FRAMEWORK AND PLAN OF ACTION

FOR THE GLOBAL ALLIANCE FOR PARTNERSHIPS ON MEDIA AND INFORMATION LITERACY (GAPMIL)

Promoting Media and Information Literacy (MIL) as a Means to Open and Inclusive Development

1. Introduction

1.1 Over the past decade there is increasing recognition and acceptance that technological advancement and explosion of media[1] and other information providers[2], including those on the Internet, have made it urgent for all citizens to acquire media and information competencies. Survival in knowledge societies requires that women, men, children and youth, in general all citizens, have the competencies to purposefully navigate the flood of information, decipher media messages they meet with, and to create and participate in media and interact online despite their race, gender, age, beliefs, ability or location.

1.2 This rapid growth in technologies and media has opened up new forms of citizen engagement. Women/girls and men/boys' use of social networking platforms has created a virtual second world. Meanwhile a large number of studies show that citizens do not have the competencies to effectively exploit the opportunities provided by this virtual world and at the same time minimize the potential risks. The risks are connected to the reliability of information, privacy, safety and security issues, and potential abuse of media, the Internet and other information providers.

1.3 The risks bring into question the choice between pursuing only protectionist and regulatory approaches on the one hand, and empowerment on the other. There is growing evidence that

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[1] The use of the term "media" throughout this document refers to two dimensions. Firstly, there is the news media as an institution, the "fourth estate", having specific professional functions that its constituents pledge to fulfil in democratic societies and which are necessary for good governance and development. This includes radio, television and newspapers, whether online or offline, as well as includes journalistic content on the Internet. Secondly, there is media as the plural of the term "medium", and which here refers to multiple communication modes such as broadcast and cable television, radio, newspapers, motion pictures, video games, books, magazines, certain uses of the Internet etc. MIL encompasses engagement with all these modes. For its part, UNESCO is particularly concerned with information and news, and focuses less on other content such as entertainment, interpersonal communications, and advertising..

[2] The use of the term "Information providers" throughout this document refers to the information management, information agencies, memory, cultural and Internet information organizations. It includes libraries, archives, museums, documentation centres, information management institutions, not-for-profit and for-profit information providers, networks and companies which provide range of services and content online and other.

empowerment, through media and information literacy[3] (MIL), rather than protectionism and regulation, provides critical skills needed to enable citizens to critically consider their media use and make appropriate decisions for themselves given the ubiquity of media, information, and the Internet. Empowerment through MIL also leads to enhanced opportunities for citizens. These opportunities can be situated in information (accessing, providing, looking for, critically assessing and sharing ethically), communication (direct, relational, promotional), animation (reading, watching, playing, and entertaining), creation (technical, content, interaction) and participation (social, educational, professional, economical, and political).

1.4 At the same time, freedom of expression and freedom of information as well as access to information and knowledge, which include freedom of the press and free Internet, are indispensable to good governance, accountability, tackling poverty and improving development, in general. The importance of these freedoms, enshrined in the Universal Declaration of Human Rights, to citizens' participation is unquestioned. UNESCO holds that media and information literacy (MIL) is essential to empower citizenries all around the world to have full benefits of this fundamental human rights, freedoms and enable sound social discourse. It also enables citizens to be aware of their responsibilities in the context of the freedoms mentioned above. These include the responsibility to demand quality media and information services and to use information and technology ethically.

1.5 MIL empowers citizens, including children and youth, with competencies related to media, information, ICT and other aspects of literacy which are needed for 21st century. These competencies include the ability to: access, find, evaluate, use the information they need in ethical and effective ways; understand the role and functions of media and other information providers such as libraries, museums and archives, including those on the Internet, in democratic societies and in the lives of individuals; understand the conditions under which media and information providers can fulfil their functions; critically evaluate information and media content; engage with media and information providers for self-expression, life-long learning, democratic participation, and good governance ; and updated skills (including ICTs skills) needed to produce content, including user-generated.

1.6 The development of "human capital" for the knowledge societies, including an open, interdisciplinary, inclusive and intercultural education combined with MIL competencies, including

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[3] See the Media and Information Literacy Curriculum for Teachers edited by Alton Grizzle and Carolyn Wilson, UNESCO, Paris (2011). This publication justifies and presents media literacy and information literacy as a composite whole necessary for all citizens in a media saturated and technology driven world. Add for instance, WSIS document UNESCO (2013). Conceptual relationship of Information Literacy and Media Literacy in Knowledge Societies. Series of Research Papers. UNESCO WSIS+10 review. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/wsis/WSIS_10_Event/WSIS_-_Series_of_research_papers_-_Conceptual_Relationship_between_Information_Literacy_and_Media_Literacy.pdf

digital literacy and giving clearer context to ICT skills, is of crucial importance. Therefore, ICT training should not be limited to technical competence but should have greater focus on MIL.

