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ASSESSING CITIZENS' RESPONSES TO MEDIA AND INFORMATION LITERACY COMPETENCIES THROUGH AN ONLINE COURSE: AN EMPIRICAL STUDY AND CRITICAL COMPARATIVE ANALYSIS OF EXPERTS' VIEWS

THE IMPORTANCE OF AFFORDING MIL COMPETENCIES TO ALL CITIZENS GLOBALLY HAS RECEIVED INCREASING ATTENTION AND HAS BEEN RENEWED OVER THE PAST DECADE. INTERNATIONAL INSTITUTIONS SUCH AS UNESCO, THE UNITED NATIONS, THE EUROPEAN UNION, OECD, OSCE, AND COE HAVE DRAWN ATTENTION TO THE NEED TO PROMOTE PUBLIC POLICIES ORIENTED TO THE DEVELOPMENT OF MEDIA AND INFORMATION LITERACY IN ALL CITIZENS.

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Assessing Citizens' Responses to
Media and Information Literacy
Competencies through an online
course: An Empirical Study and
Critical Comparative Analysis of
Experts' Views

By: Alton Grizzle

Dissertation submitted to the Faculty of Communication Sciences,
Department of Journalism and Communication Sciences of the
Autonomous University of Barcelona in fulfilment
Of the requirements for the degree of
Doctor of Philosophy
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Dissertation Director: Professor Jose Manuel Tornero

DECLARATION

I declare that this dissertation, which I submit to the Autonomous University of Barcelona for examination in consideration of the award of a higher degree of Doctor of Philosophy is my own personal effort. Where any of the content presented is the result of input or data from a related collaborative research programme this is duly acknowledged in the text such that it is possible to ascertain how much of the work is my own. I have not already obtained a degree in Autonomous University of Barcelona or elsewhere on the basis of this work. Furthermore, I took reasonable care to ensure that the work is original, and, to the best of my knowledge, does not breach copyright law, and has not been taken from other sources except where such work has been cited and acknowledged within the text.

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ABSTRACT

Societal opportunities and challenges, whether they are personal, socio-political or cultural, are information-dependent in one way or another. Minimising the challenges and maximising the opportunities depend on the quality of information accessed and received; how people are enabled to think critically and independently about this information; what people choose to believe and why; and the process by which people choose to believe or reject and act upon certain information for problem solving. The purpose of this research is to explore how to improve the diffusion of media and information literacy (MIL) competencies for all citizens and to inform purpose-driven development of national MIL policies and strategies.

Through a combination of quantitative and qualitative methods, the research investigated youth responses to personal, social, economic, political and cultural challenges and opportunities online and offline before and after having acquired MIL related competencies. The research also examined how MIL experts/practitioners perceive MIL competencies and relevant policy framework factors for MIL applications in different societal contexts.

The youth component of this dissertation employed a quasi-experimental research methodology adopted from other researchers. It involved a sample of 1735 youths between the ages 14 and 30 years who reflected on their knowledge of MIL and their

attitude towards social and democratic issues such as freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue. They then engaged in a three-month intervention (a Media and Information Literacy Massively Open Online Course) with the social and democratic issues embedded. The youth reflected on their attitudes once more through survey, journaling and online discussion forum. The MIL experts'/practitioners' component of the research used survey techniques to engage a sample of 502 experts/practitioners. They reflected on the levels and types of involvement in MIL; rated and ranked broad MIL competencies as well as related policy context factors based on their expert/personal perspectives, as well as their more experiential and 'objective' perspectives of the actualities of MIL implemented in the countries they work.

The findings indicate that the youths have genuine interest in social and democratic discourse issues and have acquired prior knowledge of MIL through either erstwhile studies or experience. They demonstrate diverse attitudes towards freedom of expression and freedom of information in various societal contexts and show some uncertainty about what are the best responses to these issues in some situations. The youths have a generally positive attitude to intercultural dialogue and interreligious dialogue and think that governments and the media can do more to promote peace by facilitating more open discourses on religious and intercultural tolerance. The youths surveyed reported varying degrees of change in their attitudes and actions concerning the social and democratic issues investigated. MIL experts/practitioners have

convergent views on MIL competencies but also with some divergence. Less divergence exists in their assessment of MIL policy context factors at country levels. Greater involvement of MIL experts/practitioners in community level activities and advocacy has the potential to improve a broader framework of MIL.

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CHAPTER INTRODUCTION

1

BACKGROUND

“When a culture relegates critical thinking to the attic of items no longer in fashion and replaces ideas with images, then literary and artistic products are promoted, accepted, or rejected through advertising techniques and the conditioned reflexes of a public that lacks the intellectual and discriminatory antennae to detect when it is being duped.” (Vargas Llosa, 2012, p.28, Notes on the Death of Culture)

These are the best of times and the worst of times (Dickens, 1867). It is the best of times because the world is more connected (ITU, 2017). Never before has it been easier for information to travel so rapidly around the world and for people, who have the means, to communicate freely (Dhavan et. al., 2005). This is despite the fact that close to half the world’s population (45.6%) still do not have access to the Internet (Internet World Stats, 2017). Nevertheless, like life’s sometimes-undecipherable paradoxes, it is the worst of time because never before in the history of humankind has it been more difficult to know what information is beneficial or not (Martin, 2016).

The 21st century has brought disruptive and exponential changes in information provision throughout the world consequent to new knowledge management, technological development and global economic and social changes. These changes

affect every segment of the society and all levels of education and culture. These changes contribute, on the one hand, to the approximation of peoples and cultures, but, on the other hand, they also contribute to the resurgence and increase of some cultural barriers to communication such as religious origin, ethnicity, race, gender, and age group, among others. (Chibás Ortiz, 2017). All of those factors increase the need to research, develop and implement the current focus of media and information literacy (MIL) as a way to seek to teach a critical reading of reality, as well as to develop creativity and innovation skills to transform it. New learning organizations are evolving based on the concepts of resource-based teaching and lifelong learning (Kingori, Njiraine, Maina, 2016). Students, professors, researchers, market professionals, managers and other categories of users need high levels of literacy.

As a historical move, the United Nations Sustainable Development Goals (SDGs) have entrenched critical thinking and civic engagement competencies in target 4.7 of SDG 4 Quality Education, which focuses on knowledge and skills needed for people to participate in sustainable development. People's involvement in advancing fundamental freedoms such as access to information is also featured in target 16.10 of SDG 16 Peace Justice and Strong Institutions. For many years, media and information literacy has been promoted as one way to promote critical thinking (UNESCO and OSCE, 2018) and as the new form of civic engagement (Tornero and Varis, 2017; Goodman and Cocca, 2013).

However, media and Information literacy remains on the margins of mainstream education (Whitehead and Quinlan, 2002; Mihailidis, 2009) for many reasons. To illustrate, in the United Nations Education, Scientific, and Cultural Organization (UNESCO), MIL is not part of the Organization's Education Sector. UNESCO is a United Nations specialised agency and has five sectors¹. Four are evident in its name, the other is the Communication and Information Sector where MIL is situated. This is not to suggest that MIL should be only the remit of education systems and formal educators for MIL cuts across disciplines and all sectors of society and development. The purpose then of starting with UNESCO is to highlight that it is since the SDGs, and only in the past three years or so, that MIL is receiving the attention that it deserves from the leading UN agency responsible for SDG 4 *Ensuring inclusive, equitable quality education and promoting lifelong learning for all*. Long before that, though, technology and digital literacy was always embraced by the UNESCO Education Sector.

The European Commission (EC) has also taken a decision to make media literacy² a priority of the Organization. This came on the heels of the 2018 final report of the High Level Expert Group on Fake News and Online Disinformation³. However, long before

¹ UNESCO official website, <https://en.unesco.org/about-us/introducing-unesco>

² The European Commission uses the term "media literacy"; UNESCO and a growing number of partners around the global calls it "media and information literacy. Discussion around related concepts and terms used is treated in Chapter 2.

³ Final report of the High Level Expert Group on Fake News and Online Disinformation [file:///C:/Users/a_grizzle/Downloads/Amulti-dimensionalapproachtodisinformation-ReportoftheindependentHighlevelGrouponfakenewsandonlinedisinformation%20\(2\).pdf](file:///C:/Users/a_grizzle/Downloads/A%20multi-dimensional%20approach%20to%20disinformation-Report%20of%20the%20independent%20High%20level%20Group%20on%20fake%20news%20and%20online%20disinformation%20(2).pdf). Accessed on May 31, 2018.

these developments, the EC has been one of, if not, the leading financial supporter of MIL in Europe and globally.

The significance of MIL to development cannot be overstated. Whether this is made known through persons like Henry Jenkins testifying and promoting media literacy before the US Senate (Jenkins, 2006); Paul Zurkowski encouraging information literacy as the head of the Information Industry Association (Zurkowski, 1974); David Buckingham reporting to the Scottish Parliament (Buckingham et. al, 2010) or advising the United Kingdom Economic and Social Research Council (Buckingham et al, 2014); experts like Sonia Livingston, Divina Frau-Meigs and Jose Manuel Tornero advocating for MIL in the European Commission, the European Council of Ministers, the Council of Europe and the Organization of Security Cooperation in Europe (McDougall, 2014), the more recent and related Mark Zuckerberg's testimony before the US Senate (McGlynn, 2018), the European Parliament⁴ or the also recent 'Tech for Good' Summit hosted by French President Emmanuel Macron⁵.

Amidst the present outcry about disinformation, privacy and data protection, there are silent great waves of opportunities provided by today's complex information and communication landscape. These include the waves of opportunities for diversity of voices and self-expression, access to information, social engagement through

⁴ Mark Zuckerberg to face European Parliament over data scandal. (2018). *FRPT- Software Snapshot*, 22

⁵⁵⁵ France24, 23 May 2018. Macron hosts CEOs at 'Tech for Good' summit in Paris.

<http://www.france24.com/en/20180523-macron-hosts-ceo-tech-good-summit-paris-zuckerberg-facebook-microsoft>. Accessed on 31 May 2018.

intercultural dialogue and interreligious dialogue, and lifelong learning. What will it take to unlock the sounds of these great waves of opportunities causing them to roar as great waves should?

This dissertation is based on the first large scale study of its kind to explore and theorize media and information literacy (MIL) as a combined set of competencies for critical thinking and social engagement. A large number of studies have focused on either media education, media literacy, information literacy or digital literacy as cited later in this Introduction as well as in Chapter 2 that covers the review of literature.

PURPOSE OF STUDY

This research explores media and information literacy (MIL) in two parts. First, it investigates how citizens, specifically youth, respond to personal, social, economic, political and cultural challenges and opportunities online and offline before and after having acquired MIL related competencies. Second, it examines how MIL experts/practitioners perceive MIL competencies, related policy context factors as well as MIL applications in different societal contexts.

RESEARCH PROBLEM STATEMENT AND JUSTIFICATION

The importance of providing MIL competencies to all citizens globally has received increasing attention and has been renewed over the past decade. International institutions such as UNESCO, the United Nations Alliance of Civilizations, other United Nations programmes and agencies, the European Union, the Council of Europe, the Organization of Security and Cooperation in Europe (OSCE), and the Organisation of Economic Cooperation and Development (OECD) have drawn attention to the need to promote public policies oriented to the development of media literacy, information literacy, and digital literacy in all citizens. In this study, I prefer the UNESCO framework that incorporates these overlapping concepts under one umbrella term, media and information literacy (MIL) [Grizzle, 2015].

Many countries, governments, donors, international development agencies and institutions are advocating, developing, and supporting activities and, in some cases, national programmes to achieve the goal of empowering people through MIL (See Pérez Tornero and Pi, 2010; Frau-Meigs and Torrent, 2009; Horton J., 2007; Grizzle and Torras Calvo, 2013; Hope Culver and Kerr, 2014; Thomson et. al., 2015, and Moore, 2017).

MIL has been positioned as a tool to enhance education and to stimulate personal, social, economic, cultural and political development (Hobbs, 1998; Hobbs et. al., 2013; Matinsson, 2009; Carlsson, 2006; Tufte and Enghel, 2009; Horton, 2008; Cattts, 2005; Torras Calvo, 2009; Perez Tornero and Varis, 2010; O'Brien et. al., 2012, Chingono, 2015).

However, the knowledge of citizens' responses to MIL competencies based on empirical studies is largely untapped. This research attempts to help expand knowledge in this field; and how online MIL courses could help to expand access to skills related to MIL.

THE IMPORTANCE AND THE SCOPE OF MIL

Scholars such as Goodman and Cocca (2013) have examined how media literacy can be used to build political efficacy and civic engagement. Martinsson (2009) cited Carlsson et. al. (2008), when he noted that many advocates of media literacy see it as crucial to participatory development or active citizenship and lifelong learning. His paper, written for the World Bank, explores media literacy in the governance reform agenda. He writes, "lack of media literacy and access to the news media and/or alternative news sources... threatens the development of competent citizenry" (p. 4). He further notes that a key factor to ensure free, independent and pluralistic media is the character of the citizens and their capabilities to use relevant aspects of the press that are available (ibid, citing Price and Krug 2006. See also similar arguments from Livingstone, 2010 on the importance of positioning children's interest with debates over Internet governance). On the other hand, Frau-Meigs (2008) examined media literacy and human rights. She pointed out that "the position of the Council of Europe regarding media literacy is that it is a powerful tool to empower citizens, which can offer safe ground and real possibilities for progress, especially in fostering trust in media content and promoting human rights, with the help of all stakeholders..." (p. 53).

Moeller (2009) offers similar arguments with respect to media literacy, human rights and democratic participation. Grizzle, Moore et. al. (2013) propose a human rights approach to developing national MIL strategies, articulating the dynamic interaction between citizens, governments, and media and other information providers as rights holders and duty bearers in the process of developing informed citizens.

MIL is sometimes applied and studied in relation with intercultural dialogue. Progress in enlisting MIL as a tool for intercultural dialogue was described by Perez Tornero, Pulido et. al., (2013) through the setting-up of an international university network on the topic to, among other things, promote more research in the area (See also Carlsson, Jauinot-Delauney, et. al.; Pérez Tornero and Tayie, 2008).

Many authors have written on the topic in the past and more recently in the Media and Information Literacy and Intercultural Dialogue Yearbook⁶, which was launched in 2013. Abu-Fadil (2007), arguing from the Western versus Arab societies' standpoint, underscored that the cultural divide on either side of the Atlantic is influenced by how powerful the media are in shaping socio-economic development, reinforcing stereotypes and prejudices and silencing critics. Shee calls for the development of solid media [and information] literacy programmes in the Arab World to address this problem. As Marchis and Chiascai (2008) note, "media education could intermediate

Media and Information Literacy and Intercultural Dialogue, Edited by Ulla Carlsson & Sherri Hope Culver. A Collaboration between UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue and NORDICOM, https://milunesco.unaoc.org/wp-content/uploads/2013/04/Media_and_Information_Literacy_and_Intercultural_Dialogue.pdf (Accessed on 31 August 2016).

successfully... this intercultural contact and could contribute to the development of intercultural competencies through critical thinking” [p. 73].

MEDIA AND INFORMATION LITERACY AND EDUCATION

In this context, MIL education becomes a crucial issue. Both formal and informal education, compulsory education, and lifelong learning should embrace media and information literacy. However, the traditional and formal educational modalities (face-to-face classes, textbooks and examinations) are not sufficient because of limitations in scope and the slow pace of take-up. It is necessary, therefore, to initiate educational strategies that utilize the new possibilities offered by the web, such as networks and mobile devices. All these new media must be appropriated or exploited to promote MIL. The reality is that there are not many experiences in this field nor are there many studies that have been undertaken on this subject in relation to youth, factors driving MIL development, and involving MIL experts/practitioners in empirical research that could lead to the expansion of MIL.

RESEARCH OBJECTIVES

It is against this backdrop that this research aims at contributing to more empirical knowledge on citizens' responses to personal, social, economic, political and cultural challenges and opportunities online and offline before and after having acquired MIL

related competencies. In this context, it is necessary to develop methodologies to measure the impact on youth of MIL competencies and evaluate the benefits they derive from those competencies. . In light of the dearth of research in this field and especially since interdisciplinary studies on MIL are almost non-existent, we need to develop innovative techniques to recognize and validate young citizens' interaction with MIL competences and how expert/practitioners views can come together for more sustainable development and diffusion of MIL. This research will seek to add to this emerging body of knowledge.

RESEARCH QUESTIONS

The study has the following two broad research questions:

1. Are citizens' (youth, ages 14-25 years) attitudes towards participation/engagement in social and democratic discourses on such issues as freedom of expression, access to information, and intercultural and interreligious dialogue different after they have acquired MIL competencies?
2. Do experts, practitioners and teachers have convergent or divergent views on MIL related competencies, policies and practices?

HYPOTHESES

Two broad hypotheses are tested in the research. These broad hypotheses are subdivided into six specific hypotheses that are presented in Chapter 4: Methodological Considerations. The two broad hypotheses are:

- Broad Hypothesis 1: Youth who are exposed to MIL related competencies will improve their general attitudes as informed and critical thinking citizens.

This change of attitudes will lead them to respond differently to personal, social, economic, political and cultural challenges and opportunities online and offline.

- Broad Hypothesis 2: MIL experts and practitioners will have converging and diverging view on MIL competencies owing to their educational background/discipline of study. They will demonstrate larger convergence as they implement MIL in communities and collaborate across disciplines.

THEORETICAL FRAMEWORK AND RATIONALE FOR STUDY

With regard to the analytical framework, the investigation into youth response to MIL competencies, interwoven with their attitudes towards several social and democratic issues, requires a multi-variant theoretical approach. Therefore, the research draws on several theories. It is first premised on the epistemological view point that notions of

'literacies' are converging. This is what experts call converging literacies or multi-literacies (The New London Group, 1996; Livingstone, 2008; MacKey and Jacobson, 2011; and So, 2013). The research considers a related principle, *Ekavakyta*, which purports the unity of all knowledge (as cited in Navalani and Satija, 1993, p. xi). The first set of theories consists of complexity theory (Newell, 2012), interdisciplinarity and hegemony of the cultural studies approach (Andrews, 2016). Interdisciplinarity (Tsatsou, 2016) is applied as both a methodological approach as well as borrowing from Newell (2011 and 2013) who proposed steps to take towards a theory of interdisciplinarity. These theories aided in the analysis of both components of this research, experts and youth, to underscore the many interrelated dimensions of MIL and the many disciplines (information, media/communication, religion, and culture) as well as the multiple social, economic, and political contexts that are brought to bear on youth and experts/practitioners interaction with MIL competencies and programmes. This provides further justification for the attempt to create and contribute new knowledge, through this research, to the emerging scientific knowledge on MIL. The second set of theories are *Critical Social Theory of Youth Empowerment* (Jennings, et. al., 2007 and Ferman, 2016), *Public Intellectualism* (Lightman, 1999 and Dahlgren, 2012), and *Sustainable Development Theory* (Viederman, 1993 and United Nations, 2015). The critical social theory of youth empowerment was useful in applying the findings of this research related to youth to inform a rethinking of engaging youth only as beneficiaries of competencies relating to MIL, freedom of expression, access to information and dialogue. Public intellectualism is used to contextualize the role of MIL experts and

practitioners in the sustainable development of MIL for all, beyond academic realms. The sustainable development theory is also used, through the findings of this research, to enlist MIL as tool for the sustainable development goals. It is further used to place MIL on the agenda of the international sustainable development community as education is – media and information literacy is literacy (Grizzle, 2014).

There is consensus among MIL experts that more research needs to be done to affirm the impact of MIL on societies (Frau-Meigs, 2006; Buckingham, 1998; Casey et. al., 2008; and Dovy and Kennedy, 2006 as cited in Grizzle and Torras Calvo, 2013).

Kamerer (2013) noted, “while media literacy education advocates have published abundantly, there are relatively few data-based studies... (p.15)”. In the main, some empirical studies have been carried out on issues related to media and information literacy techniques such as interpersonal interventions; assessing the effectiveness and impact of MIL school programmes as well as non-formal initiatives; MIL and health such as drug or alcohol abuse and eating habits; and research habits or information seeking behaviour of students and citizens in general (cf. idem. See also Pariera, 2012 and Singh and Horton, 2013 in Carlson and Culver, 2013; Alper, 2013; Yu, 2017).

This research attempted to shift from the above-mentioned paradigm of research to break new grounds on MIL for social opportunities as entrenched in the sustainable development goals. Mihailidis (2008), for instance, carried out an experimental study on

youth civic engagement through MIL⁷. But even before then other scholars undertook quasi-experimental research on MIL related topics.

Rene Hobbs and Frost (2003) undertook a long term study on media literacy in secondary schools in the United States of America. The research was carried out over a one year period, in a quasi-experimental design, to assess the acquisition of media literacy by a group of Grade 11 students at the Concord High School. Along with the quasi-experimental design, other methods such as interviews with students and teachers and classroom observations were used. Data were collected on the entire population of 293 students in the treatment school and random sample of 89 students in the control school. The treatment group was exposed to a yearlong programme in media literacy programme, which focused on specific competencies. Students, who were exposed to the media literacy programme and received pre-test and post-test, were compared to those who did not do the media literacy course but also received pre-test and post-test. The researchers found that, for reading and comprehension, the group that did the media literacy course scored higher than the control group. Statistically significant differences were shown between the two groups' ability to listen and identify the main ideas of television news broadcast. In sum, the "results indicate that media-literacy instruction improves students' ability to understand and summarise

⁷ Doctoral Dissertation, Beyond cynicism: How media literacy can make students more engaged citizens by Paul Mihailidis (2008). University of Maryland, College Park.
<http://search.proquest.com/docview/89186013?accountid=93481>.

information they learned from reading, listening and viewing” (p 344; See also Kamerer, 2013).

