

## Ecology of MIL: Notions of MIL



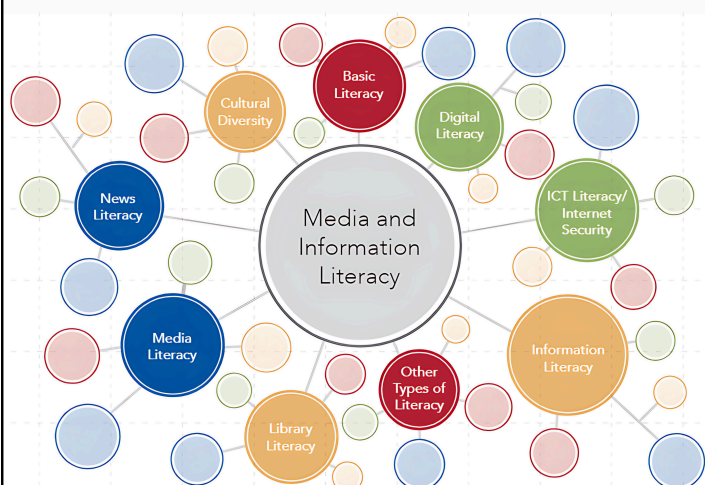
Source: UNESCO Media and Information Literacy Curriculum for Teachers

## Relationships between MIL and Development Initiatives



Source: UNESCO Media and Information Literacy Policy and Strategies Guidelines

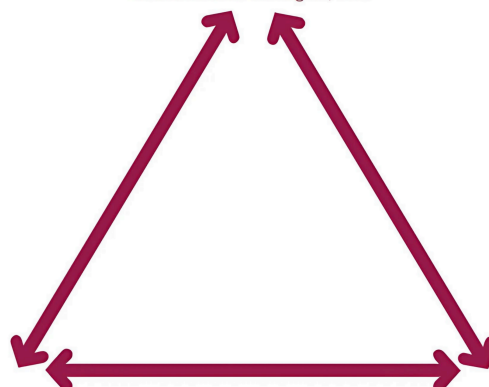
## Composite concept of Media and Information Literacy



Source: UNESCO Global Media and Information Literacy Assessment Framework

## The Thrust of MIL

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



Media and other information providers

Media and information literate citizens

Source: UNESCO Media and Information Literacy Policy and Strategies Guidelines

## Solutions for Overcoming Information Literacy Challenges

### SOLUTION 01

#### Digital Literacy Education

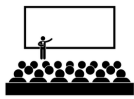
Promote digital literacy through education and training programs. Teach individuals how to search for, evaluate, and use information effectively from online sources.



### SOLUTION 02

#### Media Literacy Initiatives

Implement media literacy initiatives in schools and communities to enhance critical thinking and fact-checking skills, helping individuals distinguish between credible and misleading information.



### SOLUTION 03

#### Fact-Checking and Verification Tools

Develop and promote fact-checking tools integrated into web browsers and social media platforms to help users identify reliable sources."



### SOLUTION 04

#### Community Engagement

Encourage community and institutional collaboration to promote information literacy. Libraries, schools, and community centers can serve as hubs for education and resources, making them accessible to everyone.



Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy

## MIL: CHALLENGES AND OPPORTUNITIES FOR BROADCASTERS

### Benefits of Promoting Media and Information Literacy (MIL) for Broadcasters

#### ENCOURAGING UGC

As audiences become more skilled in creating their own material, broadcasters will benefit from higher-quality UGC.

#### STRENGTHENING RELATIONSHIPS

Promoting MIL helps build trust and loyalty with the audience.

#### AUDIENCE INTERACTION

Engaging with audiences through message boards or workshops allows broadcasters to better understand and respond to their interests.

#### DEMOCRATIC DUTY

MIL is a vital element of the media's public service commitment, fostering informed citizens and public debate.