1.7 MIL is necessary for media development[4]. UNESCO's Media Development Indicators explicitly refers to the need for high levels of media and information literacy for media to serve as a platform for democratic discourse.

1.8 Different programmes at UNESCO are relevant to the range of aspects of MIL competencies. For instance, MIL when connected to cultural competencies can contribute to furthering intercultural dialogue, cultural and linguistic diversity and facilitate a culture of peace and nonviolence. In an era of interconnectedness and interdependence, social literacies underpinned by MIL are necessary for harmonious living.

1.9 Important work and financial and human investment of key stakeholder groups such as UNESCO, the Alliance of Civilizations, the European Commission, Council of Europe, the World Bank, UNICEF, ISESCO, the Arab League, the UNESCO-UNAOC UNITWIN[5] Cooperation Programme on MIL and Intercultural Dialogue, the Nordic Center for Information and Communication Research, the International Federation of Library Associations and Institutions, the Centre for International Media Assistance, and regional and national MIL related associations provide evidence of the importance of these competencies to citizens.

1.10 The Grunewald Declaration[6] of 1982, Prague Declaration Towards an Information Literacy Society of 2003[7], the Alexandria Proclamation[8] of 2005, more recently the Fez[9], Moscow[10] and Doha[11],

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[4] Please see Media Development Indicators: A framework for assessing media development published by UNESCO, http://unesdoc.unesco.org/images/0016/001631/163102e.pdf. Accessed on 12 July 2013.

[5] UNITWIN is the abbreviation for the UNESCO university twinning and networking programme,

[6] http://www.unesco.org/education/pdf/MEDIA_E.PDF. Accessed on 21 June 2013

[7] http://portal.unesco.org/ci/fr/files/19636/11228863531PragueDeclaration.pdf/PragueDeclaration.pdf

[8] http://portal.unesco.org/ci/en/ev.php-URL_ID=20891&URL_DO=DO_TOPIC&URL_SECTION=201.html. Accessed on 21 June 2013

[9] http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/Fez%20Declaration.pdf. Accessed on 21 June 2013

[10] http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/In_Focus/Moscow_Declaration_on_MIL_eng.pdf. Accessed on 21 June 2013

[11] http://www.dc4mf.org/en/node/3886. Accessed on 04 July 2013

Declarations – 2011, 2012 and 2013 respectively, the Media and Information Literacy (MIL) Recommendations of the International Federation of Library Associations[12] (IFLA), and UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace (2003) attest to a pressing call for action.

1.11 An important element in the implementation of the Fez, Moscow, and Doha Declarations is the treatment of media literacy and information literacy as a composite whole that now encapsulates media and information literacy. This composite conception is necessary to achieve greater take-up and impact of MIL on education, personal, cultural, social, political and economic development.

1.12 UNESCO, as a specialized United Nations Agency, has already undertaken several activities to solidify the notion of MIL. To foster systematic integration of MIL into informal, non-formal and formal education systems, the pioneering Media and Information Literacy Curriculum for Teachers[13] was published. It has been translated into eight languages (Arabic, English, French, Japanese, Portuguese, Russian, Spanish, and Swedish) and is being translated into three others (Armenian, Chinese, and German). UNESCO is partnering with Member States to adapt and pilot this resource in national education programmes. To ensure monitoring and evaluation the articulation of a UNESCO Global MIL Assessment Framework on for evaluation and monitoring of country readiness and competency of key social groups such as teachers in service and training is underway[14]. To foster evidence-based investments into MIL programmes through research, the MIL and Intercultural Dialogue International University Network was set-up in collaboration with United Nations Alliance of Civilizations (UNAOC). The establishment of an International Clearinghouse on MIL in cooperation with the UNAOC is leading to a central repository for information and resources relating to MIL. In 2012 an international online course for teachers and policy makers, on MIL and intercultural dialogue was launched to increase access to MIL training and education. A second entry level online course on MIL is being developed. Recognizing the complementarities of informal and non-formal education and the role of media to promote MIL, the Guidelines for Broadcasters on Promoting User-Generated Content and MIL[15] were prepared. Finally, the Organization is spearheading national policy development based on the model Guidelines for Preparing National MIL Policies and Strategies. This resource will be published soon. The collection and overview of IL

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[12] http://www.ifla.org/publications/ifla-media-and-information-literacy-recommendations-second-version Accessed on 21 June 2013

[14] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-framework-on-mil-indicators/

[15] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-user-generated-content/. Accessed on 04 July 2013.

resources worldwide (in 42 languages) is now available online as ePub which includes a number of Open Educational Resources available on IL issues around the world[16].

