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United Nations
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Media and Information Literacy

Policy and Strategy Guidelines

Media and Information Literacy

POLICY & STRATEGY GUIDELINES

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UNESCO Constitution

'…the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives…'

ACKNOWLEDGEMENTS

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Foreword

In the evolving knowledge societies of today, some people are overloaded with information, others are starved for information. Everywhere, people are yearning to freely express themselves, to actively participate in governance processes and cultural exchanges. Universally, there is a deep thirst to understand the complex world around us. Media and Information Literacy (MIL) is a basis for enhancing access to information and knowledge, freedom of expression, and quality education. It describes skills, and attitudes that are needed to value the functions of media and other information providers, including those on the Internet, in societies and to find, evaluate and produce information and media content; in other words, it covers the competencies that are vital for people to be effectively engaged in all aspects of development.

More and more countries are recognising this importance of MIL. This is evident in the over 70 countries that are implementing MIL-related activities in varying degrees and reach.[1] Yet, at present only a handful of states have put in place national MIL-related policies and elaborated the strategies that are needed to sustain their efforts. Meanwhile, research has shown that countries with national MIL policies and strategies have more far reaching and sustained programmes.[2]

This comprehensive MIL Policy and Strategy Guidelines resource is the first of its kind to treat MIL as a composite concept, unifying information literacy and media literacy as well as considering the right to freedom of expression and access to information through ICTs. These guidelines offer a harmonized approach, which in turn enables all actors to articulate more sustained national MIL policies and strategies, describing both the process and content to be considered.

The MIL Policy and Strategy Guidelines resource is divided into two parts. Part 1 is the MIL Policy Brief, and is designed for policy or decision makers and can serve as a summary of the publication. Part 2 is divided into several comprehensive chapters and suggests: 1) how to enlist MIL a development tool; 2) conceptual frameworks for MIL policies and strategies; and 3) model MIL policy and strategies that can be adapted by countries globally.

This resource is a part of a comprehensive MIL Toolkit being developed by UNESCO and partners. The full MIL Toolkit will include: 1) the MIL Curriculum for Teachers (already produced and available on our website); 2) the Global MIL Assessment Framework; (already produced and available on our website) 3) Guidelines for Broadcasters to Promote MIL and User-Generated Content (already produced and available on our website); 4) an online multimedia MIL teaching resources tool; and 5) model online MIL and intercultural dialogue courses (one is already developed and available on our website).

UNESCO encourages all countries to develop national MIL policies and strategies by using these guidelines and the other resources described above. In this way, governments and all stakeholders can ensure the integration of MIL policies and strategies with policies, regulations and laws relating to access to information, freedom of expression, media, libraries, education, and ICTs.

Jānis Kārkliņš
Assistant Director-General for Communication and Information
UNESCO

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1   Estimated from various sources.
2   See Frau-Meigs, D and Jordi, T. (2009) Mapping Media Education Policies in the World: Vision, Programmes and Challenges. United Nations Alliance of Civilizations in cooperation with Grupo Comunicar. New York, USA and Spain.

Preface

Society changes, but some of its fundamentals do not. Among these fundamentals is the freedom to express our ideas, to read, to listen, to write and to produce information and communicate with others. The ability to speak, read, write and communicate is a human right. In 21st century, societies driven by media and technology, this basic human right can be extended to the ability to effectively engaged with information and media content.
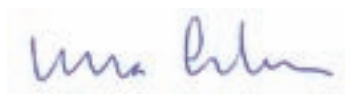
Democracy and freedom of expression cannot be contemplated without thinking about the media - a public sphere so vital to the function of democracy. The ongoing process of digitization has altered the function of the media as well as the structures of governance and the nature of markets. Our communication system is changing in terms of time and space, and modes of social behaviour. In sum, it is transforming the public sphere.

The knowledge society of today has a tremendous democratic potential, especially for young people. Media, including online media, represent social and cultural resources that can empower people, in both their personal development and their development as members of society. But these potentialities also have implications. Today, when we live our lives both off ine and online, it is not always easy to draw a distinct line between life on the web and real life.

When we talk about freedom of expression, media and information we must realize that media and information literacy is a key competence in a rapidly evolving communicative society. Media and information literate citizens are a prerequisite to the vigour of inclusive knowledge societies.

The challenge today is to develop policies that balance two somewhat conf icting goals: maximizing the potential of media and new information technologies and minimizing the risks they entail. This is a challenge facing many different actors – policy-makers, media companies, internet content providers, the schools, the research community, a range of civil society organizations, as well as young people, their parents and other adults.

UNESCO has made impressive progress in this area. This publication, Media and Information Literacy Policy & Strategy Guidelines is of vital importance toward improving efforts to promote MIL on national and regional levels. Globalization processes force us not only to focus on transnational phenomena in general, but also to highlight national and regional differences. Ultimately, this issue boils down to what kind of society we want for ourselves, women and men, and our young girls and boys to live in. We must not lose sight of the fact that media and information systems play an essential role in promoting human rights, democracy and equitable development.

Ulla Carlsson, Professor
Director
Nordicom and The International Clearinghouse on Children, Youth and Media
University of Gothenburg

Policy Brief

PART I

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Media and Information Literacy Policy and Strategy Guidelines in Brief

1. The relevance of Media and Information Literacy Policy and Strategy in the digital age

"Without a MIL policy and strategy, disparities are likely to increase between those who have and those who do not have access to information and media, and enjoy or not freedom of expression. Additional disparities will emerge between those who are able and unable to find, analyse and critically evaluate and apply information and media content for decision-making."

In a technologically driven and media saturated world, citizens (women/men and boys/girls) need competencies to effectively engage with media and other information providers, including those on the Internet. Media and information literacy (MIL) policy and strategy enhance the creation of knowledge driven, inclusive, pluralistic, democratic, and open societies.[1] MIL policy and strategy are crucial for the survival of modern governance and global citizenship in the digital world. Without a MIL policy and strategy, disparities are likely to increase between those who have and those who do not have access to information and media, and enjoy or not freedom of expression. Additional disparities will emerge between those who are able and unable to find, analyse and critically evaluate and apply information and media content for decision-making. New media and information technologies, while offering greater opportunities for new types of citizens' engagement, centred on freedoms and eradicating inequalities, also give rise to issues of safety, security and privacy. They further create a tension between the need to empower or to protect citizens

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1   Hobbs, R. (1998), The seven great debates in the media literacy movement. Journal of Communication. Johnston, B., & Webber, S. (2003). Information literacy in higher education: a review and case study. Studies in higher education.

as well as tension between global and local cultural interests that threatens to curtail the free expression and appreciation of cultural diversity, multilingualism and pluralism. MIL policies and strategies are needed that enable people to acquire competencies to advocate and create their own counterbalance to dominant cultures by sharing their stories through discussion and creative engagement, thus protecting cultural diversity, multilingualism and pluralism.

"MIL policies and strategies are needed that enable people to acquire competencies to advocate and create their own counterbalance to dominant cultures by sharing their stories through discussion and creative engagement, thus protecting cultural diversity, multilingualism and pluralism."

This policy brief outlines guidelines on policy and strategy formulation and implementation for the promotion of media and information literacy (MIL). After conceptualising MIL as a composite concept, the necessity and benefits of engaging in MIL policy and strategy are further discussed. Subsequently, a development/theoretical framework is provided which gives directions for the articulation of MIL policy and strategy. The process of developing policies and deriving strategies from them is described and illustrated in this brief.

See Part 2 of this resource for a detailed discourse of and more supporting evidence for the guidelines provided in this policy brief.

2. Understanding MIL as a composite concept

A MIL policy and strategy needs to build upon a concept of media and information literacy that harmonises and encapsulates the large number of related existing literacies that can be identified in the digital age, such as news literacy, television literacy, film literacy, computer literacy, Internet literacy and digital literacy, as well as other emerging concepts like social media literacy. Given the myriad of definitions of information literacy[2], media literacy and other related literacies, which lead to confusion, these guidelines do not propose a definition of MIL, but rather call for a focus on key learning outcomes or main elements of MIL. MIL, understood as a composite concept, encompasses knowledge, skills and attitudes that enable citizens to:

- Understand the role and functions of media and other information providers in democratic societies
- Understand the conditions under which those functions can be fulfilled
- Recognise and articulate a need for information
- Locate and access relevant information

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2   Pawley, C. (2003). Information literacy: a contradictory coupling. The library quarterly.
    Lin, P. (2010). Information literacy barriers: language use and social structure. Library Hi Tech.

- Critically evaluate information and the content of media and other information providers, including those on the Internet in terms of authority, credibility and current purpose
- Extract and organise information and media content
- Synthesise or operate on the ideas abstracted from content
- Ethically and responsibly communicate one's understanding of created knowledge to an audience or readership in an appropriate form and medium
- Be able to apply ICT skills in order to process information and produce user-generated content
- Engage with media and other information providers, including those on the Internet, for self-expression, freedom of expression, intercultural dialogue and democratic participation

The conceptual model of MIL presented in Figure 1 recognizes the importance of all forms of media (including community media) and of all other information providers including libraries, archives, museums, publishers, and those on the Internet. The concept draws on the convergence between telecommunication and broadcasting and among many forms of media and information providers. It must be noted that the concept is not limited to information and communication technologies but it also includes oral traditions.

Figure IA. Media and Information Literacy: A Proposed Conceptual Model
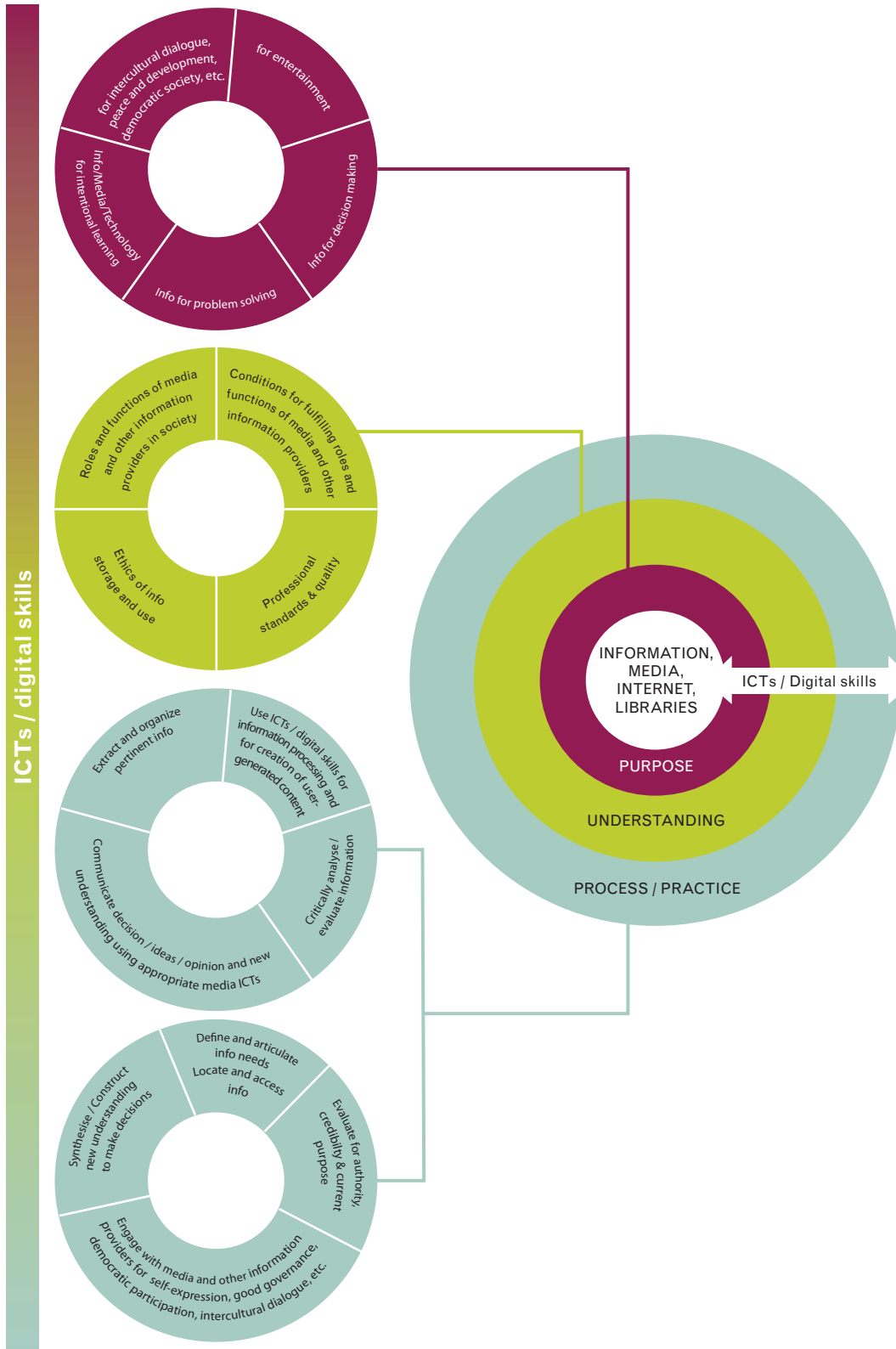
Figure IB. Media and Information Literacy: A Proposed Conceptual Model

The centre circle in the model: information as well as media and other information providers, including those on the internet, represents the information resources and the means by which information is communicated and the media as an institution (e.g. radio, television, newspapers, libraries, archives, museums, mobile devices, etc.). The availability and access to information and media and other information providers, including those on the Internet, are important aspects of the enabling environment for MIL to **f** ourish[3].

The second circle from the centre: purpose, summarises research findings on the reasons why people use information and engage with media and other information providers, such as entertainment, association, identification, surveillance and enlightenment[4]. An awareness of purpose should drive the introspective analysis of citizens' information needs.

3   Grassian, E. S., & Kaplowitz, J. R. (2001). Information Literacy Instruction: Theory and Practice. Information Literacy Sourcebooks. Neal-Schuman Publishers, Inc., 100 Newfield Ave., Edison, NJ 08837.
    Kubey, R. W. (Ed.). (1997). Media literacy in the information age: current perspectives (Vol. 6). Transaction Publishers.
4   See Durham and Kellner (2006); Burton (2005); Bignell, J. (2000).

The third circle from the centre: understanding, refers to the basic knowledge that all citizens should have about the operations, functions, nature, established professional and ethical standards of all forms of media and other information providers. When combined with purpose, this understanding underpins critical analysis and ethical use of information and media, as well as spurring citizens who do not have access to information and media to take action to ensure access.

The final circle: process and practice, communicates the various steps that should be taken or competencies citizens should possess to effectively create and use information and media content ethically, as well as engaging with media and other information providers in their social, economic, political, cultural and personal lives.

3. Benefits of MIL policies and strategies

Research shows that integrating MIL in all aspects of society including in formal and non-formal education and engendering MIL as an engaging civic education movement have clear benefits for the citizen, for the government, for the quality of media and information systems and research institutions.

▶ Increased citizen participation in society

The benefits of MIL for citizens can be summed up as follows:

a. More active and democratic participation

Scholarly literature from both IL and ML perspectives suggests that, apart from the resulting positive effects on academic outcomes, teaching and learning with and through IL and/or ML, predisposes citizens to take a more active role in society, in turn making it more democratic (e.g. Lewis and Hally, 1998, cited by Cheung, 2009). Citizens can increase their role as producers of content and knowledge besides being consumers of them.

MIL is a basis for freedom of expression, access to information and quality education for all. Without MIL competencies, citizens cannot be well informed because they do not have access to information and are not empowered to process and use it. This makes it difficult for citizens, including young people, to participate actively in their communities and societies or for there to be good and effective governance (cf. Mendel, 2005).

Media and information literate citizens take a critical stance on one's own informed decision making and learning process in general (cf. Frau-Meigs and Torrent, 2009). MIL renews the importance of metacognition, learning how to learn and knowing how one knows with a focus on media, libraries and other information providers including those on the Internet.

b. Awareness of ethical responsibilities for global citizenship

MIL deepens citizens' understanding of rights of freedom of opinion, expression and communication. It further balances the understanding of these rights with an increasing understanding of personal and organisational ethical responsibilities regarding media, information and communication. These responsibilities link up with the concept of global citizenship, which empowers citizens "…to lead their own actions […] in order to make

a positive difference in the world"[5] (OXFAM, 2013). Ethical responsibilities and global citizenship then imply the participation of all citizens in society for higher purposes that respect and promote others' rights (e.g. privacy, security, intellectual property rights).

c. Enabling diversity, dialogue and tolerance

MIL can be a powerful tool to enable intercultural dialogue, tolerance and cultural understanding. There are indications that greater engagement with society through MIL can generate cross-generational strategies and dialogue that result in civic cohesion and inclusiveness of different sectors and age groups (Frau-Meigs & Torrent, 2009).

▶ Benefits for governments across economics, health, governance and education

As Frau-Meigs and Torrent (2009, p.20) state, media education[6] [MIL] leads to citizens' empowerment "[…] if set within a framework of good media governance where the benefits of the new cognitive ways of learning are shared, people-centred and not simply machine-induced". In their view, media education does not threaten governmental power, national sovereignty or cultural identity. On the contrary, media education leads to "smart change", "[…] while protecting and developing autochthonous cultures at the same time. Using media and ICTs with cohesion and inclusion can foster trust and respect among all members in a society and benefit all stakeholders involved" (ibid.). The thrust of that "smart" change was articulated during the High Level Colloquium on Information Literacy[7] as a desire for universal health and longevity, increased wealth and prosperity, better informed decision making, a culture of learning and sharing insights, respect for diversity, environmental sustainability and improved quality of life for all (Garner, 2006).

In education, the following specific benefits can be pointed out:

- There is a need for change in education. MIL is a lever for this change the use of ICTs provide one opportunity but when coupled with MIL, they can serve to build a bridge between learning that takes place in a physical classroom space and that which occurs in the digital space;
- In the teaching and learning process, MIL equips teachers with enhanced knowledge to empower future citizens;
- MIL helps to enhance education outcomes by equipping citizens with the necessary competencies to participate fully in political, economic, and social life;

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5 OXFAM (2013). Available from http://www.oxfam.org.uk/education/global-citizenship/what-is-global-citizenship

6 Since UNESCO has decided to promote MIL as a composite concept, the organization discourages the use of the term media education. Furthermore, media education is often confused with higher level media studies.

7 Event sponsored by the United Nations Education, Scientific, and Cultural Organization, National Forum on Information Literacy and the International Federation of Library Associations and Institutions, Bibliotheca Alexandrina, Alexandria, Egypt November 6-9, 2005.

In policy making, it is essential to coordinate all policy areas that have powerful reciprocal relationships with education, including

- The development of ICT infrastructure
- The development of easily accessible government information and services
- Good governance supporting regulatory systems for broadcasting and media self-regulation
- Protection of the memory of a nation through its libraries, archives and museums
- E-commerce
- Privacy and copyright regulations
- Internet regulatory systems, particularly safety for children and youth

Coordinated policy and strategy developments will have positive implications for enhancing education that prepares citizens for working and living in a world that is increasingly connected globally.

► Better quality media and information providers

Media and information literacy imparts crucial knowledge about the functions of media and information channels in democratic societies, basic understanding of the conditions needed to perform those functions effectively and basic skills necessary to evaluate the performance of media and information providers considering the expected functions. A society that is media and information literate fosters the development of free, independent and pluralistic media and open information systems. (Grizzle and Wilson, 2011), thereby improving the quality of information they provide. MIL policies and strategies should be underpinned by the fact that media and information competencies enable citizens to know their media and information rights and equally their responsibilities (related to ethics and citizenship as described earlier) to demand free access to information through independent and diverse media and other information providers[8].

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8   See Josephs, A. (2005) for a simple, easy to read yet poignant analysis of citizens and media relationships.

4. A development/theoretical framework for MIL policies and strategies

The articulation and application of national and regional MIL policies and strategies can be guided by a theoretical or development framework which draws upon a set of interrelated approaches.

▶ A convergence approach

More collaboration and partnerships across government ministries are needed in order to articulate and harmonise broad-based national and multilateral developmental policies. Thus it is important to purpose a "crossing policy" that embeds MIL in different areas of public government, as illustrated in Figure II.

Figure II. Policy Flows
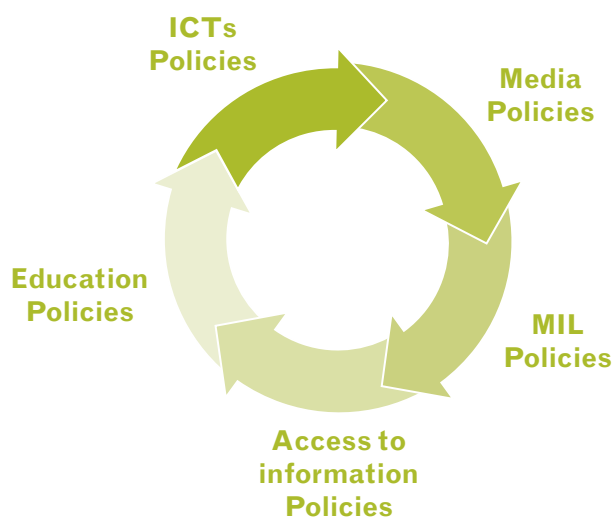
For instance, it is important that MIL is present not only in education policy, but also in communication and technology, culture and other areas of public administration. MIL can shape educational, workplace, and community settings in important ways, which requires carefully articulated policies and strategies that can be implemented across these settings.[9]

▶ A human rights based approach

Since all governments recognize the value of a human rights-based approach to governance and development, it is important that MIL is also sketched within a human rights-based approach to ensure consistency and harmony between overlapping policies. Within this approach, the rights-holders and their entitlements are identified, as well as corresponding duty-bearers and their obligations. The approach stresses strengthening

9   Lloyd, A. and Williamson, K. (2008). 'Towards an Understanding of Information Literacy in Context: Implications for Research.' *Journal of Librarianship and Information Science*, Vol. 40, No. 1.

the capacities of rights-holders (e.g. women, children) to make their claims, and of duty-bearers (e.g. education institutions, media organisations) to meet their obligations[10]. This approach does not only focus on human rights per se, but also on the use of human rights standards and human rights principles in guiding MIL development.

▶ An empowerment approach

The 'everywhereness' of information, media, Internet and other information providers requires a greater emphasis on citizens' empowerment by ensuring that they have the skills, attitudes and knowledge that will enable them to critically and effectively interact with content in all forms of media and with all information providers. The digital age thus calls for a shift from a "protectionism only" approach to a focus on citizen empowerment. This does not necessarily imply that protection, for instance Internet safety, should be abandoned, but the emphasis should be on empowerment. Emphasis on only protectionism may lead to excessive restrictions being placed on media and other information providers. Further, children who do not acquire the competencies to be critical of media and information will be more susceptible to the potential negative influence of information and media content and less equipped to capitalize on opportunities when they become adults.

The benefits to be achieved by an approach balancing regulation or protectionism with empowerment through MIL can be summarised as follows:

- It gives full access to the technology necessary for people to be fully media and information literate.
- It focuses on the opportunities provided by access to information, media, libraries,the Internet, etc. – while empowering citizens to guard against potential risks.
- It ensures that individuals acquire MIL competencies to be able to interact with other individuals, media and other information providers as well as other social, political, cultural and economic institutions. Individuals are able to critically assess content and media themselves and take an informed decision to reject or accept what they encounter.
- It places emphasis on MIL so that all citizens themselves, not just lobby groups, can be active decision makers, for example to advocate for necessary and required regulations and laws.
- It places emphasis on people, ensuring they acquire MIL competencies to have choices about systems and processes.
- It places emphasis on media and information literate citizens who can assist to unearth unethical use of information and media, while they are ethical content providers and information users themselves.
- It enables citizens to enjoy full benefit of human rights through MIL.
- It advocates for open education resources and open access to scientific information
- It ensures that citizens develop MIL competencies that will enable them to understand that they cannot have 100% privacy if governments are to keep them safe on and off the Internet. It enables civil society groups to be involved in related decision making.

10 Annex B: The Human Rights-based Approach: Statement of Common Understanding in the State of the World's Children, 2004.

▶ A knowledge societies based approach

In 2003, UNESCO articulated and advocated for a deepening of strategies that graduate from "Information Society" to "Knowledge Societies[11]". Four principles underpin the development of equitable knowledge societies. Table 2.1 below sketches these principles[12] and suggests how MIL is essential to realizing them.

Table I: MIL and its link to Knowledge Societies (KS) Principles

KS PRINCIPLES	LINKS TO MIL
Equal access to quality education for women, men, boys and girls	Access to information is a necessary requirement to achieve Education for All. MIL encompasses competencies to access, evaluate and effectively and ethically use information, media and other information providers; MIL also relates to quality education since it elucidates the need for an expanded definition for literacy.
Multiculturalism – giving expression to cultural diversity, including gender dimensions of culture	Media, libraries and other information providers, including those on the Internet, and transmitters of culture are the engine behind globalizing cultures. MIL promotes multiculturalism by affording citizens competencies to use media, libraries, Internet and other information providers for cultural expressions and dialogue and to analyze and critically evaluate the representation of various cultures and peoples by media and other information providers.
Universal access for women, men, boys and girls to information, especially that which is in the public domain	Citizens' access to information through policy, laws and regulations is only complete if they possess the necessary competencies to capitalize on this new opportunity. MIL provides the needed competencies.
Freedom of expression – with implication for gender equality	Similarly MIL empowers citizens with competencies to advocate for freedom of expression and freedom of the press, and use this freedom in an ethical way.

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11 UNESCO (2003). Towards Knowledge Societies: Background Paper from Information Society to Knowledge Societies. Paris, France: UNESCO.

12 The four principles as referenced in Table I have been slightly modified to consider gender perspectives.

▶ A cultural and linguistic diversity approach

The question of cultural and linguistic diversity becomes crucial in the articulation of MIL policies and strategies in an increasingly globalized world where people move between and within nation states at a greater pace than ever before. A central concern of cultural diversity, understood as plurality and multiplicity of cultures, is to ensure universal human rights, freedom of expression, and democratic participation. Therefore, cultural and linguistic diversity are important resources for MIL policies and strategies in terms of how these are articulated through, language, education and communication.

"A central concern of cultural diversity, understood as plurality and multiplicity of cultures, is to ensure universal human rights, freedom of expression, and democratic participation."

MIL enables viable strategies towards linguistic diversity: language policies that promote multilingualism in societies, empowering local and vernacular languages, translation between and across languages, and linguistic diversity in the media and in cyberspace. Similarly, MIL articulates the notion of the right to education. The right to education ensures "the diversity of learners' needs – especially those of minority, indigenous and nomadic groups – and by integrating a corresponding diversity of methods and contents. In increasingly complex multicultural societies, education must enable us to acquire the intercultural competencies that will permit us to live together with – and not despite – our cultural differences." MIL policies provide detailed strategies for the promotion of cultural diversity in the area of communication.

▶ A gender and development based approach

Applying a gender and development based approach to MIL policies and strategies calls for a recognition that:

- women and men do not have the same access to information, media and new technological platforms – in terms of use, operation and ownership – and that this should be changed;
- at the national level, more attention should be given to disadvantaged groups to ensure that women and men have the same access to MIL competencies – as one way to change the imbalance noted above;
- men and women should participate equally in developing and implementing MIL policies and strategies.

There is no doubt that the proliferation of media, the explosion of new technologies and the emergence of social media in many parts of the world have provided multiple sources for access to gender related information and knowledge. While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers, including those on the Internet, have the potential to propagate and perpetuate or to ameliorate these. Gender-sensitive MIL policies and strategies will help to address the inequalities.

To conclude, policy makers should be aware of some factors which can mitigate the formulation of MIL policies. These factors can be identified in the challenges that the approaches presented above entail. They are summarized in Figure III.

Figure III: Factors Mitigating MIL Policies and Strategies[13]

Absence of expertise and experience

Resources

Evidence through research

Focus only on technical skills (ICTs/Digital)

Advocacy by united stakeholders

MIL Policies and Strategies

Theoretical debates

Dichotomy of protection and empowerment

Fragmentation of MIL (IL, ML, ICTs etc.)

Assumption it is covered under

Understanding of its application to development on the whole

5. Policy development

Policies are principles that guide strategic development. Policy development is underpinned by an iterative process of implementation, evaluation and revision. While starting points and policies will vary in different nations and communities, the following common assumptions may be made:

- MIL implementation will be most successful where various stakeholders share a vision and work collaboratively to achieve it through sharing knowledge and resources.

- The foundations of MIL knowledge, attitudes and skills can be developed without access to technology (for example in oral cultures). However, MIL programmes should be responsive to the availability of existing and emerging media and information technologies so that citizens can fully benefit from their use to actively participate in their societies.

13 Inspired by Jones, N. and Walsh, C. (2008). *Policy briefs as a communication tool for development research*. Background Note. Overseas Development Institute.

- The development of media and information literacy is fundamental to nation building, economic development, the protection of human rights and for meeting the challenges of cultural and linguistic diversity, for reasons explained throughout these guidelines.

An effective policy development process is underpinned by a change equation framework (Figure IV). The underlying rationale for the framework is that change is possible through stakeholder consensus and by meeting challenges through collaboration and effective resourcing.

Figure IV. Six elements for MIL policy development

Vision	Concensus	Incentives	Resources	Competencies	Action Plan

The framework encompasses six elements (see Figure IV): creating a vision for media and information literacy and its role and purpose; encouraging consensus on the vision through identifying incentives and opportunities for partnerships and collaborations; identifying the challenges facing stakeholders aiming to implement MIL programmes; identifying incentive-based policy directions for MIL; identifying the knowledge, attitudes and skills required for the implementation of MIL; allotting the resources required to implement MIL; and providing direction for an action plan, monitoring, and evaluation of MIL implementation.

In terms of directions, policy statements should be supported by the belief that MIL is essential for taking advantage of the democratic, social, educational, economic, cultural, health and sustainability opportunities provided by media, memory institutions and other information providers including those on the Internet.
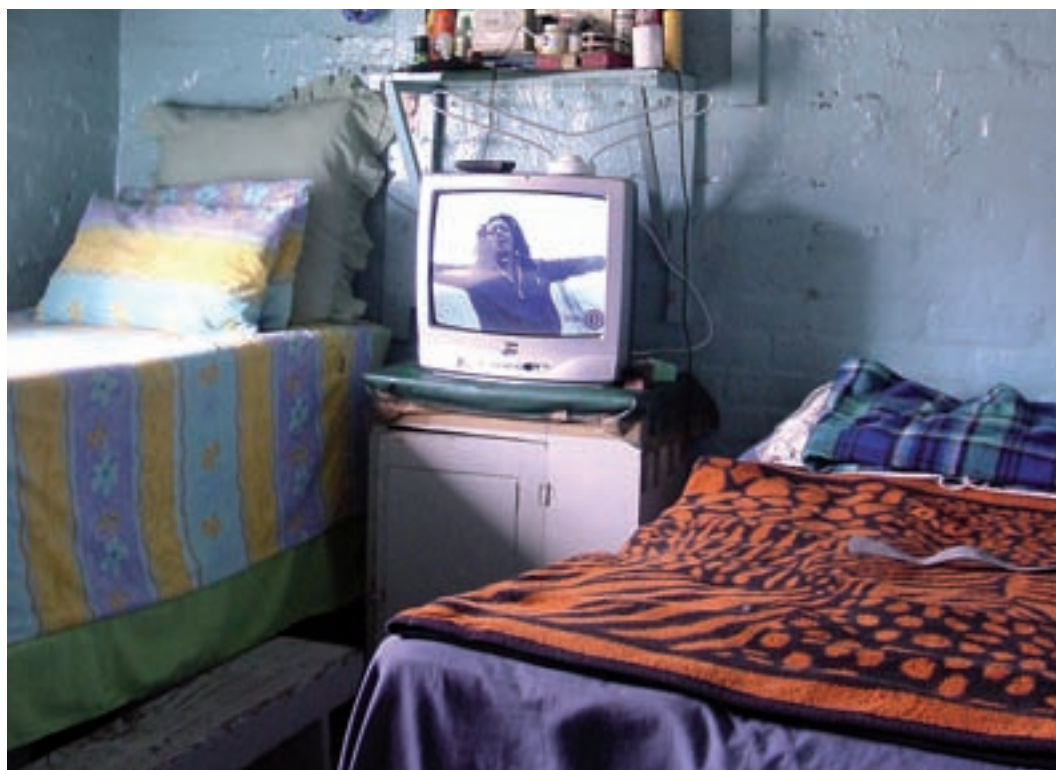
Examples of Policy Statements Proposed in the Guidelines

➜ MIL programmes will **provide opportunities for empowerment and increased democratic participation** by involving citizens in the creative production of media and information content and through providing them with the knowledge, attitudes and skills to critically use and engage with media and other information providers.

Programmes aimed at empowering citizens with MIL competencies will support the development of open knowledge societies including reformed libraries, diverse media which are free from external and internal inf uences, freedom of expression, freedom of information as well as open development (i.e. development characterized by accountability and transparency) and the benefits of human rights.

➜ MIL programmess will **promote social inclusion and aim to reduce the 'participation gap'** between citizens who are involved in the creation and critical use of media and information content and those who are not. MIL programmes will promote gender equality and women's empowerment and provide opportunities for participation by diverse communities, including indigenous communities, people living with disability and children and youth living in poverty.

➜ MIL programmes will **provide specific education and training** to develop individuals' media and information competencies (knowledge, skills and attitudes) and create knowledge of and expertise in a broad range of media and information sources.

➜ MIL programmes will **identify the economic benefits** associated with media, memory institutions and other information providers, including those on the Internet. They will also stress how the expert development of skills, knowledge and attitudes related to media and information can lead to new opportunities for commerce and trade and the development of new industries.

➜ MIL programmes will **take advantage of the cultural opportunities** provided by media and information technologies by facilitating intercultural dialogue and developing mutual understanding, through passing on tradition and cultures in new ways and through recognizing new cultural practices.

➜ MIL programmes will **promote the benefits of media, memory institutions and other information providers**, including those on the Internet, through making connections between MIL, health literacy, e-health initiatives, agriculture, science literacy, financial literacy, etc. In particular, they will promote access to information and care for remote and rural communities.

➜ MIL programmes will **identify the sustainability opportunities for media and information technologies** and will demonstrate how they can be used to promote education about sustainable development and provide opportunities for sustainable development practices.

See Chapter 3 for a more detailed description of MIL Policies.

Examples of policies for media and information literacy that demonstrate vision and consensus among stakeholders

➜ A task force set up in **India** to develop a national consensus of all libraries towards policy development initiatives to make the country an information literate society in connection with the National Knowledge Commission established in 2005, http://knowledgecommission.gov.in/recommendations/libraries.asp

➜ In **Europe**, the European Commission has developed the Communication on a European approach to media literacy in the digital environment (European Commission, 2007): http://ec.europa.eu/culture/media/literacy/docs/com/en.pdf

➜ In **Argentina**, the government has developed a national policy on media literacy with multiple stakeholders such as media associations (radio stations, television stations, cinemas and magazines nationwide), private companies and the education system[14].

Examples of policies providing opportunities for empowerment and increased democratic participation:

➜ In **Australia**, the Central Australian Indigenous Media Association (CAAMA) is owned by the Aboriginal people of central Australia and holds a public broadcasting license. CAAMA has a mandate to promote Aboriginal culture, language, dance, and music while generating economic benefits in the form of training, employment and income generation. http://caama.com.au/

➜ The **Finnish** government developed two policies: 1) the Government Information Society Programme (2007-2011) and 2) the Policy programme for the well-being of children, youth and families which feature objectives and measures involved in the safety of media environments, media literacy and online services. http://www.mediakasvatus.fi/node/194

6. Strategy development

The gap between MIL polices and the desired demonstrable impact is bridged by MIL strategies, although, being closely interwoven, policies and strategies may often con**f**ate. The need to evolve an all-inclusive strategy and engaging stakeholders to buy into a systematic effort aimed at understanding media and information literacy is compelling. Developing practical MIL strategies, informed by the realities of each clime, is important to achieve development goals. Figure V illustrates a proposed conceptual framework for MIL strategies.

14 Frau-Meigs D., Torrent J., 2009 : Mapping Media Education Policies in the World : Visions, Programmes and Challenges, The United Nations-Alliance of Civilization in co-operation with Grupo Comunicar.

Figure V: Conceptual Framework for MIL Strategies[15]

DEVELOPMENT GOAL CONTEXT

Knowledge Societies

• Intercultural dialogue
  - Freedom of Expression; Freedom of Information
  - Quality Education
  - Media pluralism and diversity in media
• Opportunities for creating and sharing information and knowledge
• Media and information providers with ethics, truth, accuracy and loyalty to citizens

Educational Context

• Continuous Curriculum Reform
• New forms of instructional and assessment techniques
• Teacher and librarian development
• School based reforms
• Education for sustainable development
• Improved academic research

Democracy, Development, and Good Governance

• Opportunities for choices,
• Active civil society
• Transparency and accountability
• Social inclusion and participation
• Equality, justice and peace
• Freedom of association
• Tolerance
• Gender equality and women's empowerment
• Sustainable development

TARGET AREAS

MIL in Formal Education

Ministries of Education; Library associations; Professional Teachers' Councils; School Boards Faculties of Education; Departments of Media and Communication and Libraries and Information Studies etc.

MIL in Non-Formal Education

Outreach from partners in formal education; Community groups, NGOs, libraries, museums, film centers, library associations, other professional associations; ICTs, media and information regulatory bodies etc

Other Stakeholder Groups

National Film Boards/ Institutes,Broadcast/Regulatory Agencies, Advertising Councils, NGOs, Journalist organizations, MIL related networks and associations

Corporate World

TV and radio broadcasters, journalists, website developers; film companies and all other commercial companies involved, in the Internet, media, information, telecommunications and entertainment etc.

LINKING IL WITH ML AND INTEGRATION OF MIL WITH OTHER RELATED STRATEGIES SUCH AS ICTS etc

15 Inspired by Conceptual Framework for ICT in Monitoring and Evaluation of ICT in Education Projects. The International Bank for Reconstruction and Development/The World Bank, USA, 2005

OUTCOMES

MIL Praticioners and educators

• Possess information and media competencies (knowledge, skills and attitudes):

Use of pedagogical strategies, selection of resources, development, implementation, assessment, and evaluation MIL programmes (See UNESCO MIL Curriculum for Teachers)

Implementing and monitoring and evaluation

Location of MIL – subject specific and/or stand-alone training/curriculum

Programmes for practising pre-service librarians and information professionals to include MIL as part of school librarian certification

Professional development (PD) opportunities for pre-service teachers, including MIL as part of teacher certification; ongoing upgrading programmes for practising and pre-service librarians and teachers

Programmes through after school initiatives, community-based programmes: co-curricular opportunities; partnerships and links to formal education programmes, e.g., youth film festivals; youth-designed websites, zines, public private partnerships etc.

