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

FRAMEWORK
AND
PLAN OF ACTION

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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.

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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.

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 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 these 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 update skills (including ICTs skills) needed to produce content, including user-generated.

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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

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

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

[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 UNESCO's Executive Board in April 2013. That is to say that whereas the safety journalists contribute 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 for the 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.

Partnering with other relevant Organizations and Institutions

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.

Raising Awareness

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 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.

3.1.1 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.

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

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

6.1.1 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.

➢ **Join GAPMIL:** https://en.unesco.org/feedback/join-global-alliance-partnerships-media-and-information-literacy-gapmil

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International Steering Committee

Find contact information on the website:

https://bit.ly/2Qgkhn7

ANNEX

List of current GAPMIL members (updated on 22 November 2018)

	Name of Organisation	Country
1.	Development in Education and Literacy Organization (DELO)	Afghanistan
2.	Ministry of Education	Albania
3.	Bosnia and Herzegovina	Albania
4.	FLOSSK	Albania
5.	South East European Network for Professionalization of Media (SEENPM)	Albania
6.	Global Shapers Community Prishtina	Albania
7.	Shtatëmbëdhjetë (17)	Albania
8.	Institute for Development Policy - INDEP	Albania
9.	Social Lab	Albania
10.	Infinit +	Albania
11.	Center Media and Social Affairs	Albania
12.	Peer Educators Network (PEN)	Albania
13.	Media Institute	Albania
14.	Albanian Media Institute	Albania
15.	Kosovar Media Institute	Albania
16.	Yellow	Albania
17.	Pine Street Foundation (Rruga me Pisha Foundation)	Albania
18.	Carrera de Comunicación Social, FCPyS, UNCuyo	Argentina
19.	Media Education Center	Armenia
20.	Foundation for the Preservation of Wildlife and Cultural Assets (FPWC)	Armenia
21.	Media Initiatives Center	Armenia
22.	'Public Agenda' Journalistic NGO	Armenia
23.	Biblioteca Nacional Aruba	Aruba
24.	Australian Teachers of Media	Australia
25.	GJS Intellectual Company Australia	Australia
26.	Baldersmann PL	Australia
27.	Australian Communications and Media Authority (ACMA)	Australia
28.	South Australian Association for Media Education Inc. (SAAME)	Australia
29.	Salzburg Academy on Media & Global Change	Austria
30.	Baku State University	Azerbaijan
31.	InfoLight 90.1 FM	Bahamas
32.	Participatory Human Rights Advancement Society	Bangladesh
33.	Bangladesh NGOs Network for Radio and Communication(BNNRC)	Bangladesh

34.	Friends In Village Development Bangladesh(FIVDB)	Bangladesh
35.	News Network	Bangladesh
36.	East West University	Bangladesh
37.	ASED Habigonj	Bangladesh
38.	European Commission - DG for Education and Culture	Belgium
39.	EUROGEO	Belgium
40.	Mediaraven vzw	Belgium
41.	Telecentre Europe	Belgium
42.	EAVI	Belgium
43.	ACP Young Professional Network	Belgium
44.	REMI (RESEAU POUR L'EDUCATION AUX MEDIAS ET A L'INFORMATION)	Benin
45.	EKOPOT	Bosnia and Herzegovina
46.	Balkan Investigative Reporting Network	Bosnia and Herzegovina
47.	Association "Center for Media and Policy Analysis"- CAMP	Bosnia and Herzegovina
48.	Center for Economic and Rural Development	Bosnia and Herzegovina
49.	BH Journalists Association	Bosnia and Herzegovina
50.	Center for Civil Society Promotion	Bosnia and Herzegovina
51.	Society for science advocacy "Science and the World"	Bosnia and Herzegovina
52.	Medijske inicijative	Bosnia and Herzegovina
53.	Ministry of Communication and Transport of Bosnia and Herzegovina	Bosnia and Herzegovina
54.	Mediacentar Sarajevo	Bosnia and Herzegovina
55.	INSAM Institute for Contemporary Artistic Music	Bosnia and Herzegovina
56.	Asocijacija za medijsku edukaciju, demokratizaciju i istraživanja	Bosnia and Herzegovina
57.	Communications Regulatory Agency	Bosnia and Herzegovina
58.	UG Centar za informacijsku sigurnost i nove medije (CISNM)	Bosnia and Herzegovina
59.	Zašto ne	Bosnia and Herzegovina

