

# **Teacher Training Curricula For Media and Information Literacy**

Report of the International Expert Group Meeting  
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## ***Introduction***

In 2007 UNESCO's General Conference at its 34<sup>th</sup> session invited the Director-General to explore new initiatives to further support media and information literacy with the overall objective to allow users to make informed judgments on information sources and broaden civic participation in the media. In particular, UNESCO sought to provide media and information users and consumers with tools leading to a greater understanding of the role of media and information channels in the democratic process, as well as background knowledge of structures, sources, values and the reliability of information.

UNESCO's previous work in the media and information literacy field has been comprehensive and covers a range of activities: publications, including the development of manuals and tool kits for a wide variety of users, trainings and development of indicators in this area. Given both the extensive interaction of young people with media and ICTs and UNESCO's global mandate in education, the importance of a coherent and definitive global initiative in media and information literacy within educational institutions was considered of vital importance and an issue needing urgent attention. As a consequence, this meeting was proposed to catalyze processes to introduce media and information literacy in teacher training.

## **Opening remarks**

The International Expert Group meeting opened with introductory remarks from Mr. Wijayananda Jayaweera, Director of UNESCO's Communication Development Division, and Ms. Miriam Nisbet, Director of UNESCO's Information Society Division. The co-ordinating manager of the project, Chief of Section, Communication Development Division, Mr. Vladimir Gai, chaired the session.

After extending a welcome from Mr. Abdul Waheed Khan, the Assistant Director-General for Communication and Information, Mr. Jayaweera outlined the role of the Expert Group in providing UNESCO with specific advice. He noted that participating experts were invited in their own professional capacity, not as representatives of organizations, and that many requests had been received from individuals seeking to be part of the process.

Mr. Jayaweera noted UNESCO's 26 year history in media and literacy advocacy, dating from the International Symposium on Media Education held in Grünwald, Germany. The Grünwald Declaration recognized that "Media education will be most effective when parents, teachers, media personnel and decision-makers all acknowledge that they have a role to play in developing greater critical awareness among listeners, viewers and readers".

While recognizing that the task of the Expert Group would not be straight forward, Mr. Jayaweera said that UNESCO, through consultation with the Expert Group, aimed to create a flexible, universal model syllabus for use in teacher training institutions, offering various components of media and information literacy that can be selected and adapted to the needs and capacities of each country.

In closing the introductory session, Ms Miriam Nisbet endorsed Mr. Jayaweera's remarks, thanked the Expert Group and indicated the support of her Division in achieving the goals and objectives of the meeting.

## **Expert Group Participants**

The meeting, held at UNESCO Headquarters in Paris from the 16 to 18 June 2008, brought together 18 key experts specializing in teacher training, curriculum development, media education and information literacy from Africa, Asia-Pacific, Europe, North America, Latin America and the Arab States, as well as UNESCO Education Sector, International Bureau of Education (List of participants at Annex I).

The participants were selected on the basis of recommendations from three divisions of UNESCO: Communication Development and Information Society, with the addition of Teacher Education.

## **Meeting objectives**

Throughout UNESCO's activities previous to this meeting, it has become apparent that the concepts underlying media and information literacy are inextricably intertwined. Thus it is appropriate to consider the synergies between them and to develop a teacher training initiative that is to be trialled in eight countries. Therefore the overall objective for this meeting was to discuss and agree a common approach or platform for the initiative and to prepare preliminary recommendations as well as a work plan and timeframe. Roles were also to be assigned to members of the Expert Group for future work.

That work includes follow up research which is expected to be at least partially done through online exchanges, and the drafting of a document *Teacher Training Curriculum Enrichment on Media and Information Literacy* to be finalised at another meeting in spring 2009. (The complete project outline appears in Annex II.)

For this meeting, the International Expert Group was asked to advise UNESCO on introducing media and information literacy to teachers by:

- (a) identifying core competencies that teachers would need
- (b) defining the relevant subject areas, syllabi, and curriculum enrichment material necessary for teacher training
- (c) advising on appropriate processes by which such material can be developed, tested and introduced.

## **Provisional Agenda**

The Provisional Agenda of the two and a half day meeting envisioned five distinctive sessions, each with its own Moderator and lead commentator (see Annex III).

As its core text, the meeting used a comprehensive background paper<sup>1</sup> authored by Mr. José Manuel Perez Tornero, International Association of Media Education, Barcelona. Discussions were wide-ranging and open. The five sessions were as follows:

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<sup>1</sup> The paper is being revised and will be distributed later.

Session One:

Building Knowledge Societies – Media and Information Literacy as a Sine Qua Non of Teacher Training.

Session Two:

The Introduction of Media and Information Literacy into Teacher Training Curricula

Session Three:

Media and Information Literacy Model Syllabi

Session Four:

Enriching Teacher Training Curricula with Media and Information Literacy Components

Session Five:

Expert Group Work Plan and Working Methods

As previously stated, the concepts underlying ‘media literacy’ and ‘information literacy’ are inextricably intertwined. Indeed, it may be that this initiative is the first through which the synergies existing between them are systematically considered. Thus it is not surprising that the content of the presentations and the discussions that followed became similarly intertwined as issues were identified and concepts evolved. Further, participants took advantage of the opportunity offered to establish three break-out groups to focus on:

- frameworks, modules and methodologies,
- competencies, and
- different profiles for trialling the curriculum enrichment materials.

In addition, discussion often referred to or elaborated points made earlier. To capture the richness of this dynamic and responsive process, this document attempts to synthesise concepts, concerns and the beginnings of solutions emerging across all sessions.

### ***Building knowledge societies: Media and information literacy as the sine qua non of teacher training***

While educational content has been presented through multimedia for some years, several factors are precipitating a need for critical and coherent study of media and information literacy as part of the school curriculum. Those factors include:

- the proliferation of global telecommunications and media organizations
- a consequent exponential increase in media texts and messages (of varying authority, purpose, currency and accuracy)
- the controls (overt and/or subtle) exerted on access to, and availability of, those texts and messages to citizens
- the impact of media and information on society as a whole and on youth in particular

It is critical to recognize that library and mass media traditions are converging as their digital context increasingly overlap. This fact has major implications for the delivery and content of initial teacher training and for continuing professional development.

The technological developments underlying increased availability of information have simultaneously resulted in an increase in opportunities for interaction within communities and beyond cultural boundaries via the media. For example, where media tools were once location bound, they are now made portable by high levels of connectivity and decreases in over all dimensions of equipment. Cost factors have also contributed to the shift from scarcity of technology towards abundance. As a result, the increasing availability of mass media tools is creating a new environment that is changing the cognitive and affective setting for intellectual and cultural growth of young people. It is modifying the context they choose for socialization in ways not previously envisioned.

Mass media tools influence young people's work, leisure and personal relationships. Further, existing social and political imperatives for improving education and basic literacy are being amplified by the demands and opportunities of the new media. For example, these media are having an impact on freedom of speech. Where that right cannot be taken for granted there may be an inability to make sound predictions on the effects of free media and youth may have little understanding of their own or the ethical responsibilities of others. Thus mass media are providing new opportunities and challenges for teachers.

The phrase "media and information literacy" refers to a teaching and learning process and application of critical thinking to receiving and producing mass communication media. This implies knowledge of personal and social values, responsibilities relating to the ethical use of information, as well as participation in cultural dialogue and the maintenance of autonomy in a context where influences eroding that autonomy may be particularly subtle. Media and information literacy may be summed up as being centred on five core competencies, referred to as the "5Cs": Comprehension, Critical thinking, Creativity, Cross-cultural awareness and Citizenship.

The Expert Group agreed that education for media and information literacy (MIL) offers trainee teachers exceptional insights concerning factors influencing levels and modes of community participation and citizenship. As a subject for study, MIL has areas of unique and continually evolving content, while the pedagogical processes most appropriate to the subject offer opportunities for integrating knowledge, problem solving and skill development across a variety of well-established curriculum topics. In other words, a focus on media and information literacy processes provides an opportunity to look at teaching and learning in terms of *making meaning and constructing knowledge* in the context of receiving, analysing and producing media.

However, it was also agreed that while the expected social benefits of MIL have been outlined during this meeting, educational benefits, i.e. evidence of observable effects on student learning outcomes, are at this time more elusive. The Expert Group agreed that one factor contributing to this is that MIL is as yet not sufficiently delimited as a separate subject. It can however be addressed through the development of *curriculum enrichment* material that can be integrated into and enhance existing teacher training programmes.

A further challenge was identified in that the distinction between 'media literacy' and 'information literacy' is unclear. The aim is to capitalize on the synergies between 'media

literacy’ and ‘information literacy’ to enhance teaching and learning across the curriculum. Those synergies are apparent in definitions of the two concepts.

The nature of information literacy was clarified in José Manuel Tornerno’s presentation through reference to the Alexandria Proclamation (UNESCO, 2005):

“Information Literacy

- comprises the competencies to recognize information needs and to locate, evaluate, apply and create information within cultural and social contexts;
- is crucial to the competitive advantage of individuals, enterprises (especially small and medium enterprises), regions and nations;
- provides the key to effective access, use and creation of content to support economic development, education, health and human services, and all other aspects of contemporary societies, and thereby provides the vital foundation for fulfilling the goals of the Millennium Declaration and the World Summit on the Information Society; and
- extends beyond current technologies to encompass learning, critical thinking and interpretative skills across professional boundaries and empowers individuals and communities.”

Further, teaching from within an information literacy framework has been empirically demonstrated to influence students’ self esteem, motivation for learning, deepen content mastery, and increase understanding of inquiry processes. That is, this assists students in learning how to learn. Also, teaching for development of the higher order thinking central to information literacy (critical thinking, analysis, problem solving, orchestration and synthesis of skills and content together with metacognition) has been shown to improve academic performance. Together, these focus attention on learners’ capacities as critical receivers and producers of information in all media.

In line with the tenor of the discussion, although they were not made explicit in this form during the meeting, it is appropriate to quote widely accepted definitions of media literacy and its key concepts.

