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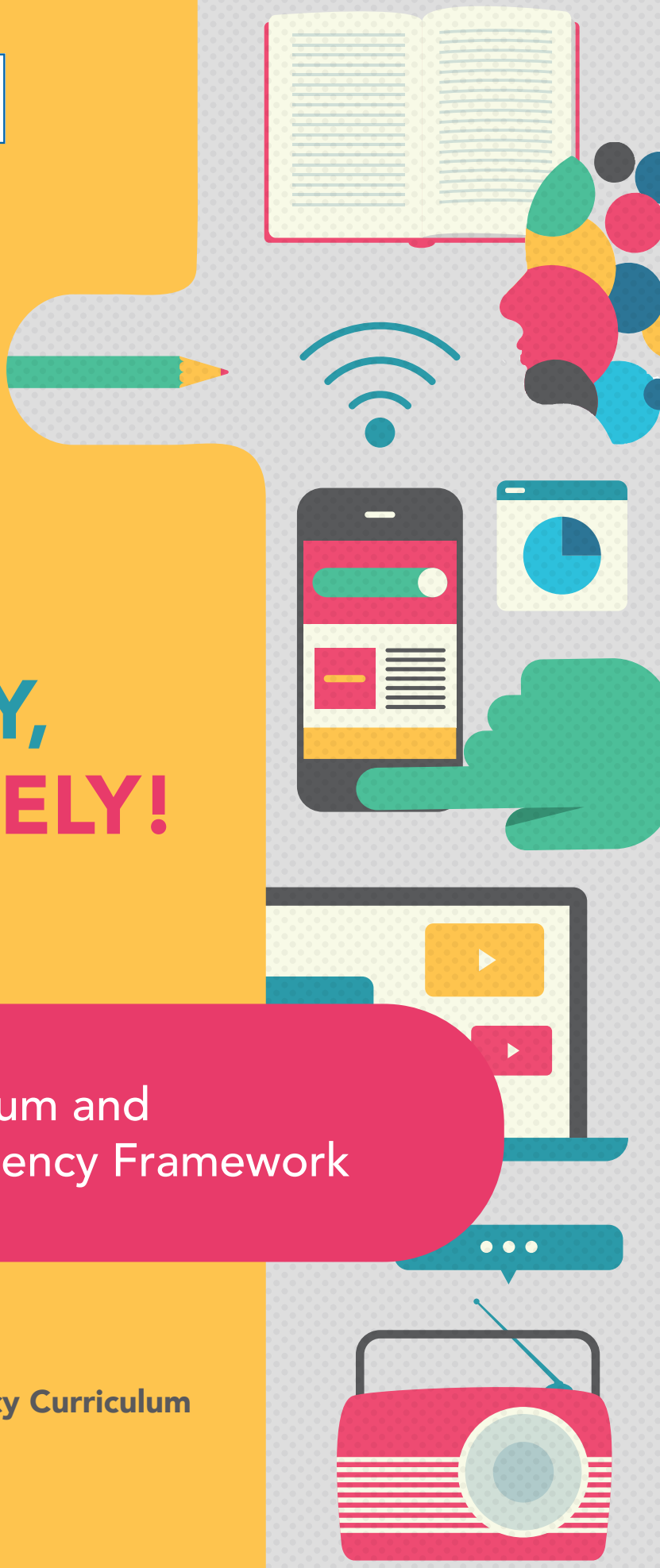
MEDIA AND INFORMATION LITERATE CITIZENS

THINK CRITICALLY, CLICK WISELY!



Part 1

Curriculum and Competency Framework

Media & Information Literacy Curriculum for Educators & Learners

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PART 1:

CURRICULUM AND COMPETENCY FRAMEWORK

INTRODUCTION

"Where is the life we have lost in living? Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?"

– T.S. Eliot

This curriculum examines the competencies needed today to engage with content brought to us through numerous technologies and by countless providers. It puts a focus on informational messages within the wider flow of content. It examines the ever-growing digital possibilities to receive, share and provide content. Finally, it highlights the major types of institutions providing this content — libraries, museums, media companies, and digital communications companies providing social media, messaging and search services. Why is all this important? The answers are: for sustainable development and human rights.

In 2015, countries around the world agreed upon and committed to 17 Sustainable Development Goals (SDGs) as the primary collective objectives of international development cooperation. The SDGs were founded on the ideal to "leave no one behind". The then Secretary-General of the United Nations made important observations in his report *Road to Dignity*[1]. He noted that the SDGs offered unique opportunities for global leaders and people around the world to bring an end to poverty and ensure social transformation that satisfied people's needs and supported economic growth. Central to realizing these opportunities is the commitment to protect the environment, to ensure peace, and to protect human rights. Promoting information as a public good is indispensable if the SDGs are to be achieved by 2030. Media and information literacy (MIL) contributes to the realization of all the SDGs. For instance, it supports SDG 3 on ensuring heathy lives and well-being, SDG 4 on quality education for all, SDG 5 on gender equality and women's empowerment, SDG target 16.10 on access to information and fundamental freedoms, and SDG 11 on making cities inclusive and resilient.

Article 19 of the Universal Declaration of Human Rights states that 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.' MIL equips citizens with the following competencies: the ability to understand information for public good; the ability to critically engage with information, media, and digital communications for participation in sustainable development; and the ability to seek and enjoy the full benefits of fundamental human rights. In this sense, MIL is also a public good.

1. The Road to Dignity by 2030, https://www.un.org/disabilities/documents/reports/SG_Synthesis_Report_Road_to_Dignity_by_2030.pdf

The idea that MIL is a public good is reinforced by the Grünwald Declaration of 1982, which recognizes the need for political and educational systems to promote citizens' critical understanding of 'the phenomena of communication' and their participation in media (new and old). This opportunity, need, and ideal has since been further reinforced by the Prague Declaration towards Information Literate Societies of 2003[2], the Beacons of the Information Society Alexandria Proclamation on Information Literacy and Lifelong Learning of 2005[3], the Fez Declaration on Media and Information Literacy of 2011[4], the Moscow Declaration on Media and Information Literacy of 2012[5], the Youth Declaration on Media and Information Literacy (2016), and the Seoul Declaration on Media and Information Literacy for Everyone and by Everyone: A Defence against Disinfodemics of 2020[6]. The outcomes of international conferences, led by UNESCO and partners, spanning over three decades, place MIL at the core of lifelong learning. MIL can empower citizens from all walks of life to seek, evaluate, use and create information, media, and digital content effectively to achieve their personal, social, occupational, educational, and development goals.

Progress has been made in the first five years of implementing and monitoring the SDGs[7]. Meanwhile, digital transformation is growing at a rapid pace. The number of individuals using the Internet has increased from 3.2 billion in 2015[8], when the SDGs became official, to 4.66 billion people actively using the Internet in 2020[9]. That is a 32 percent increase over only five years. While the digital gender gap is growing rapidly in developing countries, based on 2019 statistic, the proportion of women using the Internet globally is 48 per cent, compared to 58 per cent of men[10]. In this context, the evolution of Artificial Intelligence paves the way for new opportunities to accelerate sustainable development. Implicit here is that more people have access to information for decision-making and social participation. The following question arises: is access to information, media, and digital communication alone sufficient to achieve the SDGs? The answer is obviously no.

Despite progress being made in many places towards achieving the SDGs, the United Nations has observed that implementation is not advancing fast enough or at the right scale[11]. The digital transformation brings with it sure promises and opportunities, as well as threats. "Computers and robots are now learning to make decisions! Of course, "deciding" is a big word for machines that have no consciousness and whose level of "reasoning" is not even as evolved as that of a frog. But the latest developments in artificial intelligence (AI) are enough to frighten some and to arouse the fantasies of others," wrote Professor Jasmina Šopova in the UNESCO Courier in 2018[12].

2. http://www5.austlii.edu.au/au/journals/inCiteALIA/2004/17.pdf
3. http://eprints.rclis.org/3829/1/alexfinalreport.pdf
4. https://wayback.archive-it.org/10611/20160808074613/http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/Fez%20Declaration.pdf
5. https://www.ifla.org/publications/moscow-declaration-on-media-and-information-literacy
6. https://en.unesco.org/sites/default/files/seoul_declaration_mil_disinfodemic_en.pdf
7. Decade of Action. United Nations, https://www.un.org/sustainabledevelopment/decade-of-action/
8. ICT Facts and Figures. The World in 2015. ITU, https://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2015.pdf
9. Measuring digital development Facts and figures 2020. ITU, https://www.itu.int/en/ITU-D/Statistics/Documents/facts/FactsFigures2020.pdf
10. The digital gender gap is growing fast in developing countries, https://itu.foleon.com/itu/measuring-digital-development/gender-gap/
11. Decade of Action. United Nations, https://www.un.org/sustainabledevelopment/decade-of-action/
12. UNESCO Courier, 2020. https://en.unesco.org/courier/2018-3

Helping people to understand international human rights law as it impacts on information, as is the case with the ethical use of information and data, as well as the features of the digital communications landscape, are all becoming a priority concern. While commercial technology providers are enabling the achievement of the SDGs, other threats such as rising misinformation, persistent gender inequalities[13], racial discrimination, and other forms of intolerance and discrimination threaten the achievement of the SDGs. While disinformation is an old challenge, it is now fuelled by powerful technology[14] and algorithmic business models that amplify further its proliferation, and has become an issue of concern for global development, eroding trust in truth and established institutions and encouraging discourses that potentially harm peace, development and democracy. At the time of writing, the COVID-19 pandemic brought with it a 'disinfodemic'[15]. Harmful and erroneous information as well as conspiracy theories are circulating like wildfire online and offline, denying the realities of the coronavirus crisis and the need for vaccines.

With geographic, class, gender, linguistic and other divides hindering open and equal access to information, media, and digital technology, this could spell a broadening of knowledge gaps and thus more susceptibility to misinformation and disinformation. The pandemic has already witnessed an eruption of all kinds of content on digital platforms, educational, cultural and artistic, etc. This is projected to continue and intensify as the world goes back to the next or new normal after the COVID-19 pandemic. These trends are also increasingly accompanied by the engagement of the public, who, beyond the conventional outlets of content providers, are actively engaging, producing and disseminating content of all types, including information. An enabling environment to develop MIL competencies, including digital skills, could thereby contribute to the empowerment of individuals, as well as to mutual understanding and intercultural dialogue.

The amount of data that people create each day is so huge that some people who have access face content overload. The feed is endless. Some people are overwhelmed when it comes to determining what is real, what is fake and what is uncertain. Contradictions also exist between the amount of available information and the actual informed use of it by the public. Not all content is information; much is entertainment or advertising, and growing proportions are 'misinformational' and 'disinformational' content (treated here as a generic label that includes misinformation and conspiracy theories). People struggle to distinguish these, with disempowering consequences. Without information in the sense of verified or verifiable content, decisions rely exclusively on emotions and/or falsehoods or false connections.

13. The World's Women 2020: Trends and Statistics. United Nations Department of Economic and Social Affairs, https://worlds-women-2020-data-undesa.hub.arcgis.com/
14. Journalism, ~~Fake news~~ & Disinformation : Handbook for Journalism Education and Training. UNESCO Series on Journalism Education. UNESCO, 2018. Edited by Cherilyn Ireton and Julie Posetti.
15. DISINFODEMIC Policy Brief 1 and 2: Deciphering COVID-19 disinformation, and Dissecting responses to COVID-19 disinformation. UNESCO, 2020. Authors, Julie Posetti and Kalina Bontcheva. See also Balancing Act: Countering Digital Disinformation while respecting Freedom of Expression, Authors: Julie Posetti and Kalina Bontcheva. UNESCO, 2020.