60.	Faculty of Criminal Justice, Criminology and Security Studies University of Sarajevo	Bosnia and Herzegovina
61.	ABPEducom - Associação Brasileira de Pesquisadores e Profissionais de Educomunicação	Brazil
62.	National Association of Newspaper / Newspaper in Education Program (NIE)	Brazil
63.	Project Blog Mural (http://mural.blogfolha.uol.com.br/projeto_mural/)	Brazil
64.	Central Nacional de Movimentos e de Organizações Sociais - Agência Social	Brazil
65.	ABPEducom - Associação Brasileira de Pesquisadores e Profissionais em Educomunicação	Brazil
66.	COLABORI- Colaboratório de Infoeducação ECA/USP	Brazil
67.	CENTRO DE INOVAÇÃO PARA A EDUCAÇÃO BRASILEIRA - CIEB	Brazil
68.	Associação Experimental de Mídias Comunitárias (Bem TV)	Brazil
69.	Comunicação e Cultura	Brazil
70.	Universidade Federal do Estado do Rio de Janeiro (UNIRIO)	Brazil
71.	Associação Brasileira de Pesquisadores e Profissionais em Educomunicação	Brazil
72.	Center for the Study of Evaluation and Measurement in Communication and Marketing (CEACOM) University of São Paulo	Brazil
73.	Dharma Filmes e Vivências Cinematográficas	Brazil
74.	Instituto Palavra Aberta	Brazil
75.	Paz na MÃdia	Brazil
76.	Bulgarian Traditional Knowledge and Folklore Association	Bulgaria
77.	Association of European Journalists - Bulgaria	Bulgaria
78.	Difon	Bulgaria
79.	Association Burkinabè pour la Promotion de l'educommunication (ABPE)	Burkina Faso
80.	L'Université et l'éducation aux médias et à l'information pour tous	Côte d'Ivoire
81.	Education and English for You	Côte d'Ivoire
82.	Radio Morabeza	Cabo Verde
83.	Agência Cabo-verdiana de Notícias	Cabo Verde
84.	University Jean Piaget of Cape Verde	Cabo Verde
85.	Réseau des Journalistes pour le Droit du Travail et des Droits Connexes(REJOTRAC)	Cameroon
86.	MIR International consulting	Cameroon
87.	MYDATA GLOBAL	Cameroon
88.	EDUK-MEDIA	Cameroon

89.	Public Awareness Education Programs of the Sciences and Humanities (PAEP)	Canada
90.	English Montreal School Board	Canada
91.	Centre for the Study of Learning and Performance	Canada
92.	Association of Media Education in Quebec	Canada
93.	Fredericton High School	Canada
94.	The Association for Media Literacy (Ontario)	Canada
95.	calador.org	Canada
96.	Canadian Association of Media Education Organization (CAMEO)	Canada
97.	MediaSmarts	Canada
98.	Lakehead University	Canada
99.	TEÉLUQ	Canada
100	Association Mondiale des Radios Communautaires / World Ass of Community Broadcasters AMARC	Canada
101	University of Victoria Libraries	Canada
102	Ryerson University Library	Canada
103	Public Awareness Education Programs - Sciences and Humanities (PAEP)	Canada
104	Groupe de réflexion sur l'avenir et la construction du Tchad (GRAC-TCHAD)	Chad
105	Ariadna Ediciones	Chile
106	IFLA	Chile
107	Colegio de Bibliotecarios de Chile	Chile
108	Instituto Profesional IPG	Chile
109	Universidad Mayor, Instituto de Comunicación y Nuevas Tecnologías	Chile
110	Hong Kong Association of Media Education	China
111	Department of Journalism and Communication,South China Normal University ,	China
112	Guangzhou Yuexiu District The growth sky social work service center	China
113	Hong Kong Baptist University	China
114	Journalism and Media Studies Centre, the University of Hong Kong	China
115	Grupo y Semillero de Investigación Edumedia-3 y Universidad Tecnológica de Pereira	Colombia
116	Interamerican School of Information Science. Information Literacy Group	Colombia
117	Grupo y semillero de investigacian Edumedia	Colombia
118	Gong	Croatia
119	Avvantura d.o.o.	Croatia
120	Centro Nacional de Información de Ciencias Médicas/Infomed	Cuba
121	University of Neapolis, Digital Video Production Program	Cyprus

