



Media and Information Literacy: Transforming and Reforming Education

Alton Grizzle, UNESCO Communication and Information Sector – Paris
a.grizzle@unesco.org

Presentation Outline

1. The continued relevance of UNESCO's mandate given by our Member States
2. The importance of MIL to children and youth
3. What is MIL towards a global perspective
4. Role of key stakeholders and relevant actions needed
5. I will then close with a brief note on the way forward.





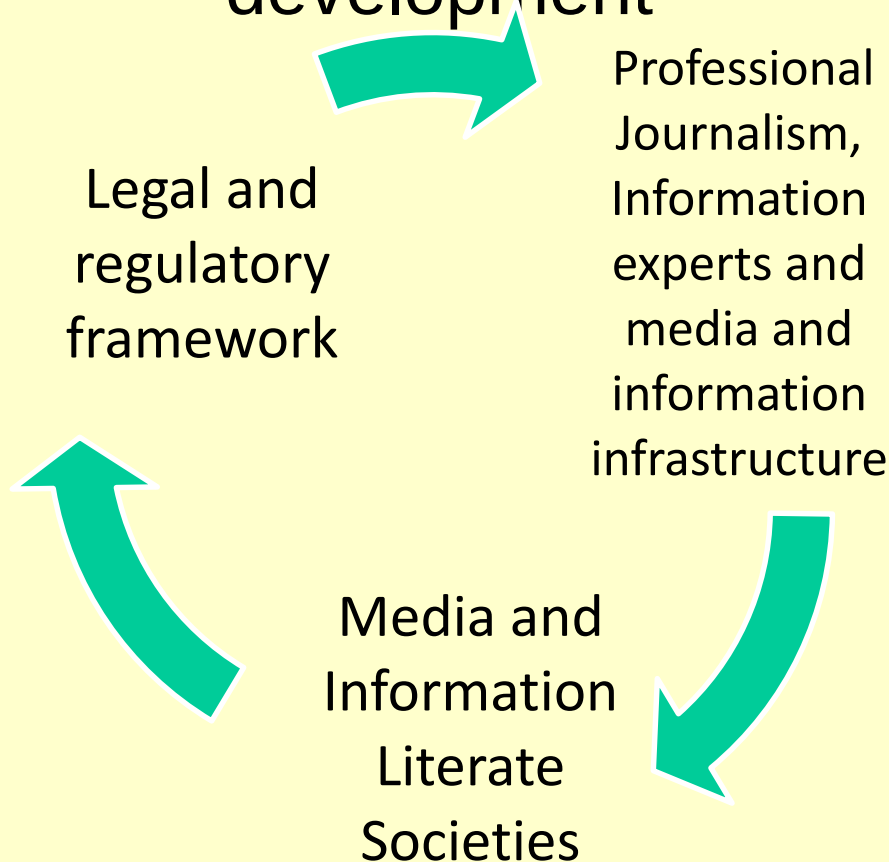
“chaos in the mind”

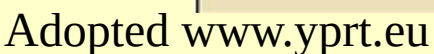
mikedriggers.worldpress.com



Freedom of Expression and Media Development Division

Strengthening free, independent and pluralistic media and communication for sustainable development