#### CREATIVE TALENT DEVELOPMENT

Promoting MIL helps develop the next generation of creatives, such as screenwriters and producers.

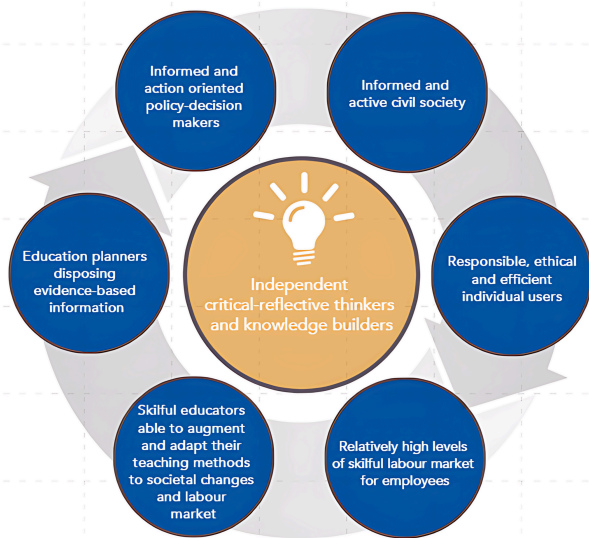
#### APPRECIATING DIVERSE CONTENT

MIL promotion helps audiences appreciate different types of media, from specialist films to international news.

Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy

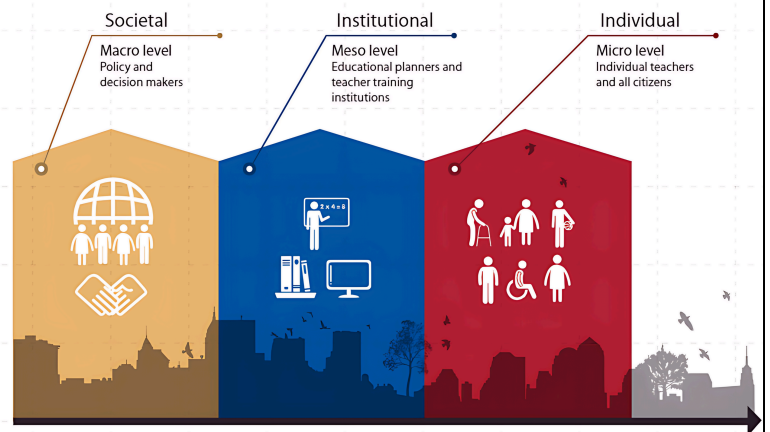


## Direct Impact of MIL to Society



Source: UNESCO Global Media and Information Literacy Assessment Framework

## Major Stakeholders of the MIL Assessment Framework



Source: UNESCO Global Media and Information Literacy Assessment Framework

## Be Careful

- Do not assume that international and bilateral development organizations that support media development and MIL will readily understand how MIL can enable media self-regulation and quality media, for example
- Manage expectations from different stakeholder groups
- Balance short-term objectives with long-term impact
- Building trust in media is not an endorsement of poor quality media
- Be creative about explaining MIL
- Strive for individual and collective commitments

## Celebrating Success!

Share the new knowledge  
Communicate the failures  
Let the citizens vote for the best media programme for conducting the MIL principles



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## ABC's of Media & Information Literacy to Build Trust in Media



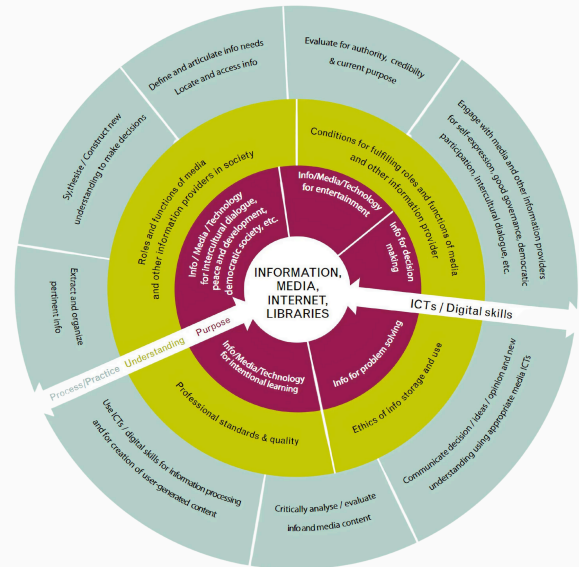
Being critical is not the same as criticising. Distrusting everything is as bad as trusting everything. Find the middle ground. Media and Information Literacy (MIL) to build trust in media and other information providers is one approach.