122	ADVANCED MEDIA INSTITUTE	Cyprus
123	University of Nicosia Library & Information Center	Cyprus
124	AFRICAN SPECTACLE COMPAGNIES	DRC
125	Elmoustkbal organization for media and policy and strategic studies	Egypt
126	ALEXANDRIA UNIVERSITY / ACML	Egypt
127	Delta university for Science abdTechnology	Egypt
128	editore libri e comunicazione	Egypt
129	Elmoustkbal online newspaper	Egypt
130	Francisco Gavidia University	El Salvador
131	Youth Professionals in Agriculture for Research for Development-Ethiopia (YPARD-Ethiopia)	Ethiopia
132	The University of the South Pacific Library	Fiji
133	Unesco Chair in Global e-learning	Finland
134	University of Helsinki	Finland
135	University of Tampere	Finland
136	Finnish Society on Media Education	Finland
137	Tampere University Library	Finland
138	Finnish Centre for Media Education and Audiovisual Media	Finland
139	Lonnrot University. School of Art and Culture	Finland
140	Metka Centre for Media Education	Finland
141	HTT	France
142	Sorbonne nouvelle University	France
143	CLEMI (Ministère de l'éducation nationale)	France
144	IREX Europe	France
145	Human Mount Experiences & Society Research Institute	France
146	Les Pieds dans le PAF	France
147	Paris-Sorbonne IV	France
148	Films pour enfants	France
149	Films pour enfants	France
150	Institute for Democracy, Media and Cultural Exchange	Germany
151	Stiftung Digitale Chancen	Germany
152	Deutsches Kinderhilfswerk	Germany
153	University of Bremen: Centre for Communication, Media and Information Research	Germany
154	International Central Institute for Youth and Educational Television (IZI)	Germany
155	Eltern ans Netz e. V.	Germany
156	Grimme Institut, Gesellschaft für Medien, Bildung und Kultur mbH	Germany
157	IATUL Special Interest Group for Information Literacy	Germany
158	jugendschutz.net	Germany

159	Bremische Landesmedienanstalt	Germany
160	Medienanstalt Berlin-Brandenburg (mabb)	Germany
161	Medienanstalt Mecklenburg-Vorpommern	Germany
162	Netzwerk Medienkompetenz Sachsen-Anhalt	Germany
163	Landesmedienanstalt Saarland (LMS)	Germany
164	Radijojo World Children's Media Network	Germany
165	Media Authority of North Rhine-Westphalia (LfM)	Germany
166	Medienanstalt Hamburg / Schleswig-Holstein (MA HSH)	Germany
167	Independent Authority of Private Broadcasting and New Media of Saxony	Germany
168	Thüringer Landesmedienanstalt (TLM); The regulatory authority for commercial broadcasting in Thuringia	Germany
169	Gesellschaft für Medienpädagogik und Kommunikationskultur e.V. (GMK)	Germany
170	LMK / klicksafe	Germany
171	Gesellschaft für Medienpädagogik und Kommunikationskultur (GMK)	Germany
172	Post Graduate Education Fair (PGEF)	Germany
173	GMK- Gesellschaft für Medienpädagogik und Kommunikationskultur, Association for Media Education	Germany
174	HILDREN & WOMEN'SDVANCEMENT AND RIG A ADVOCATES&TRAINERS FOR CATCWAR	Ghana
175	Foresight Generation Club	Ghana
176	DEMOCRATIC NETWORK FOR ACTION (DNA)	Ghana
177	COMMUNITY AND FAMILY AID FOUNDATION-GHANA	Ghana
178	KNUST LIBRARY	Ghana
179	Media Alliance for Developmen (MAD)	Ghana
180	AFLIA :Academic and Special Libraries Interest Group (African Library and Information Association and Institution)	Ghana
181	Ghana Institute of Journalism	Ghana
182	COMMUNITY AND FAMILY AID FOUNDATION	Ghana
183	Digital global communities: The Athenian think tank	Greece
184	Secretariat General of Information & Communication	Greece
185	School of Journalism and Mass Communications, Aristotle University	Greece
186	MEDIA LITERACY INSTITUTE	Greece
187	EKOME SA - National Center of Audiovisual Media & Communication	Greece
188	Eugenides Foundation	Greece
189	University of Piraeus	Greece
190	Educational Radiotelevision and Digital Media Department - Ministry of Education, Research and Religious Affairs	Greece
191	Cultural Organisation of Crete	Chania film Festival	Greece