"Media literacy is generally defined as the ability to access the media, to understand and to critically evaluate different aspects of the media and media contents and to create communications in a variety of contexts. This definition has been validated by a large majority of the respondents to the public consultation and by the members of the Media Literacy Expert Group". (European Network on Information Literacy website)

And

“Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate and create messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.” (Centre for Media Literacy website)

Media literacy focuses more tightly than information literacy on the process of exploring, analysing and understanding the nature of *mass media* thus increasing knowledge of:

- the techniques used in them,
- how they construct realities,
- how they are organized, and
- the impact of mass media on social, political, economic, health and educational environments

In the current context, the goal of education for media literacy, in accord with that for information literacy, is to ensure that trainee teachers have an understanding of the media that encompasses “knowledge of their strengths and weaknesses, biases and priorities, role and impact, and artistry and artifice.” (*Ontario Media Literacy Resource Guide - website*)

One perspective on the key concepts of media literacy is presented in Annex IV.

The above definitions of MIL are relatively broad but educational decision-makers at all levels tend to want precise definitions on the purpose of a curriculum component. They may also question the expectations of authorities concerning the outcomes of MIL education. However, narrow definitions and statements of expected outcomes are vulnerable to the rapidity with which technology changes and individuals and communities appropriate it to their own purposes. What can be learned about MIL and the way it can transform education demands acceptance of open-ended definitions.

Further, an agreed conception of *media* and their purposes is fundamental to definitions of media and information literacy. While not discussed in depth during the meeting, participants had available a variety of documents that provide a starting point for and justification of the development of an MIL curriculum for trainee teachers. What follows is a synthesis of various reports<sup>2</sup> on the media and democratic development.

“Media outlets are crucial to the exercise of freedom of expression because they provide the public platform through which the right is effectively exercised. The idea of media as a platform for democratic debate embraces a variety of overlapping functions. Media, in this context, refers to all those channels that carry news and public information. The media may be seen as:

- a channel of information and education through which citizens can communicate with each other
- a disseminator of stories, ideas and information
- a corrective to the “natural asymmetry of information” (Islam 2002:1) between governors and governed and between competing private agents
- a facilitator of informed debate between diverse social actors, encouraging the resolution of disputes by democratic means
- a means by which a society learns about itself and builds a sense of community, and which shapes the understanding of values, customs and tradition
- a vehicle for cultural expression and cultural cohesion within and between nations

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<sup>2</sup> Including: Article 19, Universal Declaration for Human Rights, (undated); Islam (2002); Global Forum for Media Development (2006); Norris and Zinnbauer (2002); UNESCO-CPHS (2006).

- a watchdog of government in all its forms, promoting transparency in public life and public scrutiny of those with power through exposing corruption, maladministration and corporate wrongdoing
- a tool to enhance economic efficiency
- an essential facilitator of the democratic process and one of the guarantors of free and fair elections
- an advocate and social actor in its own right while respecting pluralistic values.

It is equally apparent that sometimes the media may serve to reinforce the power of vested interests and exacerbate social inequalities by excluding critical or marginalised voices. The media may even promote conflict and social divisiveness.

The key question for those concerned with issues of free expression, good governance and human development, then, is how to nurture a media framework and practice which contributes to these overarching goals. This is a particularly acute concern in new or restored democracies, whose media systems have been warped or shattered by oppression, corruption or the effects of war and under-development.”

UNESCO participants in the meeting underlined the need for teachers to have a clear understanding of free, independent and pluralistic media as a discerning tool to ensure freedom of expression within the broader context of democratic discourse. Further, teachers also need to understand the normative role of the media in providing verified information and a platform for informed discussion. However, considerations that take MIL beyond mere critique of media content were not addressed in depth during the meeting of Experts but need to be explored in the on-going development of the initiative.

### **What difference will MIL make to a teacher’s life? Will it help teachers engage with students?**

Today’s students see and consume media in new ways. Their experiences outside school may differ markedly from those traditionally expected to promote learning, particularly where education is teacher and text book centred. For example, it was noted that today’s journalism and communication students are the “Google Generation” - a group of young people for whom the Internet has always been a reality. Many do not accept that news and information should come from a daily newspaper or at set times from television and radio broadcasts. Rather, they expect to get information, news and entertainment when *they* want it and to share opinions, experiences and lifestyles through social networking sites. Their world is dynamic, exciting, and ease of use and access to the new media are highly motivating of participation. School students similarly engage with each other through sites such as Facebook and MySpace, often with little thought for possible consequences of publishing their activities in very public arenas.

The view was expressed that people in general need to improve their intellectual performance in light of increased availability and new uses of mass media and communication. Media and information literacy education is a tool for achieving that improvement. However, the Expert Group also agreed that if MIL among students is to be improved, teachers themselves must be media and information literate. The challenge for teachers is then to harness the motivational

characteristics of these new media to empower students in learning to learn, in learning autonomously, while simultaneously encouraging dialogue and cooperation to make sense of the media world. As one participant put it, “Teacher trainees need the oxygen of MIL to teach students!” A belief was also expressed that through educating students for media and information literacy, the teachers themselves would be better able to respond to changes in their role as education moves away from being teacher-centred.

### **Does MIL need to be included in teacher training?**

One might be tempted to think that since students are rapidly appropriating media tools for their own purposes, they do not need education concerning them. However, from the Expert Group discussion it was clear that students’ purposes tend to be social and perhaps superficial, while those of teachers focus on engaging critically with information, developing analytical, organizational and evaluative skills, problem solving and communication. In other words, teachers focus on the competencies that underlie *intentional* learning and that will allow *critical engagement* with future media content and form and emerging information and communication tools. Trainee teachers are themselves unlikely to have developed these competencies in relation to current media.

There was agreement too that learning about, with and through media and information literacy will require a pedagogical approach that differs from that traditionally used in some countries, i.e. student- rather than teacher-centred and resource-based rather than centred on set texts. Teacher training in respect of these pedagogies is crucial to modern education and just as students find media motivating, it was suggested that an MIL syllabus might motivate teacher retention in countries where a teaching qualification may be treated as a step towards moving into other professions. Further, the inquiry and authentic problem solving activities central to media and information literacy are not only applicable across the curriculum, they can be used to integrate subject contents and development of competencies in a manner that may streamline teaching and learning.

However, some Expert Group members reported encountering resistance to the development of MIL courses among established teachers and teacher-trainers. It was mentioned that MIL is marginalized in teacher training institutions and in schools by lack of engagement with context of students’ lives and low awareness of the impact of changes in media availability. An additional factor often mentioned was that the curriculum in schools, as well as teacher training institutions, is already overloaded. Thus it will be important to develop a strategy that influences adaptation and implementation of the MIL curriculum by decision-makers by demonstrating how MIL can be integrated into existing teacher training programmes rather than being a stand-alone addition.

### **Purposes of a Media and Information Literacy Curriculum**

The Expert Group deemed the purposes of a media and information literacy syllabus to be:

- promotion of understanding of the functions of the media, its potential and limitations,
- promoting critical autonomy in the use of media,
- strengthening the capacities, rights and responsibilities of individuals vis à vis the media, and
- facilitating access to, and the creative and productive use of, information and communication technologies.

In discussion, it was suggested that through these purposes, MIL is also a vehicle for the development of local and cross-cultural understanding, educational opportunities, and the democratization of society at large. On an individual level it promotes personal fulfilment, social inclusion, employability, and adaptation to change. One facet of the employability factor related to the commercial value of media products, goods, and services, usually emphasised in university education for the media professions. As one participant pointed out, the economic implications of MIL, particularly those around communication abilities, may be attractive to decision makers. Further, the possibility of MIL having agency status was raised with the question, “If young people understand ethical responsibilities associated with producing media messages, what will they be able to achieve as journalists of the future?” A note of caution was sounded at this point since there is no evidence that media and information literacy education will have all the expected effects. This suggests that when trialling the curriculum with trainee teachers, empirical evidence of effects on their learning and teaching practice should be gathered.

### ***Introduction of MIL into teacher training curricula***

#### **Definition of relevant subject areas, syllabi and curriculum enrichment material for teacher training**

Definition of subject areas is influenced by the audience for the curriculum. The Expert Group seeks clarification of whether the curriculum and related syllabi are for *all* trainee teachers, or only for those who will become subject specialists. Questions were also raised concerning who will deliver the curriculum and how they will be prepared. A further crucial question centred on the duration of the proposed MIL courses and estimates of time required to develop the required competencies. To this end, it was suggested that the curriculum should be structured for initial teacher training and later for in-service professional development to support development of communities of understanding around MIL practice. Underlying this suggestion is an appreciation that educational change requires a critical mass of teachers trained in particular subjects and pedagogical approaches.

It was acknowledged that the MIL curriculum to be developed needs to include learning outcomes that describe trainee teachers’ *personal* media and information literacy as well as what they can do to promote MIL in *their* students.

The Expert Group agreed that:

- a curriculum has technical and political factors and many stakeholders
- curriculum development is a dynamic, shared process involving teachers, supervisors and other stakeholders
- an inclusive curriculum responds to diverse needs of diverse learners, and
- a curriculum contains an array of syllabi or content areas with associated competencies and competencies that can be broken down by level of achievement,
- in this case, the MIL curriculum must address different kinds of reality with the understanding that global, national and regional concerns inform the balance between these realities
- the competencies underlying the curriculum have potential to transform realities.

It is suggested that the syllabus to be developed for trainee teachers identifies a *core* of subject elements unique to MIL and indicates those that may be being developed in other subject areas. This would enable educational decision makers to see how the media and information literacy syllabus can enrich existing learning objectives for trainee teachers and to identify where its elements are already supported in programmes. However, the identification of core, or mandatory, and optional elements is a function of the level of understanding expected by education authorities where the syllabus is to be implemented.

### **A curriculum framework rather than a model**

While the meeting began with frequent reference to development of a ‘model’ curriculum, the Expert Group came to favour development of an open, flexible framework (or set of frameworks) that could be interpreted in light of the specific contexts in which it was to be trialled with specific syllabi to be further co-developed by the teachers, supervisors and other stakeholders who would implement it. It was agreed that the final framework should be clear, simple, incorporate analysis and practice and provide opportunities for assessment. It should also provide opportunities for teaching *through* and *about* the media to promote media and information literacy.

