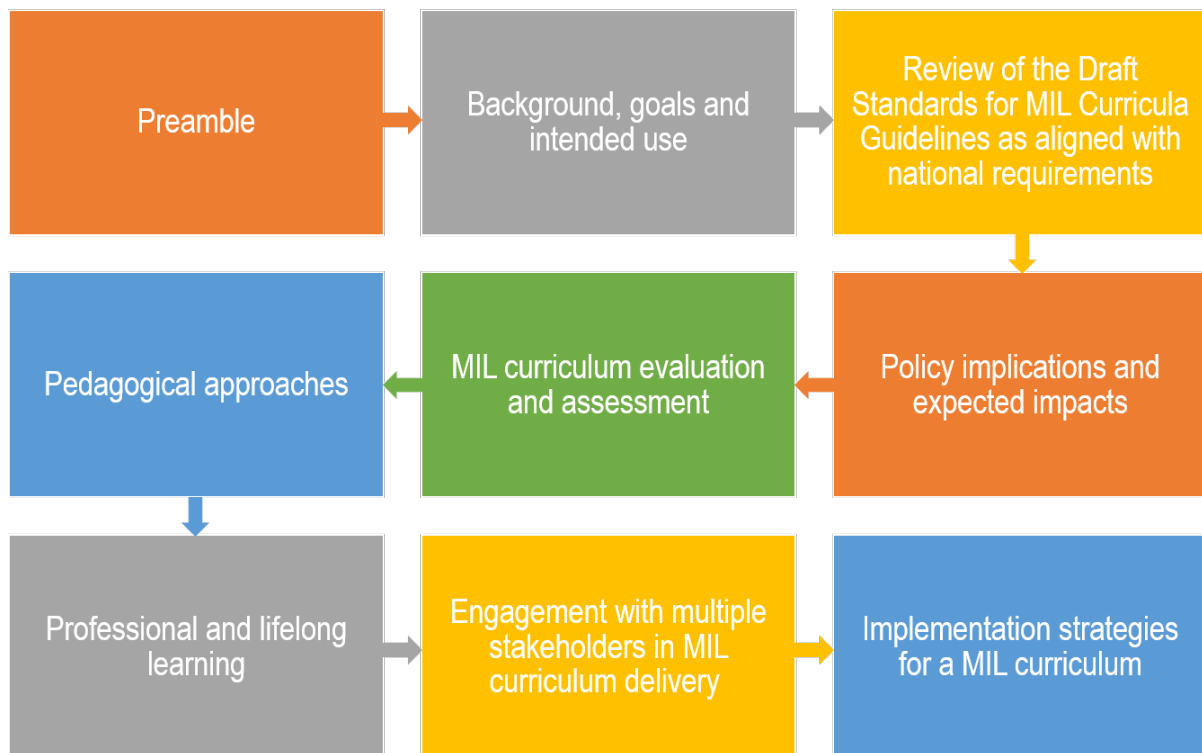


Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines



“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, Serbia

1. Preamble

We, media and information literacy experts from 22 countries, gathered in Belgrade, Serbia, on 12-13 September 2019, in an international consultative meeting about updating UNESCO's model *Media and Information Literacy (MIL) Curriculum for Teachers* and to make recommendations on *Draft Global Standards for Media and Information Literacy Curricula Guidelines*. For UNESCO, MIL covers integrated information, media, and technological competencies. The international consultative meeting in Belgrade facilitated two things:

1. The experts discussed and made concrete inputs into *new content and competencies* that could be included in an updated version of the Media and Information literacy (MIL) Curriculum for Teachers. This process continues through regional consultations over a one-year period;
2. The experts also drafted, deliberated, made recommendations, and provided feedback on this *Draft Global Standards for Media and Information Literacy Curricula Guidelines*. The Draft Global Standards for Media and Information Literacy Curricula Guidelines is a non-prescriptive policy brief. Member States can adapt or adopt it based on local context.

This document contains a description of the “Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines,” and a process towards further multi-stakeholder consultation and ultimate validation of the Draft Global Standards for Media and Information Literacy Curricula Guidelines. It is aimed at guiding MIL curricula development and implementation by stakeholders in countries around the world. Achieving media and information for all requires that MIL is integrated in all levels of informal, non-formal and formal education and learning. The primary target groups for this document is policymaker's responsible curricula development and MIL related programmes, curriculum developers and planners, teachers, MIL experts and practitioners implementing MIL related curricula.

This first section offers an overview of the Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines.

The second section provides succinct background to these recommendations: the history of UNESCO's involvement, the relevance of information, media and technological competencies and further, the MIL curriculum which seeks to provide a framework for teachers, learners, and

researchers. While MIL is relevant to all 17 Sustainable Development Goals, seven are specifically highlighted (SDG 4, 5, 8, 10, 11, 16 and 17) as directly linking to four MIL teaching and learning development goals which can contribute to achieving SDGs. The key words central to the MIL teaching and learning development goals are “to guide, stimulate, enable, and engage” stakeholders on MIL dialogues as they relate to national, regional and local outcomes of countries while considering international norms. Several guidelines for the intended use are provided to support the goals ensuring that these recommendations are of practical use.