### Factors Mitigating MIL Policies and Strategies



Source: UNESCO Media and Information Literacy Policy and Strategies Guidelines

### Media and Information Literacy: A Proposed Conceptual Model



Source: UNESCO Media and Information Literacy Policy and Strategies Guidelines

## Main Topics of the Media Information Literacy Curriculum for Teachers



### Understanding Media Functions and Operations

- "Functions of Media and Information Providers: How they operate and the optimal conditions needed for effectiveness."
- "Critical Evaluation of Information: Assess information within its specific and broad production contexts."
- "Editorial Independence and Journalism: Understanding journalism as a discipline of verification."

### Media Ethics and Individual Responsibilities

- "Media Ethics and Info-ethics: Understanding the ethical implications of media and information."
- "Rights and Responsibilities: Exploring individual capacities, rights, and responsibilities related to media and information."



### International Standards and Freedom of Information

- "International Standards: Learn about the Universal Declaration of Human Rights, freedom of information, and constitutional guarantees on freedom of expression."
- "Pluralism and Diversity: Understand what is expected from media and information providers, with pluralism and diversity as norms."

### Information Management and Assessment

- "Information Sources and Systems: Learn about storage, organization, and access to information."
- "Critical Assessment: Understand, organize, and assess information, including source reliability."



### Creation, Presentation, and Use of Information

- "Information Creation and Presentation: Explore how to create and present information in various formats."
- "Preservation and Archiving: Learn about the preservation, storage, reuse, and archiving of information."
- "Problem-Solving and Decision-Making: Use information effectively for decision-making in personal, social, economic, and political contexts."

Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy

## BENEFITS AND REQUIREMENTS OF MEDIA AND INFORMATION LITERACY

### BENEFITS:

1

#### EMPOWERS TEACHERS AND FUTURE CITIZENS

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

#### UNDERSTANDING MEDIA FUNCTIONS

MIL imparts crucial knowledge about the functions of media and information channels in democratic societies, the conditions needed to perform those functions effectively, and the basic skills necessary to evaluate media performance.

2

3

#### FOSTERS FREE AND PLURALISTIC MEDIA:

A media and information-literate society fosters the development of free, independent, and pluralistic media and open information systems.

### REQUIREMENTS:

#### HOLISTIC APPROACH

MIL should be considered as a whole and include a combination of competencies (knowledge, skills, and attitudes).

1

2

#### MIL CURRICULUM

The MIL curriculum should enable teachers to teach MIL to students, providing them with essential tools to engage with media and information channels as autonomous and rational young citizens.

#### KNOWLEDGE OF INFORMATION CONSUMPTION AND PRODUCTION:

Citizens should have knowledge about the location and consumption of information as well as about the production of information.

3

4

#### EQUAL ACCESS FOR ALL

Women, men, and marginalized groups, such as people living with disabilities, indigenous peoples, or ethnic minorities, should have equal access to information and knowledge.

#### FACILITATES INTERCULTURAL DIALOGUE

MIL should be seen as an essential tool to facilitate intercultural dialogue, mutual understanding, and a cultural understanding of people.