On the media literacy side of the equation, this curriculum framework aims to help trainee teachers explore and understand:

- what makes media a topic of concern for teachers
- how the media and information sources operate,
- how they construct meaning,
- how they can be used, and
- how to evaluate the information they present
- how young people are using media today and for what purposes
- the capacities, rights and responsibilities of individuals in relation to media
- international standards within local contexts (Universal Declaration of Human Rights (UDHR), Constitutional guarantees on freedom of expression and their limitations such as hate speech, defamation and privacy)
- what is expected from media (pluralism and diversity as a norm, journalism as a discipline of verification, the role of media ethics)

On the information literacy side of the equation, the curriculum framework supports exploration and understanding of:

- Article 19 of UDHR and relevance in networked communication
- Information sources and systems of storage and organization
- Location and retrieval tools
- The selection and evaluation of appropriate information sources
- Critical reading, analysis, synthesis
- Creating and presenting information products
- Processes of inquiry and information problem solving
- Reflective thinking (metacognition)

The framework can be applied to development of MIL in any subject discipline, thus contributing to stand alone or integrated subject teaching.

## **Media and information literacy model syllabi**

The small group discussion exploring frameworks, modules and methodologies suggested a range of topic areas that would need to be included in a programme for trainee teachers.

The Expert Group concluded that a number of key questions would introduce trainee teachers to the curriculum, e.g.:

- Why focus on media ? - What makes it important?
- What is media?
- What is media literacy?
- What is information literacy?
- Why teach for media and information literacy?

The following subjects (un-prioritised) indicate the content that would need to be mastered to increase trainee teachers' *personal* media literacy. An additional section outlines subjects enabling them to *teach for MIL*. (The component subjects of information literacy were discussed in relation to competencies and are explored later.)

### **Media and democratic discourses**

- Freedom of Expression, pluralism and diversity of media – The enabling environment
- The level economic playing field and transparency of ownerships
- Media as a platform for democratic discourse
- Professionalism within media – journalism as a discipline of verification, media ethics
- Infrastructural capacity to support media diversity and pluralism

### **Media and information texts - media analysis, e.g.:**

- an examination of the construction of texts – how are these texts made or produced?
- what are the languages or the “grammar” of the media? – What codes and conventions are used? What is the structure?
- representation – issues of identity and stereotypes
- narrative - voice, issues of inclusion, exclusion

### **Understanding of the functions of the media, its potential and limitations, e.g.:**

- purposes underling media communications - verification, discourse, persuasion, propaganda, education, entertainment
- evaluating sources, authority and accuracy of information given

### **Media audiences - spheres of influence, e.g.:**

- target audiences
- active audiences – negotiation, interpretation of media texts (based on audience characteristics), evaluation, access, use

**Media and production 1** - Strengthening the capacities, rights and responsibilities of individuals vis à vis the media.

- ownership, industry, control - how the media sector operates
- access, participation, creation, citizenship, rights and responsibilities
- informed selection of media
- freedom of expression

**Media and production 2** - creating media and promoting autonomy in the use of media

- creating and communicating one's own messages
- using information and communication technologies
- ethics and values, personal autonomy, participation in a public sphere

- promoting intercultural dialogue

### **Media and production 3** - media information technologies

- using Information and Communication Technologies in education

To facilitate teaching of MIL, the framework should also include:

#### **Instructional design for MIL**

- developing curricular activities appropriate to media and information education
- adopting/adapting and developing school MIL resources and media
- creating and developing communication and cooperative work settings through information and communication technologies
- using authentic problem-solving and inquiry teaching methods
- developing appropriate assessment activities

#### **Changes in the education sector resulting from media**

- the changing role of teachers
- curriculum implementation and change management
- creating school environments that support development of MIL

This instructional design section of the curriculum is likely to be particularly important where institutional change from teacher-centred to student-centred perspectives are required, with the concomitant changes in a teacher's authority and acceptance of many right answers to real-world problems.

Syllabi developed from this outline would depend on educational and institutional constraints and technology available - i.e. they would be tailored to regional and local needs.

#### **Media and information literacy competencies required by trainee teachers**

The small group that focused on competencies necessary to media and information literacy concluded that, as indicated in the previous section, teachers need *personal* MIL competencies as audiences/receivers and producers of media as well as competencies to *facilitate* MIL in others. However, several questions regarding essential competencies were raised that remain unanswered at this point:

- What competencies are unique to MIL and thus distinguish the teaching of media and information literate teachers from that of others?
- Which non-media specific competencies are afforded rehearsal and consolidation because of the nature of MIL, i.e. what value do the discipline and learning activities of MIL add?
- Are some MIL competencies best developed at the level of teacher training and others more appropriately developed in school-based professional development?
- At what level of performance does a skill become a competency?

The identification of competencies unique to MIL and those supported by other elements of teacher training would locate, associate and integrate this new subject in educational thinking and planning as well as allowing curriculum developers to focus on specific requirements of teaching for MIL. Answers to the third question have implications beyond the scope of this project. For instance, developing capabilities in meeting the needs of students with variable experience of technologies, or coping with those whose knowledge is greater than that of trainee teachers, may

be a function of the development of communities of MIL understanding in schools. The fourth question raises assessment issues for teacher training institutions and accreditation agencies.

The break out group that began work on identification of competencies focused largely on information literacy as its component skills are a foundation for competency in media literacy. Its competencies include the orchestration of specific knowledge and individual processes in complex problem solving. For the moment, the content subjects, skills and competencies are listed together with additions from the wider group of participants.

### **Learning to learn / Know**

- Knowledge of available communication and information resources
- Knowledge of media, communication, and information chain/structure/construction
- Knowledge of basic principles such as freedom of expression and information
- Ability to reflect on learning, metacognition
- Ability to inquire and engage in research skills and processes

### **Learning to do / Use / Skills**

Ability to:

- Recognise and articulate a need for information
- Locate sources
- Retrieve sources from a variety of information systems
- Evaluate / analyze / relate/interpret sources, messages and information
- Select appropriate sources
- Abstract, synthesise, and organise ideas
- Use / apply / create / distribute
- Communicate and participate
- Read critically
- Solve problems
- Manage projects, especially in relation to inquiry and media production

### **Learning to be / Attitudes / Behaviour**

- Critical thinking
- Pluralism of ideas / Respect of others opinions
- Tolerance
- Respect of authorship
- Social responsibility
- Wise use of information

In discussion, two further points were made. Firstly, there are some difficulties inherent in translating a competency framework to a training framework. These would need to be addressed in trialling the curriculum and its associated materials. Secondly, there is an opportunity to focus on competencies around analysis and communications of the strengths of one's own community, thus strengthening identity and aligning with efforts to preserve indigenous knowledge.

Competencies in information and media literacy can be demonstrated with print-based media, such as newspapers, advertising flyers and billboards, as well as the 'older' technologies such as

radio. Thus MIL is not the preserve of those with access to advanced technologies. Consequently, this project aims to introduce an MIL curriculum in developing countries where experience of educational use of technologies may be limited. The technological competencies required will be dependent upon the technologies available in the teacher training institutions and the schools they serve. The syllabi developed for the technological aspects of this initiative should build on the competencies identified in the UNESCO publication *ICT Competency standards for teachers*, by focusing on those specific to MIL (*see Annex V for details*).

## **Learning outcomes for trainee teachers**

While a curriculum specifies what is to be learned and competencies detail essential abilities, teaching performance is assessed in terms of how these are orchestrated and the level at which they can be demonstrated. It was suggested that a broad set of learning outcomes be developed to describe the MIL content, processes, instructional design and pedagogical understandings trained teachers should ideally attain. The following outcomes are a first attempt to do this.

The trained teachers will demonstrate, at a level appropriate to the educational needs of their future students (8 to 18 year olds), critical understandings of:

- the need for and purposes of media and information literacy education
- key media literacy concepts including e.g. production, text (language is part of this broader category) and audience as applied to currently available and emerging media and technologies
- instructional design (systematically planning, trialling, producing and evaluating instructional material) based on the tools of analysis for media and information literacy
- instructional design based on the learning processes underlying development of media literacy (planning and teaching to ensure that students gain autonomy in applying effective learning processes)
- information literacy and its implications for developing personal inquiry and problem solving abilities
- the cognitive and metacognitive demands that underlie purposeful interactions with information
- key concepts relating to ethical responsibilities with and within the media professions
- a variety of assessment tools used in media assessment systems

And they will

- adopt, adapt and/or create teaching strategies that will enable their students to develop thinking and inquiry abilities specific to media literacy
- from evidence-based practice, develop a range of learning assessment tools appropriate to media and information literacy and related ethics-based learning activities

This list is deliberately open to interpretation in light of the different educational contexts in which it might be applied and the depth of knowledge deemed appropriate. For example, *awareness* of MIL would require demonstration of different depths of knowledge to having an *operational knowledge* of teaching with MIL or being able to *transform* teaching through MIL. Core and optional subjects and competencies would also vary accordingly.

## ***Enriching teacher training curricula with MIL components***

### **Appropriate processes for development, trial and introduction of curriculum enrichment materials to educators worldwide**

#### *Development of curriculum enrichment materials*

The scope of 'curriculum enrichment materials' is unclear from the notes of the meeting, as is the extent to which materials supporting the actual teaching of teachers are to be developed.

Materials supporting adoption and development of MIL curricula can be categorized along a continuum supporting education decision-makers, teacher trainers, trainee teachers, in-service teachers and students in the 8-18 age bracket.

