Responsible Innovation Centre

Supporting AI Literacies for Young Adults Aged 14-19

A value-based, practical framework for public service media organisations

A research collaboration between the Responsible Innovation Centre (RIC), Bridging Responsible AI Divides Programme (BRAID), and We Are Open Co-op (WAO)

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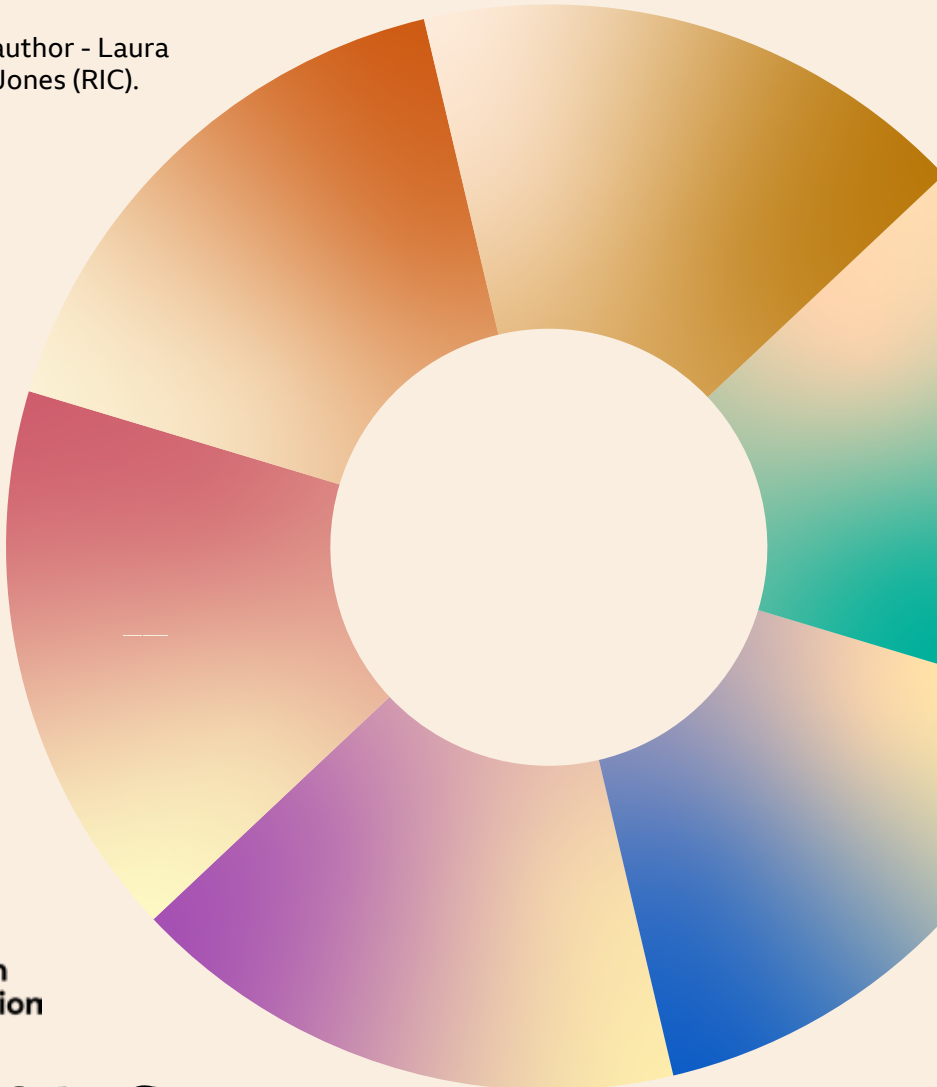

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Executive Summary

This research report outlines the role public service media organisations could play in AI literacy provision for young adults. It presents an AI Literacies framework for public service media (PSM) organisations. Developed through collaboration between the Responsible Innovation Centre (RIC), Bridging Responsible AI Divides (BRAID) programme, and We Are Open Co-op (WAO), the framework is designed to cover critical gaps in current provision and equip young people with the understanding and skills they need to navigate an AI-mediated world.

The research involved a landscape review, including analysis of 40 AI Literacy frameworks, 35 expert interviews and survey data. We find that existing resources prioritise technical and functional skills over critical evaluation and that there are systemic shortcomings in areas such as equity and teacher support. We also highlight a risk that AI literacy becomes disconnected from other types of literacy (digital literacy, information literacy and media literacy), to which it relates and needs to be connected.

The report outlines that PSM have a key role to play in addressing a gap between technical and functional skills, and critical skills through creative learning interventions that blend these elements. Public service media are well placed to quickly respond to emerging issues and youth culture, moving at a faster pace than educational institutions. Additionally, there is a need for impartial resources as current commercial provision skews towards how to use (generative) AI tools.

Based on our landscape review and gap analysis we present an AI literacies framework for public service media organisations. The framework is grounded in key values and helps structure thinking about what is important for AI literacy initiatives to focus on, as well as future proofing AI literacy interventions so they can withstand social and technological changes.

Our framework has six key elements:

- Understanding AI Systems and their Contexts
- Practical and Responsible Use of AI Tools
- Creativity, Agency, and Participation
- Building Confidence, Adaptability, and Lifelong Learning
- Critical Evaluation of AI Outputs and Systems
- Ethical, Societal, and Environmental Awareness

We also present an accompanying guide for assessing and evaluating these six key elements of AI literacies.