5

Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy



## MIL COMPETENCY 1

### UNDERSTANDING THE ROLE OF MEDIA AND INFORMATION IN DEMOCRACY

#### RELATED MODULES IN THE MIL CURRICULUM

- **Module 1:** Citizenship, Freedom of Expression, and Information, Access to Information, Democratic Discourse, and Life-long Learning.
- **Module 2:** Understanding the News, Media, and Information Ethics.
- **Module 9:** Communication, MIL, and Learning – A Capstone Module.

#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will become familiar with the functions of media and other information providers and understand their importance to citizenship and informed decision-making.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Identify, describe, and evaluate the public service functions of media and other information providers in democratic societies."
- "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, and democracy."
- "Describe media pluralism, media and other information providers as platforms for intercultural dialogue, and why these are important."
- "Describe editorial independence."
- "Explain journalism as a discipline of verification within a public service remit."
- "Describe media and information ethics, and be able to identify when these have been breached."



Source: UNESCO Media and Information Literacy Curriculum for Teachers

## MIL COMPETENCY 2

### UNDERSTANDING THE MEDIA CONTENT AND ITS USES

#### RELATED MODULES IN THE MIL CURRICULUM



- **Module 2:** Understanding the News, Media, and Information Ethics.
- **Module 3:** Representation in Media and Information.
- **Module 4:** Languages in Media and Information.
- **Module 10:** Audience.
- **Module 5:** Advertising.

#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will gain knowledge and understanding of how people use media in their personal and public lives, the relationships between citizens and media content, and the various purposes for which media is used.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Interpret and make connections between media texts, context, and values projected by media."
- "Use strategies to analyze stereotypes in media, recognizing those that serve certain groups at the expense of others, and identifying techniques in visual media that perpetuate stereotypes."
- "Identify, analyze, and critique advertising techniques that violate international standards and codes of practice."
- "Explore representations, misrepresentations, and lack of representation in media and information texts."
- "Understand and describe the characteristics and importance of public service broadcasters (PSB)."



Source: UNESCO Media and Information Literacy Curriculum for Teachers



## MIL COMPETENCY 3

### ACCESSING INFORMATION EFFECTIVELY AND EFFICIENTLY

#### RELATED MODULES IN THE MIL CURRICULUM

- Module 1: Citizenship, Freedom of Expression, and Information, Access to Information, Democratic Discourse, and Life-long Learning.
- Module 7: Internet Opportunities and Challenges.
- Module 8: Information Literacy and Library Skills.



#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will be able to determine the type of information needed for a particular task and access the information in an effective and efficient manner.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Select efficient and effective approaches for accessing the information needed for investigative or information retrieval purposes."
- "Identify keywords and related terms for accessing the information needed."
- "Identify a variety of types and formats of potential sources for information."
- "Describe criteria used to make information decisions and choices."



Source: UNESCO Media and Information Literacy Curriculum for Teachers

## MIL COMPETENCY 4

### CRITICALLY EVALUATING INFORMATION AND INFORMATION SOURCES

#### RELATED MODULES IN THE MIL CURRICULUM

- Module 3: Representation in Media and Information.
- Module 5: Advertising.
- Module 7: Internet Opportunities and Challenges.
- Module 8: Information Literacy and Library Skills.
- Module 9: Communication, MIL, and Learning – A Capstone Module.



#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will be able to critically evaluate information and its sources and incorporate selected information for problem-solving and analysis of ideas.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Demonstrate the ability to examine and compare information from various sources to evaluate its reliability, validity, accuracy, authority, timeliness, and bias."
- "Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., websites, documentaries, advertisements, news programs)."
- "Recognize prejudice, deception, or manipulation."
- "Recognize the cultural, social, or other contexts within which the information was created and understand the impact of context on interpreting information."
- "Understand the range of media-related technologies and study the interaction of ideas."
- "Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information."
- "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 media texts (e.g., draw conclusions, make generalizations, synthesize materials viewed, refer to images or information in visual media to support a point of view, deconstruct media to determine underlying biases and decode the subtext)."