Suggestions from the Expert Group included the following:

- Legal frameworks such as accreditation standards
- Curriculum and competency frameworks
- MIL primers and lists of further reading to encourage self-directed learning
- Comparisons of pedagogical models appropriate to MIL
- Detailed syllabi including schedules of weekly lectures and teaching activities
- Model assessment methods
- Compilations of good practice
- Success stories indicating the effects of MIL education on student learning outcomes
- Media for analysis by trainee teachers
- Model lesson plans for use by teachers (the number of these could be increased by offering prizes for media-based lesson plans that illustrate good practice - thereby raising awareness of MIL among teachers in general and simultaneously providing professional development)
- Tools to assist teachers in designing activities targeting the expected outcomes of MIL.
- Media for analysis by students between 8 and 18

To make development of curriculum enrichment materials manageable, it was suggested that examples of an elaborated curriculum addressing those points in children's development where learning progress is vulnerable to movement between levels of schooling would be particularly useful.

However, the Expert Group acknowledged that:

- all materials need to take into account the instructional environment and related assessment issues
- both academic and populist materials are needed to give a holistic overview of MIL
- whatever is produced in English needs to be linked to supplementary sources in other languages
- examples of materials known to have a major impact on understanding need to be identified, e.g. Universal Declaration of Human Rights.

While the initiative could result in a website giving access to the wealth of resources on information literacy, media literacy and related subjects, developers need to be clear about what people are expected to do with this information. Such resources often focus on media literacy *or* information literacy but the intention here is to make it easy to emphasise the synergies between

the concepts. It might therefore be more appropriate to identify a smaller range of resources and provide templates or checklists that assist citizens and media consumers in evaluating the relevance of these, and resources they identify themselves, to teaching for MIL in their educational context.

A further constraint on development of curriculum materials centres on the nature of learning and teaching activities appropriate to MIL. The Expert Group was agreed that learning about, with and through MIL will require a pedagogical approach that differs from the traditional in many countries – largely centred on the shift from didactic to knowledge co-construction. Further, they were agreed that inquiry and authentic problem-solving are activities that are central to MIL and not only cross the curriculum but integrate subject contents and skills, encouraging transfer.

It follows that materials developed to support the curriculum and the teaching activities implemented in training institutions should exemplify these pedagogies, both for trainee teachers and their students. For example, instructional design needs to be structured so that knowledge construction rather than transmission is encouraged and assessment takes account of a variety of correct answers or problem solutions.

The Expert Group identified other characteristics of appropriate learning activities for trainee teachers including:

- having direct experience of the communication practices of the students they will later teach
- inclusion of problem solving and application of MIL principles in real-life situations, including those that emphasise cultural heritage
- experience of student-centred learning and teaching
- activities that integrate aspects of the broader teacher training curriculum
- inclusion of inductive and deductive elements of MIL teaching
- preparation to participate in a community of practice
- the use of cognitive apprenticeship by teacher trainers - modelling, scaffolding, coaching and fading
- explicit attention to MIL, even when integrated in other courses
- experience of media production as a learning and teaching such that the purpose of understanding how media works is not lost in the excitement of the production

#### *Trial of curriculum materials*

Discussions in the third breakout group related to the phase of the initiative during which curriculum enrichment materials for trainee teachers will be trialled.

Education for MIL enhances knowledge construction through provision of a unique perspective on making sense of media messages. It offers opportunities to consolidate and extend the development of competence and knowledge gained in other curriculum areas for both trainee teachers and ultimately their students. The emphasis in this initiative is on ‘value added’, the unique aspects of media and information literacy content areas and competencies. However, given the diversity of educational expectations and preparation across the arenas of implementation, it is important to recognize that institutions in which the MIL curriculum

materials are trialled may not have fully implemented the supporting knowledge and competencies.

The crucial challenges underlying provision of advice concerning the trial of an MIL curriculum and associated materials centre on interactions between the *characteristics* of the:

- target audiences (trainee teachers),
- the institutions that provide initial teacher training
- the regulatory constraints and enablers provided by the education systems within which they will later work
- the resource base (economic, technological, intellectual and collegial) supporting MIL education in schools,
- the resources available and easily accessible in the wider community, and
- the constraints within which education decision-makers operate.

These interactions demand that any ‘solution’ offered be extremely flexible;

- allowing entire or ‘pick and mix’ implementation of the curriculum elements as dictated by national educational imperatives, down to introductory courses of just a few hours
- the potential accumulation of *evidence* of change in teacher trainee learning outcomes and those of their students as a stimulus towards curriculum implementation
- on-going revision and implementation of additional media and information literacy curriculum elements in response to the dynamics of national educational provision and resourcing.

The resulting curriculum choices would thus celebrate diversity and facilitate co-development of curriculum details at the local level.

In selecting institutions for testing the curriculum and enrichment materials it is suggested that criteria include the following:

- that the test group includes different cultures and financial resource contexts
- that freedom of expression is guaranteed and the nation is willing to engage with MIL principles
- that the institutional organization supports curriculum integration and the pedagogies espoused in the materials
- that teacher trainers view the initiative favourably and have some prior experience or training themselves (i.e. that participation in the trial is not imposed)
- that participant teacher trainees in pre-service programmes, as well as trainees who are certified teachers are already part of a community of practice.

Other considerations are the extent to which the whole or only part of the curriculum is to be adopted and, most fundamentally, the basis upon which the trials are to be monitored and assessed. Research currently does not demonstrate how MIL *per se* changes learning outcomes but evidence of student responses to MIL teaching activities has the potential to overcome teacher resistance. In testing the curriculum, the possibility of gathering and analysing evidence of trainee teachers’ reflections on MIL learning and teaching practice as a course requirement could provide valuable empirical evidence. This would become a resource in informing educational policy and decision makers at the stage of introducing the curriculum and materials worldwide.

### *Introduction of curriculum materials worldwide*

The key purpose of this initiative is to influence the behaviour of stakeholders: educational decision makers, teacher training institutions, school principals, teachers and ultimately secondary school students. This must be kept in view through out the curriculum development process and inform the strategies for dissemination of the curriculum and associated materials.

However, it was noted that expectations for outcomes of MIL education may be positive or negatively perceived by governments. For example, MIL teacher training may support longer term government policies prompted by unrelated pressures in education system, e.g. “No child left behind” in USA. Elsewhere however, the concept of MIL may be scaled down by the level of local education. It was noted that limited financial resources in African countries mean teacher training for competence in ICT is limited, if it exists at all. Indeed, in some African nations there is a shortage of teachers due to the costs of training, resulting in reduced duration of training. Further, differences between the context of training and the context of teaching mean that there is often a lack of transfer of competency to the school setting. Challenges of a different order were identified for countries where MIL and social science are marginalized since competence in English, Maths and Science are seen as economic drivers.

Despite these challenges, the Expert Group were agreed that education for MIL is a shared responsibility, the consequence of which is that partners with whom to collaborate need to be identified. For example, where no separate MIL curriculum can be established, curriculum developers for other subjects are critical partners for the enrichment of their disciplines with MIL perspectives. It may also be necessary to look beyond the education sector to involve media industry professionals as teachers or teaching partners. In addition, it was suggested that MIL in schools, particularly in Africa, is not sufficient to improve the general level of responses to the media and information, and that this initiative should consider implementation in community multi media centres too. However, experience indicates that even when positive partnerships are established (e.g. Centre de liaison de l’enseignement et des moyens d’information (CLEMI)) progress towards changing attitudes and education is slow.

These problems underline the need to develop a clear communication strategy targeting several different audiences when introducing the MIL curriculum and materials worldwide. Practical long term, strategic suggestions include:

- gain support and momentum for MIL education by aligning its content and outcomes with those of existing UNESCO initiatives (e.g. those in Teacher Education, Curriculum Development Community of Practice, Literacy decade, etc....)
- work with stakeholders to raise their awareness of the need for MIL and its potential effects on facilitating life long learning
- work to get MIL included in national constitutional documents
- focus on evidence-based practice and use the accumulating body of research to inform and influence policy makers, teachers and students

Practical shorter term suggestions include:

- ensure that curriculum information is packaged to engage teachers, decision makers, families, communities and other audiences

- produce an 8-12 page booklet (primer) to introduce MIL and its application to current teaching, including the 5Cs: comprehension, critical thinking, creativity, cross cultural awareness and citizenship.
- start with small steps – focus on pre service, initial teaching and later professional development
- target those teacher trainees who are already interested (ready to engage) in the first instance – talk to the converted
- investigate targeting teachers of students at three developmental moments across education span: 5-7, 10-12 and 16-18 years, i.e. at those points where a child has or is about to change school levels
- build on existing strengths of curricula and teacher training regimes – affirmative action approach.
- set up incentives such as MIL certificates for clusters of schools, individual schools and teachers that meet certain standards for the inclusion of MIL teaching and learning

### ***Developing a working plan: Defining the scope of the initiative***

In the foregoing discussion many areas of agreement have emerged together with identification of factors or characteristics that need to be taken into account in development of curriculum enriching or new materials. The discussions also draw attention to alternative routes to the development the MIL curriculum.

In this concluding section of the report, rather than reiterate areas of agreement, aspects of discussion requiring clarification, elaboration and deliberation are the focus. Many concern the scope of the initiative and the delineation of its parts. It is clarification of these that will allow development of a working plan, while the areas of current agreement provide guidance on implementation.

It is suggested that the next phase of the project should focus on responding to the following points with the aim of further refining agreement on the limits of the project and developing an optimal approach, given the available resources and contexts of testing the materials. The issues drawn from the previous discussion are intertwined and therefore have not been prioritised. They are however numbered for ease of reference.

1. Are the curriculum and related syllabi to be for *all* trainee teachers, or only for those who will become subject specialists?

While the Expert Group came to favour an open, flexible framework, or frameworks, from which teacher training institutions or government authorities might co-develop a locally tailored syllabus, one to raise personal MIL would differ markedly to that for developing specialist MIL teaching expertise. At this point in time, document describing the ideal might be overwhelming to those seeking only to raise awareness and/or improve personal MIL

The alternative notion of targeting those who are already aware of MIL issues was acknowledged, but this might still include many trainee teachers who are not interested in specialising in MIL.

Another suggestion is to start with small steps and to extend the programme gradually, perhaps structuring it for in-service professional development, as well as initial teacher

training, to support development of communities of understanding around MIL practice. While this is valid, it does not address the *all or intending specialists* issue.