Supporting AI literacies for young adults: A framework for PSM

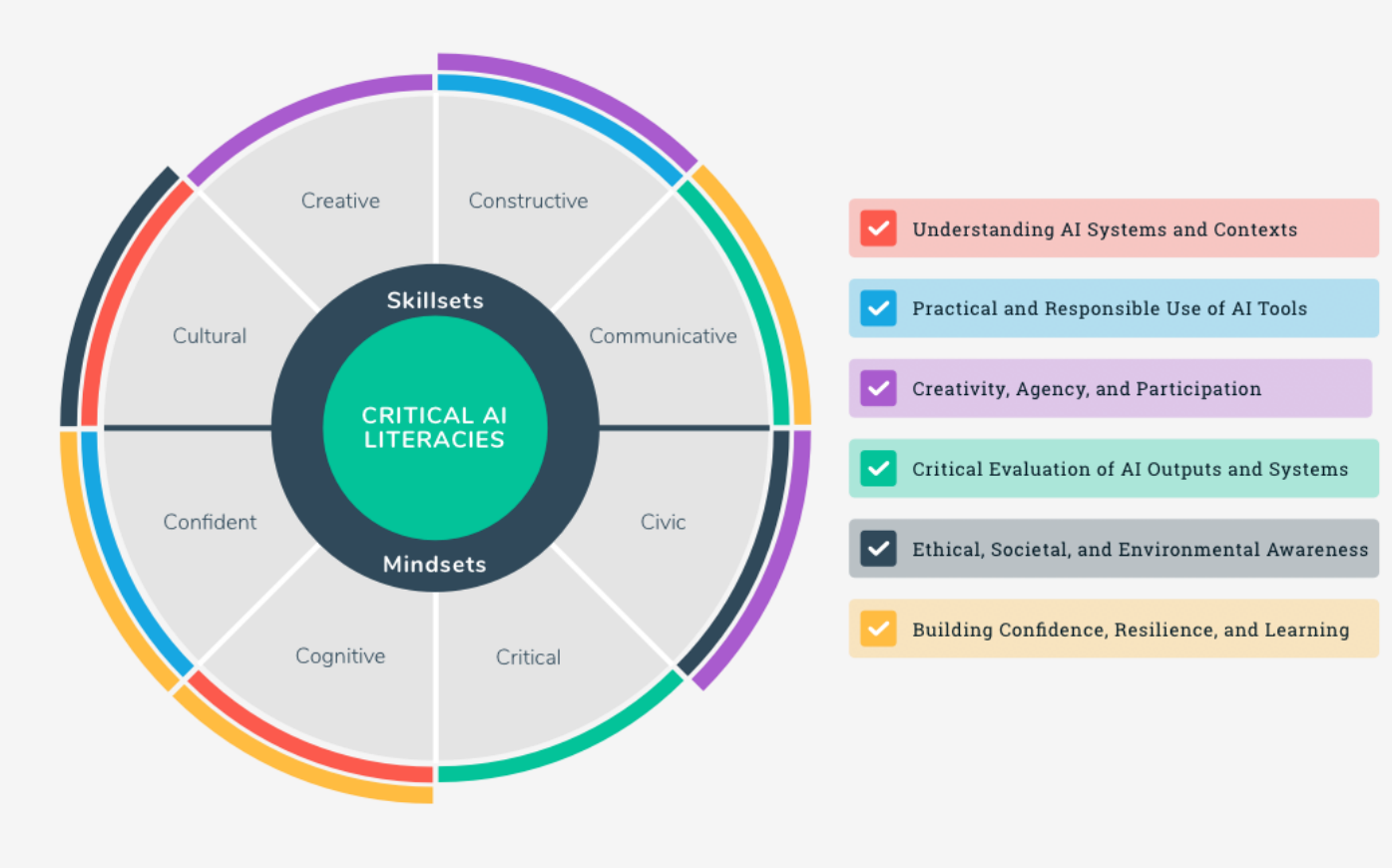


Figure 1. Six core competencies mapped to key dimensions of AI literacies.

Figure 2. Key values for AI literacies, mapped to PSM values

A note from the RIC Director

This report covers a lot of ground but there are some clear takeaways:

Public service media organisations could lead the way through learning opportunities that blend critical, creative and functional skills. There is an urgent need to address the critical understanding and skills gap. There are plenty of resources around on how to use Gen AI tools but a need for impartial resources focused on developing vital critical skills and competencies. Public service media organisations could lead the way through provision of learning resources that enable young people to develop critical competencies through approaches that blend critical, creative and functional skills.

Young people need to develop and deploy many different types of literacies growing up in today's digital world and Public Service Media can lead in fresh interventions and resources that take this into account. AI literacies overlap with digital, data, information and media literacies. New interventions should take these connections into consideration so they can best support young people in developing the full range of literacies they need to be confident digital citizens.

AI threatens to entrench inequalities in ways that will affect young people's future opportunities. Public Service Media organisations with their national reach could offer a vital lifeline for young people who may be experience digital or other forms of inequality. There is a risk that efforts to support AI literacies deliver only for those already advantaged. One of the biggest needs (and gaps) right now is for young people who may be digitally or otherwise marginalised and who have fewer opportunities to develop these skills through formal education. Through targeted partnerships public service media could offer a vital lifeline for young people to access quality resources that can help them develop the understanding skills and competencies they need to succeed in the future.

As we grapple with the challenges and opportunities AI brings, Public Service Media are uniquely placed to support AI literacies for young adults and drive public understanding of AI more generally. We hope this report helps support these efforts along the away.

Rhianne Jones, RIC director

Introduction

This report is focused on the ways in which Public Service Media (PSM) organisations can help support the development of skills and competencies around Artificial Intelligence (AI) in young people aged 14-19. We are referring to these skills and competencies as “AI Literacies.” These literacies are important to develop as AI shapes the creation, sharing, and interpretation of information in ways that affect young people's lives and futures. Developments in AI bring new possibilities and significant questions about trust, creativity, and the skills needed to participate fully in society.

The report is based on desk research including an analysis of over 40 frameworks, alongside 35 interviews with experts and survey data undertaken between March and June 2025. It also draws on recent BBC research and educational work to inform a value-based and practical framework for AI Literacies for the BBC and other public service media organisations.

The frameworks and resources which substantively helped informed this report were those from Digital Education Council, Digital Promise, EDUCAUSE, the European Commission, Good Things Foundation, Ng, et al., the OECD, The Open University, Prof. Maha Bali, and UNESCO. The full list of frameworks and other resources can be found in the references and appendices.

This report is structured in three parts:

Part 1:

> 7 Recommendations to support AI literacies in young adults: We lead with a summary of practical steps for PSM organisations, based on the evidence and insights gathered.

Part 2:

> An AI Literacies Framework for Young Adults for PSM: We introduce a framework to develop the knowledge, competencies and skills young people need to succeed in a world increasingly shaped AI, and generative AI in particular, focused on addressing current gaps. It is made up of 6 key competency areas and grounded in a set of core values. We also present a guide to assessing and evaluating young people’s development in the six competency areas presented in the framework.

Part 3:

> Evidence and insights underpinning our work: We share insights from a review of almost 40 AI Literacy frameworks and resources and set out 5 core values for AI Literacies which sit at the heart of our framework with specific reference to public service media values. We identify where current provision falls short for young people and organises our discussion of these gaps around the core values.

Part 1

7 recommendations to support AI literacies in young adults

We propose 7 key recommendations for public service media to effectively support AI literacies in young adults, building on the framework and insights explained in parts 2 and 3 of this report.

1. Embed AI Literacies Across Learning Content and Platforms
2. Support Youth-Driven AI Content Creation
3. Strengthen Teacher Resources and Training
4. Develop Interactive Critical Thinking Tools
5. Address Ethical and Emotional Dimensions
6. Lead Cross-Platform Public Engagement
7. Broaden Inclusion Through Targeted Partnerships

These proposals set out practical steps for public service media when it comes to helping young people to build knowledge, skills, and confidence around AI. Each one is introduced with a short explanation.

Why AI literacies? A note on terminology

We talk of AI literacies, rather than AI literacy to acknowledge that these literacies are plural and that different contexts require different combinations of competencies.

Academics in the 'New Literacy Studies' tradition have long argued that literacies are not a set of static skills, but a complex set of social practices, shaped by technology, culture, and power relations. AI Literacies is the latest iteration of a tradition that already encompasses digital, media, and information literacies. The conceptual boundaries between AI Literacies and other digital literacies remain porous, with many competencies overlapping [13]. There is a real risk that "AI Literacy" becomes detached from the insights and learnings from research into these literacies. Research [5] shows us that people are more willing to learn about AI when they already have basic digital and critical skills, underscoring the need to take a holistic approach.

For PSM, which has a long tradition of supporting media and digital literacies, this continuity is important to highlight as there are opportunities to provide a more holistic approach to AI literacies that builds on and connects to other types of literacies.

7 recommendations to support AI Literacies

1. Embed AI Literacies Across Learning Content and Platforms

Integrating AI Literacies throughout content and services aimed at young people e.g., platforms like BBC Bitesize can help young people see the relevance of AI in all areas of study, *not just computing*. By connecting AI to science, arts, and social sciences, learners can explore both the practical and ethical dimensions of AI in everyday life and future careers.

2. Support Youth-Driven AI Content Creation

Giving young people opportunities to create and share their own content about AI Literacies encourages active participation and builds confidence. This approach values youth perspectives and helps make AI more relatable and meaningful.

3. Strengthen Teacher Resources and Training

Teachers play a key role in supporting AI Literacies, but many lack confidence or up-to-date materials. Public service media organisations can support educators by offering practical, curriculum-linked resources and opportunities for professional development.

4. Develop Interactive Critical Thinking Tools

Interactive tools and games can help young people practise evaluating AI-generated content and recognising bias or misinformation. These resources support the development of critical thinking skills in a format that is engaging and accessible.

5. Address Ethical and Emotional Dimensions

AI Literacies are not just technical but involve emotional and ethical considerations, including mental health, privacy, and identity. Interventions should lead thoughtful discussions and provide resources that help young people reflect on these issues.

6. Lead Cross-Platform Public Engagement

AI Literacies extend beyond the classroom. Public service media can use its national reach to engage families and the wider public in conversations about AI.

7. Broaden Inclusion Through Targeted Partnerships

Developing AI Literacies should be something which is accessible to all, regardless of background or ability. PSM can work with targeted partners to reach underserved communities and co-design inclusive resources.

Part 2

AI Literacies for young adults: A framework for PSM

This framework seeks to equip PSM with the resources to begin their journey of helping young people aged 14–19 in the UK to succeed in an era increasingly shaped by AI, including generative AI. This is achieved by building knowledge of AI basics, raising awareness of risks and benefits and teaching young people to question and evaluate AI outputs, and supporting the ability to make the most of new opportunities. It is based on 5 core values for AI literacies that emerged from our research mapped to core PSM values.