Hobbs and Frost adapted the model used by Quin and McMahon (1995) which was the first school-based long-term research on media literacy education. The study was conducted in Australia and involved a sample of 1,500 students (Kamerer, 2013; p. 16).

In a short term research, over six months, Cheung (2011) carried out a study of the impact of media education on students’ media analysis skills. He employed what he calls a “multi-method, multi-source data collection strategy”. Evidence from different methods were then triangulated. This consisted of both qualitative and quantitative methods such as document analysis, interviews, classroom observation, and “diary writing in the form of reflection sheets” (p. 58). The sample was made up of three groups of schools, School A, B, and C – each group had similar characteristics; 151, 153 and 164 secondary school students were selected from each group of schools, respectively. Cheung administered a questionnaire as the pre-test and post-test. He used ten 40-minute media education lessons over a three-month period. The lessons covered media messages from advertisement songs, television games shows, movies, and comics. The research findings revealed significantly higher overall scores for students in School A and B after the media education lessons in comparison to scores before the intervention. An interesting detail of the findings showed that “female students scored significantly higher and demonstrated significantly greater improvement in overall skills than male students”, where media messages bore personal

relevance to them as females (p. 65). The present study seeks to build on 15 years of scholarship on MIL but with a new focus.

The research was also informed by empirical studies on information literacy in line with one aspect of the conceptual framework used as analysis, moving from two separated fields, media literacy and information literacy, to a new convergent field, media and information literacy.

In a study of information literacy on the web, Pariera (2012) set out to ascertain, in the main, whether participants depended more on *textual or visual cues* to determine credibility of health information on the web. The perceptions as to whether or not the website was credible were compared between those websites with appealing designs of high quality, and those with perceived poor design quality (p. 37). Websites were specifically designed for the purposes of the study. The sample consisted of 75 undergraduate students pursuing a course in psychology at a private U.S. university. The researcher divided the sample into two different experimental groups - *low credibility group (LCG)* and *high credibility group (HCG)* - and carried analysis between and within the groups. In general, based on certain characteristics, the LCG was considered as *below average information seekers* and the HCG as *above average information seekers*. Participants in each group were shown a website of *low design quality* and one of *high design quality*. Both groups were exposed to the same websites. In addition to design, high credibility *textual cues such as* author's name, author's credentials and affiliation, date of publication, references, and no advertisements [p. 41]

were featured. The research showed that “participants in the low credibility group ranked both websites as equally credible, despite the difference in design quality. Participants in the high credibility group, however, ranked the high design website as more credible... overall, when viewing a website with traditional high credibility cues, a good design will bolster the credibility rating but cannot compensate for a lack of credibility cues. This indicates that textual cues (or lack of them) are more important than visual cues.” (p. 44).

Kamerer (2013) has noted that one of the most frequent applications of media literacy to research is in relation to how “the media form images of health and body image” (p. 16). He cited many media literacy in health education studies. Irving, Dupen and Berel (1998) gave short one-off training to high school girls on how attractiveness is represented by the media. The study showed that students who were exposed to the study “were less likely to internalize a thin beauty standard” and showed lower perceived realism of the types of beauty images portrayed by the media (p.16; See also Wade, Davidson, and Oede, 2003; Watson and Vaughn, 2006; and Austin and Johnston, 1997 for similar studies relating to media literacy and health).

The shift from the older tradition of MIL began in the last eight to 10 years but has really started to take traction in the last five years. Studies related to media and information literacy as an empowerment tool formed a basis of this research. These studies included conflict and violence (Scharrer, 2009); media literacy and peace study (Galan,

2010); how children use new media in Egypt (Tayi, 2010) and the examination of informal learning through an expanded empowerment model on aspects of media literacy such as comprehending news and creating a news broadcast and exploring pop culture (Hobbs, Cohn-Geltner and Landis, 2012). There is also a large body of scholarship on information literacy dealing with the same topics mentioned above.. Whether concerning information literacy and culture (Foster 2014; Smith, 2018), information literacy for socio-economic development (Chingono, 2015), information literacy for sustainable quality education (Sadioglu, 2009), or the need for critical information literacy in participatory social environments (Sonja et al, 2016)

The emergence of this new tradition of MIL research has inspired the overall design of the research carried out for this dissertation and its presentation. This study aims to advance this new tradition.

ORGANIZATION OF DISSERTATION

After this Chapter 1, the dissertation continues with an in-depth literature review, which is split across Chapters 2 and 3. Chapter 2 addresses primarily key concepts that are related to MIL, critically highlighting how the concepts are similar and come together to form an ecology of MIL. Here a new theory of change related to MIL, called *MIL Expansion*, is proposed and briefly described. Chapter 3 goes a step further to offer deeper analysis of empirical research, design a theoretical framework that undergirded

the analysis of the research findings and discuss the research gaps to which the dissertation contributes. Chapter 4 presents a detailed discussion of the methodological procedures used in the research, including how certain pitfalls were avoided and certain limitations of the findings. In Chapter 5, the findings of the MIL experts/practitioners component of the research are presented and discussed with several layers of analysis. Chapter 6, which focuses on the youth aspect of the research, follows a similar format. It includes a comparison of youth attitudes across variables and the thematic areas of focus - freedom of expression, freedom of information, intercultural dialogue, and interreligious dialogue. Chapter 7 presents discussions of the findings as well as summarizes some key implications, recommendations, and conclusions.

CHAPTER 2

LITERATURE REVIEW

PART 1

CRITICAL COMPARATIVE ANALYSIS OF DIFFERENT CONCEPTUALIZATIONS OF MIL: TOWARDS MEDIA AND INFORMATION LITERACY EXPANSION (MIL^X)

“If students [people/citizens] are not trained to ask basic questions about the images [information] which confront them, if they are not possess, they are being denied the opportunity to develop the most simple and essential critical tools.” (Cary Bazalgette, *The Myth of Transparency*, in Hobbs, 2016, p. 25)

The quote at the beginning of Chapter 1: Introduction from Vargas Llosa (2012) holds different interesting truths. First, it is cultures that can elevate or suppress critical thinking. In other words, it is the collective actions of individuals, groups, families, institutions, and their beliefs and practices that should bear on stimulating all forms of critical thinking, including through media and information literacy. Second, there is truth in the debated tug-of-war between the new multimedia, mediated culture and the culture of deep reading, which helps reflexive thinking over just “conditioned reflexes”. This is not to say that reflexive thinking about social and democratic discourse cannot happen in the new online and offline multimedia environment; rather, it is a recognition that the magnitude and speed at which information comes to individuals and groups can inhibit assimilation and deep reflection. Information overload or

information noise is one barrier to people becoming media and information literate (Zurkowski, 2015). As no human being or computer knows everything, not even if all the artificial intelligence systems in the world were combined, we all can be duped in one way or another. This is the limitation of life and being human; we do not have perfect information or knowledge. As Martens (2004) notes, “A consequence of bounded rationality is that human beings are not permanent optimizing their entire range of behavioural options. First, because they do not have all the necessary information to calculate a fully rational response, even if the necessary information were available, they would not be able to come with the volume of information (perfect information is infinite). Hence individuals seek shortcuts to overcome these information constraints (p. 49).”

However, we can take steps to reduce significantly how frequently we can be duped. And beyond self-protection from misinformation, there is a lot that we can do by acquiring the competencies (knowledge, skills, and attitude) to ensure that we access the benefits from the new networked, connected multimedia information environments.

Scholars have used many different terms and concepts to describe these competencies that are needed (McDougall, 2014). In UNESCO, up until 2011, MIL was split as information literacy, media literacy, and digital literacy. Digital literacy was largely addressed in the Education Sector of UNESCO, while information literacy and media literacy were split between the two Divisions in the Communication and Information

Sector. These were the Knowledge Society Division and the Division for Freedom of Expression and Media Development, respectively. However, in the past seven years strategic steps have been taken to amalgamate the Organization's work in this area.

As MIL is about critical thinking, civic engagement, and an enabler of global citizenship education, some educators around the world resist cooperation with experts and practitioners of MIL on the basis that critical thinking existed long ago as the purpose of education (Buckingham, 1991). Critical thinking is thus seen as something that education, when properly implemented, is already fostering in people (Carme Balaguer et al, 2018). While I agree with this premise of education, the question that arises is critical thinking about what. The new culture of information, technology, and media requires an expansion of the context of critical thinking, which in turn requires an expanded definition of literacy (Van Heertum et al, 2006).

Ahmed (2011) chronicles different definitions of literacy espoused by UNESCO over a period of fifty years. This include: (a) A person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life (UNESCO 1958); (b) A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development (UNESCO 1978); (c) Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of

learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society (UNESCO 2005) [p. 181]

Ten years later in 2015, a slightly yet significant statement from UNESCO is observed in the definition below:

Literacy... involves a continuum of learning and proficiency levels, which allows citizens to engage in lifelong learning and participate fully in community, workplace and wider society. It includes the ability to read and write, to identify, understand, interpret, create, communicate and compute, using printed and written materials, as well as the ability to solve problems in an increasingly technological and information rich environment. Literacy is an essential means of building people's knowledge, skills and competencies to cope with the evolving challenges and complexities of life, culture, economy and society (UNESCO, 2015).

Here we can see a gradually evolution towards a broader of definition of literacy. These arguments will be revisited later in this chapter. The conceptualization of MIL has grave implications for progress in its development over the next several decades. Can expert and practitioners reach consensus to better inform and join hands with policy makers? Is it possible to go beyond nomenclatures to focus on key learning outcomes of MIL?

This chapter analyses a sample of scholarships on how critical thinking competencies and citizens' engagement, viewed through lens of information, media and technology as

well as other social literacies, are conceptualised and related to each other (Lau and Cortes, 2009). The conceptual review of MIL entails epistemological origins of popular terms or concepts, including basic tenets, scope, prevalence of use or practical applications as well as the perceived key actors. o Proposed diagrammatic representations of some of these concepts are attempted to offer simple models or schematic of these concepts. of possible reading and interpretations of the authors of those concepts. The diagrams do not include all aspects of each concept but the essential element or an abstraction which could give a frame for rapid assimilation of the component parts.

The chapter covers conceptualizations of MIL related competencies from all regions of the world, where these scholarships existed and were accessible at the time of writing.

The approach described above builds on the work of Livingstone, Couver, and Thumin (2008) which explored the converging traditions of “media and information literacies.” The authors considered two main concepts, media literacy and information literacy. They focused more on a definitional approach while exploring disciplinary origins and, thus, divergence in their theoretical and methodological approaches. They concluded that there are evident parallels in the definitions of both terms. The terms generally deal with similar themes but from different standpoints. According to the authors, these diverging standpoints find their genesis in the different approaches to social critique of media studies (mother of media literacy) and information studies (father of information literacy).

The authors favour an approach that “encompass(es) a converged concept of media and information literacies” (p. 2). One that “invites us to seek out continuities and to examine claims to ‘newness’ carefully, rather than to endorse a proliferation of new terms.” (ibid). In the next chapter, we shall revisit these arguments and propose an application of a theory of interdisciplinarity.

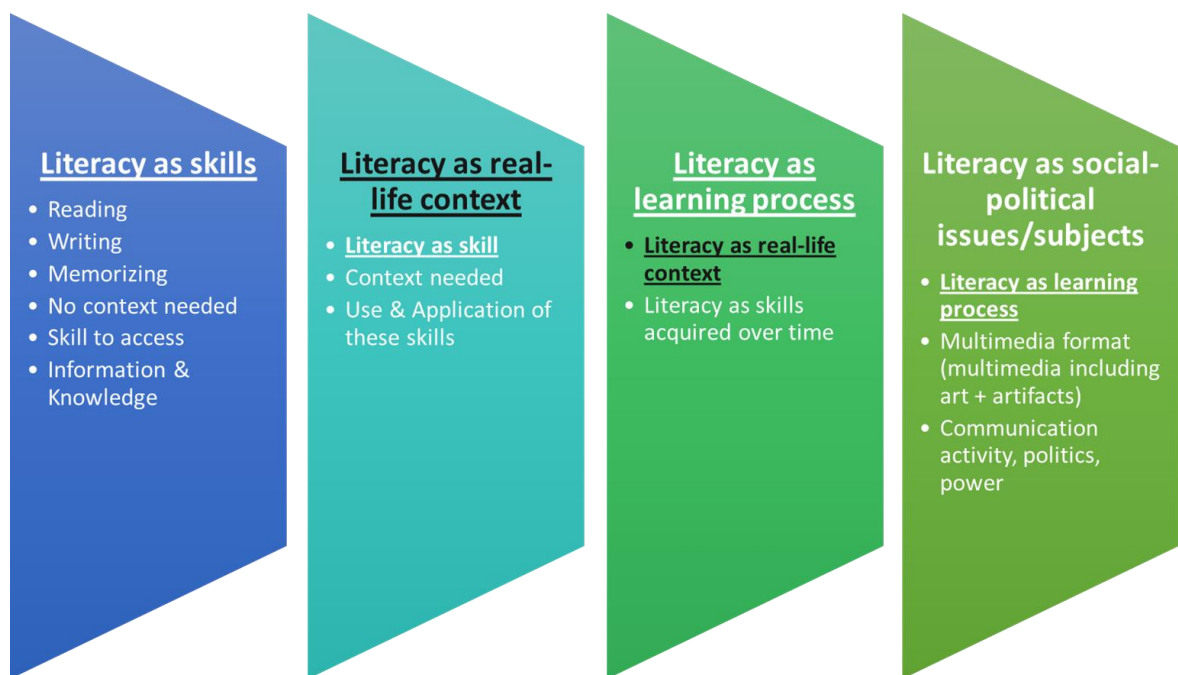
The focus here is on media literacy, information literacy, and 10 other interrelated concepts. These are: digital literacy; Soares’ educommunication; Jenkins’ participatory culture; transliteracy; New London Group’s multiliteracies; Jacobson’s metaliteracy; Masterman’s 21 Century competencies; Hobbs’ new media literacy or digital media literacy; UNESCO’s education for sustainable development; and global citizenship education.

LITERACY

The most logical place to start is the timeless concept of literacy. Earlier in this chapter it was shown how the definition of literacy has evolved over six decades. The *UNESCO Education for All Global Monitoring Report 2006*, drawing from years of work of many academic scholars, proposes four ways of how literacy has evolved based on disciplinary traditions. First, literacy is considered as a separate set of tangible skills such as reading, writing, and numeracy that is independent of context and which extends to skills to access information and knowledge. Second, literacy is viewed as being reliant on context that goes beyond acquisition of skills to the use and application of those skills

in real-life situations. Third, literacy is seen as a learning process. As persons learn, they gradually and actively become literate. In this sense, literacy is both a means and an end. Finally, literacy is considered as a “text” or “subject matter” – located in communication, politics and power, and which can take on multiple forms. Language is one form of text through which learning is communicated. But there are other texts such as oral, media, technological, art, and artifacts. Below is a proposed diagrammatic representation of how literacy has evolved.

Figure 1: The Evolution of Literacy based on Disciplinary Traditions



Source: Diagrammatic representation by the researcher, content adapted from UNESCO (2015).

Media and technology are implicated in all four traditions of literacy. In the 21st Century, more than in any other period of history, learning, socialization, cultural exchange, political, and social activism are being mediated by media, technology, the Internet, and the flood of information they bring (Leonardo et al, 2016; Valatka, 2016; Gulbahar, 2015; Tanase, 2014; Meakawa et al, 2010). Media and information literacy can empower all citizens to understand what new dimensions media, technology, and new flows of information bring to their experiences of literacy. In the 21st Century, more than any time before, citizens are learning more about themselves and the world around them outside of the classroom (Brahimi et al, 2015).

Media and information literacy is that bridge between learning in the classroom and learning that takes place outside of the classroom, enabling both to enrich each other. This calls for a new pedagogy of learning and more attention on non-traditional literacy competencies. For the fundamentalist educators, it is just literacy with different aspects and not many literacies. In many senses, we agree with these educationalists because, as we have argued elsewhere and in this dissertation, MIL is literacy.

INFORMATION LITERACY

The term “information literacy” was coined by Paul Zurkowski in a 1974 report on future needs for various competences in work places, business and industry in the USA (Bawden, 2011; Bordac, 2013). Information literacy has also been described as a way of

learning (Bruce, 2008, p. 92). This interpretation relates information literacy to the concept of lifelong learning (Bruce, 2008, p. 43). An interesting definition is given by the American Library Association which sees information literacy (IL) as a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (2008). Information literacy is put forward as an increasingly essential part of actual education standards and communication management in the contemporary projects, teams and organizations (Willer & Einsenberg, 2017; Chibás Ortiz, 2017). It includes a discursive approach to the critical examination of information and describes its implementation options. The approach provides a set of concepts to ensure that examination dialogues on information objects take place in a systematic way (Detmering, Johnson et. al., 2015). The term “information literacy” was coined largely to account for the burgeoning of electronic information. Electronic information has become ubiquitous, with cellular, mobile communication equipment and wireless networks routinely available virtually wherever the user happens to be.

One of the most widely used information literacy framework is the Big 6 Model (Eisengerg, 1997; Bagi, Bigdeli et. al., 2018). The Big 6 consists of six discreet steps in applying information literacy to any situation or tasks. The steps are:

1. Task definition
2. Information Seeking Strategies
3. Location and Access

4. Use of Information
5. Synthesis
6. Evaluation

A fundamental rationale is currently offered for information literacy as a focus of professional activity. Whilst there are many elaborately worked-out programs for information literacy instruction, these have so far been largely derived from practical perceptions of need. However, broad statements such as the Prague Declaration 'Towards an Information Literate Society' of 2003 and the Alexandria Proclamation of 2005 can be seen as beginning to point towards a rationale for information literacy activities rooted in human rights, Article 19, in particular. The contention is that starting from a human rights perspective leads towards a strong, inclusive interpretation of information literacy. This subsumes media literacy, computer literacy, web literacy and, to a considerable extent, civic literacy into a model that serves human needs rather than the established priorities of information professionals. The value of this approach for both practice and research is stressed (Sturges, and Gastinger, 2010). In this direction, exist works like Saunders' (2017) that try to show information literacy from a social justice perspective.

Zurkowski (2015; p, 19) proposes the following ten barriers to becoming information [and media] literate. The researcher have adopted Zurkowski's model by suggesting three other barriers to becoming media and information literate. These are: 1) being

unaware of how the media⁸ works and their significance in society, 2) little knowledge as to how to best use technology, and 3) being unaware of cultural influences. The thirteen barriers are depicted in the Figure 2 below:

Figure 2: Thirteen Barriers to Information and Media Literacy



Source: Diagrammatic representation by the researcher, content adapted from Zurkowski (2015).

⁸ The use of the term “media” here refers to the news media as an institution, the “fourth estate”, having specific professional functions that its constituents pledge to fulfil in democratic societies and which are necessary for good governance and development. This includes radio, television and newspapers, whether online or offline, as well as includes journalistic content on the Internet.

MEDIA LITERACY

This concept has evolved over time. The first use of the term “media literacy” was in 1955 in a column in the American Council for Better Broadcast’s (ACBB) Newsletter⁹. ACBB changed its name to the National Telemedia Council (Silverbatt, 2014 and Brown, 2009). Scholars have proposed numerous definitions for this term with much ambiguity and some researchers have attempted analyses of some of these definitions (Wenner, 2016; Bulger and Davidson, 2018). The researcher has also pointed out elsewhere that some definitions used for media literacy literally mirror those used for information literacy (Grizzle, 2014 and 2015). The attempt to look at 'media literacy' as a single entity has also been challenged by scholars who argued that there are different dimensions to media literacy based on distinct skills for each dimension. Hence, these scholars prefer the term 'literacies' rather than the singular outlook (Martin, 2006; Hague, 2010)

Lemish (2015) noted one perspective of definitional focuses, “media literacy was expected to struggle with vast and complicated social issues. The media were perceived to be the cause of both society’s and children’s troubles, with education for media

⁹ Issue No. 8, page 4, January 1, 1955

literacy as the solution. Teachers were expected to be able to place themselves outside of these processes of media influence and so be able to provide pupils with skills for critical viewing that empowered them, too” (cited in Bulger and Davidson, 2018, p.7).

This common definitional perspective is clear: media and technologies are bad, problematic, and venomous and, thus, media literacy is the antidote.

Another major definitional perspective has also emerged, media literacy as civic engagement (ibid.). For Hobbs (2016), media literacy is generally taken to mean, “the knowledge, competencies, and social practices involved in using, analysing, evaluating, and creating mass media, popular culture, and digital media”(p. 9). It is about civic activism and critical thinking (ibid).

Based on these definitional issues, UNESCO has opted not to define MIL in the classic sense of a definition (Grizzle and Wilson, 2011). Since 2017, UNESCO uses this broad reference: MIL includes

‘a set of competencies to search, critically evaluate, use and contribute information and media content wisely; knowledge of one’s rights online; understanding how to combat online hate speech and cyberbullying; understanding of the ethical issues surrounding the access and use of information; and engage with media and ICTs to promote equality, free expression, intercultural/interreligious dialogue, peace¹⁰, etc.”