Content providers and mediators such as libraries, archives, museums, as well as trusted, professional, and ethical media, and digital communication companies are widely recognized as potentially being essential enablers for helping citizens to make informed decisions towards development paths that leave no one behind. But unless action is taken, there is a danger of not just the status quo, but also increased knowledge gaps, including between citizens of varied economic and social backgrounds. An example is how people's actual knowledge about gender discrimination can be skewed by the content they receive: according to research carried out in 2020, gender equality in news media staffing and content is only - at the current rate – projected to be achieved 70 years hence[16]. A range of inequalities are reinforced when Internet companies profit from hate and disinformation, and where this kind of content affects awareness and decision-making between different groups of actors who may live in different universes of meaning. Content providers can shape social ideology by normalizing certain beliefs and practices or promoting a culture of consumption that is detrimental to sustainability.

With changes, however, the range of content providers and mediators can be the means by which societies learn about themselves and others, maintain public discourse and dialogue, and build a sense of community, tolerance and mutual respect towards a future of common progress. Content providers and mediators can have a positive impact on lifelong learning. For this to happen, citizens need a basic knowledge of their functions and how to evaluate the content "texts" which they provide and interact with or themselves produce as part of personal expression. The purpose of media and information literacy is to impart this knowledge to the users of content services.

There is a growing consensus on the need to promote UNESCO's concept of media and information literacy, or MIL – an umbrella term that encompasses various and evolving competencies required to navigate today's increasingly complex communications environment. MIL empowers citizens with critical thinking and other necessary competencies to enable their informed and ethical engagement with the integration of content, institutions providing content (and providing opportunities to produce and share own content), and digital technologies. MIL further aims to support users' purposeful and creative use of digital technology, and enhance knowledge of rights online, such as privacy rights, and ethical issues concerning access to and use of information. In this way, MIL contributes to fostering intercultural dialogue, gender equality, access to information, freedom of expression, and peace and sustainable development in an increasingly digital society.

The competencies acquired through media and information literacy can equip citizens with critical thinking skills enabling them to demand high-quality and rights-respecting services from all content providers.

16. Comparing Gender and Media Equality Across the Globe. A Cross-National Study of the Qualities, Causes, and Consequences of Gender Equality in and through the News Media. NORDICOM, 2020. Editors: Monika Djerf-Pierre, Maria Edström.

Social opportunities and challenges in connection with the Sustainable Development Goals are complex because they cut across cultures and are interdisciplinary. Social responses themselves must have an intercultural approach and be multi-disciplinary. Therefore, in promoting MIL, UNESCO places emphasis on how MIL connects to other social competencies such as cultural literacy, intercultural competencies, education for sustainable development, global citizenship education, health literacy, science literacy, etc. The 14 modules in this MIL Curriculum are thus presented from this multi-disciplinary standpoint, fostering to richer connections among knowledge centres and their application to sustainable development and peace.

Given their geographical and cultural ubiquity, all types of content providers assume pronounced places in this curriculum and competency framework. This multifaceted system of content flows must be recognized.

As an institution, news media (and news media services that are part of the offerings of broader media institutions) have specific functions that they are expected to fulfil in sustainable development and democratic societies. In many democracies, broadcast media – because of their ubiquity and the scarcity of spectrum – have been regulated to ensure balance. Digital communication companies have had more liberty than the news media, since they positioned themselves as mere platforms rather than active publishers. This is changing as these companies more actively play an editing role through algorithmic prioritization of content feeds, search results and recommendations, as well as through direct interventions to decide on categories or instances of content and particular users. Future digital governance, from the position agreed by UNESCO Member States, should ensure services that are rights-based, open and accessible to all, and governed through multi-stakeholder approaches[17].

Systems of self-regulation have developed in the news media and digital communication companies as an alternative to draconian state regulations to provide more accountability to the wider public interest. The increasing dependency of people on digital communication companies for information and their power to control social narratives and flows of information have given rise to growing calls for greater self-regulation of these companies, or even statutory regulation. Such regulation could encompass issues like corporate size and power (requiring a break-up of concentrations, and/or of limiting power – for example over advertising markets), privacy regulation, transparency regulation, data portability and inter-operability, consumer protection and even regulation targeting content.

Systems of self-regulation are underpinned by particular ethical values and principles. As such, the public has a specific expectation of news media and increasingly also of digital communications companies, making them liable to public criticism if they do not perform according to that expectation – even when they are not legally liable. This framework thus provides a lens through which news media and digital communication companies can be assessed in terms of their functions, the conditions under which they perform those functions, and the ways in which their output is critically appropriated by

17. UNESCO's Internet universality indicators: A framework for assessing Internet development. UNESCO, 2019. Authors: David Souter and Anri Van der Spuy.

the audience. Notwithstanding attention to the role of media and Internet companies, the importance of other content providers such as libraries, archives, museums, etc. in the information and communication ecology is also addressed throughout this MIL Curriculum.

Enhancing MIL among learners and all citizens requires that educators themselves become media and information literate. This MIL Curriculum focuses both on educators and learners in various forms of learning spaces – formal, non-formal, and informal. This focus, whether in schools, community centers, clubs, NGOs, at home, or within institutions, is a key strategy to achieving a multiplier effect: from media and information literate educators to learners and eventually to society at large. Media and information literate educators will have enhanced capacities to empower learners with their efforts in learning to learn, learning autonomously, pursuing lifelong learning, and becoming peer-educators of MIL themselves. By educating citizens to become media and information literate, educators would be responding first to their role as advocates of an informed and discerning citizenry. Second, they will be responding to changes in their role as educators, as education and learning processes balance teacher-centered approaches with more learner-centered methods.

Educators are more likely to embrace the MIL Curriculum if it connects with pedagogical strategies, linking social learning outside of formal learning spaces to learning informal spaces, thus improving how people learn. Fostering the changes in the formal, non-formal and informal education sector that would result from the introduction of MIL and its impact on educators' professional development is an important goal of this curriculum and competency framework. The MIL Curriculum is designed to be comprehensive and with adaptation to local contexts in mind. The following sections provide more details about the curriculum framework and related competencies. See also the Section: How to Use the MIL Curriculum, in Part 2.

UNIFYING NOTIONS OF MEDIA AND INFORMATION LITERACY

The UNESCO MIL Curriculum and Competency Framework resource combines three distinct areas – media literacy, information literacy, digital literacy – under one umbrella term: media and information literacy. It moves from what the terminologies mean individually, as shown in Figure 1[18], to a unified notion that embodies elements of information, media, and digital technologies and conveys the aims and objectives of MIL.

18. Adapted from Ralph Catts & Jesus Lau, 2008.

FIGURE 1: KEY OUTCOMES/ELEMENTS OF MEDIA AND INFORMATION LITERACY

INFORMATION LITERACY[19]						
Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information processing

MEDIA LITERACY[20]				
Understand the role and functions of media, and Internet communications companies in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content

DIGITAL LITERACY						
Use of digital tools	Understand digital identity	Recognize digital rights	Assess AI issues	Improve how to communicate digitally	Manage digital health	Practice digital security and safety

On the one hand, traditional information literacy emphasizes the importance of access to information and the evaluation and ethical use of such information. On the other hand, traditional media literacy is also concerned with access to information and freedom of expression, and emphasizes the ability to understand the functions of media and digital communications companies to evaluate their content and how those functions are performed, and to critically engage with media and digital communications companies for sustainable development and self-expression. Digital literacy sits in a transversal manner, cutting across traditional information and media competencies – often with more emphasis on hard technical skills but also considering softer skills specific to digital issues. With the popularity of digital communications companies, digital literacy is also about the ability to use digital tools to produce writing, images, videos and designs. As these elements increasingly become means to share information and education about ethical production and dissemination of content among all citizens, especially young women and men, MIL competencies and digital skills become paramount. This is further explained later. The MIL Curriculum and Competency Framework for Educators and Learners resource incorporates all three sets of competencies. These conceptualizations of media literacy, information literacy, and digital literacy education point to competencies that emphasize the development of enquiry-based skills and the ability to engage meaningfully with all forms of content providers and mediators irrespective of the technologies they are using.

19. Adapted from White Paper. Digital Intelligence (DQ): A Conceptual Framework & Methodology for Teaching and Measuring Digital Citizenship. DQ Institute, 2017;
20. This subject has been sufficiently dealt with in the UNESCO ICT Competency Standards for Teachers, 2008.

There are three main schools of thought emerging about the relationship between these converging fields – media literacy, information literacy, and digital literacy. For some, information literacy is considered as the broader field of study, with the two others subsumed into it, while for others, information literacy and digital literacy are merely a part of media literacy, which is seen as the broader field. A third group of experts treats digital literacy as the overarching field covering the other two. However, several international expert groups convened by UNESCO have pointed out the interwovenness of information, media and digital competencies. Consider the following terminologies being used by various actors around the world:

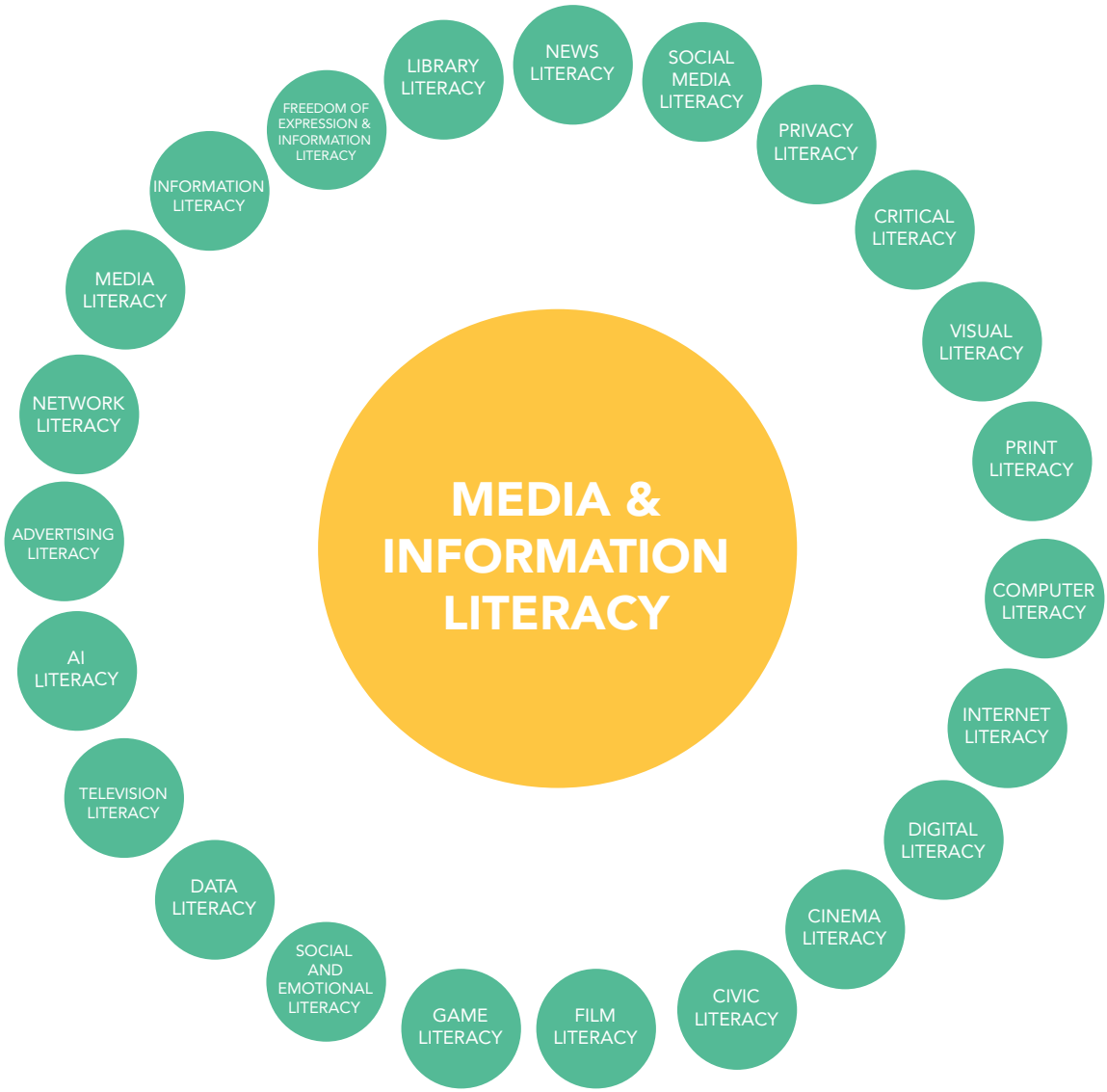
- Media literacy
- Information literacy
- Freedom of expression and information literacy
- Library literacy
- News literacy
- Social media literacy
- Privacy literacy
- Critical literacy
- Visual literacy
- Print literacy
- Computer literacy
- Internet literacy
- Digital literacy
- Cinema literacy
- Film literacy
- Games literacy
- Television literacy,
- Advertising literacy
- AI literacy
- Data literacy
- Civic literacy
- Social and Emotional literacy
- Network literacy

There are obvious relationships among these notions (see Figure 2). Not all of these linkages are explained in this framework document. However, some are the subject of related activities in the introductory module (Module 1) of this MIL Curriculum that UNESCO has produced. The salient point here is that, as educators and learners become more knowledgeable about the MIL field, they will come across these terms and should at least be conversant with them. Many of these terms continue to be the subject of lively debate and are applied differently depending on the academic and professional context or cultural practice of the communities of those who use them. Globally, many organizations use the term media education (ME), which is sometimes accepted as covering both media literacy and information literacy. UNESCO's use of the term MIL seeks to harmonize the different notions in the light of converging delivery platforms.