1. Human Agency and informed participation – enabling young people to make informed, independent choices about how, when, and *whether* to use AI
2. Equity, Diversity and inclusion – ensuring all young people, regardless of background, ability, or circumstance should have meaningful access to education which develops their AI Literacies
3. Creativity, participation and lifelong learning - encouraging young people to shape the conversation around AI and see it as a tool for creativity, collaboration and self- expression, not just a subject to be learned for its own sake
4. Critical thinking and responsible use- equipping young people to evaluate AI's outputs, question claims and understand the opportunities and risks
5. Upholding Human Rights and Wellbeing –helping young people understand their human rights, navigate issues of consent and data privacy, and recognise the broader impacts of AI on wellbeing, safety, the environment, and social justice

AI Literacies are not a separate set of skills and competencies but instead built upon and integrated with those from other literacy areas, such as media literacies, digital literacies, and information literacies. They not only include an understanding how AI works technically, but a critical awareness of the political, economic, and environmental forces that shape its development, deployment, and impact.

This means recognising that AI systems are products of human choices, influenced by commercial interests, regulatory decisions, and global inequalities, as well as having significant environmental footprints. Young people learn how, when, and indeed *whether* to use AI in different situations and circumstances.

Our framework for AI literacies is made up of six elements each one representing a core competency area, which we map to Gunder's 8 dimensions of AI Literacies. For each competency area we provide 3 progression levels and a set of key principles for good evaluation practice.

If you are interested in how we identified the core values for AI literacies underpinning our framework and the key gaps this framework addresses we explain this further in Part 3. Along with further information about Gunder's 8 dimensions of AI literacies.

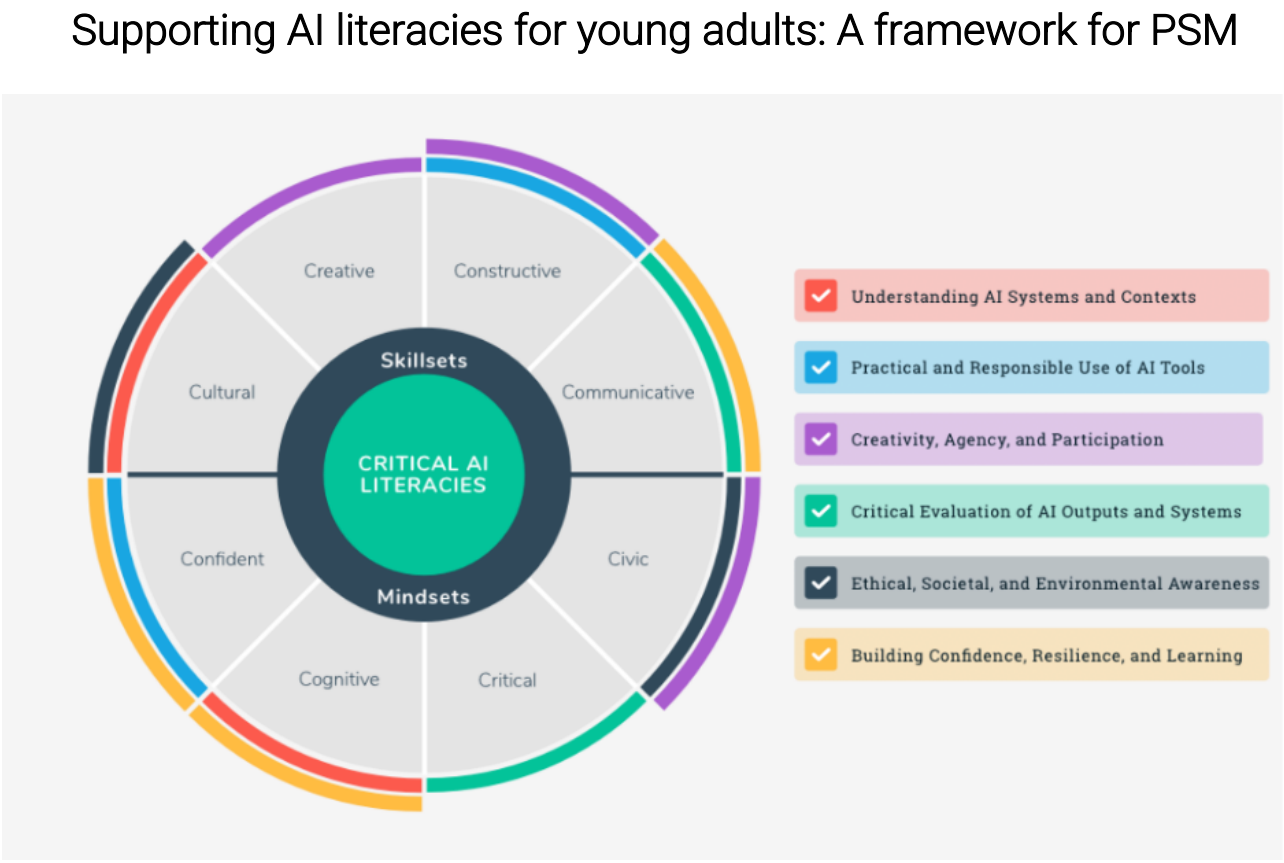
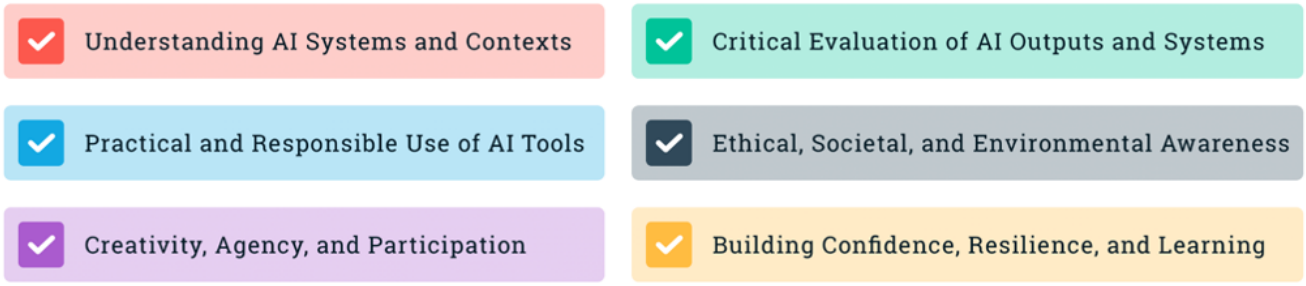


Figure 1. Six core competency areas mapped to key dimensions of AI literacies.

Figure 2. Key values for AI literacies, mapped to PSM values

AI Literacies Framework for young adults: 6 Core Competency Areas



These six core areas were informed by our landscape review and shaped by the recommendations of experts participating in our research who are acknowledged at the end of this report. We describe each area in turn and provide a list of key components to show how each competency might be broken down. These are not presented in any particular order and necessarily overlap with one another to a greater or lesser extent.

Understanding AI Systems and Their Contexts

Young people need to grasp what AI is, how it works at a basic level (e.g., predictive modelling, machine learning), and where it appears in their lives. Recent research also highlights the importance of conceptual knowledge, such as AI's societal and ethical implications, as a basis for the further development of AI Literacies.

Evidence from experts involved in our research stresses that this understanding should go beyond technical definitions to include the history, motivations, and social contexts behind AI development. Demystifying AI and situating it within broader social, economic, and historical processes helps learners see it as a product of human choices, not as something inevitable or "magical."

Key components:

- **Recognising different types of AI (e.g., generative, algorithmic, embedded in apps) and where such AI systems appear in everyday life** – Young people should learn to spot AI in the tools and services they use daily, such as social media feeds, search engines, creative platforms, and voice assistants. This involves being able to tell the difference between systems that generate new content, those that recommend or filter information, and those that work behind the scenes in apps or devices.
- **Understanding that AI is not neutral or inevitable, but shaped by laws, business models, labour practices, and global power dynamics** – AI systems are built by people and organisations with particular aims and constraints. Young people should be aware that AI reflects choices about what data to use, how to design systems, and whose interests are prioritised. This includes recognising how commercial, legal, and political factors shape what AI does, who benefits, and who may be excluded.