One underlying factor in this particular debate is recognition that for any sustainable change, one needs a critical mass of MIL trained teachers working in a supportive environment. For that teachers with awareness and with specialist expertise are required. However, funding and the duration of the project need consideration as well.

2. Who will deliver the curriculum to teacher trainees and how will they be prepared?  
Is there provision for ‘training the trainers’ within this initiative and what time span is allowed for that training? Topics for trainers of teachers may need adjustment in terms of addressing identified resistance and gaining support for MIL in their institutions. The differences between professional development workshop learning and implementation where resources and support differ need to be taken into account for teacher trainers as well as for trainee teachers or those engaging in school-based professional development.
3. What is the duration of the proposed MIL courses in the countries selected for trialling the curriculum materials?  
There is probably an optimal amount of contact time within which trainee teachers can be expected to develop the required personal and teaching knowledge, and competencies. That time is likely to be at least partially dependent upon the capabilities of trainee teachers on entry. The duration of courses possible within particular training institutions constrains expectations for content and achievable outcomes. While an extremely comprehensive product may be required, addressing minimalist needs serves to focus expert attention on essentials.
4. On what basis will the countries and institutions be selected for trialling the MIL curriculum?  
The Expert Group set out a range of criteria for consideration (see page 17 ) that would give some degree of comparability across trial sites, however the models for implementation of the MIL curriculum are likely to be very different, particularly if the eight pilot institutions are involved in co-construction of the curriculum from the beginning of the project. Those differences have implications for any attempt to compare or evaluate the ‘success’ of the trials, the curriculum enrichment materials and the competency of the teachers. All other things being equal, institutes that are willing to engage in some form of action research centred on trainee teachers’ learning should be favoured for inclusion in the trial.
5. How can difficulties inherent in translating a competency framework to a training framework be addressed in the context of MIL education?  
These challenges need to be elaborated and then addressed in the instructional design aspects of preparation of teacher trainers. The question needs to be considered in light of the suggestions for learning activities for teacher trainees (see page 16 )
6. What is the scope of the term “curriculum enrichment materials”?  
The Expert Group did not fully identify the range of materials pertinent to this project. Consequently elaboration and deliberation is required, perhaps with the list on pages 14 and 15 taken as the starting point.

Again the context of implementation needs to be considered, e.g. instructional environment and assessment issues will influence how the materials are used and with what effect, particularly where authentic problem solving, inquiry and acceptance of multiple answers are at odds with a traditionally teacher directed culture.

Materials might be categorised in terms of infrastructure and professional teaching support. To limit the materials to be developed for teachers one suggestion was to focus on those points in children's development where learning progress is vulnerable to movement between levels of schooling.

7. What competencies are unique to MIL and thus distinguish the teaching of media and information literate teachers from that of others?

It is difficult to identify essential competencies without reference to the expected MIL behaviours and pedagogical abilities of the trained teachers, particularly in absence of a true integration of the concepts of media literacy on one hand and information literacy on the other. The Expert Group needs therefore to describe in effect what the learning outcomes of the proposed courses are so that the synergies between the concepts are to be optimised. The tentative list on pages 12 and 13 is a starting point for this debate. Competencies underlying the information literacy aspects of MIL are detailed in this report but those associated with the specifics of receiving and producing media are not as yet. Once the competencies implied by descriptions of teachers' MIL behaviours are apparent, supporting competencies developed in other aspects of the trainee teachers' education can be identified to reveal clusters of abilities without which MIL cannot be implemented in schools.

8. What are the core subjects underlying MIL and appropriate teaching practices that need to be included in the curriculum?

As with competencies, while there are subject areas unique to MIL, there is a supporting cast from other aspects of education. Identification of both sets, and their interactions would enable educational decision makers to see how the media and information literacy syllabus can enrich existing learning objectives for trainee teachers and to identify whether its elements are already supported in programmes. This document includes the Group's initial thinking on the topic but extension and refinement are needed. The key concepts of media literacy included in Annex IV could be used as a focal point for this discussion.

9. Is there a particular pedagogical approach that should inform the development of both the curriculum enrichment materials and those for teacher training?

A further constraint on development of curriculum enrichment materials centres on the nature of learning and teaching activities appropriate to MIL. For example, it may be that it is crucial to include materials on the nature of inquiry teaching and learning. While these are not specific to MIL alone, it cannot be assumed that they are covered in other aspects of teacher training.

## **A tentative working plan**

The above questions and elaborations emerged by consensus from the meeting but are by no means exhaustive of the issues to be addressed, but they serve to define some of the opportunities and limits of the project.

In seeking clarification of these issues, it is worth reiterating that participants in this initiative are not starting from scratch. During the meeting, the Expert Group had a wide range of printed and digital MIL resources brought to their attention and personal networks are bound to identify even more. It is also suggested that in preparation for further discussion online, the content of currently available materials be subjected to analysis in terms of recommendations for:

- refining and further specifying the objectives for this initiative (questions 1 and 6 above, subject to funding constraints)
- appropriate conditions for implementation (questions 2, 3, and 4, subject to funding constraints)
- itemising course contents and competencies unique to MIL (questions 7 and 8), and
- identifying underlying pedagogical issues (questions 5 and 9).

However, as indicated, it is necessary to reach prior agreement on criteria for inclusion or exclusion of particular programme materials.

A related literature review task is that of identifying pertinent items from documents supporting implementation (policy statements, examples of good practice, lesson plans etc). These could also be collected as the foundation of a database for the project as a future aid to education decision-makers at all levels. The basis of a set of evaluation criteria for application by the Expert Group members to a wide range of published material is evident in the lists appearing throughout this report and particularly in those referred to in the above questions.

One further area demands consideration at this early stage of the initiative. This concerns the possibility of and mechanisms by which empirical evidence of the effects of MIL education on trainee teachers' performance can be gathered for later analysis. If evidence of changes in students' learning outcomes is a powerful tool in persuading authorities to engage with a curriculum area, it is important to model ways in which institutions can refine teaching methods and materials in light of evidence from students. Such data collection and analysis is a crucial element in the development of a strategy that influences adaptation and implementation of the MIL curriculum by decision-makers. To be effective, evaluation research needs to be incorporated in the design and work plans of the initiative from the beginning.

## **Developing working methods**

Participants in this meeting made a variety of suggestions for further action, although priorities and responsibilities were not set as a complete overview of the tasks ahead did not emerge during the meeting. Thus some points in this section of the report are tentative and all are open to further consultation.

### *Discussion groups*

It was agreed that as a first step the three breakout groups created during the meeting would continue to discuss issues online. Carolyn Wilson, Jésus Lau and Ramon Tuazon agreed to chair these discussion groups.

To facilitate these discussions, terms of reference for coordinators should be developed and an appropriate technology needs to be identified that allows the process and conclusions of discussion to be stored and retrieved. Similarly, priorities, discussion topics and timeframes need to be set, together with both short-term and long term objectives. The Expert Group favoured short periods for responding in each discussion to ensure momentum is maintained.

Further, a fourth breakout group was proposed, but not pursued during the meeting. This was to address issues of assessment and evaluation and is closely associated with pedagogy (questions 5 and 9 above) but it may be more appropriately set up at a slightly later stage.

In light of the conceptual developments that have resulted from the meeting and the specific topics to be addressed initially, participants may wish to join groups other than those first formed. They may also wish to move between groups as the project develops. A dynamic approach to participation would allow expertise to be used to best advantage. Thus a mechanism for allocating tasks and recording developments is required that facilitates interaction between experts who may be active in one group but may wish to provide pertinent insights to others as need arises.

For effective online collaboration, some time and effort should be applied to the group process itself and the creation of the Experts' own community of practice specific to this project.

### *Drafting the curriculum materials*

The Expert Group did not elaborate on the process of drafting the curriculum materials at this meeting, but did recommend that all materials be written very clearly and presented attractively with the needs of the audiences (teachers, teacher trainers, education decision-makers) kept in mind at all times (see page 15). It is also essential that they are trialled in a variety of institutions.

This initial working plan is in its infancy. It will be refined and extended as work proceeds and as the nature of this complex task becomes more evident.

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## **Annex I - List of Participants**

<b>1.</b>	<p><b>Kwame AKYEMPONG</b></p> <p><b>AFR – Ghana</b></p>	<p><b>Deputy Director, Centre for International Education, Sussex University</b></p> <p>Kwame is a Senior Lecturer in International Education at Sussex University and has researched and published in teacher education, basic educational reforms, educational programme evaluation, and educational assessment. He was previously Director of the Institute of Education at the University of Cape Coast in Ghana. Kwame has undertaken a number of international consultancies with the World Bank, JICA and DFID, in countries such as Ghana, Rwanda and Malawi. He also served on the committee for the drafting of a new Education Bill for Ghana.</p>
<b>2.</b>	<p><b>Evelyne BEVORT</b></p> <p><b>EUR - France</b></p>	<p><b>Deputy Director, Centre de liaison de l’enseignement et des moyens d’information (CLEMI)</b></p> <p>CLEMI operates within the French ministry of Education and is dedicated to media education. Evelyne is involved in numerous research projects relating to media education and youth-media relations. She is a member of the European Commission’s Expert Group for media literacy.</p>
<b>3.</b>	<p><b>Fackson BANDA</b></p> <p><b>AFR - South Africa</b></p>	<p><b>SAB Miller-UNESCO Chair of Media and Democracy, School of Journalism and Media Studies, Rhodes University</b></p> <p>Fackson introduced the widely read "Media Discourse" column to the Zambia Post. His main research interests include political economy of communication, civic education and journalism, media policy and institutions, African political thought and African media, and postcolonial theory. He is a regular contributor to academic and professional journals and publications. Before taking up his present job, Fackson was the Executive Director of Panos Institute Southern Africa, based in Lusaka, Zambia.</p>
<b>4.</b>	<p><b>Albert K. BOEKHORST</b></p> <p><b>AFR – South</b></p>	<p><b>Visiting Professor, Department of Information Science, University of Pretoria, South Africa</b></p> <p>Albert is visiting professor at the University of Amsterdam, University of Pretoria and Tallinn University. He has been working in the field of information literacy since 1991 and his publications touch upon various aspects</p>