Programmes through Internet, libraries, museums, print and broadcast media - business partnerships; e.g.; promotion of MIL and use of user-generated content; development and use of community radio or linking a radio to a library or Internet to promote MIL, etc.

Formulate MIL monitoring and assessment, mechanisms. Adapt or adopt UNESCO MIL Assessment Framework (see p. 111) or other similar resources.

Undertake research by piloting MIL indicators Document, store, and report results. Use results to inform polices and strategies.

Foster, create, and sustain partnerships to promote MIL at national, regional and international levels.

MIL Citizens

Competencies to:

• Understand the importance and necessary environment for media, Internet and other information providers, critically assess and use them to share culture and for development, democracy and peace etc

• Define information needs, locate, assess, organize, use ethically, communicate information and produce content and

• Improve access to information, research, study, learning and personal life.

MIL Societies

• All individual competencies mentioned above plus collective changes for the common good and achievement of development goals such as:
• Media, memory institutions and other Internet providers are held accountable
• Advocacy for gender equality
• Principle of knowledge societies advanced etc.

The framework distinguishes five broad strategic areas in which MIL is included. For each of the following broad strategic areas, it is necessary to identify goals, strategies and objectives, and key stakeholders:

1. Formal education (teachers, students, librarians, policy makers, researchers, administrators).

Examples (see chapter 4 for a more detailed description of strategies):

Goals	Key Stakeholders	Strategies-objectives	Country example
Media and Information Literate Teachers and Librarians	Ministries of education, teacher training institutions, secondary and primary schools, departments of library and information science, libraries in all sectors, media training institutions, journalists and media associations, library associations, IFLA, etc.	Develop Curricula and guidelines for professionals including teachers by adapting model MIL Curriculum and this Policy and Strategy Guidelines published by UNESCO and other similar resources; put in place necessary legislation lead by relevant authorities. This should include allocation of funds for development, dissemination and training.	Canada Colombia
		Faculty of education, media and information sciences must introduce courses and/or training on MIL.	Croatia

2. Non-formal education and continuing education (parents, caregivers, community leaders etc)

   a. Civil society in general: community groups, NGOs, CBOs, etc.

   b. Out of reach (citizens in deprived communities), those without access to education or are illiterate

   c. Professionals – on the job training

Example (see chapter 4 for a more detailed description of strategies):

Goals	Key Stakeholders	Strategies-objectives	Country example
MIL among professional groups such as health and agriculture professionals	Relevant ministries, health and family planning, principals of secondary and primary schools, parents and teachers associations, school and public libraries, NGO's and CBO's	Set up civic media and information groups such as association of viewers and listeners, media watch groups, library cadets, media and information clubs in schools. Internet and library groups.	Cuba India Scotland

3. Other stakeholders. Media and technology related organizations, media regulatory bodies, libraries and other memory institutions, training institutes, the corporate world (advertising and its impact, corporate social responsibility), other partners.

Example (see chapter 4 for a more detailed description of strategies):

Goals	Key Stakeholders	Strategies-objectives	Country example
To enhance MIL awareness amongst media professional	Media organizations and, media regulatory bodies, online media and information providers, social media users	Adapt and pilot guidelines for broadcast and print media to promote MIL and user-generated content	Global, UNESCO Guidelines for Broadcasters to Promote MIL and User-Generated Content,
	To review existing national media and information policies and strategies and to see to what extent these policies include MIL		Europe, European Association of Viewers Interest

4. Government entities, particularly ministries and other relevant organisations.

Example (see chapter 4 for a more detailed description of strategies):

Goals	Key Stakeholders	Strategies-objectives	Country example
MIL literate legislators	Member(s) of the Information and Media Committee of Legislative Assemblies	Organize training workshops for policy and decision makers.	Canada

5. Integration of MIL strategies with other related strategies; Enabling environment (identify government policies and programmes that can promote MIL or militate against MIL);

Example (see chapter 4 for a more detailed description of strategies):

Goals	Key Stakeholders	Strategies-objectives	Country example
Optimise the impact of and resources invested in IL and ML activities	Ministries of education, Ministries with responsibilities for information, media and communication, libraries and memory institutions, media organisations, citizens' group promoting IL and ML, teacher training institutions, IFLA, library and information science departments, secondary and primary schools, higher education institutions	Organise international, national and local meetings with both IL and ML experts, and other stakeholders to gain new insights, strengthen dialogue, consensus and develop a common approach and strategy;	Russian Federation
		Review existing MIL programmes and activities, ensuring that, where the ML or IL component is missing, a strategy will be deployed to infuse this;	The International Federation of Library Association has released Media and Information Literacy Recommendations

To conclude, MIL policy and strategy development which is appropriately coordinated and harmonized with other related policies, such as education policies, will have the following positive effects on governance and citizens:

- Enable all nations to begin working towards a media and information literate society while developing stronger educational, economic, health and technological infrastructures;
- Demonstrate that collaboration and partnerships with a variety of organizations and groups with similar vested interests is not only possible but highly desirable to increase understanding of different viewpoints and sharing accountability;
- Present opportunities to reduce intolerance and increase understanding across political boundaries, ethnicities and religions;
- Offer opportunities to capture and protect indigenous knowledge, making it available to a wider audience;
- Change how education can be delivered to educators, students and the community at large; and
- Change the contents of that education, in some cases making it more relevant to people's real-world experiences.

Part 2 of this resource provides an expanded version of this policy brief and offers model policy and strategy that can be adapted by countries globally.

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MIL Policy and Strategy Guidelines

PART II

Figures, boxes and tables

Figures:

Boxes:

Tables:

Table of contents

HOW TO USE THESE MIL AND POLICY AND STRATEGY GUIDELINES

☒ TARGET AUDIENCE

A primary target group for these guidelines are policy and decision makers as well as experts in the field of MIL who advise them. This resource is equally relevant to all stakeholders in the field of MIL. These include the media, libraries, archives, including those on the Internet, museums, schools or training institutions, civil society actors, governments, UN agencies, businesses and human rights advocates.

☒ MAIN FEATURES OF THESE GUIDELINES

This resource is divided into two parts and designed for quick and easy reading. Part 1 is a policy brief that offers a broad overview for policy and decision makers. Part 2 is divided into five interrelated chapters with the intended purposes as follows.

Comprehensive MIL Toolkit:

CHAPTERS	INTENDED PURPOSE	OTHER FEATURES
1. Media and Information Literacy as a Composite Concept: Greater Impact on Development	To explain the field of MIL to policy and decision makers as well as other stakeholders while highlighting how MIL can be used as a tool for development.	Progression of simple and complex diagrams and tables to aid easy reading and which would be useful for training policy and decision makers and in the adaptation of the guidelines etc.
2. Development/ theoretical Framework for MIL Policies and Strategies	To propose what development issues and theories should form the basis of MIL policies and strategies.	Progression of simple and complex diagrams and tables to aid easy reading and which would be useful for training policy and decision makers etc.
3. MIL Policies	To suggest an MIL policy development process and to provide a model MIL policy that can be adapted by countries.	Country examples where MIL policies and related strategies have been implemented. References and links to resources.
4. MIL Strategies	To suggest an MIL strategy development process and to provide a model MIL strategy; concrete interventions that could be undertaken to achieve the stated objectives of the MIL policies and which that can be adapted by countries.	Country examples where MIL policies and related strategies have been implemented References and links to resources.
5. Media and Information Literacy as Intercultural dialogue: a critical synthesis	Given the centrality of intercultural dialogue development at levels and the close link between MIL competencies and intercultural competencies, this chapter revisits the discussion on this topic in Chapter 2 and treat it in more detail – emphasizing the importance of MIL as a tool for intercultural dialogue and mutual understanding while summarizing the overall guidelines.	Recommendations on how to formulate editorial policies guidelines on intercultural dialogue.

⌧ MIL POLICY AND STRATEGY GUIDELINES ADAPTATION: RECOMMENDATIONS

The resource is developed with adaptation in mind. It should be seen as a living document that will evolve with actual use and experiences gained from such use. It does not offer an exhaustive slate of possible policy statements and related MIL strategies. The nature of use will be dependent on the existing levels of MIL programmes or even related policies within nations. It will also be dependent on global and national development priorities. Below are recommendations on how the MIL policy and strategy guidelines might be used:

- Set up an advisory committee of relevant stakeholders, ensuring that experts and practitioners are included from all aspects of MIL, such as media, libraries, ICTs, education, private sector and other stakeholders outlined in the section above about target audience for this resource.
- Detailed review of the policy and strategy guidelines, drawing of references and other resources (e.g. the MIL Toolkit mention below) provided to obtain additional information that may be necessary for benchmarking as well as ensuring a comprehensive approach.
- Basic assessment of MIL programmes and related policies in the country will be necessary. Key indicators suggested in Chapter 3 will be instructive to this process.
- If MIL polices already exist, carry out basic review to update them based on this MIL and Policy Guidelines resource.
- Organize training for policy and decision makers based on the content of these guidelines.
- Debate and decide on national and global priorities that MIL programmes will support.
- Organize national consultations with stakeholder groups before and after policy and strategy formulation.
- Prepare MIL policies and strategies or an adapted/tailored version of this resource through an iterative approach. It is important not to stop at policy formulation. The actual design of concrete intervention will be necessary at this stage.
- Implement the MIL policy and strategies ensuring on-going monitoring and evaluation of the process.
- Undertake comprehensive national assessment of the impact of the MIL policies and strategies implemented, on individuals and the country as a whole.
- Document and share the experiences gained.

"This resource is a part of a comprehensive MIL Toolkit being developed by UNESCO and partners. The full MIL Toolkit will include: **1)** the MIL Curriculum for Teachers[14] (already produced and available on our website); **2)** the Global MIL Assessment Framework (already produced and available on our website); **3)** Guidelines for Broadcasters to Promote MIL and User-Generated Content[15] (already produced and available on our website); **4)** an online multimedia MIL teaching resources tool; and **5)** model online MIL and intercultural dialogue courses[16] (one is already developed and available on our website)."

"UNESCO encourages all countries to develop national MIL policies and strategies by using these guidelines and the other resources described above. In this way, governments and all stakeholders can ensure the integration of MIL policies and strategies with policies, regulations and laws relating to access to information, media, education and ICTs."

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14   www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-curriculum-for-teachers/ Accessed on 21 November 2013.

15   www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/guidelines-for-broadcasters-on-promoting-user-generated-content-and-media-and-information-literacy/ Accessed on 21 November 2013.

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Chapter 1

Media and Information Literacy as a Composite Concept: Greater Impact on Development

Media and Information Literacy as a Composite Concept: Greater Impact on Development

United Nations Educational Scientific and Cultural Organization (UNESCO) was founded in 1945 on the famous maxim that "Since wars begin in the minds of men, it is in the minds of men that the bastion/defenses of peace must be constructed." Though wars and conflicts continue with over 43 countries suffering from armed conflict between 1998 and 2013, media and information literacy is about addressing a different type of conflict, a softer conflict[14]. One could call this conflict the "battle of the mind". The maxim remains as relevant today when we think about the empowering force of media and information literacy in the construction of the bastion and defenses of peace. If the understanding, misunderstanding or lack of understanding of media and other information providers, including those on the Internet, begins in the minds of men, women and children, their minds need to be empowered to ensure they can benefit fully from the media and information they have access to. Similarly, if the use, misuse or lack of use of media and information, including those on the Internet, begins in the minds of men, women and children, it is in their minds that we should seek to address these challenges. Addressing this issue requires national media and information literacy policies and strategies to enable citizens to understand the rapidly evolving media, information and technological landscape in which we are immersed, as well as ensuring a renewal of what is defined as citizens' engagement.

"Literacy has never been more necessary for development; it is key to communication and learning of all kinds and a fundamental condition of access to today's knowledge societies. With socio-economic disparities increasing and global crises over food,

"If the understanding, misunderstanding or lack of understanding of media and other information providers, including those on the Internet, begins in the minds of men, women and children, their minds need to be empowered to ensure they can benefit fully from the media and information they have access to."

14   Bokova, I. (2011). Global Governance for the 21th Century: The UNESCO Angle. Paris, France: UNESCO. The figures and dates have been adjusted drawing on data from various sources.

water and energy, literacy is a survival tool in a fiercely competitive world. Literacy leads to empowerment, and the right to education includes the right to literacy – an essential requirement for lifelong learning and a vital means of human development and of achieving the Millennium Development Goals (MDGs)." (Richmond et al., 2008[15])

To what exactly does the term 'literacy' refer? The term 'literate' once referred to the basic ability to write on a surface with a stylus, brush or pen and to comprehend the information represented there. With the invention of the printing press, the subsequent emergence of mass education and later on the advent of the Internet, the concept of 'literacy' has been elaborated on and expanded. It now includes critical understandings associated with the characteristics of particular information and media formats and systems as well as the cognitive processes, knowledge, attitudes and skills needed for engaging with media and other information providers such as libraries, archives and those on the Internet as well as particular knowledge domains. Examples of social literacies which are commonly discussed are scientific, global, political, family, financial and cultural literacies. Media and information literacy underpins all of these literacies.

In 2005 UNESCO released a working definition of literacy:

> "Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying context. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential to participate fully in community and wider society" (UNESCO, 2005, p.211[6])

While this definition is widely used and accepted, it needs to be qualified. One vital issue is that some 'literacies' depend more on seeing and hearing than on reading and writing. They are about being able to capture and organize images technologically rather than handwriting or drawing. The reality is that many people considered illiterate in the traditional sense now engage with a variety of media and technologies. They listen to the radio, watch television, use mobile phones, look at or "read" images in a newspaper, book or magazine and even interact with audio-visual content on the Internet with friends, although this may happen without the competencies needed for critically understanding and effectively using the information or media at hand.

Similarly, those considering themselves literate may be unaware of ways in which the media and other information providers such as traditional media (television, radio and newspaper), including those on the Internet, libraries, and archives may influence freedom of expression, development, democracy, good governance and the perception of events that affect their daily lives. Implicit here is the extent to which media and information literacy can enhance the development of knowledge and participation in society mentioned in the definition above (UNESCO, 2005).

Whatever the medium used, literacy is a function of information and communication and implies an ability to do something with information by creating, using or communicating it. Thus, at the heart of an expanded definition of literacy is the ability to analyze and evaluate what is being said, heard, and seen – orally, in print or in a multimedia format -

15   UNESCO (2008). *The Global literacy Challenge: A profile of youth and adult literacy at the mid-point of the United Nations Literacy Decade 2003 – 2012*. Paris, France: UNESCO.
16   UNESCO (2005), *Aspects of Literacy Assessment: Topics and issues from the UNESCO Expert Meeting*. 10-12 June, 2003. Paris, France: UNESCO

and act accordingly. Furthermore, with the proliferation of media and other information providers including the Internet and new technologies, the value of becoming informed and of communicating has changed. The relationship of information and communication to consequent action (be it for decision-making, social and political participation, problem-solvin, or learning) has been changed leading to potential positives and negatives (cf. Postman, 1990). This is being further challenged as information and communication technologies (ICTs), social media in particular, are taken up globally, taxing abilities to identify relevant, trustworthy information on the one hand, and offering opportunities for diversity of information and media, the democratization of information and media content and new modes of expression[17], on the other. Looking further into the future, we are not fully aware of the impact that emerging technologies and their potential convergence may have on the individual, on communication and thus on the building of knowledge societies.

Ethical use of media and information

In this respect, one specific area that deserves special attention is information ethics. The advent of the information society has given rise to ethical discussions on moral rights and obligations, legislation, use and dissemination of information. Information ethics is just as essential to building knowledge societies. From a UNESCO perspective, the ethical use of information encompasses all positive practices ensuring the right use of information. UNESCO recognizes that fair information practices are essential and promotes positive actions to protect the individual's security and privacy. One such information practice concerns the protection of personal data when these data are being dealt with by governmental agencies or others. The individual providing personal data always has the right to limit the collection and use of his or her personal information. Further he or she has the right to obtain access to the information when it is collected, to examine it and to amend it if necessary, and to have some means of accountability or enforcement. On the other hand, data collectors have the duty to store the information securely and safely, to ensure

"The advent of the information society has given rise to ethical discussions on moral rights and obligations, legislation, use and dissemination of information. Information ethics is just as essential to building knowledge societies. "

that the data are accurate, complete and reliable so that no inappropriate analysis may be carried out or inappropriate conclusion drawn about an individual.[18] In research, informant data will also have to be anonmized where appropriate.

In addition, UNESCO is committed to protecting copyright in all creative, intellectual and cultural fields. There should be a full recognition that copyright is essential for enhancing individual creativity, for the advancement of knowledge and cultural expressions, and for the promotion of cultural diversity.[19]

17   Dutton,Dopatka et al. (2011) refer to the most positive development shaping the role of the Internet as the opening up of new channels of communication. See *Freedom of Connection, Freedom of Expression: The Changing legal and Regulatory Ecology Shaping the Internet*. Paris, France: UNESCO

18   Rotenberg, M. (1998, October). Preserving privacy in the information society. In INTERNATIONAL FORUM ON INFORMATION AND DOCUMENTATION (Vol. 23, pp. 11-18).

19   UNESCO Universal Declaration on Cultural Diversity, 2002.

Furthermore, the ethical perspective on information use further implies that reliable quality information should be open and accessible to everybody. In addition, there should be equal access to ICTs for all countries and for urban and rural communities alike within countries. Every individual regardless of gender, ethnic, linguistic, religious and social background should be able to use and benefit from the available information and communication technologies. Gender issues need to be specially attended to in developing countries where poverty, illiteracy (including media and information illiteracy) and language barriers are among the factors hindering access to and beneficial use of ICT infrastructure.

In the context of media ethics the discourse above is also relevant. The ethical use of media is interwoven with ethical journalism. White (2008) proposes what he calls the first principles of ethical journalism into three categories – truth telling, independent and fair, humanity and solidarity. He describes truth telling as "an addiction to factual accuracy", ensuring due process by never compromising on verification and re-verification; possessing the skill to anticipate inaccuracies; being open and willing to recognise and accept errors and make necessary corrections; acknowledging that hidden truth can only be unearthed by way of diligent research, comprehensive interviews and sound understanding of the issues being reported. Independent and fair is considered as telling the complete story avoiding the willful omission of major facts; evident effort to avoid partisanship; rejecting use of terms that express disapproval; welcoming valid and sound disagreement; making sure that those being scrutinized have the opportunity to express their views; "no surrender to the seductive influence of commercial or political interests." Finally, humanity and solidarity he purports to mean, "doing no direct, intentional damage to others; minimising harm; being open minded and thoughtful; having due regards for the rights of the public and the moral quality of journalism." MIL competencies help citizens themselves use information and engage with media based on the principles described above while demanding the same from media and information professionals.

What are Information Literacy and Media Literacy?

The value of the relationship between information and communication and being able to take informed decisions is particularly important considering UNESCO's long-term commitment to the promotion of "empowerment and participation in the emerging knowledge society, democracy and good governance".[20] The value of the interrelationship between information and communication can be renewed and strengthened through the development of the competencies (knowledge, skills and attitudes) represented in the overlapping concepts of 'information literacy' and 'media literacy'.

Information Literacy focuses on the purposes of engaging with information and the process of becoming informed. It is strongly associated with the concepts of learning to learn and making decisions through its emphasis on defining needs and problems, relevant information and using it critically and responsibly/ethically. Media literacy has a similar concern, but begins from a different vantage point. The media literate person understands the nature of the roles and functions of media and other information providers in society. Just

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20 UNESCO(2011). Primary Education. Available from: http://portal.unesco.org/education/en/ev.php-URL_ID=30879&URL_DO=DO_TOPIC&URL_SECTION=201.html

"Media literacy examines the ways in which the media environment facilitates, shapes, enables and, in some cases, constrains engagement with information and the communication process."

as in information literacy, the individual is able to critically analyze the content or information he or she encounters. Media literacy extends beyond the confines of information literacy to address, for example, representation of social and ethnic groups, and viewpoints and opinions expressed in media, including those that people engage with for entertainment. In other words, while the concept of information literacy focuses on the information user as an autonomous decision-maker, citizen and learner, media literacy examines the ways in which the media environment facilitates, shapes, enables and, in some cases, constrains engagement with information and the communication process, be it for intentional or indirect learning, social participation or simply for entertainment. There are three crucial common denominators between media literacy and information literacy:

1) the cross-cutting role that ICTs play in both concepts, blurring the lines between the two,

2) both concepts emphasize the need for the critical evaluation of information and media content, and

3) both concepts underscore the need for ethical use of information. Other interrelationships between the two do exist, as will be discussed later on in this and subsequent sections.

More specifically, to be information literate is to have the thinking and practical skills, knowledge and attitudes that enable one to make ethical use of information through:

- Recognising a need for information and articulating that need
- Locating and accessing relevant information
- Evaluating content critically in terms of authority, credibility and current purpose
- Extracting and organising information
- Synthesising or operating on the ideas abstracted from content
- Ethically and responsibly communicating one's understanding or newly created knowledge to an audience in an appropriate form and medium
- Being able to use ICT in order to process information.

Thus information literacy is acknowledged as a dynamic thinking process and a set of competences that is not totally dependent on the presence of particular information systems and technologies, but which is greatly influenced by these. Similar characteristics can be recognised in media literacy. In addition, a particular emphasis is given to the media as institutions, irrespective of technology used, with explicit functions that citizens should expect them to fulfil in democratic societies[21].

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21   See page 16 of the UNESCO Media and Information Literacy Curriculum for Teachers, edited by Grizzle, A. and Wilson C. (2011). Paris, France: UNESCO.

The media and technology saturated environment in which we are immersed is having an undeniable impact on the political, social and cultural contexts. People previously had less information and sources of information to contend with and they had less need to quality assess content. Professional writers and editorial publishing processes ensured a degree of reliability and ethical treatment of information. Today new technologies do not only enable, but also encourage the dissemination of information by regular users and professionals alike. At the same time, these technologies offer more means to investigate the authenticity of information presented on or offline. Furthermore, these technologies cross national, political, cultural and language barriers. This is in principle a positive force but can potentially be opened to misuse.

The same technological advances that led to a need for specific attention to media and information literacy across all sectors of society for all endeavours are changing the way people interact, how they can participate in society and in democracy. Moreover, while information literacy posits recognition of a specific need for information and intent to do something with it, technology now delivers information in a bewildering array of forms from an even more bewildering array of sources, some credible and others not.

Whereas information literacy always implies actively seeking information for a definable purpose, media literacy acknowledges also those ways in which people keep up with events and learn about themselves and the world around them, often through news and entertainment media – all of which may contribute to future decision-making without necessarily prompting recognition of a need for further information and other key elements of information literacy.

"New technologies do not only enable, but also encourage the dissemination of information by regular users and professionals alike."

To be media literate is to have the thinking and practical skills, knowledge and attitudes that lead to:

- Understanding the role and functions of media in democratic societies
- Understanding the conditions under which those functions can be fulfiled
- Critical evaluation of media content
- Engaging with media for self-expression, intercultural dialogue and democratic participation
- Application of skills, including ICT skills, to produce user-generated content

Having developed those understandings, people are more likely to be better equipped to recognise the importance of media and other information providers and the weakness or strength of the messages or information they disseminate. When media literacy competencies are combined with information competencies, citizens will be more empowered to engage with media and other information providers, including those on the Internet and to become better informed.

For example, media literate citizens can examine who is represented in the media and other information providers (including those on the Internet) and who is not, how they are represented and what that implies, which media and other information providers promote particular view points and whether contrary views are aired or given. In other words, media literacy involves an understanding of the way in which information, media content and media messages are organized and represented and how these may or may not influence responses at all levels of society. It further involves applying those understandings to one's participation in democracy, intercultural dialogue, the promotion of gender equality and society at large. However a closer look would reveal that this is also what information literacy is about as described earlier. It is about research; seeking, finding and assessing information presented from different sources (academic and otherwise) and with different meanings, messages and implications for all aspects of life.

➡ Similarities and differences between the elements of information literacy and media literacy are illustrated in Figure 1.1.

Figure 1.1: Key Outcomes/Elements of Media and Information literacy[22]

☒ Information Literacy

Define and articulate information needs	Locate and access information	Assess Information critically	Organize Information	Ethically use information	Communicate information	Use of ICT skills for information processing

☒ Media Literacy

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfill their functions	Critically evaluate media content and in the light of media functions	Engage with media for self-expression, intercultural dialogue and democratic participation	Acquire and use skills (including ICTs) needed to produce user-generated content

Some Conceptual Debates on MIL: Policy Implications

Like basic literacy, the concepts of media literacy and information literacy are surrounded by terminological debate and confusion[23]. For instance, in referring to adult literacy, terms such as literacy, functional literacy, post-literacy, non-formal education and adult basic education are concepts used with different meanings by different stakeholder groups or organizations[24].

22   See UNESCO Media and Information Literacy Curriculum for Teachers, edited by Grizzle, A. and Wilson C. (2011). Paris, France: UNESCO.
23   Livingston, S. (2004) gives a detailed description of the debates about media literacy in the light of new technologies. Livingston, S. et al . (2008) provide an analysis of converging research tradition on what they call 'media and information literacies'.
24   Lind, A. (2008, p. 43) discusses the conceptual debates in the field of literacy.

In her analysis of the debates surrounding literacy, Agneta (2008) notes that "literacy debates and policies would obviously gain from common understanding of different aspects and meanings of terminology around literacy" (p. 45). These guidelines to formulating MIL policies and strategies adopt this approach. Recognizing the relativity of various definitions of media literacy and information literacy[25] (please see Annex 1), UNESCO has decided to focus on the key elements or main learning outcomes of MIL as described in Figure 1.1 above. This section aims to further clarify, for policy makers and other stakeholders, the debates and ecology of media and information literacy, as well as presenting some of the many notions of media and information literacy which are being used.

There are several emerging schools[26] of thought in terms of how the relationship between the converging fields of information and media literacy is understood. Firstly, in some quarters, information literacy is considered as the broader field of study with media literacy subsumed in the study of information literacy[27] (➜ See Figure 1.2).

For others[28], media literacy is considered as the broader field of study and information literacy seen as a component in it (➜ See Figure 1.3). In both scenarios, the field that is subsumed is normally treated with less importance than the "larger" field. There is thus an obvious flaw in these conceptions that should be addressed in developing MIL policies and strategies.

Figure 1.2: ML is a part of IL

IL

ML

ML ⊂ IL
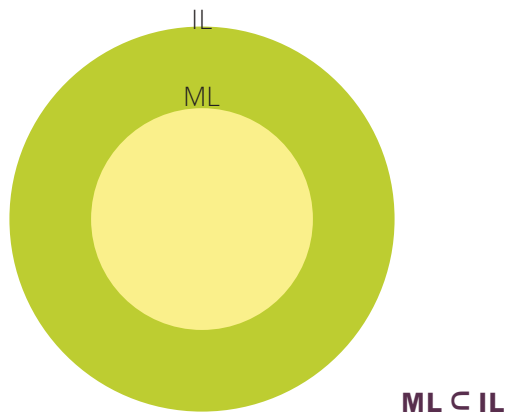
25 Virkus, S. (2003). Information literacy in Europe: A literature review. *Information research*.
26 See UNESCO (2011). *Media and Information Literacy Curriculum for Teachers.* See also Byerly, G. and Bro-
    die, C. S. (1999), Campbell, S. (2004), Catts, R. (2005 a,b), Catts, R. and Lau, G. (2008), Catts, R. *et al* (2012),
    Hobbs, R. (1998), Lee, A. (2013), Livingstone, S. *et al* (2008), Owusu-Ansah, E. K. (2003), Virkus, S. (2003),
    Webber, S. & Johnston, B. (2000).
27 Catts, R. & Lau, J. (2008). *Towards information literacy indicators*. UNESCO (United Nations Educational, Scien-
    tific and Cultural Organization). Information Society Division Communication and Information Sector.
    UNESCO (ed.). IFAP: Information for All Programme, Paris. UNESCO.
    www.unesco.org/new/en/communication-and-information/intergovernmental-programmes/information-
    for-all-programme-ifap/about-ifap/
    Campbell, S. (2004). Defining Information Literacy in the 21st Century. Presented at World Library and
    Information Congress: 70th IFLA General Conference and Council, 22-27 August.
    Catts, R. (2005a). Information Literacies and Lifelong Learning: Keynote Address. Presented at Motesplats
    Infor Framtiden, Swedish Library Association Annual Conference, Boras, Sweden, October.
    Catts, R. (2005b). *Information Skills Survey, Technical Manual*. Canberra: CAUL.
    Byerly, G. and Brodie, C. S. (1999). "Information Literacy Skills Models: Defining the Choices. In
    Stripling,B. K (1999). *Learning and Libraries in an Information Age*. Englewood, Colorado: Libraries
    Unlimited.
28 Hobbs, R. (1998). The seven great debates in the media literacy movement. *Journal of Communication*.
    Potter, W. J. (2012). Media literacy, LondonSage.

Figure 1.3: IL is a part of ML

ML

IL

IL ⊂ ML
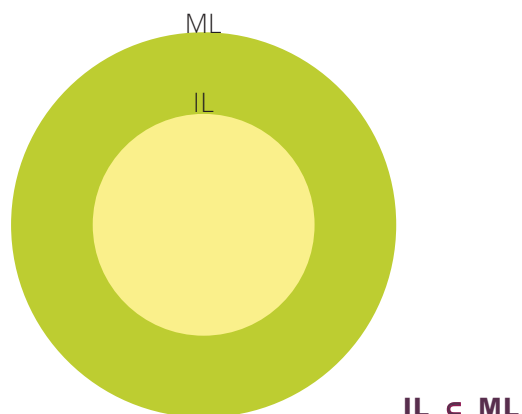
Some actors in the field see media and information literacy as distinct and separate fields
(➜ See Figure 1.4). Other experts[29] acknowledge that there is a level of intersection or overlap
between ML and IL but maintain that certain distinctions remain (➜ See Figure 1.5).

Figure 1.4: ML different from IL

ML

IL

ML ≠ IL
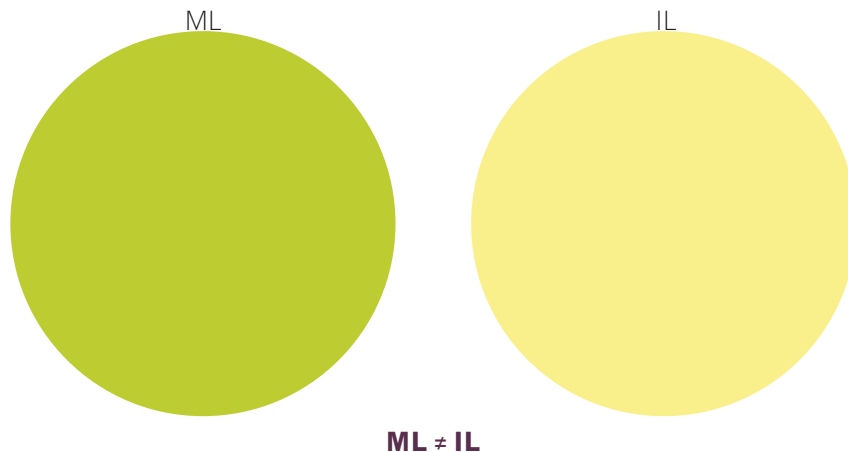
29   Livingstone, S., Couvering Van, E. and Thumin, N. (2008). Converging traditions of research on media and
      information literacies: disciplinary, critical and methodological issues. In: Coiro, J., Knobel, M., Lankshear,
      C. and Leu, D. J. (eds.). *Handbook of research on new literacies*. New York, USA: Routledge, Lee A. (2013).
      Literacy and competencies required to participate in knowledge societies. In Lee A., Lau J., Carbo T. and
      Gendina N. (2013): *Conceptual Relationship of Information Literacy and Media Literacy in Knowledge Socie-
      ties*. World Summit on the Information Society (WSIS). Paris, France: UNESCO.
      Catts, R., Lau, J., Lee, A. Y. L., and Chang, H. H. (2012). Theoretical and conceptual framework for media
      and information literacy (MIL) Indicators. Draft paper submitted to the Communication and Information
      Sector. Paris, France: UNESCO.

Figure 1.5: ML intersects with IL

ML · IL

ML ∩ IL
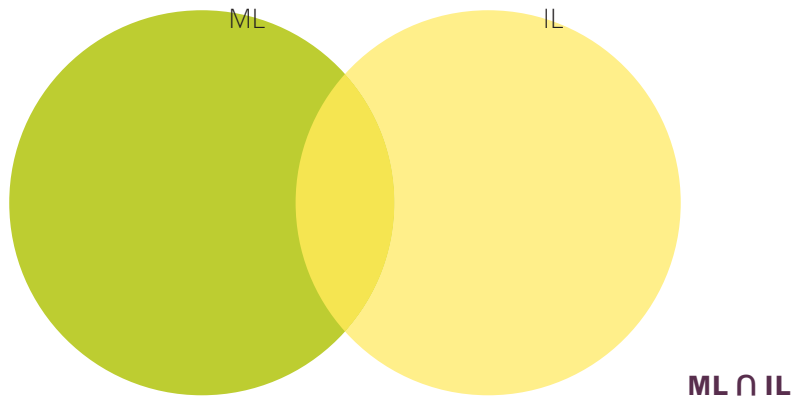
In Figure 1.6 below, UNESCO envisages the combination of all the competencies encompassed by ML and IL, thereby merging these two formerly distinct areas under one umbrella term: Media and Information Literacy (MIL). It is thus crucial that, as we seek to empower children, youth and citizens, in general, media and information literacy is considered as a composite concept including interrelated media and information competencies (knowledge, skills and attitudes).

Figure 1.6: ML + IL = MIL

MIL

IL · ML

ML ∪ IL
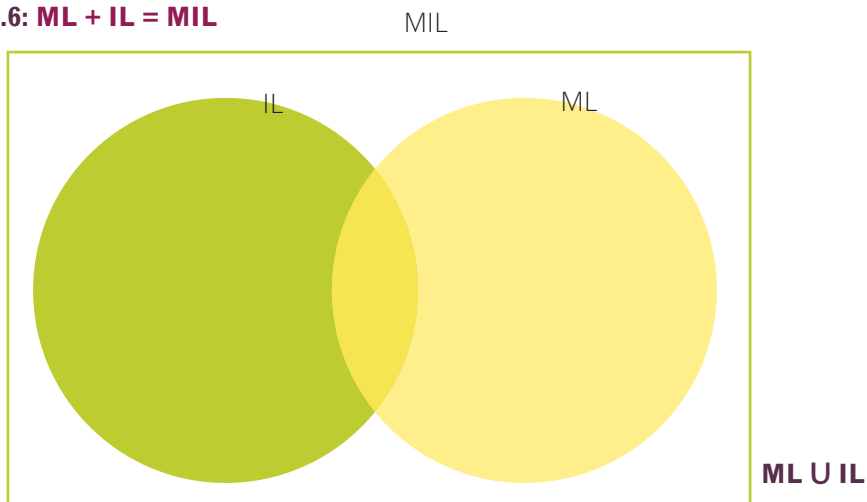
Media Literacy plus Information Literacy equals Media and Information Literacy. This forward-looking approach harmonizes the field and stresses the need for a multi-perspective theoretical approach. It is harmonizing because it encapsulates the many notions of related literacies. These include: library literacy, news literacy, digital literacy, computer literacy, Internet literacy, freedom of expression and freedom of information literacy, television literacy, advertising literacy, cinema literacy, and games literacy (➜ See Figure 1.7). As technologies develop, new terms emerge, such as the coinage of the term social networking literacy illustrates. It is also worth noting that social literacies such as scientific, global, political, family, financial and cultural literacies are widely discussed. Media and information literacy underpins all of them.

Figure 1.7: Ecology of MIL: Notions of MIL
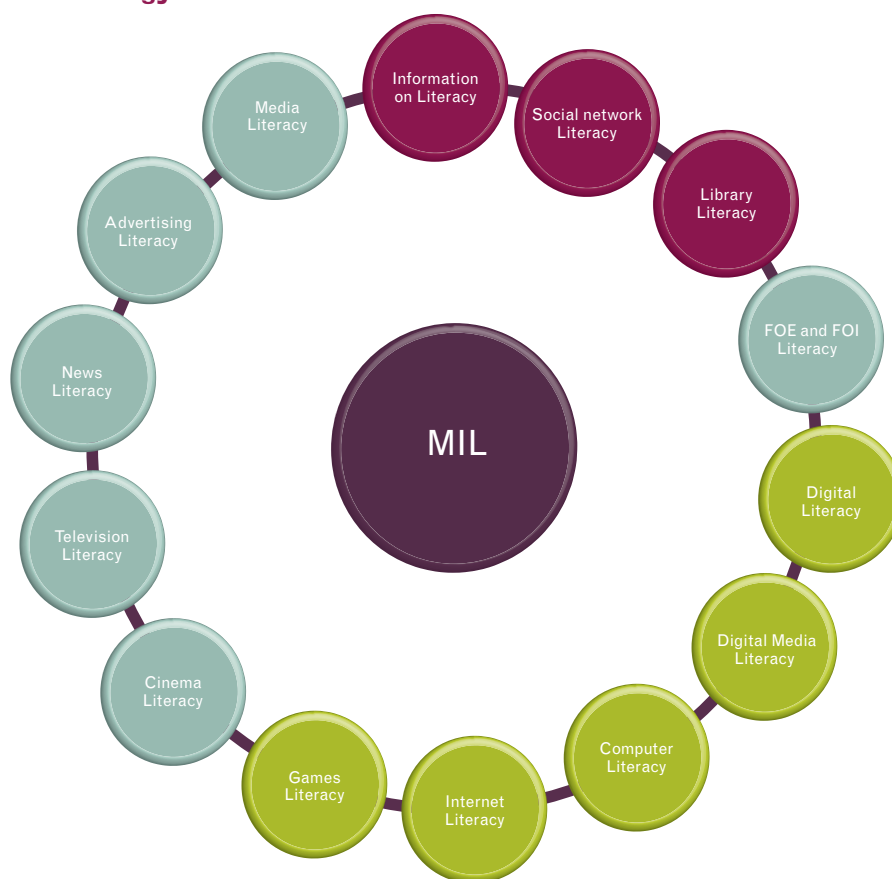
Source: UNESCO Media and Information Literacy Curriculum for Teachers

The intention of Figure 1.7 is not to provide a detailed taxonomy or ontological representation of the different notions of MIL. Rather, the intention is to raise the awareness among policy makers and other stakeholders of the myriad of terms being used that are related to MIL. Along with conceptual issues mentioned earlier, the use of these different terms has also contributed to confusion in the field[30]. As an attempt to clarify the terminology and ensure a more holistic theoretical approach, UNESCO has coined the term "media and information literacy."