Source: UNESCO Media and Information Literacy Curriculum for Teachers

## MIL COMPETENCY 5

### APPLYING NEW AND TRADITIONAL MEDIA FORMATS

#### RELATED MODULES IN THE MIL CURRICULUM



- Module 6: New and Traditional Media.
- Module 7: Internet Opportunities and Challenges.
- Module 3, Unit 5: Digital Editing and Computer Retouching.
- Module 4, Unit 4: Camera Shots and Angles Conveying Meaning.

#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will be able to understand the uses of digital technology, communication tools, and networks for information gathering and decision-making.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Understand the basics of digital technology, communication tools, and networks, and their usage in different contexts for different purposes."
- "Use a broad range of media 'texts' to express ideas through multiple forms of media (e.g., traditional print, electronic, digital, etc.)."
- "Undertake basic online information searches."
- "Understand the purposes for which youths use the Internet."



Source: UNESCO Media and Information Literacy Curriculum for Teachers

## MIL COMPETENCY 6

### SITUATING THE SOCIOCULTURAL CONTEXT OF MEDIA CONTENT

#### RELATED MODULES IN THE MIL CURRICULUM



- Module 1: Citizenship, Freedom of Expression, and Information, Access to Information, Democratic Discourse, and Life-Long Learning.
- Module 2: Understanding the News Media and Information Ethics.
- Module 3: Representation in Media and Information.
- Module 11: Media in the Global Context.

#### INTRODUCTION TO THE COMPETENCY



The MIL teacher will demonstrate knowledge and understanding that media content is produced within specific social and cultural contexts.

#### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Analyze and explain how the rules and expectations governing media genres can be manipulated for particular effects or purposes."
- "Produce media texts that present diverse perspectives and representations."
- "Describe media and other information providers as platforms for intercultural dialogue."
- "Demonstrate the ability to critically evaluate local media content and the messages received or created by them for democratic citizenship and cultural diversity."
- "Understand how editing shapes meaning in visual media and their messages (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas)."



Source: UNESCO Media and Information Literacy Curriculum for Teachers

## MIL COMPETENCY 7

### CRITICALLY EVALUATING INFORMATION AND INFORMATION SOURCES

#### RELATED MODULES IN THE MIL CURRICULUM

- Module 1: Citizenship, Freedom of Expression, and Information, Access to Information, Democratic Discourse, and Life-long Learning.
- Module 9: Communication, MIL, and Learning – A Capstone Module.
- All Other Modules: Media and Information for Learning, Democratic Discourse.



### INTRODUCTION TO THE COMPETENCY



The MIL teacher will use the knowledge and skills acquired through their MIL training to promote media and information literacy among students and manage necessary changes in the school environment.

### EXPECTED OUTCOMES OF THIS COMPETENCY



- "Understand how different students interpret and apply media products and events to their own lives."
- "Use a variety of instructional activities to foster students' skills in media and information literacy."
- "Help students select the most appropriate approaches (e.g., information retrieval systems) for accessing needed information."
- "Help students critically evaluate information and its sources while incorporating relevant information into their knowledge base."
- "Use effective verbal, non-verbal, and media communication techniques to foster active enquiry, collaboration, and open communication among students."
- "Use formal and informal assessment strategies to develop knowledge and skills for critical reading, viewing, and listening among students."
- "Foster a more participatory learning environment using media and information literacy tools."
- "Connect school-based and out-of-school learning using old or new media technologies, especially for students at risk of becoming alienated from school."
- "Integrate ICT in the classroom to help students discover and use ICT and media sources in their learning."
- "Widen participation in learning using media and information literacy."
- "Develop students' skills in using media and library resources as tools for research and learning."
- "Help students evaluate media and information and understand ethical issues related to media and information literacy."