2. Rationale for GAPMIL

2.1 The Framework and Plan of Action of the GAPMIL is needed to give greater impetus to fostering media and information literate citizenries in the governance and development agenda. It complements the UN Plan Action on the Safety of Journalists and the Issue of Impunity[17] which is included in UNESCO's work plan that was endorsed by the UNESCO's Executive Board in April 2013. That is to say that whereas the safety journalists contributes to ensuring that citizens are well informed, the provision of MIL competencies to all citizens completes the process enabling them to more effectively and actively participate in information/knowledge societies and governance processes. This GAPMIL similarly seeks to unify the efforts of UN agencies, funds and programmes as well as other international development organizations as well as to unify the actions of national, regional and international NGOs, groups, associations, networks, training/education institutions and governments involved in MIL-related activities. It is needed to ensure that broader momentum and common international approaches are maintained rather than the peaks and lulls that have characterized the development of MIL, in some regions, over the past 40 years. It is necessary to bring about common international approaches, tailored to local realities and to realize the needed donor framework, in order to create channels for the development of MIL.

3. Objectives of GAPMIL

3.1 Drawing upon over 40 years of UNESCO's experience in MIL, it has become absolutely essential to establish more enduring partnerships that are necessary to amplify the impact of MIL. To this end, GAPMIL as a global alliance for partnership on MIL is a joint initiative of UNESCO and other key stakeholders. . GAPMIL seeks to globally reposition MIL around the core objectives of:

    3.1.1 <u>Articulating key strategic partnerships to drive MIL</u> development globally and its application to eight key development areas:

        a. Governance, citizenship and freedom of expression;

        b. Access to information and knowledge for all citizens;

        c. Development of media, libraries, Internet and other information providers;

        d. Education, teaching, and learning – including professional development;

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[16] http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/overview-of-information-literacy-resources-worldwide/

e. Linguistic and cultural diversity as well as intercultural and interfaith dialogue;

f. Women, children and youth, persons with disabilities and other marginalised social groups;

g. Health and wellness;

h. Business, industry, employment and sustainable economic development;

i. Agriculture, farming, wildlife protection, forestry and natural resources conservation as well as other areas.

3.1.2 <u>Enabling the MIL community to speak and address, with a unified voice,</u> certain critical matters, including the need for policies; and

3.1.3 <u>Further deepening the strategy for MIL to be treated as a composite concept</u> by providing a common platform for MIL related networks and associations globally that will ensure convergence of regional and international initiative and amplification of global impact.

3.2 The GAPMIL was established through a call for interest which was distributed to stakeholders groups globally. Close to 300 organizations responded and agreed to be associated with the GAPMIL. This was followed by a three-month online debate and culminated with the gathering of partners and further debates in Nigeria from 27 to 29 June during the Global Forum for Partnerships on MIL, incorporating the International Conference on MIL and Intercultural Dialogue. This process was necessary to enhance co-ownership and galvanize consensus on what shape the GAPMIL should take. A great number of contributions by MIL experts all over the world have been brought through these debates in order to prepare the GAPMIL Framework and Action Plan. Six specific issues were tabled for discussion.

4. Principles

<u>The following agreed principles underpin the Framework and Plan of Action:</u>

4.1 Convergence – a joined-up approach; a theoretical convergence that embraces a blending of media literacy and information literacy as a combined set of competencies; also a practical convergence where journalists, information/library specialists, educators – among others - and their related activities meet;

4.2 MIL is seen as essential to citizens engagement, good governance, intercultural and interfaith dialogue and sustainable development;

4.3 Rights-based approach, programmes targeting both citizens who have rights to MIL and those bearing the duty to provide MIL programmes;

4.4 Women, men and boys, girls, people with disabilities, indigenous groups or ethnic and religious minorities should have equal access to MIL;

4.5 Prioritizing empowerment over protectionism only;

4.6 Cultural and linguistic diversity;

4.7 A balance of joint actions and organization, country or region specific actions;

5 Structure and Functions

5.1 UNESCO, as part of its ongoing work, has a lead role in the GAPMIL, in cooperation with the United Nation Alliance of Civilizations (UNAOC), UNICEF, the Open Society Foundation, IREX, European Commission and other UN agencies and international development partners who agree in future to come on board, in consultation with a central/core group of partners- made up of regional and international organizations **(See Annex 1)** that are actively involved in MIL actions and have agreed to be a part of the alliance.