This proposed unified approach to MIL is the thrust behind UNESCO's MIL strategy, which the organization encourages globally. The term MIL recognizes the importance of all forms of media (including community media) and of all information providers including libraries, archives, museums, and those on the Internet. It takes into consideration not only information and communication technologies but also oral traditions, thus stressing how MIL can increase all citizens' understanding of the importance to preserve oral heritage. This comprehensive approach is progressive because it draws on the convergence between telecommunication and broadcasting and among many forms of media and information providers[31]. Through common delivery platforms and common access devices such as smart phones, one can access radio, television, games, digital libraries and archives all in

30   See Livingstone, S. et al. (2008) for a complete discussion.
31   See Flew, T. (2005). New media: An introduction. Oxford University Press, Oxford.

one place. Finally, the approach is forward-looking because the integration of MIL in the education systems (formal and non-formal), as well as engendering MIL as an engaging civic education movement, demands a unified rather than a fragmented strategy, thereby presenting a clearer ecology of the field to policy makers, educators and other stakeholders.

Media and Information Literacy: A Proposed Conceptual Model

In recent years, ML and IL, as individual notions, have been shown by scholars to have positive effects on educational outcomes, social interactions (including entertainment and consumerism) and participation in democratic activities (e.g. Frau-Meigs and Torrent, 2009). Each has contributed to the development of evidence-informed policies and strategies in various aspects of social life. However, there is growing recognition that when considered separately, neither concept accounts entirely for the range of knowledge, skills and attitudes required for critical engagement with the variety of converging information and communication modes available. When addressed jointly, media and information literacy do not only interact, but add value in promoting participation in future knowledge societies. Social policies and practices which fail to address the key elements of MIL described in Figure 1.1, such as being critical to learning, democratic participation and the protection and promotion of human rights, will miss an important opportunity to empower citizens.

"When addressed jointly, media and information literacy do not only interact, but add value in promoting participation in future knowledge societies."

The relationship between the elements of MIL as shown in Figure 1.7 above is quite dynamic. The nature of the knowledge, skills and attitudes that contribute to media and information literacy will later be shown to provide a basis for coherent policy development across many social endeavours. However, at this point it is important to consider how the concepts themselves converge in transforming information into knowledge that enhances participation in democratic societies, freedom of expression, decision making, problem-solving, learning, self-expression and entertainment.

In Figure 1.1 there is no intention to suggest that there is one-to-one correspondence between elements of information and media literacy. Rather, they are complementary and come into play as and when required. Similarly, there is no intention to suggest that application of either concept, or their underlying processes, occurs in a totally predictable order. The process of becoming informed is complex and often requires revision of what is known or uncovers new issues that need clarification and deeper scrutiny of information providers. Finally, it is necessary to emphasise that MIL is relevant even where basic literacy and ICT infrastructure are lacking. This issue will be addressed further in chapters 3 and 4. Using the elements in Figure 1.1 with the addition of some related dimensions, Figures 1.8a and 1.8b below illustrates the dynamic interaction among the various competencies which comprise MIL.

Figure 1.8A: Media and Information Literacy: A Proposed Conceptual Model

ICTs / digital skills

for entertainment

for intercultural dialogue, peace and development, democratic society, etc,

Info/Media/Technology for intentional learning

Info for decision making

Info for problem solving

Conditions for fulfilling roles and functions of media and other information providers

Roles and functions of media and other information providers in society

Ethics of info storage and use

Professional standards & quality

Use ICTs / digital skills for information processing and for creation of user-generated content

Extract and organize pertinent info

Communicate decision / ideas / opinion and new understanding using appropriate media ICTs

Critically analyse / evaluate information

Define and articulate info needs

Locate and access info

Synthesise / Construct new understanding to make decisions

Evaluate for authority, credibility & current purpose

Engage with media and other information providers for self-expression, good governance, democratic participation, intercultural dialogue, etc.

INFORMATION, MEDIA, INTERNET, LIBRARIES

ICTs / Digital skills

PURPOSE

UNDERSTANDING

PROCESS / PRACTICE

Figure 1.8B: Media and Information Literacy: A Proposed Conceptual Model

Figure 1.8B: Media and Information Literacy: A Proposed Conceptual Model

The centre circle: INFORMATION AS WELL AS MEDIA AND OTHER INFORMATION PROVIDERS, INCLUDING THOSE ON THE INTERNET, represents the information resources and institutions as well as the means by which information is communicated or transmitted (television, radio, Internet, newspaper, libraries, archives, museums, mobile devices, etc). The availability and access to information and media and other information providers are important aspects of the enabling environment for MIL to flourish. Here again, this is not to say that MIL is not relevant where media or ICTs are not prolific. MIL also empowers citizens who do not have access to information, ICTs and media.

The second circle from the centre: PURPOSE, summarises the reasons for which people use information and engage with media and other information providers. The reasons identified are not at all exhaustive, but they summarise the main motivation behind use, of which all citizens should have a basic knowledge. An awareness of the purpose for engaging with information, media and other information providers should drive introspective analysis of citizens' information needs. Research has shown that people use media and information systems for entertainment, association, identification, surveillance and enlightment[32].

....
32   See Durham, J. M. and Kellner, M. D. (2006); Burton, G. (2005) and Bignell, J. (2000).

The third circle from the centre: **UNDERSTANDING,** refers to the basic knowledge that all citizens should have about the operations, functions, nature, established professional and ethical standards of all forms of media and other information providers. When combined with purpose, this understanding should:

1. form the basis of critical analysis and ethical use of information, media and other information providers and,

2. spur citizens who do not have access to information and media to question the reason why this is so and take necessary advocacy actions to ensure access.

The final circle, **PROCESS AND PRACTICE,** communicates the various steps that should be taken or competencies citizens should possess to effectively create and use information and media content ethically and to engage with media and other information providers in their social, economic, political, cultural and personal lives. These competencies extend beyond personal use to placing individuals as a part of families, social groups, communities, nations and the global village both in virtual and face-to-face contexts. As indicated, MIL competencies are not developed and applied in isolation. The extent and depth to which MIL understandings can be developed are likely to be influenced strongly by available resources and current levels of a variety of literacies among educators as well as the population at large.

What can MIL do to promote participation in society?

Researchers agree that more research needs to be done to affirm the impact of MIL on societies[33]. This is one of the reasons that UNESCO has facilitated the setting-up of an international network of universities on MIL and intercultural dialogue. Notwithstanding this, scholarly literature from both IL and ML perspectives suggests that, apart from resulting positive effects on academic outcomes, teaching and learning with and through

> "Participation of all citizens into society, including children and youth, is necessary to combat exclusion, inequality, poverty."

IL and/or ML predisposes participants to take a more active role in society, in turn making it more democratic (e.g. Lewis and Hally, 1998, cited by Cheung, 2009). Participation of all citizens into society, including children and youth, is necessary to combat exclusion, inequality, poverty and to ensure that all have the opportunity to create and innovate.

Although children do interact critically with media to a certain extent even without being exposed to MIL competencies education, there is indeed still a big gap in terms of what they need and could learn (cf. Buckingham, 2006). For instance, Buckingham and Green (1994) and Buckingham et al. (1995) have shown how media and information production (audiovisual and text based) can enhance the teaching and learning of media and information, as well as enabling students to generate new theoretical insights[34]. Through a pre-

33   See Frau-Meigs, D. (2006); Buckingham, D. (1998); Casey, B. et al. (2008); and Dovey, J. and Kennedy, H. W. (2006)

34   See Hobbs, R. (2011) in Von Feilitzen, C., Carllsson, U., Bucht, C. (2011): New Questions, New Insights and New Approaches: Contribution to the Research Forum at the World Summit on Media for Children and Youth for more on these research findings, The International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg.

test and post-test of 164 secondary school students, Chueng (2011) has shown how lessons on advertising in the classroom can help students to effectively interact with advertising content[35]. An appreciation of MIL deepens the understanding of rights of freedom of opinion, expression, access to information, and communication but, importantly, it balances that with an increasing understanding of personal and organisational responsibilities regarding media, information and communication. Here, citizens' responsibilities refer to ethical responsibilities related to the concept of global citizenship:

> Global citizenship aims to empower pupils [all citizens] to lead their own action. Along with the knowledge and values that they have gained from learning about global issues, pupils need to be equipped with the necessary skills to give them the ability and confidence to be pro-active in making a positive difference in the world[36] (OXFAM, 2013).

Ethical responsibilities and global citizenship then imply the participation of women/men and boys/girls in society for higher purposes that respect and promote others' rights. This includes respecting the rights of others to privacy, not jeopardizing the security of others, being aware of copyright and intellectual rights, knowing how and choosing not to misrepresent statements from others or from the information gathered[37], respecting the human rights of others, and demanding quality from media and other information providers, including those on the Internet. Moreover, there are indications that greater engagement with society through MIL can generate cross-generational strategies and dialogue that result in civic cohesion and inclusiveness of different sectors and age-groups (Frau-Meigs and Torrent, 2009). Further thoughts on this crucial dimension of the benefits of MIL is offered in Chapter 2, in the discussion of the human rights approach to MIL.

As those involved in governance, media and other information provision, lifelong learning, and the population at large become more media and information literate, a reciprocal relationship emerges in which each party strengthens the other and in this way, the positive effects that can be achieved in society can be magnified. In other words, if the objective is development, good governance, democracy and lifelong learning then:

- Citizens are the spinal cord and should be placed at the centre of MIL policies and strategies;
- Media and other information providers such as libraries, in both the physical and digital space are crucial to empowering citizens, informing them and facilitating their participation;
- Lifelong learning and the process of good governance can be compromised where citizens are not well informed, do not have access to information or are not empowered to process and use it. These are conditions on quality education for all;

35   See Cheung, Chi-Kim (2011) in Von Feilitzen, Carllsson, Bucht (2011): New Questions, New Insights and New Approaches: Contribution to the Research Forum at the World Summit on Media for Children and Youth for more on these research findings, The International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg.
36   OXFAM (2013). What is global citizenship.
    Available from: http://www.oxfam.org.uk/education/global-citizenship/what-is-global-citizenship
37   Caldwell, Carefoot, (2001): *The Ethics of Information Use- A Teachers' Guide.* School Libraries in Canada, Journal of Canadian School Libraries Association, 2001, Volume 20, Number 4

- Lack of media and information literacy is likely to lead to citizens being ill-informed and passive.

➡ This relationship is shown simply in Figure 1.9.

Figure 1.9: The thrust of MIL

Democracy, development, good governance,freedom of expression, intercultural dialogue, etc.

Media and other information providers

Media and information literate citizens
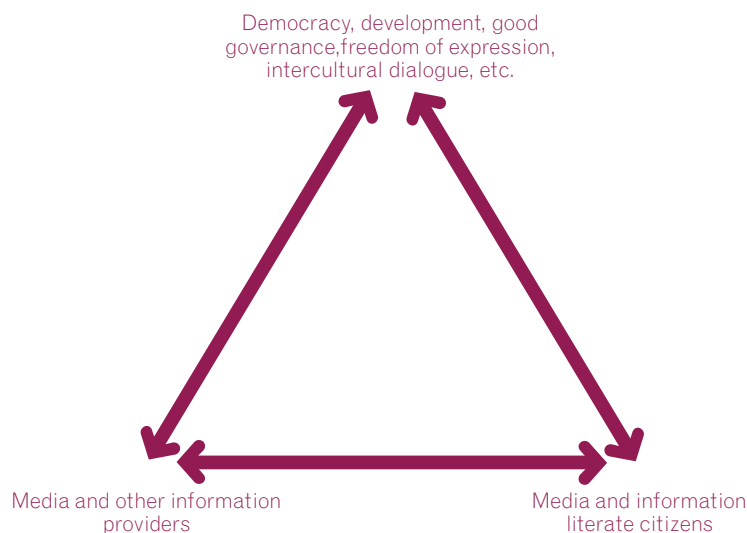
To enhance the relationships expressed above and optimise the potential for positive development, robust and coordinated policies and strategies are needed. These policies and strategies will aim to address the main issues underlying "the free flow of ideas and universal access to information, the expression of pluralism and cultural diversity in the media and world information networks and access for all to information and communication technologies (ICTs)"[38].

"Policies and strategies are needed that enable people to create their own counterbalance to dominant cultures by sharing their stories through discussion and creative engagement."

Failure to engage in policy and strategy development is likely to undermine the relationship above by enhancing existing disparities between those who have and those who do not have access to information, in whatever form it is communicated. Additional disparities will emerge between those able and unable to find, analyze, evaluate media and information and apply a critical understanding of them to "avoid any encroachment on their social participation and [their ability] to use all possible channels to take part in decision-making on issues affecting their daily lives" (Morduchowicz, 2009, p. 178). Moreover, new media and information technologies create a tension between global and local cultural interests that threatens to curtail the free expression and appreciation of cultural diversity, multilingualism and pluralism. Policies and strategies are needed that enable people to create their own counterbalance to dominant cultures by sharing their stories through discussion and creative engagement, thus protecting cultural diversity, multilingualism and pluralism.

38 UNESCO(2011). Primary Education. Available from:
http://portal.unesco.org/education/en/ev.php-URL_ID=30879&URL_DO=DO_TOPIC&URL_SECTION=201.html

Potential benefits for government across health, economics, governance and education

There are indications in the literature that some people are discomforted by the effects of easy access not only to media and information, but also to the technologies that allow the general public to broadcast and publish their own views within and across borders. In answering, Frau-Meigs and Torrent (2009, p.20) state that:

> Policy-makers need to overcome the perceived risks that media education [MIL] might threaten governmental power, national sovereignty and even the cultural identity of a country. In fact, it can lead to everybody's empowerment if set within a framework of good media governance where the benefits of the new cognitive ways of learning are shared, people-centred and not simply machine-induced. Resisting that move can bring confrontation and violence, whereas adopting it can bring not only soft change but "smart" change, while protecting and developing autochthonous cultures at the same time. Using media and ICTs with cohesion and inclusion can foster trust and respect among all members in a society and benefit all stakeholders involved.

The thrust of that "smart" change was articulated during the High Level Colloquium on Information Literacy[39] as a desire for universal health and longevity, increased wealth and prosperity, better informed decision making, a culture of learning and sharing insights, respect for diversity, environmental sustainability and improved quality of life for all (Garner, 2006).

In accordance with these views, these guidelines focus on MIL for all aspects of development, but also indicate relationships between policy areas that have powerful reciprocal relationships with education, in general. Policy areas of relevance include:

- The development of ICT infrastructure
- The development of easily accessible government information and services covering a wide range of themes, such as health, sport, culture, economic development, science and agriculture
- Good governance supporting regulatory systems for broadcasting and media self-regulation
- Preservation and protection of the memory of a nation through its libraries, archives and museums
- E-commerce
- Privacy and copyright regulations
- Internet regulatory systems, particularly safety for children and youth

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39   Event sponsored by the United Nations Education, Scientific, and Cultural Organization, National Forum on Information Literacy and the International Federation of Library Associations and Institutions, Bibliotheca Alexandrina, Alexandria, Egypt November 6-9, 2005.

Global Alliance for Partnerships on Media and Information Literacy

The importance of MIL to all aspects of development is reiterated by the Global Alliance for Partnerships on Media and Information Literacy (**GAPMIL**),[40] which has as one of its objectives to reposition MIL by articulating key strategic partnerships to drive MIL development globally and its application to eight key development areas:

1. Governance, citizenship and freedom of expression;
2. Access to information and knowledge for all citizens;
3. Development of media, libraries, Internet and other information providers;
4. Education, teaching, and learning – including professional development;
5. Linguistic and cultural diversity as well as intercultural and interfaith dialogue;
6. Women, children and youth, persons with disabilities and other marginalized social groups;
7. Health and wellness;
8. Business, industry, employment and sustainable economic development;
9. Agriculture, farming, wildlife protection, forestry and natural resources conservation.

Of critical interest here is the opportunities afforded by coordinated policy and strategy developments and their implications for enhancing formal and non-formal education that prepares citizens for working and living in a world that is increasingly connected globally. The underlying belief is that by developing appropriate policies and strategies, the opportunities will far outweigh the challenges.

Key observations guiding these guidelines are that advances in media, information and communication technologies include the potential to:

- Enable all nations to begin working towards a media and information literate society while developing stronger educational, economic, health and technological infrastructures.
- Gain a common understanding of how emerging technologies may interact, their impact and their use to facilitate the construction of knowledge societies.
- Demonstrate that collaboration and partnerships with a variety of organizations and groups with similar vested interests is not only possible, but it is also highly desirable to increase understanding of different viewpoints and to ensure accountability.
- Redefine social interaction and present opportunities to reduce intolerance and increase understanding across political boundaries, ethnicities and religions.
- Offer opportunities to capture and protect indigenous knowledge and linguistic diversity, making it available to a wider audience.
- Change how education can be delivered to educators, learners and the community at large.
- Change the content of that education in order to make it more relevant to people's real-world experiences.

40   Launched by UNESCO in 2013 with the support of stakeholders from over 80 countries, Available from: www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/. (Accessed on 12 September 2013).

Potential benefits for the broader populace such as citizens, consumers and creative individuals.

More specifically, the UNESCO *MIL Curriculum for Teachers* points out that the main benefits of MIL arise because:

- Women/men and boys/girls can increase their role as producers of content and knowledge besides being consumers of them.

- A society that is media and information literate fosters the development of free, independent and pluralistic media and open information systems (Wilson, Grizzle, Tuazon, Akyempong and Cheung, 2011).

- Media and information literacy imparts crucial knowledge about the functions of media and information channels in democratic societies, reasonable understanding of the conditions needed to perform those functions effectively and basic skills necessary to evaluate the performance of media and information providers considering the expected functions.

- If applied correctly, MIL can be a powerful tool to enable intercultural dialogue, tolerance and cultural understanding.

- There is a need for change in education. The use of ICTs provide one opportunity, but when coupled with MIL, they can serve to build a bridge between learning that takes place in a physical classroom space and that which occurs in the digital space. MIL is a lever for this change.

- In the teaching and learning process, MIL equips teachers with enhanced knowledge to empower future citizens.

- MIL helps to enhance education outcomes by equipping citizens with competencies necessary to participate fully in political, economic, and social life.

- The critical thinking approach stressed by MIL is not so much about criticizing media, information providers or politics but about taking a critical stance on one's own informed decision making and learning process in general (cf. Frau-Meigs and Torrent, 2009). MIL renews the importance of metacognition, learning how to learn and knowing how one knows with a focus on media, libraries and other information providers including those on the Internet.

> "While free media is perhaps taken for granted in the western world, more than a third of the world's population lives in countries where media and other information providers are not free."

MIL contributes to quality media and information providers

Having free access to information through regulations and laws is one thing, but ensuring that citizens acquire media and information competencies to enable them to fully capitalize on this potential access is another matter. MIL enables citizens to participate in the governance process and to move from being passive citizens to active citizens. Without MIL competencies, it is difficult for citizens, including young people, to participate actively in their communities and societies or for there to be good and effective governance (cf. Mendel, 2005). Affording citizens with MIL competencies contributes to free, independent and pluralistic media and information systems, thereby improving the quality of information they provide. While free media is perhaps taken for granted in the western world, more than a third of the world's population lives in countries where media and other information providers are not free[41]. MIL policies and strategies should be underpinned by the fact that media and information competencies enable citizens to know their media and information rights and equally their responsibilities (related to ethics and citizenship as described earlier) to demand free access to information through independent and diverse media and other information providers[42].

41   See Freedom House, Freedom in the World Report 2007:
      http://www.freedomhouse.org/report/freedom-world/freedom-world-2007
42   See Joseph, A. (2005) for a simple, easy to read yet poignant analysis of citizens and media relationships.

Chapter 2

Development/Theoretical Framework for MIL Policies and Strategies

Development/ Theoretical Framework for MIL Policies and Strategies

The brief genealogies of IL and ML outlined in chapter 1 point to significant similarities between the two that can be brought together into a flexible theoretical rubric of MIL. In addition, the various competencies of MIL form an analytic constellation that maps specific ideas, notions, and principles. These, collectively, enable the nuanced development of policy guidelines and strategies for a diverse range of settings. Such a holistic approach can provide policy guidelines to nations, societies, and governments to formulate strategies in the educational, workplace, and community spheres to enable people to enhance their knowledge, skills, and attitudes, whether they are looking for employment, bettering their career prospects, or actively engaged in citizenship.

> "Such a holistic approach can provide policy guidelines to nations, societies, and governments to formulate strategies in the educational, workplace, and community spheres."

In the context of emerging global and technological changes, scholars from the New London Group have developed the notion of 'multi-literacies' to illustrate the "increasing multiplicity and integration of significant modes of meaning-making, where the textual is also related to the visual, the audio, the spatial, the behavioural, and so on."(Cope and Kalantzis, 2001, p.5)[43] Thus, in place of the idea of literacy, multi-literacies refer to the plurality of information and communication channels and forms, and the increasing salience of cultural and linguistic diversity in the world. It is a wider concept than MIL and is related to concepts such as *transliteracy*, *social literacies* and more recently *21 Century Skills* and *metaliteracy*[44] (See Glossary of Terms). MIL is core and central to multiliteracies and the other concepts mentioned earlier. This emerging scenario calls for a holistic approach to literacy for all to which MIL can contribute, an approach that is sensitive and can accommodate different start-up conditions, needs, and outcomes for different communities, societies, and nations.

43   Cope, B. and Kalantzis, M. (2000). Multiliteracies: the beginnings of an idea. In Cope, B. and Kalantzis, M. (eds.) (2000). *Multiliteracies: Literacy Learning and the Design of Social Futures*. London and New York: Routledge..

44   Mackey, T.P. and Jacobson, T.E. (2001). *Reframing Information Literacy as a Metaliteracy.* Available from: http://crl.acrl.org/content/72/1/62.full.pdf .(Accessed on 21 October, 2013).

Along with these discussions, a basis for the necessity of national policies and strategies is important; equally vital is what should guide their formulation. Hence, this chapter aims at sketching a broad-based theoretical or development framework for the articulation and application of national and regional MIL policies and strategies through a set of inter-linked approaches:

1) convergence - a joined-up approach,

2) rights based approach,

3) a shift from focus on protectionism to empowerment,

4) a knowledge societies based approach,

5) a culture and linguistic diversity approach, and

6) a gender-based approach.

In the following sections, these six different and interconnected perspectives that have shaped MIL will be discussed, particularly with a focus on MIL policies and strategies.

The questions of gender equality, youth and social diversity serve as the bedrock of MIL policies and strategies. An important feature of these MIL strategies and policies guidelines is that questions of gender equality are treated on a par with all other social categories like rural, urban, child, youth, disabled and ethnicity. This is especially relevant since researchers have unearthed the concept of intersectionality[45], which studies interactions or "intersections" of multiple forms of discrimination. Intersectionality acknowledges that ethnic background, class, gender, sexual orientation, religion, education, citizenship status, and geographic location all interact with one another[46]. This insight points to the possibilities and even occurrences of the exacerbation of gender inequalities based on other demographics and forms of discrimination.

> "The questions of gender equality, youth and social diversity serve as the bedrock of MIL policies and strategies."

> "An important feature of these MIL strategies and policies guidelines is that questions of gender equality are treated on a par with all other social categories like rural, urban, child, youth, disabled and ethnicity."

Such social categories cannot any longer be perceived independently of each other, particularly in the context of rapid ongoing changes in the economic and cultural spheres in most parts of the world. For instance, increasing migrations from rural to urban regions of the world and the rise of informal economies of work and labor point to the need for developing flexible MIL policies.

45   Yuval-Davis, N. (2006). Intersectionality and feminist politics. European Journal of Women's Studies.
46   Cf. ibid.

Convergence: A Joined-up Approach

Along with the changes indicated above, increasing globalization and technological convergence have enabled governments to develop policies and programmes in a concerted way. Although there have been several attempts to articulate broad-based national, bilateral and multilateral developmental policies, there still needs to exist collaboration and partnerships across government ministries. Collaboration will lead to the harmonization of various policies that are connected with each other in several important ways. Figures 2.1 and 2.2 below demonstrate these policy connections and linkages. For instance, it is important that MIL be present not only in education policy, but also in communication and technology, culture and other areas of public administration. Thus it is important to purpose a "crossing policy" that embeds MIL in different areas of public government.

Within a broader framework, MIL policies and strategies should connect the five broad theoretical perspectives outlined in the chapter, and demonstrate the convergence of various interrelated policies that deal with issues of information, communication, technologies, media in the process of achieving freedom of expression, quality education, development, citizenship, cultural diversity, memory, and pluralism that define contemporary human conditions around the world. Therefore, the specific articulation of policies in a particular area (education, ICT's, information, etc.) influences other policy domains that require a distinctive approach. MIL policies and strategies should employ an approach that places the local, national, and global contexts in the forefront.

Figure 2.1: Policy Flows
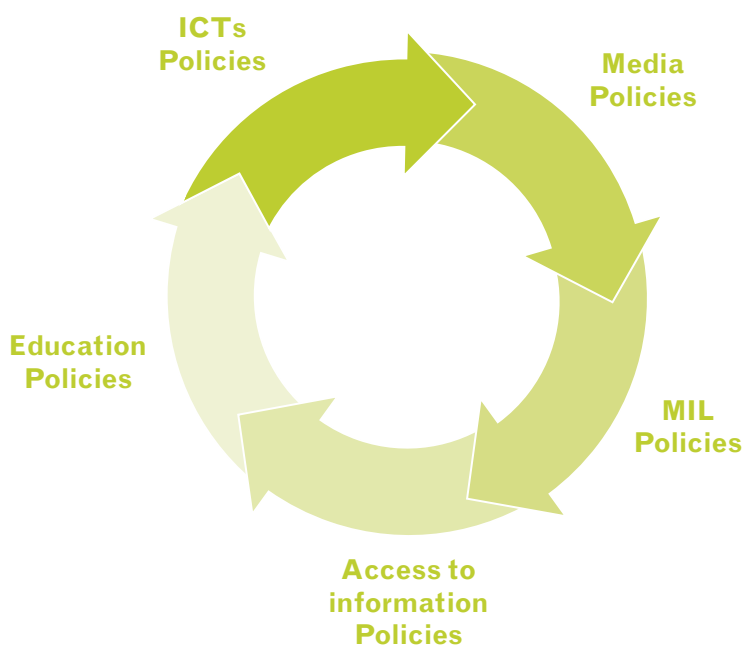
Figure 2.2: Relationships between MIL and Development Initiatives

MIL policies and strategies connect with initiatives of global relevance for which UNESCO and other development agencies are leading the charge. Therefore, resources from these areas are useful in MIL policy development.

Chapter 1 mapped several overlapping definitions of IL and ML and addressed basic issues concerning merging while offering justifications as to the necessity to consider MIL as a combined set of competencies (knowledge, skills and attitudes). The theoretical and developmental framework presented here takes this a step further. The use of convergence as a development perspective for articulating MIL polices and strategies goes beyond the notion of technological convergence to consider how this has deepened structural convergence in development and governance that can be formulated with a *joined-up approach*. For instance, information can now flow easily from one government ministry to the next and from one development sector to the next, thus creating synergies between and among various governmental agencies and other stakeholders. Policies on MIL should ensure that a ministry of media and information or a ministry of communication and information establishes clear linkages between media related initiatives and information related actions. Indeed, such an articulation, application and monitoring of MIL policies and strategies at the governmental and ministerial levels can take place in conjunction with other societal stakeholders.

> "Linear approaches to literacy ignore the dimension of social experiences that shape how learning and education happens among different local, regional, and national communities."

MIL can shape community, workplace, and educational settings in important ways, which requires carefully articulated policies and strategies that can be implemented across these settings.[47] Along with the conceptual debates mentioned in Chapter 1, another crucial factor that has impeded implementation of MIL policies stems from the dominance of linear approaches to literacy. Linear approaches to literacy ignore the dimension of social experiences that shape how learning and education happens among different local, regional, and national communities. To this end, different nations have begun defining different start up conditions, different needs, resources, and desired outcomes that have to be addressed by building flexible strategies.[48]

Furthermore, knowledge-based societies demand that MIL be understood not just as an ability to seek, use and exchange information in a multiplicity of formats and modalities, but as a lifelong endeavour of knowledge and learning. Virkus (2003), discussing the development of IL policies and practices around the world, points out that early development of IL in library instruction and educational contexts provides a framework for the development of governmental policies, models, and guidelines that can be pursued and implemented at an international level.[49] Developing holistic policies becomes an important first step, in the face of the increasing convergence of technologies such as ICT's, the Internet, social, mobile, and digital media, as well as the constant emergence of new technologies.

Human Rights based Approach

> "The HRBA is increasingly being applied in international, regional and national policy making in fields such as education, health, governance, social and economic security."

Rights have a long tradition in theory and history, but human rights are a modern set of rights with individual and collective implications which are contained in the seminal Universal Declaration of Human Rights[50] (UDHR) of 1948. These rights are formally promoted and protected through international and domestic law[51]. The UDHR contains thirty Articles delineating all human rights that should be protected.

Employing a rights based approach to formulating MIL policies and strategies goes beyond the theoretical argumentation or

47   Lloyd, A., Williamson, K. (2008). Towards an understanding of information literacy in context Implications for research. Journal of Librarianship and Information Science.

48   Lloyd, A. (2005). Information Literacy: different contexts, different concepts, different truths? *Journal of Librarianship and Information Science*.

49   Virkus, S.(2003). Information Literacy in Europe: A Literature Review. *Information Research*.

50   United Nations, Universal Declaration of Human Rights. http://www.un.org/events/humanrights/udhr60/hrphotos/declaration%20_eng.pdf. Accessed on 10 July 2013.

51   Landman, Wilde, Filmer-Wilson, (2006): Indicators for Human Rights Based Approaches to Development in UNDP Programming: A Users' Guide. UNDP.

positioning of MIL. It provides a potentially powerful and pragmatic approach to forming MIL policies and strategies. First, it requires a broader understanding of the human rights based approach (HRBA) to development. The HRBA is increasingly being applied in international, regional and national policy making in fields such as education, health, governance, social and economic security. This approach offers significant gains for MIL stakeholders. It is common in academic and policy making literature including UNESCO Education for All: Rights based approach, Organization for Economic Cooperation and Development and UN reports. For instance, the United Nations Convention on the Rights of the Child has been articulated within a human rights based approach that has been extensively used by national governments and other stakeholders in promoting and effecting child and youth development. Since all governments recognize the value of a rights based approach to governance and development, it is important that also MIL is sketched out within the rubric of the human rights based approach to ensure consistency and to harmonize different but overlapping policies. A brief summary of the human rights based approach below provides a framework for MIL polices.

> "Since all governments recognize the value of a rights based approach to governance and development, it is important that also MIL is sketched out within the rubric of the human rights based approach."

In brief, there are two actors in a human rights based approach, rights holders and duty bearers. Rights holders can be an individual or groups with legitimate claims. Duty bearers are state or non-state actors with correlative obligations to meet or address these claims. In the context of MIL, the rights holders include: women, men, boys and girls, as well as learners, teachers, other members of the workforce, NGOs, and civil society groups. The duty bearers include: media organizations, museums, libraries, archives, education institutions, civil society actors and other information providers including those on the Internet.

Human rights determine the relationship between these individuals or groups. An effective application of the HRBA is unbiased either towards the rights holders or duty bearers. It identifies the rights-holders and their entitlements and the corresponding duty bearers and their obligations. Further, it works towards strengthening the capacities of rights holders to make their claims, and of duty bearers to meet their obligations[52]. The HRBA does not necessarily focus on human rights themselves but also on the use of human rights standards and human rights principles to guide development.

The United Nations and its organs have agreed on six human rights principles to guide development:

1. Universality and inalienability
2. Indivisibility
3. Interdependence and interrelatedness
4. Equality and non-discrimination
5. Participation and inclusion
6. Accountability and the rule of law

52   Annex B: The Human Rights-based Approach: Statement of Common Understanding in the State of the World's Children, 2004.

These six principles bear much relevance to the formulation of MIL policies and strategies and encompass many issues discussed in this, previous and subsequent chapters.

A human rights approach to MIL policies and strategies does not, in itself, guarantee greater success. However, it brings about important changes and possibilities for successful sustainable development in general, and for MIL more specifically. Alongside treating human rights as content, the use of human rights as a reference has vital and beneficial implications. First, it is based on a broad consensus. Second, it implies a change in perspective concerning established obligations. Third, it can influence key stakeholders and change the policy dialogue among them[53].

Figure 2.3: Key MIL rights holders and duty bearers
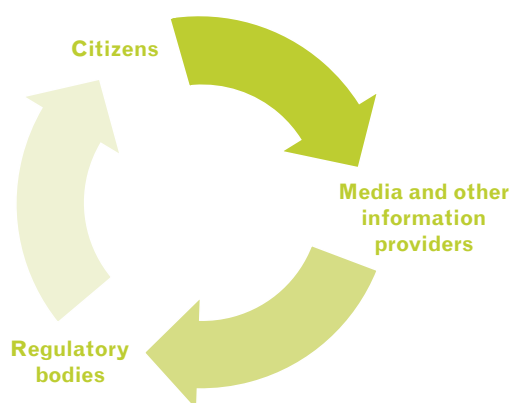
The argument here is not to advocate for MIL as a human right per se. The debates surrounding access to the Internet as a human right offer some useful and productive insights. As noted by La Rue (2011), "the Internet is one of the most powerful instruments of the twenty-first century for increasing transparency in the conduct of the powerful, access to information, and for facilitating active citizen participation in building democratic societies"[54]. Yet he recognises that mooting access to the Internet as a basic human right is tantamount to saying access to radio or television is a human right, and in fact so too would be, the perhaps yet to be perceived new technology that may deem the Internet, as we now know it, obsolete. Rather there is recognition that access to the Internet is embedded in a more fundamental human right, freedom of expression and access to information, and therefore it is a natural extension of Article 19 in the

> "Recognition that access to the Internet is embedded in a more fundamental human right, freedom of expression and access to information, and therefore it is a natural extension of Article 19 in the Universal Declaration of Human Rights."

53   See Hamm, I. B. (2004). A Human Rights Based Approach. *Human Rights Quarterly*, 23, for a comprehensive discussion of a human rights based approach to development.
54   La Rue, F. (2011). Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression. Human Rights Council.

Universal Declaration of Human Rights[55]. Likewise, MIL competencies should be geared at enhancing Article 19 and all other human rights in the sense that citizens are provided with competencies to search for and become aware of their rights and of the actions that they can take to deal with abuse. This includes the use of media and other information providers to engage with stakeholders to communicate and correct abuse.

MIL policies and strategies can therefore be seen through a similar prism. Furthermore, in 1989, UNESCO adopted the Convention on Children's Rights, particularly Article 13, which states: "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice." Article 19 of the Universal Declaration of Human Rights offers a similar basis which incorporates all citizens. Developing policies and strategies to engender MIL as an engaging civic education movement is therefore essential to empower children, youths and all citizenries all around the world to have the full benefits of this fundamental right, to participate fully in knowledge societies and to enable sound media and social discourse – with equal rights for boys, girls, women and men[56]. The point being made here is that giving citizens access to information is a necessary and important step, but ensuring that they have the necessary competencies to capitalize on the new found access requires another level of intervention. Implicit here is the fact that MIL is about education and new forms of literacies, as mentioned in Chapter 1 of these guidelines. It follows then that diffusing MIL among the citizenry is also an extension of Article 26 of the UDHR: Everyone has the right to education. The New London Group explains it as follows:

> If it were possible to define generally the mission of education, it could be said that its fundamental purpose is to ensure that students [citizens] benefit from learning in ways that allow them to participate fully in public, community and economic life[57] [editors' emphasis].

Herein lies the purpose of MIL as previously described in Chapter 1. In the context of the above discussion, we need to ask who are the rights holders and duty bearers for MIL policies and strategies. Box 2.1 below offers some examples. More detailed discussions of these stakeholder groups will be presented in Chapters 3 and 4. Box 2.2 gives an example delineating rights and responsibilities of citizens, media and other information providers and governments[58]. In this scenario, citizens have both rights and responsibilities and hence are both rights holders and duty bearers.

55   As cited by Burke, Jonathon J. (2011). ICT and Human Rights: The Growing Information Systems Obligations of Host Countries to Migrant Communities, Academia.edu.
http://www.academia.edu/961737/ICT_and_Human_Rights_The_Growing_Information_Systems_Obligations_of_Host_Countries_to_Migrant_Communities
56   See similar arguments by Moeller, S. (2009). Nurturing Freedom of Expression through Teaching Global Media Literacy. In Meigs and Torrent (eds) (2009). *Mapping Media Education Policies in the World*. USA: The United National Alliance of Civilizations.
57   In Jenkins, H (2006). *Confronting the challenges of participatory culture: Media education for the 21st century - (Part One).*, Chicago, Illinois,USA: The MacArthur Foundation.
58   This analogy was inspired by and adapted from examples of rights and responsibility of citizens in the context of media. See Josephs, A. (2005). *Media Matters: Citizens Care*. Paris, France: UNESCO.,

Box 2.1: Rights holders and duty bearers in preparing MIL policies and strategies

Rights Holders: Citizens (women, men and boys and girls), including learners, teachers, members of the work force, civil society groups.

Duty Bearers: Government, media organizations, libraries, museums, archives, education institutions, civil society actors and other information providers including those on the Internet. The role of these stakeholders will be described in detail in Chapters 3 and 4.

Box 2.2: Citizens' and media, rights and responsibilities

Citizen's media and information rights

- They have the right to access, produce and share information in words, text, video and images.
- They have the right to freedom of expression, privacy, dignity and security.
- Citizens (women, men and boys and girls) have the right to develop media and information literacy competencies as part of their general education.
- Citizens have the right to information through libraries and other memory institutions, Internet, media, or any form of technology that contribute to social, economic and democratic development.
- They should have diverse media and diverse information providers from which to choose.
- Just as they have a right to quality education citizens should have the right to quality information and media; these are characterised by fairness, independence, ethical practices, accuracy and accountability through independent mechanisms.

Responsibilities and rights of Media and other information providers[58]

- Provide transparent and accurate quality information and content that will educate citizens and facilitate their interaction, enhance economic efficiency, social development, democratic discourse and good governance.
- Ethically use information and media. This dimension is fundamental not only to institutions or organizations that provide information but also to individuals providing information for example through social media.
- Ensure diversity of content facilitating cultural and linguistic expressions and cohesion within and between nations.
- Advocate for citizen rights.
- Responsibility of Governments/Regulators.
- Develop policies and strategies that we will ensure that teachers, information professionals, learners and all citizens acquire media and information competencies by integrating MIL in formal, non-formal and informal education. For instance, as part of their functions and corporate responsibility, the media should develop programmes that promote MIL[59].