	<b>Africa</b>	of this topic. His research concentrates on access to information. Albert is a member of the IFLA Information Literacy section, where he serves as Information Officer. He coordinates the European Forum for Information Literacy (EFIL), and a series of twelve worldwide workshops funded by UNESCO for teacher training in Information Literacy.
5.	<b>C. K. CHEUNG</b>  <b>ASP – Hong Kong</b>	<b>Teacher Trainer, Faculty of Education, University of Hong Kong</b>  Founding chairman of the Hong Kong Association of Media Education and Research, C.K.’s interests include media education, civic education, entrepreneurship education, and the use of popular culture in teaching. C.K. is currently editing a book on the prevailing perspectives of media education in Asian countries diverse in culture, heritage, beliefs, values, education policy, as well as curricula and pedagogy.
6.	<b>Noel CHICUECUE</b>  <b>AFR - Mozambique</b>	<b>UNESCO Mozambique National Professional Officer</b>  A teacher by profession, Noel was UNESCO Project Officer for curriculum transformation in basic education and teacher training. He has worked extensively on the integration of human rights and democracy into curricula in the Southern African Region and is co-author of the corresponding regional teacher’s resource manual on this topic. He is currently working with schools of journalism in the region to adapt key elements of UNESCO journalism training curricula.
7.	<b>Bandula P. DAYARATHNE</b>  <b>ASP - Sri Lanka</b>	<b>Graduate Teacher and Curriculum Developer at the National Institute of Education, visiting lecturer of Media Education at the University of Colombo</b>  Bandula designed and introduced Media Club as a co-curricular activity in Sri Lankan schools, as well as initiating Media Work Experience Week and the UNESCO World Book Day Festival into the education system in Sri Lanka. Bandula is currently working on the development of a GCE Advanced Level syllabus in Communication & Media Studies.
8.	<b>Carmilla FLOYD</b>  <b>EUR - Sweden</b>	Carmilla is a writer, journalist and media trainer, focusing mainly on global and social issues, children and youth culture. She has produced documentary films and programs for Swedish Public TV as well as educational and information materials on media literacy and global citizenship. Carmilla dealt with a Swedish national media literacy training project, and is currently implementing a project with the Birzeit University Media Development Centre in Palestine to develop a Media Literacy Project tool kit for Palestinian teachers

		and children.
9.	<b>Divina FRAU- MEIGS</b>  <b>EUR - France</b>  Attending 16 <sup>th</sup> & 17 <sup>th</sup> only	<b>Vice-President, International Association for Media and Communication Research (IAMCR)</b>  Professor of Media Sociology at the Sorbonne, Divina has published extensively on media content, the technologies and sub-cultures of the screen, and the relationship between media and technologies. She was also editor of the UNESCO Media Education Kit which includes five manuals for teachers, parents and professionals. Divina has participated in the WSIS process as focal point for the <i>Education, Academia and Research</i> taskforce, promoting media literacy education and e-learning. She is the director of the master pro in “E-Learning Engineering” at the Sorbonne and her current research deals with media education policies and cultural diversity issues. Divina is a consulting expert on these issues for the Council of Europe, the European Commission and other national and international bodies.
10.	<b>Martin HADLOW</b>  <b>ASP - Australia</b>	<b>Director, Centre for Communication and Social Change, School of Journalism &amp; Communication, University of Queensland</b>  Martin was Director of the UNESCO Division for Freedom of Expression, Democracy and Peace and has worked in various senior positions with UNESCO, both at HQ and in the field. He has undertaken media training, distance education and curriculum development advisory work for a variety of agencies and has written widely on a range of free press and media issues. A journalist and broadcaster by profession, Martin has authored several training manuals and learning products, including an interactive, self-instructional training-of-trainers programme.
11.	<b>Jesus LAU</b>  <b>LAC – Mexico</b>	<b>Director, USBI VER Library, Universidad Veracruzana, Mexico</b>  An expert in the field of information literacy, Jesus has published various books and papers on this topic. He is co-author of the <i>Mexican Information Literacy Standards for Higher Education</i> , and author of the IFLA <i>International Guidelines on Information Literacy for Life-Long Learning</i> . Recently, Jesus has edited <i>Information Literacy: International Perspectives</i> , and <i>Towards Information Literacy Indicators: A Conceptual Framework Paper</i> . Jesus is coordinator of the UNESCO-funded InfoLit/IFLA projects for the web-based international <i>Information Literacy Resources Directory</i> and the <i>International Information Literacy State of the Art Report</i> .

12.	<b>Maria Ester MANCEBO</b>  <b>LAC - Uruguay</b>	<b>Professor of Educational Policies, Universidad de la República, Montevideo</b>  Maria Ester teaches “Educational Policy” at the Universidad de la República in Uruguay, and has held several senior positions in Uruguay’s National Administration of Public Education. She is the author of numerous articles and publications on educational policies, teacher training and social development. She is an expert consultant and has previously consulted numerous international organisations such as UNICEF, UNESCO, ECLAC, PREAL, IDB and the World Bank on these issues.
13.	<b>Penny MOORE</b>  <b>ASP – New Zealand</b>	<b>Educational Research Consultant</b>  Penny’s research interests centre on information literacy and student learning, professional development and change management in schools. She has published two research-based books on information literacy in primary schools and conducted workshops for teachers, librarians and government officials in several countries. She was Executive Director of the International Association of School Librarians for five years prior to taking a research contract with the Ministry of Education concerning the nature of the relationship between policy makers and researchers.
14.	<b>Renato OPERTTI</b>  <b>UNESCO</b>	<b>International Bureau of Education, UNESCO, Geneva</b>  Renato coordinates the Community of Practice in Curriculum Development platform. He has worked as an Educational Planner for basic, youth and teacher education and as a researcher in comparative regional studies in Latin America. He has coordinated upper secondary education reforms in Uruguay and has published numerous national and international studies on social policy, poverty, education and curriculum issues.
15.	<b>Caroline PONTEFRACT</b>  <b>UNESCO</b>	<b>Chief of Section for Teacher Education, UNESCO, Paris</b>  Caroline was Principal Education Analyst at the African Development Bank, and previously worked with DFID on the DFID-Imfundo partnership initiative to enhance education in Africa, specifically in the areas of teacher education and the use of education management information systems through the appropriate application of ICTs.
16.	<b>Rasha OMAR</b>  <b>ARB - Palestine</b>	<b>Director, Science Technology Track, Palestinian Curriculum Development Centre, Ministry of Education and Higher Education</b>

		Rasha is team leader of the working group on electronic curricula for ninth and fifth grade students in Palestine in science and geography. She is an adviser of e-learning at the Higher Education Centre at Birzeit University in the West Bank. Her research interests include the integration of life skills with educational processes, child-centered learning, the use of ICTs in education and developing training materials and training of trainers in environmental issues, democracy, women's and children's rights.
17.	<b>José Manuel PÉREZ TORNERO</b>  <b>EUR - Spain</b>	<b>Vice-President, European Association for Viewers' Interest (EAVI)</b> <b>General Secretary, International Association for Media Education (MENTOR)</b>  José Manuel is Director of the <i>Communication and Education Research Centre</i> at the Universidad Autónoma de Barcelona He is a member of European Commission Expert Group on Media Literacy and the Expert's Group for Digital Literacy. José Manuel has published various books dedicated to Media Education, the Information Society, Educational TV and the impact of the mass media and new technologies.
18.	<b>Manuel Quintero QUINTERO</b>  <b>LAC - México</b>	<b>Director-General, Instituto Latinoamericano de la Comunicación Educativa</b>  Manuel has led educational projects in both public and private institutions. He was General Manager of Educational Television in the Public Education Secretariat of the Mexican Government. He coordinated the construction of the Experimental Microsatellite SATEX-1 and the UN project to establish the Regional Center of Education in Science and Spatial Technology in Latin America.
19.	<b>Samy TAYIE</b>  <b>ARB - Egypt</b>	<b>President, International Association for Media Education (MENTOR)</b>  Professor in Mass Communication at Cairo University, Samy's areas of interest include media education, social marketing, mass communication research methods and mass media and society. Samy has published books and articles on the above-mentioned areas in Arabic and English, and is visiting professor at many universities in the Arab World.
20.	<b>Toussaint TCHITCHI</b>  <b>AFR - Benin</b>	<b>Université d'Abomey-Calavi, Bénin</b>  Former Director of National Institute for Research in Education (INFRE), and former Minister of Information and Communication in Benin, Toussaint has recently dealt with the analysis of the UNITWIN/UNESCO Programme in Africa and the evaluation of recommendations of Bamako's international conference on Vocational Education.
21.	<b>Jordi</b>	<b>Project Manager, Media Literacy Education, Alliance of Civilizations, United Nations</b>

	<b>TORRENT</b> <b>N. America - USA</b>	Jordi has been a media consultant for the New York City Department of Education since 1990. He created a Media Literacy Education programme that has been implemented at over twenty five NYC schools, as well as conducting media education workshops for teachers and parents. He is co-director of <i>Media: Overseas Conversations</i> , a series of annual conferences on media, youth and education held in NYC.
22.	<b>Ramon R. Tuazon</b> <b>ASP - Philippines</b>	<b>Chairman, Technical Committee for Communication, Commission on Higher Education (CHED), Philippines</b>  As an educator, Ramon lectures at the Asian Institute of Journalism and Communication (AIJC) graduate school and Miriam College's Department of Communication. Ramon is also President of the Asian Institute of Journalism and Communication (AIJC) and Vice Chairman of the Philippine Social Science Council. He has written and co-edited many publications in this field, his latest entitled, <i>The State of the Filipino Children Report 2007 (Children and Media)</i> published by the Council for the Welfare of Children.
23.	<b>Carolyn Wilson</b> <b>N. America – Canada</b>	<b>President of Association for Media Literacy (AML) Ontario</b>  Currently teaching at the Ontario Institute for Studies in Education at the University of Toronto, Carolyn has received the Prime Minister's Award for Teaching Excellence for her work in media studies and global education. Carolyn is the co-author of the best selling textbook, <i>Mass Media and Popular Culture, Version 2</i> . Carolyn has been invited to speak at conferences around the world. Thanks to the work of the AML, the province of Ontario, Canada was the first educational jurisdiction in the world to mandate media literacy as part of the English curriculum.