Source: UNESCO Media and Information Literacy Curriculum for Teachers

## PROMOTING MEDIA INFORMATION LITERACY (MIL) IN FORMAL AND INFORMAL EDUCATION



### IMPORTANCE OF EDUCATIONAL INSTITUTIONS

Educational institutions are key partners in promoting Media and Information Literacy (MIL) and User-Generated Content (UGC). Schools, colleges, and universities provide the ideal environment for teaching MIL.

### BENEFITS OF BROADCASTER INVOLVEMENT



- "Broadcasters' involvement lends authority and prestige to MIL initiatives, raising their profile."
- "Collaborations with educational institutions help manage resources, ensuring sustainable MIL projects."
- "Broadcasters contribute expertise in media production, complementing the pedagogical skills of educators."



### KEY GUIDELINES FOR EFFECTIVE PARTNERSHIPS

- "Sustained Partnerships: Long-term collaborations between broadcasters and educational institutions are more effective."
- "Managing Expectations: Focus on small-scale, manageable projects, particularly in the early stages."
- "Content Management: Schools should be encouraged to broadcast or publish material internally to reduce the burden on broadcasters."
- "Local Context: Broadcasters should develop MIL approaches tailored to the local context."
- "Educational Focus: Emphasize the educational aims of MIL projects over public relations."

### CHALLENGES AND CONSIDERATIONS



- "Addressing parental consent and content moderation is crucial."
- "Avoid over-reliance on 'Western' approaches to MIL; adapt to local needs."
- "Ensure MIL projects are not viewed merely as public relations exercises."



### ROLE OF HIGHER EDUCATION

- "Universities and colleges provide venues, logistical expertise, and access to students."
- "Broadcasters can help vocational courses teach practical media skills through internships and placements."
- "Lectures by media professionals strengthen relationships between universities and broadcasters."

Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy

# IMPORTANCE OF MEDIA INFORMATION LITERACY FOR CITIZENS

MIL IS CONCERNED WITH GIVING PEOPLE AN UNDERSTANDING OF THE IMPORTANCE OF CONTENT PROVIDERS SUCH AS LIBRARIES, ARCHIVES, MUSEUMS, MEDIA AND INTERNET COMMUNICATIONS COMPANIES IN ORDER TO:

DIFFERENTIATE BETWEEN INFORMATION AND OTHER CONTENT, AND ASSESS CONTENT PROVIDERS

1

2

MAKE INFORMED DECISIONS

LEARN ABOUT INFORMATION VERIFICATION THROUGH RESEARCH

3

4

BUILD A SENSE OF COMMUNITY BASED ON SHARED FACTS AND RIGHTS-RESPECTING NARRATIVES

MAINTAIN PUBLIC DISCOURSE CONDUCTIVE TO DEMOCRACY AND SUSTAINABLE DEVELOPMENT

5

6

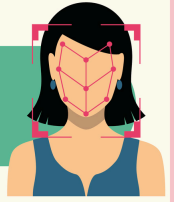
CRITICALLY PARTICIPATE IN THE LIFE CYCLE OF INFORMATION AND OTHER CONTENT

ENGAGE IN LIFELONG LEARNING

7

Source: UNESCO Guidelines for Media and Information Literacy

## THREE TOP TIPS to spot a DEEP FAKE



1. Look for unusual facial deformations.
2. Is the skin too smooth or too wrinkled?
3. Do the shadows on the face look wrong?

To see the difference more clearly, the second edition of the UNESCO Media and Information Literacy Curriculum provides the skills to help individuals understand, interpret, and use information positively – on and offline.

THINK CRITICALLY,  
CLICK WISELY!



## Why use media and information literacy to think critically about content?

1. To identify what's verifiable and true
2. To promote constructive conversation
3. To tackle hate speech
4. To stop the spread of disinformation
5. To use information wisely



To become confident about content, the second edition of the UNESCO Media and Information Literacy Curriculum provides the skills to help individuals understand, interpret, and use information positively – on and offline.

THINK CRITICALLY,  
CLICK WISELY!