The third section consists of a review of Belgrade Recommendations on Draft Standards for MIL Curricula Guidelines as aligned with the national (regional and local) requirements of each country. The Recommendations do not seek to be prescriptive, instead they are voluntary guidelines that can help towards identified key principles and the requisite processes and methodologies to be followed when researching, developing, and implementing a MIL curriculum.

Section 4 is a robust reflection on how the Recommendations can encourage countries around the world to contemplate on how MIL can support their development priorities. This section also considers four other policy implications to achieving MIL for all people in each country. These are: reaching consensus, commitment to tackling challenges, ensuring resource allocation and people with the needed competencies, and having clear action plans.

Sections 5, 6 and 7 propose MIL curriculum development, evaluation, and assessment” processes, 19 recommended pedagogical approaches as well as the promotion of professional and lifelong learning. MIL education and training requires a multi-pronged and multi-stakeholder strategy to empower all sections of the society.

Sections 8 and 9 consider the various levels of engagement with multiple stakeholders. Since the needs vary from national, regional and local levels, Section 9 provides several options for implementation strategies for a MIL curriculum. These consist of offline, online, blended learning approaches, stand-alone or integrated courses as well as informal educational initiatives on community level.

We the experts who participated in the International Consultative Meeting on UNESCO MIL Curriculum call and UNESCO and the Republic of Serbia, to take this document further for endorsement and the adoption of a related resolution by the relevant UNESCO and the UN governing bodies.

2. Background, Goals of the Draft Standards on MIL Curricula Guidelines, and Intended Use

2.1. Background

“Media and information literacy is essential in the current world and in the future, as it enables everyone to acquire the skills needed to critically evaluate, use and contribute to information and media content, including social media. These skills are essential to face the contemporary challenges of misinformation, hate speech and violent extremism. They are equally important for building inclusive societies and achieving the Sustainable Development Goals.”

– Moez Chakchouk, Assistant Director-General for Communication and Information of 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 founding 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 communication¹”. Experts trace efforts from the 1930s,² and the term *media literacy* from 1955³ in connection with “better broadcasting”. The term *information literacy* was coined by Paul Zurkoskwi in 1974 in a report on future needs for various competencies in workplaces, business, and industry.⁴ 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 sources⁵. Thirty-seven years later, the information, media, and technological landscape has changed drastically. All three terms have 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 information, media, and technological competencies.

¹ UNESCO: Grunwald Declaration on Media Education http://www.unesco.org/education/pdf/MEDIA_E.PDF. Access on 5 September, 2019

² Schiffrin, A. 2018. Fighting disinformation with media literacy—in 1939. *Colombia Journalism Review*. <https://www.cjr.org/innovations/institute-propaganda-analysis.php>

³ 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.

⁴ *ibid*

⁵ Bawden, D. (2018) Origins and Concepts of Digital Literacy, <http://pages.ucsd.edu/~bgoldfarb/comt109w10/reading/Lankshear-Knobel et al-DigitalLiteracies.pdf>. Accessed on 6 September 2019.

There is consensus among information, technology, and media experts as well as practitioners that media and information literacy (information literacy, media literacy, and digital technology literacy) is concerned with people's understanding of information, how it is produced, disseminated, by whom; how people use information or not, how they engage with libraries, media and technology, or not; with what knowledge, skills, and attitude do people critically evaluate information; and how can people manage their interaction with information, media, and technology for desired outcomes in their social, political, economic, and cultural lives.⁶

Against this background, these Belgrade Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines do not attempt to offer definitions for these three interrelated terms. It rather focuses 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.

MIL situations across countries can be categorized in any of the following: (1) countries with advanced level of MIL policies and strategies (e.g., many countries in Europe, North America, as well as Australia), (2) countries with elements of MIL policies and strategies but unstructured or unclear implementation, and (3) countries with lack or absence of MIL policies and strategies. Curricula need to take into account the differing contexts in each situation.

In many countries, efforts are being taken to provide digital literacy/computer literacy/IT literacy - which aims to familiarise people with hardware and software dimensions of computing/mobile device usages etc. These competencies are integral aspects of broader MIL competencies. In the spirit of the Paris Declaration on Media and Information Literacy in the Digital Age, it is important to evolve these efforts as linked up, synergised and contextualised within a holistic approach of media and information literacy competency training frameworks.