There is consensus that MIL as an umbrella term is concerned with citizens' engagement with communication and content forms (information, entertainment, advertising, misinformation and disinformation, etc.), how these are produced, disseminated, by whom; how people use content or not; how they engage with and understand the significance and operations of libraries, media and digital communications providers, or not; with what knowledge, skills, and attitude citizens critically evaluate content and related providers; and how people manage their interaction so as to distinguish and determine their engagements with information and other types of content, media, and digital communications tools for desired outcomes in their personal, social, political, economic, and cultural lives[21].

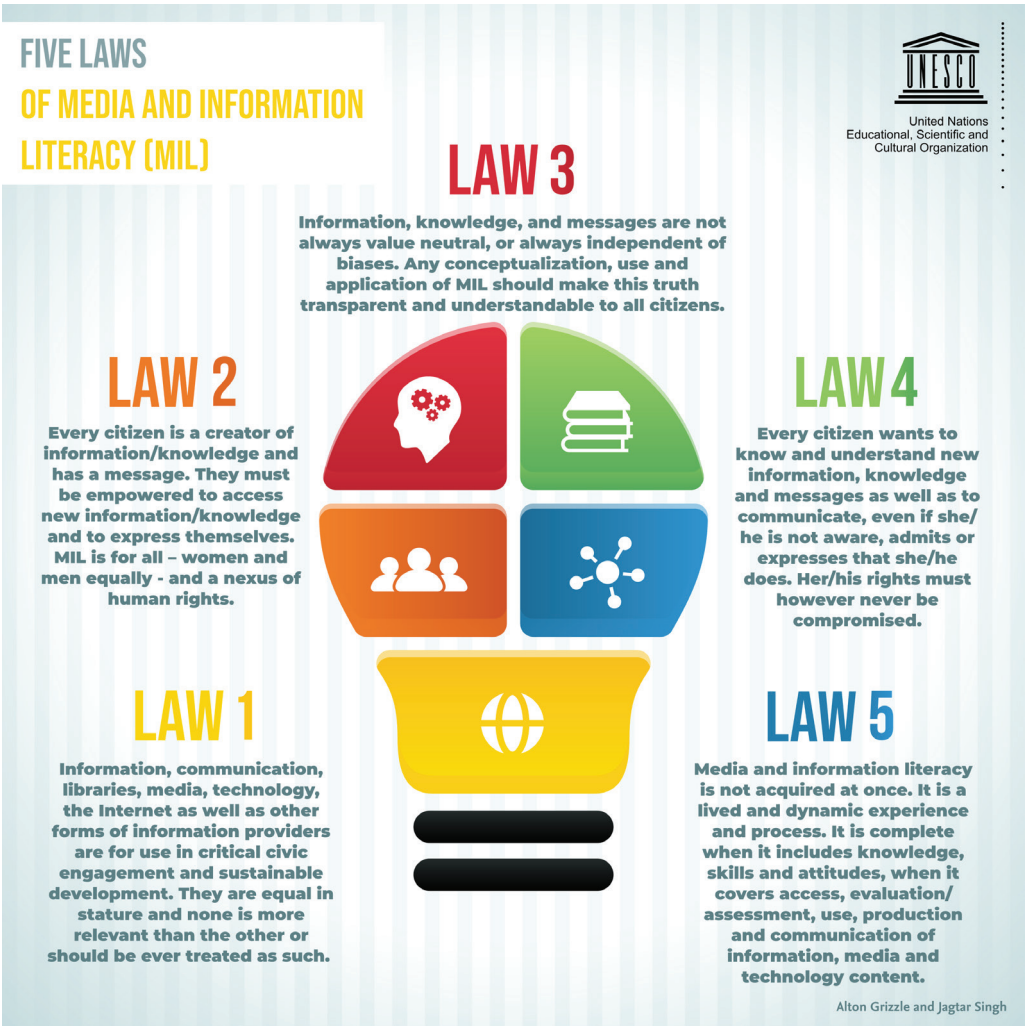
21. UNESCO Draft Global Standards for Media and Information Literacy Curricula Guidelines, https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf

FIGURE 2: THE ECOLOGY OF MIL: NOTIONS OF MIL



To promote linkages within the MIL field, UNESCO has published a study offering Five Laws of Media and Information Literacy summarized in Figure 3 below. These are inspired by the Five Laws of Library Science articulated by S. R. Ranganathan (Father of Library Science in India) in 1931. The Five Laws of MIL are intended as guides, together with other UNESCO resources, for all stakeholders involved in the application of MIL in all forms of development.

FIGURE 3:



This UNESCO model MIL Curriculum and Competency Framework for Educators and Learners is intended to provide education systems in developed and developing countries with a framework to construct a programme enabling educators and learners to be media and information literate. UNESCO also envisions that educators will review the framework and take up the challenge of participating in the collective process of shaping and enriching the curriculum as a living document. The first edition and this second edition of the MIL Curriculum have benefited from several series of collaborative and intercultural expert debates and recommendations. The curriculum focuses on required core competencies and skills which can be seamlessly integrated into the existing education system without putting too much of a strain on overloaded education curricula.

BENEFITS AND REQUIREMENTS OF MIL

Media and information literacy enhances the capacity of citizens to critically and meaningfully engage with information, including in achieving the Sustainable Development Goals and ideals, while enjoying their fundamental human rights, in particular as expressed in Article 19 of the Universal Declaration of Human Rights, which states that 'Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers'.

The main benefits of MIL are that:

1. In teaching and learning processes, it equips educators with enhanced knowledge about how to critically engage with information, media, and digital technologies to empower future citizens and learners to become peer-educators of MIL.
2. Through MIL, people can self-empower to understand the positive things that they can do through media and digital tools, thereby ensuring a better Internet and contributing to information for the public good.
3. Media and information literacy imparts crucial knowledge about the functions of content providers and mediators such as libraries, archives, museums, media, and digital communications companies, reasonable understanding about the conditions needed to perform those functions effectively and basic critical skills necessary to evaluate the performance of content providers in light of the expected functions.
4. MIL offers a sustainable way to tackle the rising 'disinfodemic'.
5. It is a prerequisite for other forms of literacy such as health literacy, financial literacy, science literacy, cultural literacy, global citizenship education and education for sustainable development – because it strengthens the skills needed to identify and navigate beneficial and harmful information (this is elaborated in the next Section of this MIL Curriculum resource).
6. When MIL is integrated in all types of learning, it helps to defend against privacy infringements and enables all people to respect the privacy rights of others.
7. MIL becomes a must-have competency when involved in AI ethics and the ever-evolving digital transformation processes.
8. MIL, for everybody and by everybody, strengthens multi-stakeholder governance of the Internet that reaches all levels of society.
9. It enhances quality education by linking learning in formal learning spaces with day-to-day social learning, online and offline.
10. Media and information literate persons are more likely to reject unvalidated information, biases and stereotypes that reinforce inequalities between women and men of all ages, and discrimination towards peoples, religions, etc.

11. MIL offers all content providers and established institutions a way to build citizens' and users' capacity to assess what merits trust, at a time when this is eroding. (This is not to hold out trust as an end in itself, but rather to underline the importance of expectations – where justified - that actors are behaving in good faith and with due diligence with regard to public interest. In this sense, trust that is uncritically demanded or offered is different to scepticism whereby people can critically assess whether trust is justified and then to award it judiciously).
12. A society that is media and information literate fosters sustainable development and the development of free, independent and pluralistic media and open information and digital communications systems.

In order to enjoy the benefits of MIL, in addition to the principles articulated in the Five Laws of MIL (Figure 3 above), the following are required:

1. Media and information literacy should be considered as a whole and include a combination of competencies (knowledge, skills, attitudes and values).
2. The MIL Curriculum should enable educators and learners to acquire and impart media and information literacy to other learners, as well as to their peers, with the objective of using information, media and digital tools as autonomous and critical thinking citizens with agency.
3. Citizens should have knowledge about locating and consuming information, as well as about the production of information and other types of content.
4. Women and men of all ages, including marginalized groups, such as persons with disabilities, indigenous peoples or ethnic minorities, should have equal access to information and knowledge.
5. MIL should be seen as an essential tool to facilitate intercultural dialogue, mutual understanding and cultural literacy.

MAIN TOPICS OF THE MIL CURRICULUM FOR EDUCATORS AND LEARNERS

The MIL Curriculum and Competency Framework should be interpreted in light of the specific contexts in which the package will be used. In this sense, it is a flexible tool that can be adapted to different country contexts. Basically, the Curriculum Framework explains a structure for developing a programme of study *about* media and information literacy and *through* various levels of engagement with information, media, and digital communications. The broad list of competencies identifies the knowledge, skills and attitude that the curriculum is expected to develop.

Generally, the MIL Curriculum included in this package aims to help educators and learners explore and understand MIL by addressing the following broad learning outcomes, competencies and attitudes.

A total of 19 broad MIL Learning Outcomes or Competencies and 6 Social Values / Attitudes are provided for guidance (see Figure 4 and Table 1 below).

FIGURE 4: MEDIA AND INFORMATION LITERACY KNOWLEDGE, SKILLS, AND ATTITUDES

Source: Draft Standards for Media and Information Literacy Curricula Guidelines[22]

22. Standards for Media and Information Literacy Curricula Guidelines, https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf

TABLE 1: BROAD MIL LEARNING OUTCOMES OR COMPETENCIES[23]

BROAD MIL LEARNING OUTCOMES		COMPETENCIES FOR MEDIA AND INFORMATION LITERATE PERSON WHO:
1.	Recognize and articulate a need for information, media, and digital communications in personal and civic life	Is able to recognize, determine and articulate the nature, type, role and scope of the content, institution and media and digital technology relevant to personal, social and civic needs and interest; can distinguish between their own needs, and the needs, systems and motives of the content service providers.
2.	Understand the role and functions of providers of information such as libraries, archives, museums, publishers, media, digital communications, etc.	Is able to understand the necessity and function of media, information and ICT providers in society, including on the Internet, and how digital communications companies and media can work to aid sustainable development, including of open, transparent and inclusive societies.
3.	Understand the conditions under which relevant providers can carry out their functions	Understand the importance of freedom of information, freedom of expression and press freedom; issues of media and digital communications platform ownership; rights-based, open, decision-making protocols and technologies; as well as professionalism and ethics for information repositories; is aware that many providers are profit-driven, which may compromise public good and wellness; and can understand the conditions of use and decide, evaluate, and act accordingly; can recognize where people use digital communications to produce hate speech and/or misinformation, know how to counter these by offering positive and verified narratives and strengthening fact-checking skills, and understand the need for digital communications companies to ensure mitigation mechanisms and reporting strategies.
4.	Locate and assess relevant information relating to personal, educational, political, cultural, religious, and other societal needs	Is able to apply search techniques and locate, as well as assess, information and media content effectively, efficiently and knowledge of the provenance, ranking logic, and data that is derived from generating search results – connecting to social and development issues.
5.	Critically evaluate information, media and digital content	Can assess, analyse, compare and evaluate information and media, as per the initial criteria for assessment of the information encountered or received; can identify and debunk misinformation such as conspiracy theories; can also critically evaluate the information providers for authenticity, authority, credibility and current purpose, weighing up opportunities and potential risks.
6.	Be able to protect oneself from risks online in relation to software, content, contacts and interaction	Is aware of digital security practices and can apply this knowledge to protect themselves from online risks (identity theft, phishing, spyware, virus infection, invasion of privacy), is aware of threats to personal safety (such as grooming, bullying, potentially harmful advice, profiling, inappropriate age content, illegal content, incitement to harm, infringement of human rights, etc.) and knows not to spread or share such content.

