



United Nations  
Educational, Scientific and  
Cultural Organization

# UNESCO

## MEDIA AND INFORMATION LITERACY CURRICULUM FOR TEACHERS





### WHY MEDIA AND INFORMATION LITERACY?

Media and Information Literacy (MIL) recognizes the functions of media and information sources in our personal lives and in democratic societies.

It promotes the individual's right to communicate and express, and to seek, receive and impart information and ideas. It encourages the evaluation of media and information sources based on how they are produced, the messages being conveyed, and the intended audience.



### In an inclusive information and knowledge-based society:

- MIL is important for citizens' participation and survival
- Media and information are central to democratic processes
- Media and other information sources are instrumental in shaping perceptions, beliefs and attitudes
- There is an increase in user-generated content, the use of virtual spaces, and citizens' journalism which requires MIL skills

The preparation of the Model Curriculum on Media and Information Literacy (MIL) for Teachers is one of the key actions of UNESCO's strategy to promote media and information literate societies and foster the development of free, independent and pluralistic media and universal access to information and knowledge.

# MEDIA LITERACY + INFORMATION LITERACY = MEDIA AND INFORMATION LITERACY

## What is MIL?

Media and Information literacy seeks to bring together disciplines that were once separate and distinct (See Figure 1). At the heart of media and information literacy lies the need to empower citizens with essential knowledge about the functions of media and information systems in democratic societies, under what conditions these functions can be performed and how citizens can evaluate the quality of the content they provide.

Furthermore, MIL represents essential competencies and skills to equip citizens in the 21st century with the abilities to engage with media and information systems effectively and develop critical thinking and life-long learning skills to socialize and become active citizens. These goals underpin the draft model media and information literacy curriculum.

By bringing together the fields of “media” and “information” literacy, the MIL curriculum presents a holistic approach to literacy that is necessary for life and work today.

This curriculum recognizes the need for an expanded definition of literacy, one that includes print, screen-based and electronic media and information sources. Further, MIL also recognizes the roles of libraries, archives and museums as sources of media and information (See Figure 2).

**Figure 1**

### Information Literacy

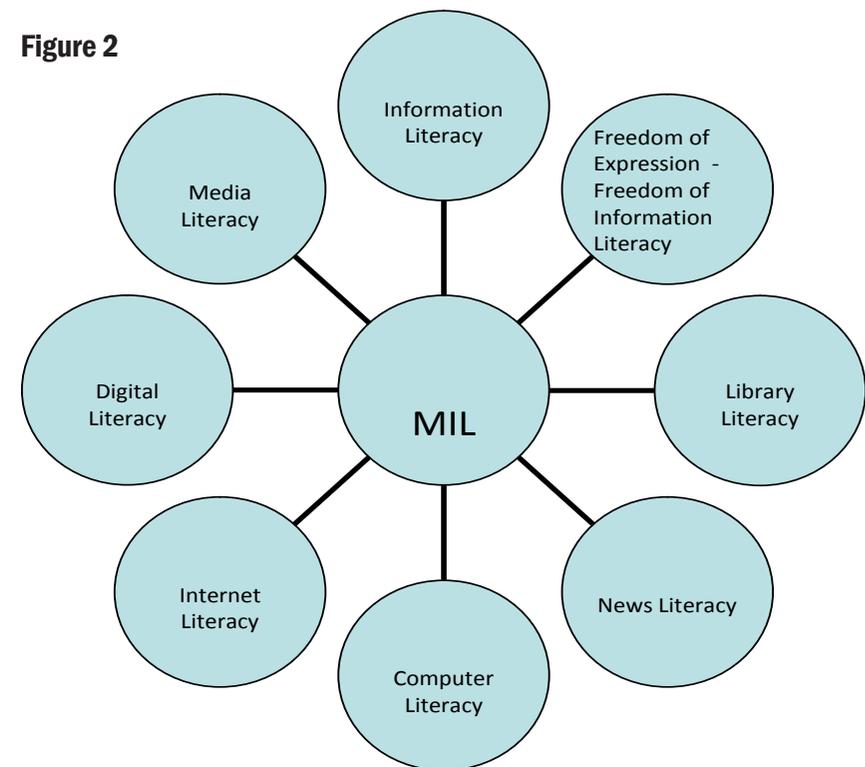
Definition and articulation of information	Location and access of information	Assessment of Information	Organization of Information	Use of Information	Communication and ethical use of information	Other information skills
--	------------------------------------	---------------------------	-----------------------------	--------------------	--	--------------------------