These contextual variables inform the articulation of these Draft Standards for Media and Information Literacy Curricula, so that they can address these inequalities and gaps of MIL training and interventions in existing national development strategies. For this reason,

⁶ 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;

UNESCO recognizes that developing and validating a set of standards about MIL curricula development guidelines for learners and teachers requires a systematic process. See a **road map in Section 3.3, Process and Methodology**, which delineates the steps beyond the current draft and towards finalising and launching the Standards for MIL Curricula Guidelines. The road map recognizes and builds upon a 10 year's process involving the development and use of the UNESCO model MIL Curriculum for Teachers, as well as the many international and regional MIL conferences which resulted in various declarations and recommendations related to MIL.

The Draft Standards for Media and Information Literacy Curricula is hinged on one primary axis, media and information literacy for sustainable development goals⁷ (SDGs). In this context, the Draft also considers how MIL enables global citizenship education. On the basis that MIL is relevant to all 17 SDGs, an illustration of how the draft standards reflect the application of MIL to achieve the SDGs is below:

1. Quality education and lifelong learning for all – Goal 4;
2. Gender equality and the empowerment of women of all ages – relating to SDG 5;
3. Allow people to get better jobs and make better economic decisions – SDG 8;
4. Reduce inequalities – SDG 10;
5. Make cities inclusive, safe, resilient, and sustainable – SDG11
6. Promoting peace and inclusion in societies, justice for all, fundamental freedoms, and accountability – relating to Goal 16;
7. Partnerships – relating to Goal 17; and
8. Reduce cultural barriers⁸ (religious, ethnic, gender, age, ethnocentric, etc.) and build bridges of communication through the ethical use of new technologies 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 influences their thoughts, beliefs, attitudes towards others that could stir violence, conflict, and radicalization; their own communications power in these regard, 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

⁷ 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.

⁸ Carlsson, U. and Culver, S. (2013), Media and Information Literacy and Intercultural Dialogue Yearbook 2013: Media and Information Literacy and Intercultural Dialogue

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

As is evident, the goals of the Draft Standards can be viewed on four levels:

- 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 MIL experts, practitioners, and all stakeholders to work together to produce learning outcomes of media and information literacy with the Draft Standards for MIL Curricula 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.

As is evident in the phrasing of the Belgrade Recommendation on Draft Standards for MIL Curricula Guidelines, the goal of the guidelines is not to be prescriptive.

2.3. Intended Use

The standards on MIL curricula, once finalised, are intended to be used by stakeholders, particularly media, libraries, technological intermediaries, education and training institutions as a benchmark towards articulating common MIL competencies. Stakeholders can use these standards to better align MIL to education standards of all levels of education. Ministries of Education/Information and Communication/Culture/Media/ICT etc., curriculum developers, education and training institutions, library and information institutions, media regulatory and self-regulatory bodies, etc. are intended to use the standards as guidelines.

These standards represent the views of UNESCO and international experts who participated in the second round of international consultations. They will be constantly updated online in consultation with other international experts and signatures invited to sign as endorsement. See road map in Section 3.3, which includes a process within international development organizations such as the UN.

The Draft Standards on MIL Curricula Guidelines can be used in the following strategic manner:

- 2.3.1. Support the rationale for government funding to educational initiatives addressing MIL R&D and training;
- 2.3.2. Prioritising funding and activities according to diverse communities (i.e. rural as opposed to urban, elderly population, people with disabilities, as opposed to digital natives, etc);
- 2.3.3. Aligning national requirements with international good practices;
- 2.3.4. Gauging training effectiveness during monitoring and evaluation phases during and post-implementation.

2.4. The Guidelines can be used in various activities to

- 2.4.1. Create awareness on the relevance of continued dialogue on Guidelines for MIL in the light of the increasingly ubiquitous nature and rapid growth of Information and Communication Technologies (ICTs);
- 2.4.2. Guide the updating of the UNESCO media and information literacy curriculum for teachers and trainers, and learners;
- 2.4.3. Contribute to international MIL R&D (Research and Development) activities and what UNESCO calls Media and Information Literacy Expansion⁹ (MIL^x) which enlists actors outside the education system (e.g. regulators, cities) to engage in MIL;
- 2.4.4. Guide the development of MIL curricula toolkits online and offline (electronically and printed) for countries on a variety of levels:¹⁰
 - a. Preschool booklets for teachers, parents and learners;
 - b. Primary school books for teachers, parents and learners;
 - c. Secondary school books for teachers, parents and learners;
 - d. 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 organisations;
 - e. Workshop training books for government officials in local/regional/national offices;

⁹ Developed for UNESCO by Grizzle, A. and Hamada, M. (2018) Media and Information Literacy Expansion (MIL^x): 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.

¹⁰ 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

- f. Workplace training booklets for all forms and levels of the workforce;
 - g. Open and online learning resources (MOOCs, etc.).
- 2.4.5. Championing notions of access and accessibility across all above-mentioned levels of societies to ensure sensitisation and appreciation of MIL principles through a variety of channels:
- a. Traditional media distribution (radio, newspaper, television);
 - b. Online and social media and video sharing platforms;
 - c. Training-the-trainers as a means of empowering citizens.
- 2.4.6. Enabling citizens' abilities to engage in continuous lifelong learning through ICTs, particularly learning MIL.