➜

- Enact laws and regulations that promote pluralistic media, freedom of expression and access to information hand in hand with citizens.
- Monitor excess concentration of ownership of media and information structures.
- Rights of freedom of the press and the freedom of expression
- Rights to access to information

Citizens' (as duty bearers) Responsibility to Media and other information providers.

- Citizens (women and men, boys and girls) should demand quality media as described above.
- They should monitor excess concentration of ownership of media and information structures. This includes corporate media and state-controlled media.
- Advocate for free media and information systems and the protection of journalists from any form of attacks.
- Advocate for free well-equipped libraries and other memory institutions with qualified staff.
- Fulfil obligation to respect copyright and intellectual property rights of information and media content, thereby supporting the sustainability of media and information structures.
- Campaign for MIL to be integrated in formal education systems at all levels.
- Organise citizens' media groups geared towards executing other responsibilities above.
- Monitor children's use of media and other information providers, including those on the Internet.

Box 2.3: Implications of a human rights based approach[60]

The application of good practices described above or developing MIL policies and strategies does not by itself constitute a human rights based approach, which requires additional elements.

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59   See key functions of media and other information providers in UNESCO (2008). *Media Development Indicators: A framework for assessing media development*. Paris, Frande: UNESCO. The use of the term "information providers" throughout this document refers to the information management, information agencies, memory, cultural and Internet information organizations. It includes libraries, archives, museums, documentation centres, information management institutions, not-for-profit and for-profit information providers, publishers, networks and companies which provide range of services and content online such as search engines and internet-service providers (ISPs), hosting providers, cloud computing services, online social networks and media houses, individuals providing information for instance through social networks, among others.

60   See UNESCO (2009). *Guidelines for Broadcasters to Promote MIL and User-generated Content*, Available from: http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-user-generated-content/. (Accessed on 12 September 2013).

61   Adapted from the *Human Rights Based Approach to Development Cooperation: Towards a Common Understanding among UN Agencies*. Available from: http://hrbaportal.org/the-human-rights-based-approach-to-development-cooperation-towards-a-common-understanding-among-un-agencies#sthash.DAcO14NM.dpuf . (Accessed on 13 October 2013).

(continuing of the box)

The following elements are necessary, specific and unique to a human rights based approach and offer fuller, deeper and more inclusive MIL policies and strategies development processes:

a) Assessment and analysis identify the human rights claims of rights holders and the corresponding human rights obligations of duty bearers, as well as the immediate, underlying, and structural causes when rights are not realized.

b) Programmes assess the capacity of rights holders to claim their rights, and of dutybearers to fulfil their obligations. Strategies are then developed to build these capacities.

c) Programmes monitor and evaluate both outcomes and processes guided by human rights standards and principles.

d) Programming is informed by the recommendations of international human rights bodies and mechanisms.

In addition, it is essential that:

- All stakeholders should be seen as key to the MIL policy and strategy formulation process rather than passive; they should be seen as beneficiaries and actors alike.

- Involving all stakeholders is both a means and an end.

- There needs to be a focus on strategies that are empowering,

- Clear mechanisms for evaluating the process and outcome are devised and executed.

- All stakeholders are included or consulted in the necessary situation analysis carried out and the process is communally owned.

- Marginalized or disadvantaged groups are not excluded from the process.

- MIL policy and strategy formulation combines both top-down and bottom-up approaches.

From Protectionism to Empowerment

Underlying the need for national policies are two different perspectives of media and information literacy. One perspective views media, ICTs and the Internet in a negative light, and inherently damaging; as such, MIL should be geared towards protecting citizens from these ills. Another sees it as a positive development; MIL therefore becomes a means to empower and liberate citizens for free access to information and for freedom of expression. Rather than considering media and information providers in an either/or context, it is necessary to calibrate the two positions—negative as well as positive - in developing MIL policies and strategies. Historically such debates have been framed around issues concerning media and children, media and violence, media and culture, and media effects in general.

Discussions of protectionism and empowerment have framed the theoretical debates that have had an impact on MIL policies in specific ways. This is especially the case for the media and technology aspects of MIL rather than the libraries, archives and academic literature aspects. While some studies have exclusively focused on protectionism, others have looked to empowerment in examining various aspects of MIL. Protectionism and empowerment approaches should be taken together into a broad analytic rubric to examine MIL. Indeed, the recent *EU Kids Online* project,[62] among others, demonstrates the need to integrate

62   http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx

both empowerment and protectionist approaches in devising broad-based MIL policies. In general, public policies in relation to the protection of citizens from certain types of information in the media or on the Internet often concern the need to protect children as the most vulnerable citizens. The next section explores this phenomenon, which is relevant to all citizens who may be vulnerable in one way or another.

⬚ Media and Children

Public concerns about the effects of media on society including children have been characterized by similar arguments, relating to the emergence of each medium – from newspaper, radio to cinema to television to Internet and related new media technologies such as mobile phones. Several studies date these issues as far back as to the eighteenth century, where concerns were raised about lewd amusement in newspapers,[63] "yellow journalism", and in more recent times, a growing worry from parents, professionals and the wider society about the impact that sex, violence and advertising in the media has on children and adolescents. Although more and more interest is being placed on the effect of the Internet, electronic games and mobile phones, television has received the greatest scrutiny regarding how it impacts children. To this end, Buckingham (1998) points to a conservative estimate of over seven thousand research studies on children and television since its inception in the 1950's. This, he surmises, might be because of the relative importance of television (p. 131), perhaps also because of the sheer ubiquity and earlier emergence of this medium. In 2009, 1.3 billion (¾) of the world's 1.7 billion households, representing 4.9 billion people, had a television (ITU, 2009).

There is nonetheless a consensus among several scholars that media, the Internet, and other information providers do have an influence. However there is a lot more divergence on the nature and extent of this influence. Are children and adolescents passive or active audiences? Should they be seen as individuals or part of social and cultural groups? (Strasburger and Dietz, 1991; Buckingham, 1998; Hodge and Tripp, 1998; Linne and Wartella, 1998; Groebel, 1998; Strasburger et al, 1999; Villani, 2001) These questions have led to the conclusion that children and adolescents can be both passive and active audiences depending on the social and cultural context of media presence and use. While a critical discussion of these issues is beyond the scope of these policy guidelines, what is important here is the recognition that young people are not just individuals, but rather a part of larger social and cultural groups. Indeed, what is critical for all stakeholders involved in articulating MIL policies and strategies is to recognize that comprehending potential negative or positive effects requires more than just protection of children and adolescents. Research has shown that in the digital /

> "These questions have led to the conclusion that children and adolescents can be both passive and active audiences depending on the social and cultural context of media presence and use."

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63   Hanway (1776)Solitude in Imprisonment London: Bew.
     Cumberbatch, G. (2008) Media and violence, Unit 46 of the MA in Media and Communications (By Distance Learning). Department of Media & Communication, University of Leicester, United Kingdom
     Ward (1989), Mass Communications in the Modern World, Papaerback, London, p. 33-35 and 79)
     Villani S. (2001) Impact of media on children and adolescents: a 10-year review of the research. American Academy of Child and Adolescent Psychiatry.

electronic world the opportunities offered to citizens and development, at all levels, far outstrip the risks[64].

Figure 2.4: The balance is in favour of opportunities

**OPPORTUNITIES AND RISKS
IN THE DIGITAL / ELECTRONIC WORLD**

It is interesting to note that most of the prominent research theories such as the Aggressive Cue model, the Observational, the Reinforcement Model and the Cultivation Model start with the premise that violence in media can influence aggressive behaviour (Linne and Wartella, 1998). The exception is the Catharsis Hypothesis, whereby watching violence can, in effect, reduce aggression by individual observers (Cumberbatch, 2008).

Gauntlett (1998) formulates ten fundamental flaws of the media effects approach. For instance Gauntlett purports that the effects model assesses social challenges "backwards". By this he means that, instead of starting with an investigation of the roots of social violence, research studies within the media effects approach will begin by analyzing media outputs and then will try to make a link with social groups or people (p. 120). Another problem is that media effects approaches treat children as inadequate. Gauntlett argues that children can talk intelligently and cynically about mass media. Along with the empirical studies cited above, there is a large body of qualitative research that has examined the deeper social and cultural contexts within which media are engaged with and appropriated by people. The question of "media effects" is reframed in much of this research. What such studies consider, however, is asking what people do with media, rather than what media are doing

"The 'everywhereness' of media, Internet and other information providers mentioned earlier requires a greater emphasis on empowerment of children and adolescents by providing them with skills, resources, and knowledge, and working on attitudes that enable them to become media and information literate."

64   Buckingham, D. (Ed.). (2008).
        Katz, J. E., & Rice, R. E. (2002).
        DiMaggio, P., Hargittai, E., Neuman, W. R., & Robinson, J. P. (2001). Katz, J. E., & Rice, R. E. (2002).

to people. Recent research[65] conducted under the auspices of the European Commission, for instance, under the rubric of "media appropriation" has yielded fruitful findings into how, and in what specific ways, people—men, women, girls and boys—engage with media to create social and cultural meanings. Overall, the main idea in such research is that people are not cultural dupes, but active agents when engaging with media.

The 'everywhereness' of media, Internet and other information providers mentioned earlier requires a greater emphasis on empowerment of children and adolescents by providing them with skills, resources, and knowledge, and working on attitudes that enable them to become media and information literate. What is evident from many of the research studies is the focus on the negative effects that Buckingham (1998) calls the "search for negative effects" (p. 133). He notes that this is also true of studies relating to social learning. Several studies focus on negative stereotyping and conclude that television negatively affects children's beliefs and attitudes about certain gender roles and social groups such as family, governments and ethnic groups. Against this backdrop, there are not enough studies on the 'pro-social' or educational effects of media, Internet and other information providers (cf. ibid). Other media are likewise stigmatized by the same negative focus.

> "The audience is regarded not just as homogeneous groups, but as possessing individual differences and operating as part of social groups such as peers, family and school."

The trends however has been a move away from the all-powerful effects of media to research that gives greater focus on other external variables which 'mediate' between television and its audience. The audience is regarded not just as homogeneous groups, but as possessing individual differences and operating as part of social groups such as peers, family and school. They are an 'active audience', themselves influencing media content (cf. Buckingham, 1998).

One decade ago, Buckingham (2001) pointed out the following:

> While these protectionist views of media education [media and information literacy] have been far from superseded, there has been a gradual evolution in many countries towards a less defensive approach. In general, the countries with the most mature forms of practice in media education [media and information literacy] – that is, those which have longest history, and the most consistent pattern of evolution – have moved well beyond protectionism. From this perspective, media education [media and information literacy] is now no longer defined as a matter of automatic opposition to students' experiences of the media…it seeks to enable them to make informed decisions on their own behalf (p 7).

Yet, technological advances, with its paradoxical nature, some argue, have exacerbated issues around protection, although they offer greater opportunities than ever before for people to become informed, express themselves and to actively participate in civil society and democratic processes. Dutton, Dopatka et al. (2011) noted that alongside offering

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65   Mediapro (2006). *A European Research Project: The Appropriation of New Media by Youth*. ISBN Clemi 2-240-0040-7. Carried out with the support of the European Commission/Safer Internet Action.

greater access to the Internet, advances in technology give rise to approaches to control the flow of information on the Internet. They point out that filtering is driven by the need to improve and sustain quality and secured services on the Internet. This includes defending against risks related to online content such as viruses, spam, or unwanted content that incite harm, infringe on human rights, etc., as deemed so by individuals, parents, NGOs, commercial entities and governments, as well as content related to online contact such as identity theft, money theft/phishing and cyber bullying.

The complexity of the situation lies in that the same technologies that are used for security are also used to break these security walls. Experts agree that there is no full proof security or protection mechanism. On the other hand, most online risks also exist off line, thus further underscoring the need for empowerment through MIL.

The question that needs to be posed at this point is what exactly empowerment of citizens through MIL is. The concept of empowerment is very hackneyed in the development field. It is so overused that it is often cynically perceived as devoid of meaning. However empowerment is central to development, it is both a means and an end. Some authors conceive the term as a liberating idea where individuals and groups possess the power over their lives; a form of self-determinism. Other actors see empowerment as an extension of agency, an individual's

> "Experts agree that there is no full proof security or protection mechanism. On the other hand, most online risks also exist off line, thus further underscoring the need for empowerment through MIL. "

or groups' ability and freedom to decide on and make purposeful choices to fulfill their desired goal (See Lawson, 2011; Ibrahim and Alkire, 2007 and Moser, 2013[66]).

The "World Development Report 2001: Attacking Poverty" frames empowerment by placing individuals as part of social, institutional and political structures and norms with which they must interact to have choices, use these choices and achieve desired goals[67].

Like empowerment, MIL is both an outcome and a process, and is concerned with individuals and communities alike. These policy and strategy guidelines stress that it is necessary for all citizens to become media and information literate. It further emphasizes that media and information competencies are applied to promote freedom of expression, quality media, intercultural dialogue, and to participate in political processes.

Table 2.1 shows the benefits to be achieved by empowerment through MIL over a protectionism only approach.

66   *Individual and Community Empowerment for Human Security.* Available from:http://susannemoser.com/documents/MoserFinalclean.docx . (Accessed on 16 September 2013).
67   *World Development Report 2001: Attacking Poverty.* Available from:http://villageearth.org/pages/village-earth-blog/literature-review-theories-of-empowerment#sthash.Z8rnlfhI.dpuf . (Accessed on 16 September 2013).

Table 2.1: Empowerment VS Protectionism Only

PROTECTIONISM ONLY	FOCUS ON EMPOWERMENT
Emphasis only on critiquing media and other information providers	Complements competencies relating to critical analysis of media and other information providers with other competencies to understand and advocate for media and information for open development
Limits access to technology	Gives full access to the technology necessary for people to be fully media and information literate and to use these competencies to interact with individuals and media and other information providers as well as other social, political, cultural and economic institutions
Limits access to content deemed to be bad	Allows access and ensures individuals acquire MIL competencies to be able to assess the content themselves and take an informed decision to reject or accept it
Emphasis on regulations and laws	Emphasis on MIL so that all citizens themselves, not just lobby groups, can advocate for necessary and required regulations and laws
Emphasis on systems and processes	Emphasis on people, ensuring they acquire MIL competencies to have choices about systems and processes
Sees citizens as passive	Citizens as active part of decision making
Protecting citizens from potentially harmful information/content temporarily	Ensuring citizens develop knowledge, skills and attitudes to be themselves critical of information and media – a more long-term approach
Emphasis on state policing of media and other information providers, including those on the Internet	Emphasis on media and information literate citizens who can assist to unearth unethical use of information and media, while they themselves are ethical content providers and users
Danger of overregulating	Balance regulation with empowerment through MIL
Potential of restrictions on rights of individuals and groups	MIL enables citizens to enjoy the full benefits of human rights
Danger of overemphasis on the potential negatives of media and other information providers including those on the Internet	Focus on the opportunities provided by access to information, media, libraries and the Internet etc., while empowering citizens to guard against potential risks
Focus on copyright of scientific and educational resources	Advocacy through MIL for open education resources and open access to scientific information
Focus on security	Ensure that citizens develop MIL competencies that will enable them to understand that they cannot have 100% privacy if governments are to keep them safe on and off the Internet. Enable civil society groups to be involved in related decision making

It is necessary therefore to tip the balance of the scale from protectionism only to a focus on empowerment.

Figure 2.5: Tipping the Balance of the Scale: Moving to Empowerment

SAFETY and SECURITY
in the DIGITAL/ELECTRONIC WORLD

PROTECTION ONLY

EMPOWERMENT

Why more emphasis on empowerment? Further Context for Stakeholders, especially Policy Makers

A few points for consideration to stakeholders on this perspective are necessary. Three general assumptions will guide this discussion. First, the explosion of technology and the attendant convergence that comes with this phenomenon has blurred the line between what is television, radio, Internet, newspaper, games, mobile phones etc. (cf. Grizzle and Wilson, 2011).

"Media and other information providers can influence people and the debate is more about the extent of this influence and the ethical character of this influence."

The second underpinning assumption is that, as mentioned before, the overwhelming majority of researchers agree that media and other information providers can influence people and that the debate is more about the extent of this influence and the ethical character of this influence.

Finally, notwithstanding the necessity of Article 17 of the UN Convention on the Rights of the Child mentioned earlier, and that regulations and laws relating to all forms of media and child protectionism are high on the agenda in many countries across Europe, North America, Australia and Japan (Forsslund, 1998), the 'everywhereness' of media, Internet and other information providers demand a greater emphasis on empowerment rather than on protectionism only. This means that in addition to and beyond advocating for regulations and laws to protect children, all stakeholders must

also push for policies to ensure that children are exposed to media and information literacy (what Buckingham, 1996 and others call media education) competencies (knowledge, skills and attitudes) that will enable them to critically and effectively interact with content in all forms of media and from all information providers.

This does not necessarily imply that protection, for instance Internet safety, should be abandoned, but rather that stakeholders should advocate more for empowerment for two reasons. One, too much emphasis on protectionism may lead to excess restrictions being placed on media and other information providers. This could in turn jeopardize the benefits of Article 19 of the Universal Declaration of Human Rights and Article 13 of the Convention of the Rights of the Child (cf. Arnaldo and Finnstrom, 1998). Second, there will come a time when children become adults and protection is no longer relevant or fully effective. If they do not have the competencies to be critical of media and information, they will be more susceptible to the potential negative influence of information and media content and less equipped to capitalize on the opportunities. In fact citizens who are not empowered through MIL early enough may themselves contribute to the potential negatives of media and the Internet; for instance they may be become perpetrators of unethical use of information such as spreading propaganda on the Internet – ignorant to the harm it can bring to others; or not respecting the copyright of others. Importantly, media and information literacy should not be seen only as a solution to a problem but also as an opportunity to enhance media development and the free flow of information as well as teaching and learning (cf. Buckingham, 2006).

> "If they do not have the competencies to be critical of media and information, they will be more susceptible to the potential negative influence of information and media content and less equipped to capitalize on the opportunities."

Embedding MIL in all sectors of society including in the formal school curriculum must become a priority. This will ensure that all children can freely acquire these competencies. This is happening in countries like Australia, Canada, the UK, Argentina and others (Buckingham, 2006; Strasburger and Donnerstein, 1999). Although citizens do interact critically with media and other information providers to a certain extent, even without being exposed to MIL competencies development, there is indeed still a gap in terms of what they need and could learn (cf. Buckingham, 2006). A necessary step for the inclusion of MIL in all sectors of society, for citizens in general, is the training of practitioners, policy makers, parents, community leaders, government officials, teachers etc. Even in countries where MIL policies have been adopted (e.g. the UK, Argentina and Canada), training is dependent upon a relatively small group of experts (Buckingham, 2006; Wilson, Grizzle et al, 2011).

> "A necessary step for the inclusion of MIL in all sectors of society, for citizens in general, is the training of practitioners, policy makers, parents, community leaders, government officials, teachers etc."

"Stakeholders should advocate for more research on the potential positive impact of the media and new technologies on citizens."

Most countries have advertising codes of ethics and regulations especially regarding children. MIL policies and strategies should ensure that citizens are aware of these so that when there is a breach, there is a mechanism to report it. However, citizens should ensure that regulations are not too draconian thus causing certain freedoms to be compromised.

Citizens (parents, teachers, researchers etc.) should involve children and adolescents more in the discourse and research on child/ adolescent interaction with media and other information providers, including those on the Internet. In the case of research, they should not only be subjects but, active participants in the research process. Buckingham (1998) points to the need for more ethnographic action research. Further, he reports on existing studies where children expressed surprise at some of the effects adults claim television have on them. Youth communication initiatives and youth forums of organizations like UNESCO's media activities for children led by UNICEF and the United Nations Children Resource Centre radio production group serve an important role to involve children directly, solicit their opinions and engage them in discussions (Arnaldo and Finnstrom, 1998).

Stakeholders should advocate for more research on the potential positive impact of the media and new technologies on citizens. This could serve as a counterbalance to the flood of research on potentially negative influences. Following the arguments of Hodge and Tripp (1998), this would divert some of the scarce resources into the educational purposes of television and other forms of media and information providers.

Researchers have agreed that media of various forms have always and will always be with us; from primitive means such as town-criers, shells and drums to print and the new technologies of today. They come with benefits and challenges. Perhaps too often there is a tendency to focus on the challenges. As many authors have noted, the debates have always been with us and will continue.

Knowledge-based Societies

One can rightly conceive nations, regions and the world as being physical as well as electronic/virtual. In countries of high technology and media density there is no aspect of society in which technology and media have not had an impact. People and their personal, social, economic, cultural, spiritual, and political lives are wrapped up in digital and

electronic technologies. Often then, the tendency is to focus only on technical skills people need to survive in this digital era. The concept of knowledge society and the rapid growth and use of technology which is at its basis, are key driving forces behind the popularization and need for MIL. This is demonstrated throughout these guidelines. It is important, however, to bring a focus on this far reaching development/theoretical perspectives and how they should frame MIL policies.

During the 1970s-80s, scholarly and policy literature on communication for development demonstrated that despite a growth in MIL initiatives, communication and development programmes remained "state-centric" and far removed from the beneficiaries. In recent years, however, there has been an increasing recognition of the role of communication and information in development that focuses on a "bottom-up" approach instead of the state-centric one. This recent paradigm of information and communication technologies for development (ICT4D)/knowledge-based societies has influenced various national and international policies on development and education.

The issues of communication and information taken up by this perspective relate to the question of economic development still central to various development policies. This is evident in two intergovernmental and international initiatives – New World Information and Communication Order (NWICO) and the World Summit on Information Societies (WSIS)[68]. The various debates around NWICO produced broad-based political, economic, and social agendas that proved effective in recognizing the malaise of development. In this context, the notions of "people-centered" and of an "inclusive development oriented knowledge society" are of particular significance to MIL. In the past, communication and development policies at the national and international level were applied regardless of media and information literacy initiatives. In other words, whereas NWICO was state-centered, which perhaps led to its demise, knowledge societies call for a more people-centered approach.

> "In recent years, there has been an increasing recognition of the role of communication and information in development that focuses on a "bottom-up" approach instead of the state-centric one."

One of the goals of knowledge societies is to create "knowledge-based communities as agents of economic change" (Huyer and Hafkin, 2007, p. 27). A knowledge society exists where a broad cross-section of groups including professionals, users of media and information, in general, and citizens who previously did not have access to technology, interact, search for and use information and media, access and create knowledge in various fields using ICTs (ibid). A main purpose of MIL policies is to articulate these notions into concrete strategies and to harmonize and bring together interrelated elements of communication and development policies with MIL, consistent with what has been adumbrated in The WSIS Outcome Documents with regards to ICT's for Development and in UNESCO's initiatives in ICT4D.

MIL is uniquely situated to articulate a holistic approach to build on the WSIS notion of a "multi-stakeholder approach."[69] The subsequent chapters demonstrate through several

68   World Summitt on the Information Society (WSIS) 2005, Outcome Documents, Geneva, Tunis.
69   UNESCO (2009). *Fostering Information for Communication and Development: UNESCO's Follow-up to the World Summit on Information Society*. Paris, France: UNESCO.

concrete examples (case studies) how the notion of multi-stakeholders has been and is being adopted in rural and urban regions in various nations.

In 2003, UNESCO articulated and advocated for a deepening of strategies that graduate from "Information Society" to "Knowledge Societies[70]". Four principles underpin the development of equitable knowledge societies. Table 2.2 below sketches these principles[71] and suggests how MIL is essential to realizing them.

Table 2.2: MIL and its link to Knowledge Societies (KS) Principles

KS PRINCIPLES	LINKS TO MIL
Equal access to quality education for women, men, boys and girls	Access to information is a necessary requirement to achieve Education for All. MIL encompasses competencies to access, evaluate and effectively and ethically use information, media and other information providers, including those on the Internet. MIL also relates to quality education since it elucidates the need for an expanded definition of literacy.
Multiculturalism – giving expression to cultural diversity, including gender dimensions of culture	Media, libraries and other information providers and transmitters of culture are the engine behind globalizing cultures. MIL promotes multiculturalism by affording citizens competencies to use media, libraries, Internet and other information providers for cultural expressions and dialogue and to analyze and critically evaluate the representation of various cultures by media and other information providers, including those on the Internet.
Universal access for women, men, boys and girls to information, especially that which is in the public domain	Citizens' access to information through policy, laws and regulations is only complete if they possess the necessary competencies to capitalize on this new opportunity. MIL provides the needed competencies.
Freedom of expression – with implication for gender equality	MIL empowers citizens with competencies to advocate for Freedom of Expression and Freedom of the Press, and use this freedom in an ethical way.

Huyer and Hafkin (2007) suggest four key elements to build human capacity for knowledge societies all of which have MIL as their bases:

1. Enhance human capital and resources to use, create, and disseminate information and knowledge. As shown in previous sections of these guidelines, this is essentially what MIL is about while bringing into focus the critical capacities of all people;

2. Improve people's ability to conceptualize, design, develop, adopt and adapt technologies to drive development. MIL policies should give greater context to ICTs for development, calling to mind openness,

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70   UNESCO (2003). *Towards Knowledge Societies: Background Paper from Information Society to Knowledge Societies*. Paris, France:UNESCO.

71   The four principles as referenced in Table 2.2 have been slightly modified to consider gender perspectives.

inclusion, transparency, accountability, and freedoms as elaborated in previous sections.

3. Ensuring that people and institutions at all levels of society have access to ICT and relevant technologies for poverty reduction and development;

4. Going beyond access to ICT and technological skills to ensuring widespread media and information literacy (cf. Huyer and Hafkin, 2007)

Cultural and Linguistic Diversity

In the context of the emerging idea of knowledge societies outlined in the above sections, the question of cultural and linguistic diversity becomes crucial in the articulation of MIL policies and strategies, particularly in the context of an increasingly globalized world where people move between and within nation states at a greater pace than ever before. More importantly, the recognition and development of ICT4D by WSIS and

> "Cultural and linguistic diversity are important resources for MIL policies and strategies in terms of how these are articulated through communication, language, and education."

international organizations have opened up possibilities for nurturing cultural and linguistic diversity around the world. A central concern of cultural diversity, understood as plurality and multiplicity of cultures, is to ensure the strengthening of universal human rights, freedom of expression, and democratic participation. Therefore, cultural and linguistic diversity are important resources for MIL policies and strategies in terms of how these are articulated through communication, language, and education. While, on the one hand, increasing globalization provides innovative approaches to promoting and developing cultural diversity through intercultural dialogue, on the other hand, it leads to cultural homogenization. Scholars and policymakers recognize the centrality of three key vectors to cultural and linguistic diversity: languages, education, and communication. At the heart of cultural and linguistic diversity is the idea of bridging cultural differences "while nurturing

the diversity of cultural expressions through processes of mutual interaction, support and empowerment."[72]

Thus, cultural and linguistic diversity are assets that provide a foundation for developing MIL policies and strategies. As discussed in Chapter 1, communication, language, and education constitute core areas for media and information literacy (see figure 2.2 above). The expansion of communication and expressive forms has presented challenges to ML and IL. However, in the context of MIL,

> "Language policies that promote multilingualism in societies, empowering local and vernacular languages, translation between/across languages, and linguistic diversity in the media and in cyberspace."

72   UNESCO (2009). *World Report: Investing in Cultural Diversity and Intercultural Dialogue*. Paris, France: UNESCO.

which offers a nuanced and holistic approach, these challenges become opportunities, particularly in terms of developing viable strategies toward linguistic diversity: language policies that promote multilingualism in societies, empowering local and vernacular languages, translation between/across languages, and linguistic diversity in the media and in cyberspace. Similarly, MIL articulates the notion of the right to education, wherein a broad-based and flexible approach in terms of curriculum development, differential learning modalities, processes, educational content, teacher training, etc.

The right to education ensures "the diversity of learners' needs – especially those of minority, indigenous and nomadic groups – and by integrating a corresponding diversity of methods and contents. In increasingly complex multicultural societies, education must enable us to acquire the intercultural competencies that will permit us to live together with – and not despite – our cultural differences."[73] It is in the area of communication that MIL policies provide detailed strategies for the promotion of cultural diversity. This is evidenced in the various communication media forms – print, radio, television, cinema, internet, digital devices etc. In the context of new and social media, production of communication content has also opened up new possibilities for enhancing media and information literacy.

"In increasingly complex multicultural societies, education must enable us to acquire the intercultural competencies that will permit us to live together with – and not despite – our cultural differences."

The creation, collaboration and sharing of (user-generated) communication content via the Internet and digital media forms offer substantial benefits to people. However, an increase in media forms does not necessarily entail a diversity of communication. As the UNESCO World Report notes, "new opportunities for interactive exchanges between participants from different cultural backgrounds come with their own set of challenges however related to audience fragmentation and stereotypes, which need to be addressed through appropriate information and media literacy initiatives." Indeed, a major purpose of MIL policies and strategies is to respond to the arguments outlined above by bringing together various stakeholders and civil society members in order to address the challenges outlined here.

For a more detailed discussion on MIL as a tool for intercultural dialogue, the reader is referred to Chapter 5.

73   UNESCO (2009). *World Report: Investing in Cultural Diversity and Intercultural Dialogue*. Paris, France: UNESCO.

Gender-based Approach

Table 2.3: Integrating gender in the other development/theoretical framework perspectives for MIL policy and strategies

DEVELOPMENT/ THEORETICAL FRAMEWORK PERSPECTIVES	GENDER DIMENSIONS
Convergence	MIL policies and strategies should be linked to national gender equality policies and strategies.
Human rights approach	Human rights approach to MIL policy formulation should stress women and girls´ rights as well.
Protectionism to empowerment	Women and girls must not only be protected, but also be empowered through MIL so that they can advocate for their rights.
Knowledge society/ communication and information for development	Media and information literate citizens and policies should promote women and girls' access and involvement in media and technology
Cultural and linguistic diversity	Through MIL policies and strategies, women and girls should acquire competencies to engage with information, media and other information providers, including those of the Internet to express themselves culturally, preserve their cultures and to participate in cultural industries – creation and creative expression.

Table 2.3 above demonstrates how gender equality could be integrated in the five other development/theoretical framework perspectives. However, the gender perspective is so urgent in this development framework that it is necessary to treat it in more depth and to throw light on how MIL might help. According to a thematic consultation, *Addressing Inequalities - Post 2015 Development Agenda*, "Gender-based discrimination and the denial of the rights of women and girls remain the single most widespread driver of inequalities in today's world[74]."

In contextualizing a gender-based approach to MIL, policy and strategy formulation, the authors propose that first, consideration should be given to gender as a development approach. The question that needs to be addressed at this point is what gender is. Some theories posit "an essential gender identity, construing women and men as innately and essentially different while others assume gender as a sociological and cultural concept" (cf. Van Zoonen, 1995).

....
74   Available from: http://unsdn.org/?p=3426 . (Accessed on 13 October 2013).

Gender is also a development approach,[75] similar to the human rights approach to development, namely the Gender and Development Approach (GAD). In the context of MIL policy and strategy, and with a focus on empowerment of women and men, it is necessary to distinguish between GAD and the Women in the Development Approach[76] (WID). The

> "The GAD approach on the other hand emphasizes realities about the status of women vis-a-vis men that are accepted globally and aims to advocate for:"

latter acknowledges women's productive and reproductive roles and attempts to expand their livelihood. It focuses only on women and is primarily concerned with establishing small micro-enterprises operated by women in their traditional roles and responsibilities. Therefore women are integrated into existing social and economic structures and processes, and in so doing, seen as stakeholders and beneficiaries of development. While WID has helped to draw attention to and recognition of women's contribution, particularly to the agricultural economy, it "ignores the unequal power relations between men and women and the subordinate role of women, assuming that these will change automatically as women become fully-fledged economic partners[77]". Consequently it falls short in addressing inequalities, questioning the workings of institutions and pushing for the rethinking of certain development models.

The GAD approach on the other hand emphasizes realities about the status of women vis-a-vis men that are accepted globally and aims to advocate for:

- a redefinition of traditional roles and responsibilities attributed to women and men
- an increase in and broadening of the debate on access to, and control over resources and how these and other inequalities retard development – with a focus on solutions;
- equal participation in decision making for men and women as well as the appreciation and social and economic recognitions of their contribution in public and private spheres;
- involvement of men in the quest to transform social relations that lead to inequality.

Therefore, applying the GAD approach to MIL policies and strategies calls for a recognition that:

- women and men do not have the same access to information, media and new technological platforms – in terms of use, operation and ownership – and that this should be changed;
- at the national level more attention should be given to the disadvantaged group to ensure that women and men have the same access to MIL competencies – as one way to change the imbalance noted above;

75   Food and Agricultural Organization of the United Nations (2011). In *Communicating Gender for Rural Development: Integrating gender in communication for development.* Available from: www.fao.org/do-crep/014/am319e/am319e00.pdf . (Accessed on 28 September 2013).
76   Idem. Argument adapted to the context of MIL for empowering citizens in general.
77   Idem, page 19.

- men and women should participate equally in developing and implementing MIL policies and strategies.

What evidence is there for the involvement of men and women in knowledge societies and in the media? In a recent study carried out by Huyer and Hafkin (2007), who set out to assess gender trends in ICTs access and use, they found that comprehensive disaggregated ICT data did not exist in a large number of countries. Even where data were found, these were from isolated pockets of individual countries. Based on the available data, the researchers were able to conclude that women's participation in the information/knowledge society lagged behind that of men, especially in the poor countries of the world. For instance, less than 50% of Internet users are women in the vast majority of the countries reviewed. They pointed out that inequalities in use could hamper women's social and economic development even in countries where there is wide-scale penetration of ICTs. Among others, factors that impacted ICT use by gender included age, urban/rural location and what the researchers call ICT literacy. As was pointed out in Chapter 1 of these guidelines, more is needed than just technical skills, calling for the critical abilities offered by MIL.

In developing countries, women are considerably more affected by obstacles to the access and beneficial use of ICTs. Women's access and use of ICTs are constrained by factors that go beyond issues of technological infrastructure and the socio-economic environment. Socially and culturally constructed gender roles and relationships remain a cross-cutting element in shaping (or in this case, limiting) the capacity of women and men to participate on equal terms in the information society. For this reason, gender perspectives should be fully integrated into ICT-related research, policies, strategies and actions to ensure that women/girls and men/boys benefit equally from ICTs and their applications.[78]

"Socially and culturally constructed gender roles and relationships remain a cross-cutting element in shaping (or in this case, limiting) the capacity of women and men to participate on equal terms in the information society."

In the area of media, fifteen years before the frequently cited Beijing Declaration and Platform for Action which, among other things, calls for gender equality in and through media, Gallagher (1980) and Fejes (1992) reviewed several seminal studies carried out by other researchers on stereotypes and found that women are underrepresented in the media, in staffing as well as in content[79]. Drawing on the summaries of Gallagher and Fejes,

78   UNESCO (2003). *Gender Issues on the Information Society*. UNESCO Publications for the World Summit on the Information Society,. Paris, France: UNESCO.
79   Cited by Van Zoonen (1995, p. 315). In Downing, J,Mohammadi, A. and Sreberny-Mohammadi, A. (eds.) (1995). *Questioning the media – A Critical Introduction*. London: Sage..

Van Zoonen (1995) vividly illustrated a dichotomy of gender representation in the media as seen in the list below:

Women	Men
☒ Underrepresented	☒ Overrepresented
☒ Family context	☒ Work context
☒ Low-status jobs	☒ High-status positions
☒ No authority	☒ Authority
☒ No power	☒ Power
☒ Related to others	☒ Individual
☒ Passive	☒ Active
☒ Emotional	☒ Rational
☒ Dependent	☒ Independent
☒ Submissive	☒ Resistant
☒ Indecisive	☒ Resolute

"While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers, including those on the Internet, have the potential to propagate and perpetuate or to ameliorate these."

Fifteen years after the Beijing Declaration and Platform for Action, a global study carried out by the World Association of Christian Communication's Global Media Monitoring Project[80] showed little changes in these realities. Only 24% of people seen or heard about in the news are women. Almost 48% of all stories reinforce stereotypical representations of men and women.

The *Global Report on Women in the News Media* presents equally worrying statistics. Men hold the vast majority of seats on governing boards and top management of media. Male dominance is seen in middle management, senior management and the technical professional level[81].

There is no doubt that the proliferation of media, the explosion of new technologies and the emergence of social media in many parts of the world have provided multiple sources for access to gender related information and knowledge. While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers, including those on the Internet, have the potential to propagate and perpetuate or to ameliorate these.

> "Only 24% of people seen or heard about in the news are women. Almost 48% of all stories reinforce stereotypical representations of men and women."

> "MIL is premised on principles such as freedom of expression, access to information, cultural diversity and other related human rights. However, there are no human rights without women's rights."

MIL is premised on principles such as freedom of expression, access to information, cultural diversity and other related human rights. However, there are no human rights without women's rights. There is no freedom of expression without gender equality. There is no real cultural diversity or intercultural dialogue without gender equality.

Gender-sensitive MIL policies and strategies can help to address the inequalities described above. Table 2.4 below offers some suggestions. These are expanded further in Chapters 3 and 4 where model policy statements and strategies are proposed.

To illuminate the relevance of these six perspectives to policy and strategy formulation, and to provide a succinct glance at the key elements of these perspectives that should permeate MIL policies and strategies, the six perspectives of the theoretical framework presented here have been juxtaposed with components of the change equation (mentioned in Part 1 and adressed in more detail in this chapter) to form a matrix. This matrix is also an effective pivot point for the next two chapters of these guidelines: Formulating MIL Policies and Developing MIL Strategies.

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80   Available from: http://www.waccglobal.org/en/resources/media-and-gender-monitor.html . (Accessed on 20 October, 2013).
81   Available from: http://www.iwmf.org/global-report/. (Accessed on 20 October, 2013).

The *change equation* referenced earlier in the document includes *skills* as one variable of change process. We have changed it here to *competencies* to refer to a broader set of combined, knowledge, skills and attitudes.