192	Neaniko Pediko Panepistimio Elladas- Youth Children s University of Greece	Greece
193	Center for Independent Journalism/Independent Journalism Foundation	Hungary
194	Institute For Sustainable Development and Research, ISDR,India.	India
195	Indian Observer	India
196	Manav Rachna International School	India
197	Morya samajik Pratishthan	India
198	IPLM	India
199	Mizoram University	India
200	Indian Institute of Technology Delhi	India
201	BETTER HOPE NGO.	India
202	The Maharaja Sayajirao University of Baroda	India
203	PASUMAI THAAYAGAM Foundation	India
204	Institute of Youth Affairs and Social Development- Audacious Dreams Foundation	India
205	Gurudev Rabindranath Tagore Foundation	India
206	PRAGATI RURAL DEVELOPMENT SOCIETY	India
207	FOUNDATION FOR RESPONSIBLE MEDIA (FORMEDIA)	India
208	Punjabi University	India
209	Small-Medium-Big Newspaper Society	India
210	Indian Statistical Institute	India
211	University Department of Extension Education	India
212	American India Foundation	India
213	IGNOU	India
214	National Awareness Times	India
215	Institute For Sustainable Development And Research, ISDR	India
216	GeoGebra Institute of eSchool Kerala	India
217	Reaching Sky Foundation	India
218	Subramaniam Foundation	India
219	BrainKraft	India
220	Center for Development of Early Child, Non-formal and Informal Education	Indonesia
221	University of Tehran	UNESCO Chair on Cyberspace & Culture	Cyberspace Research Policy Center	Iran
222	CIFEJ Headquarters	Iran
223	Ali Akbar Valadbeigi	Iran
224	Mercury Insights Ltd	Ireland
225	Irish Film Institute	Ireland
226	Near Media Co-operative	Ireland

227	Middle East Media Literacy Initiative	Israel
228	Centre Zaffiria	Italy
229	Department of Communication and Social research	Italy
230	CSP	Italy
231	IPS - Inter Press Service	Italy
232	Make-Culture di Samuele Pucci	Italy
233	nuovi occhi per i media	Italy
234	Polo Europeo Della Conoscenza - I.C. Lorenzi	Italy
235	Centre for Media Pluralism and Media Freedom (CMPF)	Italy
236	Access To Life	Jamaica
237	Shortwood Teachers' College	Jamaica
238	JAYECAN	Jamaica
239	Japan Media Literacy Research Institute	Japan
240	Showa Women's University	Japan
241	Asia-Pacific Media and Information Literacy Education Centre(AMILEC)	Japan
242	BATRA UNAVERSITY	Jordan
243	Al-Hussein Bin Talal University	Jordan
244	Hashemite University	Jordan
245	Jordan Media Institute	Jordan
246	Kendal	Jordan
247	"Minber" Center for Supporting Journalism	Kazakhstan
248	Казахский Национальный Университет имена Аль-Фараби	Kazakhstan
249	Nazarbayev University Library	Kazakhstan
250	Impart Change	Kenya
251	Jabez Foundation CBO	Kenya
252	ARUDE YOUTH ORGANIZATION	Kenya
253	Lola Kenya Screen	Kenya
254	Daraja Academy	Kenya
255	Kenya Adult Learners' Association	Kenya
256	CENTRE FOR MEDIA & INFORMATION LITERACY IN KENYA	Kenya
257	iSAL Africa	Kenya
258	Media Support Center	Kyrgyzstan
259	Liberia Media Center (LMC)	Liberia
260	Liberia Holding Consortium	Liberia
261	Education Development Centre	Lithuania
262	Vytautas Magnus University	Lithuania
263	Interactive Cinemeducation asbl	Luxembourg
264	2030, WHEN i GROW UP (Interactive Cinemeducation asbl)	Luxembourg
265	INACTMED asbl (Interactive Cinemeducation asbl)	Luxembourg