3. Review of the Draft Standards for MIL Curricula Guidelines as aligned with national requirements

3.1. Key Principles¹¹

- Advance Human Rights
- Advance cultural and linguistic diversity
- Balance citizens empowerment with protectionism
- Support gender-equality
- Reduce barriers to mutual understanding (religious, ethnic, gender, age, ethnocentric, etc.) and build bridges of communication
- Reduce inequalities
- Promote the Rule of Law
- Foster social participation and tolerance for economic development

The UNESCO Five Laws of Media and Information Literacy in the Figure 2 below summarizes the key principles that underpin these proposed updated Guidelines on MIL curricula. The UNESCO's ROAM¹² principles (Rights, Openness, Accessibility, and Multi-stakeholder approach) for Internet Universality, which are also applicable to MIL and Steering AI for Knowledge Societies,¹³ offer a complementary framing of principles for MIL curricula development.

¹¹ Grizzle, A. & Torras, M.C. (Eds.) (2013). *Media and Information Literacy Policy and Strategy Guidelines*. United Nations Educational, Scientific and Cultural Organization. Paris, France.

¹² Rights, Openness, Accessibility and Multistakeholder governance

¹³ <https://en.unesco.org/news/unesco-advocated-roam-principles-steering-ai-knowledge-societies>

3.2. Figure 1: UNESCO Five Laws of Media and Information Literacy



As part of the critical thinking skills that can be developed in the MIL curricula around the world, merging cultural competencies with MIL competencies can stimulate dialogue, mutual understanding, respect, and social inclusion. Students and teachers can and should be trained to recognize and diagnose the cultural barriers to communication they face. This can be assessed and measured using the 20 Cultural Barriers to Communication methodology¹⁴, which has quantitative questionnaires already tested in various countries.

¹⁴ Ortiz, F.C. (2015). *Creatividad, Comunicación y Cultura: Gestión innovadora de proyectos educativo-culturales en la Era Digital*. Editorial Pueblo y Educación: La Habana.

3.3. Process and Methodology

The development of standards on MIL curricula development is not new and it predates the 2019 International Consultative Meeting on UNESCO MIL Curriculum. Over a long period, UNESCO has launched the MIL Curriculum building on the lessons of regional and international meeting (dating back to 37 years) which resulted in international declarations and recommendations. These are outlined below:

Grünwald Declaration on Citizens Critical Understanding of the Phenomena of Communication (1982), Prague Declaration “Towards an Information Literate Society” (2003), Alexandria Proclamation on Information Literacy and Lifelong Learning – Beacons of the Information Society (2005), Paris Agenda or 12 recommendations for media education (2007), Fez Declaration on Media and Information Literacy (2011), Moscow Declaration on Media and Information Literacy (2012), Framework and Plan of Action for the Alliance for Partnerships on Media and Information Literacy [GAPMIL] (2013), Paris Declaration on Media and Information Literacy in the Digital Era (2014), Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape (2016), Youth Declaration on Media and Information Literacy (2016), Khanty-Mansiysk Declaration “Media and Information Literacy for Building a Culture of Open Government” (2016), the Framework for MIL Cities (2018), and Youth Open Letter on Media and Information Literacy to Heads of International Development Organizations and Heads of States (2019);

The process of further developing standards will continue over another year utilizing a Policy Delphi¹⁵ methodology. This will be in successive communication with MIL experts, practitioners, policy-makers, researchers, and scholars actively involved in MIL development and teaching, and possible technological intermediaries. Six main steps will be followed:

- 3.3.1. **Step 1:** Research evidence and data gathering. A comprehensive secondary research will be carried out to identify existing MIL-related courses, content, and the audiences being prioritized. The data will help reveal similarities or common approaches in MIL development across varying contexts.
- 3.3.2. **Step 2:** Mobilising consensus among experts and practitioners. Like the international expert consultations held in the Republic of Serbia, which provides the impetus for this subsequent process, experts and practitioners in other regions will be gathered to help explore and validate the ideal requirements for a MIL curriculum at any level of society.