- **Exploring historic, political, economic, and environmental factors that influence how and why AI systems are developed and used** — This means looking at the bigger picture: how AI has changed over time, what drives its adoption, and the impact on the environment, such as energy and water use. Young people should be encouraged to question whose needs are being met, who is left out, and what the broader effects are for society and the planet.

Practical and Responsible Use of AI Tools

Technical competence in using AI tools is essential, but AI Literacies cannot be reduced to "prompt engineering," nor tool-specific skills. Young people should be helped to learn how to use AI tools to build, remix, and generate new content to help both themselves and others. They should do this in a safe way, effectively managing their digital identity, privacy, and data when interacting with AI.

An important part of AI Literacies and this competency in particular is to develop problem-solving abilities within AI-infused environments. This includes understanding limitations, safety considerations, and appropriate contexts for AI use.

Key components:

- **Using AI tools for building, remixing, and generating new content** – Young people should be supported to use AI for more than just consumption. This includes creating, adapting, and sharing their own work, whether text, images, music, or other media, by experimenting with different AI platforms. Working with others to combine or adapt outputs for shared projects helps build confidence and a sense of ownership.
- **Managing digital identity, privacy, and data when interacting with AI** – It is necessary for young people to be aware of what information they share with AI systems, how their data might be used, and how to protect their privacy. This includes using privacy settings, being cautious with personal details, and understanding how their digital footprint can affect them now and in the future.
- **Understanding the limitations and appropriate contexts for AI use** – Young people should develop judgement about when AI is suitable and when it is not. This means recognising that AI can make mistakes, produce biased results, or be unreliable in some situations. They should learn to spot errors, question outputs, and know when to seek human advice or expertise.

Creativity, Agency, and Participation

Rather than seeing young people as passive "users," they should be considered active participants and creators. Young people should learn how to use AI tools appropriately for creative, educational, and everyday tasks. They should be helped not just to use AI, but also question, adapt, resist, or even rebuild AI systems to suit the needs and values of their community. This includes encouraging creativity and supporting youth-led approaches.

Key components:

- **Using AI for creative expression (e.g., music, art, storytelling) as well as learning and problem-solving** – AI can support new forms of creativity, allowing young people to experiment with music, art, writing, or other interests. They should be encouraged to use AI in ways that reflect their own goals, identities, and learning needs, and to try out new approaches to solving problems or expressing themselves.
- **Participating in shaping how AI is used in their communities and lives and developing confidence to question, critique, and contribute to AI-related debates and decisions** – Young people should be supported to take part in discussions about AI, including raising questions, challenging assumptions, and contributing ideas about how AI might be used in schools, communities, or online. They should feel able to speak up about their needs and concerns, and to influence decisions that affect them.
- **Engaging in co-design and peer-led initiatives that enable young people to take ownership of AI projects, collaborate with others, and influence the development and governance of AI in their schools, communities, or online spaces** – Opportunities should be created for young people to work together on AI projects—whether building tools, running campaigns, or developing guidelines for responsible use. Peer-led and co-designed activities can help ensure that AI systems and resources reflect the real experiences and priorities of young people themselves.

Critical Evaluation of AI Outputs and Systems

Young people need to develop the ability to question, assess, and judge AI outputs. This includes the ability to critically evaluate AI outputs and understand their limitations, questioning the reliability of AI-generated content, recognising misinformation and bias, and understanding the "black box" nature of many AI systems.

Distinguishing between real and fake content, and understanding how algorithms shape information flows, are urgent requirements for modern day life. This competency therefore also includes an examination of power dynamics and ethical considerations when it comes to both AI inputs and outputs.

Key components:

- **Evaluating the accuracy and credibility of AI outputs and understanding the limitations and appropriate contexts for AI use** – Young people should learn to question the outputs they receive from AI, checking for errors, inconsistencies, or signs that the information may not be reliable. This includes comparing AI-generated content with other sources and understanding when it is appropriate to trust or use these outputs.

- **Identifying bias, manipulation, and misinformation, including deepfakes and synthetic media** – They need the skills to spot when AI-generated content is misleading, biased, or designed to manipulate. This includes recognising deepfakes, altered images, or text that may distort facts, and understanding how such content can spread online.
- **Understanding how algorithms and data shape what is seen and recommended online** – Young people should be aware that algorithms decide what content appears in their feeds, search results, or recommendations, often based on their data and behaviour. This awareness helps them to question why they are seeing certain information, how their choices are influenced, and how to seek out a wider range of perspectives.

Building Confidence, Adaptability, and Lifelong Learning

The development of AI Literacies is an ongoing process. Young people need support to build confidence, adaptability, and a willingness to learn as AI technologies evolve. This includes recognising that it is normal not to know everything about AI, and developing the skills to seek out new knowledge and adapt to change.

Young people should learn that they need to adapt their communication style and requirements when dealing with different types of AI systems, as well as building self-efficacy and resilience in AI-driven contexts. This involves developing online learning strategies to acquire new skills as technologies change.

Key components:

- **Nurturing curiosity and a willingness to experiment** – Young people should be supported to ask questions, try out new tools, and experiment with AI, even if they are unsure or make mistakes. Curiosity and a spirit of exploration are key to building confidence with new technologies.
- **Building adaptability and critical awareness to navigate hype, fear, and misinformation about AI** – They need to develop the ability to adapt as technologies change, learning to separate fact from hype, and to approach new developments with a balanced, critical perspective. This includes recognising when claims about AI are exaggerated or misleading.
- **Encouraging lifelong learning and the ability to acquire new skills as technologies change** – AI and related technologies will continue to shift. Young people should see learning as an ongoing process, developing strategies to keep their skills up to date and to seek out new knowledge as needed. This includes knowing how to find reliable information, ask for help, and support others in their learning journeys.

Ethical, Societal, and Environmental Awareness

Young people should be encouraged to explore the sociocultural contexts of AI development and use, including the societal, cultural, and environmental impacts. They should be encouraged to think about fairness, accountability, transparency, and the broader consequences of AI, including its environmental footprint and its role in reinforcing or challenging existing and emergent inequalities.

In order to assess whether information synthesised and analysis provided by AI systems can contribute positively to society, young people should be shown how to weigh up various diverse factors. They should then be able to come to their own judgement around appropriate use.

Key components:

- **Examining how AI systems can reinforce or challenge existing inequalities, and how their impacts are distributed across different communities and countries** – Young people should explore how AI can both perpetuate and challenge social inequalities, considering who benefits from AI and who may be left behind. This includes examining the distribution of resources, opportunities, and risks across different groups.
- **Exploring issues of bias, fairness, and discrimination in AI and learning how to challenge or seek redress for algorithmic decisions** – They should investigate how bias can enter AI systems, what fairness means in different contexts, and how to respond if they or others are affected by unfair or discriminatory outcomes. This includes understanding ways to challenge decisions or seek support.
- **Considering the environmental costs of AI, such as water and energy use, hidden labour, and the broader societal consequences of widespread AI adoption** – Young people should be encouraged to think about the resources required to develop and run AI, the hidden labour behind these systems, and the wider impact on communities and the environment. This includes weighing up the benefits and costs of using AI in different situations.

How to evaluate progress

The competencies involved in AI Literacies are not something that can be "delivered" but only *developed*.

It is one thing to have a framework to guide interventions but we also need to know if these are having the intended positive effects. Which leads us to the question, how do we know if AI literacies in young people are developing and that these competencies are helping them in their everyday life, interactions and decisions?

Thinking about their progression is one way to do this. Progression levels can offer us a way understand where a young people's understanding is at and how AI literacies develop over time.

Young adults' progression in developing the competencies is best understood as a dynamic, non-linear process. This is particularly true of young people aged 14-19, who experience rapid personal, social, and technological change during their teenage years, making their learning "spiky" and highly context-dependent. As a result, their development of AI literacies often involves moving back and forth between conceptual understanding, practical skills, and ethical reflection, rather than progressing in a straight line.