¹⁰ <https://en.unesco.org/globalmilweek2018>. Accessed on 20 June 2018.

MULTILITERACIES

The concept of multiliteracies emerged in the mid-1990s. The New London Group (1996), proposed the term as a new approach to literacy pedagogy. For the Group, multiliteracies have two principal aspects. One aspect widens how literacy is understood, taught and learnt. It is premised on the fact that people now live in a globalized world where literacy must take into account interaction among many cultures and the multiplicity of text, influenced by cultures and languages, distributed globally. The second aspect is concerned with the changing communication landscape in which the dominance of printed form of text is giving way to other forms associated with “information and multimedia technologies.” The emphasis is placed on the necessity for literacy to afford people the ability to understand and to critically engage with “representational forms”. Representational forms include images, animations, graphics, software and multimedia interfaces, visual and linguistic meaning in multimedia – and their overall relationship with the written word.

The concept of multiliteracies has significance for the research carried out for this dissertation. First, multiliteracies, as a pedagogy, bears relevance to MIL as a way of teaching and learning. That is, teaching about MIL as well as teaching and learning through MIL (Grizzle and Wilson, 2011). Second, deconstructing representation in information and media is a central concern of MIL. Third, like multiliteracies, MIL is

concerned with civic engagement, how people can “participate fully in public, community and economic life (New London Group 1996, p.1)”. Finally, as will be demonstrated later, teaching about and through MIL in the absence of the recognition of a diverse social context becomes void and meaningless.

The key elements of multiliteracies based on the researcher’s reading are (i) pedagogy; (ii) literacy is understood, taught and learnt; (iii) globalized world; (iv) multiplicity of text (local diversity, global connectedness, linguistic and cultural differences); (v) changing communication landscape; (vi) printed form of give way to other forms: (vii) information and multimedia technologies; (viii) understand and to critically be engaged; (ix) representational forms (images, animations, graphics, software and multimedia interfaces, visual and linguistic meaning in multimedia); (x) interactions with languages; (xi) interaction between the expansion of communication channels - media support with extension of culture and cultural diversity; and (xii) teachers and learners active in social change – for “social futures” (work, citizenship, and lifeworlds).

Here we can see a clear relation with how UNESCO defines literacy today.

METALITERACY

Mackey and Jacobson (2011) proposed the term “metaliteracy” to reframe information literacy to account for its inadequacies to address the production and sharing of information in participatory digital environments. In addition, metaliteracy embraces new technologies and includes “multiple literacy types”. It is literacy about literacy or a literacy framework about literacy. One example given by the authors is that “information literacy is the metaliteracy of the digital age because it provides the higher order thinking for multiple document types through various media formats in collaborative spaces” (p. 70).

The key dimensions of metaliteracy as proposed by these scholars include: i) discrete information literacy skills to collaborative production and online sharing, ii) evaluating user feedback as active researcher, iii) creating a context for user-generated information, iv) evaluating dynamic content critically, v) producing original content in multiple media formats (and in collaboration with others), vi) understanding personal privacy, information ethics and intellectual property issues, and vii) sharing information in participatory environments. Below is a proposed diagrammatic representation of how literacy has evolved.

Figure 3: Key Theoretical Logic of Metaliteracy



PARTICIPATORY CULTURE

Jenkins et. al (2009) contextualized media education or media literacy (they used these terms interchangeably) in what they called "participatory culture". The term fulfils their purpose to shift the focus of global debate at the time, – on digital divide and technological access¹¹ to a debate, which would lead to actions that ensure that people

¹¹ There is evidence that this debate is still the most dominant (references to digital skills, Internet of things, and programming in schools etc.)

acquire the cultural competencies and social skills for full participation. This bears similarity to the New London Group's definition of the purpose of education... "participatory culture shifts the focus of literacy from one of individual expression to community involvement" (p.4). This combination of individual and group pedagogy is the basic tenet of the theory of MIL Expansion discussed later in this chapter. Participatory culture requires what Jenkins et. al (2009) call "new media literacies skills: a set of cultural competences and social skills that young people need in the new media landscape (p. 8)." These social skills are developed through collaborative networks. Importantly for Jenkins and his team, these new media literacies build on the "foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in classroom...(ibid)" "Rather than dealing with each technology in isolation, we would do better to take an ecological approach, thinking about the interrelationship among all these different communication technologies, the cultural communities that grow up around them, and the activities they support" (ibid)

Participation encompasses educational practices, creative processes, community life, and democratic citizenship. It is worth noting here that the new media literacy skills are actually considered as cultural competencies and social skills. "The notion of twenty-first century literacy: the new media literacies should be seen as social skills, as ways to interact within a larger community, and not simply as individualized skills to be used for personal expression." (p. 20)

For Jenkins and his colleagues, media literacy is essential to solve the following three fundamental challenges in how the new digital cultures have been advocated:

1. Participation gap: one that recognizes that there are significant inequalities and, thus, disparaging levels in people's access to and engagement with technologies. Here, a broader implication is how this affects people's access to information and means of expression.
2. Transparency problem: the assumption that children possess the necessary competencies and, thus, can consciously evaluate how they engage with as well as use the media, and how the media may influence or operate in the way they acquire knowledge or understanding.
3. Ethical challenge: another assumption that children can generate, understand and practice ethical norms within and by themselves as to how to interact with and effectively manage the multi-layered, multi-culture, multiple subcultures, linguistically diverse as well as politically, and socially polarised social environment.

The participatory culture:

1. Eradicates all barriers to free self-expression or collaborative expression as well as different forms of political, social, economic, cultural and religious engagement of people as individuals, communities and citizens
2. Provides an enabling environment that encourages the essence of being through creating and innovating ideas, knowledge, cultural products,

entertainment, and solutions and expressions as well as sharing these with others.

3. Informal mentorship
4. Members contribution matters

Social connectedness and cohesion. Henry Jenkins and his team propose fifteen broad set of skills or competencies that are foundational to a participatory culture as depicted in Figure 4 below.

Figure 4: Key Elements of Henry Jenkins' Participatory Culture



Play, Performance, Simulation, Appropriation, Multitasking, Distributed Cognition, Collective Intelligence, Judgement, Judgement, Transmedia Navigation, Networking, and Negotiations.

TRANSLITERACY

Tomas, Josephs et. al. (2007) differentiated between “transliteracy” and “media literacy”. They defined media literacy as the ability to access, understand and create communications in a variety of contexts. They purported that transliteracy “offers a wider analysis of reading, writing and interacting across a range of platforms, tools, media and cultures; transliteracy does not replace but rather contains ‘media literacy’ and also ‘digital literacy’¹²”. Drawing on works of Jenkins (2009), Tomas, Josephs et. al positioned transliteracy as the literacy of a process of convergence across technology, economics, social or organic interactions, cultures and the globe. Transliteracy does not only concern “computer–based materials, but is about all communication types across time and culture. It does not privilege one above the other but treats all as of equal value and moves between and across them .” They also related transliteracy to “media ecology” as proposed by McLuhan, Ong and Postman. But they noted that transliteracy primarily and necessarily embraces a “lateral approach to history, context and culture, its interest is in lived experience, and its focus on interpretation via practice and

¹² This quote is taken from the web-based Peer Reviewed Journal on the Internet. No page numbers is provided. <http://ojsphi.org/ojs/index.php/fm/article/view/2060/1908>. Accessed on 31 March 2018.

production. It is characteristic of our deliberations that we do not view digital media as part of a linear historical progression, but see them as manifestations of other similar modes of communication. In our view, the ecology of transliteracy is both global and historical¹³. From a participatory and multimodal standpoint, transliteracy closely relates to Jenkin’s participatory culture and the New London Group’s multiliteracies. As Frau Meigs (2012) notes, “the ability to read and write is extending across a range of media platforms and networks, and new cognitive and intellectual tools can, thus, be made available to learners and teachers (p.18).” She proposes that such approach requires a three-pronged research hypothesis that incorporates literacy as information, media and technology. This implies what she calls “interdisciplinary structuring” (ibid.). As noted earlier, the present research for this dissertation attempts this type of interdisciplinary approach.

EDUCOMMUNICATION

Educommunication is another unifying concept used to refer to information, media and technological competencies but largely in Latin America and the Caribbean. Much of the scholarship on this concept exists in Portuguese or Spanish. De Souza (2013) notes that educommunication “dates back in the 1980s, notably in Latin America, influenced by theory and practice of popular education and dialogical communication developed mainly by Paulo Freire, Brazilian educator, throughout some of his seminal works such

¹³ ibid

as *The Pedagogy of the Oppressed* (p.19-20).” She further cites, through translation, one of the most renowned scholars of educommunication in Brazil as positing that “educommunication is a set of actions to planning and implementation of practices in order to create and develop open and creative communicative ecosystems within educational spaces, in order to assure increasing possibilities of expression of the whole educational community.” (Soares, 2011, p. 34-36; *ibid*). Soares has been successful in advocating for policy change, which led to the formal roll-out of educommunication into hundreds of schools across Brazil. Gozávez and Contreras-Pulido (2014), in their attempt to reconstruct the social, ethical and political dimensions of educommunication on a more practical and metaphysical grounding, proposed the concept “media citizenship”, drawing on the different conceptualizations of citizenship. They argued that the use of media and communication technologies for civic purposes give rise to what they call media citizenship, that is “citizenship in and by the grace of the media, be they traditional or interactive” (Gozávez, 2012; *ibid*, p. 130). In the main, for one to fully understand educommunication she/he must attribute to it the civil society purposes it serves with an ethical, social and democratic base that empowers citizens in their dealings with the media. Therefore, “the media citizen becomes one of the goals of educommunication since it is by no means removed from the values of freedom, critical independence or solidarity in our dealings with the media.” (*ibid*, p131)

We see here that educommunication is very much related to participatory communication. Jenkins, espousing the works of stalwarts such as John Fiske and Raymond Williams theorizes that culture as ordinary. It then becomes necessary to

challenge the hierarchies of culture and knowledge by placing greater importance on cultural production and cultural knowledge that are often rejected by those considering themselves more in the know (Jenkins, 2017). What we see then is similar concepts with varying nomenclatures influenced by regions, socio-political underpinnings and schools of thoughts.

Educommunication is also applied to tertiary education. Rocha (2015) undertook a study of the integration of educommunication in undergraduate degrees in media and journalism. For Rocha, educommunication is a concept that marries two scientific fields, communication and education. The primary purpose is to stimulate social intervention and citizenship. The research found that the integration of educommunication practices into two journalism programmes encouraged group autonomy. She noted that “educators who ‘castrate’ students’ curiosity for the sake of the efficacy of mechanical memorization of contents, impede students’ freedom, and curtail their capacity for risk and adventure. Such teachers do not educate, they only domesticate their subjects” (Freire, 1997; *ibid*, p. 201).

Figure 5: Some Key Elements of Educommunication



21 CENTURY COMPETENCES, DIGITAL LITERACY OR DIGITAL MEDIA LITERACY

With the move from the 20th to the 21st century, the term 21st Century Competences or 21st Century Skills has evolved as a key concept and watchword in the fields of education, corporate and the socio-cultural projects. A number of rather diverse skills are collated under this term including concepts such as problem solving, creativity, artificial intelligence, computer/digital and information literacy, collaboration, and many others. While these concepts are not necessarily inventions of the late 20th or early (Greiff, Kyllonen, 2016) 21st Century, they point toward the increasing importance of

these complex skills in a quickly changing world, in which rote knowledge decreases and general skills increase in relevance. In the field of education, it is often argued that today's students need to leave school with an accomplished and well-sorted set of 21st century skills in their backpack in order to succeed in life (ibid).

Consequently, international agencies, nongovernmental and private-sector organizations, and academics across the globe have developed theoretical frameworks that identify and describe 21st Century Skills and elaborate on their importance. For example, detailed frameworks have been developed by the Organization for Economic Cooperation and Development, the Partnership for 21st Century Skills, and the Assessment and Teaching of 21st Century Skills community focusing on a wide collection of 21st century skills (ibid; See also EDU/WKP, 2009).

Voogt and Roblin (2012) undertook a comparative analysis of international frameworks for 21st Century Competencies. The frameworks were compared on their underlying rationales and goals, their definition of 21st Century Competences, and the recommended strategies for the implementation and assessment of these skills in educational practice. The findings indicate a large extent of alignment between the frameworks about what 21st Century Competences are and why they are important (horizontal consistency), but intentions and practice seemed still far apart, indicating lack of vertical consistency (p. 302).

The advent of new technologies and the Internet have been the catalyst of the digital age. The realities of the digital age have now spurred the call for skills that are potential to coping with it. This is compounded with the complexities, peculiarities, and particularities that characterize different aspects of the digital environment (Kaeophanuek, Na-Songkhla, et al, 2018). New technologies have stirred and has impact on all forms of 21st Century Competencies. As far back as 1997, Paul Gilster coined the term digital media literacy to describe the ability to understand and use digitized information (Gilster 1997, p. 2). According to Belshaw (2012), the concept, which was originally conceived upon the discourses of visual literacy, technological literacy, computer literacy and information literacy, appear to have taken another dimension due to the proliferation of participative digital technologies, which heralded the 21st century. This has led to increased attention on the discourse. Today, scholars have argued that literacy has gone beyond the basic literacy level of linguistic proficiency. It has now moved to the ability to relate with digitized information in constructive manners. Some authors and practitioners use the term digital and media literacy to capture the intersection between digital literacy and media literacy¹⁴ (Hobbs, 2016; Turner, Jolls et al, 2017).

After a rigorous extensive academic literature reviews and analysis of data gathered from business and industry, the North Central Regional Educational Laboratory (NCREL) and the Metiri Group in their 2013 report titled "enGauge 21st century skills: Literacy in

¹⁴ See Media Smarts. <http://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/intersection-digital-media-literacy>. Accessed on 30 June 2018

the digital age" grouped all identified digital literacy skills into four major categories - digital age literacy, inventive thinking, effective communication, and high productivity. According to the report, digital age literacy has to do with being acquainted with basic, scientific, economic, and technological literacies, as well as visual and information literacies, without being defective in multicultural literacies and global awareness. Inventive thinking skills connote ability to adapt to new trends and manage concomitant complexities. These also encapsulate self-direction, curiosity, creativity, and risk taking, as well as critical thinking and sound reasoning. Another key skill is anchored on effective communication. This comprises of teaming, collaboration, and interpersonal skills. It also extends to personal, social and civic responsibility. High productivity skills are largely woven around prioritizing, planning and managing for results. In other words, high productivity skills are about effective use of real-world technological tools for increased productivity, as well as the ability to produce relevant, high-quality products.

These broad clusters of skills are further broken down into more granular skills sets, which could be used to gauge the level of digital literacy skills possessed by individuals. According to Belshaw (2011), the digital skills categorised above are *contextual*, that is, they depend on the personal, social and cultural context within which they develop. We see here then an intertwining of 21st Century Competencies and technological or digital competencies. Figure 5a below summarizes the main types of 21st Century Competencies and their frequency in international frameworks.

Figure 5a: Key elements of 21st Century Skills

Mentioned in all frameworks	Mentioned in most frameworks (i.e. P21, EnGauge, ATCS, NETS/ISTE)	Mentioned in a few frameworks	Mentioned only in one framework
<ul style="list-style-type: none"> • Collaboration • Communication • ICT literacy • Social and/or cultural • Skills, citizenship 	<ul style="list-style-type: none"> • Creativity • Critical thinking • Problem-solving • Develop quality products/ • Productivity (except in ATCS) 	<ul style="list-style-type: none"> • Learning to learn (ATCS/EU) • Self-direction (P21, En Gauge, OECD) • Planning (Gauge, OECD) • Flexibility and adaptability (P21, En Gauge/Core subjects) • Mathematics, communication in mother tongue, Science (EU, P21, ATCS) 	<ul style="list-style-type: none"> • Risk taking (En Gauge) • Manage and solve conflicts (OECD) • Sense of initiative and entrepreneurship (EU) • Interdisciplinary themes (P21) • Core subjects: economics, geography, government and civics

Source: Voogt and Roblin (2012, p.309)

EDUCATION FOR SUSTAINABLE DEVELOPMENT

In 2005, the United Nations declared 2005 – 2014 as the Decade of Education for Sustainable Development (DESD) (UNESCO, 2005). Also called education for sustainability (EfS) in some parts of the world, education for sustainable development (ESD) is a key concept for Agenda 21 in the official document of the United Nations Conference on Environment and Development, (the Earth Summit) which was held in Rio de Janeiro in 1992.

Agenda 21 is a comprehensive model framework to guide actions at all levels of development by UN Agencies, governments, and other key stakeholders to pursue education in the new millennium. The ESD framework relates to many dimensions of education i, including access, relevance, equity, quality and inclusivity. It concerns education planning, policy development, implementation, finance, as well as curricula development, teaching, learning, assessment, and administration. ESD, at its base, is education as both a means and an end to enable social transformation to accelerate more sustainable societies. ESD aims to establish a bridge between education and public awareness of sustainable development (UNESCO, 2017).

Achieving the goals of sustainable development requires citizens who are knowledgeable about sustainability and about daily actions necessary to help achieve community and national sustainability goals. These citizens will require a widespread community education and media that can encourage an informed and active populace to learn throughout life.

ESD has five key priorities: (1) improve basic education, (2) reorient existing education to address sustainable development, (3) develop public understanding, awareness, and (4) training. ESD is related to and overlaps with another programme pursued by UNESCO called, Global Citizenship Education, which is considered in the next section.

GLOBAL CITIZENSHIP EDUCATION

There is also the emerging and overarching concept of 'global citizenship'. In 2012, UNESCO in its foresight work gave significance to the concept of global citizenship education (Grizzle 2014). Global citizenship education highlights the essential functions of education in the formation of citizenship and globalization. It concerns the relevance of knowledge, skills and values for citizens' participation in and contribution to societal development at local and global levels. It is directly related to the civic, social and political socialization functions and contribution of education in preparing children and young people to deal with the challenges of an increasingly interconnected and interdependent world. (S. Tawil, 2013, cited in UNESCO, 2014, p. 15). This shift in education discourse and practice goes beyond the development of knowledge and cognitive skills to engendering values, soft skills and attitudes among all citizens. These soft skills and attitudes include being media- and information-literate (Hope and Grizzle, 2017). Table 1 below gives an illustration of the relation between global citizenship education and MIL.

Table 1: Media and Information Literacy and Global Citizenship Education

Purposes of Global Citizenship Education¹⁵	Purposes of Media and Information Literacy	Further Linking Comments
encourage learners to analyse real-life issues	MIL is about acquiring competencies to critically	MIL is one way to stimulate critical thinking in people

¹⁵ UNESCO, 2014

critically and to identify possible solutions creatively and innovatively;	analyse and engage with real-life issues that are reflected and sometimes amplified in the media, books and on technological platforms.	and has more force when integrated with other social competencies such as intercultural competencies.
support learners to revisit assumptions, world views and power relations in mainstream discourses and consider people/groups that are underrepresented/marginalised	m A crucial part of MIL is to enable people to critically evaluate how the media ¹⁶ asserts power, enable a diversity of voices, represent reality, information, politics, social groups, ethnicity, gender, races, etc ¹⁷ . contravenes the rights of others (Grizzle, 2014). This relates to what Frau-Meigs (2013), refers to as “self-management as well as engagement” (p. 183)	MIL is both a means and an end to achieve global citizenship education.
focus on engagement in individual and collective action to bring about desired changes	MIL enables people to consider their social structures and environments. It empowers them to individually, collaboratively and autonomously operate in their information, communication and media environments, taking actions that can lead to	MIL is a form of civic engagement.

¹⁶ By media I mean both media as the plural of medium as well media as the Institution defended by constitutions in the context of press freedom and freedom of expression.

¹⁷ It enables people to reflect on their beliefs, understanding about the world around them, how the information and media they engage with influence their beliefs and understanding and ultimately to take actions to change those beliefs that contravenes the rights of others (Grizzle, 2014). This relates to what Frau-Meigs (2013), refers to as “self-management as well as engagement” (p. 183)

	positive effects, change, debate or desired goals... ¹⁸	
involve multiple stakeholders, including those outside the learning environment, in the community and wider society	MIL is that bridge between learning in the classroom and learning that takes place outside of the classroom, enabling both to enrich each other ¹⁹ (Grizzle, 2016).	MIL, when implemented correctly, enables crucial linkages between the information, communication, media, and technological industries and stakeholders in the formal learning environments.

