

Independent Panel on Charter Review

Seminar: Education and Learning

**PAPER: EXTRACTS FROM *BUILDING PUBLIC VALUE*
(BBC, July 2004)**

Programmes and services that build public value

An effective and focused BBC, inspired by its enduring values and enabled by new technology and deeper understanding of its audiences, has a historic opportunity to increase the public value it delivers against each of its principal public purposes. We will:

Active and informed citizenship

- recapture the full trust of audiences and participants in BBC journalism following the Gilligan/Kelly affair and implement in full the recommendations of the Neil Report; create a new college of journalistic excellence;
- restore the prominence and appeal of serious current affairs and analysis on BBC television – including on BBC One; use schedule-busting events and specials to highlight and explore the major issues of the day;
- use digital technology to launch highly local television news services for up to 60 cities and counties across the UK;
- use new media and some of the BBC's most popular services to attract hard-to-reach groups, young people in particular, to an intelligent news and current affairs agenda;
- create opportunities, especially at local and regional levels, for people to become more active citizens; encourage more open debate and public participation on radio and new media; build on the BBC's successful Open Centres and learning buses to engage people in their local communities;

British culture and creativity

- dedicate all of the BBC's services to originality and excellence; eliminate derivative programmes and ideas from the schedules; find and then trust the best creative talent and teams;
- maintain the creative revival of drama, focused on originality and challenge, across radio and television, with greater opportunities for single and event drama;
- develop comedy as a unique class- and generation-spanning BBC strength; increase investment in it; build more opportunities for cross-platform development and collaboration;

- focus on innovation and the discovery of new talent and ideas in popular entertainment and sport;
- defy standard programme categories to open up challenging subjects to large audiences – from arts and history to science, religion and music; seek out the next generation of exceptional, inspiring presenters in each of these disciplines;
- secure the BBC's commitment to our collective cultural heritage by maintaining investment in music-making, arts and documentary coverage on Radios 1, 2 and 3, increasing investment on BBC Four and guaranteeing a more prominent place for culture on BBC One and BBC Two; showcase the glories of our national culture in mainstream settings;
- stimulate the creativity of our audiences, giving them a chance to tell their stories and make their own programmes; use the BBC's educational, new media and local resources to build skills in the arts and creative industries, particularly among young people;

A revolution in learning

- launch and deliver the BBC Digital Curriculum to every school in the UK, working more collaboratively with the rest of the education sector to bring the learning revolution to every British child;
- launch a new generation of landmark educational campaigns across all media;
- work with outside private and public partners to maximise the impact of educational and educative initiatives;
- use the most popular programmes and services to connect hard-to-reach audiences to educational opportunities;
- use bbc.co.uk and interactive TV to develop new personalised formal and informal learning opportunities for different audience groups;
- take a lead in media literacy and safety on the internet; launch *BBC KidsSafe*, a series of practical tools and initiatives designed to make the internet a safer place for children;
- launch specific campaigns in partnership with others to encourage grass roots participation in sport and music, including *Music For All*, a multimedia project connecting schools and broadband-enabled homes to the full range of the BBC's performance and learning resources to enhance appreciation and

understanding of music

Connected communities

- strengthen core services and create new local services within Scotland, Wales and Northern Ireland; extend the opportunities for national cultural expression especially in mainstream programme forms;
- continue to invest in comprehensive coverage of the devolved institutions;
- reinforce the BBC's commitment to the UK's indigenous languages;
- create a full new BBC region in central England, based in Milton Keynes;
- offer all local radio services on digital platforms and enhance the BBC's existing local websites in ways which maximise distinctiveness and minimise any adverse market impact;
- extend the network of BBC Open Centres and BBC multimedia learning buses across the UK where local partnerships allow, focusing on cities and regions where audience need is highest;
- in network services on TV and radio, seek to foster greater audience understanding of cultural differences across the UK population – in ethnicity, faith, sexuality, ability/disability and age; show particular sensitivity in reporting issues and events which may be socially divisive;
- faithfully reflect modern Britain's diversity in mainstream as well as specialist programmes; set new targets for the on-air portrayal of ethnic minorities, those with disabilities and those from other minorities; monitor usage of, and attitudes to, the BBC by the UK's minorities, listen to their concerns and priorities, and reflect those concerns in the future development of services;
- ensure that as an employer and partner with the UK's creative community, the BBC is open to talent from every group in society;
- continue to invest in the major sporting and public events – from Euro 2004 to D-Day – which bring large sections of UK society together, using the BBC's breadth of media at local, regional, UK and global levels to bring new perspectives;
- develop more new BBC events like *The Big Read* or *Great Britons* which draw disparate groups into a shared experience;

