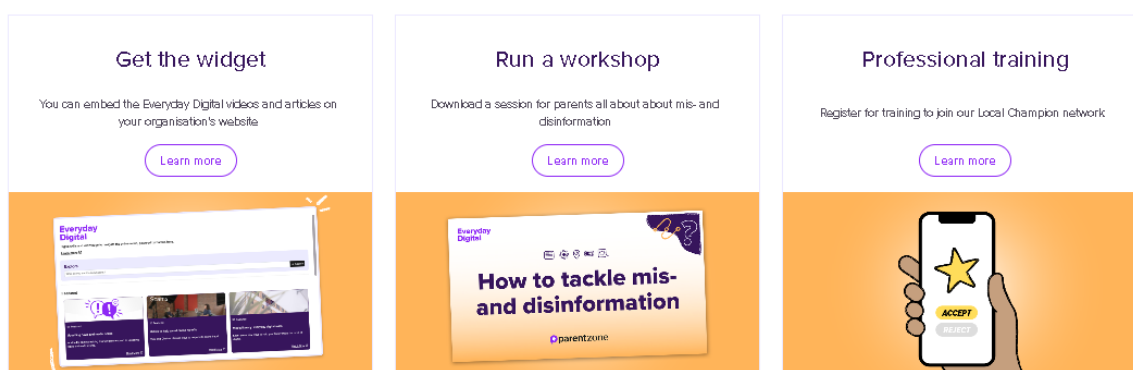
**62,172** parents indirectly

Across **29** different local authorities across England

**59,131** impressions of digital assets

**13,322** social media views

Parent engagement is growing in momentum and reach numbers are increasing as Local Champions are onboarded and deliver their own activities.



### Local Champions

Local Champions engage with the programme to varying degrees, often influenced by managerial support and the perceived relevance of digital literacy to their work. Parent Zone's responsiveness, communication, and support play a crucial role in sustaining engagement levels.

Participation in the programme has significantly improved Local Champions' awareness, confidence, and skills in media literacy. Their perspectives have evolved, fostering greater critical thinking and more structured approaches to supporting families. Many have moved beyond reactive responses to proactively educating colleagues, other professionals, and parents. They have expanded their outreach through social media, in-person events, and partnerships with education departments, enhancing their impact.

Informal improvements are evident and include stronger team connections, resource adaptations, and increased training. Local Champions have primarily built connections within their teams and across their local authority areas,

particularly with ICT teams and libraries. Some local authorities, such as Kent, are beginning to integrate media literacy into workforce upskilling, while others, including Lewisham, Calderdale, and Middlesbrough, have embraced Everyday Digital following their experience with Parent Zone Local. While the programme has strengthened pre-existing relationships, broader collaborations beyond local authorities remain limited. Some have extended engagement to local schools, but there is potential for more systemic shifts and structured networking between adjacent authorities, county councils, and across regions.