7.	Analyse, share, organize, and store information, media and digital content	Can analyse information and media content using a variety of methods and tools. If needed, the media and information literate person is also able to organize information, media and digital content according to predefined analytical categories suiting their needs and/or resources.
8.	Synthesize or operate on the ideas abstracted from information and media content	Can collate and summarize gathered information, media and digital content. Once gathered, can abstract resources from information and use ideas, as well as put into action concepts resulting from the retrieval and organization of information, media and digital content.
9.	Ethically and accountably use information and communicate one's understanding or knowledge to an audience or readership in an appropriate form and medium	Communicates and uses information, media and digital content and knowledge in an ethical and effective manner. Is also able to select the most appropriate form and method depending on the needs of the audience.
10.	Be able to apply ICT skills in order to use software, to process information and produce content	Has the ability to use ICT in order to seek, evaluate and create information, media and digital content, and has the requisite ICT skills to engage in generating and distributing information
11.	Be able to apply ICT skills to create products and services of societal or commercial value thus fostering entrepreneurship	Has the ability and requisite skills to create information, media and digital content and other services for entrepreneurial enterprises, thereby engaging in the knowledge economy.
12.	Be able to use ICT with critical capacities	Is able to transcend the basic use of ICTs, in order to understand the development of ICTs – the processes, mechanisms and conditions of ICT development, its ownership, control and path dependencies.
13.	Engage with content providers as active and global citizens	Understands how to actively engage institutions and individuals in promoting rights-based, open, accessible and multi-stakeholder governance, as regards the digital roles of libraries, archives, museums, media and digital communications companies.
14.	Manage privacy online and offline	Understands the need for and value of personal privacy rights online and offline for the full development of one's personality, and for protection of one's rights, while respecting the rights of others; can demand these rights in the face of interferences; has awareness of the commodification and monetization of personal profiles and information; is able to adjust privacy settings/levels; can address the balance of privacy and transparency, freedom of expression and access to information; ethically use the personal information of others and respect the privacy of others.

23. Various sources used. See the UNESCO Media and Information Literacy Assessment Framework: Country readiness and competencies, https://unesdoc.unesco.org/ark:/48223/pf0000224655. Accessed on 11 September 2019. Also adopted from Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Thesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain, and See also Frau-Meigs, D. (2019). A Curriculum for MIL Teaching and Learning. In Carlsson, U. (2019). Understanding Media and Information Literacy (MIL) in the Digital Age. Department of Journalism, Media and Communication (JMG). University of Gothenburg, Sweden.

15.	Manage interactions with games, including when AI is used within them	Understands the benefits and risks of games for learning and sustainable development; understands when freedoms may be compromised when interacting with games; engages in promoting the development of games; knows how to advocate for transparency and audits of AI and games; monitors the links between privacy and interaction with AI and games.
16.	Engage with media institutions (whether with offline or online presence or both) and all content providers to promote access to information, freedom of expression, intercultural dialogue and interreligious dialogue, democratic participation, and gender equality, and to advocate against all forms of inequality, intolerance, and discrimination	Is aware of the value of social participation through engaging with content services in terms of access to information, the right to expression, freedom of opinion (without engaging in hate speech), intercultural dialogue, participating in democratic discourse through various means in an ethically aware manner.
17.	Apply MIL to other forms of social literacy	Understands how to integrate critical thinking competencies in addressing health literacy, financial literacy, science literacy, intercultural literacy and other forms of social literacy.
18.	Apply MIL to problem-solving and collaboration	Recognizes life's opportunities and challenges as being information-based; understands how to connect with others physically and through technology and media to combine information and knowledge to develop ideas and solve problems.
19.	Know how to recognize and respond to hate speech and content designed for violent extremism.	Understands how content can a mitigate or propagate hate and violent extremism; is able to identify discrimination or hate content and knows what steps to take when one encounters such content.
VALUES AND ATTITUDES THAT CAN BE ENCOURAGED BY MEDIA AND INFORMATION LITERACY COMPETENCIES		
20.	Intercultural dialogue and interreligious dialogue	
21.	Freedom of expression, freedom of information, and freedom of participation	
22.	Tolerance and respect of others	
23.	Awareness of self and value of challenging one's own beliefs	
24.	Understanding of international human rights standards	
25.	Sustainable development, solidarity, and peace	

THE CURRICULUM FRAMEWORK

Based on the recommendations of the UNESCO-led expert group meetings, consultations[24] and the modules developed by various authors in the curriculum to accompany the framework, three key interrelated thematic areas have been delineated around which this MIL curriculum for educators and learners is framed. They are:

1. Knowledge and understanding of information, media and digital communications, for sustainable development, peace, and democratic discourses and social participation
2. Evaluation of content and related institutions
3. Production and use of content.

These have been linked with six key areas of general education and teacher development to depict their progressive relationship and create a curriculum framework for this UNESCO model MIL Curriculum for Educators and Learners (see Table 1). To offer a broader policy development context and guidelines for developing and integrating MIL in all levels of education and society, UNESCO has developed the Draft Standards for Media and Information Literacy Curricula Guidelines[25] and the Media and Information Literacy Policy and Strategy Guidelines[26].

The MIL Curriculum Framework and accompanying curriculum modules are comprehensive, all-inclusive, and non-prescriptive so as to facilitate their adaptation to global, regional and national strategies. (See the Adaptation Process and Integration Strategies sections of the Introduction to Part 2 of the MIL Curriculum for more information.

They should be flexible enough to be adapted to fit different educational and institutional systems and tailored to local community needs. However, UNESCO considers that any useful exposure of educators and learners to MIL should necessarily include elements which emphasize the need for critical engagement in the Sustainable Development Goals and fundamental freedoms as outlined in Article 19 of the Universal Declaration of Human Rights. In whatever adapted form, the MIL Curriculum should help educators and learners understand the importance of MIL for sustainable development and the necessity of these fundamental freedoms and rights as an integral part of civic education.

The MIL Curriculum is relevant in print and audiovisual environments including newspapers, books, broadcast media such as radio and television, whether online or not, in digital communications, and all types of content providers. Thus, the training of MIL educators and peer-educators should not be seen as reserved only for those with access to advanced digital technologies. It is equally applicable in contexts where use of advanced digital technologies is limited.

24. This document draws on the recommendations of a series of expert group meetings and consultations started in 2008 with the first edition and repeated in 2019/2020 for this second edition of the MIL Curriculum.
25. Standards for Media and Information Literacy Curricula Guidelines, https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf
26. Media and Information Policy and Strategy Guidelines. UNESCO, Paris, 2013.

TABLE 2: THE MIL CURRICULUM FRAMEWORK FOR EDUCATORS

CURRICULUM DIMENSIONS			
Key curriculum areas	Knowledge of information for sustainable development and democratic discourses	Evaluation of content	Production and use of content
Curriculum and assessment	Knowledge of content providers, their functions and the conditions needed to perform them	Understanding of criteria for evaluating content	Skills to explore how content is produced, social and cultural context of production; uses by citizens; and purposes
Educators' professional development	Knowledge of MIL for civic education, participation in the professional community and governance of their societies	Evaluation and management of media and information, and digital engagement resources for professional learning	Leadership and active citizenship; championing the promotion and use of MIL for educators' and learners' development
Content	Content, online or offline, from traditional providers like media institutions, libraries, museums, books, etc.	Content characteristics linked to institutional or individual sources	Content use, generation/creation, and distribution such as by algorithmic ranking or by sharing
Organization and administration	Knowledge of the development of MIL lesson plans	Collaboration through media and information literacy	Applying media and information literacy to lifelong learning
Pedagogy	Integration of content into core curriculum/ learning spaces, and discourses	Evaluation of content and of content providers for problem-solving	User-generated content and use for teaching and learning
Policy and vision	Preparation of media and information literate educators and learning spaces	Preparation of media and information literate learners/citizens	Fostering of media and information literate societies

POLICY AND VISION

National policies will be necessary to ensure the systematic and progressive inclusion of MIL at all levels of education systems and societies in general. An understanding of national education, ICTs, youth, content-related institutions and industries, culture policies, enabling freedom of expression and freedom of information laws, and other sustainable development policies and their intersection with media and information literacy policies should be the starting point. Where MIL policies do not exist, the issue should be: What role can educators and learners play in advocating for them? If policies exist, how relevant or up-to-date are they? To what extent do they reflect international standards and good practices? How can they be updated? Thus, a key aspect of the MIL Curriculum is a discussion about the 'policy and vision' of media and information literacy, and the implications for all levels and types of education, and society. This discussion should lead to an analysis of policy and vision and how these relate to the preparation of media and information literate educators and learners. Finally, it should draw attention to the role of educators in fostering media and information literate societies. The UNESCO Media and Information Literacy Policy and Strategies Guidelines[27] proposes a step-by-step process.

KNOWLEDGE OF INFORMATION, MEDIA, DIGITAL COMMUNICATIONS FOR SUSTAINABLE DEVELOPMENT, PEACE, DEMOCRATIC DISCOURSE AND SOCIAL PARTICIPATION

The objective of this broad thematic area is to develop a critical understanding of how media and information literacy can enhance the ability of educators, learners and all citizens in general to engage with content providers as potential facilitators of sustainable development, freedom of expression, pluralism, intercultural dialogue and tolerance, global citizenship, and as contributors to information for public benefit, democratic debate and good governance. Figure 5 at the end of this section demonstrates this relationship. This theme embraces a variety of overlapping issues relating to the function and importance of various content providers, including libraries, media, and digital communications companies such as:

- Providing channels through which citizens can communicate with each other and advocate for their rights
- Storing, processing, analysing, and disseminating of information for public good
- Disseminating stories, ideas, and information

27. Media and Information Policy and Strategy Guidelines. UNESCO, Paris, 2013.

- Correcting the asymmetry of information between governors and governed and competing private agents
- Facilitating informed debates among diverse social actors, and encouraging the resolution of disputes by democratic means
- Providing a means by which society learns about itself and builds a sense of community
- Providing a vehicle for cultural expression, cultural cohesion within, and between nations, and sustainable development
- Acting as a watchdog of government in all its forms, promoting transparency in public life and public scrutiny of those with power by exposing corruption and corporate wrong-doing
- Working as a tool to enhance social and economic efficiency
- Facilitating sustainable development and democratic processes and assisting with the guarantee of free and fair elections
- Acting as an advocate and social actor in its own right while respecting pluralistic values (news media)
- Serving as society's collective memory (libraries)
- Preserving cultural heritage
- Providing a gateway to information
- Helping to bridge the digital divide by providing access for the general public
- Allowing libraries, archives, and museums to be seen as information agencies and learning resource centres
- Promoting the use of all types of information resources in libraries
- Facilitating teaching, learning and learning to learn through academic libraries
- Educating the library user.