266	Malawi College of Accountancy	Malawi
267	MALAWI INSTITUTE OF JOURNALISM (MZUZU CAMPUS)	Malawi
268	Universiti Teknologi MARA	Malaysia
269	Partners of Community Organisations (PACOS Trust)	Malaysia
270	Aminath Sulthana	Maldives
271	Maldives Library Association	Maldives
272	Centre Soleil d'Afrique	Mali
273	Union of Women inMedia in Mauritania	Mauritania
274	University of Mauritius	Mauritius
275	Programa Prensa y Democracia (PRENDE)	Mexico
276	Instituto Nacional para la Educacion de los Adultos, INEA (Mexican National Institute for Adults' Education)	Mexico
277	Directorate General of educational television	Mexico
278	Centro de Desarrollo Integral Arboledas	Mexico
279	Unread Media	Mongolia
280	Press Institute of Mongolia	Mongolia
281	Montenegro Media Institute	Montenegro
282	Search For Common Ground Morocco	Morocco
283	Regional Centre for Media and information Literacy and Intercultural Dialogue Regional centre	Morocco
284	AEJM Associassao de empreendedorismo Juvenil de Mocambique	Mozambique
285	MINISTRY OF EDUCATION, ARTS AND CULTURE	Namibia
286	Pariwartan Sanchar Samuha	Nepal
287	Kathmandu University, School of Management	Nepal
288	Center for Media Research - Nepal	Nepal
289	Free Press Unlimited	Netherlands
290	Global Voices Online	Netherlands
291	ENSIL	Netherlands
292	International Federation of Library Associations and Institutions	Netherlands
293	Dept. of Media Studies, University of Amsterdam	Netherlands
294	Mediawijzer.net	Netherlands
295	National Library of New Zealand	New Zealand
296	African Centre for Media & Information Literacy	Nigeria
297	OB-SQUARE INTEGRATED FARMS Ltd	Nigeria
298	Everything Journalism	Nigeria
299	Search and Groom youth for development centre	Nigeria
300	Cares Global Network	Nigeria
301	WOLE SOYINKA CENTRE FOR INVESTIGATIVE JOURNALISM	Nigeria
302	SMILES AFRICA INTERNATIONAL ORGANIZATION	Nigeria

303	AFRICA YOUTH FOR PEACE AND DEVELOPMENT	Nigeria
304	Media + Mission (A social initiative of CAIRDE Company)	Nigeria
305	Projekthope/NigeriaHIVinfo.com	Nigeria
306	Book Reign Initiative (BRI)	Nigeria
307	PETADIST COMMUNITY ORGANIZATION	Nigeria
308	EDO CHANGE NETWORK	Nigeria
309	University of Port Harcourt	Nigeria
310	INT'L CENTRE FOR WOMEN EMPOWERMENT AND CHILD DEVELOPMENT	Nigeria
311	People Against Drug Dependence and Ignorance/PADDI Foundation	Nigeria
312	Department of Mass Communication	Nigeria
313	Teenz Global Foundation	Nigeria
314	Lokiaka Community Development Centre	Nigeria
315	The Idea House	Nigeria
316	Entrepreneurship Initiative for African Youth	Nigeria
317	Bluecircle International	Nigeria
318	School of Empowerment and Enterprise Development (SEED)	Nigeria
319	Nigerian Youth Climate Coalition	Nigeria
320	Asabe Shehu Yar'Adua Foundation	Nigeria
321	ALFATTAH RESOURCES ENTERPRISES	Nigeria
322	School of Communication, Lagos State University	Nigeria
323	Diplomacy Opportunities	Nigeria
324	African Centre for Media & Information Literacy (AFRICMIL)	Nigeria
325	Michael Adedotun Oke Foundation	Nigeria
326	Media Awareness and Information For All Network (MAIN)	Nigeria
327	House of Jacobs International	Nigeria
328	Center for Individual and Child Development	Nigeria
329	Africa Foundation For Young Media Professionals	Nigeria
330	Children and Young People Living for Peace	Nigeria
331	IMPETUS - Center for Internet, Development and Good Governance www.impetus.mk	North Macedonia
332	Council of Media Ethics of Macedonia - CMEM	North Macedonia
333	Indago Ltd.	North Macedonia
334	KonEdu Global	North Macedonia
335	Sakam da Kazam Association (SDKA)	North Macedonia
336	Center for Knowledge Management	North Macedonia
337	Agency for Audio and Audiovisual Media Services	North Macedonia
338	Association for Civil Activism FORUM 16 - Bitola	North Macedonia
339	Institute for Good Governance and Euro Atlantic Perspectives	North Macedonia
340	Metamorphosis, Foundation for Internet and Society	North Macedonia