5.2 The international development agencies, in consultation with the core groups of partners, will coordinate the overall implementation of activities GAPMIL Action Plan and will decide on and identify:

   5.2.1 A steering committee to be composed of representatives of the core group of partners engaged in the alliance;

   5.2.2 A central administrative unit (Secretariat), which coordinates the overall implementation of activities. It will be in charge of implementing the decisions of the steering committee to coordinate the formulation and to monitor the implementation of programme activities and facilitate coordination and collaboration with the secretariats of other relevant international bodies;

   5.2.3 Thematic groups (thematic and regional expert-driven working groups): the number will depend on the findings of consultative processes. These will provide independent expertise to the Steering Committee with respect to scientific and technical programmes and policies;

   5.2.4 Focal points to be nominated from regional and country level chapters of GAPMIL to represent GAPMIL and coordinate activities in their country or region;

   5.2.5 Operational partners in each country or region. They will represent the variety of organizations and entities implementing projects on the ground work, including governments, national institutions, local associations, local communities, NGOs, academic institutions and research and private sector entities

5.3 The GAPMIL will be housed and coordinated through a virtual/digital platform. After the first two years, members of the GAPMIL will seek to meet in person during a global forum to exchange information and plan future actions.

6 Proposed Actions

<u>Strengthening of Programmes within UN Agencies and other International Development Organizations</u>

6.1 Identify UN agencies, funds and programmes that are implementing or have an interest in activities relating to MIL to harmonize and combine interventions and to make MIL a contextual component of the internal frameworks of these UN agencies. Illustratively, MIL for participatory governance, MIL for youth, MIL for women and girls and other development areas included in the objective above.

6.2 Cooperation with UN agencies to launch an international policy that supports this goal will be pursued. In addition UNESCO will explore partnerships to launch an international framework for MIL policy based on the principles of human rights.

6.3 Incorporate issues of media and information literate citizens in UN country level programmes or strategy of the UN agencies.

<u>Cooperation with Member States</u>

6.4 Assist Member States to articulate national MIL policies and strategies – integrating these with existing national ICTs, information, media and communication, and education policies, strategies, and regulatory system.

6.5 Encourage and support Member States to develop relevance in local projects and government partnerships, particularly in countries and regions where MIL is a novel or developing concept. This will include encouraging Ministries of Education to develop a standard MIL Curriculum to be incorporated into education systems at the elementary/primary, secondary and tertiary levels. Furthermore, national governments will be supported to monitor and evaluate MIL initiatives through the use of the UNESCO Global MIL Assessment Framework developed by UNESCO for informed decision making at policy, teacher training and development levels.

6.6 Encourage Member States to welcome representation from the GAPMIL at relevant important national, regional, and international policymaker meetings such as the Global Meeting of Ministers of Education and other relevant institutions organized by UNESCO as well as other regional structures, processes and economic communities.

6.7 Assist and support Member States to set and monitor MIL goals and targets in respect to MIL providing MIL training for all citizens at the country and regional levels.

6.8 Encourage Member States to appoint focal points for MIL in all ministries of education, communication and information, and technology.

6.9 Support and encourage Member States to develop training programmes on MIL for government officials.

<u>Partnering with other relevant Organizations and Institutions</u>

6.9 Identify other national, regional and international development agencies/organizations, funds, programmes, and foundations that are implementing activities relating to MIL to harmonize and combine interventions and to strengthen or make MIL a contextual component of the internal frameworks of these organizations. A specific strategy will be articulated to encourage funds and programmes that support ICT-related training to develop programme lines where MIL is officially included.

6.10 Foster partnerships with the private sector including business enterprises, training institutions, faith-based institutions and civil society organizations including media organizations, libraries, archives and museums (on and offline), thus adopting a multi-sectoral approach.

6.11 Foster partnerships with UN agencies, other development organizations, private sector, governments, and civil society organizations to bring about the multi-sectoral implementation of MIL at the national, regional and global levels.