Balancing Focus



OPPORTUNITIES

RISKS/CHALLENGES



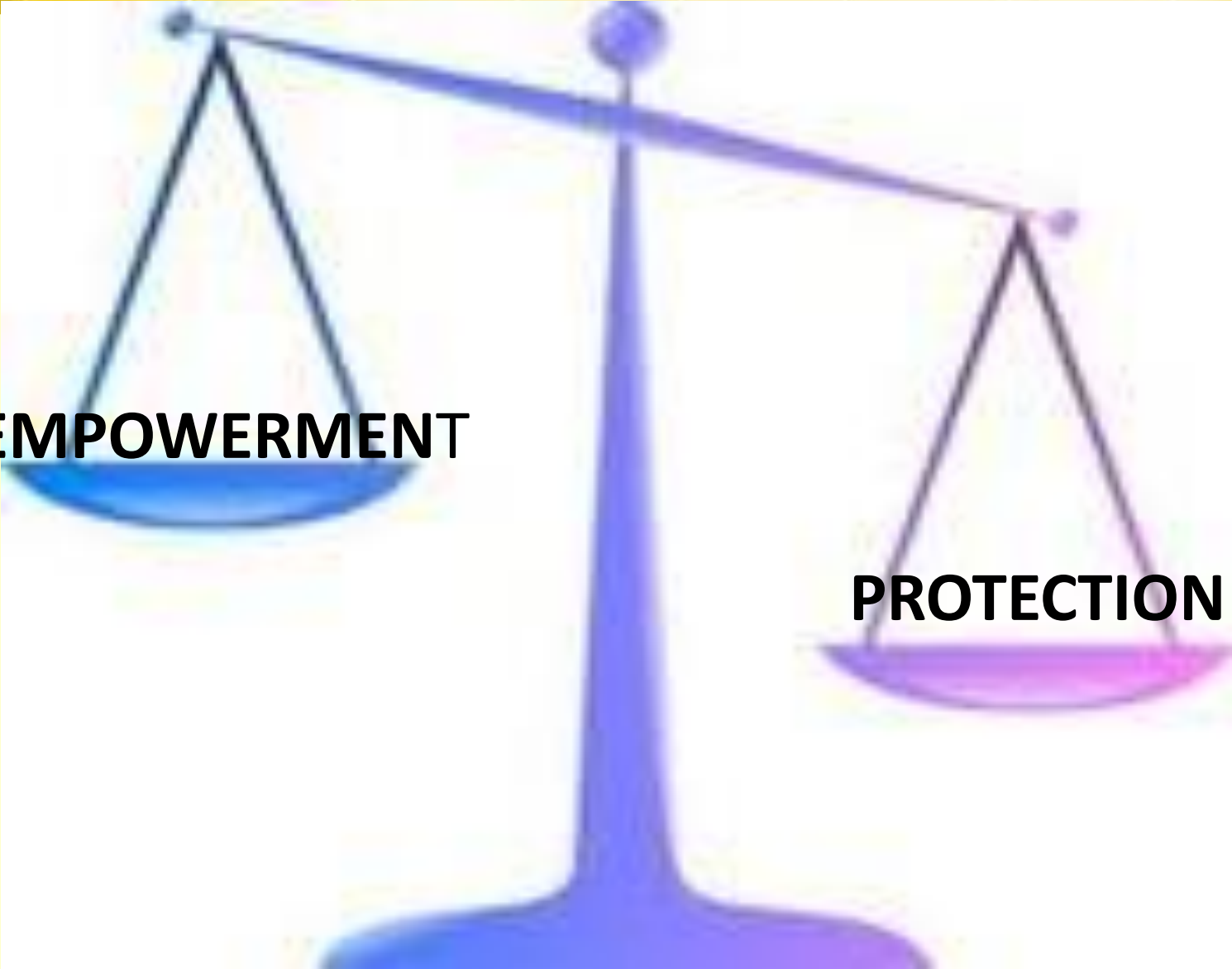
Living in a virtual or electronic world

RISKS

OPPORTUNITIES



Balancing Focus



EMPOWERMENT

PROTECTION



SAFETY, PRIVACY and SECURITY IN DIGITAL/ELECTRONIC WORLD

**PROTECTION
ONLY**

EMPOWERMENT





Education & MIL

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

- New London Group



Why is MIL important?

1. Media, Internet and other information providers are ubiquitous;
2. Media and other information sources are instrumental in shaping perceptions, beliefs and attitudes
3. Literacy has been redefined
4. There is an increase in user-generated content, the use of virtual spaces, and citizens' journalism
5. Media and information are central to democratic, governance processes - citizens' participation
6. MIL should contribute to quality media

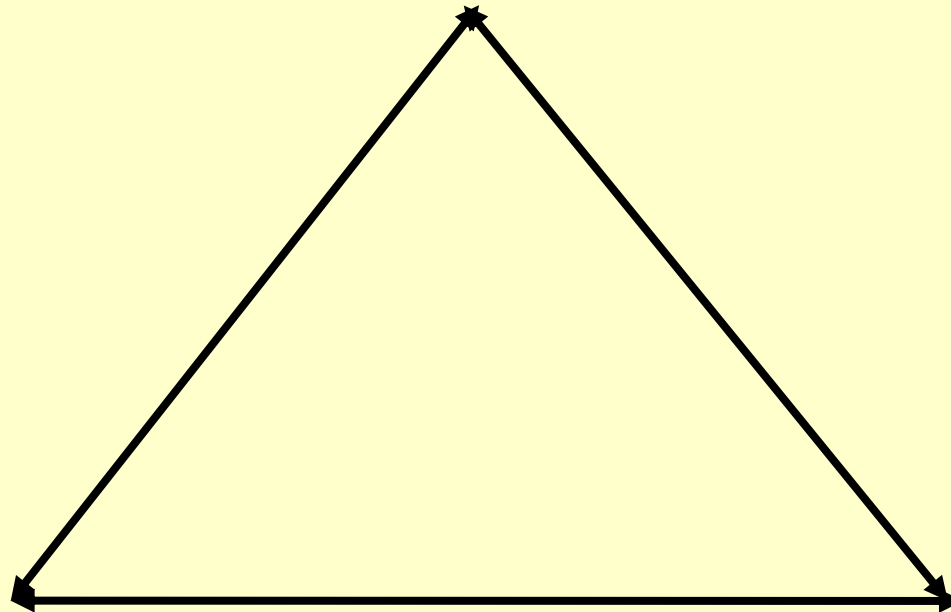


MIL & ITS IMPORTANCE TO DEMOCRACY & GOOD GOVERNANCE

**Democracy
and Good
Governance**

**Media and
other
information
providers**

**Media and
Information
Literate and
Citizenship**



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6. MIL should contribute to quality media and better internet experiences





PERSPECTIVES OF MIL

WHY M & IL?