Support should therefore be flexible and iterative, helping young people as they move between these various aspects of AI Literacies.

We suggest 3 broad and overlapping progression levels, each integrating both functional and critical competencies. These are intended to help those looking to support AI literacies in young people to understand where they are at and how their competencies are progressing.

Young people's developing AI literacies – progression

1. Getting started **'Understanding & Applying':** At this stage of learning, the focus is on making AI accessible and relatable, connecting learning about AI to young people's interests and everyday experiences. Young people build awareness through accessible, relatable experiences.
2. Building blocks **'Analysing & Evaluating'**: Progress at this stage is supported by opportunities for experimentation, peer learning, and critical discussion, helping young people connect practical skills with broader societal and ethical considerations. Learners progress to independent use and critical application.
3. Advanced **'Specialising and Synthesising':** Young people this stage of learning are encouraged to explore specialist interests, contribute to wider debates about AI in society, and develop the agency to shape how AI is used in their communities and future careers. Advanced learning drives innovation and advocacy.

Progression Levels for Developing AI Literacies in Young Adults

This table lists the core competencies and provides an indication of how they might be understood by progression level. Each row of this table should be understood as a way of increasing knowledge, skills, and understanding of each core competency area. Individual cells provide a suggestion of how to explore the competency in a contextually-relevant and an age-appropriate way. A description of each of these stages or levels follows below.

	Stage 1. Understanding & Applying	Stage 2. Analysing & Evaluating	Stage 3. Synthesising & Specialising
Understanding AI Systems and Contexts	Identify everyday AI examples (e.g. social media, search, creative tools)	Compare and contrast different types of AI systems and explain basic concepts (e.g. machine learning, prediction).	Construct an argument which demonstrates knowledge of the positives and benefits of AI (including history, motivations, and broader social/economic contexts).
Practical and Responsible Use of AI Tools	Employ AI tools with guidance for simple tasks, and start to consider privacy and data concerns.	Distinguish between the use of different AI tools for creative/educational tasks based on digital identity and data.	Construct heuristics for selecting, using, and troubleshooting AI tools, including appropriate practices in complex scenarios.
Critical Evaluation of AI Outputs and Systems	With support, begin to interpret and question AI outputs, identifying obvious errors.	Distinguish between different types of misinformation (e.g. bias, false context, manipulated content) and reflect on reliability of AI systems.	Critically audit AI systems for fairness, transparency, and unintended consequences.
Ethical, Societal, and Environmental Awareness	Recognise simple ethical issues (e.g., fairness, privacy) with structured support.	Judge AI's impact on self and others, including environmental and societal costs.	Formulate ethical positions around AI relating to core issues (e.g., power, rights, global impacts, algorithmic decision-making).
Creativity, Agency, and Participation	Demonstrate use of AI in simple creative projects, while explaining ideas with others.	Create and share AI-generated or enhanced content while defending arguing for or against its use in discussions with others.	Design collaborative projects that include AI, and help mentor others.
Building Confidence, Resilience, and Lifelong Learning	Solve problems by demonstrating the use of different tools (including AI and non-AI alternatives).	Select the appropriate AI tool for a given task, experimenting with different interaction styles and approaches.	Formulate goals and assemble AI-enhanced workflows to support achieving them.

Progression Levels

1. Getting started

Understanding & Applying: At this stage of learning, the focus is on making AI accessible and relatable, connecting learning about AI to young people's interests and everyday experiences. Young people build awareness through accessible, relatable experiences:

- **Foundational digital skills:** Developing basic data literacy and critical media evaluation as prerequisites for AI engagement.
- **Recognising AI in daily contexts:** Identifying generative AI in social media, search tools, and creative apps while understanding basic concepts like prediction and automation.
- **Demystifying AI origins:** Exploring how AI systems are human-designed with specific goals, countering perceptions of AI as "magical."
- **Guided ethical reflection:** Discussing fairness, privacy, and environmental impacts through structured activities.
- **Peer-supported learning:** Participating in collaborative, low-stakes projects (e.g., AI-generated art challenges) to spark curiosity and reduce anxiety.

2. Building blocks

Analysing & Evaluating: Progress at this stage is supported by opportunities for experimentation, peer learning, and critical discussion, helping young people connect practical skills with broader societal and ethical considerations. Learners progress to independent use and critical application:

- **Tool experimentation:** Using AI for creative tasks (e.g., text generation, image editing) while managing privacy risks.
- **Bias detection:** Identifying limitations in AI outputs, such as stereotyping in text or image generation.
- **Ethical trade-offs:** Debating AI's role in scenarios like job automation or deepfake misuse.
- **Interest-driven exploration:** Applying AI to enhance hobbies (e.g., music composition, sports analytics) to deepen engagement.
- **Misinformation resilience:** Using resources such as BBC Bitesize "Artificial or Real?" quizzes to begin to discern AI-generated content.

3: Advanced

Specialising & Synthesising: young people at this level are encouraged to explore specialist interests, contribute to wider debates about AI in society, and develop the agency to shape how AI is used in their communities and future careers. Advanced learning drives innovation and advocacy:

- **Critical system analysis:** Auditing AI tools for bias, transparency, and environmental costs.
- **Youth-led solutions:** Co-designing AI projects addressing community issues (e.g., local climate initiatives).
- **Policy engagement:** Advocating for rights-based AI governance using frameworks such as the UN Declaration of Human Rights.
- **Peer mentorship:** Leading workshops on responsible AI use and digital citizenship.
- **Lifelong learning strategies:** Curating personal AI toolkits and adapting to emerging technologies.

Key Considerations: It is important to note the following cross-cutting aspects:

- **Non-linear and Contextual:** Progression in AI Literacies is not strictly linear; learners may move between levels as technologies change and as their interests and needs evolve. This reflects the "spiky" nature of young people's AI engagement and the importance of adapting to personal contexts.
- **Integrated Functional and Critical Skills:** Each level combines practical tool use with critical evaluation and ethical awareness, which reflects the "two sides of the same coin" approach advocated by both the academic literature and our expert input. Functional and critical skills should be developed in tandem, not in isolation.
- **Youth Agency and Participation:** At every stage, learners should be empowered to ask questions, express their perspectives, and participate actively in shaping their own learning and the broader conversation about AI.
- **Responsive to Learners' Contexts:** Progression should accommodate different starting points, learning environments, and personal interests, ensuring all young people, including those who are digitally disadvantaged, can participate and progress.
- **Sustained Curiosity and Confidence:** Use of the framework should encourage and enable curiosity, resilience, and a willingness to experiment, helping young people adapt to rapid technological change and build confidence as lifelong learners**.**

Good evaluation and assessment practices

Effective assessment of the competencies involved in AI Literacies for young people aged 14–19 does not involve traditional written tests or rote recall. Instead, it should reflect developments in critical thinking, creativity, agency, and ethical awareness. Attempts to assess which level young people are working at in different competency areas should be authentic, participatory, and relevant to young people's real experiences and interests.

5 principles to guide good evaluation and assessment practices

1. PARTICIPATORY – Involve young people in the design of evaluations using co-designed and participatory approaches
2. ADAPTIVE - Take an ongoing, adaptive and contextual approach to evaluation:
3. NUANCED – Evaluate both functional and critical competencies:
4. DISCUSSION-BASED – Encourage dialogue, reflection, and self-evaluation:
5. ACTIVE – Encourage active evaluations tied to real world applications and projects

PARTICIPATORY – Involve young people in the design of evaluations using co-designed and participatory approaches: Where possible, young people should be involved in shaping how their learning is evaluated. Co-designing assessment criteria and tasks increases relevance, motivation, and ownership. This participatory approach also helps ensure that assessment is meaningful and aligned with young people's values, interests, and lived experiences.

ADAPTIVE – Take an ongoing, adaptive and contextual approach to evaluation: Evaluation should be iterative and embedded throughout learning, not just at the end of a project. Formative assessment, such as ongoing feedback, peer review, and collaborative evaluation, helps young people adapt and improve over time. It also recognises that young people develop AI Literacies in a context-dependent and "spiky" way. They progress at different rates in different competency areas. Evaluation tasks should be flexible enough to accommodate diverse interests, backgrounds, and levels of access to technology.