(Adapted from UNESCO Media Development Indicators, 2008)

All references to Kosovo in the UNESCO Media Development Indicators should be understood to be in the context of United Nations Security Council resolution 1244 (1999)

The fundamental pillars of sustainable development, democracy, and good governance – i.e., transparency, accountability and civic participation – are difficult to achieve without open information, media and digital systems. These systems can serve to stimulate a vibrant civil society or 'civic culture'. These service functions include:

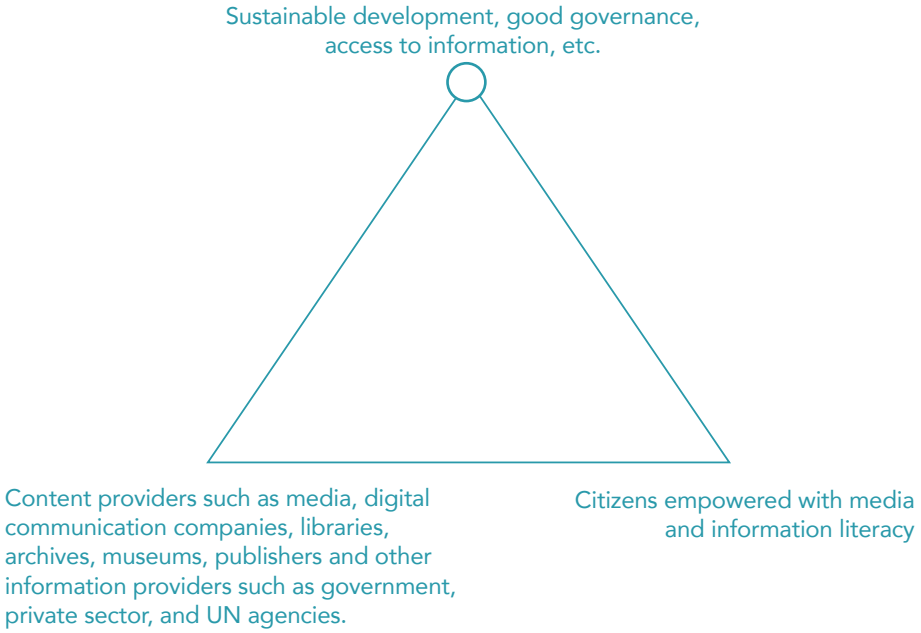
- Providing equal access to information and knowledge that are understandable and relevant to different groups of people; providing a platform for open debate and discussion

- Inspiring loyalty and sustaining commitment to values and procedures that uphold values of sustainable development, democracy and good governance.

The MIL Curriculum provides educators and learners with content needed to develop skills in integrating media and information literacy in their teaching and learning practices in a manner that values learners' voices, diversity, and is sensitive to gender representation. Here, the issue is how one can engage with content providers to self-express and amplify individual voices in order to develop different understandings and perspectives.

Information institutions (libraries media institutions, and digital communications companies) make available platforms for widening participation in professional learning. In some countries they may even be used for open and distance learning (ODL) and for continuing professional development (CPD) of educators. This Curriculum explores how the different information and communication systems might be used to improve educators' participation in their own professional communities. Educators working in different social contexts and geographical locations can share knowledge and information about professional learning and practices

FIGURE 5: MIL AND ITS IMPORTANCE TO SUSTAINABLE DEVELOPMENT AND DEMOCRACY



EVALUATION OF INFORMATION, MEDIA AND DIGITAL COMMUNICATIONS

Problem-solving and critical thinking are at the heart of learning in all subjects as well as in everyday living. Problems become opportunities for critical evaluation of content from diverse sources.

The objective here is to increase the capacity of educators and learners to evaluate sources and assess information based on particular public service functions normatively attributed to content providers. Educators and learners should be equipped with MIL competencies to identify and analyse beneficial and biased or harmful content, being able to deconstruct messages and deal with them critically. Another objective is to equip educators and learners with knowledge of actions that can be taken when these systems deviate from expected roles. Educators should be able to examine how MIL competencies relate to content produced in and for formal and non-formal learning settings. The point here is that information and content within education systems can themselves be biased, stereotypical, incomplete, and sometimes even erroneous. For instance, educators should be able to explore the issues of gender, racial, religious and other forms of representation in content originating in textbooks, curricula or research, as well as information emanating from media and digital communications systems and the ways in which diversity and plurality are being addressed both locally and globally.

Finally, educators and learners should develop capacities to evaluate how they interpret content in general as well as specific texts from a variety of sources, and how this enhances or hinders their learning and social engagement.

CONTENT PRODUCTION AND USE FOR AND IN MIL

The ability to select, adapt and/or develop, and use media and information literacy materials and tools for a given set of learning objectives and learning needs should be skills that educators and learners acquire. In addition, educators should develop skills in helping learners apply these tools and resources in their learning, especially in relation to content production.

Content production and use should foster a learner-centred pedagogy that encourages investigation and reflective thinking on the part of educators and learners. Here, understanding the basics of the content life-cycle, along with academic research skills, must receive greater attention. Learning by doing is an important aspect of knowledge acquisition in the 21st century. Content production provides an avenue for educators and learners to immerse themselves in learning by going through the production of texts and images in participatory environments within and outside formal learner settings. Educators must play an active role in this process if learners are to develop competencies for participatory learning.

User-generated content is a dominant attraction for many digital communications companies and traditional media alike. Interaction with other users of social networking platforms is an increasingly important reason why young people are accessing the Internet through various delivery platforms. This is not restricted to developed countries: in Africa, South Asia, Latin America and the Caribbean, more and more citizens are gaining access to mobile technology and using it to receive and send messages and participate in debates on the social, sustainable development, and political issues that affect their lives. At the same time, they engage with entertainment and advertising and how to navigate a proliferation of false and misleading content.

As educators and learners develop competencies and confidence in producing and using media and digital content for instructional practices, they move towards becoming leaders in promoting media and information literacy within the learning curricula. As they increase their proficiency in teaching and learning about MIL for a variety of functions, educators and learners become champions and peer-educators of MIL in the learning and social environments and in the wider society.

CORE EDUCATORS' COMPETENCIES

Table 3 further links MIL to the established curriculum areas for teachers/educators. These skills reflect the core competencies that educators are expected to acquire and demonstrate under each of the elements of the MIL Curriculum Framework. In assessing the extent to which educators have developed skills relevant to the curriculum areas, Table 3 provides what the overall expected outcomes should be.

TABLE 3: UNESCO MIL CURRICULUM GOALS AND EDUCATOR SKILLS

CURRICULUM AREAS	CURRICULUM GOALS	EDUCATOR SKILLS TO BE ENABLED
Policy and vision	To sensitize educators to the policies and vision needed for MIL	Educators understand policies necessary to promote MIL and how these might be realized in education (and society). They should also understand how MIL contributes to life skills and broader development within the context of civic education and global citizenship education.
Curriculum and assessment	To emphasize the use of MIL resources and their application	Educators understand how MIL might be utilized in the school curriculum. They are able to critically assess the range of content providers in the light of the functions attributed to them; and for that purpose to select a wide range of material from content providers for MIL provision. They have skills to assess students' understanding of MIL.

Information, media and Internet institutions	To enhance knowledge of the whole range of information providers such as libraries, archives, museums, media, digital communications companies, etc.	Educators know and understand how all content providers have evolved into present forms. They develop skills in using available technologies to reach different audiences. They use various content resources to develop critical thinking and problem-solving skills and extend these to their students.
Organization and administration	To enhance educators' capacity to organize learning spaces for effective participation in all teaching and learning, and for content resources to be an integral part of achieving this	Media and information literate educators should understand learning spaces organization; are able to create conditions in teaching and learning that maximize the use of various content providers for civic education and lifelong learning, including showing skills in organizing learning in ways that make learning spaces respectful of different views and perspectives irrespective of background and gender.
Pedagogy	To effect change in educators' pedagogical practices necessary to teach about media and information literacy	Media and information literate educators must acquire the pedagogical skills needed to teach media and information literacy to students. They have the ability to teach MIL from the perspective of good governance, sustainable development and intercultural dialogue. They acquire knowledge about student interactions with, and response to, all content providers as a first step in supporting their media and information literacy learning. Also, educators understand central concepts, tools of enquiry, and structures of the discipline of MIL to create learning experiences that make these meaningful for learners and prepare them for their role as citizens.
Educators' professional development	To promote education on the application of content resources for life-long learning and professional development	They have the necessary skills to use technology and to engage with content providers to access information and acquire subject matter and pedagogical knowledge in support of their own professional development.

This framework introduces 14 core modules, providing for rich MIL curricula. The modules provide an outline of topics, learning objectives, content and activities that can be adapted by educators, all social actors, and institutions to their respective countries. The following list of competencies, linked to the MIL curriculum modules, units and themes, highlights specific knowledge and skills that educators should acquire as they work their way through the modules. Where modules are selected for a particular programme of MIL for education, they should cover most of these competencies. The competencies listed below are only a sample of all the competencies listed in the 14 modules. See each module for detailed competencies/learning outcomes at the beginning of each unit.

MIL COMPETENCY 1:

Understanding the Role of Information, Media, and Digital Communications in Sustainable Development and Democracy

Modules in the MIL Curriculum that are related to this competence include:

Module 1, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2,** Understanding Information and Technology; **Module 14,** Communication and Information, MIL and Learning – A Capstone Module; **Module 13,** Media, Technology and the Sustainable Development Goals: The MIL Context.

The MIL educator, actor or learner will begin to become familiar with the normative functions of all content providers and understand their potential importance to citizenship and informed decision-making.

Outcomes of this competency should include educators' and learners' ability to:

- Identify key learning outcomes/elements and convergence of media and information literacy
- Identify, describe and evaluate the normative public service functions of all content providers in sustainable development and democratic societies
- Understand the link between MIL and the SDGs; describe the application of MIL to various development issues
- Understand and describe the key concepts that are used by content providers, including libraries, the media and digital communication companies
- Understand how knowledge of these concepts will help users/citizens to critically interact with content providers
- Demonstrate understanding of key concepts such as freedom of expression, access to information and fundamental rights enshrined in Article 19 of the Universal Declaration of Human Rights (UDHR)
- Interpret and describe the relationship between media and information literacy, citizenship, sustainable development and democracy
- Describe pluralism of voices and perspectives in all forms of content providers as actors for intercultural dialogue and why these are important
- Describe editorial independence, professional standards and accountability
- Explain journalism as a discipline of verification within a public service remit
- Describe information, media and technological ethics, and be able to identify when these have been breached.

MIL COMPETENCY 2:

Understanding Content and its Uses

Modules in the MIL Curriculum that are related to this competence include:

Module 2, Understanding Information and Technology; **Module 6,** Representation in Media and Information: Highlighting Gender Equality; **Module 7,** How Media and Technology Influence Content; **Module 5,** Audience and Global Citizenship; **Module 10,** Advertising and Media and Information Literacy; **Module 11:** AI, Social Media, and MIL Competencies; **Module 13**: Media, Technology and the Sustainable Development Goals: The MIL Context.

The MIL educator, actor or learner will be able to demonstrate knowledge and understanding of the ways people use information, media, and digital technologies in their personal and public lives, the relationships among citizens and content, as well as the use of all these for a variety of purposes.

Outcomes of this competency should include the educator's and learner's ability to:

- Interpret and make connections between content, context and values projected by providers
- Describe the role and importance of information and the need for information literacy skills in information and knowledge societies
- Describe the link between MIL and global citizenship and relevance to learning
- Explore the notion of audience, including the factors that may affect how individuals and audiences interpret content differently
- List the benefits of belonging to a common humanity, shared values and obligations, empathy, solidarity and respect for differences and diversity
- Examine the dynamic, inter-related and potentially transformative relationships between production, message, engagement and audience
- Identify and list some of the general uses of AI and social media for development
- Identify some of the key actors developing and using AI
- Understand and describe the basics of AI ethics, governance and regulations
- Use strategies to analyse stereotypes in information and media content (e.g., recognize stereotypes that serve the interests of some groups in society at the expense of others; identify and deconstruct techniques used in visual media that perpetuate stereotypes, including gender and racial stereotypes)

- Identify, analyse, and critique a variety of techniques used in advertising (and other types of content) that seek to influence decision and behaviour
- Explore representations, misrepresentations and lack of representation in content
- Explore the interaction between privacy, personal development and social development
- Explain how the concept of 'active' audiences applies to advertising and strategic communications, or more specifically, how audiences negotiate meaning (how we explain the success of some advertisements and not others)
- Evaluate the impact of advertising on content and services
- Recommend strategies to maintain an informed citizenship, given the use of emotional appeals in advertising, misinformation and disinformation
- Understand and describe the characteristics and importance of public service broadcasters (PSB).