Information Literacy

Definition and articulation of information

Location and access of information

Assessment of information

Organisation of Information

Use of Information

Communication and ethical use of information

Other information skills

Media Literacy

Understand the role and functions of media

Understand the conditions under which media and fulfill their functions

Critically analyse and evaluate media content

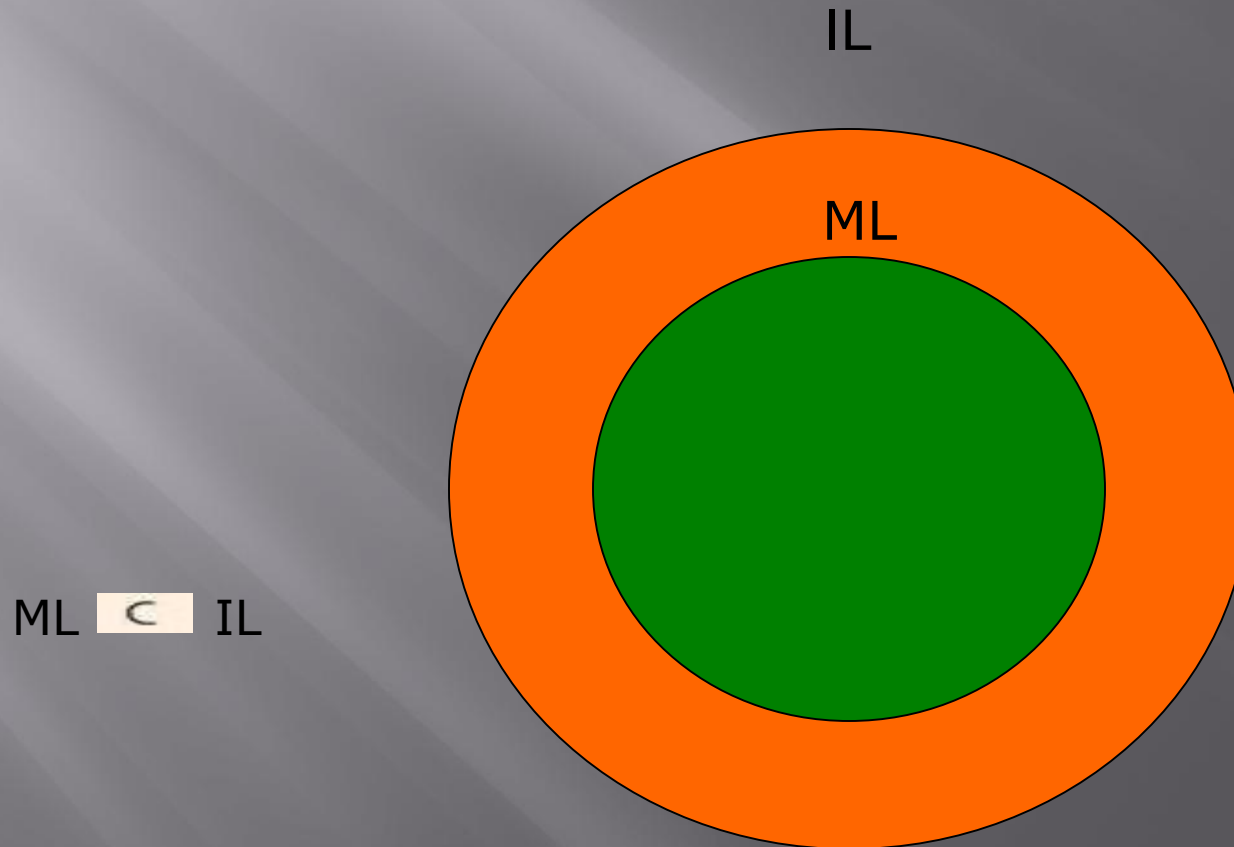
Use of media for democratic participation, intercultural dialogue and learning