### Media Literacy<sup>1</sup>

Understand the role and functions of media	Understand the conditions under which media and fulfill their	Critically analyze and evaluate media content	Use of media for democratic participation, intercultural dialogue and learning	Produce user-generated content	ICTs and other media skills
--	---	---	--	--------------------------------	-----------------------------

<sup>1</sup> ICT skills or digital literacy has not been highlighted here on purpose. The intention is not to communicate any lesser importance of ICTs but rather to recognise that this has been sufficiently dealt with in the UNESCO ICT Competency Standard for Teachers.

**Figure 2**



## Major Actions Undertaken in Preparing the Model MIL Curriculum for Teachers:

- International expert group meeting to advise on the strategy to prepare the curriculum
- Four working groups prepared the draft curriculum
- Second international expert group meeting to review the first draft of the curriculum
- Series of regional training of trainers workshops and consultation for Southern Africa, Latin America and Caribbean and South Asia
- Preparation of second draft of the curriculum based on feedback - to be finalized by July, 2010

## Participants in the entire process included:

Media and information experts; teacher educators from various fields, including media and communication, journalism, ICTs, library science, information studies, curriculum development etc.

The background of participants and balanced geographical representation ensured that a wide variety of perspectives were brought to the working process.



South Asian Training Workshop on Media and Information Literacy for Teacher Education



In cooperation with  
**Communication  
and Information  
Sector**

## MIL CURRICULUM - Content and Module topics

Introduction to the Curriculum  
How to use this Curriculum

### Core Modules

- Module 1 Introduction: Citizenship - Free  
dom of Expression and infor-  
mation, Democratic Discourse  
and Life-long Learning
- Module 2 Understanding the News and  
Citizenship
- Module 3 Representation in Media and  
Information
- Module 4 Languages in Media and  
Information
- Module 5 Advertising
- Module 6 New and Traditional Media
- Module 7 Information and Library Skills
- Module 8 Making the link: Media and  
Information Literacy,  
Communication, Pedagogy and  
Learning how to Learn:  
(Capstone Module)

### Non-Core Modules/Units

- Module 9 Audience
- Module 10 Media and the  
Global Village
- Module 3 Unit 5 Digital Editing and  
Computer Retouching
- Discourse on strategies to  
adapt or adopt the Curriculum
- Glossary of Terms

This initiative was led by the UNESCO Communication and Information Sector in cooperation with the Education Sector and the International Bureau of Education.

### Partners include:

UN Alliance of Civilizations; NORDICOM/the International Clearinghouse on Children, Youth and Media; Göteborg University; the Salzburg Academy on Media & Global Change, Association of Media Literacy – Ontario; World Summit on Media Children and Youth; the University of Pretoria, South Africa; the Sri Lanka National Institute of Education; the Joint Board of Teacher Education in Jamaica; the Jamaica Broadcasting Commission; Institute of Development Studies (IDS), Sussex University, UK; Teacher Trainer Faculty of Education, University of Hong Kong; NGO Stiftung Digitale Chancen; ICT4D Jamaica.

## **UNESCO Constitution**

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

## **The Grünwald Declaration 1982**

The Grünwald Declaration of 1982 recognized the need for political and educational systems to promote citizens’ critical understanding of “the phenomena of communication” and their participation in media (new and old).

## **Extract from the Alexandria Declaration 2005**

“[Media and] Information Literacy lies at the core of lifelong learning. It empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.”

## **UNESCO Paris Agenda - Twelve Recommendation for M and IL (Media Education)**

The UNESCO Paris Agenda highlighted priority actions to realize the potential impact of the Grünwald guidelines. These are: development of comprehensive M and IL programme at all education levels; teacher training and awareness raising of the other stakeholders in the social sphere; research and its dissemination networks; and international cooperation.

## **35th Session of UNESCO’s General Conference 2009**

UNESCO’s General Conference at its last session requested the Director-General to “develop the critical abilities of media and information users by increasing media and information literacy”.

## **Article 19 of the Universal Declaration of Human Rights states that:**

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.” In the same spirit, UNESCO holds that media and information literacy (MIL) is essential to empower citizenries all around the world to have the full benefits of this fundamental right and to enable sound social discourse.