Figure 6: Key Elements of Global Citizenship Education

1. An attitude in favour of multi-cultural identity and ethnicity, human solidarity and social cohesion

2. A deep knowledge of global issues and universal values embedded in human rights

3. Cognitive skills to think critically about social issues; being able to view and appreciate issues from many different perspectives

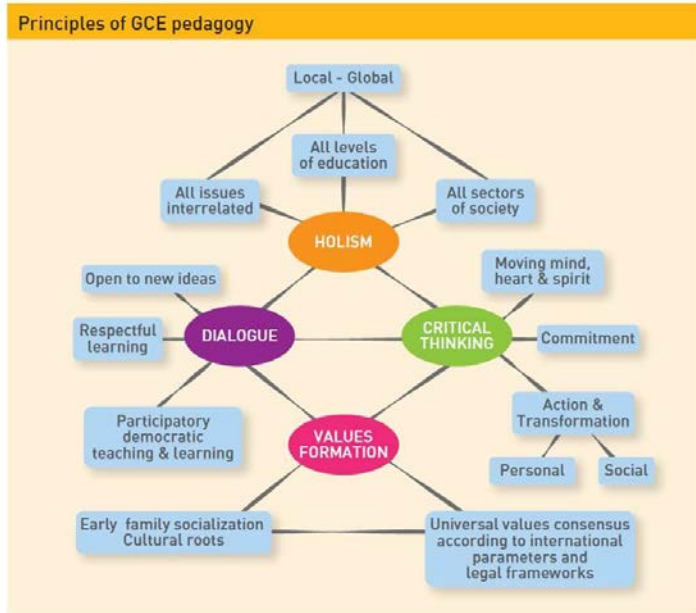
4. Non-cognitive skills such as empathy, mediating conflicts, networking, and communicative skills

5. Behavioural capacities to act collaboratively and with agency to reach collective solutions global challenges

¹⁸ Experts call this, ‘agency’, “at the heart of the issue of agency is the question of how we theorize the individuals ability to act in and upon the world.”, “with through and in response to the media” (Dezuanni, 2017, p. 16 and 17)

¹⁹ Implicit here is that MIL not only involves young people but should equally be both for and by parents, teachers, religious and other community leaders, information and media professionals, governments, policy makers etc.

Figure 7: A Constellation of Principles of Global Citizenship Education



Source: UNESCO (2014) Global Citizenship Education Preparing learners for the challenges of the twenty-first century. UNESCO, Paris, France

UNESCO acknowledges that “while there are key parameters for GCE, the approaches, interpretations and focus often vary, and there is no ‘one size fits all model for implementation” (p. 15). Peace education is another rubric used for GCE. Like every complex concept, there are ongoing conceptual tensions and schools of thoughts regarding GCE. There is one, which I wish to discuss here and to propose a possible experimental solution in the context of media and information literacy as being integral to GCE. The question concerns whether or not whether global citizenship education should promote global community outcomes or outcomes for individual learners. By global community outcomes, some proponents mean the collective impact of global citizenship education on society in the context of social cohesion. As regard outcomes

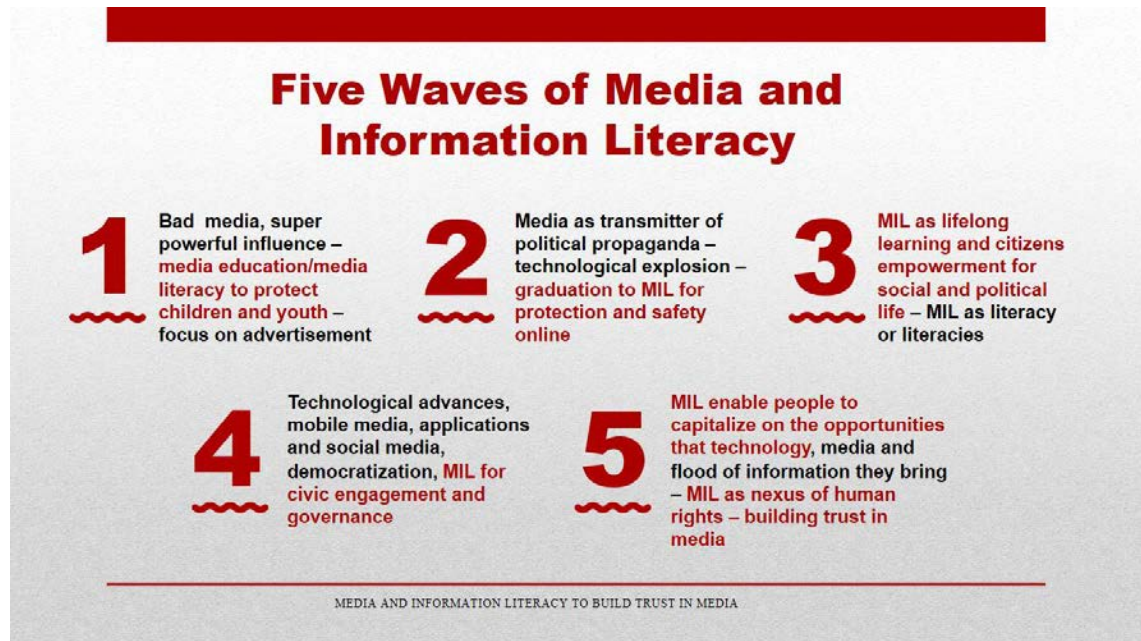
for individual learners other proponents underscores the type of competences that individuals should acquire and by which they are empowered (ibid, p. 19). This divergence of theoretical emphasis is further extended to concerns about the flux between global solidarity and individual/global competitiveness. The latter, which many argue, is necessary to lead to creative, innovation and state of the heart solutions to global challenges. I agree the perspective that solidarity and competition are not mutually exclusive. Embedding competition in solidarity is nothing but a form of fair competition. Collaboration, which one aspect of global solidarity, is known to lead to innovation (Dodgson, 1993 and 2018). In response to a question in an interview by Neil Anderson, Jenkins (2017) puts it this way,

“the term ‘brand’ sounds appropriate to me, because the name Henry Jenkins, stands for more than a single individual. I am often ask how I do everything I do, and the simple answer is that I am not an isolated individual. I am part of a larger network. Everything I do is collaborative. Everything I do have a pedagogical dimensions. (Jenkins, 2017, p. 7)”

He was responding to a question about his name being a global brand particularly in the field of cultural studies and media education (media literacy) communities with a transmedia and multiplatform presence, and his management of himself, the brand, to promote critical thinking. This example of collaboration is appropriate in this discussion about global solidarity versus individual competitiveness mainly as it speaks to branding. At the root of competitiveness are issues of capitalism, open and free economies and commerce driven by democratic principles. In the next section, a theory of MIL for groups, institution, and individual is proposed.

From the above review of MIL related concepts and competencies, the researcher proposes five waves of how to think of people's critical information, media, and technological competencies could be outlined. See Figure 8 below.

Figure 8: Five Waves of Thinking on Media and Information Literacy



FIVE WAVES OF MEDIA AND INFORMATION LITERACY – EXPANDED

1. Bad media, super powerful influence – media education/media literacy to protect children and youth – focus on advertisement and violence – information literacy for effective research and information access;
2. Media as transmitter of political propaganda – technological explosion – graduation to MIL for protection and safety online;

3. MIL as lifelong learning, quality education, and citizens empowerment for social and political life – MIL as literacy or literacies;
4. Further, technological advances, mobile media, applications and social media, democratization, MIL for civic engagement with data and governance processes;
5. MIL enables people to capitalize on the opportunities that technology, media and flood of information affords – MIL as nexus of human rights – improving quality of and trust in media – peace, dialogue, sustainable development etc. – MIL need not be political in its application.

The Five Waves of Media and Information Literacy are inspired by but dissimilar to what Hobbs (1998) calls the *Seven Great Debates of Media Literacy*. These five suggested waves are not necessarily distinct or chronological. One could even argue that they are all prevail or have prevailed at the same time. Perhaps they could be called the merging or clashing waves. The question or debate emerges, which wave is more dominant and with what societal implications. Some of the findings of the research carried out for this dissertation, as presented in Chapter 5, will contribute empirical evidence to this question and related debates. We have suggested two approaches below that could aid these debates and lead to greater consensus among stakeholders. As Hobbs noted some 20 years ago, “the future of the media literacy [today one could insert MIL] movement will depend on the ability of a diverse assembly of educators with interests in media literacy [MIL] to develop community-based consensus among themselves” (ibid., p. 27). But are we there yet, 20 years later? The research argue in Chapter 5 that such

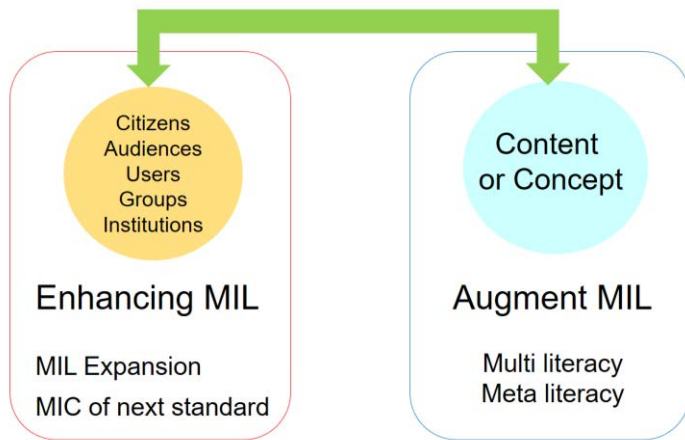
consensus necessarily must be reached at the national, regional and global levels as well. The first of the two approaches suggested is a proposed theory of change in relation to MIL, while the second is what we have called the Five Laws of Media and Information Literacy.

A PROPOSED THEORY OF MIL

i. Media and Information Literacy Expansion

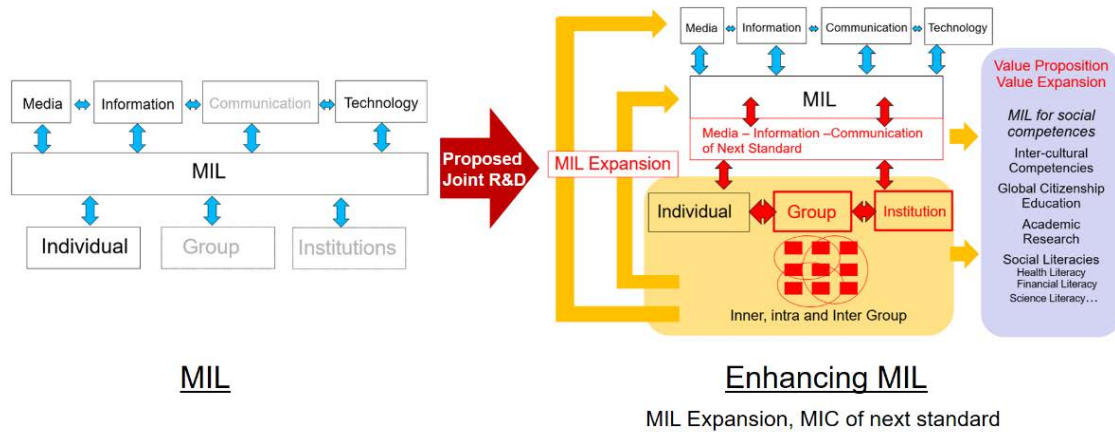
The first suggested approach calls for new forms of learning competencies, many of which have been discussed in the preceding sections. In collaboration with other researchers, the researcher has argued for the exploration of media and information literacy competencies for groups, institutions, and individuals alike, a concept we call, MIL Expansion (MIL^x). (Grizzle, 2017; See also Kuzmin, Parkashova et al, 2017). MIL^x builds on what Frau-Meigs (2017) calls Augmented MIL. Augmented MIL, like many of the concepts discussed in this chapter, focuses on the content of MIL. A specific emphasis of Augmented MIL is on how digital competencies and internet issues can be given more prominence in MIL. Frau-Meigs argues that such approach positions MIL as transliteracy (p. 120). MIL^x complements and expands this approach by focusing also on the beneficiaries of MIL. See Figure 9 below for an illustration.

Figure 9: Augmented Media and Information Literacy



MIL^x aims to improve the diffusion of media and information literacy (MIL) at the community, group, institutional, and individual levels so as to include most people by creating a framework, based on an innovative social change theory. Figure 10 below demonstrates this long-term impact of MIL^x. By carrying out research and developing material, resources, tools, techniques, and policies, MIL education and its different modalities of delivery will not only target individuals but also concern how groups of people and institutions/organizations converge to influence life. In so doing, it will enhance people's communication capacities to (i) engage critically in information, media and communication; (ii) influence related policy development; and (iii) ethically and purposefully act upon newly acquired competencies to develop, propose and expand new values in their immediate and external social surroundings.

Figure 10: Media and Information Literacy Expansion



Source: The researcher in collaboration with Masatoshi Hamada, Researcher, Citizen of Ishinomaki, Japan

The world has been facing increasing numbers of migrants, asylum seekers, refugees, as well as people who have been displaced and recovering from human/natural disasters such as wars, political instability, economic, and climate change,, (Santic et al, 2016; Tomic-Petrovic, 2017). Some groups in different countries and parts of the world are susceptible to hate, radicalization and violent extremism by virtue of past, present or future associations, experiences, and various information and communication expectations.. In addition, individuals, groups and institutions are not effectively engaged in democratic processes such as elections and sustainable development programmes. This research and development initiative aims to reach MIL for all citizens (metaphors of citizens²⁰), audiences and users – groups, individuals as well as institutions.

²⁰ By “citizens”, we mean metaphors of citizenship, rather than a strictly legal category. The argument here is that citizenship has different meanings to different persons, regions and countries. There is also the more inclusive

By “citizens”, I mean metaphors of citizenship, rather than a strictly legal category. The argument here is that citizenship has different meanings to different persons, regions and countries. There is also the more inclusive concept of “global citizenship”. In 2012, UNESCO in its foresight work gave significance to the concept of global citizenship education. Citizenship in practice for most people means jurisprudence, obligation of a state to a certain category of people and vice versa (Bluaberger et al, 2018). One consequence is that certain segments of society (younger people, migrants, refugees, asylum seekers etc.) are excluded. The concept metaphors of citizens or citizenship then calls for an expanded and inclusive outlook; one that is rooted in international laws, human solidarity and peace, and the notion of universal rights.

While research studies have shown that people who are exposed to MIL related competence become more critical of information and media content (Milhailidis, 2016; Crist et al, 2017, there are three major challenges. First, people still do not understand or recognize and embrace the importance of information and media in democracy and development, for example (Milhailidis, 2016). Second, which is connected to the first, the diffusion of MIL competencies has not been done in new ways that complement only technological applications and innovations. Third, stakeholders have been facing the important challenge of how to organize information and communication of inner, intra, and inter groups as well as institutions. It is proposed that further research into

concept of “global citizenship”. Citizenship in practice for most people means jurisprudence, obligation of a state to a certain category of people and vice versa. One consequence is that certain segments of society (younger people, migrants, refugees, asylum seekers etc.) are excluded. The concept metaphors of citizens or citizenship then calls for an expanded and inclusive outlook; one that is rooted in international laws, human solidarity and peace, and the notion of universal rights – hence global citizenship.

MIL^x could contribute to overcoming the challenges in people’s engagement with the media, information, technology and communication and, thus, to achieving the promises of the sustainable development goals (SDGs). Table 2 below suggests some key variables (qualitative and quantitative) and other analytical cardinals of MIL^x that could be considered and how these relate to the existing MIL frameworks, contexts, and intended beneficiaries. Figure 11 depicts a bubble graph representation of the assumed expansion of the reach and impact of MIL through MIL^x. These figures are based on some of the results from the pilot tests and research carried out for this dissertation.

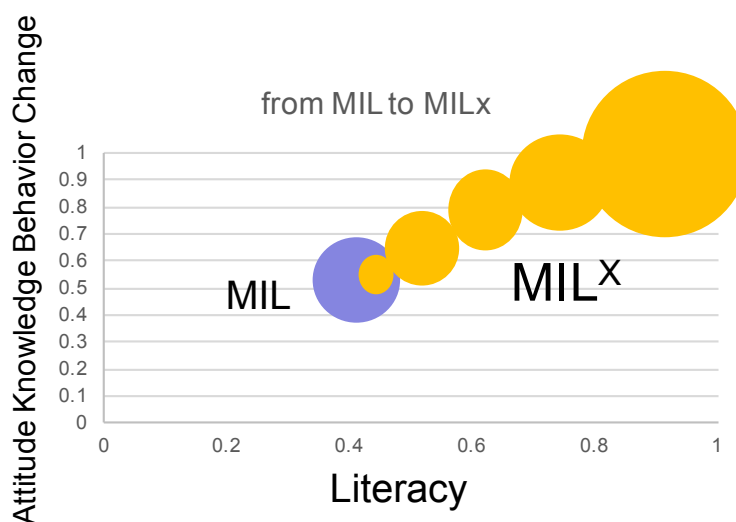
Table 2: Proposed Variables and Analysis in Progressing from MIL to MIL^x

What could be compared between MIL and MIL ^x ?	Qualitative Analysis	Quantative Analysis	Data Selection
What is necessary for children and youths? What kinds of social value and MIL competencies should be expanded?	Literacy is defined in itself individual existing idea between MIL and social literacy psychology, communicaiton, sociology para Social	More impact through MIL for groups and institutions than individuals and masses	Of data: a weak point of existing MIL research
Which values are proposed by youth and which should be expanded more for children and youths	Lack of effectiveness between MIL and values such as MIL and intercultural dialogue	More effectiveness and measurement through MIL ^x	Of data: more chances of intercultural dialogue occurring
Reasons why such kinds of values can expand? How?	Explore how MIL ^x can be combined with other novel media and	Further expansion of accessing information and communication	Of data: more chances of information and communication

	broadcasting theories or models	through different media	
Where (normal life situations, unusual life situations)?	Explore how MIL ^x can be combined with other novel media and broadcasting theories or models in normal life situations, unusual life situations	Compare such kind of chances between usual situations – un-usual situations	Of data: marginalized groups based on ethnicity, gender, social-economic background (normal life) Of Data: refugees, illegal immigrants, people displaced by wars and natural disaster

Figure 11 presents an idea of how MIL^x and MIL can reach convergence. By convergence, we mean a situation where MIL is more positive correlated or related to desired personal and social changes. Examples of qualitative data analyzed between MIL education and social competences such as inter-cultural dialogue and inter-religious dialogue are used to create the bubble graph. It seems that existing MIL education frameworks and delivery modalities have some difficulties to reach social competencies because many social competencies are converged around 0.5, although ideal convergence is 1. This suggests that the use of MIL^x framework could help many social competencies to attain convergence of 1.

Figure 11: An Estimation of the Progress Impact of Media and Information Expansion



EXAMINING THE FIVE LAWS OF MEDIA AND INFORMATION LITERACY

The second suggestion to aid in consensus building among MIL stakeholders, the Five Laws of Media and Information Literacy²¹ (Grizzle and Singh, 2016), is summarised in Figure 12 below. The Five Laws of Media and Information Literacy are intended as guiding principles for stakeholders in developing MIL policies, strategies and operational programmes. Eighty-seven years ago, Ranganathan (1931) presented the Five Laws of Library Science.

²¹ The Five Laws of Media and Information Literacy was first presented during a guest lecture with Alton Grizzle in collaboration with Professor Jagtar Singh at the One-Day Seminar on Relevance of Dr. S. R. Ranganathan in Digital Era at the New Delhi University. It was held on 3 September 2016 and organized by the Indian Library Association.

It is not the researcher's intention here to do an in-depth analysis of the Five Laws of MIL in the 21 Century information and communication landscape as they relate to Ranganathan's visionary thinking in the Five Laws of Library Science as principles of library design, management, development and library use. Nevertheless, it is worth presenting some insights and reflection on each of the Five Laws of Media and Information Literacy with emphasis placed on Law 1 and Law 4 for brevity. Furthermore, these two Laws might emerge as the most controversial. The researcher entreat readers not to get confused as count I count 1, 4, 2, 3, and 5. This is on purpose. Like the design of Figure 12 below, some may argue that the placement of the numbering of each Law is not intuitive. However such design techniques to get people to pay attention and attract them to look and read with purpose. This is indeed MIL in action.

Ranganathan was very surgical in writing the Five Laws of Library Science, he used very few words. The Five Laws of MIL contains many words. One should take them as real containers, 99.9% empty, just waiting to be filled. Can you visualize it? Help to fill these containers/Laws with more knowledge and truths. Truths which some persons do not care to talk about any more because it is all relative or we prefer to say verifiable information etc.

Figure 12: The Five Laws of Media and Information Literacy



FIVE LAWS OF MEDIA AND INFORMATION LITERACY: LAW 1

For the first Law of Library Science, books are used Ranganathan writes, “The first law of Library Science, like the first law of any other science, embodies an elemental truth. In fact, it is so self-evident that one may be inclined to say that it is trivial. But, that is an invariable characteristic of all first laws. Take, for example, the first law of conduct (*Satyam Vada – speak the truth*), or the first lay of motion (*ibid; p. 1*). ”

Following Ranganathan’s assertion,, we state the first law of MIL as information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable

development. They are equal in stature and none is more relevant than the other or should be ever treated as such. The first part of Law 1 concerns the frequently disproportionate emphasis by MIL experts/practitioners on the business or commercial dimensions of information, media, and technology at the expense of governance, sustainable development and the civic engagement remit. Law 1 suggests that business and commerce are part of civic engagement and sustainable development. MIL intervention should consider that balance and pursue, for example, MIL for entrepreneurship. With regard to the second part of Law 1, some scholars may argue that information, communication, libraries, media, technology, and the Internet are not all equal. But it should be noted that the suggestion is not to project equality of impact, reach or use of libraries, media, technology, and the Internet. It is more that stakeholders should reach consensus in (i) building in the minds of users the equality of stature and relevance of libraries, media, technology and the Internet to life; and (ii) help users, people, citizens to see the unity and oneness in these different modes to access and engage in information and communication. An example is the truth about how technology has transformed every aspect of life and helped to improve living standards does not mean books are no longer needed and reading should be relegated to being the forgotten or lost pearl of great price. Stakeholders of MIL should enable all users/citizens to understand that the Internet is nothing but millions of books in digital format and a colossal digital library. Another example is the present trend or tendency in countries around the world to focus more on digital/technological competencies than the other competencies that MIL entails when developing education policies and

programmes. Where these digital competencies are congruent with all other competencies of MIL (Grizzle, 2015) then it is a matter of naming, although form sometimes affects content and in turn policy priorities. However, where these digital competencies ignore people's critical competences to access, search, evaluate, use, produce information and media content, and for sustainable development, they would be in contravention of Law 1 and Law 5 of MIL.