MIL COMPETENCY 3:

Accessing Information Effectively and Efficiently and Practicing Ethics

Modules in the MIL Curriculum that are related to this competence include:

Module 1, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 9,** Internet Opportunities and Challenges; **Module 3,** Research, Content Cycle, Digital Information Processing, Intellectual Property; **Module 8**, Privacy, Data Protection, and You.

The MIL educator, actor or learner will be able to determine the types of content needed for a particular task and search for, and access content in an effective and efficient manner.

Outcomes of this competency should include the educator's and learner's ability to:

- Select efficient and effective approaches for accessing content required for investigative or information retrieval purposes
- Learn how to use search commands in databases
- Understand the role of content providers (including Internet search engines, libraries, museums and archives in preserving digital information)
- Search online using the relevant techniques (search engines, subject directories and gateways)

- Identify keywords and related terms for accessing the content needed
- Identify a variety of types and formats of potential sources for content. Describe criteria used to make content decisions and choices
- Be able to understand the meanings and relationship between basic science literacy and MIL
- Describe and demonstrate understanding of key aspects of organizing information, i.e. using classification schemes to locate content (e.g. library collection classifications, indexes, abstracts, bibliographies, databases, etc)
- Understand and apply copyright laws including creative commons and copyright licencing
- Understand the difference between authorship and ownership
- Be able to understand the importance and different types of intellectual property.

MIL COMPETENCY 4:

Critically Evaluating Information and Information Sources and Ethical Practices

Modules in the MIL Curriculum that are related to this competence include:

All modules, especially Module 1, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2**, Understanding Information and Technology; **Module 3**, Research, Content Cycle, Digital Information Processing, Intellectual Property; **Module 9**, Internet Opportunities and Challenges; **Module 5**, Audience and Global Citizenship; **Module 6**, Representation in Media in Information: Highlighting Gender Equality; **Module 10**, Advertising and Media and Information Literacy; **Module 4:** Media and Information Literacy Competencies to Tackle Misinformation and Hate Speech: In Defense of Truth-seeking and Peace.

The MIL educator, actor or learner will be able to critically evaluate content and all content providers and to incorporate selected information for problem-solving and analysis of ideas.

Outcomes of this competency should include the educator's and learner's ability to:

- Examine and compare content from various content providers in order to distinguish the different functional features of information, entertainment, advertising, misinformation and disinformation
- Evaluate informational content in terms of its reliability, validity, accuracy, authority, timeliness and bias

- Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate specific texts (websites, documentaries, advertisements, news programmes)
- Recognize prejudice, hate, deception or manipulation
- Explain different theories of truth
- Analyse conditions that illustrate the concept of a post-truth era
- Distinguish the different types of false and misleading content, i.e., disinformation, misinformation and malinformation, including conspiracy theories and myths
- Describe how trolling and clickbait operate, including in relation to disinformation
- Describe the types, nature, and origins of conspiracy theories, understand why people are drawn to them, and how to counter them
- Evaluate the role of business models in amplifying misinformation and disinformation, and assess efforts to mitigate this through content moderation and editorial standards
- Recognize the cultural, social or other contexts within which the content was created and understand the impact of context on interpreting it
- Understand the range of digital techniques, including features like “deep fakes” and digital manipulation possibilities
- Compare new knowledge with prior knowledge to determine the value added, contradictions or other unique characteristics of content
- Determine probable accuracy by questioning the source of data, limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
- Use a range of strategies to interpret texts (draw conclusions, generalize, synthesize materials viewed, refer to images or information in visual media to support point of view, deconstruct content to determine the underlying biases and decode the subtext)
- Analyse content from various providers, with emphasis being given to representations of gender, race, origin, other cultural identity markers, and sexuality
- Translate MIL competencies into specific performance indicators as manifested in terms of knowledge, attitudes and skills
- Describe online privacy concerns and implications in MIL
- Identify strategies to protect personal information online
- Explain why privacy is crucial for people to express themselves freely and benefit from access to information
- Identify codes and conventions used to convey meaning in a variety of content
- Evaluate the ways in which a medium and its particular codes and conventions can shape the message being conveyed

- Assess the content that can be conveyed through the use of a particular medium
- Analyse how audiences are identified and targeted, explicitly and implicitly, and the role of algorithms therein
- Analyse how audiences respond to content, and explain the determining factors, especially within the context of global citizenship.

MIL COMPETENCY 5:

Applying Digital and Traditional Media Formats

Modules in the MIL curriculum that are related to this competence include:

Module 9, Internet Opportunities and Challenges; **Module 6**, Representation in Media and Information: Highlighting Gender Equality; **Module 7,** How Media and Technology Influence Content; **Module 4:** Media and Information Literacy Competencies to Tackle Misinformation and Hate Speech: In Defense of Truth. **Module 11:** AI, Social Media, and MIL Competencies; **Module 12:** Digital Media, Games and Traditional Media; **Module 13**: Media, Technology and the Sustainable Development Goals: The MIL Context.

The MIL educator, actor or learner will be able to understand the uses of digital technology, communication tools and networks for information gathering, decision-making, social transformation.

Outcomes of this competency should include the educator's and learner's ability to:

- Understand the basics of digital technology, communication tools and networks, and their usage in different contexts for different purposes
- Describe how by being media and information literate, learners can better understand the social context of AI and how to critically engage with AI systems
- Understand how to apply MIL competencies in AI and social media environments and identify tools and resources that can help in this context
- Use a broad range of media 'texts' in order to express they own ideas through multiple forms of media (traditional print, electronic, digital, etc.)
- Undertake basic online content searches
- Understand for what purposes young people youths use the Internet
- Describe the technological differences between traditional and digital platforms and how the latter has enhanced participatory democracy, while also unleashing and amplifying potential harms
- Explore the use of games in formal, non-formal, and informal education

- Understand, describe and apply games pedagogy in the classroom
- Develop social, intellectual and spatio-temporal skills, using interactive multimedia tools, especially games
- Apply interactive multimedia tools, especially digital games, to instructing and learning
- Use low/high-tech interactive multimedia tools/games to introduce concepts from academic subjects (mathematics, science, social studies, etc.)
- Analyse different interactive multimedia tools developed using free and open-source or proprietary software, and evaluate their implications for and impact on instructing and learning
- Describe the relationship between new media environments and business models and how they affect people's activities, interactions and online presence
- Evaluate how new technologies and services offered by Internet companies contribute to sustainable development and democratic institutions and processes in society, and to what extent.

MIL COMPETENCY 6:

Situating the Sociocultural Context of Information, Media, and Digital Content

Modules in the MIL curriculum that are related to this competence include:

Module 1, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 2,** Understanding Information and Technology; **Module 13:** Media, Technology and the Sustainable Development Goals: The MIL Context.

The MIL educator, actor or learner will be able to demonstrate knowledge and understanding that information, digital, and media content is produced within social and cultural contexts.

Outcomes of this competency should include the educator's and learner's ability to:

Understand the link between MIL and the SDGs; describe the application of MIL to various development issues.

- Describe online privacy concerns and implications in MIL
- Understand and describe the basics of how data is used by powerful actors to drive social and economic development or underdevelopment
- Analyse and explain how the rules and expectations governing content genres can be manipulated for particular effects or purposes

- Delineate the normative purpose of journalism and its role in strengthening and pursuing good governance, democracy, and sustainable development
- Produce texts that present diverse perspectives and representations
- Assess content providers as actors for intercultural dialogue. Demonstrate ability to critically evaluate content for relevance to sustainable development, democratic citizenship and cultural diversity
- Critically discuss the basic principles in making news judgements or in shaping the news
- Understand how editing shapes meaning in visual media and their messages (omission of alternative perspectives filtered or implied viewpoints emphasis of specific ideas, etc.)
- Explain why privacy is crucial for people to express themselves freely and benefit from access to information
- Explore and query these issues in their personal, local and social contexts
- Identify the key actors and their roles in privacy protection.

MIL COMPETENCY 7:

Promoting MIL Among Learners/Citizens and Managing Required Changes

Modules in the MIL Curriculum that are related to this competence include:

Module 1, A Foundational Module: An Introduction to Media & Information Literacy & other Key Concepts; **Module 9**, Internet Opportunities and Challenges; Module 5, Audience and Global Citizenship; . **Module 13**, Media, Technology and The Sustainable Development Goals: The MIL Context; **Module 14**, Communication and Information, MIL And Learning – A Capstone Module.

The MIL educator, actor or learner will be able to use knowledge and skills acquired through his/her MIL training to promote media and information literacy among learners and manage related changes in learning environments/education settings.

Outcomes of this competency should include the educator's and peer-educator's ability to:

- Understand how different learners/citizens interpret and apply media products and events to their own lives
- Guiding learners/citizens to apply MIL to various problem-solving opportunities and challenges
- Understand and use a variety of instructional activities to foster learners'/citizens' skills in media and information literacy
- Demonstrate ability to help learners/citizens select the most appropriate approaches (i.e., information retrieval systems) for accessing needed content
- Demonstrate ability to help learners/citizens to evaluate critically content and its sources while incorporating relevant information into their knowledge base
- Use knowledge of effective verbal, non-verbal and other communication techniques to foster active enquiry, collaboration and free and open communication among learners/citizens
- Understand and use formal and informal assessment strategies to develop knowledge and skills for critical reading, viewing, and listening among learners/citizens
- Use media and information literacy tools to foster a more participatory learning environment for learners/citizens
- Use traditional or digital technologies to create a bond with school-based and out-of-school learning, especially for learners/citizens in or out of schools
- Use ICT in the classroom to help students discover ICT and media and information sources available to them and how to use them in their learning
- Use media and information literacy to widen participation in learning
- Use knowledge and skills acquired through training to develop learners'/citizens' learning
- Use knowledge and skills acquired through training to develop learners'/citizens' skills in evaluating media and information and understanding ethical issues related to media and information literacy
- Motivate engagement in UNESCO MIL Alliance - a global network of multiple stakeholders in MIL - and advocate for creative learning in city spaces and life through MIL Cities[28]
- Identify various projects or initiatives to empower learners/citizens and encourage participation; (Many related initiatives/projects are highlighted in the Pedagogical Approaches and Activities throughout the modules.).

28. UNESCO MIL Cities promotes innovative and creative learning about MIL in city (metaphor of cities) spaces and by various city actors. The "MIL Cities" initiative places its focus on citizens. The main objective of the "MIL Cities" initiative is to set cities on a path to innovatively empower more citizens with MIL competencies while connecting with other cities across the world. Read the MIL Cities Framework here, https://en.unesco.org/milcities.

PEDAGOGIES IN TEACHING AND LEARNING MIL: USING THE CURRICULUM

The following pedagogical approaches underpin the strategies used throughout the modules of the MIL Curriculum.

I. Issue-enquiry Learning

Issue-enquiry learning is a learner-centred/citizen-centred learning approach where the enquiry focus is on the issues related to media and information literacy in contemporary society. It incorporates many of the features associated with enquiry learning, problem-solving and decision-making, where learners acquire new knowledge and skills through the following enquiry stages:

1. identification of the issue recognition of underlying attitudes and beliefs
2. clarification of the facts and principles behind the issue
3. locating, organizing and analysing evidence
4. interpretation and resolution of the issue
5. taking action and reconsidering consequences and outcomes from each phase.

It is an appropriate method to teach MIL as it provides learners/citizens with opportunities to explore issues in depth.

Examples of the application of the issue-enquiry approach in MIL include: exploring portrayals of gender equality and race through media analysis; exploring issues related to privacy and media and digital communications companies through primary and secondary document analysis; and exploring cyber-bullying through ethnographic research.