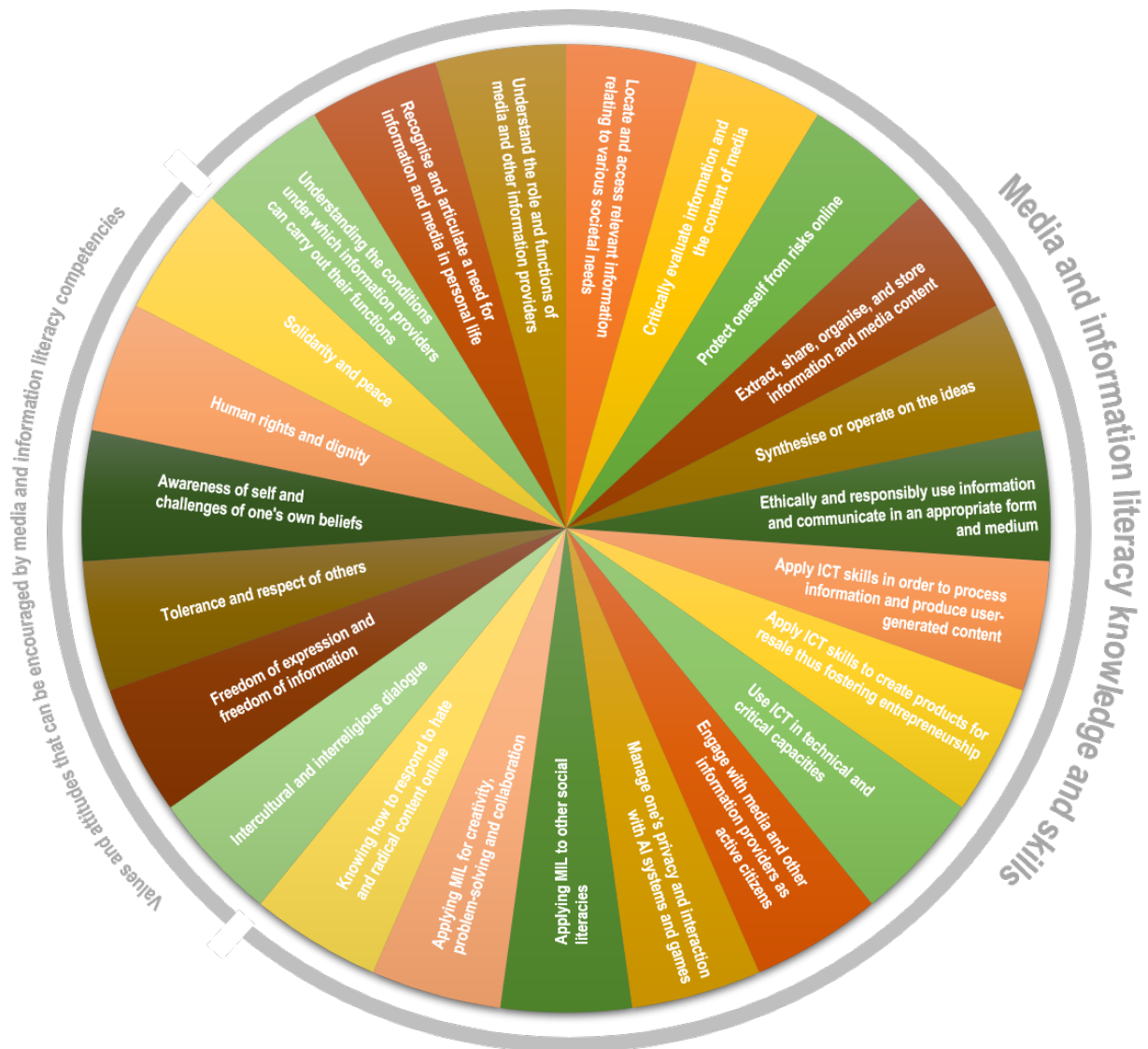
¹⁵ <https://journals.sagepub.com/doi/pdf/10.2304/pfie.2013.11.6.755>

- 3.3.3. **Step 3:** Seeking feedback from key stakeholder groups in the public sphere, including youth, the elderly and other marginalised groups. The Draft Standards for MIL Curricula Guidelines will be circulated to different groups for grassroots and non-expert inputs.
- 3.3.4. **Step 4:** Summarising and analysing public feedback with a view to integrating the results into the refinement/redrafting of formulation of guidelines. The feedback will be analysed by a group of experts before incorporating changes. A re-drafted version of the Draft Standards for MIL Curricula Guidelines will be shared with MIL experts, and practitioners for validation and final review.
- 3.3.5. **Step 5:** Launching and disseminating of the finalised Standards on MIL Curricula Guidelines around the world and relevant resolution.
- 3.3.6. **Steps 6:** Monitor use of the Standards for MIL Curricula Guidelines and put in place a mechanism for updating every 5-7 years.

3.4. Broad MIL Learning Outcomes, Competencies and Attitudes

To support these processes, 19 Broad MIL Learning Outcomes or Competencies and 6 Social Values / Attitudes are provided for guidance (See Figure 2 below).