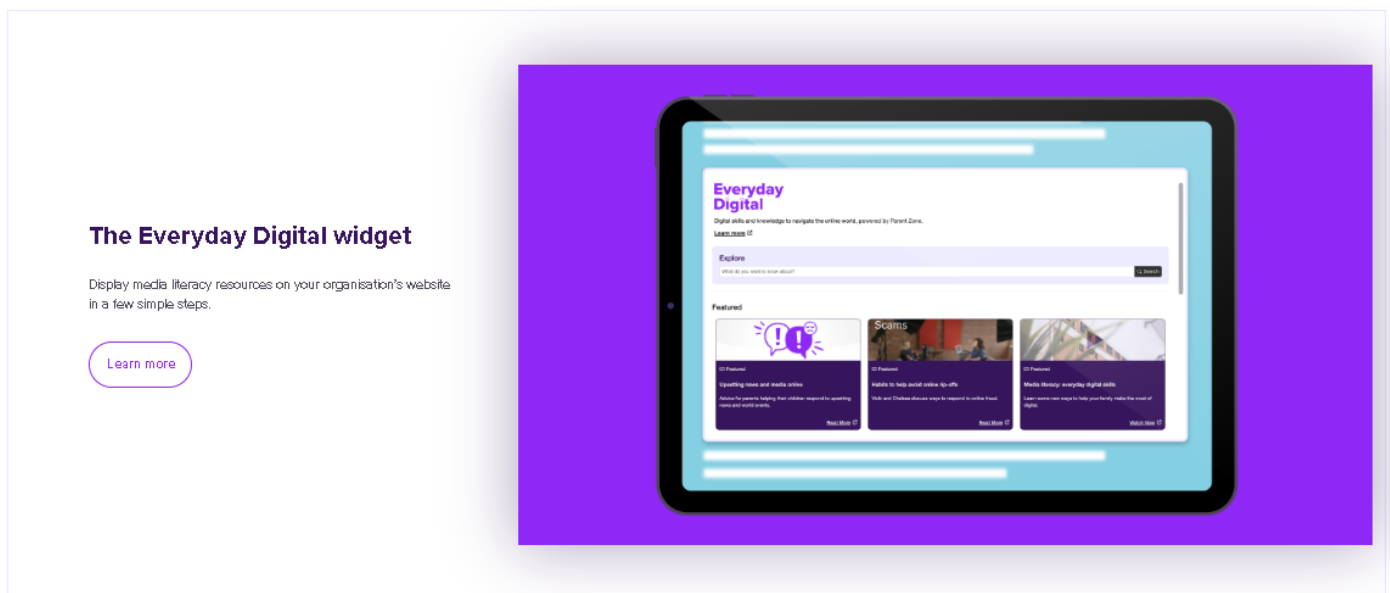
## Digital assets

The Everyday Digital widget has proven to be a highly scalable tool for increasing engagement, with 50% more impressions (36,030) than views on the website (21,572). Impressions are significantly increasing each month as more widgets are embedded into third-party sites and as more Local Champions guide parents to them. The widget was also embedded into 96 websites—220% more than the 30 originally forecast. However, while the widget is valuable for broad dissemination, it remains a light-touch approach to media literacy. It is being used both proactively, to deepen understanding in areas of interest, and reactively, as a tool for Local Champions handling incidents or addressing questions. The challenge lies in shifting professional users from passive engagement with digital assets to more structured training and becoming Local Champions themselves.

Despite their effectiveness in raising awareness, light-touch digital resources such as the widget, social media content, and habit films are difficult to quantify in terms of long-term impact. Moving Local Champions and other professionals from initial awareness to more purposeful interventions at scale remains an ongoing challenge.

## Non-digital assets

A significant finding is that there were examples of Local Champions engaging with parents in their own ways, using non-digital assets through events, leaflets, etc. This suggests that there is more parental and professional engagement happening and the potential reach is greater than expected and reported. Coupled with the increase in numbers accessing digital assets and parents sharing their knowledge with others, building capacity at the local level is not linear, but a ripple effect that expands over time. However, at present, data cannot be collected effectively on this, which highlights a key challenge of evaluating impact.



## Parents and families

The evaluation of Everyday Digital confirms its effectiveness in improving parents' understanding of media literacy and online safety. Objective quiz results demonstrated parents choosing appropriate responses to a variety of scenarios which validated their self-reported survey responses and interview insights. This shows that the programme significantly enhanced parents' confidence and ability to engage with their children's digital lives.

Confidence scores increased by 27%, with notable improvements in understanding media literacy (45%), internet use (33%), and discussing online safety with children (32%).

The programme equipped parents with practical skills, enabling them to set digital boundaries, assess online risks, and encourage open discussions about online safety. Many adopted a more critical approach to online content, carefully reviewing terms and conditions and making informed privacy choices. Parents reported taking both immediate and long-term actions, such as setting clearer digital rules, fact-checking information with their children, managing screen time, and educating extended family members on online safety. However, some found it challenging to maintain these behaviours consistently, often responding reactively to online threats rather than integrating ongoing discussions into daily life.

While parents accessed online safety information from various sources, including Google, workplace training, and organisations like Childline, many relied on schools for guidance through newsletters and workshops. However, work commitments and time constraints limited their ability to attend in-person sessions. Parents expressed concerns about evolving online risks, particularly around social media, cyberbullying, and misinformation, with many seeking structured, practical guidance on monitoring children's online activities. Some invested in tracking apps, while others called for stricter age verification measures on social media platforms.

The programme helped shift parental perspectives on media literacy beyond simple content restrictions. Many parents moved towards proactive discussions, critical thinking, and role-modelling responsible digital habits. However, some still primarily equated media literacy with online safety, focusing on limiting screen time and blocking content, rather than fostering independent decision-making. Parents' confidence in supporting their children's digital literacy varied; while some felt empowered to have deeper conversations, others remained uncertain, particularly regarding privacy, misinformation, and emotional well-being.

Several barriers made adopting positive behaviours around media difficult, with the biggest being concerns over online safety, and negative interactions led parents to focus more on limitations rather than on positive engagement. Other challenges were raised, including resistance from children when limits were implemented, peer pressure influencing app and game usage, and a lack of parental knowledge about online activities. Concerns also arose about dangerous content, the complexity of using parental controls, and the fast-changing digital landscape. The findings highlight the ongoing need for accessible, user-friendly resources and continued support to help families navigate these challenges effectively.

## Media literacy efforts

The inclusion of media literacy actions within a professionals' workloads is more readily accepted when it aligns with their existing community work rather than being perceived as an additional burden. Greater emphasis on media literacy is needed across local authority services, schools, and family hubs. Further promotion is also required to ensure a more joined-up approach and to prevent duplicated efforts.

The programme has demonstrated that it can effectively deliver media literacy services within existing structures and at a low cost. By providing free resources and structured guidance, the programme contributes to cost savings in other areas. Digital tools, such as videos and online quizzes, offer an efficient way to engage parents without relying on printed materials or in-person sessions. However, to achieve long-term, sustainable impact, a more coordinated and deliberate approach is required to be strategic.



## 5. Recommendations

The recommendations that follow draw on learning captured in this evaluation and are made envisioning the continuation of Everyday Digital. The recommendations are presented at three distinct levels: **Strategic**—pertaining to broader strategies to build media literacy among Local Champions, other professionals and parents; **Planning and Management**—addressing issues that pertain to the design, planning, and management of the programme; and **Implementation**—covering recommendations related to the day-to-day delivery of the programme.