6.12 Identify existing MIL-related networks and associations at all levels and establish partnerships to maximize and share resources, minimize duplication, and to develop and work together on joint MIL initiatives.

6.13 Work with these organizations to properly define the goals of MIL and what is expected of experts and practitioners in the field. The GAPMIL will help to set regional targets relative to the levels of MIL in each region.

6.14 Partner with and encourage universities and other training institutions, including teacher education, to develop and launch certificate, diploma, bachelor, master and doctoral programmes in MIL to develop a cadre of MIL experts in all regions and countries. Training of trainers and teacher education in MIL for capacity development reinforcement and advocacy will be pursued.

<u>Raising Awareness</u>

6.16 Sensitize governments as to the importance of MIL as a tool to enhance citizens' participation in knowledge societies, freedom of expression and quality media.

6.17 Establish linkages with the GAPMIL and the UNESCO-UNAOC University Network on MIL and Intercultural Dialogue (MILID) with a view to strengthening the existing MILID Week annual celebration (each April) and expanding it to a global MIL Week commemoration with many subthemes including intercultural dialogue and participatory governance.

6.18 Plan and implement promotional activities in connection with UN International Days such as the International Literacy Day, World Book and Copyright Day, World Radio Day, World Press Freedom Day, World Information Society Day, etc.

6.19 Facilitate on-going online debates on MIL and its relevance to freedoms, governance and development.

6.20 Develop and implement a social network strategy to promote MIL and to provide MIL competencies among users of these platforms.

6.21 Build on the UNESCO guidelines for broadcaster to promote MIL and user-generated content so as to extend these guidelines to print and online media, libraries, archives, and museums for the systematic promotion of MIL.

6.22 Prepare and promulgate an official video and logo for the GAPMIL promoting the importance of MIL and related partnerships.

Fostering MIL Initiatives

6.24 UNESCO and other partners will develop an international MIL toolkit that can be replicated/ adapted/scaled up by users. It will include MIL Multimedia Teaching Resources Tool, MIL Policy Guidelines, Global MIL Assessment Framework for for Monitoring, Gender-Sensitive Indicators for Media/ICTs organizations, MIL Curriculum for Teachers, and model Social Networking Strategy to promote MIL, and Guidelines for Media, Libraries, Archives and Museums to promote MIL.

6.25 Identify pilot countries and implement a series of adaptations and tests of the MIL toolkit.

6.26 Expand the MIL Clearinghouse and WSIS knowledge community uniting MIL professional and practitioners as a central repository or portal on MIL connecting other existing platforms and serve as a place where partners can exchange their experience and identify urgent needs in MIL through the world and find solutions. Partners will work with overlapping and parallel strategies for MIL implementations, sharing successful methods of gaining traction and interest in MIL from leaders at the highest levels of the education community and high level elected officials/government and sharing successful methods of building grassroots support that can create an advocacy movement within our region or country.

6.27 Develop and launch a MIL application competition for mobile devices. In addition partnerships will be explored with computer and mobile devices manufacturers, software development companies, social network operators, digital libraries and other online media and information providers to include a special standardized icon (such as a GAPMIL logo) in all computer devices and software. When users click on this icon they will receive tips and advice related to MIL which is relevant to the device, software or online media and information service.

6.28 Partner with regional and national chapters of the GAPMIL to develop MIL training schemes for journalists, information managers, librarians, teachers, parents, government officials and policy makers, development workers, and other professionals and stakeholders.

6.29 GAPMIL will create a global official database of its associates, members and MIL experts and activities in all regions.

6.30 Research is an important pillar to systematically and continuously provide evidence-based knowledge needed to further MIL development. Cooperation on research will be established at all levels to produce research studies in various areas and from diverse perspectives. This aspect will be streamlined under the existing UNESCO-UNAOC International University Network on MIL and Intercultural Dialogue. A "M.I.L.pedia", a form of MIL wiki will be explored to serve as a online encyclopedia on MIL.

6.31 Develop concrete strategies and tools to deepen MIL as a composite concept and to enable traditional information and library specialists and journalists/media specialists to not only work together but also to consider upgrading their competencies on aspects of MIL for which they do not have expertise. In other words, media literacy specialists need to develop basic information literacy competences and IL specialists need to develop basic ML competences. Media and Information Literacy Competency Standards for Information and Library Scientists, Journalists and Professionals will be developed accordingly. The document will be based on the UNESCO Global MIL Assessment Framework.

