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# Global Standards for Media and Information Literacy Curricula Development Guidelines

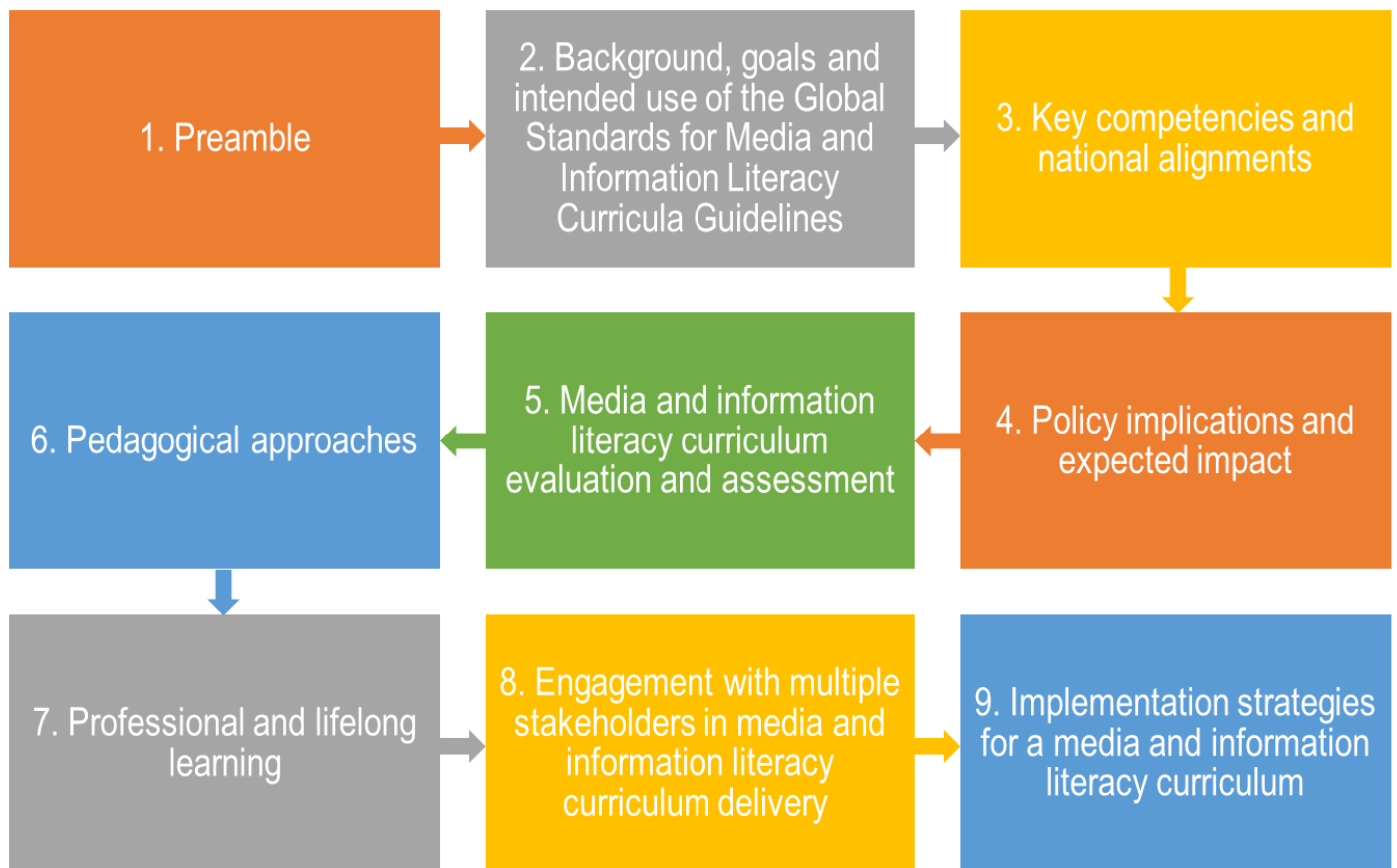
*“Media and information literacy is an essential dimension of moral and civic education. It is also a fundamental right of every citizen, in any country of the world, and thus it enables everyone to protect their privacy and find their place in a society whose technological environment is changing faster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

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# 1. Preamble

The world increasingly has highways of digital content in circulation. The issue arising is how to ensure that societies and individuals are able to make productive use of this evolving information and digital ecosystem while navigating the challenges.

UNESCO is committed to supporting every community and individual across the globe to acquire media and information literacy competencies as essential life skills. What for? To empower people to best access, understand, critically evaluate, use and create information. Rising misinformation, disinformation and hate speech has heightened the urgency of media and information literacy for all.

For UNESCO, media and information literacy covers integrated competencies for engagement with communication and content services offered by various providers. These providers include media institutions, other information services, and internet communications companies.

Media and information literacy experts from 22 countries gathered in Belgrade, Republic of Serbia, on 12-13 September 2019, in an international consultative meeting about updating UNESCO's model *Media and Information Literacy Curriculum for Teachers*. They also made recommendations on the *Draft Global Standards for Media and Information Literacy Curricula Development Guidelines*. This was then followed by regional consultations involving multiple stakeholders from over 80 other countries, representing all regions of the world. The meeting in Belgrade and the regional consultations that followed facilitated the advancement of two key publications:

1. A new resource, [\*Media and Information Literate Citizens: Think critically, Click Wisely \(Second Edition of the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners\)\*](#)<sup>1</sup> was launched during a series of sessions from 23-30 April 2021.
2. [\*The Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines\*](#). This document was launched on 14 December 2019 at a side-event during the 40<sup>th</sup> session of the UNESCO General Conference. Then, as described in Section 3.3 below, a consultation process involving experts, practitioners, educators, government representatives, civil society partners, etc. from over 100 countries, have validated a definitive version of the *Global Standards for Media and Information Literacy Curricula Development Guidelines*.

The finalized Guidelines are non-prescriptive. Countries can adapt or adopt based on local context. This document contains a description of these Guidelines, and the process that led to their validation. Achieving media and information literacy for all requires integrating this guidance into all levels of

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<sup>1</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000377068>. Accessed on 4 November 2021.

informal, non-formal and formal education and learning. The primary target groups are policy makers responsible for curricula development and media and information literacy related programmes; curriculum developers and planners, educators, teachers, media and information literacy experts; and any practitioner implementing media and information literacy related curricula.

**This first section, Preamble,** offers an overview of the *Global Standards for Media and Information Literacy Curricula Development Guidelines*.