NUANCED – Evaluate both functional and critical competencies: Evaluation should capture both functional skills (e.g., using AI tools, managing data) and critical competencies (e.g., questioning outputs, recognising bias, reflecting on societal impact). Effective strategies involve combining these, as they go hand-in-hand. For example, a young person might compare and contrast different AI tools in terms of their reliability and ethical standards.

DISCUSSION-BASED – Encourage dialogue, reflection, and self-evaluation: Interviews, discussions, and reflective writing based on artefacts (e.g., digital creations, case studies) provide opportunities for young people to explain their choices, discuss challenges, and consider the broader impact of AI. Encouraging self-assessment and peer feedback helps develop metacognition and supports young people in becoming more independent, critical, and confident users of AI.

ACTIVE – Encourage active evaluations tied to real world applications and projects: Active project-based evaluation allows young people to collect evidence of their engagement with AI tools, reflections on ethical and societal issues, and examples of creative or problem-solving tasks. This approach captures not only what learners know, but how they apply AI concepts, make decisions, and adapt to new contexts. Projects such as designing an AI-powered solution to a community issue or analysing the fairness of an AI tool can encourage learners to demonstrate their skills in real-world scenarios.
The rest of this report describes the work we conducted to enable the construction of the recommendations and framework, and the insights we garnered from experts and literature, which form the foundation of our approach.

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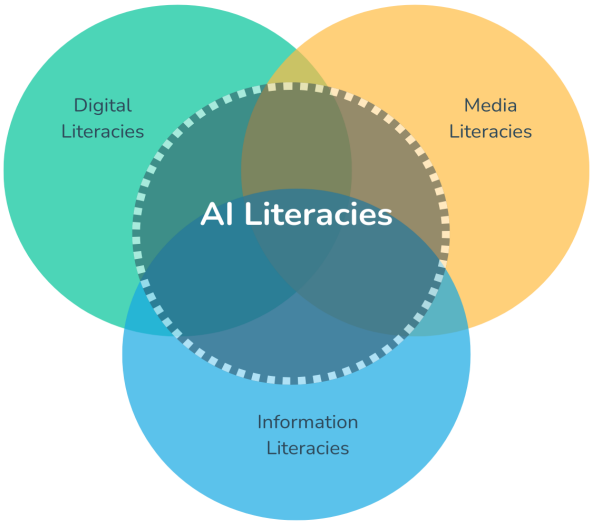
Part 3

The Need for a Distinctive PSM Framework

What motivated us to develop this framework? PSM organisations have an important and distinctive role in helping young people develop AI Literacies. Their commitment to impartiality, trust, and the public good sets them apart from commercial and governmental actors, and so this reputation for reliability is a significant asset in a field often marked by hype and misinformation. For PSM, the challenge is to support young people's engagement with AI without simply echoing commercial or governmental priorities. A bespoke framework can be a helpful tool here.

For PSM organisations, AI Literacies are not simply a matter of technical skills or “workplace readiness.” Instead, it is about supporting young people to engage critically, creatively, and ethically with technologies that shape their lives. This includes addressing issues of bias, accountability, and the environmental impact of AI, as well as promoting creative and cultural uses of new tools. PSM can often respond more quickly to societal changes and issues than educational institutions and can step in to address some of the current and emerging gaps. PSM can also play an important convening and bridging role, bringing together the relevant experts and stakeholders, including young people themselves.

Recent years have seen a rapid increase in debate and publication around the concept of "AI Literacy." Many opinion pieces and resources present it as a new field of study, despite much of this activity building on established traditions in digital, media, and information literacies.



The development of AI Literacy frameworks is driven by a range of actors, each with their own interests. Technology companies, educational institutions, policy bodies, and non-profit organisations all contribute to the current proliferation of frameworks, but their motivations differ in important ways.

- **Technology companies** often approach AI Literacy as a means of expanding their markets and shaping public perceptions of their products. Their frameworks tend to focus on practical skills and safety, sometimes at the expense of critical engagement. For example, some industry-led resources are closer to product training than to education in the broad sense. This approach narrows the scope of AI Literacies, reducing them to a mere checklist of technical competencies.
- **Educational institutions**, by contrast, are under pressure to respond to the rapid uptake of AI tools among students and staff. In countries such as Australia, universities are now required to include AI Literacy in their curricula, which reflects both government mandates and employer expectations. In the UK, emphasis is often placed on preparing students for the demands of the workplace, but there is growing recognition of the need for critical and ethical dimensions as well.
- **Policy bodies** such as UNESCO and the OECD have entered the field with frameworks aimed at harmonising educational standards across countries. These frameworks typically balance technical skills with ethical considerations and human rights, although their broad remit can result in a certain generality.
- **Non-profit organisations** and **civil society groups**, including the Good Things Foundation and the Joseph Rowntree Foundation, bring a focus on social justice and public interest, highlighting issues of access, bias, and democratic participation.

Insights from a review 40+ AI Literacy frameworks

Our review of leading AI literacy frameworks reveals a diverse and evolving field, with frameworks varying significantly in scope, structure, and emphasis across different geographical regions and educational contexts.

The frameworks and resources which substantively helped inform this report, along with input from 35 experts, were those from Digital Education Council, Digital Promise, EDUCAUSE, the European Commission, Good Things Foundation, Ng, et al., the OECD. The Open University, Prof. Maha Bali, and UNESCO. These were supplemented by articles and other resources which can be found in the References section.

Our review of leading English-language AI Literacy frameworks shows a concentration of activity in the United States, United Kingdom, Australia, and parts of Europe. These frameworks vary in scope, structure, and emphasis, but there are recurring themes which can be identified.

The Digital Education Council's AI Literacy Framework [1] offers a broad set of competencies, from basic awareness to ethical reasoning and creative application. Digital Promise's framework [2] similarly covers technical, ethical, and social aspects, with a focus on educational settings. EDUCAUSE [3] provides guidance for higher education, stressing the need for “durable skills” that will outlast specific technologies.

In Europe, the European Commission’s DigComp 2.2 framework [4] remains a touchstone for digital competence more broadly, and its influence is apparent in many AI literacy initiatives. The European Commission's approach is modular, allowing for adaptation to different educational levels and contexts. UNESCO's frameworks for students [8] set out global standards for AI Literacy, with an emphasis on human-centred design, ethics, and inclusion.

Australia stands out for its systematic integration of AI Literacy into national curricula, particularly at the university level. The Raspberry Pi Foundation's Experience AI programme [25], developed in partnership with Google DeepMind, provides free resources for schools in the UK and beyond, blending technical skills with creative and critical thinking. The Open University's Critical AI Literacy Framework [7] takes a more reflective approach, encouraging learners to question, critique, and contextualise AI systems.

Common Sense Education's AI Literacy Lessons for Grades 6–12 [22] are widely used in the US, offering structured materials for teachers and students. Nordic countries, especially Finland, have developed comprehensive national strategies for digital and AI literacy, although these are less prominent in English-language literature.

The rapid appearance of new frameworks has created a crowded field. No single framework has achieved consensus, and there is little sign that one will do so soon.

This proliferation has both positive and negative effects. On one hand, it allows for experimentation and adaptation to different contexts. On the other, it can generate confusion among educators, policymakers, and learners, who may be unsure which model to adopt.

The absence of a single, definitive framework is especially pronounced for PSM organisations, which must reconcile their own values with a shifting policy environment. There was no framework that could be easily picked up and used “off the shelf” by PSM organisations.

The lack of agreement extends to basic definitions, with terms such as "AI Literacy," "Digital Literacy," and "Media Literacy" often used interchangeably or without clear boundaries. This conceptual ambiguity complicates the task of developing consistent educational resources.

You can find all of the frameworks we reviewed here.