341	Organization for Social Innovation "ARNO"	North Macedonia
342	Association for promotion of education KONEDU GLOBAL Skopje	North Macedonia
343	Macedonian Institute for Media	North Macedonia
344	Diversity Media	North Macedonia
345	Institute of Communication Studies	North Macedonia
346	Institute for Mas Media, Education and Communications	North Macedonia
347	Center for Understanding and Institutional Cooperation	North Macedonia
348	Internet Hotline Provider Macedonia	North Macedonia
349	Center for investigative journalism SCOOP Macedonia	North Macedonia
350	Association-Center for Multimedia Products INBOX 7	North Macedonia
351	NTNU University Library	Norway
352	Balkan Institute for Regional Cooperation (BIRC)	Norway
353	Sultan Qaboos University	Oman
354	Daily Nada i Khalq	Pakistan
355	AWARE GIRLS	Pakistan
356	Dera Ismail Khan Editors Coucil	Pakistan
357	Pakistan Academy for Rural Development	Pakistan
358	Internet Policy Observatory Pakistan	Pakistan
359	Mishal Pvt. Limited	Pakistan
360	Mishal Pakistan	Pakistan
361	Pakistan Library Club (PLC)	Pakistan
362	International Kashmir Lobby Group (Youth Forum For Kashmir)	Pakistan
363	Unified Media Council	Pakistan
364	University of the Philippines Los Baños	Philippines
365	Samahan ng mga Nagpapakadalubhasa sa Filipino	Philippines
366	Samahan ng mga Nagpapakadalubhasa sa Filipino	Philippines
367	Miriam College	Philippines
368	Courseline Training and Library Services Intl	Philippines
369	Out of The Box Media Literacy Initiative	Philippines
370	Communication and Media Studies Department, Mindanao State University	Philippines
371	De La Salle University Libraries	Philippines
372	Communication Foundation for Asia	Philippines
373	Institute for Research on Civilizations	Poland
374	4Change Coop	Portugal
375	Communication & Society Research Centre, University of Minho	Portugal

376	Jornal Reconquista	Portugal
377	School Libraries Network	Portugal
378	Intercultural Association FOR ALL	Portugal
379	School of Arts and Media Studies, Lisbon Polytechnic Institute	Portugal
380	ASSOCIATION OF CARIBBEAN UNIVERSITY, RESEARCH AND INSTITUTIONAL LIBRARIES	Puerto Rico
381	Doha Centre for Media Freedom	Qatar
382	Supreme Council for Information and Communication Technology (ictQATAR)	Qatar
383	Korea Community Media Foundation(KCMF)	Republic of Korea
384	NGO "Tres Sorores"	Republic of Moldova
385	IREX/Novateca	Republic of Moldova
386	Babeș-Bolyai University, Journalism Department	Romania
387	The Center for Independent Journalism	Romania
388	Centre for Development of Knowledge Society - HORIZONT 21	RS
389	Russian Committee for the UNESCO Information for All Programme	Russian Federation
390	Russian Association for Film and Media Education	Russian Federation
391	MEDIA HIGH COUNCIL	Rwanda
392	Secretariat of the Pacific Regional Environment Programme (SPREP)	Samoa
393	King Abdullah University of Science and Technology (KAUST)	Saudi Arabia
394	African Institute for Economic Development and Planning	Senegal
395	FAMEDEV-Inter Africa Network for Women, Media ,Gender and Development. Le Réseau Inter Africain Des Femmes, Médias, Genre et Dév	Senegal
396	Handi Arts Films of Africa(HAFOA).	Senegal
397	African Institute for Economic Developmement & Planning Library	Senegal
398	Département d'Odotologie - UCAD	Senegal
399	Organization for Security and Cooperation in Europe	Serbia
400	IPKO Foundation	Serbia
401	Association of Independent Electronic Media (ANEM)	Serbia
402	Remark DPCM (www.remarker.media)	Serbia
403	Media Diversity Institute Western Balkans	Serbia
404	Media & Reform Centre Nis	Serbia
405	The Association of Local Independent Media "Local Press"	Serbia
406	Departman za komunikologiju i novinarstvo (Department of Communicology and Journalism, Faculty of Philosophy Niš)	Serbia