Produce user-generated content

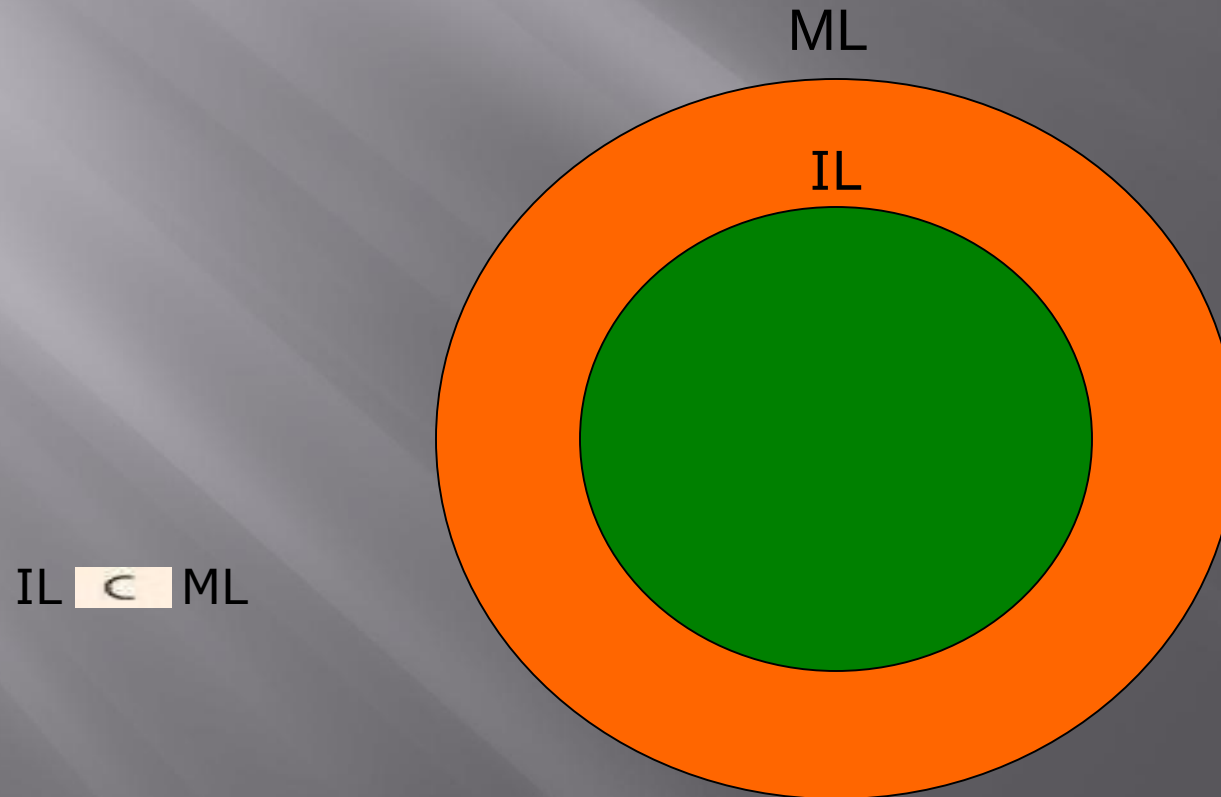
ICTs and other media skills



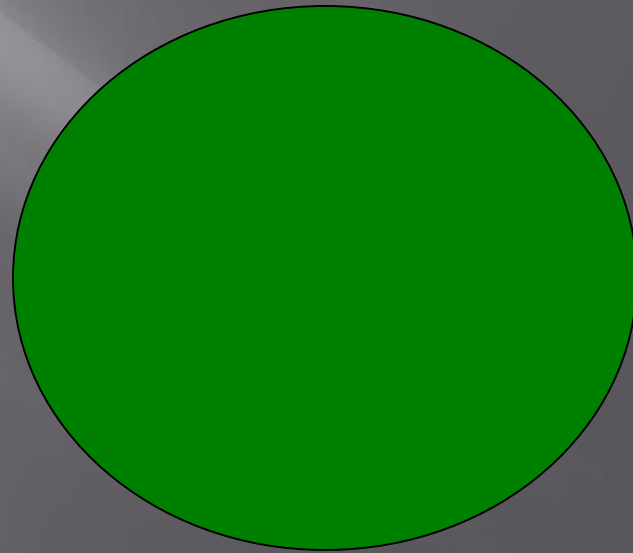
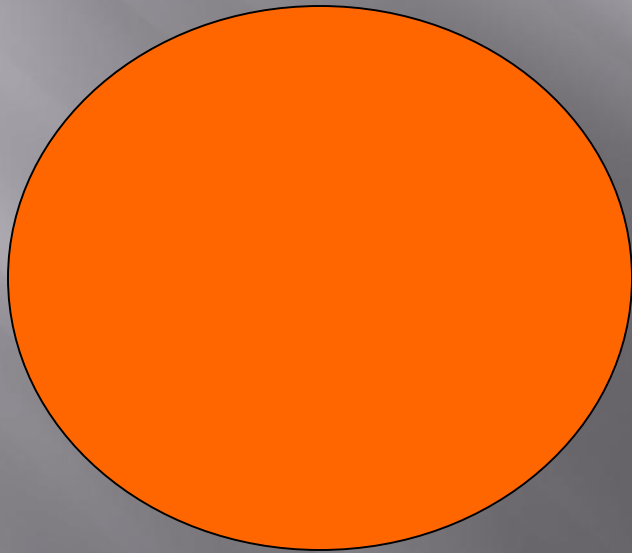
Considering Media and Information Literacy Together