Table 2.4: Linking Development/theoretical Framework to *Change Equation*

THEORETICAL APPROACHES	CONVERGENCE (Apply and Strengthen)	HUMAN RIGHTS APPROACH (Promote and Advocate)	PROTECTIONISM TO EMPOWERMENT (Participate)	KNOWLEDGE SOCIETY/ COMMUNICATION AND INFORMATION FOR DEVELOPMENT (Provide)	CULTURAL AND LINGUISTIC DIVERSITY (Protect and Foster)	GENDER-BASED APPROACH (Facilitate and Support)
CREATING CHANGE	> > >	> > >	> >	> >	> >	> >
VISION 4 scenarios of different contexts and starting conditions	Emphasis on MIL rather than IL or ML and/or, dependent upon policy context and starting conditions and perceived needs of target audience	Emphasis on nature of rights afforded to all sectors of society to promote responsible participation. Also on religious and ethnic tolerance and understanding	Emphasis on development of MIL abilities that allow participation in social activities and government	Emphasis on provision of and access to information for economic, health, education and governance development	Emphasis on protecting/ preserving linguistic and cultural minorities, including women and girls, their history and indigenous knowledge; interacting with cultures, cultural products and cultural innovation	Emphasis women /girls rights and empowerment without discriminating against men/boys; equal access to MIL competencies for women/girls and men/boys
CONSENSUS Who needs to agree?	Educators: formal, workplace, community	Sector representatives, NGOs, those who will implement strategies	Central government, educators, media, memory institutions and information providers	Telcos, government ministries with health, economic and ICT responsibilities, Libraries and other memory institutions	Cultural actors, academics, social services, libraries, archives, museums, communities	Gender equality related networks, organizations, ministries, leaders (women and men), and advocacy groups
INCENTIVES What will persuade/ motivate those involved?	Dependent upon who participates willingly, who is reluctant, their status and values.					
RESOURCES What resources are available and what needs to be developed?	Joining-up of resources that are available in related sectors (e.g. Ministries of Information, Communication, Education and Cultures); Linking related fields	Use and application of human rights instruments that lend themselves to MIL	Favor and mobilize larger allocation of budget and human resources around empowerment related actions while ensuring the protection of minors and those most vulnerable	Citizen-centered development of knowledge societies requires that adequate resources are assigned to ensure they acquire necessary competencies	Bridging resources relating to cultural competencies and those pertaining to MIL	Draw on gender resource centers, experts (women and men) and other available resources; ensure gender mainstreaming in developing and using MIL policies, strategies and related material and allocate necessary budget and human resource to do this

COMPETENCIES[81] What skills exist and what needs to be developed by whom?	Skills upgrading and retooling of librarians, teachers of ICTs and communication, policy makers and parents	Provide skills to those who have a right to MIL (right holders) and those who have the responsibility to provide opportunities for the acquisition of MIL competencies (duty bearers)	Where skills to protect citizens from the real or perceived dangers of the electronic or virtual world are predominant, pursue rebalancing by providing skills to facilitate empowerment and vice versa; ensure citizens have skills to capitalize on the opportunities of the Internet, media, libraries etc	Rethink existing models of knowledge societies and communication and information for development	Encourage integration of cultural competencies and MIL competencies	Develop competencies among all policy makers and practitioners to integrate gender-dimensions in MIL policies and strategies and to be able to teach MIL as a tool for gender equality advocacy (awareness, acceptance and actions); involve women and men equally in the process
ACTION PLAN	Identify issues in the above, develop/plan programmes to achieve the vision					
COMMUNICATION Develop communication plan to keep people involved/informed/motivated	Integrated communication strategy targeting policy makers, educators, practitioners, Parents, other stakeholder groups and citizens in general; fragmented communication strategy on MIL will fail	Apply human rights approach to communication strategy	Communicate clearly the power of MIL to protect and to empower all citizens	Communicate the benefits of MIL to development of knowledge societies etc.	Communicate the benefits of MIL to promote cultural and linguistic diversity – highlight both social and economic dimensions	Communicate the need for the development of MIL policies and strategies to involve women and girls and also to treat them as a primary target group.
EVALUATION Develop monitoring and evaluation plan to keep implementation on track and/or adjust policy	Multi sectorial and multi-layered evaluation and monitoring plan, tracing how policies reflect unto actual practices; cooperation among stakeholders necessary	Trace and monitor inputs and outputs of MIL policies and strategies based on human rights principles and objectives/outcomes	Efforts, including research to ascertain the extent to which policies and strategies based on empowerment offers greater benefits to citizens, including ability to protect themselves	Develop means to ascertain the extent to which MIL policies and strategies lead to greater and more effective participation of citizens in knowledge societies	Develop means to ascertain the extent to which MIL policies and strategies lead to enhanced cultural dialogue, respect and mutual understanding	Develop means to ascertain the extent to which MIL policies and strategies which ensure the involvement of women/girls result in greater impact at the community, national, regional and international levels

Chapter 3

Formulating MIL Policies

Formulating MIL Policies

Introduction

From the discussions in Chapters 1 and 2, factors mitigating the formulation of MIL policies can be summarized as in Figure 3. 1. The purpose of this chapter is to delineate the policy development process for the implementation of MIL. These guidelines draw upon the assumption that policies are principles that guide strategic development and that policy development is underpinned by an iterative process of implementation, evaluation and revision.

Figure 3.1: Factors Mitigating MIL Policies and Strategies[83]

83   Inspired by Jones, N. and Walsh, C. (2008). *Policy briefs as a communication tool for development research*. Background Note. Overseas Development Institute.

The guidelines on policy formulation outlined in this chapter are informed by the theoretical framework outlined in Chapter 2 and, in turn, provide directions for decisions about strategy, which are discussed in Chapter 4 (see Figure 3.2).

Figure 3.2: Linking theory to policy and practice

Development/theoretical Framework	<->	Policy Formulation	<->	Strategy Development

A key assumption of these guidelines for policy development is that there is a range of starting points for the implementation of MIL. In some nations, media and information literacy will be familiar concepts, while in others they will be novel and underdeveloped. This chapter aims to show that key principles and common elements may form the basis for policy development for the implementation of MIL programmes across various contexts. While policies will vary in different nations and communities, the following common assumptions may be made:

- MIL implementation will be most successful where various stakeholders share a vision and work collaboratively to achieve it through sharing knowledge and resources.

- The foundations of MIL knowledge, attitudes and skills can be developed without access to technology (for example in oral cultures or where only printed content is available). However, MIL programmes should be responsive to the availability of existing and emerging media and information technologies so that citizens can fully benefit from their use to actively participate in their societies.

- The development of media and information literacy is fundamental to nation building, economic development, the protection of human rights and for meeting the challenges of cultural and linguistic diversity, for reasons explained throughout these guidelines.

> "The foundations of MIL knowledge, attitudes and skills can be developed without access to technology (for example in oral cultures)."

These guidelines are underpinned by a change equation framework that encompasses six elements for policy development (see Figure 3.3). The underlying rationale for this model is that change is possible through stakeholder consensus and by meeting challenges through collaboration and effective resourcing. The elements include: creating a vision for media and information literacy and its role and purpose; encouraging consensus on the vision through identifying incentives and opportunities for partnerships and collaborations; identifying the challenges facing stakeholders aiming to implement MIL programmes; identifying incentive-based policy directions for MIL; identifying the knowledge, attitudes and skills required for the implementation of MIL; allotting the resources required to implement MIL; and providing direction for an action plan and evaluation of MIL implementation.[84]

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84   Moore, P. (2011). *Articulating MIL Policies and Strategies*. Paper presented at the First International Forum on Media and Information Literacy, Fez, Morocco, June 15-17. Adapted from: Villa, R. and Thousand, J. (2000). A framework for thinking about systems change. In R. Villa and Thousand, J. (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

Figure 3.3: Six elements for MIL policy development

| Vision | Concensus | Incentives | Resources | Competencies | Action Plan |

Vision

We live in an increasingly globally connected world that requires a vision for the implementation of media and information literacy in all nations and for all citizens. Policy should be developed to assist nations to:

- Work towards media and information literate societies as a key priority for developing and delivering robust and accessible economic, health, legal, government, educational and technological infrastructure and services.

- Increase effective access to use and engagement with media, libraries and other information providers, including those on the Internet as well as access and use of information technologies; strengthening advocacy and practices for freedom of expression, independent and diverse media; encourage ethical use of information and media production, self-expression and creativity through a range of media and information sources in formal, non-formal, workplace and community settings; and encourage critical reflection on media and information.

- Ensure meaningful empowerment of citizens through media, libraries and other information providers, including those on the Internet, as well as partnerships with community organizations that lead to widespread and sustained media and information literacy;

- Develop systems of professional qualification, certification and in-service training for parents, caregivers, policy makers, government officials, libraries, educators in school systems, universities, and other MIL practitioners and professional and community sectors.

- Draw upon media and information literacy skills, attitudes and knowledge to reduce intolerance and increase intercultural understanding across political boundaries, ethnicities, gender and religions, to empower women and to capture and protect indigenous knowledge and cultures, making them available to a wider audience, as well as fostering cultural innovation.

> "We live in an increasingly globally connected world that requires a vision for the implementation of media and information literacy in all nations and for all citizens."

Four scenarios can be distinguished to depict the existence of Media and Information Literacy within nations with corresponding levels of vision for the implementation of MIL.

Scenario	Vision
MIL is unknown and underdeveloped	Within five years, key government, memory institutions, media and information sector, community stakeholders, and education sector will be introduced to MIL as a concept. Small scale MIL projects in schools, universities, community organizations and libraries will be developed and piloted.
MIL is emerging and quite novel as a concept.	Within five years, government agencies, media and information sector, community organizations, libraries and other memory institutions and the education sector will develop a strong awareness of MIL, its importance and the value it can add to civic, economic and cultural participation. The implementation of MIL programmes will begin in the formal education sector and through community organizations, memory institutions and other groups.
MIL is established within specialist programmes and some citizens benefit from access to these initiatives.	Within five years, MIL programmes will be available to a broad range of citizens through community organizations and groups, particularly libraries (public, school, academic, national) and through specific formal education opportunities. Community MIL 'champions' and educators will be identified and provided with support to develop MIL programmes. Evidence of the benefits of MIL programmes will be used to inform future MIL policy and strategy development.
MIL is widely understood and MIL programmes are available to most citizens.	Within five years, MIL programmes will be ubiquitous and all citizens will have access to them. Research, innovation and experimentation will identify ways to implement MIL projects in new ways to respond to changing technological, social, cultural and institutional contexts and to integrate MIL into all aspects of society.

Consensus

For nations to achieve the stated vision for MIL, consensus between key stakeholders is required. No matter which of the four scenarios exists as an approximate starting point for implementation, a level of agreement is required so that the vision for MIL is realistic, appropriate and achievable. Key MIL stakeholders include: government (relevant ministries, media regulatory bodies, government-controlled media and national government training institutions etc.), the media and telecommunications industries, libraries, museums and archives, community organizations, children and young people, parents, families, caregivers, and the education sector. Consensus across these groups is most likely to succeed where opportunities for collaboration, partnerships and cooperation can be achieved.

"Libraries also have a key role to play in developing MIL programmes through school and academic libraries, local or community libraries and national libraries."

Libraries also have a key role to play in developing MIL programmes through school and academic libraries, local or community libraries and national libraries. Libraries have played an essential role in the development of literacy, particularly since the development of public libraries in the nineteenth century, and will continue to play an essential role in the digital context of new media and new technologies. Governments and the media and telecommunications industries have a social responsibility to ensure that citizens have access to a broad range of sources of information and media content and that they have access to opportunities to participate in media and information production and critical reflection. Social and community organizations can provide MIL opportunities not available through other channels. Parents and caregivers can ensure that children and young people have opportunities to take part in MIL programmes and that they, themselves, have appropriate levels of media and information literacy. The education sector, including school and academic libraries, through formal schooling, has a key role to play in making MIL available to all: children, young people, teachers, librarians and other learners. Curriculum areas such as Communication Studies, Languages, Literature, the Arts, Technological Studies and Social Studies offer good opportunities for the integration of MIL. Examples of well-established media and information literacy curriculum policies and resources currently exist in many countries for students from pre-school to university.

"Libraries have played an essential role in the development of literacy, particularly since the development of public libraries in the nineteenth century, and will continue to play an essential role in the digital context of new media and new technologies."

Examples of policies for media and information literacy that demonstrate vision and consensus among stakeholders

➜ A task force set up in **India** to develop a national consensus of all libraries towards policy development initiatives to make the country an information literate society in connection with the National Knowledge Commission established in 2005, http://knowledgecommission.gov.in/recommendations/libraries.asp

➜ In **Europe**, the European Commission has developed the Communication on a European approach to media literacy in the digital environment (European Commission, 2007): http://ec.europa.eu/culture/media/literacy/docs/com/en.pdf

➜ Through consensus President Obama proclaimed in 2009 October as the National Information Literacy Awareness Month in **America**, http://www.whitehouse.gov/the_press_office/presidential-proclamation-national-information-literacy-awareness-month/, http://infolit.org/october-2013-national-information-literacy-awareness-month/

➜ In **Argentina**, the government has developed a national policy on media literacy with multiple stakeholders such as media associations (radio stations, television stations, cinemas and magazines nationwide), private companies (Telecom, Microsoft, Coca Cola, Adidas etc.), and the education system[84].

➜ In **Australia**, the education sector is developing a media literacy framework through Media Arts as a key component of the new national curriculum to be studied by all Australian children: http://www.acara.edu.au/arts.html

➜ In **England**, the government developed a policy to overcome digital exclusion: Delivering Digital Inclusion (Communities and Local Government, 2008): http://www.communities.gov.uk/publications/communities/deliveringdigitalinclusion

➜ In **Europe**, the European Commission has developed the Safer Internet 2009-2013 (European Commission) policy: http://ec.europa.eu/information_society/activities/sip/policy/programmememe/current_prog/index_en.htm

➜ In **Qatar**, the government has developed a national ICT policy called Advancing the Digital Agenda which outlines a number of strategies for ensuring digital inclusion: http://www.ictqatar.qa/sites/default/files/documents/Qatar's_National_ICT_Plan_English.pdf

➜ In **Canada**, Library and Archives Canada (LAC) developed the Canadian Digital Information Strategy: http://www.collectionscanada.gc.ca/digital-initiatives/012018-3000-e.html

➜ In **Estonia**, the government developed the first 'digital strategy' called 'Principles of Information Society' in 1983. The strategy was updated in 2004, 2006 and runs through until 2013. http://www.riso.ee/en/system/files/Estonian%20Information%20Society%20Strategy%202013.pdf

➜ In **Finland**, there is specific collaboration on media literacy between government administration sections. Different administration sections, predominantly representatives of media companies, organizations for the protection of children and scientific authorities in the field of media education and protection are involved in wide ranging discussions. http://www.mediakasvatus.fi/node/194

85   In *Mapping Media Education Policies in the World: Vision, Programme and Challenges.* UNAOC, UNESCO, European Commission, Grupo Communicar, 2009.

Challenges

"Research shows that 'access' to new media technologies is as much about knowledge, attitudes and skills as it is about physical access and the availability of technologies."

Technological, epistemological and economic factors present challenges to consensus between stakeholders about MIL. Therefore, MIL policy must outline principles for overcoming these challenges. Technological factors pose a challenge at the macro and micro levels. At the macro level, access to media and information is reliant on the availability of technological infrastructure and consensus about appropriate programmes in MIL. This will be influenced by perceptions about the role that media and information play in a country as a result of the penetration of media technologies in various contexts. At the micro level, the uptake of media technologies by library workers, community workers, parents, caregivers, and teachers will play a key role in determining the availability of MIL programmes for children and young people. Research shows that 'access' to new media technologies is as much about knowledge, attitudes and skills as it is about physical access and the availability of technologies. Further, a look-forward approach to research is needed in order to gain a better understanding of how emerging and converging technologies will impact citizens and access and use of information in the future.

Epistemological factors include values and beliefs about appropriate types of curriculum and/or subject matter in formal and informal education contexts, as well as knowledge and understandings about the role and importance of media and information in individual's lives. Consensus about the integration of MIL into formal education settings will be

"It is necessary and equally important to complement children and young people's experiences with informal and community opportunities."

reliant on the philosophies of education that underpin education in various contexts. Within countries, there are often variations in the ways in which curricula are developed and implemented. There can also be different priorities for educational outcomes. This may vary from school to school in the same district. In this context, the extent to which space can be found for MIL programmes in the formal curriculum will vary. It is necessary and equally important to complement children and young people's experiences with informal and community opportunities. Beliefs about the relationship between media and information and individuals will also play a role determining the form and content of MIL programmes. Some programmes may place more emphasis on using media and information as a cultural resource for self-expression while others might emphasize critical reflection about media and information and their role in society. There will be a wide range of variations and combinations in between. MIL in the context of these guidelines incorporates both approaches. There needs to be flexibility for MIL to be implemented in a variety of ways appropriate to local circumstances.

Economic factors include the cost of implementing MIL programmes. In a climate of limited resources in many countries, priorities must be determined. However, in the case of basic literacy and MIL, it should not be seen as MIL versus/or basic literacy, but rather basic literacy taken together with MIL through community programmes as well as formal structures. Consideration should be given to large scale costs, potentially involving infrastructure and hardware and smaller scale costs for the provision of training, workshops and resources. Consensus about the provision of funding to develop and provide effective MIL programmes will be crucial to ensure the sustained development of MIL as a priority.

Overcoming these challenges and providing stakeholders with incentives to develop consensus on MIL and participate in MIL initiatives will rely on identifying the personal, social and economic benefits of MIL. It will also rely on the development of mutually beneficial partnerships, practices and projects.

Key policy directions for MIL

The following policy statements indicate that the implementation of MIL is central to nation building and global participation. These statements are supported by principles of belief suggesting that MIL is essential for taking advantage of the democratic, social, educational, economic, cultural, health and sustainability opportunities provided by media, memory institutions and other information providers including those on the Internet.

MIL programmes will provide opportunities for empowerment and increased democratic participation by involving citizens in the creative production of media and information content and through providing them with the knowledge, attitudes and skills to critically use and engage with media and other information providers.

➜ In **Morocco**, the government has taken a policy decision to undertake national adaptation and piloting of the MIL curriculum published by UNESCO
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/gapmil_framework_and_plan_of_action.pdf

➜ In **Australia**, the Central Australian Indigenous Media Association (CAAMA) is owned by the Aboriginal people of central Australia and holds a public broadcasting license. CAAMA has a mandate to promote Aboriginal culture, language, dance, and music while generating economic benefits in the form of training, employment and income generation.
http://caama.com.au/

➜ The **Finnish** government developed two policies: 1) the Government Information Society Programme (2007-2011) and 2) the Policy programme for the well-being of children, youth and families which feature objectives and measures involved in the safety of media environments, media literacy and online services.
http://www.mediakasvatus.fi/node/194

➜ In **Argentina**, The Argentine Ministry of Education developed the 'School and Media' programme which brings together two fundamental stakeholders: media associations (television stations, newspapers, movie theatres and magazines) and private companies (corporate sponsors – particularly those that advertise in the media). These stakeholders are central to the development of a series of initiatives including teacher training, at schools, student-oriented events and community education initiatives. (Morduchowicz, 2009)

Programmes aiming at empowering citizens with MIL competencies will support the development of open knowledge societies including reformed libraries, diverse media which are free from external and internal influences, freedom of expression, freedom of information as well as open development[86] (i.e. development characterized by accountability and transparency) and the benefits of human rights.

➜ In **Qatar** the Doha Centre for Media Freedom is driving MIL policies, as well as in the Gulf Countries. Freedom of expression and the impact of media on citizens' perception are two of the bases for MIL policies,
http://www.dc4mf.org/

➜ The underlying rationale for MIL in the **Arab States** can be summed up as follows:
  • Promote press freedom and understanding of news, increase access to information and ease the free flow of ideas (Qatar, Lebanon)
  • Influence of media on the lives of youth (Egypt)
  • Journalists need digital skills to compete with influx of news from outside (Lebanon)
  • Enable young people to use social networks for purposes other than entertainment (Lebanon)
  • Advocate for media ethics (Lebanon)
  • For young people to challenge world views in media and to be critical of the tendency towards monolithic secular and religious media in the Middle East (Lebanon, Egypt, Morocco)
  • A basis for citizen journalism thereby enables diversity in media (Tunisia, Egypt Jordon, Lebanon, and Qatar)

➜ In **South Korea**, policies which lead to significant financial allocation to MIL related activities, carried out mostly in informal settings, are underlined by the government's goal to extend the welfare and rights of media audiences.[86]

MIL programmes will promote social inclusion and aim to reduce the 'participation gap' between citizens who are involved in the creation and critical use of media and information content and those who are not. MIL programmes will promote gender equality and women's empowerment and provide opportunities for participation by diverse communities, including indigenous communities, people living with disability and children and youth living in poverty.

86   See World Bank Open Development Programme. Available from: http://www.worldbank.org/open/ .(Accessed September 22, 2013).
87   In Mapping Media Education Policies in the World: Vision, Programme and Challenges. UNAOC, UNESCO, European Commission, Grupo Communicar, 2009.

➜ In **Southern Africa**, Gender Link, a leading NGO operating from South Africa, is advocating MIL policies and training as bases for promoting gender equality and women's empowerment. The organization has developed an excellent toolkit, Watching the Watch Dogs, http://www.genderlinks.org.za/article/watching-the-watchdogs-2009-05-28

➜ In **South Africa**, a Media Action Plan (MAP) on HIV and AIDS and Gender Policy role has been developed. The MAP on HIV/AIDS and Gender is a collaborative effort by the Southern African Editors Forum (SAEF) and NGO partners to improve coverage of HIV/AIDS and gender, as well as mitigating the effects of the pandemic on the media industry. http://www.genderlinks.org.za/article/about-the-media-action-plan-on-hiv-aids-and-gender-2010-02-18

➜ The city of **San Francisco**'s Department of Telecommunications and Information Services has developed a Digital Inclusion Strategy, which aims to achieve ubiquitous free and affordable Internet access for all San Franciscans. The strategy focuses on the most underserved neighbourhoods, disadvantaged residents, low-income, limited English-speaking and disabled population. The underlying thought is that investing in these groups is a key factor to promote innovation, economic growth and social justice. http://sfgov3.org/index.aspx?page=1439

MIL programmes will provide specific education and training to the develop individuals' media and information competencies (knowledge, skills and attitudes) and create knowledge of and expertise in a broad range of media and information sources.

➜ In **England**, the government has developed a policy for education and training in the creative use of media and information technologies: Creative Britain: New Talents for the New Economy (DCMS, BERR and DIUS, 2008): http://webarchive.nationalarchives.gov.uk/+/ http://www.culture.gov.uk/images/publications/CEPFeb2008.pdf

➜ In **Finland**, media education policy has been developed for early childhood education – the Ministry of Education's 'Media Muffin' project. The National Institute for Health and Welfare produced national guidelines for media education that was sent to all day-care centers in Finland. http://www.mediakasvatus.fi/files/u4/mediamuffin.doc

MIL programmes will identify the economic benefits associated with media, memory institutions and other information providers, including those on the Internet. They will also stress how the expert development of skills, knowledge and attitudes related to media and information can lead to new opportunities for commerce and trade and the development of new industries.

➜ **Singapore** has developed the Intelligent Nation 2015' (iN2015) strategy, which is a ten year master plan to help realise the potential that media and information access and education can provide to individuals, government and business at the micro and macro levels of society. http://www.ida.gov.sg/About%20us/20070903145526.aspx

MIL programmes will take advantage of the cultural opportunities provided by media and information technologies by facilitating intercultural dialogue and developing mutual understanding, through passing on tradition and cultures in new ways and through recognizing new cultural practices.

➜ Combat stereotype and promote intercultural understanding (**Saudi Arabia, Qatar, many Arab States**)

➜ Protect and preserve local cultures (**Many Arab States**)

➜ Research into issues of common interest between the **Arab world** and the West and how the media operate are a necessity. We should develop critical thinking skills in young people so that they avoid assumptions, shun stereotypes propagated by the media, become culturally sensitive to others and are not easily duped by what is aired, written and posted online. But research does not answer all questions; it helps provide some answers. It should be coupled with logic, and a truthful approach to information and communication.

The impact of a 'media literate' society could also result in encouraging good governance and poverty reduction in under-developed areas and have a ripple effect by translating positive outcomes from the community and local levels into national level schemes. http://unesdoc.unesco.org/images/0016/001611/161157e.pdf

➜ **New Zealand**'s 2005 Digital strategy (updated in 2008) includes a focus on retaining and enhancing New Zealand's indigenous Maori culture through supporting the development of Maori content across all media platforms. For example, the Aotearoa People's Network Kaharoa provides free access to broadband internet services in public libraries so that everyone can benefit from accessing, experiencing and creating digital content. http://www.aotearoapeoplesnetwork.org/

MIL programmes will promote the benefits of media, memory institutions and other information providers, including those on the Internet, through making connections between MIL, health literacy, e-health initiatives, agriculture, science literacy, financial literacy, etc. In particular, they will promote access to information and care for remote and rural communities.

➜ In **Europe**, the European Commission has developed the eHealth Action Plan as an integral component of the EU's Digital Agenda. http://ec.europa.eu/information_society/activities/health/policy/index_en.htm

MIL programmes will identify the sustainability opportunities for media and information technologies and will demonstrate how they can be used to promote education about sustainable development and provide opportunities for sustainable development practices.

➜ In the **United States**' State of Wisconsin, authorities have developed the Plan for Environmentally Literate and Sustainable Communities, which "recognizes that Wisconsin's rich environmental, cultural and economic heritage is based directly on the natural resources around us. The Plan acknowledges that to use, enjoy, and preserve these resources, individuals, organizations, businesses, and governments must have the knowledge, attitudes, and skills to ensure the health of our communities and natural resources. The plan fills the need for a state strategic vision for environmental literacy and sustainability, and provides a shared set of goals for all people in all sectors of Wisconsin to work towards". http://eeinwisconsin.org/net/org/info.aspx?s=94369.0.0.2209

Resources

The successful formulation of MIL policy relies on outlining principles for identifying existing resources and making recommendations for developing new resources. This must occur across several areas, as outlined below. First and second level resources are required for the implementation of MIL. There are also existing levels of knowledge and expertise to be taken into account. The role of MIL policy is to develop a set of principles for how these first and second level resources and existing knowledge and expertise can be deployed in specific contexts.

First level resources include infrastructure such as information, media and telecommunications facilities. There is a difference, for example, in the types of MIL experiences citizens may have in countries where there is fast broadband internet access, compared to slower, costly or non-existent internet access. In different countries there exist varying degrees of access to facilities like public radio and television broadcasting. Institutional resources also widely vary, whether these are educational institutions or the availability of university courses in media, communications, information and library practices. Other institutions like libraries, gallery spaces and museums also play a role in the successful implementation of MIL through making their resources available for targeted programmes. At the formal education level, resource availability will be a significant area of concern for MIL policy and decision makers. While new resources will be required, there is a strong emphasis in these *guidelines* on using existing resources to best effect in order to reach the objectives of MIL. For example, existing ICT infrastructure policies and plans may be deployed to connect educators, library professionals and community workers with MIL relevant technologies and expertise. In schools, for example, computers, software, cameras, audio recorders and arts materials may be available which have not previously been identified as specific MIL resources. Where these are not available, the purchase of new equipment might be required. Library, archive and museum information policies and strategies may suggest ways in which local communities can participate in developing MIL knowledge and understandings. Technologies such as the Internet might also be used to deliver professional development to teachers and library professionals and community workers.

Second level resources include human resources, administration costs, operational budgets,

> "The role of MIL policy is to develop a set of principles for how these first and second level resources and existing knowledge and expertise can be deployed in specific contexts."

> "At the formal education level, resource availability will be a significant area of concern for MIL policy and decision makers."

educational materials (oral, visual, print and digital) and consultant fees. Human resources include the "MIL champions" who will lead the MIL agenda at schools, the broader education sector and the community. These champions are likely to be 'early adopters' who are able to interpret the objectives of MIL in local contexts. Administrators' and technicians' support must be obtained as they are stakeholders who can help to deliver MIL programmes. Often, MIL programmes will require administrative support to help organize, promote and implement school and university based curricula, community events and programmes. Operational budgets will be required for the purchase of consumable items and other incidentals. Educational materials will need to be made available. These may take the form of printed materials, books, online resources, videos and films, audio recordings and digital games. Expertise will sometimes need to be sought for a range of purposes including programme development, technical advice and programme evaluation.

Media and information literacy

"A key objective for MIL policy should be to identify a continuum of knowledge from expert to novice."

The established knowledge base in media and information literacy that may be used as a resource in a given nation will vary according to the degree to which the separate fields of media literacy and information literacy have been established. In some nations, there has been a long history of media literacy practice informed by the academic disciplines of cinema studies, television studies, journalism, media studies and communication studies. Often these have been complemented by the development of media production skills across various media forms. Similarly, information literacy has been informed by library studies, literacy studies, informatics, information and communication studies. In recent years, both fields have been informed by computer and technology studies and new media studies. These fields of knowledge and practice provide an essential resource in the development of policies for the broad-based implementation of media and information literacy. A key objective for MIL policy should be to identify a continuum of knowledge from expert to novice and to provide guidance about opportunities for experts to mentor and train novices.

Media as agents of the popularization of MIL

"Media and other information providers (...) are also central to promote MIL as a mass civic education movement."

Media and other information providers, including those on the Internet, as well as private media owners are also central to promote MIL as a mass civic education movement. While the freedom, independence and plurality of media and other information providers must be guarded, there are opportunities for fruitful partnerships between them and other stakeholders. Mass media (radio, television and newspaper), the Internet,

libraries, archives and museums can all assist in ensuring the permanence of MIL issues in the public and developing all citizens' information and media competencies. The types of activities that could be developed, strengthened, replicated to reach cities, remote, rural and marginalized groups are endless. The Guideline for Broadcasters on Promoting User-generated Content and Media and Information Literacy[88], prepared by UNESCO and the Commonwealth Broadcasting Association, offers valuable insights in this direction.

Libraries, archives, galleries and museums

> "Libraries have particular significance for social inclusion because they provide access for all."

Libraries (school based, academic, public and national) play an essential role in the development of media and information literacy. A library is a community resource that provides access to information and information related services, as well as having an educational role. Libraries enhance citizens' MIL competencies through different MIL educational activities. Increasingly, a library is also a resource that provides opportunities for community members to take part in content creation, creative expression, information sharing and storytelling, which is made possible through new media technologies. Libraries have particular significance for social inclusion because they provide access for all. The knowledge and skills of library professionals are crucial to the successful implementation of MIL. Library professionals will be responsible for developing MIL programmes for a range of groups in the community and they will need to develop their own knowledge, attitudes and skills specific to MIL. There will be a need for sustained and ongoing professional development to ensure community members receive the full benefit of MIL programmes offered through libraries. Likewise, archives, galleries and museums are increasingly potential sites for the development of MIL. The development of policies guiding libraries, archives, galleries and museums to assist with the implementation of MIL is essential to the success of this endeavor in any nation. Each of these institutions should be encouraged to develop their own sets of policy documents for the development of MIL. Such documents need to incorporate the need for professional development programmes to ensure that library professionals keep updated on the rapid development of the digital and media landscape.

> "It is important to note that in contexts where advanced technology is not widely available, MIL has an important role to play."

Technology

Knowledge on computer based technologies is separate from, although connected to, knowledge on media and information literacy. Both media and information literacy existed before the widespread availability of computers. However, computer technologies have specific implications for MIL. In a globally connected

88   http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-user-generated-content/. Accessed on 20 October, 2013

world, knowledge and skills in computer technologies must be developed in order for the potential of MIL to be realized. In the context of new media technologies, this includes knowledge of and skills in internet-based technologies, social media and mobile media. Adaptability is a key principle for achieving high outcomes for MIL. A key objective for MIL policy is that individuals should learn to be able to adapt their existing knowledge and skills to ever changing technological processes and practices as new technologies are developed. It is important to note that in contexts where advanced technology is not widely available, MIL has an important role to play. It is necessary to prepare individuals with little experience for increasing encounters with media and information. Furthermore, knowledge of and skills in MIL are likely to play a key role in nation building and should be integral to economic and social development. There are many ways in which the fundamentals of MIL knowledge and skills can be developed through 'low tech' or 'no tech' means such as basic cellular phones.

School and Higher Education curricula

"Teachers without formal training in media and information literacy will be required to implement MIL programmes."

Schools and academic institutions play an essential role in the development of media and information literacy. The development of media and information literacy curricula for schools and higher education will rely on collaboration between teachers, librarians and other stakeholders, as well as their expertise in knowledge and skills for learning design. Decisions must be made about the location of MIL in the curriculum – for example, there are possibilities for it to be integrated into the study of other fields of learning; to be an autonomous teaching and learning area; or a combination of these. The scope and sequence of learning activities needs to be determined and possibilities for assessment created. Teachers and schools can be assisted in making these decisions through the existence of curriculum planning policy documents and guidelines. UNESCO's *MIL Curriculum for Teachers*[89] provides an essential starting point for curriculum planning in MIL. In many nations, local and national curriculum policy documents in media and information literacy also exist, although they are likely to exist as stand-alone media or information policies. In many cases, teachers without formal training in media and information literacy will be required to implement MIL programmes. Often, these teachers will be able to draw on their expert knowledge from other fields, for example, Technology Studies, Media Studies, Visual Arts, Language Studies and Library and Information Studies. Primary school 'generalist' teachers will draw on their expertise in cross curricular teaching to integrate MIL. There will be a need for sustained and ongoing professional development to ensure students receive the full benefit of an education in MIL.

In higher education, the development of MIL curricula will be dependent on the collaboration between academics, library professionals and administrators. Collaboration should establish the location of MIL in the curriculum, the rolling out of courses and counseling, as well as assessment of learning. For instance, the Norwegian Qualifications

89   Available from: http://www.unesco.org/new/en/communication-and-information/media-development/
        media-literacy/mil-curriculum-for-teachers/ . (Accessed on 20 October, 2013).

Framework explicitly specifies competencies to be acquired by the candidate after a completed education cycle which relate to media and information literacy. In the first cycle (Bachelor degree), Norwegian candidates are expected to "…find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the problem." (http://www.nokut.no/en/Knowledge-base/The-Norwegian-educational-system/The-Norwegian-qualifications-framework/Levels/). The expected learning outcomes are described in the qualifications framework. Each institution has to consider how to ensure candidates' development of these competences by practically embedding MIL education in the formal curricula and reaching a consensus on stakeholders' tasks and responsibilities (e.g. library and faculty staff). This will require stakeholders' close collaboration in planning, rolling out and assessing MIL education across the higher education curricula.

Community organizations

"Community organizations have specialized knowledge and skills developed to meet the specific needs of their constituents."

A range of community organizations will play a crucial role in the development and delivery of MIL programmes. Community organizations have specialized knowledge and skills developed to meet the specific needs of their constituents. This expertise will be complemented by the development of new knowledge and skills in the MIL area. It will also be supplemented by partnerships and collaborations between community organizations and MIL experts. The development of policy to assist community organizations with the development of MIL is a pivotal component for its success in all nations.

Action plan

"Decision makers will be able to identify the gaps in their own context, for supporting policies, incentives towards consensus, knowledge, skills and resources."

This section briefly sketches out the priority areas for the deployment of policy required for the progressive implementation of MIL. This is followed in Chapter 4 with more detailed description of specific strategies. As decision makers consider the factors outlined in this document, they will be able to identify the gaps in their own context, for supporting policies, incentives towards consensus, knowledge, skills and resources. They will be able to identify mechanisms to build partnerships and to gain consensus among those who can assist and those who will be most affected by the implementation of MIL. They will be able to identify objectives. Some will be short term and easily achieved, while others will be longer term and require sustained human effort and resources. It is from these priority areas that an action plan

can be developed. This action plan is likely to have several elements. For example, while a MIL awareness campaign is underway among educators and communities, technological infrastructure could be developed and a group of MIL "champions" might create MIL curriculum materials in national languages.

Evaluation

"MIL policies and strategies is complex because of the fact that their application crosses political, social and cultural borders."

To ensure that the Action Plan for MIL is effectively implemented, an evaluation component needs to be built into the policy and strategy development from the beginning. As illustrated throughout this document, developing MIL policies and strategies is complex, not only because of the rate at which new technologies arise and are adopted, but also because of the fact that their application crosses political, social and cultural borders. The main goal of evaluation should be to monitor the progress of the action plan, rather than the impact of MIL on the nation. The evaluation of the implementation of MIL, in the first instance, should focus on the availability of MIL programmes to the nation's citizens. This can be monitored through identifying examples of MIL implementation such as:

- How the media, libraries and other information providers, including those on the Internet, as well as individuals sharing information on social media are promoting and engaging through MIL
- MIL policy
- Youth media production initiatives are available through community organizations
- MIL orientated programmes are available in community libraries
- UNESCO's MIL Curriculum for Teachers and other related resources are used as the basis of a national training course
- Schools and universities deliver embedded courses and assess competencies in MIL
- MIL is included in curriculum policy documents
- MIL related funding is provided to universities for developing teaching and conducting research in MIL
- MIL qualifications are recognized through certification

These are some examples of indicators that MIL is being successfully implemented in a nation or community. Evaluation indicators will need to be developed according to context, taking into account the various starting points outlined in the 'vision' section of this chapter. The strategies outlined in Chapter 4 will further inform evaluation indicators.

MIL will have a long-term impact on individuals' knowledge, attitudes and skills. It is the responsibility of social planners and education authorities to assess these outcomes. Measuring the levels of media and information literacy among citizens will require an

adaptation of the UNESCO Global MIL Assessment Framework,[90] testing, carrying out national assessments as well as cooperation on research by the media, libraries, research networks and institutions, NGOs and other information providers including those on the Internet.

➜ **UNESCO Global MIL Assessment Framework**

The UNESCO Global MIL Assessment Framework is a pioneering resource designed to aid government and civil society actors mentioned above to undertake incremental and systematic assessment of MIL levels among citizens with respect to necessary inputs, process and outcomes.

The framework is composed of two sets of indicators:

- Tier One: MIL Country Readiness

It describes the capacity of country readiness for MIL initiatives at the national level. It takes advantage of existing international, regional and national data sources which will be used to build country profiles. Five categories are proposed: (i) MIL policy, (ii) MIL education, (iii) MIL supply, (iv) MIL access and use, and (v) Civil society

- Tier Two: MIL competencies:

It describes competencies and levels of proficiency to be obtained by all citizens on MIL. Special attention is paid to key social groups such as teachers in service and in training and assessment of their competencies on MIL. In Tier Two, the MIL competency standard is composed of three competency components: (i) Access and Retrieval; (ii) Understanding and Evaluation; (iii) Creation and Sharing[90]. In addition, MIL competencies are a combination of three elements: attitudes, knowledge and skills. The three elements combined provide a broader connotation and it is also more relevant in a complex environment, because it includes cognitive, meta-cognitive and non-cognitive factors. Attitudes, knowledge and skills with regards to various issues, practices, tools and actors, together play an important role in the assessment framework, as they do in the learning and teaching processes, and for application to employment and for participation in societal life.