407	BeFem - feminist cultural centre	Serbia
408	Novi Sad School of Journalism	Serbia
409	Clio publishing company	Serbia
410	Library Plus	Serbia
411	Ebart Consulting LTD	Serbia
412	Civil Society Organization Epomena	Serbia
413	Attractive Visions- TITULLI	Serbia
414	Organizacija društvenog aktivizma (ODA) - Organization of Social Activism	Serbia
415	Kreativna pedagogija	Serbia
416	Audio Archive Simic	Serbia
417	Focus News	Serbia
418	Centar za razvoj lokalnih medija CRLM/ Local Media Development Center	Serbia
419	Foundation Propulsion Fund	Serbia
420	Independent Journalists' Association of Serbia	Serbia
421	Media Education Centre	Serbia
422	Media Research Center (MRC)	Serbia
423	MINISTRY OF INFORMATION AND COMMUNICATIONS	Sierra Leone
424	Sierra Leone Social Marketing Behavior Change Communication and Development Agency	Sierra Leone
425	Smile International Network	Sierra Leone
426	Asian Media Information and Communication Centre (AMIC)	Singapore
427	MUSTAQBAL MEDIA INC	Somalia
428	Media Monitoring Africa	South Africa
429	Bolobathaba Multimedia	South Africa
430	e-Skills Institute	South Africa
431	CHILDREN & BROADCASTING FOUNDATION FOR AFRICA	South Africa
432	Outreach Social Care Project	South Africa
433	SAY Media Education	South Africa
434	GRUPO COMUNICAR	Spain
435	Grupo L.A.C.E. Universidad de Cádiz	Spain
436	EDULLAB (Laboratorio de Educación y Nuevas Tecnologías)	Spain
437	Universidad Nacional De Educación a Distancia	Spain
438	mucho(+)que cine	Spain
439	AMEI-WAECE	Spain
440	CONINCOM - Research Group	Spain
441	EUROPEAN OBSERVATORY ON CHILDREN´S TELEVISION	Spain
442	Gabinete de Comunicación y Educación. Universidad Autónoma de Barcelona	Spain

443	Complutense University	Spain
444	UNIVERSIDAD DE CÁDIZ (CADIZ UNIVERSITY)	Spain
445	Red de Educación Mediática y Competencia Digital	Spain
446	AUPEX	Spain
447	Shilpa Sayura Foundation	Sri Lanka
448	Cybrarians Consultancy	Sri Lanka
449	mulberry factory shop online	Sri Lanka
450	Lanka Media Education Association	Sri Lanka
451	Library University of Suriname	Suriname
452	Film i Värmland	Sweden
453	Filmpool Nord	Sweden
454	Media Literacy Village AB	Sweden
455	Filmpedagogerna Folkets Bio	Sweden
456	Verein net-x-change	Switzerland
457	EBU	Switzerland
458	CCDKM	Thailand
459	Department of Communication Arts and Information Science,Humanities,Kasetsart University	Thailand
460	Office of the National Broadcasting and Telecommunications Commission, Thailand	Thailand
461	The Child and Youth Media Institute (CYMI)	Thailand
462	School of Journalism and Public Relations	The former Yugoslav Republic of Macedonia
463	OXO Association for education, communication and consulting	The former Yugoslav Republic of Macedonia
464	Library Association of Trinidad and Tobago (LATT)	Trinidad and Tobago
465	Caribbean Organization for Development of Enterprise	Trinidad and Tobago
466	Arab World Internet Institute	Tunisia
467	The EPE movement	Turkey
468	Media Literacy Assosiation in TURKEY	Turkey
469	IREX/Bibliomist	Ukraine
470	The Academy of Ukrainian Press, International Charity Foundation	Ukraine
471	NGO PORYAD Z VAMY (NGO "NEAR WITH YOU")	Ukraine
472	Zayed University	United Arab Emirates
473	InformAll	UK