## ***Annex II - Project Outline***

### **Executive Summary**

Mass media and new Information and Communication Technologies (ICTs) play a crucial role in keeping societies informed. These media facilitate debate between diverse social actors and processes, and ICTs service to reinforce this role, providing the interactive functions and multiplatform delivery systems necessary to engage audiences. Mass media and ICTs are therefore a significant means by which nations and societies can learn about themselves, build a sense of community and share values, acting as a vehicle for cultural expression and cultural cohesion.

While media and information service providers are expected to perform these functions in a professional and ethical manner, their effectiveness is directly dependent on the consumer's ability to process media and information and use it in a critical manner. The existence of media and information literacy societies are therefore vital.

This project aims to foster media and information literacy among young people throughout the world through the integration of media and information literacy as a part of national teacher training curricula. The project will develop specific modules to include both theoretical and practical skills at secondary education level. These modules will then be piloted at selected teacher training institutions in eight countries, the outcomes enabling the assessment of the level of integration of media and information literacy into the teacher training curriculum in each. The results will be shared with ministries of education and national teacher training initiatives to foster media and information literacy as integral part of the teacher training worldwide.

### **1. Project Justification**

Over the last three decades, numerous studies have demonstrated that young people are spending more and more time interacting with media and ICTs. Media and information service providers are, in turn, shaping the meaning and practices of daily life. With more access to information than their parents had, younger generations are the most significant consumers of media and ICTs, rendering this group the most vulnerable to the dangers of the media. This points to the necessity of the inclusion of media and information literacy education in school programmes to generate knowledge on the role and functions of media and information service providers, and to enable youth to process and evaluate the information they receive. Information literacy, as defined in the Alexandria Proclamation of 2005 *“empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals.”*

Media and information literacy can thus be considered as a powerful tool for people's participation in democratic societies, encouraging the production of information and creativity in a multiplicity of disciplines. Media education provides critical knowledge and analytical tools, empowering media consumers to function as autonomous and rational citizens, and enabling them to critically make use of the media. Teacher training to provide this education thus becomes a key element in the integration of media education and information literacy in schools.

UNESCO has a long standing experience in enhancing media and information literacy and it has supported a number of initiatives to introduce media and information literacy not only in the classroom, but also as part of people's life-long learning. Some examples of previous activities developed in this field are publications such as *Media Education in the Pacific: A Guide for Secondary School Teachers*; *Media Education: a kit for teachers, parents and professionals*; *Understanding Information Literacy: A Primer*; *Information Literacy Training - the Trainers Project* and *Towards Information Literacy Indicators*.

## **2. Project Aim**

Educational systems around the world need to address and connect with the media and information cultures of the youth. Countries such as Canada, the United States, Greece, Italy, South Africa and India have recognized the importance of media education, including media literacy curricula in schools. Information literacy has also been recognized as critical at the higher education level and by professional associations such as International Federation of Library Associations and Institutions (IFLA).

However, much needs to be done before media education and information literacy are accepted as part of secondary school programmes. An already overburdened curriculum and the cost of training teachers are major obstacles that can prevent media education and information literacy from being integrated into school programmes.

School teachers require media and information literacy education in order to better understand the role and the functions of media and other information service providers, in order to teach their students how to critically evaluate and contextualise media content and information.

To meet these needs, this project intends to enrich teacher training curricula with media and information literacy on a pilot basis in at least eight developing countries and to synthesize and share the experience with a view to enhancing teachers' abilities to impart media and information literacy to school children. Moreover, through the linkage between communication, information and education, this project will foster appropriate educational practices and pedagogies through collaborative work, project-oriented productions and new forms of evaluation. It is also foreseen to encourage media and information service providers to improve their ethical and professional practices.

## **3. Project Objectives**

### **3.1 Development objectives**

- To encourage media to improve diversity of content and the ethical and professional dimensions of their functions through the construction of a critical consumer and citizenship culture among media users.
- To foster information literate societies by encouraging the development of national information literacy policies, including those in education.

### **3.2 Immediate objective**

To inculcate media and information literacy as an integral part of national teacher training curricula, to be piloted in teacher training institutions in eight countries.

## **4. Project Outputs**

1. Curriculum enrichment material developed
2. Teacher training institutes in eight pilot countries introduce media and information literacy as component in teacher training
3. Assessment and synthesis of curriculum enrichment experience

## **5. Objectives of the International Expert Group**

On the basis of existing experience and best practices, the Expert Group will work towards the enrichment of teacher training curricula with media and Information Literacy through:

1. An Expert Group meeting, which would discuss and agree a common approach and platform, preparing preliminary recommendations, and a work plan with corresponding

timeframe. The meeting would also agree on the roles and assignments of the Expert Group members.

2. Follow-up research for the drafting of a final project outline for the enrichment of teacher training curricula with Media and Information Literacy. This could be coordinated through online exchange.
3. Finalization and submission of document on teacher training curriculum enrichment for media and information literacy. The finalized draft would be elaborated through online exchange and through a further meeting of the Expert Group to be convened in spring 2009.

## **Annex III - Provisional Agenda**

### **Expected Outcomes of the International Expert Group Meeting**

The UNESCO General **Conference** decided to support media and information literacy initiatives to allow users to make informed judgments on information sources and the reliability of information, and to broaden civic participation in media. In particular, UNESCO endeavours to catalyze processes to introduce media and information literacy in teacher training:

The Expert Group is therefore expected to advise UNESCO on introducing media and information literacy to teachers by:

- (a) Identifying core competencies that teachers would need
- (b) Defining the relevant subject areas, syllabi, and curriculum enrichment material necessary for teacher training
- (c) Advising on appropriate processes by which such material can be developed, tested and introduced.

### **Monday 16 June**

- |              |   |
|--------------|---|
| 10.00-10.10  | Introductory Remarks: Including Media and Information Literacy Components in Teacher Training<br>Wijayananda Jayaweera, Director, Communication Development Division, UNESCO<br>Miriam Nisbet, Director, Information Society Division, UNESCO   |
| 10.10-10.30  | Expert Group introductions  |
| 10.30-13.00  | SESSION ONE:<br>Building Knowledge Societies - Media and Information Literacy as a Sine Qua Non of Teacher Training<br>Moderator: Fackson Banda, UNESCO-SAB Miller Chair of Media and Democracy, Rhodes University, Grahamstown<br>Introduction to background paper by author, Jose Manuel Perez Tornero, International Association of Media Education, (MENTOR) Barcelona<br>Understanding Media and Information Literacy<br>Targeting secondary education in Media and Information Literacy |
| 13.00-15.00  | Lunch   |
| 15.00- 18.00 | SESSION TWO:<br>The Introduction of Media and Information Literacy into Teacher Training Curricula<br>Moderator: Carolyn Wilson, Association for Media Literacy, Toronto  |

Commentary by Caroline Pontefract, Teacher Education, Division of Higher Education, UNESCO, Paris and Renato Opertti, International Bureau of Education, UNESCO, Switzerland  
Ongoing initiatives in the developed and developing world  
Methods of introduction and good practice

18.15      Cocktail  
              UNESCO, Miollis Bar (level -1)

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## Tuesday 17 June

10.00-13.00    SESSION THREE:  
Media and Information Literacy Model Syllabi  
Moderator: María Ester Mancebo, Universidad de la República, Montevideo

Commentary by Kwame Akyeampong, Centre for International Education, Sussex University, Brighton  
Media and Information Literacy syllabus breakdown  
Course duration  
Mandatory and optional modules

13.00-15.00    Lunch

15.00- 18.00    SESSION FOUR:  
Enriching Teacher Training Curricula with Media and Information Literacy Components  
Moderator: C.K. Cheung, University of Hong Kong

Commentary by Evelyne Bevort, Centre de liaison de l'enseignement et des moyens d'information (CLEMI), Paris

(Sub-group discussions can be arranged should the Expert Group wish)

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## Wednesday 18 June

10.00-12.40    SESSION FIVE:  
Expert Group Work Plan and Working Methods  
Moderator: Martin Hadlow, Centre for Communication and Social Change, University of Queensland, Brisbane

12.40-13.00    Closing Remarks:  
Wijayananda Jayaweera, Communication Development Division, UNESCO

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## ***Annex IV - Key Concepts of Media Literacy***

(From the Association for Media Literacy, Canada. For the complete document see: <http://www.aml.ca/whatis>)

To define the critical premises behind media education, the following key concepts have been developed. The key concepts provide a theoretical base for all media literacy programs and give teachers a common language and framework for discussion.

### **1. All media are constructions**

Media present carefully crafted constructions that reflect many decisions and result from many determining factors. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, present us with versions of reality.

### **2. Each person interprets messages differently**

People who watch the same TV show or visit the same Web site often do not have the same experience or come away with the same impression. Each person can interpret or negotiate a message differently based on age, culture, life experiences, values and beliefs.

### **3. The media have commercial interests**

Most media are created for profit. Advertising is generally the biggest source of revenue. Commercials are the most obvious means of generating revenue, although advertising messages take many forms, including product placement, (paying to have a product prominently displaying in programs or movies), sponsorships, prizes, pop-up ads and surveys on the Internet, celebrity endorsements or naming a stadium or theatre.

### **4. The media contain ideological and value messages**

Producers of media messages have their own beliefs, values, opinions and biases. These can influence what gets told and how it is told. Producers must choose what will and will not be included in media texts, so there are no neutral or value-free media messages. As these messages are often viewed by great numbers of viewers, they can have great social and political influence. We need to decode media messages about such issues as the nature of the “good life”, the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.