Figure 2: Media and Information Literacy Knowledge, Skills, and Attitudes



Broad MIL Learning Outcomes or Competencies¹⁶

	Broad MIL Learning Outcomes	Competencies for Media and Information literate person who:
1.	Recognise and articulate a need for information and media in personal and civic life.	is able to recognise, determine and articulate the nature, type, role and scope of the information, media and technology relevant to personal, social and civic needs and interest; can distinguish between their own needs, and the needs, systems and motives of the information and media service providers.
2.	Understand the role and functions of media and other providers of information and communication technology tools.	is able to understand the necessity and function of media, information and ICT providers in society, including on the Internet, and how technological intermediaries and media can work to aid sustainable development, including of open, transparent and inclusive societies.
3.	Understanding the conditions under which relevant providers can carry out their functions	understands the importance of freedom of information, freedom of expression and press freedom, issues of media/technological platforms ownership, decision-making protocols and technologies, as well as professionalism and ethics for information repositories; is 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;

¹⁶ 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, and

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.

		can recognise where actors use communications to produce hate speech and/or disinformation.
4.	Locate and assess relevant information relating to personal, educational, political, cultural, religious, and other societal needs.	is 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.
5.	Critically evaluate information and the content of media and other information providers	can assess, analyse, compare and evaluate information and media, as per the initial criteria for assessment of the information encountered or received; can also critically evaluate the information and media providers for authenticity, authority, credibility and current purpose, weighing up opportunities and potential risks.
6.	Be able to protect oneself from risks online in relation to software, content, contacts and interaction.	is 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). is aware of threats to personal safety such grooming, bullying, potentially harmful advice, profiling, age inappropriate content, illegal content, incitement to harm, infringement of human rights, etc. and not to spread or share such content.
7.	Analyse, share, organise, and store information and media content	can analyse information and media content using a variety of methods and tools. If needed, the media and information literate person is also able to organise information and media content

		according to predefined analytical categories suiting their needs and/or resources
8.	Synthesise or operate on the ideas abstracted from information and media content.	can collate and summarize gathered information and media content. Once gathered, they can abstract from information resources and use ideas, as well as put into action, concepts resulting from the retrieval and organisation of information and media.
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.	communicates and uses information, media content and knowledge in an ethical and effective manner. They are also able to select the most appropriate form and method depending on the needs of the audience.
10.	Be able to apply ICT skills in order to use software, to process information and produce content.	has the ability to use ICT in order to seek, evaluate and create media and information content, and they also have the requisite ICT skills to engage in generating and distributing information
11.	Be able to apply ICT skills to create products and services of societal or commercial value thus fostering entrepreneurship.	has the ability and requisite skills to create information and media content and other services for entrepreneurial enterprises, thereby engaging in the knowledge economy.
12.	Be able to use ICT with critical capacities.	is able to transcend the basic use of ICTs, in order to understand the development of ICT – i.e. the processes, mechanisms and conditions of ICT development, its ownership, control and path dependencies.
13.	Engage with media and other information providers as active citizens	understands how to actively engage institutions and individuals in promoting rights-based, open, accessible and multistakeholder development of

		libraries, archive, museums, media and technology actors.
14.	Manage one's privacy online and offline	<p>understands 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;</p> <p>has awareness of the commodification and monetization of personal profiles and information;</p> <p>is able to adjust privacy settings/levels;</p> <p>can address the balance of privacy and transparency, freedom of expression and access to information;</p> <p>ethically use the personal information of others and respect the privacy of others.</p>
15.	Manage one's interaction with AI systems and games	<p>understands the benefits of AI and games for learning and development;</p> <p>understands when freedoms may be compromised when interacting with AI and games;</p> <p>engages in promoting the development of AI and games;</p> <p>knows how to advocate for transparency and audits of AI and games;</p> <p>monitors the links between one's privacy and interaction with AI and games.</p>
16.	Engage with media institutions (whether with offline or online presence or both) and other information providers 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.	is aware of the value of social participation through engaging with media and information 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 through various means in an ethically aware manner.

17.	Applying MIL to other social literacies	understands how to integrate critical thinking competencies in addressing health literacy, financial literacy, science literacy, intercultural literacy and other social literacies.
18.	Applying MIL for problem-solving and collaboration	recognizes life's opportunities and challenges as being information-based; understands how to connect with others physically and through technology and media to combine information and knowledge to develop ideas and solve problems.
19.	Knowing how to respond to hate and radical content online	understands the evolution of the Internet and how online content can mitigate or propagate hate and radicalization; is able to identify discrimination or hate content and know what steps to take when one encounters such content;
	Values and attitudes that can be encouraged by media and information literacy competencies	
20.	Intercultural dialogue and interreligious dialogue	
21.	Freedom of expression and freedom of information	
22.	Tolerance and respect of others	
23.	Awareness of self and value of challenging one's own beliefs	
24.	Human rights including dignity	
25.	Solidarity and peace	

4. Policy Implications and expected impacts

“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 MIL Policy and Strategy Guidelines).

The Standards for MIL Curricula Guidelines calls on countries around the world to contemplate how MIL can support their development priorities, such as those relating to:

1. Economic, health, legal, government, educational and technological infrastructure and services, and/or
2. Effective access to use and engagement with media, libraries and other information providers, including those on the Internet 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 of information and media production, self-expression, and innovation, and/or
3. Reducing intolerance and increasing intercultural understanding across political boundaries, ethnicities, gender and religions; empowering women; conserving and protecting indigenous knowledge and cultures 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 of the development vision to MIL should be clear and can be multifaceted, inter-sectoral and interdisciplinary.