The same argument extends to information versus communication. The perennial debate among scholars about certain facets of the epistemology of information and communication (Dousa, 2013), which comes first, which is the larger field or which is more important does not help to empower users and citizens with competencies about access to information and their communication rights.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY: LAW 4

Law 4 states that every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must, however, never be compromised. There are three main postulates here based on the largely held view that human beings are communicative beings (Boguslaska, 2013). The first assumption is that people can freely make a choice that they do not know and understand new information, knowledge and messages as well as to communicate. Some researchers have investigated the case of 'news resisters', people who consciously and intentionally reduce or limit their consumption and exposure to news (Woodstock, 2012). They may

soon realize that they are missing valuable information that they need or could help them. There are more extreme cases of people choosing to live the life of recluse over extended period. Others may choose to isolate themselves for shorter periods in the Amazon of Latin America, the hinterlands of Guyana, the savannahs of Africa, or the desert of the Arab States. There may also be others who, for different reasons, choose to live off the grid, completely away from electronic and digital communications. The reality is that such persons still want to know and understand new information, perhaps by reading the trees, the skies, the streams, insects, or even the cycle of nature that changes from morning to night. The second postulate is that people may be convinced by others or by systems that they do not need to know or understand new information. MIL should be an avenue of enlightenment that such people are in fact being oppressed rather than protected.

The third postulate is that people, who are starved of access to information, technology and media due to economic factors, may be convinced by their life experiences that they can live without them. But, when given a taste, they realize how disadvantaged they had been without the access and understanding. An example here is a media literacy project that UNESCO implemented in 2006 in partnership with the National Authority for Library and Information Services in Trinidad and Tobago. The project was intended to impart information, media, and technological competencies to adults learning in the Tunapuna public library. A security officer at the library, invited to participate in one of the training sessions, was hesitant as he felt that the type of training would not be of use to him. However, at the end of the session, he was so

enlightened that he declared that for some 20 years he had been working at the library and never once it crossed his mind that he could actually develop the skills to do what some many came to library to do -- that is to search and find information they needed.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY: LAW 2

Law 2 stated that every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally - and a nexus of human rights. The statement highlights three points. By saying that everyone creates information and knowledge, Law 2 signifies that even people who do not have access to media and technology create information and knowledge. They do this through their lived experiences. MIL should give them the know-how and the platform to access more information, connect with others, and communicate. The last part of Law 2 suggests that MIL is not only for those with privileged access to information, technology and media. Those who do not have access need MIL to help in reading product labels, books, images, signs, maps, billboards as we; as to investigate and advocate why they do not have other access. Espousing MIL for all peoples was inspired by (i) the UN's "education for all" (Alison, 2003) for which UNESCO is a lead implementing agency; (ii) UNESCO's "information for all" programme (UNESCO, 2018), and (iii) Livingstone's use of "media literacy for all" (Livingston, 2010). The premise here is that education for all is not complete without media and information literacy for all. The gender dimensions of MIL are fundamental. The final point to be made here is in relation to MIL as an antecedent to human rights. For people to enjoy the full benefit of their rights, they

first need to have the knowledge, skills and attitude to know how to search for, investigate their rights and from whom they can receive advice as and when needed.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY: LAW 3

Law 3 states that information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens. It points to the reality that we all have our biases which may come through innocent preferences, choices of a particular stance or perspective over another, nepotism, malice, prejudices, racism, outright intention to deceive, hate and intolerance. Even certain conceptualizations of MIL promote some values or beliefs over others and could also possess biases. Law 3 calls for MIL that enables people to understand the motivation behind certain values asserted, potential lack of independence in all forms of information, news, research processes and results as well as the nature of biases.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY: LAW 5

Law 5 states that media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content. It suggests that becoming media and information literate is about being taught, self-learning, and having one's own experiences. It is not sufficient to say, after pursuing a five-day workshop in MIL, that one is media and information literate. Becoming media literate is

a process which happens over time. It should be noted that Law 5 is not suggesting that one must master, know or even possess all competencies of MIL to be media and information literate. The second part of Law 5 reinforces Law 1 that MIL policies and programmes should integrate information, media, and technological competencies. They should recognize that people can learn through creating. Finally, MIL policies and programmes should address people's attitudes to information, technology, and media.

In this chapter, we have reviewed a number of studies on diverse conceptualizations of MIL related competencies from different regions of the world and how they are related to each other. The review addressed the epistemological origins of each concept, including its basic tenets, scope, prevalence of use or practical applications and the main proponents. The main concepts analysed are: (i) literacy; (ii) information literacy; (iii) media literacy; (iv) multiliteracies; (v) metaliteracy; (vi) participatory culture; (vii) transliteracy; (viii) educommunication; (ix) 21st Century competencies, digital literacy or digital media literacy; (x) education for sustainable development; and (xi) global citizenship education.

Based on the review of those MIL related concepts and competencies, we outlined five waves of thinking of MIL and proposed a theoretical concept we call, MIL Expansion (MIL^x) which is designed to improve the diffusion of MIL at the community, group, institutional, and individual levels.

CHAPTER 3 LITERATURE REVIEW

Part 2: MIL FOR SOCIAL AND DEMOCRATIC DISCOURSE

EMPIRICAL AND THEORETICAL FRAMEWORK

This Chapter complements Chapter 2. A conscious decision was taken to separate these two chapters on literature review for two reasons. The first is epistemological (Williams, 2001; Laurence, 2009). The researcher wanted to review the origins of MIL; the relationships among various related concepts; different perspectives as well as scepticism; scope of MIL in societies; and how all these framed and motivated the research carried out for this dissertation.. The second is pragmatic: to make it easier to compartmentalize and digest the many MIL related concepts that exist as presented in Chapter 2, and the themes or broad variables and several theories reviewed here in Chapter 3. The Chapter commences with a brief presentation of the roots of social and democratic discourse, including its fundamental tenets. This is followed by a detailed review of scholarships on the four broad themes of the dissertation, namely (i) intercultural dialogue, (ii) interreligious dialogue, (iii) freedom of expression, and (iv) freedom of information or access to information. The researcher attempted original meta-research and proposed new considerations – all the while noting the connection

between these themes, media and information literacy, and youth. The Chapter ends with in-depth discussion on a proposed multivariate theoretical framework.

SECTION A: SOCIAL AND DEMOCRATIC DISCOURSES

It is necessary to recall one of the research questions of this study, which is, are citizens' (youth ages 14-30 years) attitude towards participation/engagement in social and democratic discourses on such issues as freedom of expression, access to information, and intercultural and interreligious dialogue different after they have acquired MIL competencies?

History is in many ways cyclical (Inayatullah, 1998). This section on social and democratic discourses starts by considering the genesis of the public sphere in the context of fake news or false news, post-truth, alternate truth or the post fact era. Dornan (2017) travelled back over 500 years ago when the Google, iPad, Amazon, and Facebook of today's society were all embodied in 2-D printer invention at the time of "Christendom". He noted that the communication environment of the time was completely transformed by the Johannes Gutenberg's innovation in communication technology. The printer enabled "the circulation of ideas and opinions to a vast, dispersed public in a way that had previously been impossible, setting in motion the circumstances whereby the will of such a public could become a decisive political factor." (p.5). What emerged then was the notion of public opinion and hence the very beginnings of democratic governance of the Middle Ages. As Dornan observed, "people would come to form the basis of governance. As soon as it became necessary to win the

opinion of the masses in order to achieve power, public opinion became an arena of contestation and manipulation.” (ibid). As was the case then with limited choices of media, and even with the plethora of media choices in today’s media saturated and technology driven communication and information landscape – the media play a critical function in the public sphere or discourse. Habermas (1991), one of the fathers of the concept of the public sphere or democratic discourse, proposed the benefits that can be gained from free and equal dialogue.

1. DISCOURSE THEORY

Van Mill (1996) notes that, over the years, Habermas’ concept of democratic participation has changed taking on more liberal tones but that certain fundamental principles remain constant. Van Mill offers an illuminating analysis of the *discourse theory* and the opposing *social-choice theory* which will be useful to the discussions of some of the findings in this study. He points to three main unifying factors or principles of discourse theorists such as Habermas (1984-1994), Benhabib (1994), Cohen (1989), Dryzek (1990) and Chambers (1993). The first key principle of democratic discourse is that all participants in the discourse must have free and equal access to information. This premise is coherent with the need for freedom of expression and freedom of information for all, if democratic governance is to be pursued, achieved and sustained. The second key principle on which these theorists agree is that the interests of individuals engaging in the discourse can change after the engagement. The argument here is not one of instrumentalism regarding a discourse operating upon its participants. Rather, *discursive rationality* is proposed on the basis that consensus can

be reached in a discourse by changing the preferences of people participating in the discourse through open and transparent persuasion. The third unifying factor or principle among discourse theorists suggests that consensus is most legitimate through “reason deliberation”. That is, where the arguments from persons in the discourse are proffered with a certain degree of openness and enough time is allowed for assimilation, reflection, counter arguments and feedback (Habermas, 1984; Van Mill, 1996). Van Mill observes that “if these three aspects of discourse hold, we can hope for outcomes that are rational, fair, and hence legitimate. The viability of such claims is precisely what is questioned by the social choice theorists...” (p. 736).

2. SOCIAL-CHOICE THEORY

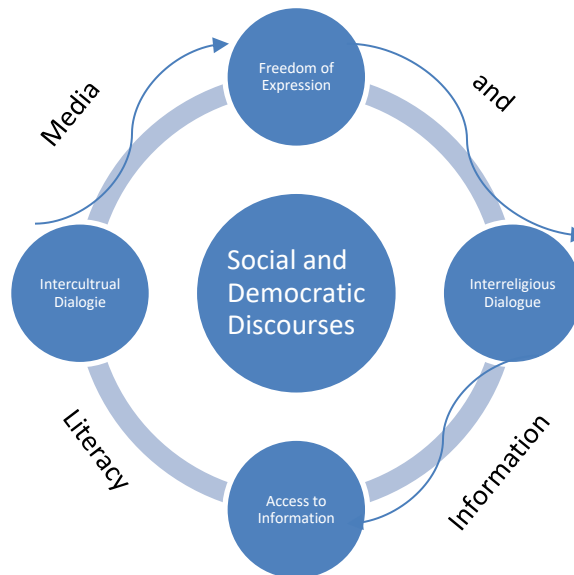
Van Hill (1996) draws attention to important similarities between the discourse theory and the social-choice theory. He notes that both theories have almost identical assumptions about the requirements for a fair procedure; equal access to debate; the absence of a powerful agenda setter; and unrestrained access to raise and object to amendments. However, there is a fundamental difference. Proponents of discourse theory contend that its proper application will lead to fair and just outcomes embraced through consensus and a democratic process. But social choice theorists argue that instability and arbitrary results are directly proportional to increase in democratic processes. Van Hill’s main argument is that democracy alone will not bring about legitimate consensus, though he does not discount the many merits of democracy. Van Hill notes that “the process of dialogue that Habermas wishes to see can certainly help to bring issues to the fore, by stirring interest, creating commonality, defusing tension,

and by increasing knowledge (p. 751).” It is this process of dialogue that MIL, along with other social literacies, can contribute to a closer approximation of social solidarity and consensus. The public sphere of the 21st Century requires greater accentuation of human rights and dialogue about human rights. A basic model is suggested in the next section.

SECTION B: CONCEPTUAL REVIEW OF RELEVANT THEMATIC AREAS

Empirical research on MIL and how it relates to or enables human rights and sustainable development is non-existent. As Frau-Meigs (2008) notes: “no research has been conducted on the connection between media education [a term used in relation to MIL] and human rights education” (p. 57). She further notes that MIL is only associated with human rights in the case of freedom of expression as a right.

Figure 13: Rejuvenating Social and Democratic Discourses through Media and Information Literacy



Given the global thrust towards achieving the sustainable development goals (a process that benefitted from a necessary degree of consensus among development power brokers), there is need to stimulate and revitalize social and democratic discourses.. New avenues must be explored to bring people who are outside the discourse sphere, including the “information resisters”, into critical discourse about social issues. Figure 13 attempts a diagrammatic representation of the core of this model and its component parts. The core is media and information literacy as critical civic engagement in social and democratic discourses and sustainable development. In this framework, MIL is both a means and an end. It is an end insofar as MIL is both critical thinking and critical civic engagement in the 21st Century context. The people who have the power to effect change and are obligated to do so (duty bearers) and those to whom the power are

accountable (the rights holders) should strive to become media and information literate. MIL is also a means because through it or more through MIL^x, as proposed in Chapter 2, meaningful contribution can be made to societies' progress towards achieving the sustainable development goals.

1. EVOLUTION OF FREEDOM OF EXPRESSION AND ITS RELATION TO MIL

This section looks into the first theme of the dissertation, freedom of expression (FOE).

It tries to answer the five questions: (i) What is freedom of expression, purpose?; (ii)

What is the status of freedom of expression globally?; (iii) Are there institutional versus

individual and public advocacy approaches to freedom of expression?; (iv) What are

some of the challenges and limits to freedom of expression and how might MIL help

address them?; and (v) What are some of the findings of empirical research on youth

involvement in freedom of expression?

ii. What is Freedom of Expression, Purpose?

The Oxford Dictionary defines freedom of expression as “the power or right to express one's opinions without censorship, restraint, or legal penalty”. Freedom of expression was one of the most debateable topics throughout the last century. It

goes much farther back in time, as pointed out earlier in this chapter, 500 years to the time of the Gutenberg press and the emergence of public discourse. But long

before the printing press, development of the written language had given rise to concerns about freedom of expression. Scholars have noted that, with the early

development of the written language, ranging from 3,200BC (southern

Mesopotamia and Egyptian hieroglyphics), 1,200BC (China), and 600BC (Mesoamerica), “over time, opposing forces arose. On one side, individuals wanted to express ideas and opinions in written form; on the other side, rulers wanted to control such expression to maintain their power and their control over society²²”

Though the term “freedom of expression” was not explicitly used, in their article *Timeline: a history of freedom of speech*²³, Smith and Torres (February 2006) recount a quote from Socrates that was expressed to a jury at his trial in 399BC, “if you offered to let me off this time on condition I am not any longer to speak my mind... I should say to you, Men of Athens, I shall obey the Gods rather than you” (ibid). According to Bossenga (2010), for close to 230 years, FOE has been a fundamental human right with a genesis in Greek history. She noted that the British Parliament was the first in the history of the world to recognize freedom of speech for members of Parliament in 1689. Freedom of speech resurfaced and was extended to everyone as an incontrovertible right in the aftermath of the 1789 French Revolution.

²² Freedom of Expression: History. Democratic Web. (<http://democracyweb.org/freedom-of-expression-history>). Accessed on 20 July 2017.

²³ Timeline: A history of free speech. The Observer Media. David Smith and Luc Torres, Sunday, 5 February 2006; first published on Sunday 5 February 2006. <https://www.theguardian.com/media/2006/feb/05/religion.news>. Accessed on 31 July 2017.

For the purposes of this dissertation, , a good *restore point*²⁴ that can help to travel back into time is 1917. This was just before the end of World War 1, after the invention of the radio and before the invention of the television. In times of war and conflict freedom of expression is often know to come under strain, characterized by high emotions and lower rationality (Emerson, 1968). In the United States, the Alien and Sedition Acts were enacted but by 1919 had given way a series of legislation from the US Supreme Court that gave rise to what is now known as the first amendment tradition (ibid, p. 975). Thomas Emerson noted that by the time of World War 11, the first amendment was so entrenched that “in contrast to prior wartime periods, freedom of speech to oppose the war or criticise its conduct was not seriously infringed... (p.975)”.

Based on Article 19, Universal Declaration of Human Rights (UDHR), 1948, UNESCO, the United Nations organization with a mandate for media development and freedom of expression, notes that²⁵, as:

"Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers".

²⁴ A computer technology term, which refers to a previous state of the computer memory. Restore points are used in backing-up (making an exact copy of the computer memory/content and store it in another place in the computer in case of an emergency) so that if something goes wrong, the user can “restore”, that is tell the computer to go back to that previous state when everything was working well.

²⁵ Ming-Kuok Lim, Freedom of Expression Toolkit a guide for students, UNESCO 2013

The Organization's constitution, which predates the UDHR, does not explicitly use the term FOE but it refers to the basic tenets of FOE. For instance, the Organization commits to executing its mandate "in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge,... are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives²⁶" (UNESCO,p. 2). The Organization further commits to working to advance "the mutual knowledge and understanding of peoples, through all means of mass communication", and recommends, "... international agreements as may be necessary to *promote the free flow of ideas by word and image.*" (p. 3)

It is the intertwining of education, the search of objective truth, free exchange and flow of information, and mutual understanding, respect and knowledge of each other that embodies the focus of this dissertation. How can MIL, a new form of literacy, be combined with FOE, access to information, intercultural and interreligious dialogue to advance objective truth and peace in the minds of men and women? Miller (1998) examined several media genres, technologies and how these interact with cultural, social, and political factors to alter how people understand what is real versus what is invented. He proposed a theory of cultural citizenship as a possible way to address this challenge.

²⁶ No date was given but the organization was founded in 1948. See the UNESCO Constitution here, http://www.unesco.org/education/pdf/UNESCO_E.PDF. Accessed on 28 February 2018.

More recent scholarly works in the UNESCO Internet Series have revisited the concept of FOE and the implications in the 21st Century digital media and information landscape. For example, Cannataci, Zhoa et. al. (2016) write: Freedom of opinion and expression is an essential pre-requisite in a free and democratic society. It supports a free flow of ideas that guarantees public accountability and transparency, and ensures the free exercise of civil and political rights by a well-informed and empowered public. In addition, freedom of opinion and expression enables societies to achieve stability and adaptability, and is crucial for the development of individuals, assuring their self-fulfilment, including by allowing them to pursue and search for truth and knowledge (p. 47).

They argue that, in the 21st Century digital age, FOE has been expanded in terms of access, creative and innovative ways to connect, communicate and disseminate information while benefitting from less geographical space, time, and formats limitations (p. 9).

Dutton, Dopatka et. al. (2011) note that research on freedom of expression in the digital age remains underdeveloped and that studies carried out are “composed primarily of normative policy advocacy rather than empirically anchored description and synthesis” (p. 18). Researchers often study distinct issues such as freedom of expression, child protection, or copyright. The interconnection and interplay among these and conflicting values and interests are under-researched (ibid).

The concept of freedom of expression in 21st Century primarily encompasses two broad classifications of rights in connection with networked communication in the information society. (Klang and Murray 2005; Dutton, Dopatka et. al. 2011). One concerns access to the means by which people can express themselves and obtain information. While these means span all forms of communication and information technologies, there is a tendency to focus on the availability, accessibility and affordability of the Internet and its penetration in societies. The second classification is about individuals and groups as well as their right to engage in (support, associate with, criticize etc.) political and development processes through all forms of media, the Internet and ICTs. The latter grouping is concerned with freedom of the press²⁷ and the freedom of association²⁸. The concept, FOE, is related and often used interchangeably with other terms such as freedom of speech, free speech, media freedom, and freedom of the press or press freedom. In the digital age and with the proliferation of the Internet, another related term, freedom of connection, is also used (Dutton, Dopatka et al, 2011).

Apart from the complexity of the definitions of the term in different contexts, , some scholars have explored the nature and purposes of FOE (Weinrib, 2009; Voorhoof and Hoxhaj, 2013; and Cannie, 2012). Frau-Meigs (2008) calls these “human rights doctrines or principles”. Most analyses of FOE are based on one or more international or regional

²⁷ For example, the International Federation of Journalists. <http://www.ifj.org/en/>. Accessed on 31 July 2017

²⁸ For example, the Association for Progressive Communication. <https://www.apc.org/sites/default/files/cyr%20english%20alex%20comminos%20pdf.pdf>. Accessed on 31 July 2017

frameworks, including the Universal Declaration of Human Rights (1949); the European Convention on Human Rights; the American Convention on Human Rights, the International Convention of Civil and Political Rights; and reports emanating from works of successive UN rapporteurs for FOE .

Weinrib (2009) used the Canadian Charter Framework as a basis to analyse the purposes of FOE which he applied to a case between the Canadian Islamic Congress and McLean Magazine over what was alleged as an Islamophobic article published by the latter in October 2006. The article was about the declining demographics of the West and the rising birth rates of the Middle East. In his analysis, Weinrib found that the Supreme Court of Canada considered three broad purposes of FOE based on the Charter Framework: (i) an instrument to aid the pursuit of truth, (ii) an instrument that enables democracy and self-governance, and (iii) a means through which people can determine issues for themselves, realize their potential and their human dignity. The three purposes of FOE resonate with the tenets of the UNESCO constitution, the UDHR and the international and regional conventions mentioned above. They are also relevant to this study on citizens or youth's responses to social and democratic discourses and their possession of media and information literacy competencies for the following reasons. First, truths become muddled in social discourses in a period of heightened misinformation, alternate facts, and arguments of post-truths (Lewandowsky, Ecker et. al., 2017; Paul, 2017). Ensuring a diversity of views and voices by defending and preserving FOE paradoxically both aids and hinders the pursuit of truth (Chulvi, 2017).