Considering Media and Information Literacy Together

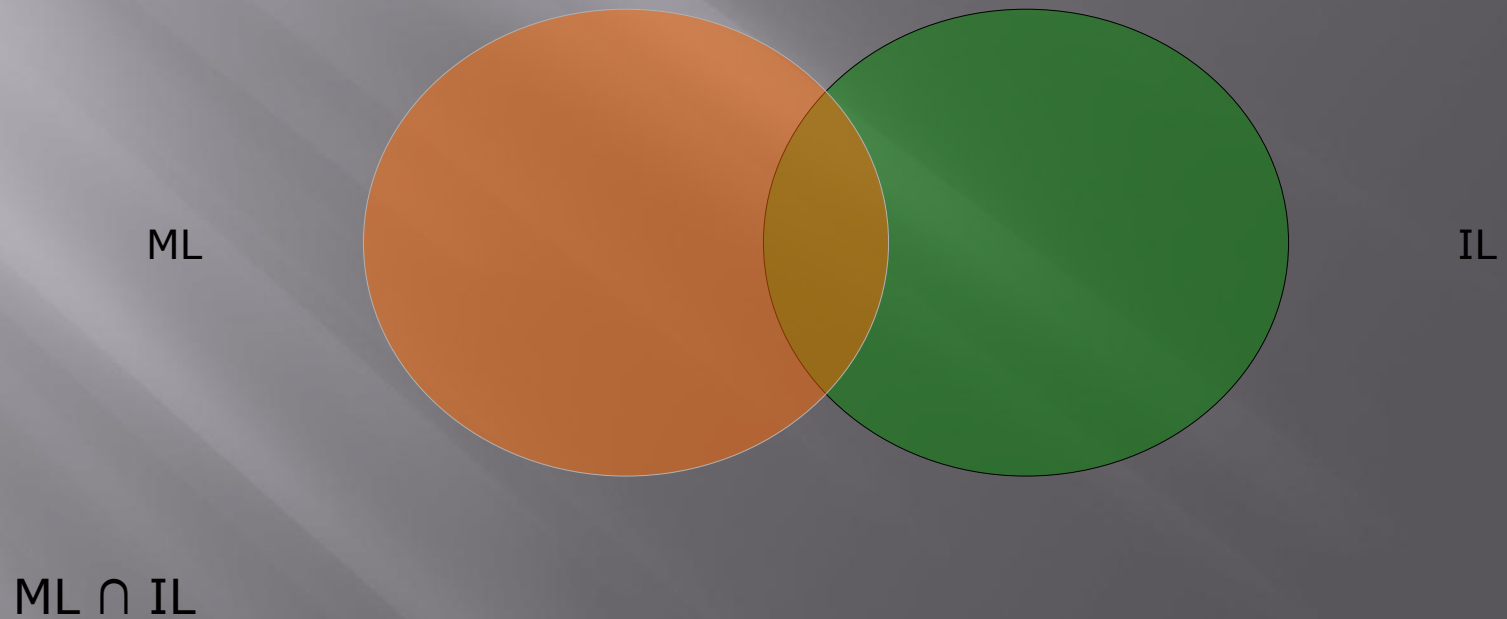


Considering Media and Information Literacy Together



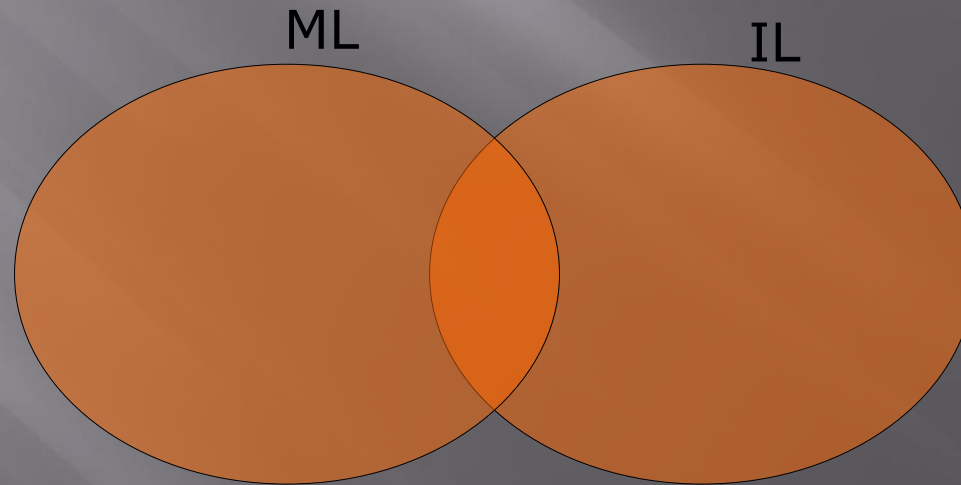
ML $\neq$ IL

Considering Media and Information Literacy Together



Considering Media and Information Literacy Together

Media and Information



$ML \cup IL$

WHY M & IL?





Why Consider ML and IL Together?