In addition to a strong vision, there are four other policy implications to achieving MIL for all at the national level. These are: reaching consensus; tackling challenges; mobilising resources and competencies; and the need for a clear action plan:

1. Consensus: as MIL is an interdisciplinary development intervention, several ministries of government, civil society, and private actors are implicated. This 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 MIL in different areas of public government.
2. Tackling Challenges: Technological, epistemological and economic factors present challenges to building consensus between stakeholders about MIL. Therefore, MIL policy must outline principles for overcoming these challenges. Providing stakeholders with incentives to develop consensus on MIL and to participate in MIL initiatives will rely on identifying the personal, social and economic benefits of MIL. It will also rely on the development of mutually beneficial partnerships, practices and projects.

3. Resources and Competencies: Resources allocation for MIL 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 MIL curriculum programmes, and the availability of human resources/expertise to execute MIL programmes.
4. Clear action plan: If a MIL curriculum is to be developed, implemented and monitored effectively, a detailed action plan is needed at the country, state or institutional level.

The policy implications and expected impacts are realised through assessment and revision of current practices, and continued implementation and evaluation of MIL activities. Continuous raising of awareness, teacher training, and “training-of-trainers”, should be spearheaded and funded by national government departments/ministries. Guidelines and policies are only effective when they are used. Sustained efforts are required in the areas of research on MIL, which includes evaluation of pedagogical practices, assessments of teaching capabilities, measuring MIL competencies among various levels of users, examining dimensions of MIL interventions in multiple socio-cultural settings - cross-cultural, multi-linguistic and diverse social environments. Policy and main stakeholders should coordinate strategies and activities in this field and thus create synergy to ensure effective implementation, monitoring and evaluation. An evidence-based, measurable, specialised focus is needed for efforts in both the Global North and Global South, with exchange of good practices between them.

5. MIL Curriculum Evaluation and Assessment

Competency assessment tools may be developed/adapted/adopted in the areas of teachers and learner competency, skill acquisition and the competency of users, and evaluation of MIL 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. Curriculum and assessment needs to also include open access archives. Evaluation should be able to examine beyond obvious evidence and also seek to forecast future trends.

In the whole process, there must be an emphasis on championing (based on tangible evidence) which can advance MIL incorporation into curricula.

Assessing related competencies once curricula have integrated MIL objectives, is key to enhance policy and strategy or to introduce special teaching and learning programmes. In this, the UNESCO MIL Assessment Framework can be a useful tool to use. This framework introduces the rationale and methodology for conducting an assessment of country readiness and existing competencies on MIL at the national level. It highlights that the challenges that need to be addressed through quality assessment and monitoring are:

- Continued assessment of the results of learning, but also other processes and conditions under which educational experiences take place.
- Assessments that address the concept of quality, taking into account and making links to “21st Century Skills”, education for sustainable development, and citizenship education (among other linkages);
- Assessment that fully incorporates the assessment of non-cognitive skills and capacities;
- Forward-looking assessment that seeks to forecast future trends.

Assessment in MIL 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 definition of the targeted competencies.

It also means that teacher education should build professional capacities for assessment in an inclusive and innovative way, promoting and synergizing MIL teaching and learning. The

teacher thus has an active role in advancing the competencies by generating learning experiences that effectively integrate a learner-centred approach to the competency advancement.

6. Pedagogical Approaches

MIL can benefit by drawing across a range of approaches to teaching and learning:

Pedagogical Frameworks:

- Constructivist Learning
- Transformative Learning
- Collaborative Approach (between teachers and students)
- Integrative Approach (makes connections across the curricula)
- Humanistic approach to learning (emulating the role model- in this case the teacher)
- Personalized/customized learning (addresses 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 using different approaches with students.

7. Professional and lifelong learning

MIL training requires a multi-pronged strategy to empower all sections of the society. It goes beyond school-based MIL 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 MIL 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:¹⁷

- The curriculum can target: formal educational levels (primary, secondary and tertiary); informal educational practices that occur on an individual level (i.e. self-study, MOOCs, accessing quality resources, etc.); community levels (study and reading groups, interactive public library sessions, community engagement workshops, etc.); and professional settings (policy makers, journalists, health workers, government officials, personal from civil society organisations, electoral campaign managers, etc);
- Special emphasis is needed MIL training/interventions to ensure service for marginalised, disadvantaged, people with special needs and indigenous people;
- MIL Training materials need to be developed/adapted in regional languages along with the educational media contents and multimedia packages;
- Developing and sustaining a network of counsellors/mentors for MIL training in lifelong learning and professional training settings is crucial. Through Training-of-Trainers model, a diverse set of MIL trainer/mentors/counsellors/facilitators can be created in a sustained manner;
- With the presence of ICT tools, an appropriate online/digital delivery of MIL programmes (for example MOOCs) should be considered;
- The MIL curriculum can employ emerging technologies, such as artificial intelligence underpinning learning analytics (LA) and educational management information systems (EMIS);
- Due to its ability to make learning opportunities more accessible, AI technologies in the future can help to provide access to isolated and marginalised communities and provide alternative modes of learning for those with disabilities. A MIL curriculum can harness this potential by wider distribution on online learning platforms for teacher training;

¹⁷ See Figure 1.