### 5.1 Strategy

#### Media literacy strategy

Parent Zone Local recommended partnering with local authorities for greater impact. This remains valid, but Everyday Digital continues to face capacity limitations in fully engaging with a holistic programme on online family life and media literacy.

- Advocate for Ofcom's media literacy strategy<sup>4</sup> to receive the support it needs at both national and local government level.
- Push for extended project funding for the programme to support onboarding more Local Champions and to enhance engagement with other local professionals. As the widget expands and more Local Champions join, its positive impact will grow.

#### Strategic partnerships around collaboration

As with Parent Zone Local, the evaluation found that relationships between different local professionals were key to reaching parents—whether for coordinating the delivery of parent sessions or signposting parents to digital assets like the widget and website. The following recommendations aim to strengthen collaboration between Parent Zone and local authorities beyond simply expanding the number of Local Champions.

- Engage professionals as a strategic Local Champion cohort, expanding partnerships across local services to enhance media literacy provision. For example, Kent has onboarded 21 Local Champions, ensuring a trained professional is within each local authority area, plus two covering the county. This helps to embed media literacy within schools, libraries, family hubs, children's centres, and within localised initiatives such as Prevent and refugee support.
- Increase emphasis on media literacy across local authority services and family hubs through circulars, continuous professional development and training, themed seminars, and sector-wide literature. This will encourage local authorities to adopt a more coordinated, widespread, and high-quality approach to media literacy.

#### Scaling up the Everyday Digital widget

The widget can be further utilised to expand access to trusted media literacy resources at scale.

- Prioritise embedding the widget into partner and third-party websites and explore additional hosts. Work with Local Champions and local authorities to integrate it into school, library, and family service websites. Engage large employers offering wellbeing support to feature the widget. This will ensure that more parents access reliable information through familiar platforms.
- Expand the widget to include all Parent Zone services, as parents trust it and may use it for other digital-related queries.

<sup>4</sup> Ofcom's Final Three-Year Media Literacy Strategy

## 5.2 Planning and management

### Strengthen learning exchange mechanisms

Giving Local Champions autonomy enables them to use their expertise and networks to engage parents effectively and adapt resources to local contexts and needs.

- Consider creating a forum for parents to discuss common challenges and solutions, such as setting online rules, guiding children in navigating information, and encouraging positive digital behaviour. This should be moderated, but could run occasionally, perhaps linked to events like Safer Internet Day to boost engagement. Many parents expressed a desire to share experiences and learn from others, to help them feel less alone and better prepared for future challenges. Such an event would also provide Parent Zone with direct access to parents to test new resources and assess media literacy more effectively.

### Strengthen evaluation

While monitoring and evaluation of Everyday Digital has provided valuable insights, there is scope to strengthen the collecting of evidence on the most effective ways to build media literacy among Local Champions, other professionals and parents. More structured data collection can be integrated into delivery and used for both formative and summative assessment.

- Continue to develop and test objective assessments of media literacy. The project's short duration limited troubleshooting of data collection challenges for busy parents, Local Champions and other professionals. Tools can be refined to provide both formative assessments for professionals and broader data collection.
- Embed structured feedback tools into parent sessions to support Local Champions. Existing methods (parent survey, confidence quiz, and objective quiz) can be adapted to help them gather formative data without requiring extensive analysis. For example, parents could complete the objective quiz, allowing Local Champions to tailor sessions based on identified gaps, saving time, and enhancing support.
- Explore ways to track user journeys across different digital tools and improve signposting effectiveness. This will provide insight into how people access resources and how well they are directed to further support.

## 5.3 Implementation

### Parent session content and delivery

A more integrated approach is needed to present resources in multiple formats, beyond simply signposting online content. Local Champions have requested additional strategies to encourage parents to engage with and use resources effectively.

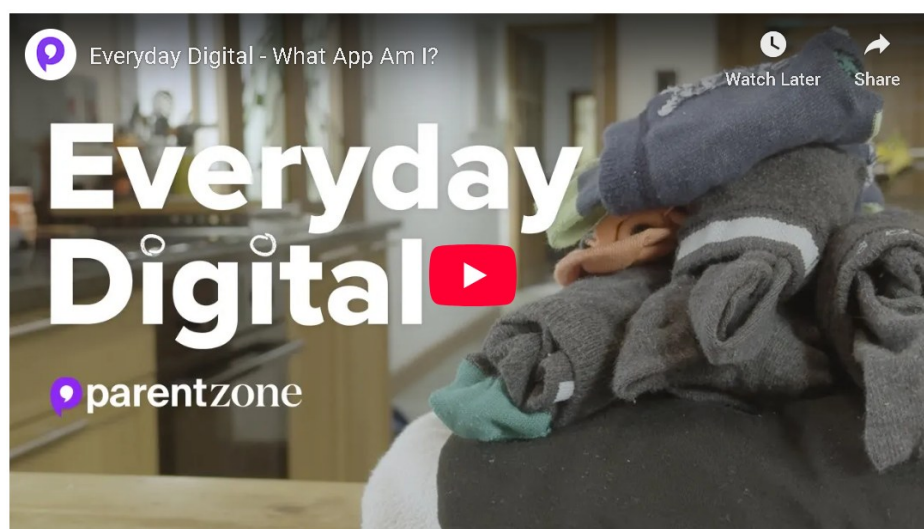
- Develop resources for different levels of parent sessions, catering to varying experience and understanding. Beginner sessions can introduce media literacy, while advanced sessions will provide deeper insights and skill development. This will reduce drop-off by allowing parents to choose sessions suited to their needs.
- Offer session resources focused on specific aspects of media literacy, such as identifying online risks, understanding media literacy opportunities, or navigating social media and online bullying. Sessions could also cover practical guidance on monitoring tools and setting restrictions on popular apps, to ensure tailored support for parents.
- Translate session plans and resources into key languages to improve accessibility for non-native English speakers. These could be delivered by Local Champions in those languages or provided as take-home packs, making media literacy training more inclusive.
- Explore ways for Local Champions to share their own physical resources, such as leaflets and presentations, with Parent Zone for verification, enhancement, and wider distribution. These materials help reinforce key