**The second section** seeks to provide an introductory framing of issues for educators, curriculum developers, teachers, learners, and researchers, giving succinct background to these recommendations. It presents the history of UNESCO's involvement in media and information literacy, the relevance of information, media and technological competencies to people's empowerment, and further links to the Sustainable Development Goals.

While media and information literacy is relevant to all 17 Sustainable Development Goals (SDGs), seven are specifically highlighted (SDG 4, 5, 8, 10, 11, 16 and 17) as directly linking to four media and information literacy teaching and learning development goals which can contribute to achieving the SDGs.

Teaching and learning development goals of media and information literacy can be summarized in four key words: *guide*, *stimulate*, *enable*, and *engage* stakeholders on media and information literacy dialogues as they relate to local, national, and regional development objectives of countries while considering international norms. The latter include two landmark resolutions on media and information literacy: one adopted by UNESCO in 2019 ([40 C/Resolution 56](#)) and one adopted by the United Nations General Assembly in 2021 ([Resolution A/RES/75/267](#)).

Several practical recommendations are given about how to apply these Global Standards for Media and Information Literacy Curricula Development Guidelines.

**The third section** outlines the foundations of the finalised *Global Standards for Media and Information Literacy Curricula Development Guidelines* and how to align these with the local, national and regional requirements of each country. It outlines 19 broad media and information literacy learning outcomes or competencies and six social values / attitudes which are offered for guidance. The section also identifies key principles and the processes and methodologies to be followed when researching, developing, and implementing a media and information literacy curriculum.

**Section four** is a reflection on how the Guidelines can encourage countries and policy-makers around the world to contemplate ways in which media and information literacy can support national development priorities. The focus of this section is a proposed media and information literacy policy articulation



process. This section highlights four policy considerations to achieve media and information literacy for all people in all countries. These are: reaching *consensus*, *commitment to tackling challenges*, ensuring *resource allocation* (including people with the necessary expertise), and having clear *action plans*.

**Sections five, six and seven** propose media and information literacy curriculum development evaluation and assessment processes, recommends 20 pedagogical frameworks and approaches as well as the promotes professional and lifelong learning with media and information literacy. Media and information literacy education and training requires a multi-pronged and multi-stakeholder strategy to empower all sections of society.

**Sections eight and nine** consider the various levels of engagement with multiple stakeholders. Since the needs vary from local, national and regional levels, **section nine** provides several options for implementation strategies for a media and information literacy curriculum. These consist of: 1) offline, 2) online, 3) blended learning approaches, 4) stand-alone or integrated courses as well as 5) informal educational initiatives on community level.

The experts who participated in the 2019 International Consultative Meeting on UNESCO Media and Information Literacy Curriculum called on UNESCO and the Republic of Serbia to take this document further for endorsement and possible adoption of a related resolution on the Global Standards for Media and Information Literacy Curricula Development Guidelines by relevant UNESCO and the UN governing bodies.

## 2. Background, goals and intended use of the Global Standards for Media and Information Literacy Curricula Development Guidelines

### 2.1. Background

*“The world is at a crossroads; the defining challenge of our time is to harness the power of the fast-evolving digital technology to effectively use and contribute to the promotion of information as a public good. To seize the opportunities and address the challenges, media and information literacy is increasing being sought as a solution and a catalyst for sustainable development.”*

– Tawfik Jelassi, Assistant Director-General for Communication and Information, UNESCO

UNESCO has been involved in promoting people’s critical information, technology, and media competencies for close to 40 years. This has gained impetus since UNESCO initiated the Grunwald Declaration of 1982, which noted that “political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication<sup>2</sup>”. Experts trace efforts to use media literacy to the 1930s<sup>3</sup>, and the term *media literacy* from 1955<sup>4</sup> in connection with “better broadcasting”. The term *information literacy* was coined by Paul Zurkoski in 1974 in a report on future needs for various competencies in workplaces, business, and industry<sup>5</sup>. The term “digital literacy” was introduced by Paul Gilster in 1997 to be generally concerned with how people understand and use information from various digital sources<sup>6</sup>. Thirty-nine years after the Grunwald Declaration, the information, media, and technological landscape has changed drastically. All three terms have since evolved with changing contexts. In 2008, UNESCO, in an effort to harmonise the field, adopted the umbrella term, **media and information literacy**, which covers interdependent and convergent competencies for engaging with communications and content via institutions such as libraries, the media and internet companies.

There is consensus among information, technology, and media experts, as well as practitioners, that media and information literacy is concerned with people’s understanding of content, how it is produced and disseminated, and by whom; how people use information or not, how they engage with libraries, the media and technology services, or not; what knowledge, skills, and attitude people need to evaluate information; and how people can manage their interaction with information to achieve desired outcomes

<sup>2</sup> UNESCO: Grunwald Declaration on Media Education [http://www.unesco.org/education/pdf/MEDIA\\_E.PDF](http://www.unesco.org/education/pdf/MEDIA_E.PDF). Accessed on 5 September, 2019

<sup>3</sup> Schiffrin, A. 2018. Fighting disinformation with media literacy—in 1939. *Colombia Journalism Review*. <https://www.cjr.org/innovations/institute-propaganda-analysis.php>

<sup>4</sup> 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.

<sup>5</sup> *ibid*

<sup>6</sup> Bawden, D. (2018) Origins and Concepts of Digital Literacy, [http://pages.ucsd.edu/~bgoldfarb/comt109w10/reading/Lankshear-Knobel\\_et\\_al-Digital\\_Literacies.pdf](http://pages.ucsd.edu/~bgoldfarb/comt109w10/reading/Lankshear-Knobel_et_al-Digital_Literacies.pdf). Accessed on 6 September 2019.

in their social, political, economic and cultural lives.<sup>7</sup>

Against this background, these *Global Standards for Media and Information Literacy Curricula Development Guidelines* avoids referring to the view of media literacy, information literacy and digital literacy as three separate, isolated concepts. Rather, the focus is on an integrated set of core and common learning outcomes that all stakeholders seeking to develop integrated curricula on media and information literacy should consider.

Media and Information Literacy situations across countries can be categorized as follows: (1) countries with advanced level of media and information literacy policies and strategies, (2) countries with elements of media and information literacy policies and strategies but with unstructured or unclear implementation, and (3) countries without media and information literacy policies and strategies. Curricula need to consider the differing contexts in each situation.