- Lifelong learning and professional training needs Self Learning Materials (SLMs). SLMs may be created in Open Educational Resources (OER) format that would help to customise MIL training in different contexts as well as for diverse sets of learners.
- Blended approach training would provide better learning outcomes, as drop-out rates are high in lifelong contexts. Combining online and offline learning environments would facilitate better results (see Point 9 below).

8. Engagement with multiple stakeholders in MIL 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 MIL 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/teachers and civil society/communities and industry representatives to implement MIL curricula delivery. Further recommendations include:

- an initial comprehensive review of the UNESCO MIL Curriculum and the Curriculum and Competency Framework, in order to assess existing MIL practice and content in the country;
- as part of the above, an assessment of the existing training curricula in respective institutions and countries should be completed;
- a wide consultation involving both academics and practitioners in diverse disciplines and expertise should be explored;
- once the MIL Curriculum has been prepared for adaptation, and the adapted curriculum or tailored version has been developed, pilot testing could proceed followed by the monitoring and evaluation that enable effective feedback processes for continuous improvement;
- Negotiation with reputable MOOCs service providers to host online MIL curriculum modules, and extensive promotion and marketing of learning opportunities;
- Establishing partnerships with various players in the information, media and technological industries. These include libraries, archives, museums, film companies, media organizations, gaming agencies and technological intermediaries such as social media platforms, internet service providers, and technology manufactures etc.

The presence of various stakeholders and social actors, not just of school or academic institutions, is critical. At local level, a city-wide MIL approach can be helpful, what UNESCO calls MIL Cities (a metaphor of cities that include all communities). That entails the preparation and implementation of MIL learning which involves all sectors of society, bringing new actions, content, solutions and methodologies in a co-creative way. This should 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 MIL, and partnering with MIL stakeholders and other municipalities or local government authorities to set up and monitor national MIL networks.

See the UNESCO MIL Cities Framework¹⁸ for more about the types of partnerships to be forged with various actors.

¹⁸ https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf

9. Implementation strategies for a MIL curriculum

In terms of integrating the MIL curriculum, the strategies currently outlined in the existing UNESCO MIL Curriculum for Teachers remain applicable. They are:

- **Stand-alone course:** A MIL curriculum can be offered as a stand-alone course for credit(s). It should be offered as a compulsory and mandatory course for all learners 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 two weeks, face to face intensive training experience, followed by a project assignment where 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 MIL resources - MIL 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, and national/regional level repositories may be managed by GAPMIL-affiliated institutions from the respective locations.
- **Multi-components integration:** Different components of a MIL Curriculum can be integrated into various related courses (depending on country peculiarities) already being offered for professionals including 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, MIL Clubs may be encouraged in each MIL learning environments to provide opportunities for the learners and mentors to stimulate and practice MIL competencies and skills in a sustained period of timeframe.
- **Online course:** A MIL curriculum can be offered online for all learners as well as for both pre-service and practicing professionals, including teachers. This may involve partnerships that may be international (with another institution in another country) and intra - 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 MIL programmes (MOOCs) with the blended approach. Content delivery through ICT based platforms, and students and teachers/learners and mentors may work from school/college/university/community platform/professional bodies/civil society organisations.

- Workplace training courses: In-house MIL training developed and courses can be offered to all types of professionals and workers. This is an untapped avenue for MIL training and forms part of the UNESCO MIL Expansion Research and Development Initiative (MIL^x).¹⁹
- Community engagement/outreach: The course could also be offered through community engagements / outreaches such as rural adult education programme, urban-based literacy education programme, Community Radios, Campus radios, Campus Television, Community based online radio and television services, social media platform outreaches by civil organizations and NGOs and special literacy programme on National traditional radios and televisions.
- Diagnoses should take place to assess cultural barriers to communication for projects, and neighbourhoods, regions, cities and countries targeted for integration
- In addition to the above, specific online and offline implementation strategies are to be considered. Within both approaches, UNESCO member states should distinguish between those who have already been using a MIL curriculum (re-training) and those who will be newly targeted for training and implementation.
- The design and implementation of a MIL curriculum should always ensure gender equality related content, learning outcomes and evaluation.

Combinations of two or more of these strategies are encouraged. Evidently, 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.

¹⁹ See chapter by Grizzle, A., Hamada, M. *Media and Information Literacy Expansion (MIL^x): 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.