II. Problem-based Learning (PBL)

Problem-based learning is a curriculum development and instructional system that simultaneously develops students' interdisciplinary knowledge bases and skills, as well as critical thinking and problem-solving strategies. It is a highly structured, cooperative learning mode to enhance both individual and collective knowledge by engaging learners/citizens in critical and deep enquiry of real-life problems. The learning objectives, enquiry questions and methods, as well as the outcomes, are all defined and managed by students.

An example of problem-based learning in MIL includes designing an effective social marketing campaign for a particular audience – for instance to promote the Sustainable Development Goals among youth.

III. Empirical Approach and Scientific Enquiry

The empirical approach refers to a variety of techniques that scientists use to explore the natural world and propose explanations based on the evidence they find. The enquiry process is often expressed as a simplified set of steps called the enquiry cycle,

which involves activities such as: making observations, posing questions, finding out what is already known, planning investigations, reviewing past knowledge in the light of experimental evidence, using tools to gather, analyse, and interpret data, proposing explanations, and communicating the results. This method can also be adapted for teaching media and information literacy.

Examples of scientific enquiry include: investigating the extent to which potential harms or benefits of particular content are realized in practice; assessing the relationship between recognition on social media and dopamine levels; investigating the roles of online communities and how these are constructed by recommendation algorithms; investigating the nature and impact of privacy infringement or the efforts to use Artificial Intelligence to identify hate speech.

Scientific enquiry involves the abovementioned techniques, but can also take this further by including experimentation consisting of pre-tests, interventions, post-tests, experimental groups/situations, control groups and situations, multiple trials in the long and short-term, and sometimes involving several groups of scientists. A challenge to applying the scientific enquiry approach in MIL teaching and learning is that most Internet communications companies do not offer open access to their massive data holdings, although increased public access to this information – even on an accredited basis – would greatly aid the possibility to generate more knowledge of value to MIL.

IV. Case Study

The case study method involves an in-depth examination of a single instance or event. It is practiced extensively in universities where students make use of real-life incidents by applying theoretical knowledge to real cases. This approach is suitable when teaching MIL, as learners/citizens are exposed daily to many different forms of messages from various content providers (thus offering a wide range of 'cases'). The case study method offers a systematic way of looking at events, collecting and analysing data, and reporting the results. This, in turn, can serve to support enquiry learning among learners/citizens. By applying this method, learners/citizens can gain a deeper and more thorough understanding of why the events or instances happened as they did. Case study also lends itself to the generation and testing of hypotheses.

For example, learners/citizens could undertake a case study of how MIL has built the resilience of people to misinformation and disinformation in a specific community; of instances of ethical violations in the use of AI; of successful marketing campaign strategies for a high profile digital or media product; or of product placements or 'hidden' sponsorship of "influencers" endorsements of specific products.

V. Cooperative Learning

Cooperative learning refers to the instructional approach that groups learners/citizens together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, jigsaw learning, guided peer-questioning and reciprocal teaching, all of which aim to produce learning gains such as the development of conceptual understandings and higher —

order thinking, better interpersonal skills, more positive attitudes toward schools and the self, and the exploration of how to manage academic heterogeneity in learning spaces with a wide range of achievement in basic skills. This is an appropriate method in the learning and teaching of MIL as it requires the sharing of ideas and learning from one another.

Examples of cooperative learning applied to MIL could be working collaboratively in a wiki space or joint participation in UNESCO MIL CLICKS social media initiatives and events.

VI. Textual Analysis

Learners/citizens can learn to undertake textual analysis by identifying the codes and conventions of various genres (visual, printed, oral etc.). It is a semiotic analysis, which aims to reach further understanding of key concepts within the genre of communication being examined. Through this method, learners/citizens acquire knowledge to identify how language, as well as other visual codes and conventions, are used to create particular types of representations that will appeal to certain audiences. Learners/citizens are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any type of text. This process also covers techniques such as visual/image analysis. This type of textual analysis can be applied to real-life examples contexts, and serve an informative purpose beyond the academic exercise.

For example: Learners/citizens can be asked to select a piece of content that is of interest to them. This may be a news article, a YouTube video, or a video clip from an online news source. Learners/citizens can then work in groups, under guidance, to analyse the purpose of the content, taking into account information on the author, technique/textual features, target audience and overall context.

VII. Contextual Analysis

This approach teaches learners/citizens how to undertake basic contextual analysis of specific content, issues, situations and events, for example in relation to content providers or institutions. Learners/citizens can for example learn how to analyse a text (in whatever format) in relation to its historical, cultural, situational, or social setting or context. Contextual analysis is also concerned with the quality of the content/text with respect to arguments, coherence, logic, supporting evidence, etc. This approach can notably highlight dimensions relating to gender relations, the political economy, cultural considerations, etc.

Examples of contextual analysis and pedagogy can include helping learners/citizens acquire knowledge about the classification systems for film, television and video games that operate in particular countries; or on how media and digital communications ownership and concentration relates to questions of democracy and free speech.

VIII. Translations

This pedagogical approach can take different forms and be used in a variety of content settings. Learners/citizens can, for example, chose a newspaper article about an incident in their community and convert it into a podcast or radio news story, or to a format that is suitable for posting on social media. Another example is to watch a short

sequence of a children's movie, and then work in small groups to draw a storyboard of the chosen sequence, identifying its particular shots, angles and transitions.

Other examples include instructing learners/citizens to convert a fairy tale into a storyboard to be filmed; or to collect a wide range of existing visual material related to a specific person's life, and use this as the starting point to plan and make a short documentary.

IX. Simulations

Simulation is frequently used as a pedagogical approach in film, media and digital communication educational curricula. The educator uses simulation to demonstrate to the learners/citizens what media and digital learning 'looks like'. That is, the educator takes on the role of learners/citizens, and the trainees act as educators, at least in terms of completing the activities. This strategy is then discussed with the learners, as an important part of the pedagogic process.

Examples of this approach include: Learners/citizens taking on the role of a documentary film team producing a youth-oriented television programme, or that of radio/Internet-based journalists interviewing a person for a podcast. They can also simulate being a group of actors preparing to film promotional videos about sustainable development issues.

X. Production

This approach entails learning by doing, a key aspect of knowledge acquisition in the 21st century. It encourages learners/citizens to explore learning at a deep and meaningful level. Producing content offers learners/citizens the opportunity to immerse themselves in learning by exploring and doing. Through producing texts (for example for audio, video, different writing formats, animation), learners/citizens can explore their creativity and own voices, to develop, formulate and express their ideas and perspectives.

As an example of this approach, learners/citizens can use a free and open-source filmmaking software to make a one-minute digital story about an environmental issue or any other subject of interest.

XI. Critical Inquiry

In education, critical theory[29] stipulates an integrated and often non-linear process of searching for, collecting and evaluating or assessing content from multiple sources and perspectives, in order to reach a comprehensive, systematically reasoned understanding and analysis, and with the aim to generate new knowledge, ideas, applications, and paths for novel research questions. Critical inquiry draws attention to logic, evidence, structure, corroboration and assumptions within content.

29. See Kari D. Weaver & Jane H. Tuten (2014) The Critical Inquiry Imperative: Information Literacy and Critical Inquiry as Complementary Concepts in Higher Education, College & Undergraduate Libraries, 21:2, 136-144, DOI: 10.1080/10691316.2014.906779. See also Prayogi, Saiful & Yuanita, Leny & Wasis, Wasis. (2018). Critical Inquiry Based Learning: A Model of Learning to Promote Critical Thinking Among Prospective Teachers of Physic. Journal of Turkish Science Education. 15. 10.12973/tused.10220a). See also Douglas, Kellner & Share, Jeff. (2007). Critical media literacy is not an option. Learning Inquiry. 1. 59-69. 10.1007/s11519-007-0004-2.

XII. Dialogical Method or Inquiry

Dialogic inquiry is situated in the culture, language, politics and themes of citizens, learners and educators. It is, to a certain extent, phenomenological, as it draws on peoples' experience and levels of familiarity with objects, situations, events or materials of study. For instance, a popular game, movie, TV show, social media video, book, magazine, news report or other content is typically associated with aspects of wider mass culture. In applying this method, learners and educators assess this connection, and write or talk about these texts and/or events drawing on personal experience from their daily lives. The process moves from subjective perspectives to global critical dimensions, taking into consideration perspectives of wider society, history and global citizenship. It relates to what some experts call participatory culture or theory as well as global citizenship education and digital citizenship. In so doing, citizens, learners, or educators get to interact with the familiar and the unfamiliar sequentially or concurrently, recognising the connection between the two through a process of social interaction.

APPENDIX: SELECTED MEDIA AND INFORMATION LITERACY AND OTHER RESOURCES

This Appendix lists 16 different resources on MIL which are relevant to the content outlined in this Curriculum.

I. Draft Standards for Media and Information Literacy Curricula Guidelines

This document contains a description of the "Belgrade Recommendations on Draft Standards for Media and Information Literacy Curricula Guidelines," and outlines a process towards further multi-stakeholder consultation of the Draft Standards for Media and Information Literacy Curricula Guidelines. It aims to guide MIL curricula development and implementation by stakeholders in countries around the world. Achieving media and information literacy for all requires that it is integrated in all levels of formal, informal and non-formal education and learning. The primary target groups for this document are policymakers who are responsible for curricula development and MIL related programmes, curriculum developers and planners, teachers, MIL experts and practitioners implementing MIL-related curricula. https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf

II. Media and information literacy: policy and strategy guidelines

In the evolving knowledge societies of today, some people are overloaded with content while others are in dire need of reliable information. Everywhere, people yearn to express themselves freely, to actively participate in governance processes and cultural exchanges. Media and information literacy (MIL) provides all citizens with critical competencies to thrive in this regard, in particular in the 21st century context.

Recognizing that achieving MIL for all will require its integration into national policies, UNESCO published the Media and Information Literacy Policy and Strategy Guidelines in 2013.

As Professor Ulla Carlsson, Director of the Nordic Information Centre of Media and Communication Research, notes in her Preface, "this publication is of vital importance toward improving efforts to promote MIL on national and regional levels".

The Guidelines are divided into two parts. The first is an MIL Policy Brief, designed to inform policymakers and decisionmakers on MIL in policy development, and also serves as a summary of the publication. Part 2 is divided into several comprehensive chapters, discussing: 1) how to enlist MIL as a development tool; 2) conceptual frameworks for MIL policies and strategies; and 3) model MIL policy and strategies that can be adapted to national level policymaking by countries worldwide. https://unesdoc.unesco.org/ark:/48223/pf0000225606

III. Global Media and Information Literacy Assessment Framework: country readiness and competencies

The MIL Assessment Framework provides methodological guidance for the national adaptation process, with six phases and various practical tools. The assessment results can enable countries to make informed decisions for interventions aimed at further developing MIL by fostering an enabling environment and enhancing citizens' competencies. The MIL Assessment Framework is described in terms of its major objectives, structure and other parameters for measurements at the national level. The MIL Country Readiness Profile includes qualitative and quantitative indicators: media and information in education, media and information literacy policy, media and information supply, media and information access and use, including among civil society.

The resource further presents the MIL Competency Matrix and their composition (MIL components, MIL matters, competencies, performance criteria and levels of proficiency). In addition, it assesses both individual and institutional competencies, particularly targeting teachers in service and in training. MIL competencies can reflect the contextual national factors that facilitate the creation of an enabling and favourable environment for MIL. Finally, it provides methodological guidance and practical recommendations for conducting MIL Assessment at national level. https://unesdoc.unesco.org/ark:/48223/pf0000224655

IV. Media and Information Literacy in Journalism: A Handbook for Journalists and Journalism Educators

UNESCO published a handbook for journalists and journalism teachers, entitled "Media and Information Literacy in Journalism", in four languages (English, Karakalpak, Russian and Uzbek).

The publication is a practical tool for journalists in exercising their profession, in particular as it relates to media information literacy (MIL).