# WHAT IS MEDIA AND INFORMATION LITERACY (MIL)?

## DEFINITION OF MIL



Media and Information Literacy (MIL) is the ability to effectively access, organize, analyze, evaluate, and create a range of images, sounds, and texts. It enables individuals to make informed judgments as users and creators of information and media.

## FUNCTIONS OF MEDIA IN A DEMOCRATIC SOCIETY



MIL requires understanding the functions of media in a democratic society, including concepts like freedom of speech, free press, and the right to information.

## THE ALEXANDRIA PROCLAMATION (2005)



The Alexandria Proclamation describes information literacy and lifelong learning as 'beacons of the Information Society.' Information literacy empowers people to seek, evaluate, use, and create information to achieve personal, social, occupational, and educational goals.

## MIL AS A BASIC HUMAN RIGHT



Information literacy is a basic human right in a digital world, promoting social inclusion across all nations.

Source: UNESCO Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy

## How TECHNOLOGY can protect FREEDOM OF EXPRESSION



- Technology gives more people a voice
- It provides access to information and promotes collaboration
- But it can also facilitate misinformation and mistrust

To use technology wisely, the second edition of the UNESCO Media and Information Literacy Curriculum provides the skills to help individuals understand, interpret, and use information positively – on and offline.

**THINK CRITICALLY, CLICK WISELY!**



## 5 ways to be safer online



1. Think carefully about personal information you share
2. Browse 'incognito', or in private mode
3. Be careful where you click
4. Secure your mobile devices
5. Use quality antivirus software

To see the difference more clearly, the second edition of the UNESCO Media and Information Literacy Curriculum provides the skills to help individuals understand, interpret, and use information positively – on and offline.

**THINK CRITICALLY, CLICK WISELY!**



Media meets literacy! An oxymoron or not? An anecdote will explain. In September 2017, a UNESCO representative attended the Media Meets Literacy Regional Conference about media and information literacy in Sarajevo, Bosnia and Herzegovina. The conference was organized by Evens Foundation and supported by the European Commission. UNESCO organized a session titled MIL to Build Trust in Media within the framework of the EC-UNESCO project "Building Trust in Media in South East Europe and Turkey". The UNESCO representative moderating the session opened the floor with the question, "Should people trust the media?" The attendees asked, "Why should anyone trust the media...." So, should we trust the media?

## A Objectives

Strengthen quality media and improving civic participation in media through media and information literacy.



## B Key Principles

- MIL competencies should not focus only on self-protection
- Prioritize MIL that enables people's understanding about the functions of media and information providers and technological intermediaries in development and governance, and the conditions under which they can carry these functions
- Emphasize MIL competencies that improve people's understanding of their rights online and offline. This includes right to freedom of information and freedom of expression and privacy
- Highlight that not all information is media and that much information is not digital
- Stress MIL competencies to make people aware of potential biases, personal, economic, and political agenda in all forms of information

- Enable people's understanding of how advertising support economic development of all kind and sustain media.
- Enable people to understand that trust in media is necessary... But trust is not blind.

## C Key Strategies

- Organize training about MIL, which includes media professionals, library and information professional, technological intermediaries, teachers, and civil society together
- Help citizens to organize themselves
- Stimulate partnership between relevant stakeholders
- Coordinate multi-stakeholder consultations on national MIL policies and strategies
- Integrate MIL in formal and nonformal education
- Support partnerships with media and schools
- Guide media and other information providers to develop internal policies on promoting MIL
- Organize peer education about MIL
- Foster cooperation between media regulatory body, self-regulatory mechanism to promote MIL

## Hate speech breeds distrust, division and intolerance

Be media and information literate to stop the spread, by:

- Identifying harmful content and disinformation
- Fact-checking and fact-checking again
- Not sharing it further

To prevent the spread of false information, the second edition of the UNESCO Media and Information Literacy Curriculum provides the skills to help individuals understand, interpret, and use information positively – on and offline.

**THINK CRITICALLY,  
CLICK WISELY!**