Assessment is essential in designing, planning, development, monitoring and implementation processes of MIL programmes. The results of the assessment will point out the strengths and weaknesses of the environment and existing MIL programmes be implemented in all sectors of society. It provides valid and reliable data for strategic decisions to inform policy development or reform as well as the redesign of existing MIL programme. Without valid and reliable data, policy and decision makers, and stakeholders in general, may be unaware of existing needs, gaps and challenges in relation to the impact of MIL programmes. They may also be poorly informed about the means that are available or required to take appropriate and effective measures to redirect programmes and achieve the desired goals.

90   UNESCO (2007). *Global MIL Assessment Framework*. Paris, France: UNESCO.
91   Note: the three competency components are summarized. Only keywords are used here. The details of the MIL competency standards, including three competency components, will be described later in Chapter 2.

Chapter 4

Developing MIL Strategy

Developing MIL Strategy

Introduction

In chapter 3, MIL policy formulation was discussed in detail using the *change equation* as a proposed guide to an effective policy development process. The *action plan* node of the change equation is relevant to the content of this chapter, taking it a step further with an in-depth look at what is needed to ensure that MIL policies come alive. MIL policies are extremely important to effect change. However, these could be deemed meaningless or weak if they are not translated into real results in schools, universities, homes, communities and workplaces. The gap between MIL polices and the desired demonstrable impact is bridged by MIL strategies. No doubt policies and strategies are closely interwoven and are often conflated. Simply put, strategies give legs and impetus to policy goals and objectives. In reality, it is difficult to conceptualize strategy. As is the case with many other concepts, there is a significant lack of consensus on an operational definition of strategy. The idea has been used for a very long time in the military. Its etymological roots can be found

> "One could distinguish between the 'content' of MIL strategy and MIL strategy formulation processes"

in the Greek word *strategos* – which literally translates as 'what the general does'[92]. As a natural consequence to the absence of agreement among leading scholars, many authors have given their own meaning to the word. For the purposes of these MIL Policy and Strategy Guidelines, the following definition is used:

MIL strategies are the patterns or plans that integrate broad development goals, policies and sequences of actions or concrete interventions into a cohesive whole. A well-formed MIL strategy should be based on consensus of all stakeholders (actors and beneficiaries), and help to marshal and allocate available resources necessary to chart a clear trajectory towards the desired outcomes, based on local realities and taking into considerations shortcomings and anticipated changes in environment[93].

One could distinguish between the 'content' of MIL strategy (i.e. the key issues, actions or interventions) and MIL strategy formulation processes (i.e. how the content of the strategy

92   See Haugstad, B. (1999). *Strategy Theory – a Short Review of the Literature*. SINTEF Teknologiledelse.
93   Inspired by a definition of strategy articulated by Quinn (1998), but from a more corporate strategy per-
      spective as cited by ibid.

evolves)[94]. In the context of MIL strategies, both are important. The connections between MIL policies and strategies have been discussed. Furthermore, the previous chapter has addressed a powerful process. For this reason, this chapter will focus on the content of MIL strategies without turning a blind eye to processes. Hence, the following five broad strategic areas are treated, which include MIL in the following areas:

1. Media and technology related organizations, media regulatory bodies, libraries and other memory institutions, training institutes, the corporate world (advertising and its impact, corporate social responsibility), other partners.

2. Government entities, particularly ministries and other relevant organizations.

3. Formal education (teachers, learners, librarians, policy makers, researchers, administrators).

4. Non-formal education and continuing education (parents, caregivers, etc):

   a. Civil society in general: community groups, NGOs, CBOs, etc.

   b. Out of reach, e.g. citizens in deprived communities without access to education or illiterate

   c. Professionals – on the job training;

5. Integration of MIL strategies with other related strategies:

   Enabling environment (identify government policies and programmes that can promote MIL or militate against MIL).

For each broad strategic area, sequences of actions or concrete interventions are suggested in the tables below. Each table has four common dimensions: goals, key stakeholders, strategies and objectives, and country references.

94   Quinn, J. (1998). Strategies for Change. The Strategy Process: Revisited European Edition.

Conceptual framework for MIL strategy (CFMILS)

The broad objective of developing a model strategy is to help teachers, librarians, students, parents, civil society, and governments, amongst others, to determine and improve the quality of media and information literacy and the level of access to MIL amongst the various stakeholders.

> "Developing media information literacy strategy is important in the digital world and crucial for the survival of modern governance. Such development will enhance the process of creating knowledge-driven, inclusive, pluralistic, democratic, and open societies."

Developing media information literacy strategy is important in the digital world and crucial for the survival of modern governance. Such development will enhance the process of creating knowledge-driven, inclusive, pluralistic, democratic, and open societies. The need to evolve an all-inclusive strategy and to engage stakeholders to buy into a systematic effort aimed at understanding media information literacy is compelling. Developing practical MIL strategies, informed by the realities of each clime, is important to achieve development goals.

Figure 4.1 below illustrates a proposed conceptual framework for MIL strategies.

⊠ The goal is to:

- Help citizens understand the deeper significance of information, media and being informed; assist people in using information efficiently, critically and ethically and to advocate and defend freedom of expression, access to information and other human rights.
- Help media practitioners, librarians, teachers, other professions, bloggers and citizens in general to be constructive information disseminators.
- Assist librarians, archivists, teachers, and other professionals to be more involved and creative in the production of knowledge.
- Assist citizens to be actively involved in the enterprise of knowledge production.
- Assist in deepening democracy and strengthening institutions of governance.
- Encourage a comprehensive and harmonized approach to the design, planning and implementation of MIL programmes.

Figure 4.1: Conceptual Framework for MIL Strategies[95]

DEVELOPMENT GOAL CONTEXT

Knowledge Societies

- Intercultural dialogue
  - Freedom of Expression; Freedom of Information
  - Quality Education
  - Media pluralism and diversity in media
- Opportunities for creating and sharing information and knowledge
- Media and information providers with ethics, truth, accuracy and loyalty to citizens

Educational Context

- Continuous Curriculum Reform
- New forms of instructional and assessment techniques
- Teacher and librarian development
- School based reforms
- Education for sustainable development
- Improved academic research

Democracy, Development, and Good Governance

- Opportunities for choices,
- Active civil society
- Transparency and accountability
- Social inclusion and participation
- Equality, justice and peace
- Freedom of association
- Tolerance
- Gender equality and women's empowerment
- Sustainable development

TARGET AREAS

MIL in Formal Education

Ministries of Education; Library associations; Professional Teachers' Councils; School Boards Faculties of Education; Departments of Media and Communication and Libraries and Information Studies etc.

MIL in Non-Formal Education

Outreach from partners in formal education; Community groups, NGOs, libraries, museums, film centers, library associations, other professional associations; ICTs, media and information regulatory bodies etc

Other Stakeholder Groups

National Film Boards/ Institutes,Broadcast/Regulatory Agencies, Advertising Councils, NGOs, Journalist organizations, MIL related networks and associations

Corporate World

TV and radio broadcasters, journalists, website developers; film companies and all other commercial companies involved, in the Internet, media, information, telecommunications and entertainment etc.

LINKING IL WITH ML AND INTEGRATION OF MIL WITH OTHER RELATED STRATEGIES SUCH AS ICTS etc

95   Inspired by Conceptual Framework for ICT in Monitoring and Evaluation of ICT in Education Projects. The International Bank for Reconstruction and Development/The World Bank, USA, 2005

Implementing and monitoring and evaluation

Location of MIL – subject specific and/or stand-alone training/curriculum

Programmes for practising pre-service librarians and information professionals to include MIL as part of school librarian certification

Professional development (PD) opportunities for pre-service teachers, including MIL as part of teacher certification; ongoing upgrading programmes for practising and pre-service librarians and teachers

Programmes through after school initiatives, community-based programmes: co-curricular opportunities; partnerships and links to formal education programmes, e.g., youth film festivals; youth-designed websites, zines, public private partnerships etc.

Programmes through Internet, libraries, museums, print and broadcast media - business partnerships; e.g.; promotion of MIL and use of user-generated content; development and use of community radio or linking a radio to a library or Internet to promote MIL, etc.

Formulate MIL monitoring and assessment, mechanisms. Adapt or adopt UNESCO MIL Assessment Framework (see p. 111) or other similar resources.

Undertake research by piloting MIL indicators Document, store, and report results. Use results to inform polices and strategies.

Foster, create, and sustain partnerships to promote MIL at national, regional and international levels.

OUTCOMES

MIL Pratictioners and educators

• Possess information and media competencies (knowledge, skills and attitudes):

Use of pedagogical strategies, selection of resources, development, implementation, assessment, and evaluation MIL programmes (See UNESCO MIL Curriculum for Teachers)

MIL Citizens

Competencies to:

• Understand the importance and necessary environment for media, Internet and other information providers, critically assess and use them to share culture and for development, democracy and peace etc

• Define information needs, locate, assess, organize, use ethically, communicate information and produce content and

• Improve access to information, research, study, learning and personal life.

MIL Societies

• All individual competencies mentioned above plus collective changes for the common good and achievement of development goals such as:

• Media, memory institutions and other Internet providers are held accountable

• Advocacy for gender equality

• Principle of knowledge societies advanced etc.

MIL in Formal Education [Teachers, Librarians, Learners, Policy makers, Researchers, Administrators]

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
Media and Information Literate citizens	Ministries of education, teacher training institutions, secondary and primary schools, higher education and research institutions, NGOs, etc.	Acknowledge and support the rights of all citizens to have access to media, Internet and other information providers, engage them for individual advancement*	See Chapter 3 Canada
		Review or formulate necessary policy guidelines	
		Increase the number of master trainers of MIL and curriculum leaders to guide curriculum adaptation process	
		Develop Curricula and guidelines for professionals including teachers by adapting model MIL Curriculum and this Policy and Strategy Guidelines published by UNESCO and other similar resources; put in place necessary legislation lead by relevant authorities. This should include allocation of funds for development, dissemination and training	See page 53-54 of MIL Curriculum for Teachers for suggested adaptation strategy Morocco: Gabon, Sweden, Japan Austria
		Faculty of education, media and information sciences should introduce courses and/or training on MIL. Academic support will be necessary	
		Pilot MIL Curriculum in selected teacher training institutions	
		Implement appropriate evaluation and monitoring instruments which are tailored and aligned to the uniqueness of MIL in education	Global Alliance for Partnerships on MIIL

96   Adapted from the Oslo Challenge: http://www.unicef.org/magic/briefing/oslo.html
97   Norwegian IL education website for primary and secondary school teachers and librarians. Available from: http://informasjonskompetanse.no/. (Accessed 30 October, 2013).

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
		Establish network of MIL practitioners and teachers as well as organizations at the community, national and international levels to encourage collaboration and continued upgrading of competencies	Egypt: International Association of Media Education (MENTOR) Australia: Association of Teachers of Media (ATOM) Indian Library Association Asia-Pacific MIL Centre Ontario: Association for Media Literacy (AML) Media Smarts: Canada's Centre for Digital and Media Literacy USA: National Association of Media Literacy Education
Media and Information Literate citizens	Ministries of education, teacher training institutions, secondary and primary schools, higher education and research institutions, NGOs, etc.	Know and understand the rights of children as laid down in the Convention of the Rights of the Child, as well as other instruments that acknowledge "the child media/ relationship" like the UN Convention on the Rights of the Child, the Oslo Challenge, the African Charter on the Rights and Welfare of the Child and the African Charter on Children's Broadcasting	
		Find and develop ways to contribute to the fulfilment of the rights of young people, including the rights of access to information and to diverse points of views, and to find ways to promote their own active participation in the media and media development[95]	Jamaica Canada - National Film Board
		Increase the number of teachers and librarians with ability to teach MIL in primary, secondary, schools and in higher education institutions.	
		Support in-service training/ educational opportunities on MIL for teachers and librarians at the secondary and primary school levels	St Vincent and the Grenadines The Bahamas Norway[96]
		Support training opportunities on MIL for researchers at higher education and research institutions	

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
		Review primary, secondary school, and higher education curricula to accommodate MIL	
		Embed MIL courses across the higher education curriculum	
		Choose suitable textbooks and other teaching material, both printed and online	
		Piloting MIL in selected primary and secondary schools as well as higher education institutions	
		Draw on existing teaching resources and develop local ones, both printed and online	Jamaica: media literacy curriculum for young people
		Implement appropriate evaluation and monitoring instruments which are tailored and aligned to the uniqueness of MIL in education	UNESCO MIL Curriculum (available in 10 languages) and Freedom of Expression Toolkit resources
		Integrate MIL into schools' extra-curricular activities to complement formal classroom settings. For instance MIL clubs; put a small radio in the library; start a media and library cadets programme	International and intercultural MIL multimedia teaching and learning resource tool, UNESCO and UNAOC
		Establish public and private partnerships (especially corporate media and ICTs and other information providers) for grants to schools, NGOs etc.	Information literacy. BA course at the Faculty of Humanities and Social Sciences, University of Zagreb[97].
		Citizens should learn as much as they can about the media so that they can make informed choices as media consumers and gain maximum benefit from the diversity the media offers	Norwegian/English online tutorial on Information Literacy and academic writing for university students: Søk og Skriv http://sokogskriv.no/

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
		Citizens should grasp opportunities to participate in production of media output and to provide feedback to media producers, both positive and negative	
		Citizens should share their opinions about the media with those who can help to support a positive relationship between children and the media: parents, professionals including teachers and other adults and young people	
MIL awareness among policy makers and researchers	Ministries of education; research associations and groups such as the International Association of Media and Communication Research, higher education institutions, citizen media groups, NGOs, and parents	Support to research, seminars and conferences which aim at bringing together stakeholders across professions and sectors.	France Sweden Finland
		Provide policy makers with access to online training programmes on MIL	Australia Trinidad and Tobago
		Encourage and set-up grants for longitudinal research on MIL	
		Provide a protective environment in which children can make choices as media consumers that promote their development to their full potentials*	Jamaica

* Adapted from the Oslo Challenge.
Available from: http://www.unicef.org/magic/briefing/oslo.html.
(Accessed 30 October, 2013).

Box 4.1

➜ **Country example / Morocco**

In 2012 a programme was started by the Moroccan Ministry of Education, with the support of UNESCO, to integrate MIL in formal education in Morocco. It is included within the framework of UNESCO's global action to promote a quality environment for freedom of expression in the Arab States.

MIL was introduced for the first time in Morocco in 2011 during the First International Forum on Media and Information Literacy organized with the Sidi Mohamed Ben Abdellah University, the Islamic Education, Scientific and Cultural Organization, the Arab Bureau of Education for the Golf States and the United Nations Alliance of Civilizations.

This Forum was also the first at the international level to examine MIL as a combined set of competencies knowledge, skills and attitudes - and the fundamental far-reaching vision that MIL is essential for life-long learning, citizenship and good governance. These principles were included in the Fez Declaration of Media and Information Literacy.

After the event, the Arab States' Consultation on the Adaptation of the Curriculum resulted in a detailed plan of action for piloting the MIL curriculum for teachers in schools. It was translated into French and Arabic and a workshop was organized in 2012 in Rabat as part of the first activity of the programme. It was useful to prepare the national adaptation of MIL curriculum for teachers and to select the modules to be adapted in the Moroccan context, for final insertion into the formal education programme in September 2014.

This event brought together national teacher-trainers at the secondary school level from different fields, as well as experts from the Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI).

Source: UNESCO 2013

Box 4.2

➜ **Country example / Scandinavia: NORWAY and DENMARK**

Higher Education

In the context of Higher Education, the Norwegian Qualifications Framework explicitly specifies competencies to be acquired by the candidate after a completed education cycle which relate to media and information literacy. In the first cycle (Bachelor degree), Norwegian candidates are expected to "…find, evaluate and refer to information and scholarly subject matter and present it in a manner that sheds light on the problem." (http://www.nokut.no/en/Knowledge-base/The-Norwegian-educational-system/The-Norwegian-qualifications-framework/Levels/)
The expected learning outcomes are described in the qualifications framework. Over the last decade, academic libraries in Norway have actively worked for embedding information literacy across the Higher Education curricula. Embedding IL requires close collaboration with academic staff and administrators in planning, rolling out and assessing education across the higher education curricula. Based on the Norwegian Qualifications Framework, several academic libraries have developed an IL course offer, which works as a starting point for embedding. As an example, see the IL course offer at the Bergen University College Library:

http://www.hib.no/biblioteket/sentrale-dokumenter/kurskatalogen/default.asp

➜

(continuing of the box)

In addition to face-to-face IL education, several Norwegian academic libraries have developed free information literacy tutorials for university students, some of them as a collaborative project. They are available in Norwegian and English. Examples of tutorials which aim at improving students' information competencies in the context of academic writing are:

Søk & Skriv
http://www.sokogskriv.no/
VIKO
http://www.ntnu.no/viko/
Kildekompasset
http://kildekompasset.no/english

Alongside information searching, these tutorials also cover specific aspects such as enhancing academic integrity by deterring plagiarism and improving students' referencing skills, as well as critical evaluation of sources and copyright awareness.

Denmark has also produced a number of IL tutorials in Danish and English such as *Stop Plagiat Nu* http://www.stopplagiat.nu/, aiming at deterrence of plagiarism and good referencing practices.

PhD on Track (http://www.phdontrack.net/) is a tutorial developed by Norwegian-Danish academic libraries, which aims at enhancing PhD candidates' and young researchers' information literacy in the context of their research production.

Further, in Denmark, the tutorial *Start Publisering Nu* (http://startpublicering.nu/), available in English and Danish, aims at improving researchers' information competencies in the context of publishing and disseminating their research.

Denmark has established *NEFUS* (http://www.dfdf.dk/index.php/fora/nefus), a network of academic libraries working on IL and research support, under the auspices of the Danish Academic Library Association (DEFF).

Primary and secondary schools

The resource website *Informasjonskompetanse.no* (http://informasjonskompetanse.no/) provides school teachers and librarians, at primary and secondary schools, with examples of IL education, IL projects and other resources in line with the IL related learning outcomes described in the Norwegian school curriculum. This website has been commissioned by the Norwegian Directorate of Education to the University of Agder, which runs an educational programme on school libraries. The University of Agder also coordinates the National Network of School Libraries and Learning Resources.
http://www.skolebibliotek.uia.no/skolebibliotekressurser/nettverk-for-skolebibliotek-og-laeremidler
The network is part of the Directorate of Education's Professional Development Networks, and is meant to serve as a meeting point for teacher training institutions and practitioners, i.e. school teachers and librarians.

Infojakten is an example of freely available information literacy module-based course for school children:

http://www.infojakten.hiof.no/ .

Box 4.3

➜ **Country example / MIL in the Caribbean**

Jamaica and Trinidad and Tobago have led the Caribbean in executing important work in the area of media and information literacy. The establishment of Media and Information literacy clubs in schools and community libraries holds the potential to empower learners outside the formal classroom setting. Similar actions including training of teachers and school librarians were piloted in St Lucia, the Bahamas, St. Kitts and Nevis, St. Vincent and the Grenadines, Belize and Trinidad and Tobago. The following examples of useful and innovative applications of media and information literacy can be given:

In Jamaica a Community Multimedia Centre in maximum security prisons and a prison radio network linked to libraries shows much promise.

In the Bahamas a community radio linked to new technologies in a public library.

In St Vincent and Grenades a community radio also linked to new media and a library in formal secondary school.

In the Caribbean, the University of the West Indies, Jamaica, established a National Information Literacy Initiative, aimed at sensitizing the government and other policy-makers about the importance of information literacy and developing programmes and strategies for helping the country achieve an acceptable rate of information literacy across all sectors of the population. The Ministry of Education and the Joint Board of Teacher Education in that country have piloted the integration of media literacy in the national primary and secondary schools curricula. The testing was incorporated into final year teaching practice within three teacher training colleges.

Bahamas

The first Caribbean community library radio Infolight FM 108.0: The Power of the Information Literacy through Young Voices was officially launched by Carl Bethel, Minister of Education of the Bahamas, on 16 October 2008, at the Bahamas Library Service. This project was implemented in partnership with UNESCO. This new initiative, which is the first in the Caribbean, creatively expanded the *Recruiting and Training Library Cadets for a Sustainable Bahamas* initiative to provide competencies on MIL as a whole. It aimed at encouraging young people to pursue professions in library and information science, and at promoting media and information literacy. In the framework of the current project, the library cadets receive hands-on training in media services that enables them to operate the station and to develop innovative programmes on various issues related to culture and literacy.

UNESCO, www.unesco.org

Box 4.4

➜ **Country example / Trinidad and Tobago**

In Trinidad and Tobago, the National Library and Information Systems Authority, through the support of UNESCO, launched a Community Information Literacy Project at the Tunapuna Public Library.

The programme targets primary school pupils and community residents within the vicinity of the library and aims to empower the local community through access to information and knowledge, while improving information literacy competencies. Persons of all ages and backgrounds are taught how to recognize information needs and are given the opportunity to locate, evaluate and apply information effectively.

According to Debbie Goodman, Public Relations Manager, "The hope is that community residents will be able to make informed choices in their personal, academic and vocational lives. In this way, the Community Information Literacy Skills programme will play an important role in making lifelong learning possible through libraries."

The project, which has three components, seeks to combine basic information technology skills with behavioral and social activities.

- Basic Information Literacy Skills
- 'Lap Sit' and Storytelling
- Establishment of Information Literacy Clubs

The Basic Information Literacy training targets upper primary school students and adults and includes: Use of the Personal Computer, Computer Applications, Use of the Internet and Search engines, E-mail, Web Browsing, Information Needs, Information Retrieval etc.

The 'Lap Sit' programme is an early introduction to books for babies 0-2 years and mothers/caregivers. It aims to strengthen the bond between babies and parents through nursery rhymes, songs, finger plays and picture books in a fun-filled environment. Parents are encouraged to take their children to the library and interact with them in this pre-prepared environment. The 'Lap Sit' programme is also complemented by storytelling sessions for children between ages 3-11. The Objectives of the "Story Time" are to encourage and improve reading, grammar, speaking and literacy skills.

Source: UNESCO, www.unesco.org

Non-formal education and continuing education [Parents, Caregivers, etc]

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
MIL among Parents communities leaders NGO's	Ministries of education, health and family planning, principals of secondary and primary schools, parents and teachers associations, school and public libraries, NGOs and CBOs	Review or formulate necessary policy guidelines	Canada
		Set up civic media and information groups such as association of viewers and listeners, media watch groups, library cadets, media and information clubs in schools. Internet and library groups	
		To be informed about trends and directions in the media and in emerging technology and, where possible, to contribute actively to forming such trends and directions through participation in focus groups, feedback mechanism and by using procedures laid down for comment and complaints on media content*	
MIL among marginalized groups who are outside of the formal education system		Design and implement MIL programmes for people with disabilities, and indigenous groups, and those living in rural areas such as farmers.	
		Integrate MIL into programmes for out-of-school youth and volatile communities and in prison rehabilitation programmes	Jamaica
MIL for adult learners and others without acceptable literacy levels		Integrate MIL as a part of adult literacy and continuing study programmes	Bhutan
MIL among other professional groups such as nurses, security forces, firemen, etc.		On the job or occupational training programmes for professional groups	

* Adapted from the Oslo Challenge. Available from: http://www.unicef.org/magic/briefing/oslo.html. (Accessed 30 October, 2013).

Box 4.5

➜ **Country example / Canada**

Ontario, Canada was the first English speaking jurisdiction in the world to mandate Media Literacy education for students. Media Literacy is now mandated from Grade 1 to Grade 12 in Ontario schools, making teacher education and professional learning a priority. http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html

National Media Literacy week is held across the country, supported by the Canadian Teachers' Federation and Media Smarts: Canada's Centre for Digital and Media Literacy. Special events and festivals are held by educators' and community groups across the country to celebrate the work of students and teachers, and to provide educators with ongoing professional development. http://mediasmarts.ca/digital-media-literacy/media-literacy-week

Some Faculties of Education in the province of Ontario offer Additional Qualifications courses for teachers in Media Literacy. Upon completion of the 3-part programme, teachers receive a Specialist Certification in Media Literacy. Athabasca University in Alberta offers an on-line university course in Media Literacy for teachers, parents and students. http://www.athabascau.ca/syllabi/educ/educ315.php

The Teacher Learning and Leadership Programme (TLLP) offered by the Ministry of Education in Ontario offers innovative, self-chosen learning opportunities for practicing teachers of Media Literacy, as well as other subject disciplines.

THE TEACHER LEARNING AND LEADERSHIP PROGRAMME (TLLP)

The Teacher Learning and Leadership Programme (TLLP) is an annual project-based professional learning opportunity for experienced classroom teachers, offered by the Ministry of Education in Ontario. It is an excellent example of a bottom up and a top down approach to professional learning. The programme has three goals: to support teacher professional learning; to foster teacher leadership; and to facilitate the sharing of exemplary practice.

This programme takes a grassroots approach to professional learning and development. Classroom teachers identify a learning goal that would benefit them and their students. Based on this learning goal, teachers develop and submit a proposal to the Ministry of Education which outlines their project and identifies the process and resources required to achieve their particular goal. Teachers can submit proposals individually, or as a group.

Upon approval of the proposal, the Ministry agrees to support the project and provides funding and professional development that will help teachers develop the skills needed to effectively manage their project and share their learning with colleagues. It is important to note, however, that the individual teachers remain in control of their entire project.

Past projects have addressed some of the following areas:

• teaching and learning strategies to support student achievement in Media Literacy

• equity of outcome (e.g. innovative strategies to address the needs of a student population)

• competencies and strategies for teaching in a minority context (e.g. strategies to help foster increased capacity to work in a minority setting to support academic learning and identity building of every student)

• integrated curriculum (e.g. innovative approaches to the use of interdisciplinary studies or integration of subjects)

➜

(continuing of the box)

• community partnerships (e.g. innovative strategies that help develop community projects that serve as practical applications of students' learning, their sense of belonging to a community, and provide them with opportunities for self-affirmation outside of school)

• integrating technology to enhance curriculum delivery and pedagogy in order to address a specific learning need (e.g. innovative approaches to the use of communications technology)

The final component of the TLLP facilitates sharing opportunities for teachers that will provide benefits to Ontario students. Within the context of their project, teachers are required to share their learning and promising practices with others within and between school boards/districts and on a provincial level.

http://www.edu.gov.on.ca/eng/teacher/tllp.html

Box 4.6

➔ **Country example / Bhutan**

Bhutan has traditionally been an oral society, but now traditions are changing. Bhutanese people typically do not read, but they are beginning to use more and more media and technology. In the mid-1980s, the first newspaper and BBS TV were introduced. The Bhutan Times was first published in 2006, and now the Bhutan Observer is published as well. In response to the influx and influence of media and technology in the country, the Department of Information and Media, Ministry of Information and Communication, in collaboration with the task force members from REC, Paro College of Education, NFE and the Ministry of Education, provided 2 days of training to the principals and teachers of schools for piloting a draft media literacy curriculum in 2011. The focus of the training was the integration of ML into the academic subjects and the teaching and learning processes.   ➔

(continuing of the box)

The media literacy education programme in Bhutan is implemented through the following two main strategies:

1. Introduce media literacy education in the curriculum of formal, non-formal and informal education system;

2. Develop a comprehensive media literacy education programme for the public;

3. Introduce training programmes on journalism, media and communications studies at undergraduate level in formal education system.

The Information and Media Policy of Bhutan, aims to:

- Empower Bhutanese citizens on harnessing the benefits of the effective use of media through a better understanding and appreciation of the media for a better citizenry;

- Foster good democratic governance by promoting free and responsive interactions between media and consumers;

- Provide Bhutanese citizens critical thinking and creative problem solving skills to make them informed consumers as well as information producers;

- Facilitate Bhutanese citizens to become smarter and productive participants of development discourses by using media effectively and interacting actively with/through media.

- Develop in Bhutanese citizens essential skills of enquiry and self-expression through effective use of media, for constructive participation in a democratic society;

- Educate Bhutanese citizens on the importance of the use of right information on right time on issues affecting their lives.

With the objective of providing an enabling platform for both media and people to participate and contribute in the country's development processes, the Government has implemented a number of policy measures. The Bhutan ICT Policy and Strategy (BIPS) 20041 prescribes creation of free and open Bhutanese information-sharing culture to boost the internal efficiency of the Government and ameliorate citizens' access to key public information. Similarly, Good Governance Plus (GG+)2 directs all agencies and corporate bodies to strengthen and organize an information base, and ensure accuracy of information, and develop ways to ensure accessibility to laws, and information in all forms. Furthermore, the Government of Bhutan (RGoB) adopted the Policy Guideline on Information Sharing 3 to strengthen effective public service delivery through a coordinated system of sharing public information. The Bhutan Information, Communications and Media Act 2006 (Bhutan ICM Act 2006) provide an institutional and legal framework for development of a sound and holistic ICT and media sector. Two of the authors of these policy and strategy guidelines had the opportunity to evaluate this promising MIL programme in Bhutan. Among the prospects for greater impact of MIL in that country by merging related media literacy and information literacy into MIL - given that the Department of Media and Information are responsible for both strands of work – is a uniquely designed adult literacy programme. MIL has been integrated in the adult literacy programme. At the time of the evaluation it was too soon to assess the impact of this strategy. Nonetheless, it a novel strategy that is worth exploring.

Box 4.7

➜ Country example / Qatar

Media literacy programmes are still a new idea in the Gulf. It is sometimes hard to find the correct people to train in the ML programmes and find senior media literacy experts who can help.

As the media literacy is still new in the region, it is a challenge to overcome the barrier between lack of understanding of the media and implementing media literacy programmes.

As far as cultural constraints are concerned, many students desire to work in the media or at least study media and news, but have family barriers that prevent them to pursue or practice further. In addition, one of the main challenges is the lack of digital information skills for students & teachers.

A MIL Programme was launched after the Alliance of Civilizations Conference in Doha in December 2011, and now there are 45 schools participating.

The main objectives of the media literacy programme are:

- Educate youth who are equipped with critical and analytical thinking skills and teach them how to evaluate media content.
- Transforming average media consumers to active media participants, and develop a strategy to empower citizens to engage in developing national media.
- Incorporating the MIL programme in School Curricula throughout Qatar and the Middle East.

The programme targets not only students, but teachers as well as officials and regulators whom are involved in designing youth education and development plans to incorporate media in various aspects of lives.

Doha Centre for Media Freedom recently concluded an experts' meeting on media and information literacy (MIL), with participants adopting the Doha Declaration on Supporting Media and Information Literacy Education in the Middle East (reference). The Doha Declaration on Supporting Media and Information Literacy Education in the Middle East contains a number of recommendations on how best to incorporate the subject of MIL in schools, other educational institutions and throughout society in general.

Source: Doha Centre for Media Freedom,
http://www.dc4mf.org/

Other stakeholders: Media organizations, media regulatory bodies, libraries, library associations, IFLA, training institutes, the corporate world (advertising and its impact, corporate social responsibility), other partners

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
To enhance MIL awareness amongst media professionals	Media organizations and, media regulatory bodies, online media and information providers, social media users	Adapt and pilot guidelines for broadcast and print media to promote MIL and user-generated content	Global, UNESCO Guidelines for Broadcasters to Promote MIL and User-Generated Content, http://unesdoc.unesco.org/187160e.pdf
		Media make efforts to explain their workings to the public and raise transparency of their operations	
		Facilitate accurate coverage of issues by developing media policies that discourage misrepresentation in the interests of publicity	
		To review existing national media and information policies and strategies and to see to what extent these policies include MIL	
		Work to enhance the relationship between citizens and the media for improved understanding of the positive and negative potential of the relationship	Europe, European Association of Viewers Interest
		Establish a mechanism and regulatory framework for access to information and an efficient information feedback system; raising citizens and involvement in the process through MIL activities	
		Raise awareness in the media professions about the benefits of MIL	

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
		Work ethically and professionally according to sound media practices and to develop and promote media codes of ethics in order to avoid sensationalism, stereotyping (including gender-based stereotyping)	
Be a Media & Information Literacy resource base	Libraries, library associations, IFLA	Resist commercial pressures that lead to issues and the rights of citizens to freedom of expression, fair coverage and protection from exploitation, including as consumers, being given low priority*	Translate media literacy research and theory into practical information, training and educational tools for teachers and youth leaders, parents and caregivers of children.
		Translate media and information literacy research and theory into practical information, training and educational tools for teachers and youth leaders, parents and caregivers of children.	
To institutionalize MIL	Training institutes and higher education institutions	Develop institute comprehensive media and information literacy policy for schools, librarians and journalists	
		Provide training for professional journalists on reporting on children and youth to ensure that their voices are heard and their rights are respected	Australia Australian University of Technology
		Providing training for librarians on creating opportunities with other stakeholders for women/girls, children and youth to express themselves and have their rights respected	
		Engage in research on different media and information practices and their impact on children's health, life style, drug abuse, violence, democracy, environment, HIV/AIDS, etc.,	
		Publish outcome of research to provide a rich source of information and peer perspectives for MIL enthusiasts and for policy makers to develop policies and programmes	United States of America Russia Egypt

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
MIL as a component of Corporate Social Responsibility	The Corporate World; media owners	Understanding advertising and its impact on young people; promote positive examples of advertising; address media violence and stereotyping, especially gender-based; support MIL initiatives	European Broadcasting Union
		Take into account the rights of children to access, participation, media, information and protection from harmful content in the development of new media products and technologies	
		Make the best interest of the child a primary consideration in the pursuit of commercial and financial success, so that today's children become adults in a global society in which all people are protected, respected and free	
		Support local, national and global media reform and media justice efforts	
Support the development of MIL	Other partners	Assist learners to be actively involved in the enterprise of knowledge acquisition	
		Respect the need for independence of the media as a component of democratic society	
		Work together with media and library professionals to promote and protect media and information rights of citizens	
		Provide effective media liaison services to ensure that media have access to reliable sources of information	

* Adapted from the Oslo Challenge.
Available from: http://www.unicef.org/magic/briefing/oslo.html
(Accessed 30 October, 2013).

Box 4.8

> ➜ **Country example / Colombia**
>
> In Colombia, the network of public libraries in Bogotá has run workshops *Taller ALFIN 2.O* for children with the aim of increasing their information and digital literacy competencies in a Web 2.0 context. The public libraries have worked to establish a Library 2.0 model and recognise the importance of developing citizens', especially children's, information and digital literacy in order to build a digital citizenry in Colombia. The ultimate aim of the initiative is to ensure the democratization of information in the community and thus to bridge the digital divide. The pedagogical method applied focuses on children's comprehension through the use of new technologies. At the workshops, children are encouraged to recognize specific information needs and find relevant digital information by using the social web. They are also encouraged to produce digital content. Children search, evaluate and apply digital content critically as digital citizens, paying special attention to the impact and the context of the digital information they encounter. The workshops are described in more detailed in:
>
> FINO GARZÓN, D.M. (2010). Alfabetización Informacional en la Red Capital de Bibliotecas Públicas de Bogotá. En: *BiblioTic 2010. Segundo Encuentro de Bibliotecas en Tecnologías de la Información y la Comunicación*.
> http://www.slideshare.net/colaboratorio/biblio-tic2010-bibloredalfin20
>
> Colombian information literacy scholars and practitioners exchange knowledge and experiences through ALFIN/Colombia, an active discussion group *ALFIN | Colombia*.
> http://groups.google.com/group/alfincolombia?hl=es.
> The group also has a Facebook page: ALFIN/Colombia.
> http://www.facebook.com/group.php?gid=129149432049

Government entities, particularly ministries and other relevant organizations

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
Promote and enhance MIL	Ministry of Information/Communication IFLA Library associations Media professional associations	Recognize MIL as an investment rather than a cost, and as potential rather than a burden, and to strive to integrate this reality into policy, including that related to memory institutions, media and ICT	International Federation of Library Associations
		Initiate policies and programmes that specifically enhance media & information literacy	Australian Teachers of Media
		Recognize that independent media and free access to information are fundamental to the pursuit of democracy and freedom and that censorship and control are inimical to the best interest of citizens, both children and adults	Media and Information Literacy African Centre, Nigeria
Integrate MIL into school and higher education curriculum	Ministry of Education	Conduct research on the benefits and challenges of MIL	
		Support MIL initiatives and provide guidelines for the integration of media and information literacy into the school and higher education curricula, teacher and librarian education curricula, as well as researcher education (PhD education)	MENTOR (International Association of Media Education) Egypt National Association of Literacy Education, USA
		Provide support for the creation of national policies on MIL and development of national youth media programmes with the aim of educating and enlightening children and youth about the role media play in national development	

GOALS	KEY STAKE-HOLDERS	STRATEGIES/OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
		Develop and distribute media education and information tools that actively encourage critical thinking and free expression, inspire civic participation in a democratic society, and promote gender equality	
		Organize MIL award programmes to reward "best practices" by youth media producers, journalists and librarians	
MIL literate legislators	Member(s) of the Information and Media Committee of Legislative Assemblies	Organize training workshops for policy and decision makers; for instance awarness training programmes on MIL for legislators	China
		To ensure that resources are provided so that children and young people have access to media and information	
		To introduce digital infrastructure in schools and create an enabling environment for individual and collaborative learning	
		Work to meet international obligations on media and ICT policies and actions	
Promote MIL	Union of Teachers Union of Librarians Library associations IFLA	Create and support in-school and out-of-school MIL programmes for children, youth and for gender equality	Bahamas Trinidad and Tobago
		Through media and information literacy workshops/seminars encourage the sharing of "best practices" - knowledge, skills, and activism - among media and information educators and learners	
Improved communication between government and the citizenry	Other relevant agencies	Seek institutional support for agencies and programmes that enhance MIL without compromising professional independence	

Box 4.9

➜ **Country example / Asia Pacific region**

The *Strategy framework for promoting ICT literacy in the Asia-Pacific region* (http://unesdoc. unesco.org/images/0016/001621/162157e.pdf) was published in 2008 targeting individuals and organizations engaged in providing ICT literacy education. It offers an analysis of ICT usage in Asia-Pacific countries and defines measures for promoting ICT literacy development in the region. The document, commissioned by UNESCO's Office in Bangkok, provides, in its first section, a situational analysis of ICT usage in the Asia-Pacific region, both to examine current dominant thrusts in ICT literacy education and to serve as background for the strategy framework. The second section details this framework. It defines goals, objectives, and approaches, as well as discusses conceptual and operational measures for promoting ICT literacy development throughout the Asia-Pacific region. By so doing, this paper helps contribute to Asia Pacific Information Network (APIN) ICT literacy programming efforts.

In 2010, the Asia Pacific Information Network (APIN) developed a joint Action Plan to promote Media and Information Literacy in the Asia-Pacific region. APIN is a UNESCO-recognized network of Asia-Pacific countries committed to promote ICT literacy and application, information and knowledge networking, sharing of information resources, and use of international standards and best practices in communication and informatics. It is also one of the major partners of UNESCO's Information for All Programme in the Asia-Pacific region. Set up in 2002, APIN now has 19 member-countries whose representatives meet every two years in different cities of the region and on different themes.