The handbook includes both theoretical materials, as well as exercises, case studies and practical tools to help promote a deeper understanding of the theoretical knowledge, and to support its translation into practice. The handbook deals with the notion of '~~fake news~~' (use of this term is discouraged as if content is fake it is not news) and misinformation, provides a conceptual framework for media and information literacy underlining its relevance and importance for journalism, and explores principles and roles of MIL in journalism education. In addition, the handbook covers topics such as ethics on the Internet, human rights and work with sources, in collecting and processing information, ways to verify and provide reliable information, and the identification of 'fakes', false or manipulated textual or visual information.

Handbook in English, Russian, Uzbek, Karakalpak

https://en.unesco.org/news/unesco-promotes-media-and-information-literacy-support-media-development-uzbekistan

V. Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training

Written by experts in the fight against disinformation, this handbook explores the very nature of journalism with modules on why trust matters; thinking critically about how digital technology and social platforms are conduits of false and misleading content; fighting back against disinformation and misinformation through media and information literacy; fact-checking 101; social media verification and combatting online abuse.

This model curriculum is an essential addition to teaching syllabi for all journalism educators, as well as practicing journalists and editors who are interested in information, how we share it and how we use it. It is mission critical that those who practice journalism understand and report on the new threats to trusted information. Political parties, health professionals, business-people, scientists, election monitors and others will also find it useful. It is available in twenty-three languages.

https://en.unesco.org/fightfakenews

VI. Balancing Act: Countering Digital Disinformation while Respecting Freedom of Expression

In 2020, the Broadband Commission for Sustainable Development, co-founded by UNESCO and the International Telecommunication Union (ITU), launched a comprehensive study on one of the world's most intricate challenges: 'Balancing Act: Countering Digital Disinformation while respecting Freedom of Expression'. The study is unique in its global scale and comprehensiveness, but it is also highly action-oriented, with a suite of sector-specific actionable recommendations and a 23-point framework to test disinformation responses.

Targeted analyses and recommendations address the life cycle of online misinformation and disinformation: from production to transmission, reception and reproduction. Readers will find chapter packages that are of special interest to:

- Legislators and policy makers (counter disinformation campaigns, electoral-specific responses, the Freedom of Expression Assessment Framework)
- Internet companies, producers and distributors (content curation, technical and algorithmic, advertisement policy, demonetization responses)
- Journalists, investigative researchers and fact checkers
- Universities and applied and empirical researchers
- Other target audiences (educational, ethical and normative, empowerment and credibility labelling responses).

The findings are organized into a typology of 11 different categories of responses to misinformation and disinformation – ranging from identification and investigatory responses, through to policy and legislative measures, technological steps and educational approaches. For each category of response, the reader will find a description of work being done around the world, by which actors, how it is funded and who or what is targeted. The report further analyses the underlying assumptions and theories of change behind these responses, while weighing up the challenges and opportunities. Each category of response is also assessed in terms of its intersections with the universal human right of freedom of expression, with a particular focus on press freedom and access to information. Finally, case studies of responses to COVID-19 misinformation and disinformation are presented within each category. At the heart of this knowledge product is the need for, and value of, balancing responses to disinformation with respect for freedom of expression. The research shows us that this can be done.

https://www.broadbandcommission.org/Documents/working-groups/FoE_Disinfo_Report.pdf

VII. Teaching and Learning Transformative Engagement

In recent years, we have seen young learners take action to influence local, national or global communities on a range of issues, from gun violence in school to climate change. At the same time, other young learners have expressed a wish to contribute to transformative processes but expressed their lack of knowledge and know-how to do so. This situation underlines the urgency of understanding different forms of transformative engagement undertaken by young learners, especially in relation to the role of education.

Building on Target 4.7 of the Sustainable Development Goal (SDG) 4 on Education, UNESCO supports its Member States in taking forward Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), to empower learners to assume active, accountable and effective roles to tackle challenges at local, national and global levels.

While there is a large body of literature on citizenship and civic education, there is less clarity about the meaning of 'responsible transformative engagement' for young learners in relation to GCED and ESD – notably, the types of transformative engagement

and the meaning of 'responsible'. To further understanding of the connection between learners' engagement and education, we can help to clarify the knowledge, skills and competencies that schools may provide, as well as how the role of education can vary depending on context.
https://unesdoc.unesco.org/ark:/48223/pf0000368961?locale=fr

VIII. Online Course on Global Citizen Education for Educators/ Teachers

If you are in learning spaces, you can get involved through online courses and resources developed by the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development:

https://mgiep.unesco.org/cit and https://mgiep.unesco.org/article/empowering-learners-through-unesco-mgiep-s-indigeneously-designed-learning-platform-framerspace

https://mgiep.unesco.org/global-citizenship.

One of the seminal resources available in this toolkit is Rethinking Learning - A Review of Social and Emotional Learning for Education Systems. https://mgiep.unesco.org/

IX. Media Education: A Kit for Teachers, Students, Parents and Professionals

This Media Education Kit, published by UNESCO and available in Arabic, English and French, is in part a product of the MENTOR project initiated by UNESCO and supported by the European Commission, as a first attempt to develop a comprehensive tool kit in the field of MIL.

Questions addressed by the kit include: What should media education consist of? Who should provide it? How should it be included in a curriculum? Beyond schools, do families have a say in the matter? Should professionals always be involved and how? What strategies can the public adopt to deal with the benefits and the limitations of media?

The kit contains a Proposal for a Modular Curriculum, a Handbook for Teachers, a Handbook for Students, a Handbook for Parents, a Handbook for Ethical Relations with Professionals and an Internet Literacy Handbook.

http://unesdoc.unesco.org/images/0014/001492/149278e.pdf

X. UNESCO Media Development Indicators

The UNESCO Media Development Indicators (MDIs) are a set of internationally agreed indicators, translated into many languages, to assess the conditions needed for media and information services to perform their public service functions. The indicators help examine the following five interlocking categories of conditions: system of regulation; plurality and diversity of media; media as a platform for democratic discourse; professional capacity building; and infrastructural capacity. This resource provides a framework for understanding media ecosystems in general. To date, 20 countries have produced concrete reports that assess their national mediascape.

XI. International Meeting on Media Education – Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria?

This international meeting was organized in Paris in June 2007, by the French Commission for UNESCO in partnership with UNESCO, and with the support of the French Ministry of Education and the Council of Europe.
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/theme_media_literacy_grunwald_declaration.pdf

XII. Empowerment through Media Education

This publication was produced by NORDICOM, International Clearing House, and Göteborg University, with the support of UNESCO. The book is based on the First International Conference on Media Education held in Riyadh in March 2007, which was also supported by UNESCO, and on the abovementioned International Meeting on Media Education: Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria, held in Paris, June 2007.

When discussing issues regarding democracy and development, we often forget that media-literate citizens are a precondition. In other words, an important prerequisite for the empowerment of citizens is a concerted effort to improve media and information literacy – skills that help to strengthen the critical abilities and communicative skills that enable the individual to use media and communication both as tools and as a way of articulating processes of development and social change, improving everyday lives and empowering people to influence their own lives.

Media and information literacy is needed by all citizens, and is of decisive importance to the younger generation – both in their role as citizens and as participants in society, and for their learning, cultural expression and personal fulfilment. A fundamental element of efforts to realize a media and information literate society is media education. But when issues such as these are discussed, all too often the frame of reference is the media culture of the Western world. There is an urgent need for the agenda to open up much more to non-Western ideas and intercultural approaches than is the case at present. Internationalization is both enriching and necessary with regard to our common interest in broader, more all-inclusive paradigms.
https://www.nordicom.gu.se/en/publikationer/empowerment-through-media-education

XIII. Understanding Information Literacy: A Primer

This publication, published in 2008 by the UNESCO's Information for All Programme (IFAP), offers insights on the building blocks of information literacy, which is one dimension of MIL, in an easy-to-understand and non-technical manner.

The publication targets a diverse audience, from government officials, inter-governmental civil servants, information professionals and teachers to human resources managers in both profit- and non-profit organizations. Below is an excerpt of the publication:

'Over the course of your life, the more you learn and thereby come to know, but especially the sooner you master and adopt proficient learning skills, habits and attitudes – finding out how, from where, from whom and when to search for and retrieve

the information that you need to know [...] – the more information literate you thereby become. Your competency in applying and utilizing those skills, habits and attitudes will enable you to make sounder and timelier decisions to cope with your personal and family health and welfare, educational, job-related, citizenship and other challenges.'
http://unesdoc.unesco.org/images/0015/001570/157020e.pdf

XIV. I'd blush if I could: Closing gender divides in digital skills through education

This publication shares strategies to close gender divides in digital skills through education. It contains three parts: a policy paper and two think pieces. The ideas and recommendations made in this resource can easily be applied to MIL as a tool to promote gender equality.

The policy paper outlines the persistence and severity of the gender gap in digital skills, provides a rationale for interventions, and makes recommendations to give women and girls equal opportunities to develop and strengthen digital skills.

The first think piece examines the "ICT gender equality paradox", and the UNESCO finding that countries with the highest levels of gender equality, such as many countries in Europe, also have the lowest proportions of women pursuing advanced degrees in computer science and related subjects.

The second think piece examines how AI voice assistants projected as young women perpetuate harmful gender biases. It offers recommendations to ensure that the continued proliferation and use digital assistants does not exacerbate gender divides and propagate gender-based stereotypes.
https://en.unesco.org/Id-blush-if-I-could

XV. Gender, Media & ICTs: New approaches for research, education & training

It is often difficult to identify and compare various training resources and opportunities about gender equality in media and ICTs. This resource responds to this challenge with a range of curriculum and training ideas for adoption and adaptation. The resource links educational and professional fields with policy fields in order to improve gender equality in and through the media. It was produced by the UNESCO UNITWIN Network on Gender, Media and ICTs, within the framework of the Global Alliance on Media and Gender (GAMAG) – an alliance initiated by UNESCO in 2014.
https://en.unesco.org/gamagandunitwin

XVI. ICT Competency Standards for Educators

In response to the need for standards to help national education sectors leverage ICTs, UNESCO teamed up with Cisco, Intel and Microsoft, as well as with the International Society for Technology in Education (ISTE) and the Virginia Polytechnic Institute and State University (Virginia Tech), to set up the ICT Competency Standards for Teachers (CST) project.

The goal of the CST project is to provide guidance on how to improve educators' practice through ICTs and give a new dimension to their skills, regardless of where the classroom is located - resulting in better education and highly skilled learners.

The ICT Competency Standards for Educators publication comprises a set of three booklets including:

- A Policy Framework explaining the rationale, structure and approach of the CST project http://unesdoc.unesco.org/images/0015/001562/156207e.pdf
- A Competency Standards Modules' Structure, which combines the components of educational reform with various policy approaches to generate a matrix of skill sets for educators http://unesdoc.unesco.org/images/0015/001562/156210E.pdf
- Implementation Guidelines, providing a detailed syllabus of the specific skills to be acquired by teachers within each skill set/module. http://unesdoc.unesco.org/images/0015/001562/156209E.pdf

XVII. Learning for the future – competences for education for sustainable development

Education should play an important role in enabling people to live together in ways that contribute to sustainable development. Education can contribute to unsustainable living when there is a lack of opportunity for learners to question their own lifestyles and the systems and structures that promote those lifestyles. It also happens through reproducing unsustainable models and practices. The recasting of development, therefore, calls for the reorientation of education towards sustainable development

This resource covers a set of competences as goals to which all educators should aspire. While it does not prescribe behavioural outcomes, it provides a framework for the professional development of educators and is of particular importance to individuals, groups and institutions that have a multiplier effect.
https://unesdoc.unesco.org/ark:/48223/pf0000261802

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Educational, Scientific
and Cultural Organization

"… 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…"

– Extract from UNESCO Constitution

"Media and information literacy is an essential dimension of moral and civic education. It is also a fundamental right of every citizen, in any country of the world, and thus it enables everyone to protect their privacy and find their place in a society whose technological environment is changing faster and faster."

– Audrey Azoulay, Director-General of UNESCO,
at the International Consultative Meeting on
Media and Information Literacy Curricula,
on 13 September 2019, in Belgrade, Serbia