Yet there is no alternative to FOE as censorship is a much greater hindrance to the truth. As Pearson (2013) notes events are unfolding much more quickly now. It would be an historic irony and a monumental shame, if press freedom met its demise through the sheer pace of irresponsible truth-seeking and truth-telling today. Our challenge is to educate our fellow citizens on the mindful use of this fragile freedom before their elected representatives take further steps to erode it (pp. 225-226).”

Getting to the truth is not self-evident. It requires searching for evidence; critical thinking and analysis; presenting different perspectives of the situation; dialogue with others; managing one’s own beliefs and potential biases; and investment of resources. Even then what is taken to be truth is often an approximation of what really is, given the availability of verified and trusted information about a particular issue at a particular point in time. The only alternative to FOE is when the preservation and spreading of FOE for all and not some are combined with guaranteeing MIL for every individual. Only then can social democratic discourses be strengthened and pursuit of the truth made more feasible.

Second, the arguments above also apply to FOE as an instrument of democracy and self-governance (Vollenhoven, 2015). Democracy is based on certain generally accepted essential principles. Educating people about democratic processes is indispensable. Educating them about the instruments through which democracy is mediated,

information, media, and technology, and how they can effectively engage will not only preserve democracy but make it more meaningful to individuals.

The advancement of democracy is a primary purpose of FOE. As Hoxhaj (2013) notes, “freedom of expression is fundamental to the existence of a democratic society and to the creation of the possibility for the public to participate in the decision making process. The citizens cannot participate in the decision making process and to exercise their right to vote, if they do not enjoy free access to information and ideas and to express their views freely (p. 1).” Some scholars have examined other perspectives on FOE including (i) as the cornerstone of all other rights and fundamental freedom; (ii) how it enables public discourses;(iii) as a factor in free market and industry development; (iv) its relationships with information flow on the Internet, protection of individuals, their security as well as national security; and (v) why there should be limits on FOE (Maldonado, 2016; Oster, 2015; Soplop, 2008).

iii. Status of Freedom of Expression Globally: a Glance

Assessing the status of FOE globally is mammoth task, given the multiplicity of dimensions, applications, and conceptualisations that need to be considered (Berger, 2013).

Most analyses of FOE in the digital age focus on trends in relation to one indicator rather than multiple indicators, using a case study approach involving a country or instances or occurrences where FOE was challenged or success reached as opposed to

analysis across multiple countries and range of indicators (Dutton, Dopatka et. al., 2011).

The discourse in this section draws on three leading organizations with mandates to advance and defend press freedom. These are UNESCO, Freedom House, and Reporters without Borders.

As mentioned above, UNESCO is the organization in the UN with the largest mandate to promote FOE (Pöyhtäri, 2013). In addition to its ongoing programme on FOE covering legal and regulatory frameworks, capacity building, research, networking and advocacy through World Press Freedom Day, and citizens' empowerment to claim their right to FOE, the Organization has two main monitoring instruments. One is the annual UNESCO Director-General's Report on the Safety of Journalists and the Danger of Impunity²⁹. The report was born out of *UNESCO Resolution 29*, "Condemnation of violence against journalists" (UNESCO, 1997). It is significant because the safety of journalists is an important indicator of press freedom and by extension FOE (Horsely, 2013; Orgeret, 2013). As Berger (2013) notes, "press freedom and [journalist] safety are bound up with the broader right to freedom of expression – of which these issues are fundamental corollaries (p. 136)." However, the average citizen does not seem to understand or care about journalists who have been killed mainly because they do not grasp how attacks on journalists threaten their own freedom. Therein lies the reason for this

²⁹ <https://en.unesco.org/dg-report>. Accessed on 2 February 2018.

dissertation also exploring young peoples' attitudes towards journalist safety in the context of FOE in social and democratic discourses.

In the UNESCO Resolution 29, the link between journalists' safety and freedom of expression and, thus, curtailing of peoples' rights is made clear. However, while calling upon governments and related legal apparatuses to take action, the Resolution does not call upon citizens to hold their governments accountable on these matters nor does it mention the broader role of citizens defending and advocating the safety of journalists.

In 2012, UNESCO was given a broader mandate through Resolution 53. The broader mandate includes cooperating with other United Nations bodies and other organizations instrumental in this field; combining interventions concerning safety of journalist with the wider "status of press freedom"; and reporting to the UNESCO 195 Member States at the biennial meeting of its highest decision making body, the General Conference (Berger, 2013).

The cooperation with other UN bodies was essentially an endorsement of the UN *Plan of Action on the Safety of Journalists and the Issue of Impunity*. The Plan is a product of the first UN inter-agencies meeting on the topic, held in 2011 under the leadership of UNESCO. It is an important development in recent times given that it is the basis for journalists' safety and its connection to other freedoms to take centre stage in the UN System. It is worth examining briefly the Plan of Action on the Safety of Journalists and

the Issue of Impunity to assess how civic engagement is treated in relation to this research.

In Paragraph 1.5, the Plan addresses the implications of journalists' safety on citizens' access to quality information and their self-determination. It also recognizes the need to protect the safety of "community media workers and citizen journalists and others who may be using new media as a means of reaching their audiences." (p.1).

Para. 5.13 calls for actions which enable partnerships between "UN and civil society organizations and professional associations dedicated to monitoring the safety of journalists and media workers."

Para 5.19 calls for actions to sensitize the general public on the importance of the safety of journalists and the fight against impunity, through promoting global awareness campaigns such as UNESCO's World Press Freedom Day.

If journalists' safety is a key indicator of FOE, then FOE is on the decline. According the UNESCO 2016 Director-General Report, the killing of journalists has been trending upward over the period 2006-2015 with some 827 killings of journalists, media workers, and social media producers (p. 19). The rate of killings increased by 58% between 2012 and 2015, as compared with the preceding six-year period; 213 journalists were killed over the period 2014-2015 as shown in Table 3 below. There was a 17% increase in killing in 2015 as compared with 2014.

Table 3: Number of journalists killed by region

Year	Africa	Arab States	Asia & Pacific	Central & Eastern Europe	Western Europe & North America	LAC	Total
2014	11	41	12	8	0	26	98
2015	16	37	22	4	11	25	115
Total	27	78	34	12	11	51	213

Source: UNESCO

In its Report on World Trends on Freedom Expression and Media Development, UNESCO (2017/2018) reported 530 deaths of journalists between 2012 and 2016 (p. 137). Horsely (2013) cited other researchers in identifying three main factors accounting for the rise in the killing of journalists. These are: warring factions blame the media for affecting or changing outcomes of conflict; loss of trust in the independence or neutrality of the media; and widespread belief by killers that they will not be caught and prosecuted. Horsley notes that “authors of War on Words implicitly conclude that in reality journalists can look to no-one but themselves (p. 148).” Horsley disagrees with this view, pointing to the ongoing advocacy for national laws, training of journalists, and related international mechanism in support of journalists. But both parties ignore a crucial line of defence, citizens – the people that the media serve and bring information and the truth. What if there could be an integrated international, regional and national mechanism where ordinary citizens come to the support of journalists? What would this look like? What would be the place of media and information literacy? Can MIL be a tool to building trust in media? What would such a programme entail? Some of these questions are answered in subsequent chapters of this dissertation. .

In addition to the safety of journalists, *the World Trends in Freedom of Expression and Media Development, Global Report 2017/2018* proposes three other pillars necessary to realize press freedom or freedom of expression. These are media freedom, media pluralism, and media independence. It is worth discussing how those three concepts are related to MIL, the subject-area of the present dissertation.

iv. Media Pluralism

Traditionally, the prevailing norms of media pluralism are that the concentration of media ownership should be opposed. A guiding principle is that people/citizens should be able to engage with various types of media as consumers and producers of information. The media system should not be controlled by a few powerful agents (McQuail, 2005). For some scholars, media pluralism is also concerned with a diversity of range of outputs such as representation of different voices, cultures, religions, information, and opinions. As Karppinen (2009) notes, “media pluralism should be understood more broadly in terms of the media’s role in the distribution of communicative power in the public sphere rather than in terms of media ownership or consumer choice only” (p.2). Many scholars, therefore, use the combined concept, media pluralism and diversity, (Valcke, Sukosd et. al., 2015; Romain, 2016) to cover the plurality of media types, ownership, and content. The *World Trends in Freedom of Expression and Media Development, Global Report 2017/2018* considers all these dimensions.

The Report found that people's access to various types of media platforms has grown between 2012 and 2017. This is the premise of the global expansion of the Internet from 34% to 48% over the period; mobile phones from 3.89 billion to 4.83 billion in 2016; and satellite television (International Telecommunication Union, 2017; UNESCO, 2017). Taken together, the growth in these platforms has expanded access to content. Growth in content and voices has been largely driven by social media platforms, primary among these is Facebook, with 2 billion active users daily.

The benefits of these new technologies are not without challenges for people accessing them. Chief among these is one of the drawbacks in the use of algorithms on which most Web 3.0 are based. Holliday (2013) defines an algorithm as "a sequence of instructions for carrying out a particular task. When that task is performed by a computer, the algorithm must be expressed according to the strict rules of a programming language that is 'understood' by the computer" (p. 1). Algorithms use a series of parameters or characteristics, including people's personal data, to determine their internet behaviour, habits, interests and predict their information needs (Matz, Kowinski, et. al., 2018). The issue here is that, if algorithms predetermine the information that users access on the internet, then users are likely to become insulated - receiving mostly information that supports their pre-existing views. Thus, algorithms can counter the growing diversity of information and voices. Terms such as *echo chambers* and *polarization* are now widespread (Herbert, Ahmed, et. al., 2018). This phenomenon is also associated with the rise of *fake news or misinformation* (Dutton, Reisdorf et. al., 2017). This team of researchers carried out a study of search and politics

among 14,000 Internet users in seven countries - United States, Britain, France, Germany, Italy, Poland and Spain. They found that concerns about algorithms, search, and social media are relevant – some people are affected sometimes. However, this concern or fear is often ‘exaggerated’. Those who are Internet-savvy and those who are not can be affected. The researchers recommended the need for digital literacy training.

The UNESCO *World Trends in Freedom of Expression and Media Development, Global Report 2017/2018* also found that there are prevalent tendencies for the press to report on certain groups in stereotypical and misrepresentative ways (p. 48). Reporting on marginalised groups is relevant to the dissertation themes dealing with MIL in relation to culture and religion. The final trend discussed in the *Global Report 2017/2018* relevant to this dissertation is the upward trend in traditional consumers of information and news who are becoming producers of information and media content, leading to terms such as *prosumers* (Sanchez Martinez, 2015; Garcia-Ruiz, Ramirez-Garcia et. al., 2015). The trend is driven by the proliferation of new technological platforms that offer lower entry cost for production and easier sharing of content to large audiences.

Under media pluralism, the *Global Report 2017/2018* highlights media and information literacy as one trending intervention used to address diversity in media content (p. 91). Indeed, many scholars have supported this stance (Vinod Bhatia and Pathak-Shelat, 2017; Van den Bulck, Panis et. al., 2016; and Kellner, 1998).

It may be useful then to extend MIL to all vectors of FOE. As shown above, media and information literate societies have implication for the safety of journalists with citizens, audiences or users becoming a primary line of defense. Figure 14 below suggests a relationship between MIL and all vectors of FOE.

Figure 14: MIL Relationship with Freedom of Expression



v. Media Independence

The idea of independence in media is highly contested by many actors. Media independence consists of several dimensions, including freedom from (i) political and government influence; (ii) the dictates of advertisers; (iii) the influence of media owners in editorial decisions; and (iv) the media being swayed by the need to protect their public image. In effect, the basis of such media independence should be in ethical practices that spur an unwavering pursuit of the truth (White, 2008;

Fortner and Fackler, 2018; and Cope, 2017). The rise in verbal attacks on the media leading to self-censorship and bringing into question the trustworthiness of the media; the stranglehold that the rapidly changing economic realities have on the business models of media organizations (decline in newspapers, shift of users from traditional to online media, etc.); the real and apparent political alignment of media; and a profit focus eroding trust in news media (Stankiewicz, 2018) in some regions have all led to the growth of self-regulatory bodies in some regions. But one may question the effectiveness of such self-regulatory bodies. As UNESCO has noted:

It has often been difficult to establish meaningful self-regulatory entities. Frequently, they are weak, with those in charge limited by the extent of remedies they can prescribe and their means of enforcing such fines or punishments as they actually mete out. In the last several years, there has been debate in several countries about finding the proper means of establishing an effective self-regulating mechanism, one that is sufficiently authoritative and effective, but independent of government influence or control (UNESCO, 2017, p. 111).

There are many complex questions related to media independence, a few of which are addressed in this dissertation . There is the issuing of broadcast licensing that is sometimes determined by political and commercial interest. Internet or technological intermediaries are also pushing self-regulation models. Some stakeholders are using MIL related interventions to counter ‘fake news’, hate and other forms of abuses online. What of the influence of media sources on the media? How do certain trusted and influential sources wield control over what is published or not and how – with the

threat that such inside sources may be cut off and give edge to competitors? (Reich and Thomas, 2013; Schejter, 2007).

How do we move toward a more realistic model and away from the utopian dreams of media independence? (Bennett, 2015). Is there a viable civic engagement model that could be combined with existing models? Later in this Chapter as well as in Chapters 4 and 5 some suggestions connected to MIL and the critical theory of civic engagement model are made.

vi. The Status of Freedom Around the World

The extent to which FOE or media freedom exist at a national, community or individual level can be said to be symptomatic of the broader freedoms that exist in a country. The Freedom House's Freedom in the World 2017 and 2018 reports offer the most current insight into freedom in 195 countries around the globe. The research is founded in the Universal Declaration of Human Rights, applied to countries and assesses these countries based on 25 indicators³⁰ (10 political rights and 15 civil liberties) about "real-world rights and freedoms enjoyed by individuals (p. 2)" rather than the actions of governments or their performance per se. The indicators used include seven broad thematic issues such as:

1. free and fair elections and different levels of society;

³⁰ Methodology: Freedom in the World 2018. Freedom House, <https://freedomhouse.org/report/methodology-freedom-world-2018>. Accessed on 12 February 2018.

2. people having and exercising their right to organize in different political parties or groups; and various segments of society such as ethnic, religious, gender, and LGBT are not marginalized in the process.
3. whether or not people's political choices are free from domination of external or internal powers that are not democratically accountable.
4. openness and transparency in government operations
5. freedom of expression and belief, including in relation to politics, religious faith or nonbelief, academic freedom; ;
6. judiciary independence, equality in society without discrimination guaranteed by legal and regulatory framework.
7. personal autonomy and individual rights, including individual's freedom of movement, ownership of property and businesses without interference; personal social freedoms to marry as per choice, have children, protection from violence;

According to the 2017 Freedom in the World report, the world has experienced a sustained 10-year decline in freedom. Significantly, the number of countries showing a decline in freedom for the year—72—was the largest since the 10-year slide began. Only 43 countries improved on their freedom indicators. And of all the indicators of freedom, freedom of expression showed the most significant declines. Of the 195 countries surveyed, 45% were rated Free, 59% rated Partly Free, and 49% rated as Not Free (Freedom House, 2017).

The seminal Freedom in the World research has significant implications for the research in this dissertation. Not only that it addresses the four thematic areas being investigated in this research (freedom of information, access to information, intercultural dialogue and interreligious dialogue), with the focus on real world rights enjoyed by individuals, it also stirs the indispensability of MIL in the rights ecology and the pursuit of individual and collective freedom (Sturges, 2012; Righetto, Vitorino et. al., 2018; Frau-Meigs, 2008). Therefore, it is not surprising that the very first policy brief of the newly launched Freedom House's *Media Forward Policy Brief Series* focuses on how MIL related interventions can ameliorate the problems of fake news and disinformation or misinformation (Bucataru, 2018). A few examples of how this Freedom in the World reports are relevant to this dissertation are discussed here. First, MIL is concerned with empowering people to think for themselves and to be critical in all forms of decision-making. People's independence to think and act upon their own analysis is curtailed if their freedom of expression is suppressed. Second, MIL competencies include people being able to understand the functions of media in development and governance and the necessary conditions for the media to execute these functions. One foundation condition that must exist if freedom of the press and freedom of expression. Third, people who are media and information literate respect value their self-expression and respect the self-expression of others. Fourth, people who are media and information literate should have basic knowledge about how to assess media and other information providers for quality, professionalism, and whether they enable a diversity of voices. See Figure 14 above that illustrate of MIL related to FOE.

vii. Challenges and limitations to freedom of expression

There are no absolutes. And FOE is no exception. Leading actors in the field have agreed upon established limits as to how far one can justify his/her actions as the exercise of one's right to FOE. These are not always clear cut or constant, given varying social and cultural contexts (Carlsson, 2016). As Cushman (2016) notes, "the initial waves of solidarity and political support for free speech gave rise to fierce debates on where the limits of free expression should be drawn..." (p. 349). Limitations relate to (i) expressions of hate and discrimination (ibid; Maldonado, 2016; Marais and Pretorius, 2015; Maria Garcia, 2017); (ii) instigating harm towards another person, group, or their property (Bradshaw, 2017); (iii) threats to national security and or the promotion of radicalisation and extremism (Kunelius, 2016; UNESCO, 2017) (iv) limitations set forth in the laws of individual countries which may or may not be aligned with international standards (Maldonado, 2016); and (v) incitement (Senier, 2013), religious intolerance (George, 2017; Lerner, 2010) or cultural insult (Yoo, 2017; Lasine, 1976).

Research studies have also pointed to a myriad of challenges hindering people from enjoying their rights to FOE. The challenges range from (i) internet blocking by state actors; (ii) censorship (Cushman, 2016) and content restrictions (Ford, 2014); (iii) self-censorship where people choose not say what they really think or to search, share or post certain information online out of fear of "the threat of legal action, the promotion

of social norms, or informal methods of intimidation”³¹ (Ford, 2014, p. 157); (iv) state secrecy and privacy censorship (Hintz, 2012); (v) threat from non-state actors such as insurgences and other militant groups (Freedom House, 2017; Cushman 2016); and (vi) control over who get access or not to infrastructure and frequency to broadcast, including reach and funding as well as challenges with digital switchover (Hintz 2011; Hintz 2012).

Maldonado (2016) points to three key statutes of limitations in connection with the International Covenant of Civil and Political Rights. These are: the respect for the rights or reputation of others, public morals, and public order. These key statutes are addressed in the key cardinals of the research for this dissertation on citizens’ responses to social and democratic discourses, including about FOE.

2. FREEDOM OF ACCESS TO INFORMATION

This section follows a similar structure as the previous one. It explores scholarships into freedom of information, which is a corollary of freedom of expression. It first considers what freedom of information is and its status globally. In summarizing the status of freedom of information globally, original research was carried out to assess the extent to which MIL and youth are featured in freedom of information-related laws, policies,

³¹ About Filtering, OPEN NET INITIATIVE, <http://opennet.net/about-filtering>.

strategies, and programmes. The section also discusses the major challenges to freedom of information.

i. **What is Freedom of Information, Right to Information or Access to Information?**

Access to information, right to information and freedom of information are concepts that are used interchangeably by many scholars. We adopt the same approach in this dissertation. It necessary to point out that, for some scholars , access to information is a broader concept that concerns access to all forms of information or the ‘free flow’ of information whether through books, traditional media, Internet, libraries or oral means (Aguirre 2010; Price and Richardson, 2011; Fisher, 1995). But other scholars place emphasis on information held by public bodies (Gingras, 2012; Feast, 2010; Patterson and McDnagh, 2017). International organizations like UNESCO promote interventions related to both perspectives of the concept (UNESCO, 2011; Donders & McGonagle, 2015). The research carried out for this dissertation considered both articulations of freedom of information in the questions posed to young respondents and expert respondents. The terms “freedom of expression” (FOE) and “freedom of information” (FOI) are inextricably linked (Bertoni, 2011). People cannot freely express themselves and do it in an informed manner if they do not have access to information to form their opinion based on truth (Wade, 2018).

For the first time in history the 2030 Agenda for Sustainable Development has entrenched freedom of information in development processes. The Sustainable

Development Goal number 16 includes target 16.10 to “ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements” (UN General Assembly, 2015b as cited in UNESCO, 2018). UNESCO is the lead UN agency with responsibility to monitor and report on indicator 16.10.2: *number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information*. (UNESCO, 2018; p.46).

UNESCO defines FOI or the right to information as the right to access information held by public bodies. It is related to the right of freedom of expression, as recognised by Resolution 59 of the UN General Assembly adopted in 1946 and Article 19 of the Universal Declaration of Human Rights (Donders and McGonagle, 2015; Price and Richardson, 2011). Here UNESCO focuses on information that is in the possession of governments or governmental bodies and, thus, considered as public information or publicly owned information. However, in the Organization’s constitution of 1945, access to information, like FOE is bound up in the broader context of the ideals of “free exchange of ideas and knowledge” (Aguirre, 2010).