Key Dimensions of AI Literacies

As outlined in the previous section, there is no single framework for AI literacies. In this context Angela Gunder's "Dimensions of AI Literacies" [6] approach offers a promising approach to dealing with the diversity and multiplicity of frameworks. Rather than prescribing a fixed set of competencies, Gunder proposes a set of eight dimensions along which AI Literacies can be developed:

1. **Civic** – Employing AI knowledge and skills to contribute positively to society, using AI to foster community empowerment, engagement, and societal progress.
2. **Cognitive** – Expanding intellectual capabilities by engaging with AI-enabled processes and environments.
3. **Confident** – Developing the ability to solve problems and manage learning within AI-driven environments by understanding and harnessing their unique features and potentials.
4. **Communicative** – Leveraging AI technologies to convey ideas effectively, recognizing the sociocultural practices and nuances that AI interprets and influences in different settings.
5. **Constructive** – Using AI tools to build, remix, and generate new content, applying AI capabilities.
6. **Creative** – Engaging in ideation and generative actions using AI, focusing on how AI can add value and introduce new possibilities within specific contexts.
7. **Critical** - Examining the power dynamics and ethical considerations inherent in AI practices, reflecting on the broader societal impacts of AI-driven decisions and actions.
8. **Cultural** – Recognising the connections between people, AI-informed resources and tools, and points of engagement within AI tools and AI-enabled environments.

This approach helpfully differentiates between “mindsets” and “skillsets”:

Mindsets are the Civic, Cognitive, Confident and Critical dimensions of AI Literacies. These involve understanding the assumptions made behind the design of AI technologies, using computational thinking, and considering the impact of these technologies on civic society.

Skillsets are the Communicative, Constructive, Creative, and Cultural dimensions of AI Literacies. These involve everything from recognising AI-generated content to using AI tools to create socially and contextually appropriate output.

The most effective frameworks integrate mindsets and skillsets, avoiding an artificial separation of the two. Reducing AI Literacies to technical proficiency, as some frameworks are at risk of doing, misses the “mindsets” important to developing deeper skills and competencies. For example, Walter [14] argues that so-called “prompt engineering” is only one part of a much wider educational challenge, which includes the ability to question, critique, and understand the implications of AI systems.

Gunder's model is particularly suited to PSM, as it allows for flexibility and responsiveness to different audiences and purposes. By treating AI Literacies as a set of dimensions rather than a checklist, PSM organisations can adapt their provision to the needs of young people, educators, and the wider public.

The “dimensions” approach aligns with the plural, context-sensitive, and socially-constructed nature of digital literacies, as identified by New Literacy Studies.

- AI Literacies are **plural** as different contexts require different combinations of competencies. The needs of a young person using AI for creative expression are not the same as those of a student writing an academic essay or a citizen engaging with political information online.

- AI Literacies are **context-dependent** as they must connect to a person’s experiences and concerns, rather than presenting AI as an abstract or remote technology. This is especially true for PSM, which serves diverse audiences with varying relationships to technology.

- AI Literacies are **socially constructed** because young people often learn about AI through peer networks and informal settings, rather than formal instruction alone. Effective educational interventions must acknowledge and build on these social practices.

Creating a values-based framework for PSM

We identify a set of core values for AI literacies that we map to public service media values and goals:

1. Human Agency and Informed Participation
2. Equity, Diversity, and Inclusion
3. Creativity, Participation, and Lifelong Learning
4. Critical Thinking and Responsible Use
5. Upholding Human Rights and Wellbeing

No technology is neutral, and so when discussing its use, it is important to start from a values-based position.

There are many and varied frameworks relating to “AI Literacy”, all of which depend on the purpose for which it was created. Some are created by technology companies, others by educational institutions, and yet more by non-governmental organisations. All have a purpose in mind, whether implicit or explicit.

Frameworks are important as they are a way in which individuals and organisations can indicate what they believe is worth paying attention to in a given situation. While there can be some commonality and overlaps between frameworks intended for different contexts, there can never be a single ‘perfect’ framework suitable for every context or situation, ultimately it depends on what is trying to be achieved to ascertain which best serve the purpose.

Despite reviewing around 40 frameworks and resources relating to the concept of “AI Literacy, the desk research did not find an approach that took into consideration public service media’s role and remit and values and that could be picked up and used “off the shelf” by PSM organisations.

Public Service Media organisations have a mission to "inform, educate, and entertain" the public, and are underpinned by a set of public service media values. These values are particularly relevant when considering how initiatives around AI Literacies programmes should be developed and delivered, offering up a contour of a guide to how to approach supporting AI Literacies. This includes, for example, the need to reach everyone, be representative of and accessible to diverse communities, maintaining independence from political or commercial influence, provide a forum for debate and dialogue across a nation, set benchmarks for quality, and enrich the media environment.

These values, along with key factors important to promote and to consider such as the social, political, and environmental concerns, as well as human rights, agency, and wellbeing sit at the heart of our framework.

AI literacies: 5 core values

1. Human Agency and Informed Participation

AI Literacies should enable young people to make informed, independent choices about how, when, and *whether* to use AI. Technology is not neutral and often reflects the interests and biases of those who design and deploy it. Learners should be encouraged to question, critique, and adapt, and even resist AI systems, supporting both individual and collective agency. This means helping develop not just technical ability, but also confidence, curiosity, and a sense of agency in shaping technology, rather than being shaped by it [6] [8].

2. Equity, Diversity, and Inclusion

All young people, regardless of background, ability, or circumstance should have meaningful access to education which develops their AI Literacies [2] [5]. Ensuring this in practice means addressing the digital divide, designing for accessibility, and valuing diverse perspectives and experiences. Resources and opportunities must be co-created with young people from a range of backgrounds, including those from less represented groups and the global south. Materials should be distributed fairly, with particular attention to those who are digitally disadvantaged or underrepresented.

3. Creativity, Participation, and Lifelong Learning

AI should be presented as a tool for creativity, collaboration, and self-expression, not just as a subject to be learned for its own sake. PSM organisations should value and promote participatory approaches, encouraging young people to contribute to and shape the conversation about AI. This core value also recognises that developing any kind of digital literacies is a lifelong process, requiring adaptability and a willingness to keep learning as technology evolves [8].

4. Critical Thinking and Responsible Use

Young people should be equipped to think critically about AI, which means evaluating outputs, questioning claims, and understanding both the opportunities and risks presented by AI systems. In addition, young people should be encouraged to understand the importance of responsible use, which includes understanding bias, misinformation, and the ethical implications of AI in society [4] [13].

5. Upholding Human Rights and Wellbeing

AI Literacies should be framed by a rights-based approach to help young people understand their human rights, navigate issues of consent and data privacy, and recognise the broader impacts of AI on wellbeing, safety, the environment, and social justice [8] [19]. Young people have the right to privacy, freedom of expression, and to participate fully in society, and so should be taught to challenge or seek redress for algorithmic decision making.

Table 1. Core values for AI literacy mapped to public service media

Comparing the PSM Values with the Core Values for this report demonstrates strong alignment, as shown in the table below.

Core Values for AI Literacies	PSM Values	Alignment
Human Agency and Informed Participation Enabling young people to make informed choices about AI use	**Accountability** to the public who fund it and hold power to account	Emphasise both responsibility to the public and enabling people to hold systems accountable
Equity, Diversity, and Inclusion Ensuring all young people have meaningful access regardless of background	**Accessibility** to the breadth of a national population across multiple platforms	Prioritise universal access across diverse populations and platforms
Critical Thinking and Responsible Use Equipping young people to evaluate AI outputs and understand opportunities and risks	**Impartiality** in news and quality journalism and content that informs, educates and entertains	Focus on balanced, informed content that enables critical assessment
Creativity, Participation, and Lifelong Learning Encouraging young people to shape the conversation about AI and see it as a tool for creativity, collaboration, and self-expression	**Independence** both in terms of ownership and editorial values	Emphasise both autonomy and freedom for self-expression
Equity, Diversity, and Inclusion Valuing diverse perspectives and experiences	**Pluralism** PSM should exist as part of a diverse media landscape	Value diversity of voices and perspectives
Critical Thinking and Responsible Use Understanding bias, misinformation, and ethical implications	**Reliability** especially during crises and emergencies and tackling disinformation	Focus on trustworthiness and combating misinformation
Upholding Human Rights and Wellbeing Using a rights-based approach to ensure full participation in society	**Universalism** in their availability and representation of diversity	Emphasise inclusive representation and universal rights

Current Gaps in Provision for AI Literacies

Our research uncovered many gaps in the provision of both functional and critical AI Literacies. This is partly due to a disconnect between different sectors due to the speed at which they have the freedom to innovate and deliver within different regulatory environments.