6.32 Fostering south-south cooperation and south-south-north cooperation on MIL initiatives.

7 Follow-up Mechanisms

7.1 Identify and connect focal points in UN agencies, funds and programmes, other development agencies and foundations.

7.1 Foster the definition and setting-up of national and regional chapters of GAPMIL where these do not exist and strengthen the capacity of the ones already in place.

7.2 Identify and connect focal points for MIL in all ministries of education, communication and information.

7.3 Articulate and implement a donor framework to enable the activities of GAPMIL.

7.4 Define a feasible evaluation scheme within the first three months of the launch of the GAPMIL and carry-out assessment after the first two years of its operation.

ANNEX 1

Key partners include:

1. International Federation of Library Associations and Institutions (IFLA), Holland
2. Arab Women Media Centre, Jordan
3. Nordic Information Centre for Media and Communication research (NORDICOM), Sweden
4. Canadian Association for Media Literacy (AFML), Canada
5. Indian Library Association
6. AMILEC (Asia-Pacific Media and Information Literacy Education Centre)
7. Asian Media Information and Communication Centre (AMIC)
8. UNESCO-UNAOC UNITWIN Cooperation Programme on MIL and Intercultural Dialogue
9. World Summit on Media for Children and Youth, Sweden
10. Russian Association for Film and Media Education
11. Media Education Centre, Belgrade (International Youth Media Summit)
12. International Association of Francophone Librarians and Documentalists, Cote d'Ivoire
13. Technical Information Access Center, National Science and Technology Development Agency, Thailand
14. United Nation Alliance of Civilizations (UNAOC), United States
15. Doha Centre for Media freedom, Qatar
16. African Centre for Media and Information Literacy, Nigeria
17. Open Society Foundation, United Kingdom
18. National Association for Media Literacy Education (NAMLE), USA
19. Gateway Media Literacy Partners, USA
20. European Commission, Education and Culture, Media Programme and Media Literacy
21. ACURIL (Association of Caribbean University, Research and Institutional Libraries)
22. MELCom (International, the European Association of Middle East Librarians)
23. World Association of Newspapers (WAN)
24. Library and Information Association of South Africa (LIASA)
25. Media Awareness Network (MNET), Canada
26. PIWA (Panos Institute West Africa)
27. European Association for Viewer's Interests (EAVI)
28. Mentor Media Literacy Association, Egypt
29. The Asian Pacific Information Network (APIN)
30. International Institute on Media and Information Literacy
31. Australian Teachers of Media (ATOM), Australia
32. German Development Cooperation (GIZ) on media development in the north of Togo
33. Australian Library and Information Association (ALIA)
34. Jordan Media Institute
35. Asian Institute of Journalism and Communication (AIJC), Philippines
36. Organisation islamique internatioale pour l'Education, les Sciences et la Culture (ISESCIO) - Siège permanent, Maroc
37. Organisation Arabe pour l'Education, la Culture et les Sciences (ALECSO) - Siège Tunisie
38. Université Sidi Mohamed Ben Abdallah de Fès, Maroc
39. Centre de Liaison de l'Enseignement et des Médias d'Information (CLEMI), Paris, France
40. Rede de Comunicação, Educação e Participação (Rede CEP), Brazil
41. Red ANDI América Latina

42. Red ANDI Brazil
43. Núcleo de Comunicação e Educação - NCE, Brazil
44. Programa Jornal na Educação – Associação Nacional de Jornais, Brazil
45. Associação Brasileira de Pesquisadores e Profissionais em Educomunicação (ABPEducom), Brazil
46. Viração, Brazil
47. Cátedra de Tecnologia de Comunicação e Informação na Educação, Brazil
48. Red Latinoamericana de Portales Educativos (RELPE)
49. Consejo Nacional de Televisión, Chile
50. CENTRO DE ESTUDIOS DE POLÍTICAS Y PRÁCTICAS EN EDUCACIÓN (CEPPE), Chile
51. Plan Ceibal, Uruguay
52. Enlaces, Centro de Educación y Tecnología del Ministerio de Educación, Chile
53. Conectar Igualdad, Argentina
54. Australian Teachers of Media (ATOM)
55. Department on Communication and Education of Universidad Autónoma de Barcelona
56. Regional Centre for Media and Information Literacy and intercultural Dialogue under the umbrella of Sidi Mohamed Ben Abdellah University
57. Dutch Media Literacy Expert Centre
58. IREX, USA
59. Centre for Media and Information Literacy, USA
60. Centre for Media Literacy, USA
61. Finish Centre for Media Education