Having looked at the *what* of FOI, which is information in general or public information, and one dimension of the *who* of FOI, that is information providers in general or specifically governments, we now turn to another dimension of the *who* of FOI, people or citizens. Who has the right to FOI in both contexts described above? Walby and Larsen (2011), in their analysis of access to information in Canada, note, “ATI/FOI legislation recognizes a qualified right on the part of citizens, permanent residents, and

organizations operating in a given jurisdiction to request access to records held by various levels of government (p. 31).” This formulation, with its focus purely on citizens in respect to jurisprudence, is potentially problematic as it excludes a large group of people such as migrants, asylum seekers, refugees, etc. Should persons who fall within these groups be denied a basic right such as FOI? This concern is important to the research for this dissertation given its attempt to investigate youth attitudes towards tolerance towards social issues such as FOE, FOI, intercultural and interreligious dialogue.

In some countries such as the United States, persons do not have to be citizens or a permanent resident to benefit from freedom of information and access to information laws. Voorhoof and Cannie (2010) illustrate these arguments well in their exploration of FOE and FOI in the European Convention on Human Rights. They point out that the European Court argued for the defence and respect of the FOE of persons belonging to minority groups. On the basis of the ideals and indomitable values of democracy, the Court elevated the centrality of pluralism in society, the existence of tolerance, and open-mindedness. They wrote, “although individual interests can on occasions be subordinated to those of a group, democracy does not simply mean that the views of the majority should always prevail: a balance must be achieved that ensures the fair and proper treatment of minorities and avoids any abuse of a dominant position” (ECtHR, *Gorzelik v. Poland*, 17 February 2004; ECtHR, *Baczowski. Poland*, 3 May 2007 as cited in *ibid*).

ii. **Purposes and Application of Freedom of Information**

A fundamental purpose of FOI is the furtherance and sustenance of healthy democracy. UNESCO (2011) and many scholars have noted that, for a democracy to function effectively four essentials must be in place: (i) an informed public, (ii) the public's purposeful engagement in public debate, keeping a careful watch on and evaluating those they elect to lead while holding them accountable to the citizenry, (iii) free flow of information and ideas through access to information laws and laws that guarantee freedom of expression, including a free press; and (iv) mechanisms that ensure that access to information laws are implemented and that there is proper redress, confirmed by the public, for failures to respect these laws (Lenart and Koshelek, 2014; Voorhoof and Cannie, 2010; Gingras, 2012).

The above framework, an abstracted model of a more complex democratic process, bears much resemblance to Habermas' public sphere which was discussed in an earlier section of this chapter. Gingras (2012) wrote, "information played a major role in the birth of liberal democracy. In the United Kingdom, subjects of the Crown became citizens once they were able to discuss cultural matters and then economic decisions made by the government in an open forum called the 'public sphere'" (p.223; see also Habermas, 1978). The Habermas' thesis of rationality, transparency and equality has long been debated and challenged by many scholars on the basis that the public arena

is rife with inequalities and that public discourse is 'neither rational nor transparent'. Despite this, most scholars agreed that the public sphere remains indispensable today as a place to disseminate multiple viewpoints on matters of public interest and for people to form their own opinions, individually or collectively and, thus, make informed decisions (Mustapha, 2012; Diaz Romero, 2013; Lu and Liu, 2018).

Freedom of information or access to information (ATI) is then the bedrock of a vibrant public sphere. But there is a constant missing link to these arguments. Gingras alluded to this missing link when she points to the need for people to hear and listen to ideas or issues of debate before they take a rational position or decision (Malcolmson and Meyers, 2002; Gingras, 2012). While we agree with this postulation, one has to go further than simply hearing and listening. For the public sphere to be rebirthed in the 21st Century to serve all and not just the 'bourgeois' class, information, media, and technological competencies must also be born again. Citizens' must cultivate media and information literate minds. Before hearing and listening, citizens must possess the competencies of how to listen effectively, where to listen, and what to listen to. They must be enabled to critically analyse what they hear, read or see. They must understand and thus be spurred to ethical actions. There is an absence of empirical research on how MIL competencies enable the effectiveness of access to information. This is a gap that the research for this dissertation aims to address.

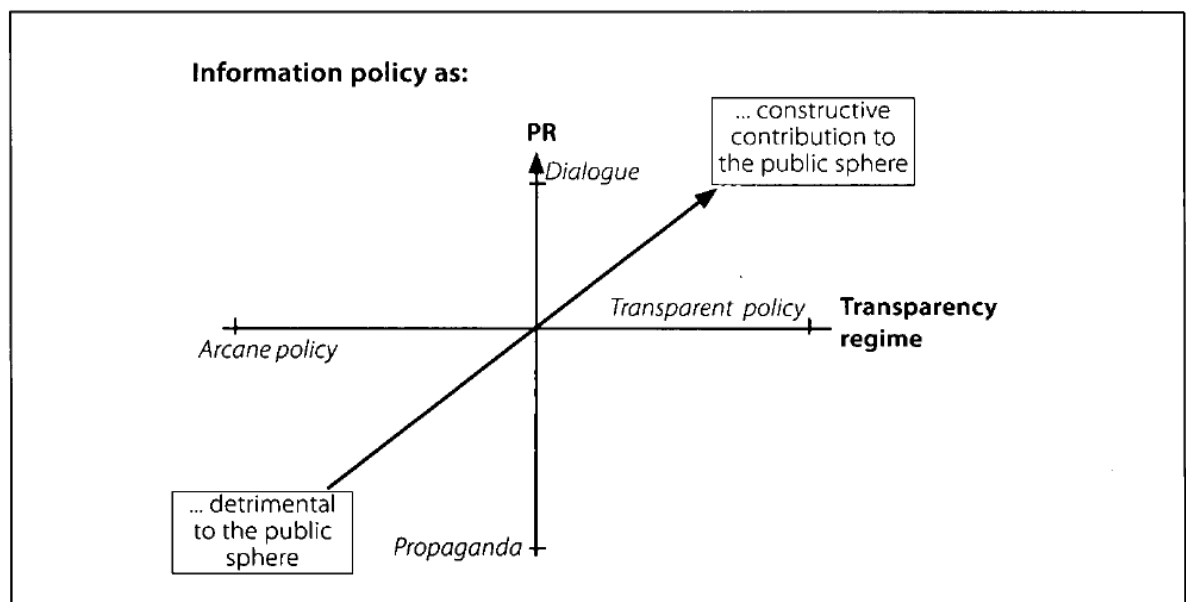
MIL is a Fifth Estate³² essential for a democracy to thrive. MIL, when combined with ATI, can help to revitalise and rebalance Habermas' public sphere in three ways to serve the mass as it was originally intended in ways that embrace technological advances and the information age.. First, it is through MIL that citizens can devise rationality from a seemingly irrational public sphere by separating what some consider the noise and distraction in the communication flow, which do serve rational purposes to those who engage in such actions that to them have a rational intent, but irrational to those who do not share certain views -- be such views progressive or extremist, positive or negative, unifying or divisive.

Second, what is transparency? Transparency in the public sphere will not happen only by advocating or even achieving transparent governments and public, business or social leaders, a goal of FOI. Transparency will manifest more when citizens, people themselves are as transparent as they demand of their leaders. And how do we pursue such universal transparency? Is it even feasible? Bruggemann (2010), in his analysis of the European Union information policy and the public sphere, suggests that transparent information policies, led by transparent regime/regulations when combined with open dialogue, can contribute constructively to the public sphere.

³² Al-Rodhan, Nayef R.F., "The Emergence of Blogs as a Fifth Estate and Their Security Implications" (Geneva: Slatkine, 2007); Stephen D Cooper (2006), *Watching the Watchdog: Bloggers as the Fifth Estate*, Marquette Books

Figure 15: Information Policy and the Public Sphere

Figure 1: Information Policy and the Public Sphere



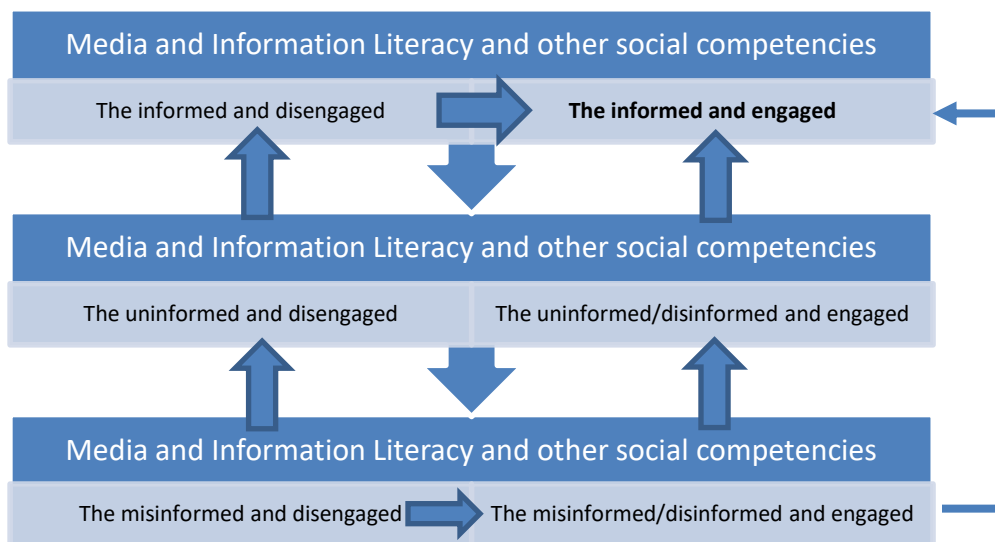
Source: Bruggemann, M. (2010, p. 9)

Bruggemann observes that:

a policy orientated towards the strategies of transparency and dialogue is a constructive contribution to a democratic public sphere because it strengthens citizens' ability to form rational opinions and to participate in the political process in a meaningful way. Arcane policy and propaganda are clearly not appropriate for promoting democratic public debates (p. 9).

Third, achieving equality in the public sphere is a subject of much scholarship. Alvares (2018) offers one perspective in her analysis of the choice between freedom and equality as the best criteria for judgement in preserving a cultural plurality in the public sphere. She writes of Habermas' postulation that equality can be realised "through active engagement of social agents in an ethical-political culture which allows for debate on 'their shared form of life and about the ideals they feel should shape their common life'" (Habermas 1996, p. 160 as cited in *ibid*, p.30). She further notes that "modes of deliberation in the public sphere that are based on the presumption of equality amongst participants are, therefore, likely to 'mask domination by "absorbing the less powerful into a false 'we' that reflects the more powerful'" (Fraser 1990: 66). The issue here is how one differentiates true dialogue from subversive strategies of hegemony in the public sphere. Here we wish to contribute to Bruggemann's and Alvares' analyses by suggesting that transparency and equality can be advanced in the public sphere by also recognizing that the public sphere revolves around individuals and groups with varying levels of information and engagement, and MIL can help in that respect. Figure 16 illustrates our proposition.

Figure 16: Matrix of Stages of Information and Engagement



Our proposition here is that MIL, integrated with other social competencies such as intercultural and interreligious competencies, can serve as a possible “rebalancer” for: (i) the informed and disengaged to gradually transition to the group of informed and

engaged; (ii) the uninformed and disengaged to progressively move to being informed and disengaged and eventually arrive at being informed and engaged; (iii) the uninformed/disinformed and engaged to follow paths towards informed and engaged; and (iv) the misinformed/disinformed and engaged as well as the misinformed and disengaged progressing to being informed and engaged.

iii. Other Societal Benefits of Freedom of Information

Beyond its democratic tenets or purposes, FOI has pragmatic purposes as well for individuals, groups and daily lives. As democracy is also about freedoms, fairness, justice, equality, tolerance, and sustainable development of all forms – so also is FOI. In the context of the media and media regulation, Bertoni (2011) points to the conflicting views of two groups of actors about ATI. One group of communication scholars believes in the limited focus of access to public information, embracing a ‘reductionist interpretation of the right to information’. The second group is more concerned with ATI, through audiovisual media, being more attentive to the regulations of media by government. UNESCO also highlights the contribution of FOI to government efficiency, markets that are robust, thus, stimulating investments such as in climate change as well as to socio-economic development (UNESCO, 2011).

In addition to a focus on access to public information, there is also the risk of associating FOI mostly with journalists or the media. A number of qualitative researchers are not adept with ATI/FOI as tool for research and data production but rather as a tool used by

journalists (Wendy and Larsen, 2011). While the media as the Fourth Estate are primary beneficiary and advocates of FOI laws that are based on international standards, they are lifelines to ensure the promotion and understanding of FOI regulations, laws and usefulness to the public. Yet even journalists themselves need to acquire the necessary skills to benefit from ATI laws before they can effectively help to educate the public. A research, based on secondary data from countries such as Mexico, Peru, Argentina, Canada, and UK, found that journalists used ATI laws in those countries less than expected. “Requests submitted by journalists represent between 5% and 16% of the total requests made to public institutions” (Bertoni, 2011; p. 3333). One practical benefit of journalists’ use of ATI to the public is that they can help to “verify the implementation and effectiveness of the legislation” (ibid). What is clear from Bertoni’s is that, while investigative journalists are a vibrant group of users of ATI, only a small subset of requests are attributed to them. Our proposition is in support of developing new material, mechanism, and the integration of education about ATI in MIL to enable more use by ordinary citizens. Such approach may not focus only on individual citizens but also on groups and collection of citizens. As was proposed through the concept of MIL Expansion in Chapter 2, MIL for groups and institutions can augment the use of ATI and FOI policies and laws. In Jamaica, for example, *the Gleaner*, a prime newspaper in the country, launched a competition about the use of FOI laws by teams of students in secondary schools from all over the island³⁴. The information

³³ The page number is based on the PDF page referencing as the article itself was not paginated.

requested by the teams of students from the government, along with the response that they received from government agencies, were highlighted in the Youth Link section of the newspaper³⁵.

A further review of the literature revealed other pragmatic benefits of ATI for citizens and the lives they lead. In the UK, adopted people can use access to FOI laws to know about their origins, enabling them to reconnect with their biological families, should they desire to do so at the permissible age (Feast, 2010). Feast has, however, warned that there was evidence of a trend towards more restrictions on the amount of information that adopted persons can obtain from the government through their right to access to information.

Another example is how ATI can help people in times of disaster to obtain accurate information before possibly being displaced and to voice their concerns to public officials after a disaster (Price and Richardson, 2011). The authors argue that affected populations often do not have access to formal avenues to lay claim to their right to information and underscore what they characterize as inadequate means of addressing the information needs of national and local actors as well as disaster-affected

³⁴ Access to Information, the Archive and the Record Keeping. E-News, Access to Information. Winter Edition. Volume 5. Carter Centre. https://www.cartercenter.org/resources/pdfs/peace/americas/jamaica_enewsletter_vol5_winter.pdf. Accessed on 31 July 2017.

³⁵ Dunoon, Wolmer's win Access to Info competition. March 9, 2006. Petrina Francis, Staff Reporter.

populations (p.14). The solution they suggest is for governments and particular humanitarian organizations to decide how much to invest in online technologies such as *Ushahidi*, used after the 2010 earthquake Haiti, or Google's People Finder, used in Pakistan and Japan.

Librarians have called for discussion about copyright issues in the framework of FOI. If FOI is intended to foster knowledge societies and people's participation as well as social and economic development based on new knowledge, are copyright and intellectual property rights hindrances to ATI/FOE? As Aguirre (2010) notes, the "right of access to information is essential to intellectual freedom; and intellectual freedom, according to the IFLA [International Federations of Library Associations] Manifesto, is at the core of library services" (p. 2). The dilemma that librarians face is how to manage the trade-off between advancing the ideals of ATI/FOI while respecting intellectual property rights (ibid). Ng (2010) also argues that "the balance between rights in and access to information will remain elusive because the property metaphors we use to conceptualize copyright and the boundaries we imagine around informational resources mischaracterize the nature of information as the subject matter of exclusive rights"(p. 3). He proposes that, as the use of information does not deplete it, it is like a public good.

This is where MIL interventions can play a role. As MIL includes affording competencies for people to access, evaluate, use and contribute to information and media content wisely and ethically, it is the best way through which people can be educated about the

balance between ATI and intellectual property rights. Copyright and intellectual property rights, at an abstract level, are essentially about not taking the ideas, published work, creation, etc. of others and passing them as one's own. These rules and regulations take on nuanced interpretation in the digital age of information sharing (Menard, 2016). Being critical and ethical about information and its use, then, means people should understand the nature of ATI or FOI and how it interfaces with copyrights. Hobbs, Jaszi et. al. (2007), in a research on the relationship between copyright and media literacy education, found that there was a lack of understanding of copyright laws among K-12 teachers in the USA who often pass on erroneous and contradictory information that inhibits the proper appropriation of FOI enabled by new technologies.

Pontis (2015) puts forward a strong case for going beyond prioritizing ATI as being mostly about publicly held information to understanding how poor people, particularly poor women, use information to solve problems. There is little evidence on the use of information to solve problems. As we have argued elsewhere, media and information literate citizens would be aware that laws guaranteeing access to information and/or freedom of expression are necessary but not sufficient steps towards achieving open, inclusive, accountable and transparent sustainable development. All citizens require media and information literacy competencies to effectively and ethically capitalize on the opportunities and navigate the challenges attendant to free access to information and freedom of expressions (Grizzle 2015). As Pontis (2015) notes, "digital inclusion research has focused overwhelmingly on access to information. But access to

information by itself is of limited value unless the intended beneficiary has the capacity to use it. There is little empirical work on the process by which use of information delivers benefits (p.83).” This dissertation seeks to contribute to closing this gap in that it examines how young people use and explore information to engage in or abstain from dialogue as well as to advocate for FOE and FOI. Pontis (2015) studied the use of mobile phones by women in India to access information and the benefits they derive. A sample of 42 women were used. They responded to questions across three categories of information needs, access to information (information seeking and searching) and use of information. As regards information needs, the study found that the women’s information needs were born out of other needs in their everyday life. Information needs were either connected to the respondents’ families or themselves. Information was connected to the problem at hand rather than separate. In relation to access to information, possessing the skills to search for information was crucial in empowering female mobile phone users. They trusted information only based on its sources. Some actively sought for the information they needed while other passively engaged with information sent to them. Concerning use of information, the challenges face by women are connected to *subjective norms, cultural barriers*, or technical issues.

Leon’s (2014) analysis of freedom of belief as being interwoven with access to information is of particular relevance to this dissertation. He argues that freedom of belief becomes clear if one thinks about it as “autonomy of beliefs”. Without going into depth as to the philosophical dictates of his arguments, for Leon, freedom is action oriented and based on volunteerism, self-reasoning, and under one’s own control and

will. Belief, on the other hand, he suggests, is not voluntary, not typically based on reason, and not always under one's own control. Rather belief is situational and based on certain conditions that we find ourselves in. "It is best to ask under what conditions we believe autonomously (p. 396)". He suggests that one way to optimize and protect autonomy of beliefs is to afford people increased access to information. And not just any information but information based on evidence through which people can form informed beliefs. "Allowing for access to differing points of view enables believers to critically assess the information available and so once again optimizes the possibility of producing true beliefs (p. 406)."

This search for truth interconnects with ATI and MIL. We should also point out that freedom of belief or autonomy of belief intersects with the three other broad thematic variables of this dissertation, FOE, interreligious dialogue (IRD) and intercultural dialogues (ICD) which are addressed in the next section. If we consider ATI, FOI, IRD, and ICD as the ever burning lamps that we need today to dispel the too often painted dark world, then freedom of beliefs, freedom of culture, and freedom of religion are three olive trees constantly pouring oil into the lamps or power the lighthouse. Freedom of belief is the basis for freedom of culture, freedom of religion, and FOE. One can be free to believe anything one wants to. However, when this belief turns into action that can deny others of their freedom of belief, restrictions are warranted for the safety and security of others.

As shown in the earlier sections, ATI or FOI is the search for truth, whether it concerns government held information or other types of information. Following Leon thesis, we agree that this search for truth is bound up in the nature of and how we form our beliefs. Thus, popularizing freedom of belief or autonomy of beliefs is a veritable way to renew the interest of all people in ATI and FOI. In this same line of reasoning, MIL is a process to challenge ones' own beliefs and what he/she believes to be true through accessing, assessing, engaging with, sharing, collaborating and producing new information. This set of competencies opens up the opportunity for citizens, in a global and digital context, to consciously, actively, independently and collectively engage with technology, the media, libraries and other information providers, including those on the Internet, through a three- stage process necessary to achieve intercultural dialogue:

1. Understanding the ethos of one's culture or religion and that of others. This is the spirit or the character of cultures; the thinking of those practicing that culture.
2. Through self-introspection and communal exchanges, learn to appreciate differences. This does not imply a necessity to accept or to choose to practice the differences in another culture. But at least one should embrace pathos – to empathize with the differences. Stages 1 and 2 are a combination of reflexivity and what Leeds-Hurwitz (2013) calls “seeing from other perspectives/ world views, both how [they] are similar and different”.
3. Through true and open dialogue, agree on the logos – a common word or understanding that can lead to cultural exchange and cooperation (Grizzle, 2014).