In many countries, efforts are being made to strengthen digital literacy, computer literacy, and IT literacy to familiarise people with hardware and software dimensions of computing and mobile device usages and so forth. These competencies are also integral aspects of broader media and information literacy competencies. In the spirit of the 2014 Paris Declaration on Media and Information Literacy in the Digital Age<sup>8</sup>, it is important to gradually develop these efforts as linked up, synergised and contextualised, within an integrated approach to media and information literacy competency training frameworks.

These contextual variables inform the articulation of these *Global Standards for Media and Information Literacy Curricula Development Guidelines*, so that they can address inequalities and gaps of media and information literacy training, and support interventions in existing national development strategies. For this reason, UNESCO recognizes that developing and validating a set of standards about media and information literacy curricula development guidelines for learners and educators requires a systematic process. Hence the **road map in Section 3.3, Process and Methodology** delineates the steps that were taken to validate the previous draft leading to the launch of these Curricula Development Guidelines. The road map recognizes and builds upon a 10-year process involving the development and use of the first edition of the UNESCO model Media and Information Literacy Curriculum for Teachers, as well as the many international and regional media and information literacy conferences which have resulted in various declarations and recommendations related to media and information literacy. Please also see examples in Appendix 1.

The Global Standards for Media and Information Literacy Curricula Development Guidelines are hinged

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<sup>7</sup> “Carlsson, U. (ed) (2019). Understanding Media and Information Literacy (MIL) in the Digital Age. Department of Journalism, Media and Communication (JMG). University of Gothenburg, Sweden.

See also DQ Standards Report 2019

Common Framework for Digital Literacy, Skills and Readiness. Institute Founder, Dr Yuhyun Park, <https://www.dqinstitute.org/wp-content/uploads/2019/03/DQStandardsReport2019.pdf>. Accessed on 8 September 2019.

<sup>8</sup> [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/paris\\_mil\\_declaration.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/paris_mil_declaration.pdf). Accessed on 5 October 2021.



on one primary axis, i.e., media and information literacy towards achieving the Sustainable Development Goals (SDGs)<sup>9</sup>. In this context, the Guidelines also consider how media and information literacy enables global citizenship education. On the basis that media and information literacy is relevant to all 17 SDGs, media and information literacy, and these Guidelines, are of particular relevance to the SDGs below:

1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all– SDG 4;
2. Achieve gender equality and empower all women and girls – to SDG 5;
3. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all – SDG 8;
4. Reduce inequality within and among countries – SDG 10;
5. Make cities and human settlements inclusive, safe, resilient and sustainable – SDG 11;
6. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels– SDG 16;
7. Strengthen the means of implementation and revitalize the global partnership for sustainable development – SDG 17.

To this can be added how media and information literacy competencies can also reduce cultural barriers<sup>10</sup> (based on factors related to religion, ethnicity, gender, age, beliefs, etc.) and build bridges of communication as a cross-cutting theme to all SDGs.

Media and information literacy advances the achievement of SDG 16, and SDG 11 by

- raising citizens' critical awareness of access to information;
- enabling citizens to reflect on how information they interact with may influence their thoughts, beliefs and attitudes towards others that could even stir violence, conflict and radicalization;
- citizens' own communications power in these regards, their fundamental freedoms; and critical engagement with information that makes cities inclusive, safe, resilient, and sustainable.

It also contributes to SDG 4, by affording youth and adults with critical information and media competencies that enable quality education. Finally, it advances SDG 5 by enhancing people's abilities to detect and counter gender stereotypes in all types of information repositories, media and technological platforms.

## **2.2. Goals of Global Standards for Media and Information Literacy Curricula Development Guidelines**

These Guidelines can be viewed on four levels:

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<sup>9</sup> Singh, J., Grizzle, A., Joan S., and Culver, S. (Eds.) (2015). Media and Information Literacy for the Sustainable Development Goals. International Clearinghouse on Children, Youth and Media, NORDICOM, University of Gothenburg, Sweden. Published in cooperation with UNESCO.

<sup>10</sup> Carlsson, U. and Culver, S. (2013), Media and Information Literacy and Intercultural Dialogue Yearbook 2013: Media and Information Literacy and Intercultural Dialogue.

- 2.2.1. to guide media and information literacy curricula development and implementation by stakeholders in countries around the world;
- 2.2.2. to stimulate a national dialogue among policymakers and stakeholders about the integration of media and information literacy into formal, informal, and non- formal education;
- 2.2.3. to enable media and information literacy experts, practitioners and all stakeholders to work together to produce learning outcomes of media and information literacy using these Guidelines as the platform;
- 2.2.4. to engage with policy makers, on national and regional levels, to ensure alignment between local requirements and national resources that speak to the needs of the target stakeholders of media and information literacy.

The Global Standards for Media and Information Literacy Curricula Development Guidelines do not aim to be prescriptive.

### **2.3. Intended Use**

The Guidelines are intended to be used by stakeholders, particularly policymakers, media, libraries, digital platforms, education and training institutions, and Non-Governmental Organizations as a benchmark towards articulating common media and information literacy competencies. Stakeholders can use these guidelines to better align media and information literacy to education standards of all levels of society. Ministries of Education, Information and Communication, Culture, Media, and Information and Communication Technologies and similar entities, curriculum developers, communication and information institutions, as well as media regulatory and self-regulatory bodies can also benefit from considering these guidelines.

These standards represent the views of UNESCO and international experts who participated in the two rounds of international and regional consultations. It is a living document that will be updated continuously online in consultation with international experts.

**The Global Standards on Media and Information Literacy Curricula Development Guidelines can be used for the following strategic objectives:**

- 2.3.1. Support the rationale for government funding to educational initiatives addressing media and information literacy research, development and training;
- 2.3.2. Prioritize funding and activities according to diverse communities (i.e., rural as opposed to urban, elderly population, people with disabilities, etc.);

- 2.3.3. Align national requirements with good international practices;
- 2.3.4. Gauge training effectiveness during monitoring and evaluation phases, and post-implementation follow-up.