messaging, support those with additional needs, and provide cost-effective, community-driven resource development.

## Access to resources (parents, Local Champions and other professionals)

Feedback from parents and Local Champions highlights a strong demand for continued learning on media literacy. The following recommendations aim to empower both groups to further educate themselves.

- Simplify access to resources by reducing the number of web pages needed to reach or download materials. Ensure parental and professional resources have separate direct links to improve navigation and reduce repeated user classification, enhancing accessibility.
- Encourage Local Champions to actively direct parents to additional resources on the website and the widget. Providing a list of key links will help parents access relevant information independently.
- Offer periodic refresher sessions or summaries to help Local Champions stay confident in delivering media literacy support. Many requested ongoing training or co-delivery opportunities to build knowledge and feel more assured when engaging with parents.
- Investigate how Local Champions and other professionals are using downloaded resource packs (e.g. Mis-Dis and Safer Internet Day packs) to engage parents. The numbers downloading the packs demonstrated that other professionals not onboarded as Local Champions are also seeking guidance and resources. Explore ways to connect these professionals to training and sustained involvement with Everyday Digital as well, preferably as a Local Champion.



# Annexe 1: Evaluation Framework

Key Evaluation Questions	OECD-DAC Criteria	Indicator/ Evaluation Criteria		Data Source		
		Quantitative	Qualitative	Primary Data Collection		
				Parent Feedback forms/surveys	Media Literacy Quiz	Interviews and focus groups with parents
<b>Parents</b>						
What are the modes and patterns of access to Everyday Digital resources (frequency, platforms, channels) among parents, and what factors influence their access?	Relevance, Efficiency	Number and percentage of users coming from varied access routes				
	Relevance, Efficiency	Factors identified by parents/careers which influence their access to Everyday Digital resources				What factors influence your access to Everyday Digital resources?
What are the changes in parents' awareness, confidence, and skill levels regarding media literacy before and after engaging with Everyday Digital?	Relevance, Effectiveness	Number of parents who report being aware of what 'Media Literacy' is before and after engaging with Everyday Digital.	Extent to which participants feel Everyday Digital offers have helped them to engage safely and positively online - and to support their children online	Have you heard of media literacy before today?	X	What do you understand by the term 'media literacy' - or what you think that term could refer to?
	Relevance, Effectiveness	% of participants who self-report increased confidence to support their families to navigate online life safely and positively;	Extent to which parents' confidence has changed as a result of engaging with Everyday Digital.			
	Relevance, Effectiveness	Change in skill level of parents as a result of engaging in Everyday Digital, through their online quiz scores	Ways in which parents' skills have changed as a result of their engagement in the programme			X

What actions do parents intend to take and what actions do they take after engaging with Everyday Digital?	Effectiveness, Impact	Number and percentage of parents who report intending to take action after engaging with Everyday Digital.	Ways in which parents report intending to/or take different actions with their families relevant to Media Literacy after engaging with Everyday Digital.	Is there anything you might start to do after this session?		Have you taken any actions with your family related to Media Literacy since engaging the Everyday Digital programme? (e.g. had any conversations with your children or set up any new online security tools)
Do parents know where they can get further help and information - within and without their LA and which sources/channels do they prefer?	Relevance, Sustainability	Number and percentage of parents who report being confident to access further help or support around Media Literacy.	Extent to which parents report knowing where to get further help and information around Media Literacy.	How strongly do you agree with the statement 'I am confident in finding help and support for media literacy		Have you accessed any help or further information related to Media Literacy from other organisations? If yes, which organisations? If not, would you know where to access information if you needed to?
What (if any) further information or help do parents seek - within or without their LA?	Relevance, Sustainability	Type of information identified by parents where they need further information or help.		Is there anything else you would like help with? (e.g. another topic you would like us to cover?)		
How confident are parents in helping their children to understand Media Literacy risks and opportunities?	Effectiveness, Impact	Number and percentage of parents who self-report being confident to help their children understand Media Literacy risks	Examples of how parents have helped their children to understand Media Literacy risks	How confident do you feel about helping your family to understand Media Literacy risks?		How do you feel about having discussions about Media Literacy risks and opportunities with your children?
		Number and percentage of parents who self-report being confident to help their children understand Media Literacy opportunities	Examples of how parents have helped their children to understand Media Literacy opportunities	How strongly do you agree or disagree with these statements? I understand what media literacy means; I feel confident that I can spot and avoid risks online; I feel confident talking with my child/children about how they can be safer and more positive online; What I learned will be useful for me and my family		
Do parents know what positive Media Literacy behaviours are?	Relevance, Effectiveness	Parents identify positive Media Literacy behaviours through an online quiz			X	
How confident are parents in helping their children to adopt positive Media Literacy behaviours?	Effectiveness, Impact	Number and percentage of parents who self-report helping their children to adopt positive Media Literacy behaviours		How confident do you feel about helping your family use the internet?		
What barriers and opportunities arise for parents when taking action?	Relevance, Impact	Number and percentage of participants who faced challenges to accessing or engaging fully with Everyday Digital	Barriers to access and/or engagement with Everyday Digital offers			Have you faced any challenges or barriers when taking any action around Media Literacy with your family? If yes, please explain. If not, are there any challenges you envisage in the future? What opportunities/benefits have you experienced (if any) in implementing lessons learnt around Media Literacy with your family?