474	Centre for Global Health, University of Winchester	UK
475	Bradford City of Film	UK
476	Global healthcare Information Network	UK
477	Thomson Foundation	UK
478	The MediaWise Trust	UK
479	Media Trust	UK
480	NIDA (Network for Information & Digital Access)	UK
481	London College of Communication	UK
482	MDR Partners	UK
483	Centre for Innovation in Information Services	UK
484	Loughborough University	UK
485	Shearman & Sterling (London) LLP	UK
486	Sheffield University, Information School	UK
487	Bradford UNESCO City of Film	UK
488	School of Education, University of Stirling	UK
489	Cheary & Gallagher Ltd.	UK
490	Institute of Education (University of Reading)	UK
491	Department of Media and Communications, London School of Economics and Political Science	UK
492	Media Diversity Institute	UK
493	University of Sheffield Information School	UK
494	InformAll	UK
495	Ayiti College	UK
496	Makangarawe Youth Information and Development Centre	United Republic of Tanzania
497	Mbeya Highlands FM Radio	United Republic of Tanzania
498	ShinePath LLC	USA
499	Association of Caribbean University, Research and Institutional Libraries	USA
500	The United Arab Emirates University	USA
501	California School Library Association	USA
502	BuzzFeed	USA
503	University of Illinois at Urbana-Champaign	USA
504	Michigan State University	USA
505	Special Libraries Association	USA
506	Purdue University Libraries and School of Information Studies	USA
507	World Virtual School	USA
508	Youth Journalism International	USA
509	Salisbury University	USA

510	Westminster Productions, Inc.	USA
511	Education for the 21st Century	USA
512	Virginia Tech	USA
513	Educational Video Center	USA
514	Center for Media and Information Literacy	USA
515	International Center for Media & the Public Agenda	USA
516	Street-Level Youth Media	USA
517	National Association for Media Literacy Education	USA
518	The LAMP (Learning About Multimedia Project)	USA
519	Amnesty International Local Groups 9 & 280	USA
520	Southern Connecticut State University	USA
521	Gateway Media Literacy Partners, Inc.	USA
522	Media Literacy Clearinghouse	USA
523	Tulane University School of Public Health, undergraduate program	USA
524	Project Look Sharp, Ithaca College	USA
525	The National Telemedia Council	USA
526	Film and Video Center, Smithsonian National Museum of the American Indian	USA
527	International Association of School Librarianship	USA
528	Press Pass TV	USA
529	Jewish-Palestinian Living Room Dialogue	USA
530	People 4' People Productions	USA
531	Credo	USA
532	Center for Media Literacy	USA
533	Elkmont High School	USA
534	Fairfield University	USA
535	Archdiocese of Washington, USA	USA
536	YOUNG PROFOESSIONALS FORUM	USA
537	The University of Texas at Austin, Department of Radio-Television-Film	USA
538	Digital International Media Literacy E-book(DIMLE)	USA
539	Michigan State University	USA
540	Women's eNews	USA
541	Millikan Middle School	USA
542	National Telemedia Council	USA
543	Ignite Global Good, LLC	USA
544	Africology: The Journal of Pan African Studies	USA
545	California Media and Information Literacy Summits	USA
546	Wangoh Dynamics Technologies, Inc	USA
547	Westminster International University in Tashkent	Uzbekistan

548	Tashkent University of information technologies	Uzbekistan
549	Live and Learn for Environment and Community	Viet Nam
550	Kubatana Trust of Zimbabwe	Zimbabwe
551	Lifelong college	Zimbabwe
552	Christian Youth Volunteers Association Trust	Zimbabwe
553	Media Alliance of Zimbabwe	Zimbabwe
554	Zimbabwe Press Photo Foundation (ZPPF)	Zimbabwe
555	Creative Centre for Communication and Development	Zimbabwe
556	Basilwizi Trust	Zimbabwe
557	REAL ESTATE INVESTOR MAGAZINE ZIMBABWE	Zimbabwe
558	Women Empowerment Foundation Scribes Africa	Zimbabwe
559	Harare Institute of Technology	Zimbabwe
560	Women's Institute for Leadership Development	Zimbabwe
561	Information Communication Technology Association of Zimbabwe	Zimbabwe
562	Zimbabwe National Network of People living with HIV (ZNNP+)	Zimbabwe
563	Risper Media	Zimbabwe
564	Chitungwiza Community Development Network	Zimbabwe
565	University of Zimbabwe Library	Zimbabwe
566	RURAL LIBRARIES AND RESOURCES DEVELOPMENT PROGRAMME (RLRDP)	Zimbabwe
567	The Observer	Zimbabwe
568	Zimbabwe Centre for Media and Information Literacy(ZCMIL)	Zimbabwe

➤ **Join GAPMIL:** https://en.unesco.org/feedback/join-global-alliance-partnerships-media-and-information-literacy-gapmil

Contact

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International Steering Committee

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