## **2.4. The Guidelines can be used to**

- 2.4.1. Create awareness of the relevance of continued dialogue on Media and Information Literacy in the light of the increasingly ubiquitous nature and rapid development of Information and Communication Technologies (ICTs);
- 2.4.2. Guide the adaptation of the new UNESCO resources, *Media and Information Literate Citizens: Think critically, Click Wisely* (Second Edition of the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners);
- 2.4.3. Contribute to international Media and Information Literacy Research and Development (R&D) activities and what can be called Media and Information Literacy Expansion<sup>11</sup> (MIL<sup>x</sup>), which enlists actors outside the education system (e.g., regulators, cities, digital platforms, etc.) to engage in media and information literacy;
- 2.4.4. Guide countries' development of media and information literacy learning toolkits online and offline (electronically and printed) on a variety of levels:<sup>12</sup>
  - a. Preschool, primary school and secondary school booklets for educators, teachers, parents and learners;
  - b. Workshop training books for facilitators (i.e., train-the-trainers), as found in local community centres, public libraries and other points of contact between civil society, industry and non-governmental as well as governmental organizations;
  - c. Workshop training books for government officials in local, national, and regional offices;
  - d. Workplace training booklets for all forms and levels of the workforce;
  - e. Open and online learning resources (Massively Open Online Courses, etc.).
- 2.4.5. Championing notions of access and accessibility across all above-mentioned levels of society to ensure sensitization and appreciation of media and information literacy principles through a variety of channels:
  - a. Traditional media distribution (radio, newspaper, television);

<sup>11</sup> Developed for UNESCO by Grizzle, A. and Hamada, M. (2018) Media and Information Literacy Expansion (MIL<sup>x</sup>): Reaching Citizens with MIL and other Social Competencies. 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.

<sup>12</sup> See for example the Digital Wellness Toolkit, published by the African Centre of Excellence for Information Ethics, <https://www.up.ac.za/african-centre-of-excellence-for-information-ethics/article/2109737/digital-wellness-toolkit>. See also ACEIE (2014). The Digital Wellness Toolkit. University of Pretoria. Available: <https://www.up.ac.za/african-centre-of-excellence-for-information-ethics/article/2109737/digital-wellness-toolkit> and Fischer, R., & Malan, B.M. (2019). The Development of the Digital Wellness Toolkit. ICEGOV2019. DOI: 10.1145/3326365.3326408

- b. Online, social media and social messaging platforms;
- c. Training-the-trainers workshops for underserved groups as a means towards empowering more citizens;
- d. Development of accessible resources for people living with disabilities.

2.4.6. Enabling citizens to engage in continuous lifelong learning with media and information literacy through ICTs.

## 3. Key competencies and national alignments

### 3.1. Key Principles in designing a media and information literacy curriculum and strategies<sup>13</sup>

- Support the achievement of the Sustainable Development Goals
- Promote peace and address hate speech
- Advance human rights
- Promote safety and the rule of law
- Advance cultural and linguistic diversity
- Balance citizens' empowerment with measures to protect them from risks
- Support gender equality
- Reduce barriers to mutual understanding
- Reduce inequalities
- Foster social participation and tolerance to promote democracy and peace

The “Five Laws of Media and Information Literacy,” promoted by UNESCO, in Figure 2 below, are informed by the abovementioned key principles that underpin these Guidelines. UNESCO’s ROAM<sup>14</sup> principles (Rights, Openness, Accessibility, and Multi-stakeholder participation) for Internet Universality, which are also applicable to media and information literacy, and to UNESCO’s work in the field of artificial intelligence including the publication *Steering AI for Knowledge Societies*,<sup>15</sup> offer a complementary framing of principles for media and information literacy curricula development. The concept of Internet Universality “with an Internet based on human rights, and the principles of openness, accessibility and multi-stakeholder participation” was adopted by UNESCO Member States in 2015. Media and information literacy was recognized as particularly relevant to the pillar of accessibility in view of the importance of universal access to information on the Internet for the promotion of the right to education.

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<sup>13</sup> Grizzle, A. & Torras, M.C. (Eds.) (2013). Media and Information Literacy Policy and Strategy Guidelines. United Nations Educational, Scientific and Cultural Organization. Paris, France.

<sup>14</sup> Rights, Openness, Accessibility and Multistakeholder governance

<sup>15</sup> <https://en.unesco.org/news/unesco-advocated-roam-principles-steering-ai-knowledge-societies>



Figure 1: Five Laws of Media and Information Literacy



**Law One**

Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

**Law Two**

Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally – and a nexus of human rights.

### Law Three

Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.

### Law Four

Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.

### Law Five

Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

## 3.2. Cultural Competencies

As part of the critical thinking skills that can be developed in the media and information literacy curricula around the world, linking intercultural competencies with media and information literacy competencies can stimulate dialogue, mutual understanding, respect, and social inclusion. Learners and educators can and should be trained to recognize and diagnose the cultural barriers to communication they face. This can be assessed and measured using the methodology of “20 Cultural Barriers to Communication”<sup>16</sup>, which has quantitative questionnaires already tested in various countries. This methodology was developed by media and information literacy experts and practitioners independent of UNESCO.

## 3.3. Process and Methodology

The development of standards on media and information literacy curricula development predates the 2019 International Consultative Meeting on UNESCO Media and Information Literacy Curriculum held in the Republic of Serbia in 2019, and the regional consultations that followed. Over a prolonged period, dating back to 39 years, UNESCO has supported various conferences, capacity strengthening initiatives, and the development of related resources. These actions have resulted in various international declarations and recommendations. They are outlined in Appendix 1. The launch of the UNESCO MIL Curriculum built on the lessons of these regional and international meetings. which

The process of refining these standards followed a Policy Delphi<sup>17</sup> methodology. This included successive communication with media and information literacy experts, practitioners, educators, learners, policy makers, researchers, and scholars actively involved in media and information literacy development, teaching and learning, as well as technological intermediaries. Six main steps are considered:

**3.3.1 Step 1:** Research evidence and data gathering. Comprehensive secondary research was carried out to identify existing media and information literacy related courses, content and the audiences being prioritized. The data helped to reveal similarities or common approaches in media and information literacy development across varying contexts.

**3.3.2 Step 2:** Mobilisation of consensus among experts and practitioners. Like the international expert consultations held in the Republic of Serbia, which provided the initial impetus for this subsequent process, experts and practitioners in other regions helped explore and validate the ideal requirements for a media and information literacy curriculum at any level of society. The following regional/sub-regional consultations were undertaken:

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<sup>16</sup> Ortiz, F.C. (2015). *Creatividad, Comunicación y Cultura: Gestión innovadora de proyectos educativo- culturales en la Era Digital*. Editorial Pueblo y Educación: La Habana.