- **Forward Looking**
 - Harmonise the field
- **Convergence** (Conceptual)
 - Common delivery platforms
 - Common access devices
- **Integration in the Education Systems** (Operational)



Media and Information Literacy as a Composite Concept

- 1. Recognize and articulate a need for information, communication and media**
- 2. Understand the role and functions of media and other information providers, including those on the Internet, in democratic societies**
- 3. Understand the conditions under which those functions can be fulfilled**



Media and Information Literacy as a Composite Concept

4. **Locate and access relevant information and media content**
5. **Critically, evaluate information and the content of media and other information providers, including those on the Internet, in terms of authority, credibility and current purpose and potential risks**
6. **Extract and organise information and media content**



Media and Information Literacy as a Composite Concept

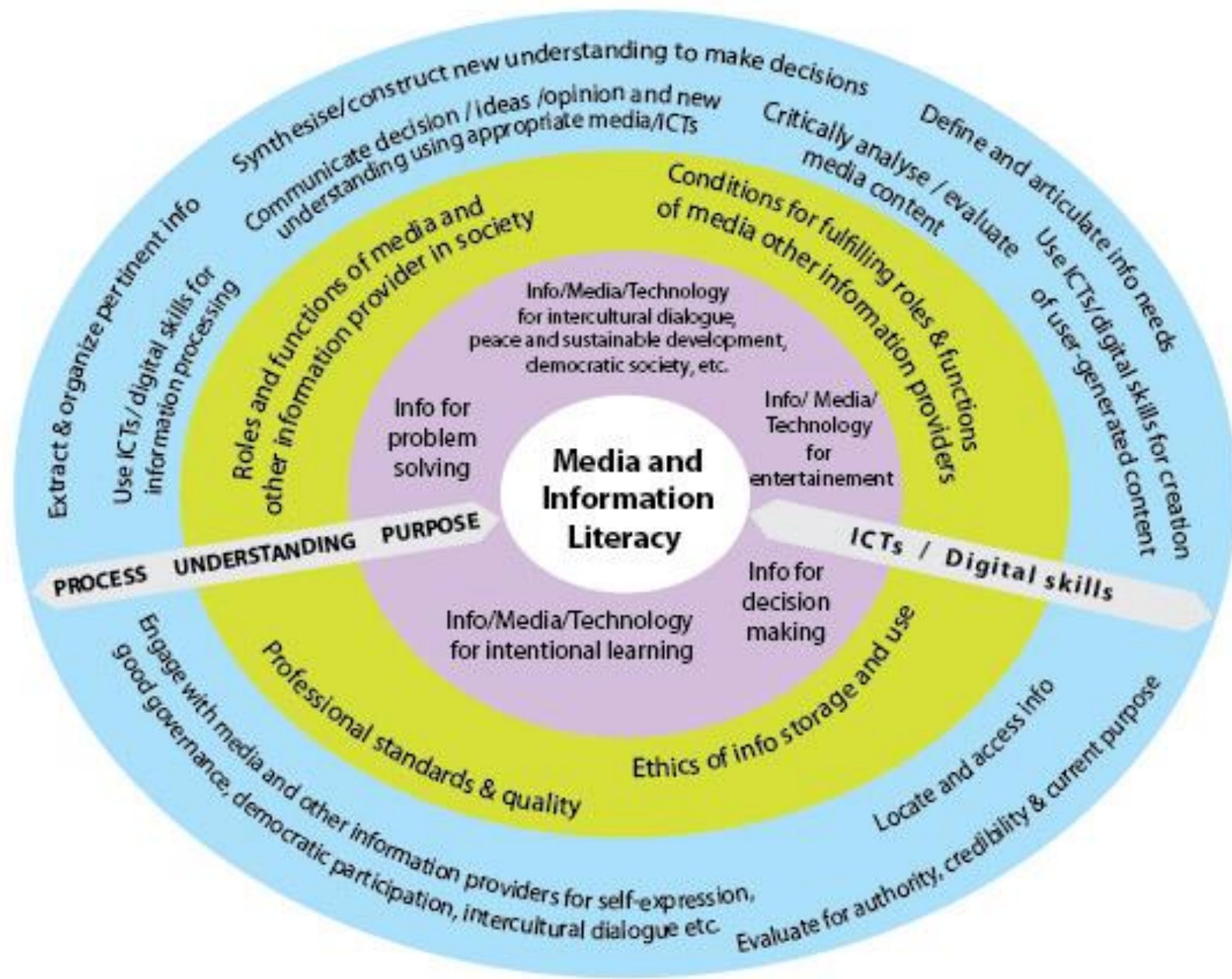
- 7. Synthesise or operate on the ideas abstracted from content**
- 8. Ethically and responsibly use information and communicate their understanding or newly created knowledge to an audience or readership in an appropriate form and medium**
- 9. Be able to apply ICT skills in order to process information and produce user-generated content**



Media and Information Literacy as a Composite Concept

- 10. Engage with media and other information providers for self-expression, freedom of expression, intercultural dialogue, democratic participation, gender equality, privacy rights, and advocating against all forms of hate and inequalities.**





Connecting Pillars

• MIL – Common Objectives

ML

EDUCOM

IL

ICTS/Digital

Actors

Actors

Actors

Actors

• MIL – Common Purpose

FIVE LAWS OF MIL

LAW 3

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 2

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 1

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 4

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 5

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.