Key Evaluation Questions	OECD-DAC Criteria	Indicator/Evaluation Criteria		Data Source	
		Quantitative	Qualitative	Primary Data Collection	
				Professional Feedback forms/surveys	Interviews with Local Champions
<b>Local Champions (professionals)</b>					
To what extent do Local Champions engage with Everyday Digital and what factors influence their engagement?	Relevance, Efficiency	Metrics of engagement of Local Champions and other professionals across the identified Local Authorities	Extent to which Local Champions are motivated to engage with Everyday Digital.		
What are the changes in Local Champion's awareness, confidence, and skill levels regarding media literacy before and after engaging with Everyday Digital?	Relevance, Effectiveness	Number and percentage of Local Champions who self-report a change in Media Literacy elements	Extent to which Local Champions have knowledge and awareness of Media Literacy	How strongly do you agree or disagree with these statements? I understand what media literacy means I feel confident that I can spot and avoid risks online I feel confident talking with my child/children about how they can be safer and more positive online Have you heard of media literacy before today?	Can you tell me how you would define media literacy? Probe: Has your understanding of Media Literacy changed as a result of your engagement with the Everyday Digital content?
What are the changes in Local Champions confidence and actions regarding supporting families in understanding media literacy risks and opportunities, and adopting positive media literacy behaviours, before and after engaging with Everyday Digital?	Effectiveness, Impact	% of Local Champions who participated in Local activities who report increased confidence in helping families navigate online life (feedback survey);	Extent to which Local Champions who have worked with Everyday Digital feel better equipped to support parents concerned with media literacy issues	How confident do you feel about helping families use the internet? How confident do you feel about supporting families with the following: Understanding Media Literacy risks; Understanding Media Literacy opportunities; Adopting positive Media Literacy behaviours	How would you describe your ability and confidence to support families with Media Literacy topics?
What barriers and opportunities arise from Local Champions when taking action?	Relevance, Impact	Number and percentage of Local Champions who faced challenges to accessing or engaging fully with Everyday Digital	Barriers to access and/or engagement with Everyday Digital offers		What barriers or challenges have you faced (if any) in delivering Media Literacy sessions, and supporting families in Media Literacy? Have you experienced any opportunities in taking action on Media Literacy? If yes, what were they?
Are Local Champions and other professionals aware of the available help and information sources and do they meet their specific needs and preferences?	Relevance, Sustainability	Number and percentage of Local Champions who are aware of help and information sources related to Media Literacy	Sources of help and information identified by Local Champions	Are you aware of where to go for help and information on Media Literacy? Have you accessed any sources for information on Media Literacy?	
Do Local Champions create new connections through Everyday Digital and at what level? (within their team,	Relevance, Sustainability	Number and percentage of Local Champions who report creating new connections through Everyday Digital	Types of new connections reported by Local Champions	Have you made any new connections with the following groups as a result of the Everyday Digital programme? Within your team	Have you made any new connections as a result of the Everyday Digital programme? If yes, please tell us about the connections you've made.

with local authorities, beyond local authorities)				Local Authority Other (please specify) If you selected 'yes' to any of the above, please tell us about these connections.	
To what extent do Local Authorities engage with Everyday Digital? Is their level of engagement influenced by their geography, size, levels of deprivation, etc?	Relevance, Efficiency	Number and types of workshops and sessions delivered by Local Authorities			
What costs are incurred/ saved participating and from onward engagement following Everyday Digital?	Sustainability	Cost per parent/family reached with different offers/activities of Everyday Digital			Can you tell us what financial resources or investments, (if any) were required to participate and engage with Everyday Digital? Can you elaborate on any direct costs (e.g. training, materials, staff time dedicated to the programme)
Are there any specific changes or integrations around media literacy in policies, practices and resources resulting from new connections?	Impact, Sustainability	Number of changes or integrations around Media Literacy policies, practices and resources identified by Local Champions	Examples of changes/integrations around Media Literacy policies, practices and resources identified by Local Champions	Have there been any noticeable changes or integrations in policies, practices, or resources related to media literacy?  Have these resulted from new connections through the Everyday Digital program? If yes, please describe these changes or integrations.	