<sup>17</sup> <https://journals.sagepub.com/doi/pdf/10.2304/pfie.2013.11.6.755>

**3.3.2.1** Consultative Meeting for Arab States with international participants at the 12th Policy Dialogue Forum of the International Task Force on Teachers on 8 and 10 December 2019;

**3.3.2.2** Regional Consultations for East Africa on 5 March 2020.

**3.3.2.3** Regional Consultations in Latin America on 29-30 June 2020;

**3.3.2.4** Regional Consultations in West Africa on 7 July 2020;

**3.3.2.5** Regional Consultations in the Caribbean on 30 July 2020;

**3.3.2.6** International Consultations with the Drafting Committee for the new UNESCO resource, *Media and Information Literate Citizens: Think critically, Click Wisely* (Second Edition of the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners), from December 2020 to April 2021.

**3.3.3 Step 3:** Feedback from key stakeholder groups in the public sphere, including governments, youth, the elderly, non-expert groups, etc. This was achieved through debates about and the launch of the Draft Global Standards for Media and Information Literacy Curricula Development Guidelines on 14 November 2019 at the 40<sup>th</sup> General Conference of UNESCO. The feedback from various consultations was gathered by experts.

**3.3.4 Step 4:** Refinement/redrafting of formulation of guidelines. The feedback was summarized and analysed, and its results were integrated.

**3.3.5 Step 5:** Launch and dissemination of the finalised Global Standards on Media and Information Literacy Curricula Development Guidelines around the world and possible recognition within the UN.

**3.3.6 Steps 6:** Monitoring. The use of the Global Standards for Media and Information Literacy Curricula Development Guidelines will be monitored through a multimedia platform) and a mechanism designed and implemented for updating it every 5 – 7 years.

Having followed Steps 1 – 4 and partially Step 5 above, experts, practitioners, educators, government representatives, civil society partners, and other stakeholders from over 100 countries across the world, representing all regions, have contributed to the validation of the Global Standards for Media and Information Literacy Curricula Development Guidelines.

### **3.4. Broad Media and Information Literacy Learning Outcomes, Competencies and Attitudes**

To aid use of these Guidelines, 19 broad Media and Information Literacy Learning Outcomes or Competencies and 6 Social Values / Attitudes are offered for guidance to stakeholders (See Table 1 below).

**Table 1: Broad Media and Information Literacy Learning Outcomes or Competencies<sup>18</sup>**

	<b>Broad MIL Learning Outcomes</b>	<b>Competencies for Media and Information Literate persons who:</b>
1.	Recognize and articulate a need for information and communications in personal and civic life	Are able to recognize, determine and articulate the nature, type, role and scope of the content, institutions 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 companies, etc.	Are able to understand the necessity and function of media, information and ICT providers in society, and how these institutions can work to aid sustainable development, human solidarity, and uphold open, transparent and inclusive societies.

<sup>18</sup> 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.

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.



3.	Understand the conditions under which relevant providers can carry out their functions	Understand the importance of freedom of expression and the right to information and press freedom; issues of media and digital communications platform ownership; rights-based and open decision-making protocols and technologies; as well as professionalism and ethics; are 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 disinformation and 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 transparent mitigation mechanisms and reporting strategies.
4.	Locate and assess relevant content relating to personal, educational, political, cultural, religious, and other societal needs	Are 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 content	Can assess, analyse, compare and evaluate content; can identify and debunk conspiracy theories; can also critically evaluate the information providers for authenticity, authority, credibility and current purpose, and weighing up opportunities and potential risks.

6.	Be able to protect oneself from risks online in relation to software, content, contacts and interaction.	Are 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); are aware of threats to personal safety (such as grooming, bullying, potentially harmful advice, profiling, inappropriate age content, illegal content, incitement to harm to human rights, discrimination and violence, infringement of human rights, etc.) and know not to spread or share such content. Know how to demand duty of care from content providers.
7.	Analyse, share, organize and store content	Can analyse content using a variety of methods and tools, organize content according to predefined analytical categories suiting their needs and/or resources, and store and share it appropriately.

8.	Synthesise or operate on the ideas abstracted from content.	Can collate and summarize gathered content. Once gathered, can abstract knowledge resources and use ideas, as well as put into action concepts resulting.
9.	Ethically and accountably use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium.	Communicate and use content and knowledge in an ethical and effective manner; also able to select the most appropriate form and method depending on the needs of the audience.
10.	Be able to apply ICT skills to use software, to process information and produce content	Have the ability to use ICT to seek, evaluate and create content, and has the requisite ICT skills to engage in generating and distributing content.
11.	Be able to apply ICT skills to create products and services of societal or commercial value thus fostering innovation and entrepreneurship	Have the ability and requisite skills to create content and other services for entrepreneurial enterprises, thereby engaging in the knowledge economy.
12.	Be able to use ICT with critical capacities	Are able to transcend the basic use of ICTs, to understand the development of ICTs – i.e., the processes, mechanisms and conditions of ICT development, its ownership, control and path dependencies.
13.	Engage with content providers as active and global citizens	Understand how to actively engage institutions and individuals in promoting rights-based, open, accessible and multi-stakeholder governance, and human solidarity, as regards the roles of libraries, archives, museums, media and digital communications companies.

14.	Manage privacy online and offline	Understand 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; have awareness of the commodification and monetization of personal profiles and information; are 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.
15.	Manage interactions with games, including when Artificial Intelligence (AI) is used within them.	Understand the benefits and risks of games for learning and sustainable development; understand when freedoms may be compromised when interacting with games; engage in promoting the development of games; know how to advocate for transparency and audits of AI and games; monitor the links between privacy and interaction with AI and games; are aware of issues of addiction and negative stereotyping with regard to gaming.
16.	Engage with all content and communication services 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.	Are 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 and promoting peace through various means in an ethically aware manner.

17.	Applying media and information literacy to other forms of literacy	Understand how to integrate critical thinking competencies in addressing health literacy, financial literacy, science literacy, intercultural literacy and other forms of social literacy.
18.	Applying media and information literacy for problem-solving and collaboration	Recognize life's opportunities and challenges as intersecting with communications; understand 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 to promote violent extremism.	Understand how content can mitigate or propagate hate and violent extremism; is able to identify discrimination or hate content and know what steps to take when one encounters such content.
<b>Values and attitudes that can be encouraged through media and information literacy competencies</b>		
20.	Intercultural dialogue and interreligious dialogue	
21.	Freedom of expression and freedom of information	
22.	Tolerance and respect for the rights and dignity 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	

**NOTE:** For further details on learning outcomes linked to these competencies, see also:

- I. Part 1 Curriculum and Competency Framework of the UNESCO resource *Media and Information Literate Citizens: Think critically, Click Wisely* (Second Edition of the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners)
- II. UNESCO Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies

It is necessary that all users have access to a tool that demonstrate a categorisation of media and



information literacy competencies – from the most basic to advanced competencies. Therefore, UNESCO is working on another resource, as part of its media and information literacy toolkit, that will detail age-appropriate media and information literacy competencies.