Role of Stakeholders

- Recognise children and youth as primary partners and change agents
- Articulate and operationalise the necessary policies
- Ensure training of teachers
- Encourage the training of parents and officials in MIL





Media and Information Literacy: Reforming and Transforming Education



Role of Stakeholders

- Recognise children and young people as primary partners and change agents
- The state must collectively articulate necessary policies
- All teachers must act as windows of new forms of literacy
- Parents and officials must engage in training in MIL



Role of Stakeholders

- Media, libraries, museums, archives, and other information providers... must ensure the permanence of MIL issues in the public by
- Involve NGOs and CBOs, civil society in general
- Researchers and academicians



UNESCO's STRATEGY

**Media and Information
Literate Teachers**



**Media and Information
Literate Students**



**Media and Information
Literate Societies**



We live in a world where the quality of information we receive largely determines our choices and actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development. This *Media and Information Literacy Curriculum* for Teachers is an important resource for UNESCO Member States and a pioneering publication. First, it is forward looking, drawing on present trends toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform. Second, it is specifically designed for integration into the formal teacher education system. UNESCO believes that, ultimately, this curriculum will contribute to innovation and improvement in all levels of education.

Jānis Kārklīš, Assistant Director-General for Communication and Information, UNESCO

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United Nations
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Communication and
Information Sector



Media and Information Literacy

Curriculum for Teachers



Media and Information Literacy

Curriculum for Teachers

**Carolyn Wilson
Alton Grizzle
Ramon Tuazon
Kwame Akyempong
Chi-Kim Cheung**



UNESCO publication:

“MIL Curriculum for teachers”



A stylized orange figure with a circular head and a blue lightning bolt is positioned on the left side of the cover. The figure has a long neck and a body that tapers into a point. The lightning bolt is blue and jagged, pointing downwards.

Guidelines for Broadcasters on Promoting User-generated Content and Media and Information Literacy

Martin Scott

UNESCO publication:

“Guidelines for broadcasters on promoting user-generated content”



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Media and Information Literacy