Key Evaluation Questions	OECD-DAC Criteria	Indicator/Evaluation Criteria		Data Source
		Quantitative	Qualitative	Primary Data Collection
				Interviews with Parent Zone staff
<b>Parent Zone Staff</b>				
What was the scope and timing of the project activities?	Efficiency, Impact		Activities implemented in line with work plan; Attainment of project output targets	Please tell us about how the Everyday Digital programme has gone. Prompts/Probes: Did everything go as planned? Were there any delays? If yes, why did these occur?
How many parents, Local Champions and Local Authorities were reached?	Relevance, Efficiency	Engagement in the Everyday Digital programme across stakeholder groups		
Which aspects worked well, and which aspects didn't work well?	Effectiveness, Impact		Extent to which the Everyday Digital programme worked well	Which aspects of Everyday Digital worked well? Which aspects of Everyday Digital did not work so well? Is there anything that you would do differently if you were to run the programme again?
What has changed (intended vs unintended)? Were additional activities required?	Relevance, Efficiency, Sustainability		Outcomes of participation in Everyday Digital	In your opinion, were there any changes in the delivery of Everyday Digital? If yes, were these foreseen changes? Were any additional activities requested outside of the original plan?

# Annexe 2: Data Collection Tools

## Parent session tool (including PRE survey questions)

Question	Detail
Session	Identification code
<b>Welcome / Introduction</b>	
Have you attended an Everyday Digital session before?	Yes; No; Not sure
What is your parenting role?	Mother; Father; Other family member (kinship carer); Grandfather; Grandmother; Foster carer; Teacher
What age is your child/children?	0-5; 6-7; 8-11; 12-15; 16-17; 18+
What is your preferred language?	English; French; Somali; Urdu/ Punjabi; Ukrainian; Arabic; Spanish; Portuguese; Pashto; Polish; Russian; Hindi; Bengali; Other
What is your location?	Text
Have you heard of media literacy before today?	Yes; No; Not sure
<b>How strongly do you agree or disagree with the following statements?</b>	
I understand what media literacy means	Points: Strongly agree (5); Agree (4); Neither agree or disagree (3); Disagree (2); Strongly disagree (1)
I feel confident that I can spot and avoid risks online	
I feel confident talking with my child/children about how they can be safer and more positive online	
What I learned today will be useful for me and my family	
I am confident in finding help and support for media literacy	
How confident do you feel about understanding media literacy risks?	I feel very confident (5); I feel Confident (4); I have no thoughts (3) I have some doubts (2); I have lots of doubts (1)
How confident do you feel about understanding media literacy opportunities?	
How confident do you feel about adopting positive media literacy behaviours?	
How confident do you feel about using the internet?	
In the workshop, we talked about new habits. Can you tell us if there's anything you might change?*	
Is there anything you might start to do after this session?	Text
What might stop you or make it difficult to do any of the things you would like to start doing?	Text
Is there anything else you would like help with?	Text
Before you go, on a scale of 1-10, how likely would you be to recommend Everyday Digital to friends or family?	Net promoter score 0-10
<b>Demographic questions</b>	
*Do you have any physical or mental health conditions or illness lasting or expected to last 12 months or more?*	Yes; No; Skip
*What is your ethnic group?*	White British; White Other; Black British Caribbean African , or Other; Asian Indian; Asian; Pakistan; Asian British, Asian; Other ethnic group
*What is your sex?*	Female; Male; Skip
*Is the gender you identify with the same as your sex registered at birth?*	Yes; No; Skip



## Parent cohort POST survey

Question	Detail
<b>Welcome / Introduction</b>	
How strongly do you agree or disagree with the following statements?	
I understand what media literacy means	Points: Strongly agree (5); Agree (4); Neither agree or disagree (3); Disagree (2); Strongly disagree (1)
I feel confident that I can spot and avoid risks online	
I feel confident talking with my child/children about how they can be safer and more positive online	
What I learned today will be useful for me and my family	
I am confident in finding help and support for media literacy	
How confident do you feel about understanding media literacy risks?	Points: I feel very confident (5); I feel Confident (4); I have no thoughts (3) I have some doubts (2); I have lots of doubts (1)
How confident do you feel about understanding media literacy opportunities?	
How confident do you feel about adopting positive media literacy behaviours?	
How confident do you feel about using the internet?	

## Parent cohort confidence quiz

Question	Detail		
<b>Welcome / Introduction</b>			
How confident do you feel about helping your family with using the internet?	I feel very confident (5); I feel Confident (4); I have no thoughts (3) I have some doubts (2); I have lots of doubts (1)		
How confident do you feel talking with your child/children about how they can be safer and more positive online?			
How confident do you feel in spotting and avoiding risks online?			
<b>Objective questions</b>	<b>Appropriate answers</b>	<b>Not ideal answers</b>	<b>Inappropriate answers</b>
How can you get a better idea if an online platform is right for your child?	Find out its minimum age requirement	Ask your child to tell you about it; Have a look yourself	Have a look at it yourself; Not sure
How might you check facts online?	Check the source of the information; Look at other trusted sites	Ask friends	Search for clues; Not sure
Which of these would be a useful way to manage or protect your data online?	Use a public or shared web browser	Check your data and privacy settings	Turn off your internet connection; Not sure
Which of these would be a useful way to deal with something that looked like a scam?	Report the content; Block or report the sender or account that shared it	Ignore it	Screenshot it and share online; Reply and say you know it's a scam; Not sure
What is the best way to avoid bad things happening when you go online?	Pause and think before you do something	Hide your identity	Don't go online; Use someone else's device or account; Not sure
How often does your family talk about the things you do online?	Every day; A few times a week	Rarely	Never; Not sure