## 4. Policy implications and expected impact

*“We live in an increasingly connected world that requires a vision for the implementation of media and information literacy in all nations and for all citizens”* (UNESCO Media and Information Literacy Policy and Strategy Guidelines).

These Global Standards for Media and Information Literacy Curricula Development Guidelines call on countries around the world to contemplate how media and information literacy can support their development priorities, such as those relating to:

1. Economy, health, legislation, safety, public policy, educational and technological infrastructures and services, and/or
2. Effective access to use of, and engagement with, media, libraries and other content providers, including online, as well as access to and use of information technologies; strengthening advocacy and practices for freedom of expression, independent and diverse media; encouraging ethical use and production of content, self-expression, and innovation, and/or
3. Reducing intolerance and increasing intercultural understanding and peace across political boundaries, ethnicities, gender divides and religions; empowering women; conserving and protecting indigenous knowledge, cultures and languages, and making them available to a wider audience, as well as fostering cultural innovation, and/or
4. Advancing other national and local priorities, wherein links between sustainable development and media and information literacy should be clear, and multifaceted, inter-sectoral and interdisciplinary.

In addition to societies having a strong vision for media and information literacy for all at the national level, four other policy-related aspects can be considered to achieve this. These are: reaching consensus; tackling challenges; mobilising resources including necessary expertise; and developing a clear action plan:

1. **Consensus:** as media and information literacy is an interdisciplinary development intervention, several ministries of government, civil society, and private actors are implicated. It encompasses education policy, but also policy in communication and technology, culture and other areas of public administration. Therefore, it is important to propose a “crossing cutting policy framework” that embeds media and information literacy in different areas of public government and also involve actors from other relevant sectors of society.
2. **Tackling Challenges:** Technological, epistemological and economic factors present challenges to building consensus between stakeholders about media and information literacy. Therefore, media and information literacy policy must outline principles for overcoming these challenges.

Providing stakeholders with incentives to develop consensus on media and information literacy and to participate in media and information literacy initiatives will rely on identifying the democratic, personal, social and economic benefits of media and information literacy. It will also rely on the development of mutually beneficial partnerships, practices and projects.

3. **Resources and Expertise:** Resources allocation for media and information literacy development is necessary and should be considered at several levels. These range from the micro to the macro level, and they include available media, information, and technological infrastructure, direct financial resources to finance media and information literacy curriculum programmes, and the availability of human resources and expertise to execute media and information literacy programmes.
4. **Clear action plan:** If a media and information literacy curriculum is to be developed, implemented and monitored effectively, a detailed action plan is needed at the country, state and institutional levels.

Guidelines and policies are only effective when they are used. Sustained efforts are required in the areas of research on media and information literacy, which includes evaluation of pedagogical practices, assessments of teaching capabilities, measuring media and information literacy competencies among various levels of users, examining dimensions of media and information literacy interventions in multiple socio-cultural settings – cross-cultural, multilingual and diverse social environments. The policy implications and expected impact rely upon systematic assessment and revision of current practices, and continued implementation and evaluation of media and information literacy activities. Continuous raising of awareness, teacher training, and “training-of-trainers” should be spearheaded and funded by national government departments and ministries.

Policymakers and main stakeholders should coordinate strategies and activities in this field and create synergies to ensure effective implementation, monitoring and evaluation. An evidence-based, measurable and specialised focus is needed for efforts in both the Global South and Global North, with exchange of good practices between them.

## 5. Media and information literacy curriculum evaluation and assessment

Competency assessment tools may be developed, adapted and adopted in the areas of educator and learner competency, skill acquisition and the competency of users, and evaluation of media and information literacy interventions. Consideration should be given to the integration of Learning Management Systems (LMS) and Education Management Information Systems (EMIS), coupled with other collaborative learning processes, such as Computer Assisted Learning (CAL) – in the assessment and data gathering process. Outcomes of curriculum design, implementation and assessment, as well as needs assessments, should also be presented in open access archives. This facilitates knowledge sharing and thus benefits other stakeholders. Evaluation should be able to examine beyond obvious evidence and seek to forecast future trends.

In the entire process, there must be an emphasis on championing good practices (based on tangible evidence) which can advance media and information literacy incorporation into curricula.

Assessing related competencies, once curricula have integrated media and information literacy objectives, is key to enhance policy and strategy or to introduce special teaching and learning programmes. For this, the [UNESCO Media and Information Literacy Assessment Framework](#)<sup>19</sup> can be a useful tool to use. This framework introduces rationale and methodology for assessing country readiness and existing competencies on media and information literacy at the national level. It highlights that the challenges that need to be addressed through continued quality assessment and monitoring are:

- The results of learning, but also of other processes and conditions under which educational experiences take place.
- The concept of quality, considering and making links to “21 Century Skills”, education for sustainable development, and global citizenship education (among other linkages);
- Full incorporation of the evaluation of non-cognitive skills and capacities;
- The adoption of a forward-looking approach to seek to forecast future trends.

Assessment in media and information literacy competencies and changes in assessment practices require a strategic design from the start of the process. This entails defining the competencies throughout, and the acknowledgement of new competencies obtained, as well as eventual changes in the description of the targeted competencies.

<sup>19</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000224655>. Accessed on 4 November 2021.

It also means that teaching and learning in general should build professional capacities for assessment in an inclusive and innovative way, promoting and synergizing media and information literacy teaching and learning. The educator thus has an active role in advancing the competencies by generating learning experiences that effectively integrate a learner-centred approach.



## 6. Pedagogical approaches

Media and information literacy learning can be enhanced by drawing across a range of approaches to teaching and learning:

### *Pedagogical Frameworks:*

- Constructivist Learning
- Transformative Learning
- Collaborative Approach (between educators and students)
- Integrative Approach (making connections across the curricula)
- Humanistic Approach to Learning (emulating the role model - in this case the teacher as role model)
- Personalised/Customised Learning (addressing the individual needs of students)

### *Pedagogical Methodologies:*

- Issue-enquiry Approach
- Problem-based Learning
- Scientific Enquiry
- Case Study
- Cooperative Learning
- Textual Analysis
- Contextual Analysis
- Translation
- Simulations
- Productions
- Team Teaching
- Reflective Practice
- Experiential Learning (learn by doing/creating/listening etc.)
- Spontaneous response to students' modes of behaviour which in turn might lead to use of a different pedagogical approach. Trainers need to be flexible to use different approaches with students.