Curriculum for Teachers



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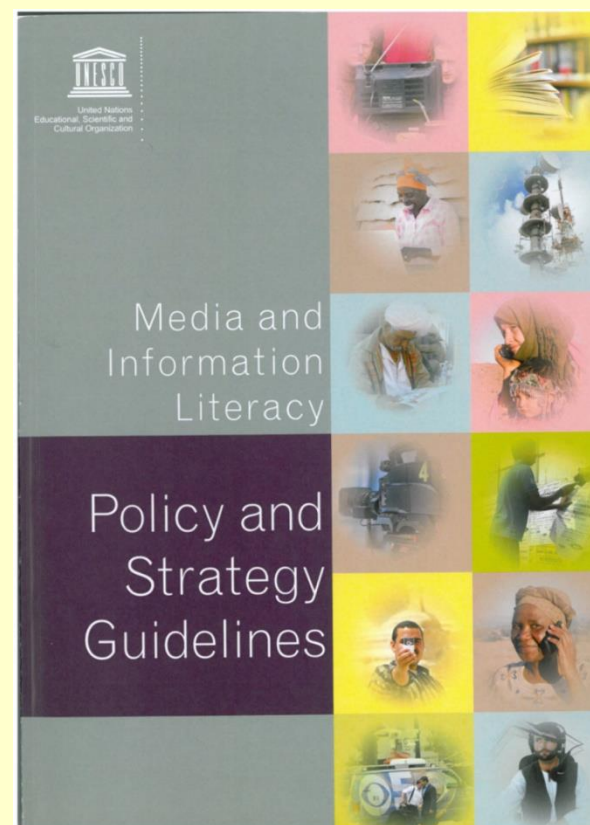
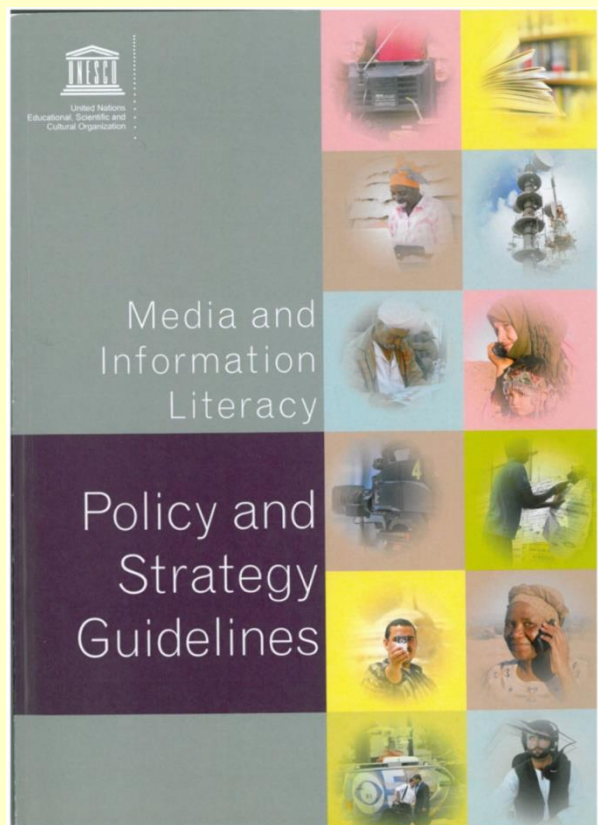
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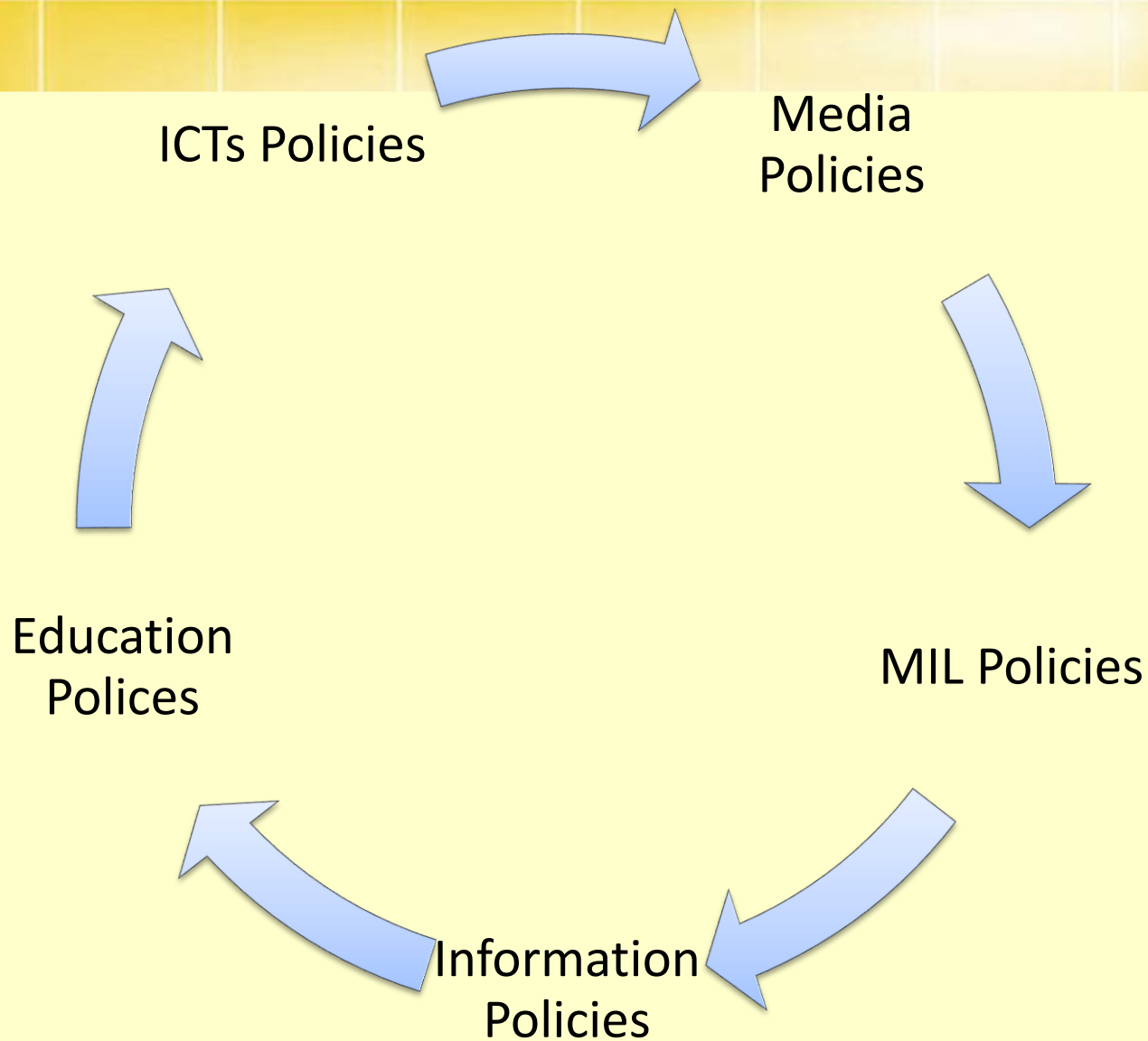
MIL Policy and Strategy: Common Approach



UNESCO publication:

"MIL Curriculum for teachers"







Theoretical/development framework for national/regional MIL policies and strategies

- 1) convergence – a joined-up approach,
- 2) rights-based approach,
- 3) a shift from focus only on protectionism to empowerment,
- 4) Knowledge society/ Communication and information and for development,
- 5) Cultural and linguistic diversity.
- 6) Gender-based approach





Global Media and Information Literacy Assessment Framework:

Country Readiness and Competencies



Planning to improve literacy





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MOOCs ON MEDIA AND INFORMATION LITERACY





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GAPMIL

GLOBAL ALLIANCE FOR PARTNERSHIPS
ON MEDIA AND INFORMATION LITERACY



UNESCO-UNAOC MILID UNIVERSITY NETWORK









“the mind”

www.brandstrategyinsider.com

“Knowledge is power. Information is liberating. Education is the premise of progress in every society, in every family” – Kofi Annan





“Unlocking the mind” www.mybrain.co.uk

I THANK YOU