### **5. Each medium has its own language, style, techniques, codes, conventions, and aesthetics**

Each medium creates meaning differently using certain vocabulary, techniques and styles, or codes and conventions. In a movie or TV show, when the picture dissolves, it indicates a passage of time. Hot links and navigation buttons

indicate you can find what is needed on a Web site. A novelist must use certain words to create setting and characters, while other media use images, text and sound. Over time, we understand what each technique means. We become fluent in the "languages" of different media and can appreciate their aesthetic qualities. Developing media literacy skills enables us not only to decode and understand media texts, but also to enjoy the unique aesthetic form of each. Our enjoyment of media is enhanced by an awareness of how pleasing forms or effects are created.

#### **6. The media have commercial implications**

Media literacy includes an awareness of the economic basis of mass media production. Networks look for audiences to be delivered to sponsors. Knowledge of this allows students to understand how program content makes them targets for advertisers and organizes viewers into marketable groups. The issue of ownership and control is of vital importance at a time when there are more choices, but fewer voices. (Ninety percent of the world's newspapers, magazines, television stations, films, and computer software companies are owned by seven corporate conglomerates.)

#### **7. The media have social and political implications**

An important dimension of media literacy is an awareness of the broad range of social and political effects stemming from the media. The changing nature of family life, the use of leisure time and the results of televised political debates are three such examples. The mass media serve to legitimize societal values and attitudes. The media also have a major role in mediating global events and issues from civil rights to terrorism.

#### **8. Form and content are closely related in the media**

Making the form/content connection relates to the thesis of Marshall McLuhan that "the medium is the message". That is, each medium has its own special grammar and technological bias and codifies reality in unique ways. Thus, different media might report the same event but create different impressions and different messages.

## **Annex V - Publications and Resources for the meeting**

### **1. *Media Education: A Kit for Teachers, Students, Parents and Professionals***

Published in English and French by UNESCO. The kit is partly a product of the MENTOR project initiated by UNESCO and supported by the European Commission.

Questions addressed by the kit - what should media education consist of? Who should provide it? How should it be included in a curriculum? Beyond schools, do families have a say in the matter? Can professionals be involved and how? What strategies can the public adopt to deal with the benefits and the limitations of media?

The kit contains a Proposal for a Modular Curriculum, a “Handbook for Teachers”, a “Handbook for Students”, a “Handbook for Parents”, a “Handbook for Ethical Relations with Professionals” and an “Internet Literacy Handbook”. View link at:

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=23714&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=23714&URL_DO=DO_TOPIC&URL_SECTION=201.html)

### **2. *International Meeting on Media Education: Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria?***

An international meeting organized in Paris (June 2007) by the French Commission for UNESCO in partnership with UNESCO, and with the support of the French Ministry of Education and the Council of Europe. View link at:

[http://www.diplomatie.gouv.fr/fr/IMG/pdf/Synthesis\\_en.pdf](http://www.diplomatie.gouv.fr/fr/IMG/pdf/Synthesis_en.pdf)

### **3. *Empowerment through Media Education***

Publication produced by NORDICOM, International Clearing House, Göteborg University with support of UNESCO. The book is based on the First International Conference on Media Education held in Riyadh in March 2007, (also supported by UNESCO) and on the *International Meeting on Media Education: Progress, Obstacles, New Trends since Grünwald: Towards New Assessment Criteria*, held in Paris, June 2007.

When discussing issues regarding democracy and development we often forget that media literate citizens are a precondition. An important prerequisite for the empowerment of citizens is a concerted effort to improve media and information literacy – skills that help to strengthen the critical abilities and communicative skills that enable the individual to use media and communication both as tools and as a way of articulating processes of development and social change, improving everyday lives and empowering people to influence their own lives. Media and information literacy is needed for all citizens, but is of decisive importance to the younger generation – in both their role as citizens and their participation in society, and their learning, cultural expression and personal fulfilment. A fundamental element of efforts to realize a media and information literate society is media education. But when issues such as these are discussed, all too often the frame of reference is the media culture of the Western world. There is an urgent need for the agenda to become open to non-Western thoughts and intercultural approaches to a much higher degree than is the case at present. Internationalization is both enriching and necessary with regard to our common interest in broader, more all-inclusive paradigms. View link at: [http://www.nordicom.gu.se/clearinghouse.php?portal=publ&main=info\\_publ2.php&ex=258&me=3](http://www.nordicom.gu.se/clearinghouse.php?portal=publ&main=info_publ2.php&ex=258&me=3)

#### **4. *Understanding Information Literacy: a Primer***

Through this publication, UNESCO's Information for All Programme (IFAP) defines media literacy in an easy-to-understand and non-technical manner.

The publication targets a very diverse audience, from government officials, intergovernmental civil servants, information professionals and teachers to human resources managers in both profit or not-profit organizations. If you only remember one paragraph from this publication, here is the one we hope it will be:

“Over the course of your life, the more you learn and thereby come to know, but especially the sooner you master and adopt proficient learning skills, habits and attitudes - finding out how, from where, from whom and when to search for and retrieve the information that you need to know, but have not yet learned - the more information literate you thereby become. Your competency in applying and utilizing those skills, habits and attitudes will enable you to make sounder and timelier decisions to cope with your personal and family health and welfare, educational, job-related, citizenship and other challenges.”

View link at:

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=25957&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=25957&URL_DO=DO_TOPIC&URL_SECTION=201.html)

#### **5. *Towards Information Literacy Indicators***

This paper provides a basic conceptual framework for measuring information literacy. The publication includes a definition of information literacy; a model that links information literacy with other adult competences, such as ICT skills; and a description of information literacy standards in education.

Information literacy is part of an integrated set of skills which adults need to be effective in all aspects of their lives. As derived from the Alexandria Proclamation of 2005, information literacy is the capacity of people to:

- recognize their information needs;
- locate and evaluate the quality of information;
- store and retrieve information;
- make effective and ethical use of information, and
- apply information to create and communicate knowledge.

The development of indicators of information literacy through which achievements can be demonstrated and future efforts can be better focused is a priority at both national and international levels. Information literacy underpins many of the Millennium Development Goals, for instance, combating diseases and enhancing employment opportunities. Indicators of information literacy can help countries to identify the effect of policies to foster information literacy development and to know the extent to which their citizens are able to participate in a knowledge society.

View link at

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=26596&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=26596&URL_DO=DO_TOPIC&URL_SECTION=201.html)

## **6. *ICT Competency Standards for Teachers***

Recognizing the need to provide standards to help the education sector leverage ICT, UNESCO teamed up with Cisco, Intel and Microsoft, as well as the International Society for Technology in Education (ISTE) and the Virginia Polytechnic Institute and State University (Virginia Tech), to set up the 'ICT Competency Standards for Teachers' (CST) project.

The goal of the CST project is to provide guidance on how to improve teachers' practice through ICT and giving a new dimension to their skills, regardless of where the classroom is located - resulting in better education and highly skilled students.

The ICT Competency Standards for Teachers comprise a set of three booklets including:

1. A Policy Framework explaining the rationale, structure and approach of the ICT-CST project;
2. A Competency Standards Modules' Structure which crosses the components of educational reform with various policy approaches to generate a matrix of skill sets for teachers;
3. Implementation Guidelines providing a detailed syllabus of the specific skills to be acquired by teachers within each skill set/module.

Link: [www.unesco.org/en/competency-standards-teachers](http://www.unesco.org/en/competency-standards-teachers)

## ***Annex VI - Further reading and web-links a sample of those identified during the meeting***

British Library and JISC (2008). *Information behaviour of the researcher of the future: a ciber briefing paper*. University College London.

View link at: <http://www.bl.uk/news/pdf/googlegen.pdf>

Media Literacy Education Clearinghouse, Alliance of Civilizations

View link at: <http://www.aocmedialiteracy.org>

Promoting Digital Literacy: Understanding digital literacy. Final report

[http://ec.europa.eu/education/archive/elearning/doc/studies/dig\\_lit\\_en.pdf](http://ec.europa.eu/education/archive/elearning/doc/studies/dig_lit_en.pdf)

European Network on Information Literacy

<http://www.ceris.cnr.it/Basili/EnIL/gateway/europe/Medialiteracystudy.htm>

UNESCO Curriculum Development Community of Practice Initiative.

View link at

[http://www.ibe.unesco.org/fileadmin/user\\_upload/COPs/News\\_documents/2007/0712Kingston/COP\\_Latin\\_America\\_and\\_Caribbean.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2007/0712Kingston/COP_Latin_America_and_Caribbean.pdf)

IFLA/UNESCO information literacy resources directory

View link at: <http://www.infolitglobal.info/>

## ***Annex VII - UNESCO initiatives - synergies with teacher training curriculum development in media and information literacy.***

Media literacy and information literacy have been peripheral concerns of UNESCO for more than 26 years, as evidenced by the Grünwald Declaration on Media Education (1982) and a host of subsequent meetings and publications including:

- “New Directions in Media Education” Toulouse (1990)
- Vienna Conference “Educating for the Media and the Digital Age” (1999)
- Seville Seminar (2002)
- Mentor Project (2004-2006)
- International Action Plan for Implementing Resolution 56/116 of the Dakar Framework for Action. United Nations Literacy Decade
- The Prague Declaration on information literacy (November 2002)
- The Alexandria Proclamation (on information literacy) (November 2005)
- The First International Media Education Conference, Riyadh, 2007
- The Paris Agenda: 12 Recommendations for media education (June 2007)
- *The Media Education in the Pacific: A Guide for Secondary School Teachers*; UNESCO, 2003
- *Media Education: A kit for teachers, students, parents and professionals*, Frau-Meigs, Divina, 2006; UNESCO
- *Understanding Information Literacy: A Primer*, Forest Woody Horton, Jr. (2008)
- *Empowerment through Media Education: An Intercultural Dialogue*, Carlsson, Ulla; Tayie, Samy; Jacquinet, Geneviève; Pérez Tornero, José Manuel, with UNESCO’s support, (2008)
- *Media Development Indicators: A Framework for Assessing Media Development*. Paris, UNESCO (2008)