The gaps identified here reflect a pattern seen across education, media, and wider society: provision is uneven, often shaped by short-term thinking, competing interests, and limited by a lack of clear leadership or coordination. Many interventions focus on technical skills or compliance, but do not connect with young people's real interests or lived experiences, nor do they address the deeper ethical, social, and cultural questions raised by AI. As a result, many learners, especially those already facing disadvantage, are left with fragmented support and few opportunities to develop genuine agency or critical judgement.

The following list identifies gaps in provision and organises these around the core values identified in this research to guide individuals, groups and institutions towards focused solutions and implementations. (see Appendix 2 for a full list of gaps)

Human Agency and Informed Participation

- **Lack of systemic, rights-based frameworks:** There is little structured provision to help young people shape, question, or influence AI, with most education focused on adapting to technology rather than encouraging agency or clarifying institutional responsibilities.
- **Dominance of industry narratives:** Commercial interests and tech industry funding often drive the agenda, narrowing the conversation and limiting opportunities for young people to challenge prevailing narratives or understand the political dimensions of AI.
- **Insufficient progression and curriculum integration:** There is no standardised, dynamic curriculum or progression framework for AI Literacies, especially for post-16 learners, and limited integration across subjects beyond computing or digital studies.
- **Teacher confidence and support gaps:** Many teachers lack confidence, training, and adaptable resources to support the development of AI Literacies, resulting in inconsistent, sometimes contradictory, messaging and limited support for critical engagement.

- **Disconnect between knowledge and action:** Awareness of AI bias, manipulation, or power structures does not reliably translate into agency or behavioural change, with motivation and broader social context often overlooked.

Equity, Diversity, and Inclusion

- **Persistent digital and social divides:** Access to tools and resources to develop AI Literacies is highly unequal, shaped by school policies, family resources, and broader digital divides, with privileged students often able to bypass restrictions.
- **Lack of cultural and global adaptation:** Most resources are developed in the global north and do not reflect the needs or realities of diverse cultural, socioeconomic, or linguistic backgrounds, including those from in the global south.
- **Barriers for marginalised groups:** AI tools and resources can disadvantage non-native English speakers, students with disabilities, and those with limited digital access, reinforcing existing inequalities.
- **Neglect of visual and multimodal literacy:** There is insufficient focus on images, deepfakes, and multimodal content, despite their growing importance for misinformation and manipulation.
- **Resource design and authenticity:** Overly polished, anthropomorphised, or inaccessible resources can alienate young people; there is a need to co-design authentic, relatable, and context-driven materials that reflect lived experiences with young people from a range of background

Creativity, Participation, and Lifelong Learning

- **Short-termism and lack of sustainability:** Funding and interventions are often short-lived, with little focus on long-term, joined-up strategies or progression frameworks.
- **Imbalance between creativity and consumption:** Most young people are consumers, not creators, of AI content; there is insufficient emphasis on participatory, creative, and hands-on engagement with AI.
- **Restrictive and risk-averse policies:** Overly strict barriers on access to AI tools in schools can limit meaningful learning opportunities and create anxiety or underground use.
- **Missed opportunities for experiential and peer learning:** There is underuse of hands-on, constructionist, and peer-led approaches, which are effective for this age group and for a rapidly evolving field like AI.
- **Failure to address entrenched digital habits:** Many interventions come too late to shift established digital habits; young people may have high digital skill but lack guidance on purposeful, critical, or participatory use.

Critical Thinking and Responsible Use

- **Overemphasis on technical skills:** Current provision is skewed towards prompt engineering and functional tool use, with insufficient attention to understanding different kinds of AI, ethical reasoning, systemic impacts, and critical engagement.
- **Insufficient ethical, environmental, and societal focus:** Real-world harms, environmental costs, and the broader impact of AI are rarely discussed, leaving gaps in understanding responsible use.
- **Media and information literacy gaps: Algorithmic and data literacy gaps:** Young people struggle to understand how data shapes AI outputs, how to assess real versus fake (including deepfakes), and how to evaluate, challenge or seek redress for algorithmic decisions or AI-generated content.
- **Anthropomorphism and mental models:** Many young people, particularly younger teens, misattribute human-like qualities to AI, affecting their critical judgement and ability to interrogate outputs.
- **Lack of robust assessment and evidence:** There is a shortage of baseline data on AI literacy levels and limited frameworks for evaluating the effectiveness and impact of interventions, especially in terms of behavioural change.

Upholding Human Rights and Wellbeing

- **Disconnection from youth interests and lived experience:** AI Literacy resources often fail to connect to young people's real interests (creativity, sports, mental health), focusing instead on employability or compliance.
- **Socio-emotional and privacy risks:** Young people may use AI for companionship or advice, sharing sensitive information without understanding privacy or data risks; frameworks rarely address identity, trust, or changing markers of adulthood.
- **Confusion and inconsistency in terminology:** There is no consensus on what "AI literacy" means, and inconsistent definitions can intimidate learners or place excessive responsibility on individuals.
- **Unclear responsibility and leadership:** It remains unclear who should lead on the development of AI Literacies. Schools, parents, government, industry, and third sector bodies all have a role to play, but the current situation leads to fragmented provision and a lack of accountability.
- **Neglect of digital relationships and boundaries:** The role of AI as an "invisible third party" in relationships, and the shifting boundaries of privacy and identity, are rarely addressed in current resources

Conclusion

PSM organisations have a significant opportunity at this important moment for AI. Their trusted position and public service values mean they can support young people to make sense of AI, ask questions, and participate in shaping its future. This report is an initial step, offering a framework and practical ideas to help 14 to 19-year-olds build confidence and skills. The work, however, does not end here. RIC, alongside BRAID and WAO, will continue to develop resources and approaches, working closely with young people and educators. Together, we aim to keep this work relevant and accessible as technology and society move forward.

As AI technologies become increasingly embedded in daily life, PSM organisations are uniquely placed to provide accessible, impartial, and creative support for young people. They can help ensure that resources reflect diverse experiences and address real questions about trust, agency, and participation. Ongoing collaboration with partners and continued consultation with young people will help shape future interventions, so that all can take part in conversations about AI and its impact on society.

About the research team

Rhianne Jones is the Research Director for the Responsible Innovation Centre hosted by BBC Research and Development Rhianne's work focuses on ensuring emerging technology and uses of data support public service media values and a healthy media and information ecosystem. Rhianne holds a PhD in digital media and society, an MA in social research and professional qualifications in data, law, policy and regulation, AI ethics and society, and public policy analysis. Rhianne currently leads the BBC's engagement with the AHRC BRAID programme, the ESRC Digital Good Network and the EPSRC Centre for Digital Citizens and sits on the advisory board for Ofcom's Making Sense of Media Literacy Programme.

Dr Doug Belshaw is a founding member of We Are Open Co-op (WAO), working at the intersection of learning, technology, and community. He is best known for his work around digital literacies and digital credentials, with his doctoral work establishing eight "essential elements" of digital literacies. Doug served as the Mozilla Foundation's Web Literacy Lead, where he worked with a global community in developing the Web Literacy Map to underpin Mozilla's Webmaker programme. His current work on AI literacies builds directly on his digital literacies research, positioning AI literacies as part of digital literacies rather than a separate field.

Laura Hilliger is a writer, digital strategist, educator, and open advocate with a diverse portfolio of collaborations, working with organizations such as Mozilla and Greenpeace International. She is a co-founder of We Are Open Co-op with expertise in community engagement, digital literacies, and building technology and ecosystems that bring people together. Her primary focus lies at the intersection of community, technology, education and social justice. In 2020, she was awarded the Women in IT Digital Leader of the Year award for her work bringing open principles to Greenpeace.

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