## Parent cohort knowledge quiz (1 and 2 combined)

Question	Detail		
Welcome / Introduction			
<b>Content</b>	<b>Appropriate answers</b>	<b>Not ideal answers</b>	<b>Inappropriate answers</b>
<b>Knowledge:</b> Which of these might be types of online content?	Videos; Pictures; Music streams; News articles; Mobile games; Chat messages; Social media posts; Adverts; Emails; Podcasts		Posters; Billboards; Not sure
<b>Skill:</b> How might you check facts online?	Check the source of the information; Look at other, trusted, sites; Search for clues		Ask friends; Not sure
<b>Behaviour:</b> Which of these would be a useful way to deal with something that looked like a scam?	Report the content; Block or report the sender or account that shared it;	Ignore it; Contact the organisation it relates to	Reply and say you know it's a scam; Screenshot it and share online; Not sure
<b>Data</b>			
<b>Knowledge:</b> Which of these might be a way you share data online?	Sharing photos; Completing an online form; Talking to a smart speaker; Sending a text message; Signing up to a newsletter; Online shopping; Liking someone's social post; Watching a video		Recharging your phone battery; Printing a document; Not sure
<b>Skill:</b> What do cookies do?	Track the things you do on websites; Not sure		Suggest new videos and content; Control your privacy settings
<b>Behaviour:</b> Which of these would be a useful way to manage or protect your data online?	Check your data and privacy settings		Use a public or shared web browser; Turn off your internet connection; not sure
<b>Environment</b>			
<b>Knowledge:</b> In which of these environments should you be wary about online risks?	Websites; Emails; Messaging platforms; Text messages; Social media; Online games; Using a smart speaker		Shopping centres; Parks; Not sure
<b>Skill:</b> How can you get a better idea if an online platform is right for your child?	Find out its minimum age requirement	Have a look at it yourself	Ask your child to tell you about it; Not sure
<b>Behaviour:</b> If you wanted to check the age rating for an online platform or game your child uses, would you...?	Check its terms and conditions or terms of service; Check an app store	Do an internet search	Check with your friends; I wouldn't do this; Not sure
<b>Consequences</b>			
<b>Knowledge:</b> What is the best way to avoid negative consequences about what you do online?	Pause and think before you do something	Hide your identity	Don't go online; Use someone else's device or account; Not sure
<b>Skill:</b> Is it possible for someone to delete a picture or comment online once it's been posted?	Sometimes	Yes	No; Not sure
<b>Behaviour:</b> If someone shared something online they regretted, what might be a way to do something about it?	Delete it; Contact the platform for help; Look for an organisation that might be able to help		Nothing – once it's online, it's online; Not sure
<b>Positivity</b>			
<b>Knowledge:</b> How often does your family talk about the things you do online?	A few times a week; Every day	Rarely	Never; Not sure

<b>Skill:</b> How can you positively affect the things you see in your social media feed?	Engage more in positive content; Skip or mute negative content		Take a break from social media; Only use social media your friends also use; Not sure
<b>Behaviour:</b> Which of these things are likely to have a positive outcome?	Sharing things you enjoy; Learning new recipes ; Liking good stuff from your favourite celebrities; Unfollowing accounts you don't enjoy; Explore new interests; Messaging friends to say hi; Pages which help with health		Not sure

## Parent 'Mind the App' quiz

Question	Detail	
<b>Welcome / Introduction</b>		
Where can you NOT share pictures online?	Disney+	WhatsApp; BeReal; Snapchat
Where can you NOT spend money online?	BBC iPlayer	TikTok; Roblox; Etsy
Where can you NOT upload or live-stream videos?	YouTube Kids	YouTube; TikTok; Instagram
Which one does NOT have AI tools?	BBC News	Canva; eBay; Snapchat
Which one does NOT have parental supervision tools?	Yubo	Instagram; Spotify; TikTok
Which one does NOT allow you to directly message another user?	Spotify	eBay; LinkedIn; X
Which one does NOT let you make donations or tip other users?	ChatGPT	Twitch; TikTok; YouTube

## Parent interview

Question	Prompts / probes
Welcome / Introduction	
Do you consent to participate in the interview?	
Permission to record	Note date / time
Do anyone have any other questions before we get started?	
Please could you introduce yourself and the age of your child/children.	
What do you understand by the term 'media literacy' – or what you think that term could refer to?	<p>Definition in case they are unsure: "a broad range of topics and issues relating to the online environment". Specifically, it relates to understanding:</p> <ul style="list-style-type: none"> <li>• how our data is used</li> <li>• how we protect our privacy</li> <li>• different types of online risks</li> <li>• information sources and how content is generated online</li> <li>• consequences of our actions online</li> <li>• how to be positive digital citizens.</li> </ul>
What motivated you to be involved in the Everyday Digital programme? Is there anything specific that has influenced your reasons for being involved?	
What information or skills do you feel that you need to engage safely and confidently online and to help your children do so as well?	<p>Probe: How do you feel about having discussions about the risks and opportunities being online with your children?</p> <p>Probe: Can you tell me about an example of a discussion that you've had with your child/children?</p>
To what extent do you feel – as parents - that you have the knowledge or skills necessary to help your child engage in a positive way with the online world?	<p>Prompt: Has the programme/workshop had an impact on their knowledge or skill</p> <p>Probe: tell me a little more – what challenges do you face as a parent around this issue?</p>
Have you taken any actions with your family related to Media Literacy since engaging the Everyday Digital	Probe: Have you faced any challenges or barriers when taking any action around media literacy with your family? If yes,