**NOTE:** For description of these pedagogical approaches, see also:

Part 1 Curriculum and Competency Framework of the UNESCO resource “Media and Information Literate Citizens: Think critically, Click Wisely” (Second Edition of the UNESCO Model Media and Information Literacy Curriculum for Educators and Learners).

## 7. Professional and lifelong learning

Media and information literacy training requires a multi-pronged strategy to empower all sections of society. It goes beyond school-based media and information literacy training, as emphasised in the Alexandria Proclamation on Information Literacy and Lifelong Learning (2015). It should align with the Education 2030 Agenda, so that the media and information literacy curriculum feeds into Sustainable Development Goal 4, which is to “ensure inclusive and equitable quality education and promote lifelong opportunities for all”. To promote professional and lifelong learning, the following can be considered:<sup>20</sup>

- The curriculum can target:
  - I. formal educational levels (primary, secondary and tertiary)
  - II. informal educational practices that occur on an individual level (i.e., self-study, Massively Open Online Courses, Open Educational Resources, accessing quality resources, etc.)
  - III. community levels (study and reading groups, interactive public library sessions, community engagement workshops, etc.); and
  - IV. professional settings (policy makers, journalists, health workers, government officials, personnel from civil society organizations, electoral campaign managers, etc.).
- Special emphasis is needed for media and information literacy training/interventions to meaningfully involve and benefit marginalised or disadvantaged groups in society; including Indigenous people.
- Media and information literacy training materials need to be developed and adapted in regional languages along with the educational media contents and multimedia packages.
- Developing and sustaining a network of counsellors/mentors for media and information literacy training in lifelong learning and professional training settings is crucial. Through a training-of-trainers model, a diverse set of media and information literacy trainers/mentors/counsellors/facilitators can be created in a sustained manner.
- With the presence of ICT tools, an appropriate online/digital delivery of media and information literacy programmes (for example MOOCs) should be considered.
- A media and information literacy curriculum can employ emerging technologies, such as artificial intelligence underpinning learning analytics (LA) and educational management information systems (EMIS).
- Thanks to the potential of Artificial Intelligence (AI) to make learning opportunities more accessible,

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<sup>20</sup> See Figure 1.

AI technologies may in the future help provide access to alternative modes of learning to isolated and marginalised communities, including people with disabilities. A media and information literacy curriculum can harness this potential by wider distribution on online learning platforms for teacher training, with due cognisance of issues raised by control of AI systems, and related matters of data capture and use for diverse commercial purposes.

- Lifelong learning and professional training need Self Learning Materials (SLMs). SLMs may be created in Open Educational Resources format that would customise media and information literacy training in different contexts as well as for diverse sets of learners. This includes developing self-learning material for older people.
- Blended approach training would provide better learning outcomes, as drop-out rates are high in lifelong learning contexts. Combining online and offline learning environments would facilitate better results of media and information literacy learning (see Section 9 below).

## 8. Engagement with multiple stakeholders in media and information literacy curriculum delivery

Horizontal and vertical engagement should be encouraged. Horizontal engagement in this sense refers to regular online and face-to-face dialogues between the media and information literacy researchers, experts, practitioners and other colleagues to ensure international benchmarking and to stimulate critical and innovative thinking. Vertical engagement involves the simultaneous top-down and bottom-up approach between government, academia and educators, civil society and communities, and industry representatives, to implement media and information literacy curricula delivery. Further recommendations include:

- an initial comprehensive review using the UNESCO Media and Information Literacy Curriculum and the Curriculum and Competency Framework, to assess existing media and information literacy practice and content in the country;
- as part of the above, an assessment of the existing training curricula in respective institutions and countries involved should be completed;
- a wide consultation involving both academics and practitioners in diverse disciplines and expertise should be explored.
- Once the media and information literacy curriculum has been prepared for adaptation, pilot testing could proceed followed by monitoring and evaluation to enable effective feedback processes for continuous improvement;
- Negotiation with reputable Massively Open on Courses service providers to host online media and information literacy curriculum modules, and extensive promotion and marketing of learning opportunities;
- Establishing partnerships with various actors in the information, media and digital communications sector. These may include libraries, archives, museums, film companies, media organizations, gaming agencies and digital platforms such as social media companies, internet service providers, technology manufacturers, etc.

The involvement of various stakeholders and social actors, not just of school or academic institutions, is key for a whole-of-society approach. At local level, a city-wide media and information literacy engagement can be helpful. Media and Information Literacy Cities (a metaphor of cities that include all

communities) is part of the UNESCO Cities Platform<sup>21</sup>. By becoming Media and Information Literacy Cities, cities can stimulate preparation and implementation of media and information literacy learning which involves all sectors of society, bringing new actions, content, solutions and methodologies in a co-creative way. This can also involve creating metrics to measure when a city meets these parameters or not. Some new actions include organizing a library day in schools where librarians or writers explain how information is produced, the usefulness of libraries, and other issues related to media and information literacy, and partnering with media and information literacy stakeholders and other municipalities or local government authorities share initiatives and support national media and information literacy networks.

**Note:** See the UNESCO Media and Information Cities Framework<sup>22</sup> for more about the types of partnerships that can be forged with various actors.

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<sup>21</sup> <https://en.unesco.org/unesco-for-sustainable-cities>. Accessed on 5 October 2021.