The UK's voice in the world

- in a world of instability and mistrust, build the BBC's reputation as the world's most trusted broadcaster of news and information through BBC World Service, BBC World and the BBC's global online services;
- use a multimedia strategy, especially the internet, to turn global broadcasting into a true global conversation;
- work to establish a firmer financial foundation for BBC World and guarantee its delivery to global audiences in the long term;
- extend the BBC's existing strategic joint ventures, for example with Discovery Communications, to offer better access to international markets for British talent and British culture and to return better value to the licence payer;
- use the BBC's global presence to bring a richer international dimension to domestic programmes and to help connect the people of a multicultural UK to their international roots.

The BBC's educational value: extending horizons

The BBC's third contribution to public value is as an educator. The educational power of broadcasting was first recognised in the 1920s when it was found that children who listened to BBC radio performed better at school. Since then, the BBC has devoted significant resources to programmes whose sole purpose is to advance understanding, both for students and schoolchildren and for the wider public. This educational vocation is in the BBC's bloodstream and informs its attitude to all its output.

Over the decades, many series – like *Civilisation*, *Life on Earth* and *Walking with Dinosaurs* – have been used by teachers to bring learning to life. Recently, such series have been able to offer the added benefits of the internet. Many of the BBC's primetime factual series are accompanied by 'find out more' learning opportunities that encourage people to develop their knowledge and skills and enable programmes to be exploited in educational ways. For example, the natural history series *The Blue Planet* spawned many educational spin-offs, from beachcombing guides to 4,000 people undertaking marine biology degree courses.

The BBC makes complex subjects accessible, helping to improve general levels of knowledge and understanding. The science strand *Horizon* addresses molecular biology, particle physics and pure mathematics with a degree of creativity and panache that wins large audiences and many awards. Series such as *Walking with Beasts*, *A History of Britain*, *Pompeii: The Last Day*, *Seven Wonders of the Industrial World* and *In Our Time* aim to bring subjects like palaeontology, history, archaeology, philosophy and engineering alive for mass audiences in primetime.

The BBC plays a particular role in the stimulation and education of children. Broadcasting advertising-free programmes that encourage children to learn has always been a core function – from the 1920s series *Kiddies Corner* to *Listen with Mother*, *Play School* and today's cross-genre multimedia range on CBBC and CBeebies, the BBC's new digital television channels for children. These are supported by well-used online services, with the CBeebies site alone generating nearly 100m page impressions per month.

Increasingly, the BBC's educational efforts are made in partnership with other organisations. One of the oldest partnerships – with the Open University – has encouraged more than two million people to enrol since 1971. In 2003 alone, 165,000 people enrolled on OU courses in the UK. The University is also a major partner of the BBC in making factual programmes.

People rely on this rich educational resource. The majority of the public regard the BBC as a learning resource for the nation.¹ BBC One and BBC Two are seen as the best channels for education in the UK by 63% of viewers who choose to watch educational programming;² six out of ten primary school teachers use BBC Schools television; in secondary schools, 69% of year 11 pupils³ and 64% of their teachers use *BBC Bitesize*,⁴ the BBC's online revision service for GCSE students.

However, the BBC needs to make sure that its education services reach all parts of society and particularly those who may have been left behind by formal education.

¹ BBC Pan-BBC Tracking study (PBTs), 2003

² Ibid

³ BMRB/BBC Children's Education Pupil Tracker, 2003

⁴ NOP/BBC Children's Education Annual Secondary Schools survey, 2003