Towards IL and ML as MIL and integration of MIL strategies with other related strategies

GOALS	KEY STAKE-HOLDERS	STRATEGIES/ OBJECTIVES	COUNTRY EXAMPLES (REFERENCES)
Optimise the impact of and resources invested in IL and ML leading to harmonised MIL activities	Ministries of education, Ministries with responsibilities for information, media and communication, libraries and memory institutions, media organizations, citizens' group promoting IL and ML, teacher training institutions, IFLA, library and information science departments, secondary and primary schools, higher education institutions	Include the necessity for IL and ML to be harmonised as MIL – A composite concept – in policy statements;	See page 53-54 of MIL Curriculum for suggested adaptation strategy
		Survey the desired outcomes of MIL policies and other related national policies and develop linkages with a view to strengthen actions at the strategic level;	USA, Temple University has changed the name of their ML Lab to MIL Centre. and taking steps to develop detailed strategies
		Review existing MIL programmes and activities, ensuring that, where the ML or IL component is missing, a strategy will be deployed to infuse this;	The International Federation of Library Association has released Media and Information Literacy Recommendations
		Organise international, national and local meetings with both IL and ML experts, and other stakeholders to gain new insights, strengthen dialogue, consensus and develop a common approach and strategy;	First Global Forum on MIL and Intercultural Dialogue, Fez, Morocco 2011 MIL for Knowledge Societies, Moscow, Russia 2012
		Ensure teachers, library professionals, pupils/students, researchers and citizens in general are being trained on all competencies of MIL on the whole;	MIL Expert Group Meeting held during the WSIS10, UNESCO 2013
		Integrate the activities of the faculties of education, library and information science, media and information sciences and media and communication to promote MIL as a whole;	
		Integrate the activities of ministries of education, communication and/or information, and departments of library and information science, of media and information and related regulatory bodies such as national library authorities and broadcasting commissions to promote MIL on the whole;	
		Implement appropriate evaluation and monitoring instruments to assess progressive integration of MIL and IL	

| | | Encourage stakeholders and provide funding to develop multimedia resources and text books that address MIL in totality. This includes access to open educational resources | |

Box 4.10

> ➜ **Country example / Nigeria**

National Context

With a population of 160 million, Nigeria is Africa's most populated country. It has one of the most vibrant media on the continent. The explosion of new media tools around the world, and specifically in Nigeria in the last five years, has altered the media landscape and the way citizens respond to the media and relate with one another.

After almost two decades of intense advocacy and mobilization, Nigeria enacted the Freedom of Information Act (FOIA) in May, 2011. The FOIA is expected to open up the government more to public scrutiny, reinforce the fundamental right of access to information by citizens and provide a framework for managing and disseminating information by public institutions.

Media Literacy

A few years ago, the National Film and Video Censors Board (NFVCB), a regulatory body set up by Act No.85 of 1993 to regulate the films and video industry in Nigeria, started a media literacy project. The Board is empowered by law to classify all films and videos whether imported or produced locally.

The objectives of the Media Literacy Programme are:

- To promote awareness of the impact of media in child and youth development amongst stakeholders.
- Raise critical questions about the impact of media and technology that will eventually lead to a realization of a balance of meanings.
- To also empower the child and the young adult to be able to make informed decisions and independently negotiate meanings intelligently with the media content.
- Further increase appreciation and passion for the art of film and the creative arts in general.

The implementation of the media literacy programme, currently being carried out by the Licensing and Documentation Department of the NFVCB, has taken the campaign on media literacy to schools where both the pupils and teachers are informed on the objectives of the campaign and what they stand to benefit from the media literacy programmes.

The African Center for Media and Information Literacy (formerly African Centre for Media Litearcy) has expanded its programme to include information related competencies. The organization promotes MIL as a key to empower young people in Africa as conscious citizens who are able to question and reflect on information, critically aware of the media and its impact. Its activities include research, training, advocacy and the production of a quarterly Youth Link Journal of the African Centre for Media and Information Literacy.

Source: www.africmil.org

Chapter 5

Media and Information Literacy as Intercultural Dialogue: A critical synthesis

Media and Information Literacy as Intercultural Dialogue: A critical synthesis

Chapter 1, in analysing media and information literacy, concludes that better coordinated policies and strategies can:

- Enable all nations to begin working towards a media and information literate society while developing stronger educational, economic, health and technological infrastructures.
- Demonstrate that collaboration and partnerships with a variety of organizations and groups with similar vested interests is not only possible but highly desirable to increase understanding of different viewpoints and sharing accountability.
- Present opportunities to reduce intolerance and increase understanding across political boundaries, ethnicities and religions.
- Offer opportunities to capture and protect indigenous knowledge, making it available to a wider audience
- Change how education can be delivered to educators, students and the community at large.
- Change the contents of that education, in some cases making it more relevant to people's real-world experiences.

Chapter 2 sets out a theoretical framework for thinking about MIL policies and strategies, highlighting:

- The conceptual convergence between media and information literacies (hence media and information literacy);
- The emphasis on human rights;
- The shift from protection only to empowerment;
- The deployment of ICTs for development in an evolving paradigm of Knowledge Societies;
- Cultural and linguistic diversity;
- Gender equality and women's empowerment.

Chapter 3 makes an attempt to highlight possible policy derivatives from the foregoing contextual and conceptual analyzes in chapters 1 and 2 respectively. In so doing, it includes in its policy vision the idea that media and information literacy related knowledge, skills and attitudes can be used to reduce intolerance and increase intercultural understanding across political boundaries, ethnicities, gender and religions; to empower women; and to

capture and protect indigenous knowledge and stories, making them available to a wider audience.

Chapter 4 outlines a strategic framework for developing MIL activities and suggests five scenarios for MIL policy development, based on (i) formal education; (ii) non-formal education and continuing education; (iii) civil society in general; (iv) media organizations, media regulatory bodies, libraries, training institutes, the corporate world; and (v) government entities, particularly ministries and relevant organizations.

Chapter 5 is thus an attempt at synthesizing all the foregoing chapters into a specific framework for appropriating MIL as intercultural dialogue. It builds on the brief description of the cultural and linguistic diversity dimension of the theoretical or development framework in Chapter 2. Against this background, three research questions are considered here:

- What is intercultural dialogue?
- What ingredients of MIL lend themselves to intercultural dialogue?
- How can MIL be enlisted in support of intercultural dialogue?

What is intercultural dialogue?

The UNESCO *World Report on Investing in Cultural Diversity and Intercultural Dialogue* argues that "Intercultural dialogue is largely dependent on intercultural competencies, defined as the complex of abilities needed to interact appropriately with those who are different from oneself. These abilities are essentially communicative in nature, but they also involve reconfiguring our perspectives and understandings of the world; for it is not so much cultures as people – individuals and groups, with their complexities and multiple allegiances – who are engaged in the process of dialogue".[99]

An important element of this consideration is reinforced by the UNESCO World Report when it argues that "dialogue should be seen not as involving a loss of self but as dependent upon knowing oneself and being able to shift between different frames of reference. It requires the empowerment of all participants through capacity building and projects that permit interaction without a loss of personal or collective identity."

> "It requires the empowerment of all participants through capacity building and projects that permit interaction without a loss of personal or collective identity."

Clearly, intercultural dialogue seems to revolve around communication and capacity-building. Put differently: in order to promote intercultural dialogue and thus reduce cross-cultural dissonance, there is a need to build the communicative capacity of citizens, including those of media actors and memory institutions such as libraries. With reference to journalists, Kovac and Rosenstiel (2001) observe in their book:

> Journalists should be aware of our basic dilemma as citizens: that they have a need for timely and deep knowledge of important issues and trends but we lack the time and means to access most of this crucial information. Thus

....
99   UNESCO (2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO.

journalists should use their special access to put the material they gather in a context that will engage our attention and also allow us to see trends and events in proportion to their true significance in our lives.[100]

"Learning the language of listening is, however, very hard in societies that are increasingly influenced by visual cultures, filled with 'talk shows' and no 'listen shows'."

The cultivation of "deep knowledge" and the corresponding ability to "see trends and events in proportion to their true significance in our lives" is a matter for media and information literacy, as noted in chapter 1 and 2 above, particularly when MIL is extended to people's lived realities in relation to the operations, functions, nature, established professional and ethical standards of all forms of media and other information providers, including those on the Internet. But as a communicative ability, dialogue has its problems. As Hamelink (2004) suggests, dialogue requires the capacity to listen and to be silent. Learning the language of listening is, however, very hard in societies that are increasingly influenced by visual cultures, filled with 'talk shows' and no 'listen shows'. As such, Hamelink concludes, the essence of dialogue could and should be taught in the early stages of people's lives at school, at home, and through the media[101].

This is particularly important when intercultural dialogue is seen as a human rights issue qua MIL. It has a firm basis within international human rights jurisprudence, as can be seen from the fact that there is a whole regimen of international treaties and agreements that support it. These include:

⊠ The 2001 Durban Declaration and Programme of Action, which, adopted by consensus at the 2001 World Conference against Racism (WCAR) in Durban, South Africa, assigns the primary responsibility of combating racism, racial discrimination, xenophobia and related intolerance to States, while calling for the active involvement of international and non-governmental organizations, political parties, national human rights institutions, the private sector, the media and civil society at large.

⊠ The 2001 UNESCO Declaration on Cultural Diversity, which encourages the production, safeguarding and dissemination of diversified contents in the media and global information networks, including promoting the role of public radio and television services in the development of audiovisual productions of good quality.

⊠ The International Covenant on Economic, Social and Cultural Rights, which enjoins upon States Parties to guarantee that the rights enunciated therein will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

⊠ The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which emphasises the importance of the recognition of equal dignity and respect for all cultures, including that of persons belonging to minorities,

100 Kovach, B & Rosenstiel, T. (2001). *The Elements of Journalism: what newspeople should know and the public should expect.* New York: Three Rivers Press.

101 Hamelink, C. (2004). Grounding the human right to communicate. In Lee, P. (ed.), *Many voices, one vision: the right to communicate in practice.* (pp. 21-31). Penang: World Association for Christian Communication: 29.

and of the freedom to create, produce, disseminate, distribute and have access to traditional cultural expressions.[102]

Recognition of cultural diversity goes hand in hand with efforts to promote intercultural dialogue. In many instances, however, there is a narrowing of cultural representations in the media and other information outlets, leading to a general feeling of invisibility among members of such marginally represented communities. Moreover, in the case of the network of mainstream media, such a limited range of representations tends to promote the creation of stereotypes through what is often called the process of 'othering', whereby the media fix, reduce or simplify according to the dictates of standardised programmes and formats. Such media representations may serve to reinforce the power of vested interests and exacerbate social exclusion by excluding critical or marginalized voices, which usually belong to the category of 'others'.[103] This process of mediated 'othering' can perhaps be better illustrated by Nordberg's (2006) study of how two of the largest Finnish and Swedish newspapers represent the Roma, a minority ethnic group. She concludes as follows:

> "Recognition of cultural diversity goes hand in hand with efforts to promote intercultural dialogue."

> The narrow agenda on Romani issues covered in the Finnish press reproduces the familiar image of the Roma as outsiders, as entertainers, criminals and victims... This construction is underpinned by the lack of Romani representatives debating discrimination in the press. There is also a surprising shortage of feature stories recognizing the Roma not only as representatives of a collective ethnic identity, but as individual citizens with multiple identities triggered in different settings.[104]

> "It must be pointed out, however, that intercultural dialogue must occur at different levels of human interaction."

It must be pointed out, however, that intercultural dialogue must occur at different levels of human interaction. It might be misleading to think of intercultural dialogue solely in terms of dialogue between two or more distinct cultures. Such binarism ignores that dialogue must occur within cultures, where issues of asymmetrical power relations are just as important. As Saffari (2012) aptly observes:

> Genuine pluralism may include assuming that people can indeed get along regardless of their demographic differences, and addressing economic, social, and political power cleavages in the context of which lived differences

102   United Nations(2010). *Minority Rights: International Standards and Guidance for Implementation*. New York: United Nations,pp. 14-18.

103   Van den Bulck, H. and Van Poecke, L. (1996). National language, identity formation, and broadcasting: the Flemish and German-Swiss communities. In Braman, S. and & Sreberny-Mohammadi, A. (eds.), *Global-ization, communication and transnational civil society* . Cresskill, New Jersey: Hampton Press, Inc.:, pp. 157-177. See also Branston, G and Stafford, R. (2003). *The media student's book.* Third edition. London and New York: Routledge.

104   Nordberg, C. (2006). Beyond representation: newspapers and citizenship participation in the case of a minority ethnic group. *Nordicom Review*.

of power and privilege are constructed into demographic (racial, religious, national, ethnic, sexual, etcetera) differences.[105]

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Although there are transversals between intercultural and intracultural identities, it is important to underscore, as the *UNESCO report on Intercultural competencies: conceptual and operational framework* does, that 'no human belongs to only a single culture – everyone has multiple identities, multiple cultural affiliations, whether or not everyone else is aware of all the shadow selves standing behind the self-relevant to, and thus made visible in, any specific interaction'.[106] Under this logic, then, dialogue can be viewed at different levels of inter-cultural and intra-cultural engagement, such as:

• Indigenous/traditional knowledge and sharing
• Religious freedom/inter- faith dialogue
• Conflict aspect of cultural diversity
• Inter-generational dialogue

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

Viewed against the Constitution of UNESCO, which declares that "since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed", it can be argued that intercultural dialogue becomes a means through which to actualize the human values of freedom, dialogue, tolerance, non-racism, non-sexism, etc. in the minds of human beings. The UNESCO Constitution goes on to encourage its Member States to, firstly, affirm their belief in "full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge", and secondly, agrees and determines "to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives".

UNESCO's Constitution also promotes "the free flow of ideas by word and image" necessary to advance the mutual understanding of peoples and their cultures through "all means of mass communication". MIL can contribute to the free flow of ideas by word or images - which translate freedom of expression – as it enables citizens to understand the nature of these freedoms as applied to their lives, their rights and responsibilities in relation these freedom. Freedom of expression (FOE) is perhaps one of the most guarded freedoms in the world, enshrined in the constitution of most countries. A corollary FOE is freedom of religion, a dimension of cultural diversity. MIL, through its empowering effect, enables citizens to support freedom of expression and to understand what motivates the opposition of such freedoms on the basis of cultural or religious principles. As the UNESCO World

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105   Saffari, S. (2012). Limitations of dialogue: conflict resolution in the context of power asymmetries and neglected differences. InMojtaba Mahdavi and W. Andy Knight (eds.),   *Towards the dignity of difference? Neither 'end of history' nor 'clash of cilivizations'* . Ashgate: Surrey & Burlington, pp.245-259.
106   UNESCO (2013). *Intercultural competencies: conceptual and operational framework.* Paris, France: UNESCO.

report notes, "…care should be exercised that all cultures can express themselves and make themselves known, with implications for freedom of expression, media pluralism.[107]"

Arguably, MIL can contribute to the process of "education for all" as well as providing the "means of communication" among cultures and peoples to eliminate stereotypes. As the UNESCO world report advises, such an initiative can help audiences to become more critical when consuming media and also help to combat unilateral perspectives. It is 'an important aspect of media access and a crucial dimension of non-formal education; it is imperative that it be promoted among civil society and media professionals as part of the effort to further mutual understanding and facilitate intercultural dialogue'.[108]

> "Such an initiative can help audiences to become more critical when consuming media and also help to combat unilateral perspectives. "

Libraries also have an important role in society as gateways to culturally diverse societies in dialogue. The IFLA/UNESCO Multicultural Library Manifesto[109] gives guidelines as to how libraries can be agents for intercultural dialogue. The mission of libraries is described as follows:

In a culturally diverse society focus should be on the following key missions, which relate to information, literacy, education and culture:

- promoting awareness of the positive value of cultural diversity and fostering cultural dialogue;
- encouraging linguistic diversity and respect for the mother tongue;
- facilitating the harmonious coexistence of several languages, including learning of several languages from an early age;
- safeguarding linguistic and cultural heritage and giving support to expression, creation and dissemination in all relevant languages;
- supporting the preservation of oral tradition and intangible cultural heritage;
- supporting inclusion and participation of persons and groups from all diverse cultural backgrounds;
- encouraging information literacy in the digital age, and the mastering of information and communication technologies;
- promoting linguistic diversity in cyberspace;
- encouraging universal access to cyberspace; supporting the exchange of knowledge and best practices with regard to cultural pluralism.

107   UNESCO(2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, p.30..
108   UNESCO(2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, pp..9-10.
109   Available from: http://www.ifla.org/publications/iflaunesco-multicultural-library-manifesto . (Accessed 30 October, 2013).

What ingredients of MIL lend themselves to intercultural dialogue?

MIL has the citizen as its starting point. In addressing the status of the citizen, MIL is underpinned by human rights – a point elaborated upon in Chapter 2. However, people are not regarded as inactive from a MIL perspective. Rather, they are actively involved in constructing their own realities. Thus, the purpose of MIL becomes one of empowering people to actively take part in determining the conditions under which they live. This view of active, self-determining citizens is critical to intercultural dialogue in which communication is a given. A main task of MIL is to enhance understanding and thus render people more critical of how they engage the media and information industries and how to ensure freedom of expression. MIL thus equips people to be more discerning and probing of the world around, thereby becoming more self-aware and better able to appropriate the offerings of media and information for intercultural exchange, dialogue and self-identity. This process of self-identity formation is critical to intercultural dialogue, enabling people to understand their

> "This process of self-identity formation is critical to intercultural dialogue, enabling people to understand their own cultural points of departure, and thus engage in dialogue on the basis of an "authentic communication."

own cultural points of departure, and thus engage in dialogue on the basis of an "authentic communication" in which they "have an awareness of the ways in which they might be manipulated or coerced and an awareness of the ways in which differential power is operative in the society".[110]

Added to this is the fact that new communication and information technologies (ICTs) have become widely available, especially mobile telephony, further expanding citizens' expressive/communicative opportunities. This is anticipated by the UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, which argues that:

> "Cultural diversity" is made manifest not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through diverse modes of artistic creation, production, dissemination, distribution and enjoyment, whatever the means and technologies used".[111]

As far as authentic communication is concerned, it must be noted that intercultural dialogue assumes a degree of communicative competence, which UNESCO defines as the ability to "communicate appropriately with cultural others" by gaining "familiarity with a

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110 See Saffari, S. (2012). Limitations of dialogue: conflict resolution in the context of power asymmetries and neglected differences. In Mojtaba Mahdavi and W. Andy Knight (eds.), *Towards the dignity of difference? Neither 'end of history' nor 'clash of cilivizations'* . Ashgate: Surrey & Burlington, pp.245-259..

111 UNESCO (2011). *Basic Texts of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions*. Paris, France: UNESCO, p. 7.

wide variety of social and cultural contexts".[112] The aspect of critical reading of media and information products or outputs associated with MIL becomes an important tool in the arsenal of intercultural communicative competence. It is against this background, then, that we can understand the UNESCO Constitution's injunction that the defences for peace are built "in the minds" of people. MIL encourages a focus on user-generated content, which embraces MIL as an ability to create media content and other forms of information products more effectively and meaningfully appropriating information and media in the daily lives as citizens seeking to realize their civic, rights, duties and responsibilities. In other words, UNESCO recognizes the power that citizens have – or should have – over media and other information providers in society, particularly news media. It is important for citizens to critically evaluate their information sources in terms of their functions and the context in which they perform those functions in order to promote transparency and accountability on the part of media and other information providers. As a result, audiences themselves can become a buffer against any media prejudices and efforts to curtail freedom of expression that could potentially cause cross-cultural conflicts. This is reinforced by the UNESCO report which observes that:

> "UNESCO recognizes the power that citizens have – or should have – over media and other information providers in society, particularly news media."

> "Intercultural dialogue, the process of holding conversations among members of different cultural groups whereby individuals listen to and learn from one another, serves as the essential starting point […]
>
> The many new media forms available today permit digital connection among people, notably youth, who actually live half the world apart; thus the new media can serve as decisive tools, permitting members of different cultural horizons to encounter another virtually when they have no opportunity to do so physically…"[113]

But, as Appadurai warns us, there is still a very concern about how to "redress the balance between the viral and massive flow of information and disinformation in today's world and the relatively poor development of the institutions of communication, in the sense of community and common humanity, allowing ordinary people to distinguish between information and misinformation, notably when depicting different cultures".[114] Evidently, Appadurai's concern can partly be addressed through MIL, as a way of enabling ordinary people to better capitalize on opportunities provided by institutions of communication and information, and isolate genuine communication from culturally-insensitive propaganda.

To sum up this section, the commonalities between MIL and intercultural dialogue can be diagrammatically framed as follows:

112   UNESCO(2013). *Intercultural competencies: conceptual and operational framework.* Paris, France: UNESCO, p. 13.
113   UNESCO(2013). *Intercultural competencies: conceptual and operational framework.* Paris, France: UNESCO, p.39.
114   Cited in Ibid, p. 39.

Table 5.1: MIL and Intercultural Dialogue: A Conceptual Synergy

If MIL emphasises	Then Intercultural Dialogue embraces
Media and information literate citizens	How media, libraries and other information providers, including those on the Internet can become literate about, and also be instrumental in, intercultural dialogue
Freedom of expression and access to information for all	The reality that freedom of religion and freedom to express one's culture are key dimensions of freedom of expression
The centrality of human rights as a basis for media and information production	Respect for human beings as citizens and central players in cultural industries, and not just consumers of media and information products
The empowerment of citizens as the primary aim of literacy	How citizens actively engage and negotiate with the meanings in media and information texts in relation to their own lived experiences
The deployment of ICTs for development in an evolving paradigm of Knowledge Societies	How citizens communicate their own worldviews using ICTs, thereby promoting freedom of cultural expresions, and negating or filtering prejudices and stereotypes inherent in media and information outputs
Cultural and linguistic diversity	How citizens define their own cultural and linguistic identities and meaningfully interact with other cultural groups in a process of negotiated, authentic, free and open communication

How can MIL be enlisted in support of intercultural dialogue?

As noted above, MIL can be enlisted as intercultural dialogue. For our purposes, news media perform a particularly important function in this process, and thus this section addresses the question of how MIL in news media organizations can promote intercultural dialogue. Branston and Stafford (2003) reinforce this observation when they remind us that the media 'give us ways of imagining particular situations, identities and groups. These imaginings exist materially, as industries which employ people and can also have material effects on how people experience the world, and how they in turn get understood, or legislated for, or perhaps beaten up in the street by others'.[115]

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115   Branston, G and Stafford, R. (2003). *The media student's book.* Third edition. London and New York: Routledge, p. 90.

Arguably, against such possibilities of conventional media coverage, MIL can be appropriated as communicative praxis to stimulate informed dialogue about cultural co-existence. For example, through capacity-building, we can encourage news media to develop and apply culturally diverse editorial guidelines, reflecting the campaigns currently being implemented by organizations like the Minority Rights Group International – a non-governmental organization (NGO) working to secure the rights of ethnic, religious and linguistic minorities and indigenous peoples worldwide and to promote cooperation and understanding between communities.[116] We can also engage journalism educators to introduce intercultural competencies into their curricula as a way of integrating within their professional practices elements of intercultural dialogue.

> "Arguably, against such possibilities of conventional media coverage, MIL can be appropriated as communicative praxis to stimulate informed dialogue about cultural co-existence."

Central to this is the question of how the media could possibly represent peoples and cultures. In the context of MIL, freely availabilty of media and information providers is as central as how the media themselves promote what the UNESCO Constitution refers to as "mutual understanding and a truer and more perfect knowledge of each other's lives". It is thus vital to avoid any "conflict of civilization" standpoint on any potential cross-cultural tensions: all civilizations have a prerogative to respect freedom of expression, religion, and combating intolerance.[117] In this regard, the media become a social institution through which a society learns about itself and builds a sense of community, shaping the understanding of values, customs and tradition. Media are also channels of information and education through which citizens can communicate with each other as well as freely and ethically disseminate stories, ideas and information. Media are also vehicles for cultural expression and cultural cohesion within and between nations. Abuse of the media can also engender suspicion, fear, discrimination and violence by strengthening stereotypes, fostering inter-group tension and excluding certain groups from public discourse.

What is needed, then, is a free, independent and pluralistic media system that could arguably contribute to cultural diversity. Such a media system requires some guarantees: freedom of expression, editorial independence, the safety of journalists and self-regulation as important elements in fostering diversity and managing plurality. Within such an institutional framework, it is conceivable to develop and promote specific editorial guidelines on intercultural dialogue, which can help the newsroom reorient its professional practices towards enhancing intercultural dialogue within the newsroom and among journalists.

> "What is needed, then, is a free, independent and pluralistic media system that could arguably contribute to cultural diversity. "

116 Taneja, P. (ed.)(2009). *State of the world's minorities and indigenous peoples 2009: events of 2008*. London: Minority Rights Group International (MRG).

117 See for example Mahdavi, M. and Knight, A. W. (2012). Towards 'the dignity of difference?' Neither 'end of history' nor 'clash of civilizations'. In Mojtaba Mahdavi and W. Andy Knight (eds.), *Towards the dignity of difference? Neither 'end of history' nor 'clash of cilivizations'* . Ashgate: Surrey & Burlington, pp. 1-23.

Towards a formulation of editorial policy guidelines on intercultural dialogue

Against the backdrop of the need to enlist MIL as intercultural dialogue in the newsroom, it is important to highlight the importance of using the 2001 UNESCO Declaration on Cultural Diversity and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions in raising awareness among media professionals, rather than focusing on additional norm-setting. What is needed is better interpretation and more effective implementation of existing norms, particularly those relating to human rights, with the media themselves playing a powerful role in this regard. In fact, the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions reaffirms that freedom of thought, expression and information, as well as diversity of the media, enable cultural expressions to flourish within societies. That is why the formulation and promotion of editorial guidelines on intercultural dialogue is so important.

> "As human beings, journalists are products of socio-cultural socialization and must understand this cultural dynamic in order to develop the kind of intercultural competence required to handle stories in a culturally diverse manner."

Intercultural dialogue can thus be embraced as a process of self-identification among journalists in negotiation with other cultural groups. The intercultural story is also a story about the individual and collective identities of professional journalists. As human beings, journalists are products of socio-cultural socialization and must understand this cultural dynamic in order to develop the kind of intercultural competence required to handle stories in a culturally diverse manner. Therefore, MIL, appropriated as intercultural dialogue, is just as applicable to the journalists themselves as it is to the subjects of their stories. In that way, the journalist's 'professional' gaze often directed at the "other" becomes a self-gaze, enabling the journalist to surface his/her own cultural biases against others who may not be members of his/her cultural group. It is on these terms that we can better understand "intercultural learning" as "learning how we perceive others who are especially different from us. It is about us. It is about our friends and how we work together to build a just community. It is about how communities can inter-link to promote equality, solidarity and opportunity for all. It is about fostering respect and promoting dignity among cultures, especially

where some are in the minority, while others are in the majority".[118]

Viewed against this background, then, intercultural learning among journalists would require the development of the following aspects of intercultural competence:

- Readiness to suspend disbelief about other cultures and belief about personal culture with an attitude of openness and curiosity.
- Knowledge of social groups and their products in personal and foreign cultures and of the general processes of societal and individual interaction.
- Skills in interpreting and relating to events, discourse, and media from another culture and relating it to a personal culture(s).
- Skills in interaction and discovery that promote acquisition of new knowledge of cultural practices and the ability to use them to operate under constraints of real-time communication and collaboration.
- Critical cultural awareness and political education with an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in multiple cultures and countries including personal culture(s).[119]

"It is about how communities can inter-link to promote equality, solidarity and opportunity for all. It is about fostering respect and promoting dignity among cultures, especially where some are in the minority, while others are in the majority".

The primary goal of such intercultural editorial policy guidelines, then, would be to promote and develop the capacities of interaction and communication between journalists and the world that surrounds them. Key principles underpinning such an intercultural journalism, abstracted from those for intercultural education[120], would include:

- Openness to the other, and hence a larger capacity of communication between people from different cultures
- Active respect for difference, and hence a more flexible attitude to the context of cultural diversity in society
- Mutual comprehension, and hence a better comprehension of cultures in modern societies
- Active tolerance, hence a better capacity of participation in social interaction, and the recognition of the common heritage of humanity
- Validating the cultures present
- Providing equality of opportunities
- Fighting discrimination

118   Council of Europe and European Commission (2000). *Intercultural Learning T-kit.* Strasbourg Cedex: Council of Europe Publishing, p. 97.
119   Davis, N., Cho, M. O. and Hagenson, L. (2005). Intercultural competence and the role of technology in teacher education. *Contemporary Issues in Technology and Teacher Education*.
120   Council of Europe and European Commission.(2000). *Intercultural Learning T-kit.* Strasbourg Cedex: Council of Europe Publishing.

There are at least four normative roles for media assumed by such intercultural editorial policy guidelines. Abstracted from the UNESCO World Report, the roles include: (i) facilitating cultural interactions; (ii) unmasking cultural stereotypes and intolerance; (iii) forging a common narrative; and (iv) promoting freedom of expression to preserve cultural diversity. The assumption here is that intercultural dialogue involves understanding the 'ways in which cultures relate to one another, awareness of cultural commonalities and shared goals, and identification of the challenges to be met in reconciling cultural differences'[121], while upholding freedom of expression and the free flow of ideas. Therefore, a part of what some scholars refer to as the 'circuit of culture', news media are interpenetrated in the cultural moments of production, identity, representation, consumption and regulation,[122] such that the dialogic aspect of MIL entails treating news media as part of that communicative-cultural nexus which can be enlisted in cultivating the kinds of democratic values and practices that can enhance cultural diversity.

⊠ (i) Facilitating cultural interactions

"Critically important is the fact that 'even in the extreme circumstance of slavery, exchanges take place whereby certain discreet processes of reverse enculturation come to be assimilated by the dominating culture"

Journalism is critical to the process of cultural interactivity. Culturally diverse editorial policy guidelines could incorporate the fact that the 'intermingling' of dominant and minority 'cultures throughout history has found expression in a variety of cultural forms and practices, from cultural borrowings and exchanges to cultural impositions through war, conquest and colonialism'. Critically important is the fact that 'even in the extreme circumstance of slavery, exchanges take place whereby certain discreet processes of reverse enculturation come to be assimilated by the dominating culture – a form of cultural 'counter flow'. Recognition of the universality of human rights, along with respect for cultural diversity, has made it possible today to think in terms of genuine exchanges on the basis of equality between all the world's cultures.[123]

Interculturally sensitive editorial guidelines can help break down the barriers that often discourage and/or distort intercultural conversations. By interacting more with members of other cultural groups, the often dominant cultural inhibitions that define the operations of mainstream news media institutions could weaken, facilitating the emergence of a responsive and interactive professional culture that can accommodate other representations. In a word, journalists should analyze their own cultural identities and personalities in order to inform their own professional practice.

121   UNESCO (2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, pp. 9-10.

122   Du Gay, P, Hall, S, Janes, L, Mackay, H., and Negus, K. (1997). *Doing cultural studies: the story of the Sony Walkman.* London: Sage.

123   UNESCO (2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, pp. 9-10.

(ii) Unmasking cultural stereotypes and intolerance

A necessary consequence of cultural interactivity could probably be the unmasking of cultural stereotypes and intolerance. A culturally diverse MIL process attempts to unmask cultural stereotypes which serve to demarcate one group from the alien "other". But more importantly, MIL, applied to democratic intercultural dialogue, seeks to negate the risk that dialogue may stop short at difference, which may engender intolerance.

As the UNESCO World Report observes, most 'intercultural tensions are often bound up with conflicts of memory, competing interpretations of past events, and conflicts of values [...] Where it has not been excluded by the will to power and domination, dialogue remains the key to unlocking these deep-rooted antagonisms and to pre-empting their often violent political expressions'.[124] Here, the news media, using their investigative capacities, are better placed to play a key role in unmasking any stereotypical hindrances to meaningful and effective dialogue. A particularly important role for journalists is to work towards reconciling 'the recognition of, protection of and respect for cultural particularities with the affirmation and promotion of universally shared values emerging from the interplay of these cultural specificities'.[125]

As the UNESCO World Report puts it, intercultural MIL is 'an important aspect of media access and a crucial dimension of non-formal education; it is imperative that it be promoted among civil society and media professionals as part of the effort to further mutual understanding and facilitate intercultural dialogue'.[126]

> "MIL, applied to democratic intercultural dialogue, seeks to negate the risk that dialogue may stop short at difference, which may engender intolerance."

(iii) Forging a common narrative of cultural pluralism

The UNESCO World Report observes that divergent memories have been the source of many conflicts throughout history. It goes on to argue that, although intercultural dialogue cannot hope to settle on its own all the conflicts in the political, economic and social spheres, a key element in its success is the building of a shared memory base through the acknowledgement of faults and open debate on competing memories. The framing of a common historical narrative, the report claims, can be crucial in conflict prevention and post-conflict strategies, in assuaging 'a past that is still present'. The report then cites South Africa's Truth and Reconciliation Commission and the national reconciliation process in Rwanda as recent examples of the political application of such a healing strategy. The

> "The framing of a common historical narrative, the report claims, can be crucial in conflict prevention and post-conflict strategies, in assuaging 'a past that is still present'."

124 Ibid., pp. 9-10.
125 Ibid., pp. 9-10.
126 Ibid., pp. 9-10.

showcasing of 'places of memory' – such as the Robben Island Prison in South Africa – is key to this process.[127]

Arguably, as is the case for libraries, museums and archives, news media outlets constitute legitimate 'places of memory'. As a cultural institution, the media can help a society to learn about and remember itself, shaping the understanding of values, customs and tradition to build a sense of community. By forging a common cultural-pluralistic narrative – one which builds bridges between the 'we' and the 'other' without obliterating or frowning upon difference – they can contribute towards affirming the presence and agency of marginal groups often known by virtue of their invisibility in society. They can provide an inclusive and democratic platform for every group in society to gain visibility and be heard. By the same token, the media can engender suspicion, fear, discrimination and violence by strengthening stereotypes, fostering inter-group tension and excluding certain groups from public discourse. In this way, intercultural journalism places the other at the centre of relations. It encourages a continuous questioning of presuppositions, of things we normally take for granted and encourages a constant opening to the unknown and the not understood. It is underpinned by the assumption that, in a process of interaction and mutual discovery, every human being can reach their personal, social and global potential as citizens.[128]

⊠ (iv) Promoting freedom of expression to preserve cultural diversity

Media are transmitters of cultures and engines behind globalising cultures[129]. Promoting freedom of expression is necessary to ensure flows of cultures across borders. As the UNESCO World Report underscores, "Cultural diversity... dictates a balanced representation of the different communities living together in a particular country, in accordance with the principles of the freedom of expression and the free flow of ideas"[130]. The new technologies associated with the rise of new media practices favour productions geared to export and thereby broaden markets for local cultural industries, which are beginning to counter the dominant flows that have been detrimental to traditional cultural expressions (storytelling, dance, traditional games) and voices of marginalized populations. Examples such as the rise of the Latin American audiovisual sector (*telenovelas*), reggae music of Jamaica, the Nigeria audiovisual sector (Nollywood), the Indian cultural productions (Bollywood) and more recent the Chinese cinema (Chollyhood). In this sense, contrary to oft-held positions, globalization cannot be said to have had only a negative impact on the diversity of cultural

> "The new technologies associated with the rise of new media practices favour productions geared to export and thereby broaden markets for local cultural industries."

....
127   Ibid., pp.9-10.
128   These ideas, reformatted to focus on intercultural journalism, were prompted by Council of Europe and European Commission(2000). *Intercultural Learning T-kit.* Strasbourg Cedex: Council of Europe Publishing.
129   See Dagron, A. G. (2004). The long and winding road of alternative media. The sage handbook of Media Studies, 41-64 and Kellner, D., & Share, J. (2009). Critical media education and radical democracy. The Routledge international handbook of critical education.
130   UNESCO (2009). *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, p. 22

content, for it has enlarged choice and stimulated the production of local content. User-generated technology has in turn the potential to empower individuals and groups that were previously marginalized by institutional and economic obstacles and help them to find a voice and the means to circulate their ideas and viewpoints to the public at large. Increased appropriation of methods and technologies — provided that there is sufficient media and information access and literacy — are essential for combating stereotypes and biases.[131]

Media and information literacy can foster critical capacities and promote freedom of expression and multiple perspectives, thus protecting vulnerable cultures from what some experts have called the 'colonization of minds', such as when modes of consumption and ways of living from the 'centre' are uncritically adopted by communities or cultures on the 'periphery' (Alexander, 2007)[132].

From the above conceptualization, it is evident that efforts at formulating concrete editorial policy guidelines to promote intercultural dialogue within the newsroom and between the newsroom and society at large would derive from an assessment

> "Media and information literacy can foster critical capacities and promote freedom of expression and multiple perspectives, thus protecting vulnerable cultures from what some experts have called the 'colonization of minds.'"

of diverse literature covering issues like cross-cultural adaptation, cross-cultural effectiveness, intercultural effectiveness, cultural shock, cultural adjustment, cultural communication effectiveness, intercultural communication competence, and intercultural transformative process.[133] To this list might be added issues addressing peace education and peace journalism.[134]

A look at several samples of such editorial policies illustrates the above point. For instance, the British Broadcasting Corporation (BBC)'s editorial policy guidelines on the use of language stress that:

> Different words cause different degrees of offence in different communities as well as in different parts of the world. A person's age, sex, education, employment, faith, nationality and where they live, may all have an impact on whether or not they might be offended […]
> Strong language is most likely to cause offence when it is used gratuitously and without editorial purpose, and when it includes:
> • Sexual swearwords
> • Terms of racist or ethnic abuse
> • Terms of gender stereotypical and sexist abuse, or abuse referring to sexuality

131   Ibid, p.150
132   Alexander, N. 2007. Rethinking culture, linking tradition and modernity. Background paper
133   Davis, N., Cho, M. O., Hagenson, L. (2005). Intercultural competence and the role of technology in teacher education. *Contemporary Issues in Technology and Teacher Education*.
134   See for example Banda, F. (2009). The challenge of African journalism education in the age of global terrorism. In Kaoma Mwenda, K. and Nkombo Muuka, G. (eds), . *The challenge of change in Africa's higher education in the 21st century.* Amherst, NY: Cambria Press, pp. 195-224.