<sup>22</sup> [https://en.unesco.org/sites/default/files/global\\_framework\\_for\\_mil\\_cities.pdf](https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf)

## 9. Implementation strategies for a media and information literacy curriculum

In terms of integrating the media and information literacy curriculum, the strategies currently outlined in the existing UNESCO Media and Information Literacy Curriculum for Educators and Learners remain applicable. These are:

- **Stand-alone course:** A media and information literacy curriculum can be offered as a stand-alone course for credit(s). It should be offered as a mandatory course for all learners, educators and teachers. For teachers and other professionals in-service, the curriculum can be adapted as a certificate programme for up-skilling.
- **Institutional approach:** This involves a one or 1-4 weeks, face to face intensive training experience, followed by a project assignment that learners have 2-3 months to complete. Credit(s) can also be offered for this training programme. This approach can also be adapted as a certificate programme for up-skilling for all types of professionals, including teachers in-service. It is useful to consider creating and maintaining a digital repository on media and information literacy resources - media and information literacy teaching resources, higher focus on creating Open Educational Resources (OER), audio-video contents, multimedia packages, policy documents and research literature. At the international level, UNESCO and other entities contribute to knowledge resources. National and regional level repositories may be managed by institutions affiliated with the UNESCO Media and Information Literacy Alliance - from their respective locations.
- **Multi-components integration:** Different components of a media and information literacy curriculum can be integrated into various related courses (depending on country specificities) already being offered for professionals including educators and teachers. Examples could include education technology, basic literacy, social studies, etc. This strategy appears to be the most complex of the approaches proposed here. For this integration to be effective, careful planning is required with consideration given to overall programme goals and assessment. To follow-up the blended learning approach, Media and Information Literacy Clubs may be encouraged in each media and information literacy learning environment to provide opportunities for the learners and mentors to stimulate and practice the relevant competencies and skills in a sustained period of time.
- **Online course:** A media and information literacy curriculum can be offered online for all learners as well as for both pre-service and practicing professionals, including educators and teachers. This may involve partnerships that may be international (with other institutions in other countries) and intranational - with another institution within the same country. It is important to note that

teacher training institutions would not have to set up their own online course but could partner, where needed, with universities that have the facilities in place for offering online courses. An institution may consider offering the course as a certificate, diploma, or degree programme. Moreover, open universities and distance learning institutes of universities in many countries may help realize this strategy especially through MOOC's services. Online delivery of media and information literacy programmes (MOOCs) could enable the blended approach. Content delivery through ICT based platforms, and learners, educators, as well as mentors may work from various institutions and places of learning, digital platforms, professional bodies and associations and civil society organizations.

- **Workplace training courses:** In-house media and information literacy training development and courses can be offered to all types of professionals and workers. This is an untapped avenue for media and information literacy training and forms part of the UNESCO Media and Information Literacy Expansion Research and Development Initiative (MIL<sup>23</sup>). Integrating media and information literacy in journalism practices and journalism education is one approach being piloted by UNESCO for example based on its resource "[Media, and Information Literacy in Journalism: A Handbook for Journalists and Journalism Educators](#)<sup>24</sup>."
- **Radio or television-based learning:** The COVID-19 pandemic has shown that a combination of digital technologies and traditional media is necessary to ensure that everyone, regardless of their location and status, has access to information and learning. UNESCO is developing a radio-based MOOC on Media and Information Literacy<sup>25</sup> to reach primarily marginalised groups with little or no access to the internet. This audio-based course is based on storytelling. Therefore, it is useful for anyone who wants to listen and learn who only has access to radio as medium or who is on the move, anywhere and anytime. This approach is not sufficient in and of itself, rather complementary to others above and could be adopted on national levels.
- **Community engagement and outreach:** The course could also be offered through community engagements such as a rural adult education programme, an urban-based literacy education programme, community media services, social media platform outreach by civil organizations and NGOs and special literacy programme on national traditional radios and televisions.
- **Integration in youth organizations:** Youth as co-creators and co-leaders is integral to sustainable development of media and information literacy beyond the 2030 Agenda. UNESCO is piloting an initiative, *Capacity Building for Youth Organisations on Media and Information Literacy*. This approach focuses on institutional actions, combined with providing individuals with media and information literacy competencies. As of September 2021, over 300 youth organizations had been trained to integrate media and information literacy in their policies and

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<sup>23</sup> See chapter by Grizzle, A., Hamada, M. *Media and Information Literacy Expansion (MIL<sup>x</sup>): Reaching Global Citizens with MIL and other Social Competencies*. 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.

<sup>24</sup> [https://en.unesco.org/sites/default/files/mil\\_eng.pdf](https://en.unesco.org/sites/default/files/mil_eng.pdf). Accessed on 4 November 2021.

<sup>25</sup> Follow this link for updates and access, <https://en.unesco.org/themes/media-and-information-literacy/moocs>.

operations, reaching hundreds of thousands of young people.

- **Home-based learning:** The COVID-19 pandemic has once again reminded of the indispensability of blended approaches to learning. Designing and implementing a programme on media and information literacy for self- and home-based training and learning or common community spaces, could help to reach even further and new sections in society.

**NOTE:**

- I. Analyses should be carried out to assess cultural barriers to communication at different levels of society. These include projects, and neighbourhoods, cities, countries and regions targeted for the integration of media and information literacy.
- II. In addition to the above, specific online and offline implementation strategies can be considered. Within both approaches, countries should distinguish between those who have already been using a media and information literacy curriculum for training and implementation (who can benefit from re-training) and those who will be do so for the first time .
- III. The design and implementation of a media and information literacy curriculum should always ensure that gender equality is mainstreamed and/or emphasized specifically in content, learning outcomes and evaluation.

Combinations of two or more of these strategies are encouraged. The adaptation process and integration strategies employed will vary from institution to institution depending on several defining factors. Some obvious ones are level of readiness, availability of resources, expertise, and depth and scope of the integration.



# Appendix 1: Media and information literacy recommendations from UNESCO and partners globally over the past four decades

- 1 [Grünwald Declaration on Citizens Critical Understanding of the Phenomena of Communication \(1982\)](#)
- 2 [Prague Declaration “Towards an Information Literate Society” \(2003\)](#)
- 3 [Alexandria Proclamation on Information Literacy and Lifelong Learning – Beacons of the Information Society \(2005\)](#)
- 4 [Paris Agenda or 12 Recommendations for Media Education \(2007\)](#)
- 5 [Fez Declaration on Media and Information Literacy \(2011\)](#)
- 6 [Moscow Declaration on Media and Information Literacy \(2012\)](#)
- 7 [Framework and Plan of Action for the UNESCO Media and Information Literacy Alliance \[Formerly called GAPMIL\] \(2013\)](#)
- 8 [Paris Declaration on Media and Information Literacy in the Digital Era \(2014\)](#)
- 9 [Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape \(2016\)](#)
- 10 [Khanty-Mansiysk Declaration “Media and Information Literacy for Building a Culture of Open Government” \(2016\)](#)
- 11 [UNESCO Framework for Media and Information Literacy Cities \(2018\)](#)
- 12 [Youth Open Letter on Media and Information Literacy to Heads of International Development Organizations and Heads of States \(2019\)](#)
- 13 [Seoul Declaration on Media and Information Literacy for Everyone and by Everyone \(2020\)](#)