programme? (e.g. had any conversations with your children or set up any new online security tools)	please explain. If not, are there any challenges you envisage in the future? Probe: What benefits have you experienced (if any) in implementing lessons learnt around Media Literacy with your family?
Have you accessed any help or further information related to Media Literacy from other organisations? If yes, which organisations? If not, would you know where to access information if you needed to?	
Do you have any additional feedback or thoughts to share about the Everyday Digital programme that might help us to ensure that services continue to be relevant and reach as many families as possible?	

## Local Champion PRE survey

Question	Detail
<b>Welcome / Introduction</b>	
Do you work directly with families?	Yes; No; Not sure
Have you worked with Parent Zone before?	
Have you attended an Everyday Digital session before?	
<b>How strongly do you agree or disagree with the following statements?</b>	
I understand what media literacy means	Points: Strongly agree (5); Agree (4); Neither agree or disagree (3); Disagree (2); Strongly disagree (1)
I feel confident that I can spot and avoid risks online	
I feel confident talking with families about how they can be safer and more positive online	
I am confident in finding help and support for media literacy for myself	
I am confident in signposting help and support for media literacy for families	
Using the internet	Points: I feel very confident (5); I feel Confident (4); I have no thoughts (3) I have some doubts (2); I have lots of doubts (1)
Understanding media literacy risks	
Understanding media literacy opportunities	
Adopting positive media literacy behaviours	
<b>Demographic questions</b>	
*Do you have any physical or mental health conditions or illness lasting or expected to last 12 months or more?*	Yes; No; Skip
*What is your ethnic group?*	White British; White Other; Black British Caribbean African , or Other; Asian Indian; Asian; Pakistan; Asian British, Asian; Other ethnic group
*What is your sex?*	Female; Male; Skip
*Is the gender you identify with the same as your sex registered at birth?*	Yes; No; Skip

## Local Champion POST survey

Question	Detail
<b>Welcome / Introduction</b>	
<b>How strongly do you agree or disagree with the following statements?</b>	
I understand what media literacy means	Points: Strongly agree (5); Agree (4); Neither agree or disagree (3); Disagree (2); Strongly disagree (1)
I feel confident that I can spot and avoid risks online	
I feel confident talking with families about how they can be safer and more positive online	
I am confident in finding help and support for media literacy for myself	

I am confident in signposting help and support for media literacy for families	
Using the internet	Points: I feel very confident (5); I feel Confident (4); I have no thoughts (3) I have some doubts (2); I have lots of doubts (1)
Understanding media literacy risks	
Understanding media literacy opportunities	
Adopting positive media literacy behaviours	
<b>Demographic questions</b>	
*Do you have any physical or mental health conditions or illness lasting or expected to last 12 months or more?*	Yes; No; Skip
*What is your ethnic group?*	White British; White Other; Black British Caribbean African , or Other; Asian Indian; Asian; Pakistan; Asian British, Asian; Other ethnic group
*What is your sex?*	Female; Male; Skip
*Is the gender you identify with the same as your sex registered at birth?*	Yes; No; Skip

## Local Champion Interview

Question	Prompts / probes
<b>Welcome / Introduction</b>	
Do you consent to participate in the interview?	
Permission to record	Note date / time
Do anyone have any other questions before we get started?	
Please could you first briefly tell me about your role and organisation.	
Can you tell me how you would define media literacy?	[If the respondent is not familiar with media literacy or provides a very different definition, read the following aloud before moving on:
<p>“When we talk about Media Literacy, we mean ‘the ability to use, understand and create media and communications in a variety of contexts’ (OFCOM) – or – the skills and confidence to participate in life online, doing things we enjoy, accessing services and information, and connecting with others while staying safe. It also means that we know how to search for information online and critically analyse the reliability of that information.”]</p> <p>Probe: Has your understanding of Media Literacy changed as a result of your engagement with the Everyday Digital content?</p>	
How would you describe your ability and confidence to support families with media literacy topics?	
How would you describe levels of online media literacy among the families that you worked with on the programme?	Prompt: access to devices/internet, online skills, critical analysis of online content, etc.]
What barriers or challenges have you faced (if any) in delivering Media Literacy sessions, and supporting families in media literacy?	
Have you experienced any opportunities in taking action on media literacy? If yes, what were they?	
Have you made any new connections as a result of the Everyday Digital programme? If yes, please tell us about the connections you’ve made.	
Can you tell us what financial resources or investments, (if any) were required to participate and engage with Everyday Digital? Can you elaborate on any direct costs (e.g. training, materials, staff time dedicated to the programme)	
Do you have any additional feedback or thoughts to share about the Everyday Digital programme that might help us to ensure that services continue to be relevant and reach as many families as possible?	

# Annexe 2: Knowledge Quiz Results