- Pejorative terms relating to illness or disabilities
- Casual or derogatory use of holy names or religious words and especially in combination with other strong language.[135]

The point is further reinforced by the South African Broadcasting Corporation (SABC)'s policy guidelines which draw from a well-known past of racial disharmony. To this end, among the key editorial values the corporation ascribes to are those relating to cultural diversity and human dignity – key aspects of a culturally diverse MIL. For example, in terms of cultural diversity, the SABC undertakes to reflect "South Africa's diverse languages, cultures, provinces and people in its programmes". As for human dignity, it undertakes to respect "the inherent dignity of all South Africans, reflects them in all their diversity, and does not use language or images that convey stereotypical or prejudiced notions of South Africa's races, cultures and sexes".[136]

"On the specific issue of discrimination and stereotypes, the SABC has developed its own internal guidelines, informed by the country's past of racial acrimony."

On the specific issue of discrimination and stereotypes, the SABC has developed its own internal guidelines, informed by the country's past of racial acrimony. As such, the corporation is officially averse to broadcasting "programmes that promote discrimination or stereotyping on the grounds of race, national or ethnic origin, colour, religion, gender, sexual orientation, age, or disability", committing itself "to avoiding language and images that reinforce stereotypes, and offend communities or individuals" in an effort to reflect "diversity positively". To that end:

We undertake to include in our programming non-stereotypical representations of the disabled, women, black and homosexual people, and of any other South Africans who have often been marginalised by the mainstream media, or represented in narrow and stereotypical terms.[137]

Furthermore, the SABC proclaims that it is:

"Conscious of the part multilingual programmes can play in promoting knowledge and understanding of the country's diversity of languages and cultures. Such programmes, when used creatively, also reach out to wider audiences. Accordingly, the SABC actively encourages production of meaningful multilingual programmes as a means of attaining its language broadcasting objectives. Multilingual programmes are those that include substantial amounts of more than one official language.138

135   BBC (2013). *Editorial guidelines: Section 5: Harm and Offence Language.* Available from : http://www.bbc.co.uk/editorialguidelines/page/guidelines-harm-language/. (Accessed 27 March, 2013).
136   SABC (2004). *SABC Editorial policies*. Available from: http://www.sabc.co.za/wps/wcm/connect/3bb9fc8044341da1a563e7c4173d8502/Editorial-policies_rev.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=3bb9fc8044341da1a563e7c4173d8502. (Accessed 27 March, 2013).
137   Ibid, p. 11.
138   Ibid., p. 31.

For its part, the Canadian Broadcasting Corporation (CBC) commits itself to "reflecting accurately the range of experiences and points of view of all citizens". The corporation's policy guidelines also purport to make "all Canadians, of whatever origins, perspectives and beliefs" feel "that our news and current affairs coverage is relevant to them and lives up to our Values", apart from admitting a "special responsibility to reflect regional and cultural diversity, as well as fostering respect and understanding across regions".[139]

Clearly, however, news organizations do not often live up to their stated editorial policy commitments, making it imperative to make the issue of intercultural dialogue a regular feature of the news agenda. Cuts in budgets can undermine the ability of such public media to effectively reflect cultural diversity, as was the case with the CBC.[140] In addition, editorial ambivalence still exists about how best to represent diversity, as was the case with the SABC's refusal to air a Nando's (fast food chain) apparently anti-xenophobic ad for fear that it might "re-enforce" xenophobic attacks on foreigners in South Africa.[141]

Conclusion

This chapter has attempted to critically synthesize the first four chapters of this book into a specific framework for appropriating MIL as intercultural dialogue. It thus set out to answer three key questions:

- What is intercultural dialogue?
- What ingredients of MIL lend themselves to intercultural dialogue?
- How can MIL be enlisted in support of intercultural dialogue?

In terms of the first question, the chapter has established that intercultural dialogue assumes cultural diversity. As such, it refers to dialogue occurring between members of different cultural groups, assuming that participants agree to listen to and understand multiple perspectives, including even those held by groups or individuals with whom they disagree.[142] Clearly, intercultural dialogue also assumes a conducive environment in which it can occur, such as free, independent and pluralistic media. For this reason, the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions is unequivocal in its assertion that freedom of expression, including that of the media, is a necessary precondition for intercultural dialogue. Further, the chapter

"Clearly, however, news organizations do not often live up to their stated editorial policy commitments, making it imperative to make the issue of intercultural dialogue a regular feature of the news agenda."

139 CBC (2013). *Journalistic Standards and Practices*. Available from: http://www.cbc.radio-canada.ca/en/reporting-to-canadians/acts-and-policies/programmememing/journalism/. (Accessed 28 March2013).

140 See for example the 2009 letter from the Commissioner of Official Languages to CBC-Radio Canada decrying the station's programming budget cuts that many complainants felt would affect French Ontario, by abolishing French programming made in Ontario. Available from : . http://www.cbc.radio-canada.ca/_files/cbcrc/documents/languages/graham-fraser-response-06042009-en.pdf. (Accessed 28 March2013).

141 IOL(2012). *Nando's ad too 'xenophobic' for SABC.* Available from: http://www.iol.co.za/news/south-africa/nando-s-ad-too-xenophobic-for-sabc-1.1310911. (Accessed 28 March2013).

142 UNESCO(2013). *Intercultural competencies: conceptual and operational framework.* Paris, France: UNESCO, p.14.

has sketched out how libraries can contribute to intercultural dialogue in a diverse society by focusing on key missions related to information, literacy, education and culture.

In relation to the second question, the chapter notes that a main task of MIL is to enhance understanding and thus render people more critical and effective in engaging with the media and information industries while advocating for freedom of expression and access to information. MIL thus equips people to be more discerning and probing of the world around, thereby becoming more self-aware, liberated and responsible global citizens, as well as better able to capitalize on opportunities provided by media and other information providers, including those on the Internet. This process of self-identity formation is critical to intercultural dialogue, enabling people to understand their own cultural points of departure, and thus engage in dialogue on the basis of an "authentic communication" in which they "have an awareness of the ways in which they might be manipulated or coerced and an awareness of the ways in which differential power is operative in the society".[143] To the extent that intercultural dialogue requires a cultural self-awareness as well as a critical intercultural empathy, MIL is an empowering tool that can enable its users to engage in meaningful and effective cultural exchanges and to freely express their cultures as well as engaging in other cultures.

The answer to the third question consists of the formulation of a conceptual framework for editorial guidelines on intercultural dialogue, aimed at the newsroom. A key aspect of such culturally sensitive editorial guidelines is to inculcate intercultural competence, summed up as follows:

- Readiness to suspend disbelief about other cultures and belief about personal culture with an attitude of openness and curiosity.
- Knowledge of social groups and their products in personal and foreign cultures and of the general processes of societal and individual interaction.
- Skills in interpreting and relating to events, discourse, and media from another culture and relating it to a personal culture(s).
- Skills in interaction and discovery that promote acquisition of new knowledge of cultural practices and the ability to use them to operate under constraints of real-time communication and collaboration.

143   Saffari, S. (2012). Limitations of dialogue: conflict resolution in the context of power asymmetries and neglected differences. In,Mahdavi, M. and Knight, W.A. (eds.), *Towards the dignity of difference? Neither 'end of history' nor 'clash of civilizations'*-. Surrey & Burlington: Ashgate, pp- 245-259.

- Critical cultural awareness and political education with an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in multiple cultures and countries including personal culture(s).[144]

The primary goal of such intercultural editorial policy guidelines is to promote and develop the capacities of interaction and communication between journalists and the world that surrounds them – examples of which include editorial policies by the BBC, SABC and CBC. While it is impossible to formulate specific editorial policy guidelines that would cut across news-organizational cultures, it is possible to indicate the general direction of such guidelines, as this chapter has attempted to do.

144   Davis, N., Cho, M. O., Hagenson, L. (2005). Intercultural competence and the role of technology in teacher education. *Contemporary Issues in Technology and Teacher Education*.

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Selected Definition of IL, ML and MIL

"Information literacy is concerned with teaching and learning about the whole range of information sources and formats. To be "information literate" you need to know why, when, and how to use all of these tools and think critically about the information they provide. "

(Source: International Federation of Library Associations and Institutions)

"MIL is concerned with the ability to access the media [new and old] and other information sources, to understand and evaluate critically their contents and functions and to critically used them to create communications in a variety of contexts including teaching and learning, self-expression, creativity and civic participation."

(Source: Adapted from: *Media Development Indicators: A framework for assessing media development*)

"Media Literacy is about access to information: enabling citizens to use their rights of free expression, to defend their access to information, to secure their participation in the process of governing, and to help all voices be heard."

(Source: Susan D. Moeller, *Media Literacy: Understanding the News*)

"Media literacy seeks to empower citizens and transform their passive relationship to media into an active, critical engagement- capable of challenging the traditions and structures of a privatized, commercial media culture, and finding new avenues of citizen speech and discourse."

(Source: Wally Bowen, 1996, *Citizens for Media Literacy*, Asheville, NC, U.S.A.)

"Within North America, media literacy is seen to consist of a series of communication competencies, including the ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound. "

(Source: The National Association for Media Literacy Education: http://namle.net/publications/media-literacy-definitions/)

"A media literate approach to developing diversity education. NAMLE's definition of media literacy highlights the idea of empowerment. By becoming media literate, people learn to use critical lenses both as consumers of media messages and as producers of their own messages. "

(Source: Fernando Naiditch, The National Association for Media Literacy Education's Journal of Media Literacy Education 5:1 (2013) 337-348)

"Media literacy is more than just the development of certain skills, but also the acquisition of knowledge structures, especially about the media industries, general content patterns, and a broad view of effects."

(Source: Christ W. G., Potter W. J., 1998: *Media literacy, media education, and the academy*, Journal of Communication, 48(1), 5-15)

"The definition of information literacy by the Japanese Ministry of Education is composed of four elements: capability of judgement (evaluation), selection, organisation, and processing of information as well as of information creation and communication; understanding of characteristics of information society, effects of information over society and human beings; recognition of importance of, and responsibility for information; understanding of foundation of information sciences, learning of basic operation skills of information and information devices (particularly computer). "

(Source: Muir A., Oppenheim C., 2001*: Report on developments world-wide on national information policy*, Prepared for Resource and the Library Association by Adrienne Muir and Charles Oppenheim with the assistance of Naomi Hammond and Jane Platts, Department of Information Science, Loughborough University, pp. 175-176)

"Media literacy refers to skills, knowledge and understanding that allow consumers to use media effectively and safely. Media-literate people are able to exercise informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by new communications technologies. They are better able to protect themselves and their families from harmful or offensive material. Therefore the development of media literacy in all sections of society should be promoted and its progress followed closely."

(Source: Tarlach McGonagleis: *Media Literacy: No Longer the Shrinking Violet of European Audiovisual, Media Regulation?*, IRIS plus 2011-3 "Media Literacy", p.14.)

"Media literacy refers to the knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics. "

(Source: Jesús Lau, 2006: Guidelines on Information Literacy for lifelong learning, p.7)

"The American Association of School Librarians (AASL), a precursor in the IL field, and the Association for Educational Communications and Technologies state that «Information literacy is the ability to find and use information. It is the keystone of lifelong learning» Under the component of information literacy, AASL states that: «Information literate student accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively». Users should have both information-gathering strategies and the critical thinking skills to select, discard, synthesize, and present information in new ways to solve real-life problems. This information literacy definition extends beyond library skills and beyond the use of discrete skills and strategies to the ability to use complex information from a variety of sources to develop meaning or solve problems."

(Sources: Byerly G., Brodie C. S., 1999: *Information literacy skills models: defining the choices*, Learning and libraries in an information age, 54-82. Kuhlthau CC. in Stripling B. K., Ed.,1999*: Learning and libraries in an information age: principles and practice*, Libraries Unlimited.)

"Digital literacy is the ability to use information and communication technologies to *find*, *understand*, *evaluate*, *create* and *communicate digital* information. Basic reading and writing skills are foundational; and true digital literacy requires both cognitive and technical skills."

(Source: *Digital Literacy, Libraries, and Public Policy. Report of the Office for Information Technology Policy's Digital Literacy Task Force*, January 2013, p.1.)

"What we must recognise with the term digital literacy is the complex process of acquiring (by the individual, humanity as a whole, and institutions), abilities and skills that are intellectual (perceptive, cognitive and even emotive), practical (physiological and motor), and organisational (institutions); and that correspond to the intellectual, technological and social transformation of the latter part of the twentieth century. In other words, they are a result of the technological changes brought about by the appearance of the information society and the advances made by the knowledge society."

(Sources: José Manuel Pérez Tornero, 2004: *Promoting Digital Literacy*, Final report EAC/76/03, Understanding digital literacy, p. 48)

"Media literacy is the expected outcome from work in either media education or media study. The more you learn about or through the media, the more media literacy you have. Media literacy is the skill of experiencing, interpreting/analyzing and making media products. Media literacy is the ability to interpret and create personal meaning from the verbal and visual symbols we take in everyday through television, radio, computers, newspapers and magazines, and advertising; the ability to choose and select; the ability to challenge and question. "

(Source: Marchis I., Ciascai L.,Costa V.: *Intercultural and Media Education in Teaching Practice. An example of Good Practice*, in Acta Didactica Napocensia, vol.1, n°2, 2008.)

"Media literacy is a movement, which is designed to help to understand, to produce and negotiate meanings in a culture of images, words and sounds. A media literate person – and everyone should have the opportunity to become one – can decode, evaluate, analyze and produce both print and electronic media. The fundamental objective of media literacy is critical autonomy relationship to all media. Emphases in media literacy training range widely, including informed citizenship, aesthetic appreciation and expression, social advocacy, self-esteem, and consumer competence. "

(Source: Aufderheide P., (1992): *Beyond PC: Toward a politics of understanding*. Graywolf Pr., p.2)

"Ontario Association for Media Literacy (AML), cited by Duncan (2006) puts emphasis on the educational aspect: Media literacy is concerned with developing an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. It is education that aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products. Gutiérrez Martín and Hottmann (2006) also add that – on a more specific level – media literacy has to do with education, the primary objective of which is the following: To increase students' understanding and enjoyment of media, facilitate understanding of how the media produce meaning, how they are organized, and how they construct their own reality - all this while keeping in mind the skills and knowledge necessary to create media products.

Gilster explained digital literacy as an ability to understand and to use information from a variety of digital sources without concern for the different "competence lists", often criticized of being restrictive.

The four core competencies of digital literacy are

- Internet searching,
- hypertext navigation,
- knowledge assembly,
- content evaluation (Bawden 2008).

From the list *multicultural literacy* has to be mentioned as new concept. It is "the ability to acknowledge, compare, contrast, and appreciate commonalities and differences in cultural behaviours beliefs and values, within and between cultures."

(Source: Koltay, T. (2011). *The media and the literacies: media literacy, information literacy, digital literacy.* Media, Culture & Society, 33(2), 211-221, p.3-7)

"MIL [Media and Information Literacy] is defined as a combination of knowledge, attitudes, skills, and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal and ethical ways that respect human rights. Media and information literate individuals can use diverse media, information sources and channels in their private, professional and public lives. They know when and what information they need and what for, and where and how to obtain it. They understand who has created that information and why, as well as the roles, responsibilities and functions of media, information providers and memory institutions. They can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria. MIL competencies thus extend beyond information and communication technologies to encompass learning, critical thinking and interpretive skills across and beyond professional, educational and societal boundaries. MIL addresses all types of media (oral, print, analogue and digital) and all forms and formats of resources."

(Source: Moscow Declaration on Media and Information Literacy, 2012. www.ifla.org/files/assets/information-literacy/publications/moscow-declaration-on-mil-en.pdf).

"In 1989, ALA issued the *Presidential Committee on Information Literacy: Final Report*, which states that students must play an active role in *knowing, identifying, finding, evaluating, organizing* and *using information*. The Society of College, National and University Libraries -SCONUL- included in the definition of media literacy as the ability to construct strategies for locating information and the ability to synthesize and build upon existing information, contributing to the creation of new knowledge. As for the term **Digital Literacy,** Paul Gilster defines digital literacy as the ability to access networked computer resources and use them, which encompasses both the access and use characteristics of information literacy.

The concept of **Visual Literacy** was introduced around since John Debes starts talking about it in 1969. Recent definitions focus on the relationship of this framework to digital technology […] This literacy relates to the evaluation and use characteristics of information literacy, but this competency is focused more specifically on visual and design issues than standard definitions of information literacy.

Laura J. Gurak introduces the term **Cyberliteracy** to address the communication and participatory aspects of the Internet. She argues that cyberliteracy means voicing an opinion about what these technologies should become and being an active, not passive participant.

According to Thomas et al.,**Transliteracy** is defined as the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks. As with metaliteracy, the term transliteracy is intended to unify competing approaches to literacy. According to the authors, transliteracy is an inclusive concept which bridges and connects past, present and, hopefully, future modalities, which indicates a broader need to converge multiple methodologies, including analog and digital formats. "

(Source: Mackey T. P., Jacobson T.E., 2011: *Reframing Information Literacy as a Metaliteracy*, College and Research Libraries, 72(1), 62-78.)

Glossary of Terms

Advertising: A set of practices and techniques that draw consumer attention to products or services with the purpose of persuading them to purchase the product or service advertised. Television has a strong impact on social and cultural groups. What is critical for those who are involved in articulating MIL policies is to recognize the potential negative or positive effects of advertising so as to address media violence and promote positive examples of advertising.

Audience: The group of consumers for whom a media text was constructed as well as anyone else who is exposed to the text. The audience is not just a homogeneous group, but it has individual differences and operates as part of social groups such as peers, family and school. MIL can contribute to eliminate audience fragmentation providing the means of communication among cultures and peoples. Such an initiative can help audiences to become more critical when consuming media and also help to combat unilateral perspectives.

Target audience: the group of people to whom a media text is specifically addressed because of a set of shared characteristics, such age, gender, profession, class, etc.

Active audience: experiences and perspective influence how people receive and interpret media messages so that different groups may interpret the same message in different ways.

Citizenship: A member of a defined community (political, national or social). Citizenship status carries with it both social rights and responsibilities.

Global citizenship: It implies the participation of women/men and boys/girls in society for higher purposes that respect and promote others' rights. This includes respecting the rights of others to privacy, being aware of copyright and intellectual rights, demanding quality from media and other information providers. Through global citizenship all citizens are empowered to lead their own action in the world.

Code of ethics: The set of principles of conduct for media providers which describe the appropriate behavior to meet the highest professional standards. To safeguard the freedom of expression it should not be so severe, but it has to include truthfulness, accuracy and objectivity.

Common narratives of cultural pluralism: The framing of a common historical narrative can be crucial in conflict prevention and post-conflict strategies. Arguably, news media outlets constitute legitimate 'places of memory'. Divergent memories have been the source of many conflicts throughout history so intercultural dialogue represents a key element in the building of a shared memory base.

Communication: A process whereby information is packaged channeled and imparted by a sender to a receiver via some medium. All forms of communication require a sender, a message, and an intended recipient. It is in the area of communication that MIL policies provide strategies for the promotion of cultural diversity. This is evidenced in the various communication media forms – print, radio, television, cinema, internet, digital devices etc. Production of communication content has also opened up new possibilities for enhancing media and information literacy.

Context: Set of facts and circumstances that surround a media text and help to determine its interpretation.

Convention: In the media context, refers to a standard or norm that acts as a rule governing behavior.

Convergence: Usually it refers to the ability to transform different kinds of information, whether voice, sound, image or text, into digital code, which is then accessible by a range of devices, from the personal computer to the mobile phone, thus creating a digital communication environment. The use of convergence as a theoretical perspective for articulating MIL polices and strategies goes beyond the notion of technological convergence to consider how this has deepened structural convergence in development and governance. Information can now flow easily from one government ministry to the next and from one development sector to the next creating synergies between and among various governmental agencies.

Copyright: A set of rights granted to the author or creator of a work, to restrict others' ability to copy, redistribute and reshape the content. Rights are frequently owned by the companies who sponsor the work rather than the creators themselves, and can be bought and sold on the market.

Critical Thinking: The ability to examine and analyze information and ideas in order to understand and assess their values and assumptions, rather than simply taking proposition at face value. MIL promotes the critical thinking in order to take a critical stance on one's own informed decision making and learning process in general.

Culture: A shared, learned and symbolic system of values, beliefs and attitudes, that shape and influence perception and behavior – an abstract 'mental blue print' or a 'mental code'. Also refers to an integrated pattern of human knowledge, beliefs, and behavior that depends on the capacity for symbolic thought and social learning. Policies and strategies are needed to enable people to create their own counterbalance to dominant cultures by sharing their stories through discussion and creative engagement, thus protecting cultural diversity, multilingualism and pluralism.

Cultural interaction: A mix of dominant and minority cultures. Throughout history it has found expression in a variety of cultural forms and practices, from cultural borrowings and exchanges to cultural impositions through war for examples. Nowadays thanks to a broader recognition of the universality of Human Rights, it is possible to think in terms of genuine exchanges on the basis of equality between all the world's cultures.

Cultural stereotypes: The term refers to a label or a particular behavior which is attributed to an individual or a group referring to their cultural context. A culturally diverse MIL process attempts to unmask cultural stereotypes and dialogue remains the key to unlocking these deep-rooted antagonisms and to pre-empting their often violent political expressions.

Curriculum: A set of courses whose content is designed to provide a sequential approach to learning. Curriculum policy documents in media and information system exist in many countries but as stand-alone media or information policies so they should be implemented to integrate the media in the educational process.

Democracy: A system of government where the people have final authority which they exercise directly or indirectly through their elected agents chosen in a free electoral system. It also implies freedom to exercise choice over decisions affecting the life of the individual

and the protection of fundamental rights and freedom. In this context independent media and free access to information are fundamental to the pursuit of democracy and freedom in the whole world.

Diversity: Genuine respect for and appreciation of differences – central to the idea of pluralism. Democratic societies or systems protect and value diversity as part of human rights and respect for human dignity. New media and information technologies create a tension between global and local cultural interests that threatens to curtail the expression and appreciation of cultural diversity, multilingualism and pluralism.

Cultural and linguistic diversity: They are important resources for MIL policies and strategies in terms of how these are articulated through communication, language, and education. Usually they are understood as plurality and multiplicity of cultures as to ensure the strengthening of universal human rights, freedom of expression, and democratic participation. At the heart of cultural and linguistic diversity is the idea of bridging cultural differences while nurturing the diversity of cultural expressions through processes of mutual interaction.

Digital literacy: The ability to use technology, communication tools or networks to locate, evaluate, use and create information. It also refers to the ability to understand and use information in multiple formats from a wide range of sources when presented via computers, or to a person's ability to perform tasks effectively in a digital environment. Digital literacy includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environment.

Discourse: The treatment of a subject or issue (spoken or written) discussed at length.

Editorial guidelines: Principles of accuracy and impartiality that guide the draft of a publication.

Editorial independence: The professional freedom entrusted to editors to make editorial decisions without interference from the owner of the media outlet or any other state or non-state actors.

Education: This concept is a fundamental Human Right. It is the key to sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century. Actually media are an increasingly significant and powerful force in contemporary societies so a coherent and systematic form of education about the mass media must be seen as an essential component of modern citizenship.

Empowerment: Extension of agency, an individual's or groups' ability and freedom to decide and make purposeful choices to fulfil their desired goal. Empowerment places individuals as part of social, institutional and political structures and norms with which they must interact to have choices. Moreover it gives full access to the technology necessary for people to be fully media and information literate and to use these competencies to interact with individuals and as well as other social, political, cultural and economic institutions.

Equality: The idea that everyone, irrespective of age, gender, religion and ethnicity, is entitled to the same rights. It is a fundamental principle of the Declaration of Human Rights captured in the words 'recognition of the inherent dignity and the equal and inalienable

rights of all members of the human family. It is the foundation of freedom, justice and peace in the world'. The idea of citizenship embraces equality issues.

Ethic: Positive standards and values which guide the actions of individuals and may be referred to as moral laws.

Ethical use of information: for the UNESCO includes all the positive practices that are adopted as to ensure the right use of information.

Film: A form of entertainment that enacts a story by a sequence of images and sound, giving the illusion of continuous movement. A film could be used as an educational material for MIL strategies.

Freedom of expression (FOE): A fundamental human right. It is used to indicate not only the freedom of verbal speech but any act of seeking, receiving and imparting information. The freedom of the press is a corollary to this right and essential to the building and supporting of communities and civil society.

Freedom of information (FOI): The right of citizens to access information held by public bodies.

Freedom of the press: The media in general (not just print media) being free from direct censorship or control by government – does not preclude the application of competition law to prevent monopolies, or state allocation of broadcast frequencies.

Global village: First mentioned by Marshall McLuhan in his book *The Gutenberg Galaxy*, this term describes how the globe has been contracted into a village by electronic technology and the instantaneous movement of information from every quarter to every point at the same time. It has become to be identified with the Internet and the World Wide Web.

Governance: Best understood as a process of governing that involves interaction between the formal institutions and those in civil society. Governance is concerned with who wields power, authority and influence, how these are used, and how policies and decisions concerning social and public life are made. Governance embraces both the institutions of government and the practices and behavior that inhabit them.

Good governance: is epitomized by predictable, open and enlightened policy-making, a bureaucracy imbued with professional ethos acting to further the public good, the rule of law, transparent processes, and a strong civil society participating in public affair. Good governance may be impeded by the blight of corruption, which disrupts the free flow of information, undermines accountability for decisions and discourages greater participation in the decision-making process. Ensuring the right to press freedom around the world, therefore, should be regarded as a priority.

Human rights based aproach (HRBA): there are two actors in a human rights-based approach, rights holders and duty bearers. Rights holders can be an individual or groups with legitimate claims. Duty bearers are state or non-state actors with correlative obligations to meet or address these claims. In the context of MIL, the rights holders include: women, men, boys and girls, including learners, teachers, other members of the work force, NGOs, and civil society groups. The duty bearers include: media organizations, museums, libraries, archives, education institutions, civil society actors and other information providers including those on the Internet. Human rights determine the relationship between these individuals or groups. An effective application of the HRBA is unbiased either towards the rights holders or duty bearers. The HRBA does not necessarily focus on human rights

themselves but also on the use of human rights standards and human rights principles in guiding development.

Human rights: A set of entitlements and protections regarded as necessary to protect the dignity and self-worth of a human being. Such rights are usually captured in national and international documentation that articulates these rights (e.g. Universal Declaration of Human Rights, the European Convention on Human Rights and the Convention on the Rights of the Child, etc.). Also, the rights of groups or people – seek to protect especially poor and/or marginalized groups in society.

ICT: Information and communication technology consists of all technical means used to handle information and facilitate communication, including computer and network hardware, as well as necessary software. In other words, ICT consists of Information Technology as well as telephony, broadcast media, and all types of audio and video processing and transmission. It stresses the role of communications (telephone lines and wireless signals) in modern information technology.

Image: An iconic mental representation or picture.

Indigenous or community media: Any form of media that is created and controlled by a community - either a geographic community or a community of identity or interests. Community media are separate from either private (commercial) media, state-run media or public broadcast media, and they are increasingly recognized as a crucial element in a vibrant and democratic media system.

Information: A broad term that can cover data; knowledge derived from study, experience, or institution; signals or symbols. In the media world, information is often used to describe knowledge of specific events or situations that has been gathered or received by communication, intelligence or news reports.

Information sources: The persons, groups and documents from which information is obtained.

Information literacy: Focuses on the purposes of engaging with information and the process of becoming informed. It is strongly associated with the concepts of learning to learn and making decisions through its emphasis on defining needs and problems, relevant information and using it critically and responsibly/ethically. It is a dynamic thinking process and a set of competences that is not totally dependent on the presence of particular information systems and technologies, but which is greatly influenced by these.

Information literate: To be information literate is to have the thinking and practical skills, knowledge and attitudes that enable one to make ethical use of information.

Intercultural dialogue: intercultural dialogue assumes a degree of communicative competence, defined as the ability to communicate appropriately with cultural others by gaining familiarity with a wide variety of social and cultural contexts. It requires a critical intercultural empathy. Intercultural dialogue involves understanding the ways in which cultures relate to one another, awareness of cultural commonalities and shared goals, and identification of the challenges to be met in reconciling cultural differences.

Intercultural learning: intercultural learning relates to how we perceive others who are especially different from us. It is about how communities can inter-link to promote equality, solidarity and opportunity for all. It is about fostering respect and promoting dignity among cultures, especially where some are in the minority, while others are in the majority.

Internet: A global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public and academic, business and government networks, of local to global scope that are linked by a broad array of electronic and optical networking technologies.

Intersectionalities: Relates to the intersection of multiple forms of discrimination. Intersectionality acknowledges that race, class, gender, sexual orientation, religion, education, citizenship status, and geographic location all interact with one another. This insight points to the possibilities and even occurrences of the exacerbation of gender inequalities based on other demographics and forms of discrimination.

Journalism: The collecting, writing, editing and presenting of news in newspapers, magazines, radio and television broadcasts or the Internet.

Journalist: A person who collects and disseminates information about current events, people, trends and issues. His or her work is acknowledged as journalism.

Knowledge: The fact or condition of having information or of being learned.

Knowledge society: A knowledge society exists where a broad cross-section of groups including professionals, users of media and information, in general, and citizens who previously did not have access to technology, interact, search for and use information and media, access and create knowledge in various fields using ICTs. A knowledge society is a society that is nurtured by its diversity and its capacities. In building real knowledge societies, the new prospects held out by the internet and multimedia tools must not cause us to lose interest in traditional knowledge sources such as the press, radio, television and, above all, the school.

Life-long learning: Connected to the idea of learner-centered education. It recognizes that life does not 'start' and 'stop' after a programme of instruction within a specific time and space. Each individual is constantly learning, which makes media and information technologies critical to sustain this kind of learning. Development of media and information literacy is not restricted to simply completing a programme but extends beyond formal education contexts. It occurs in various settings (place of work, in community activities, non-formal education settings, etc.).

Literacy: Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying context. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential to participate fully in community and wider society. At the heart of an expanded definition of literacy is the ability to analyze and evaluate what is being said, heard, and seen – orally, in print or in a multimedia format - and act accordingly.

Multi literacy: The term refers to the increasing multiplicity and integration of significant modes of meaning-making, where the textual is also related to the visual, the audio, the spatial, the behavioral, and so on. Thus, in place of the idea of literacy, multi-literacies refer to the plurality of information and communication channels and forms, and the increasing salience of cultural and linguistic diversity in the world.

Social literacy: Examples of social literacies which are commonly discussed are scientific, global, political, family, financial and cultural literacies. Media and information literacy underpins all of these literacies.

Mainstream media: media disseminated via the largest distribution channels, which are therefore representative of what the majority of media consumers are likely to encounter. The term also denotes media that generally reflect the prevailing currents of thoughts, influence or activity.

Mass media: Media designed to be consumed by large audiences using the agencies of technology. Mass media are channels of communication through which messages flow.

Media: Physical objects used to communicate, or mass communication through physical objects such as radio, television, computers, films, etc. It also refers to any physical object used to communicate media messages. Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values and therefore editorial accountability can be attributed to an organization or a legal person. In more recent years the term media is often used to include new online media. Media are channels of information and education through which citizens can communicate with each other and disseminate stories, ideas and information, they are also vehicles for cultural expression and cultural cohesion within and between nations.

Media content: Media produced and delivered to audiences.

MIL: The term stands for media and information literacy, and refers to the essential competencies (knowledge, skills and attitude) that allow citizens to engage with media and other information providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens.

Media literacy: Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyze, evaluate and produce communication in a variety of media forms (e.g. television, print, radio, computers etc.). Another understanding of the term is the ability to decode, analyze, evaluate and produce communication in a variety of forms.

Media literate: Being a media literate means to have the practical skills, knowledge and attitudes that lead to understand the role and functions of media in democratic societies, critical evaluate media content, engage with media for self-expression, intercultural dialogue and democratic participation. People are then more likely to be better equipped to recognize the importance of media and other information providers and the weakness or strength of the messages or information they disseminate.

Metaliteracy: The term is one of those proposed to address the competencies needed to deal with technologies, information content, and the different media. At the beginning it was used the term "mediacy" which also brings to mind the notion of mediation, between one individual and another and between one person and information content. It refers to the knowledge and skills needed to be successful in exploring information space; discovering, learning, finding, evaluating, understanding the ethical implications of all of these and, ideally, behaving in an ethical way. This ongoing series of processes is very much dependent on and related to context, culture and tradition and to each individual uniquely.

Message: The information sent from a source to a receiver.

Multimedia: The combined use of several media, especially for the purposes of education or entertainment. It can also mean the integration of text, sound, full – or partial – motion video or graphics in digital form.

Narrative: The telling of a story or plot through a sequence of events. In the context of a media text, it is the coherent sequencing of events in time and space.

News: The communication of information on current events prints, broadcast, Internet or word of mouth to a third party or mass audience.

News media: The section of the mass media that focuses on presenting current news to the public. It includes print media (e.g. newspapers and magazines), broadcast media (radio and television), and increasingly, Internet-based media (e.g. World Wide Web pages and blogs).

New media: Content organized and distributed in digital platforms.

Newspaper: A regularly scheduled publication containing news, information and advertising, usually printed on relatively inexpensive, low-grade paper such as newsprint.

Participation (civic participation): Participation is at the heart of democracy, with its main aim to ensure that each individual can take his or her place in society and make contributions to its development. It is an important element of democratic practice and crucial to decision-making processes, considered a cornerstone of basic human rights. Media and information literacy can enhance the development of knowledge and participation in society. It adds value in promoting participation in future knowledge societies and is essential for taking advantage of the democratic, social, educational, economic, cultural, health and sustainability opportunities provided by media, memory institutions and other information providers including those on the Internet.

Pluralism: Within the term pluralism we mean the inclusion of diverse groups into the society so as to create a multicultural environment. New media and information technologies could be worthwhile for this purpose because they create a tension between global and local cultural interests that threatens to curtail the expression and appreciation of cultural diversity, multilingualism and pluralism.

Media pluralism: Characterized by a diversity of media outlets, both in terms of ownership (private, public and community,) and types of media (print, radio, television and Internet). More broadly, pluralism in society is characterized by a situation in which members of divers ethnic, racial, religious or social groups maintain an autonomous participation and development of their traditional culture or special interests within the confines of a common civilization.

Press: Print media responsible for gathering and publishing news in the form of newspapers or magazines.

Print media: Media consisting of paper and ink- reproduced in a printing process that is traditionally mechanical.

Production: The process of putting together media content to make a finished media product. It can also refer to the process of creating media texts as well as the people engaged in this process. Production of communication content has also opened up new possibilities for enhancing media and information literacy. The creation, collaboration and sharing of (user-generated) communication content via the Internet and digital media forms offer substantial benefits to people.

Propaganda: A form of communication aimed at influencing the attitude of a community towards some cause or position. Citizens who are not empowered through MIL early enough

may become perpetrators of unethical use of information such as spreading propaganda on the Internet so they contribute to the potential negatives of media and the Internet.

Protectionism: An attitude aiming to protect someone from potentially harmful situations. Historically such debates have been framed around issues concerning media and children, media and violence, media and culture and media effects in general. While protectionism is often driven by well-meaning, positive motivations, it can result in a situation where children's active participation in the media is restricted. Among media regulators themselves, the emphasis is now moving away from censorship, and towards consumer advice.

Racism: The belief that the genetic factors which constitute race are a primary determinant of human traits and capacities and that racial difference produce an inherent superiority of a particular race.

Radio: Communication of audible signal encoded in electromagnetic waves – transmission of programmes for the public by radio broadcast. Many people considered illiterate in the traditional sense now engage with a variety of media and technologies like the radio, the television or mobile phones. The media and other information providers such as traditional media (television, radio and newspaper), including those on the Internet, libraries, and archives may influence freedom of expression, development, democracy and good governance.

Representation: Processes by which a constructed media text stands for, symbolizes, describes or represents people, places, events or ideas that are real and exist outside the text. It can also mean the relationship between actual places, people, events and ideas, and media content.

Sexism: Prejudice or discrimination based on sex, especially discrimination against women – behavior, conditions or attitudes that foster stereotypes of social roles based on sex.

Social networking: Online connections with people in networks surrounding a common interest or activity. Social network activity includes people publishing profiles that provide information about themselves. Facebook is an example of a popular social network.

Software: The programmes and data that give instructions to a computer on how to handle data or operations of a various kinds. Examples range from office software that produces and manipulates data, to software that controls that shaping and editing of images.

Stereotypes: A common form of media representation that uses instantly recognized characteristics to label members of a social or cultural group. It can also have both negative and positive connotations. While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers, including those on the Internet, have the potential to eliminate stereotypes providing the means of communication among cultures and peoples.

Technology: Hardware used to create and communicate with media (e.g. radios, computers, telephones, satellites, printing presses, etc.). Technology now delivers information in a bewildering array of forms from an even more bewildering array of sources, some credible and others not but a full access to the technology is required for people to be fully media and information literate.

Television: The transmission of dynamic or sometimes static images, generally with accompanying sound, via electric or electromagnetic signals; the visual and audio content of such signals; and the organizations that produce and broadcast television programmes. UNESCO encourages the production, safeguarding and dissemination of diversified contents in the media and global information networks, including promoting the role of public radio and television services in the development of audiovisual productions of good quality.

Text: Media text usually refers to the individual results of media production, both written audio and video (e.g. a TV episode, a book, an issue of a magazine or newspaper, an advertisement, etc.).

Transliteracy: Transliteracy is the ability to read, write and interact across a range of platforms, tools and media from signing and orality through handwriting, print, TV, radio and film, to digital social networks. Transliteracy is more concerned in mapping meaning across different media instead of developing particular literacies about various media.

Website: A collection of web pages, images and data with a common Uniform Resource Locator (URL).

1   The *change equation* referenced earlier in the document includes *skills* as one variable of change process. We have changed it here to *competencies* to refer to a broader set of combined, knowledge, skills and attitudes.
2   Adapted from the Oslo Challenge: http://www.unicef.org/magic/briefing/oslo.html
3   Norwegian IL education website for primary and secondary school teachers and librarians. Available from: http://informasjonskompetanse.no/. (Accessed 30 October, 2013).
4   Available from: http://www.ffzg.unizg.hr/infoz/hr/index.php/preddiplomski-studij/izborni-kolegiji/135-infor-macijska-pismenost . (Accessed 30 October, 2013).

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In the evolving knowledge societies of today, some people are overloaded with information, others are starved for information. Everywhere, people are yearning to freely express themselves, to actively participate in governance processes and cultural exchange. Universally, there is a deep thirst to understand the complex world around us. Media and Information Literacy (MIL) is a basis for enhancing access to information and knowledge, freedom of expression, and quality education. It describes knowledge, skills, and attitudes that are needed to value the functions of media and other information providers, including those on the Internet, in societies and to find, evaluate and produce information and media content; in other words, it covers the competencies that are vital for people to be effectively engaged in all aspects of development.

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