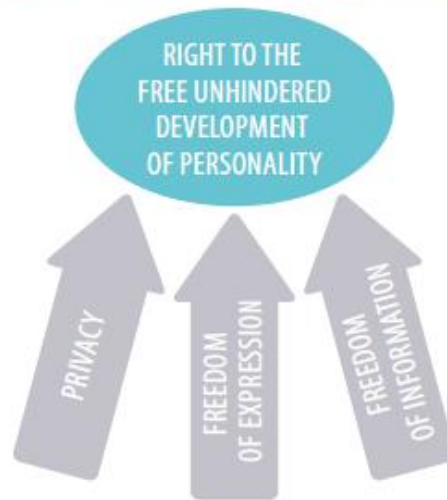
This relates to what Frau-Meigs (2013) refers to as “self-management as well as engagement” (p. 183). She uses the term “civic agency, as the capacity of human groups to act cooperatively on common issues in spite of diverging views” (ibid).

iv. ATI and Human Rights

The final area that this dissertation considers, in support of a broader perspective for FOI or ATI, is what Cannataci (2016) calls the “unhindered development of personality”. This is a part of the puzzle of the dissertation because people’s belief, region, culture, level of access to information or FOI all impinge on people’s personalities and the public sphere or social and democratic discourses. Cannataci proposes that the right to free unhindered development of personality has as its foundation three pillars: freedom of expression, freedom of information, and privacy (cited in Hope and Grizzle, 2017). See Figure 17 below:

Figure 17: Three Pillars of Unhindered Personality Development

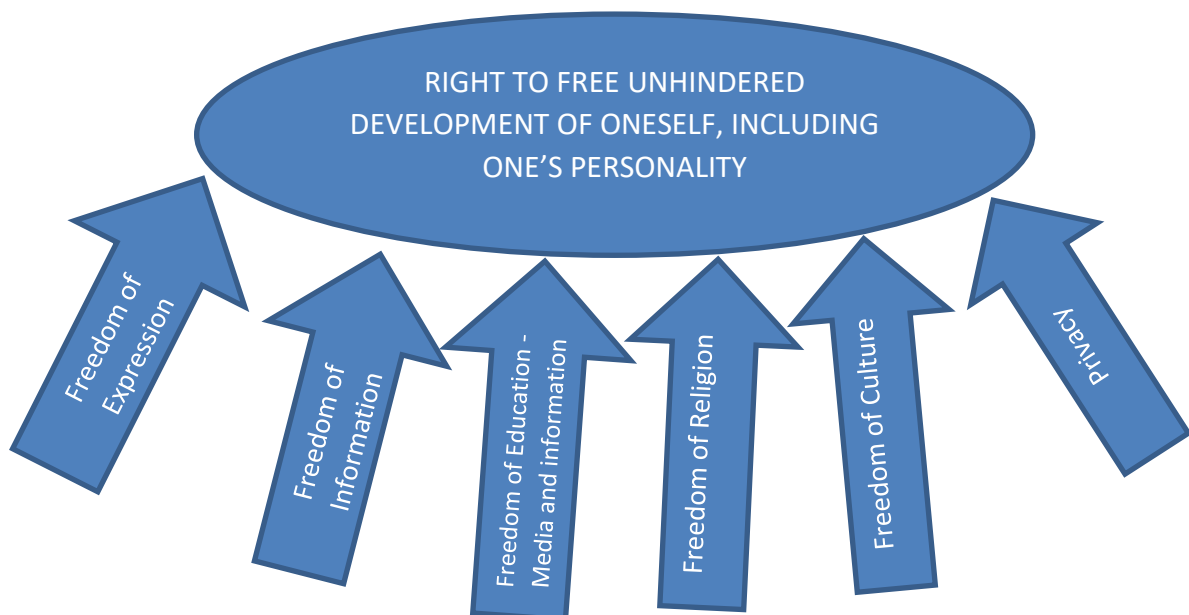
FIGURE 1: THREE PILLARS OF UNHINDERED PERSONALITY DEVELOPMENT



Source: Cannataci (2016).

While we embrace Cannataci's framework and understand the scope and context in which it was prepared, we offer here a slightly broader framework as shown in Figure 18 below:

Figure 18: Six Pillars of Unhindered Development of Oneself



The proposition here is that, to enable people to develop themselves, development intervention must add freedom of education (including media and information literacy),

freedom of religion, and freedom of culture to the other three rights/freedoms as put forward by Cannataci. We shall show later that some scholars posit the same type of taxonomy for freedom of religion and freedom of culture while other vehemently oppose such classification. The next section provides an overview of the status of access to information laws or freedom of information global. Original analysis of existing data is carried out to ascertain whether these laws include clauses about programmes for public information on ATI and whether youth are featured or stimulated to participate in these processes.

v. Overview of the Status of Access to Information Globally

Over 252 years ago, in 1766, the first form of law that enabled access to information was enacted in Sweden (Walby & Larson, 2011; UNESCO, 2017). In present day geography, it would be more accurate to say Sweden and Finland, as at the time the two countries were one³⁶. On World Press Freedom Day (WPDF), May 3, 2016, the 250th anniversary of the first ATI law was celebrated at the main WPDF Conference organized by UNESCO and partners³⁷. Similar legislations were passed in the United States of America (1966), Norway (1970), Australia (1982), Canada (1983), Colombia

³⁶ Wayne Madsen, *Handbook of Personal Data Protection* (London: Macmillan; New York: Stockton Press, 1992).

³⁷ Public Letter to UNESCO from Finland Ministry of Foreign Affairs. Information on the Legal Investigation into the Killing of Journalists and actions taken to protect the safety of journalists. 30 March, 2017. https://en.unesco.org/sites/default/files/finland_safety_journalists_2017.pdf. Accessed on 30 June 2018.

(1991) and Albania (1999) [ibid; Banisar, 2002]. In 1990, only 13 countries had access to information laws (UNESCO, 2011).

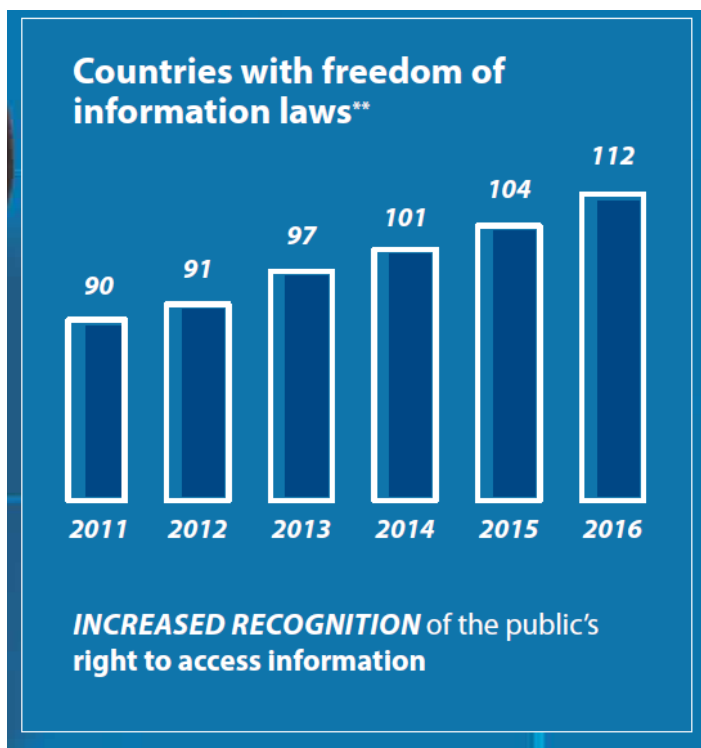
Banisar (2002) noted that “in the last decade, governments around the world have become increasingly more transparent” (p. 1). At the time, some 40 countries were reported as having comprehensive ATI laws which facilitate access to publicly held information. Similar legislative processes were ongoing in another 30 countries (ibid). In this global survey of over 45 countries commissioned by freedominfo.org, Banisar suggested the reasons for this increased number of countries as the fall of authoritarian countries, states, regimes and reforms in ‘older democracies’ that gave way to more liberal democracies. Those occurrences called for constitutional reforms that included giving people/citizens the right to access to information.

Nine years later, Welby and Larsen (2011) noted that over 80 countries had ATI or FOI laws (See also UNESCO, 2011). Banisar was, therefore, accurate in his projection that the trend in 2002 would continue into the following 10 years. In its report, *Freedom of Information: Right to Know*, published as proceedings from the 2010 World Press Freedom Day Conference, UNESCO (2011) noted that, in addition to the over 80 countries with FOI laws, “another 20 to 30 countries [were] actively considering its introduction (p.14).”

In 2018, what should be expected in terms of countries with FOI laws? Several leading international organizations have sought to investigate deeper beyond the possession of ATI laws into the efficacy of requests procedures and responses as well as the level of

awareness raising. To review the most recent statistics and discussion about status on the topic, we draw on three research studies, namely *the Global Right to Information Rating*³⁸, the UNESCO *World Trends in Freedom of Expression and Media Development – Global Report 2017/2018*, and the FOI variable in the *Freedom in the World Report 2017*.

Figure 19: Countries with Freedom of Information Laws in 2011-2016



Source: UNESCO, *World Trends in Freedom of Expression and Media Development: Global Report 2017/2018*.

The *Global Right to Information Rating 2018* (GRIR) utilizes 61 indicators under seven categories: right of access; scope; requesting procedures; exceptions and refusals; appeals; sanctions and protections; and promotional measures. A total score of 150 is

³⁸ Global Right to Information Rating, <http://www.rti-rating.org>. Accessed on 28 February 2018.

awarded based on these criteria. Our dissertation is especially concerned with the seventh category of indicators, *promotional measures* as some analysis can be found there on citizens' engagement in ATI. The research for the dissertation considered several questions as to young women and men self-reported awareness of and engagement in FOI in their countries.

The GRIR second category of indicators, *scope*, includes one element that is addressed in this dissertation, that is *Indicator 4: Everyone (including non-citizens and legal entities) has the right to file requests for information*³⁹. In the research carried out for this dissertation, young people were asked to indicate their attitudes towards foreigners in their country having the same level of FOI as citizens.

In 2015, GRIR reported on an analysis of 111 countries with RTI laws. Only three G-20⁴⁰ countries, Mexico (136 points), India (128), and Croatia (126) were among the top 10 rated nations (Serbia, Sri Lanka, Slovenia, Albania, Liberia, El Salvador, and Sierra Leone were the other countries). Furthermore, four G-20⁴¹ countries were in the bottom 10 rated countries, Belgium (33 points), Germany (54), Liechtenstein (39) and Austria (33)..

With respect to *Indicator 4: Everyone (including non-citizens and legal entities) has the right to file requests for information*, an analysis carried out by the researcher found

³⁹ RTI Legislation Rating Methodology (p. 2). <http://www.rti-rating.org/wp-content/uploads/Indicators.pdf>. Accessed on 28 February 2018.

⁴⁰ In the G-20 all European countries were? represented as one, European Union.

⁴¹ In the G-20 all European countries were? represented as one, European Union.

that RTI laws in 68 countries allow everyone to access information publicly held and 43 countries cater only to their citizens. See Table 3 below

Table 3: Categories of persons/organizations with right to use RTI or FOI laws in respective countries

Whose RTI Law cater to	Percentage of Countries (Total = 111 countries)	Example of Countries
RTI is for everyone, including foreigners and legal entities	61% of countries analyzed	Mexico, Serbia, Slovenia, USA, Albania, Croatia, Liberia, Tunisia, Ethiopia, South Africa, Guatemala, Ireland, Russia, and Chile.
RTI is only for citizens and legal entities	39% of countries analyzed	Taiwan, Dominica Republic, Mozambique, Paraguay, Iceland, Cook Islands, Turkey ⁴² , Spain, China, Thailand, Afghanistan, Trinidad and Tobago and Canada,
RTI only for citizens and sometimes not all citizens or in all cases	11% of countries analyzed	Philippines, Iran, Jordan, Pakistan, Vietnam, Guyana, Zimbabwe, Uganda, Nepal, Bangladesh, Moldova, and South Sudan,

Compiled by the researcher based on analysis of GRIR database⁴³, 2018

⁴² *Foreigners and legal entities are included but only to exercise the right on information related to them or their fields of activities. That is the reason we have deducted 1 point. Global Right to Information Rating database, Indicator 4 database, <http://www.rti-rating.org/country-data/by-indicator/?indicator=4>. Accessed on 28 February 2018*

⁴³ *Global Right to Information Rating database, Indicator 4 database, <http://www.rti-rating.org/country-data/by-indicator/?indicator=4>. Accessed on 28 February 2018*

Under the seventh category, *Promotional Measures*, a number of indicators are related to this dissertation. These are Indicators 55, a central body to promote RTI; 56, public awareness-raising efforts, including inside and outside of school, required by law; 59, systematic training of officials; and 61, report on actions implemented by law. An overall score of 0-16 points were assigned based on whether or not the criteria are met. Unlike the Freedom in the World 2017 methodology, GRIR does not consider citizens' views in the analysis of countries RTI frameworks. As proponents noted, "RTI rating is limited to measuring the legal framework, and does not measure quality of implementation"⁴⁴. This matter of *promotional measure* implications for how youth are benefiting from countries promotional efforts. Public awareness in schools also has implications for MIL training schools with ATI embedded and required by law.

In connection the seventh category, *Promotional Measures*, for purpose of brevity, our analysis focused only on *Indicator 56, public awareness-raising efforts (e.g. producing a guide for the public or introducing RTI awareness into schools) are required to be undertaken by law*⁴⁵. Our analysis indicated that 40 countries have clauses in their ATI laws related to awareness raising and education by law; 15 countries' ATI laws have relevant elements but not sufficiently clear or comprehensive; and 56 countries' ATI laws make no reference to public awareness and education. See Figure 4 below:

⁴⁴ Global Right to Information Rating, <http://www.rti-rating.org/methodology/>. Accessed on 10 August, 2018.

⁴⁵ RTI 2018 Legislation Rating Methodology. <http://www.rti-rating.org/wp-content/uploads/Indicators.pdf>. Accessed on 28 February 2018.

Table 4: Percentage of countries where RTI or FOI laws cover/not cover awareness raising and education

Awareness raising and education by law	Percentage of countries (Total = 111 countries)	Examples of countries
Include full clause for the most part ⁴⁶	36% of countries analyzed	Mexico, Serbia, Sri Lanka, Kenya, Antigua, Liberia, Tunisia, Bangladesh, China, Spain, Vietnam, and Zimbabwe
Include elements but do not go far enough	14% of countries analyzed	Ecuador, Dominica Republic, Paraguay, Burkina Faso, South Korea, Romania, Montenegro, Argentina, New Zealand, Panama, Afghanistan, Nepal, Maldives, South Sudan, and Slovenia
No mention of relevant clause	50% of countries analyzed	Croatia, Mongolia, Norway, Malt, Switzerland, Angola, Thailand, Niger, Ivory Coast, Portugal, Czech Republic, Denmark, Greece, Pakistan and France.

Compiled by author based on analysis of GRIR database⁴⁷, 2018

⁴⁶ For the most part, it is my wording based on my review of the examples/comments/notes provided in the RTI database. In my analysis, not all clauses are equal. Some appear more precise and demonstrated in the two examples provided above.

⁴⁷ Global Right to Information Rating database, Indicator 4 database, <http://www.rti-rating.org/country-data/by-indicator/?indicator=4>, Accessed on 28 February 2018

Based on our analysis, in the examples of clauses provided in the GRIR database, *schools* are not mentioned at all, while *education* is explicitly mentioned about about times. The analysis indicates the limited extent of the implementation of these public awareness and education related clauses. As UNESCO (2017) stated, “of the 109 countries with available data on implementation of FOI laws, 43 per cent do not sufficiently provide for public outreach” (p.49; See also United Nations 2017). While it is not clear as to the details of the analysis carried out by UNESCO, this number may very well be much higher. If one considers Table 4 above, some 64% of countries’ FOI laws either make no reference to public awareness and education or do so vaguely. We may assume that poorly articulated laws or bad policies and lack of resources allocation are the root causes of poor public outreach about FOI. Below are some examples of clauses concerning awareness raising on ATI in selected countries.

Mexico: Article 42. Guarantor Agencies will have, within its jurisdiction, the following powers: V. Promote and disseminate the right of access to information; VI. Promote a culture of transparency in the education system;

Liberia: 5.2(j): "To develop public awareness strategies and information dissemination campaigns to educate the public about their rights under the Act, and promote necessary compliance with this Act."

Kyrgyzstan: 20(4) : "information about system of documentation of the materials, types and forms of information which is at the disposal of organization, categories of information and description of procedure of preparation of request on information";

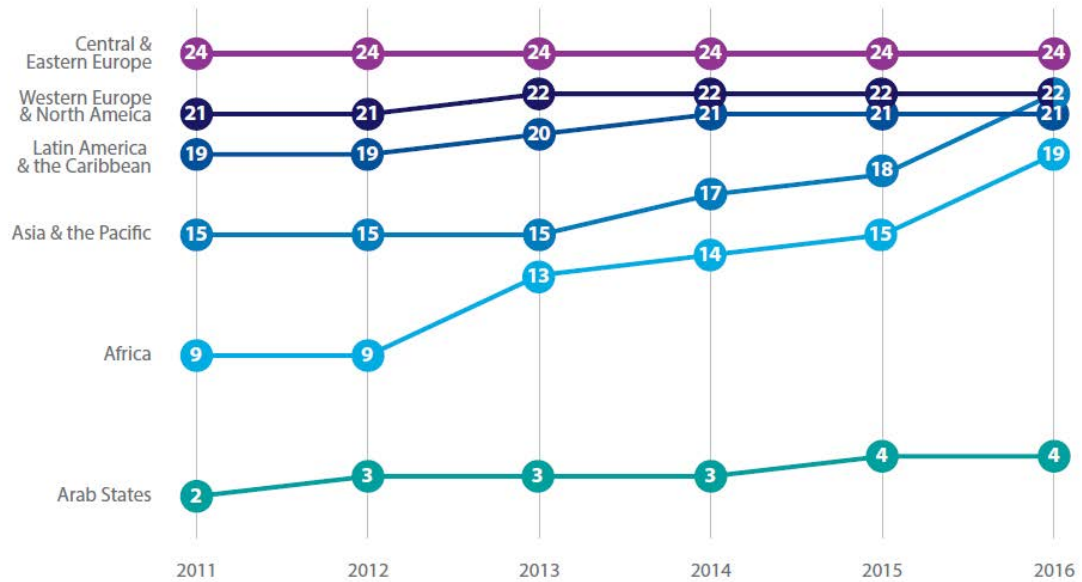
Kenya: 21. (1) The functions of the Commission shall be to (c) develop and facilitate public education awareness and develop programmes on right to access to information and right to protection of personal data;

Antigua: Art 8(1) - The Commissioner shall, as soon as practicable, compile this Act a clear and simple guide containing practical information to facilitate the effective exercise of rights pursuant to this Act, and shall disseminate the guide widely in an accessible form. (2) The guide published under subsection (1) shall be updated on a regular basis.

India: 26(2): "The appropriate Government shall, within eighteen months from the commencement of this Act, compile in its official language a guide containing such information, in an easily comprehensible form and manner, as may reasonably be required by a person who wishes to exercise any right specified in this Act."

Figure 20: Trends in Access to information Laws Enactment by Regions

Figure 1-5: Member States by region with a freedom of information law or policy



Source: freedominfo.org. 2016. Consensus list of 115 countries with freedom of information laws or the equivalent.

Source: UNESCO, *World Trends in Freedom of Expression and Media Development: Global Report 2017/2018*.

vi. Challenges and Limitations to ATI or FOI

The challenges and limitations to FOE outlined in an early section are equally challenges to FOI or ATI. The obstacles to FOI span a wide cross-section of issues. They are discussed in the broader perspective of ATI, covering access to government held information and information in general. As we have seen above, there are challenges that are related to poorly articulated laws as well as inadequate resources to implement and police the implementations of the laws. A fundamental challenge to ATI, noted by many scholars, is how government officials view information. The argument is that information is not epitomized as being primarily the blood vessel of democratic mechanisms and people’s engagement therein but rather first as a way to maintain power and defeat political opponents (Roberts, 2006a, 2006b; Stanbury, 2009b, 2010b;

Buzzetti et. al. 2010; Gingras, 2012). In contrast to explicit FOI laws, this view by the political elites is not written or explicit. It is subtle and runs deep in the most liberal of democracies. As Gingras (2012) notes, for example, that “in the Canadian federal government ... informal rules about control of information have overtaken statutory democratic objectives” (p. 243; See also Gentile, 2009; Roberts, 2006; Walby and Larsen, 201; Hintz, 2012 for similar arguments about information management). The contradiction between copyright and intellectual property rights was also described as a challenge in early sections (Ng, 2010). Other challenges mitigating ATI include: (i) conflicts over what information is to be released or not and who has the final say (Gingras, 2012); (ii) as some local authorities are given legal discretion as to what to release or not, they are afraid to make errors and choose to err on the side of restricting information (Feast, 2010); (iii) some authorities bundle issues of security, safety, secrecy, fighting terrorism, maintaining public order, and protecting local businesses and economic interests as necessary reasons to restrict certain information (UNESCO, 2017; Thomas, 2010; Walby and Larsen, 2011); (iv) ATI is curtailed when corporate interest trumps the public good, placing more emphasis on commercial and financial gains (Lenart and Keshelek, 2014); and (v) the concurrence on respecting privacy rights and the conundrum surrounding the justification on surveillance (ibid; Hintz, 2012; UNESCO, 2017).

Many governments and countries take the stance that with rights and freedom comes *responsibility* (Zoller, 2015; Pavelic and Djordjevic). While on the surface the word “responsible” appears necessary, logical, and commonsensical, for most advocates of

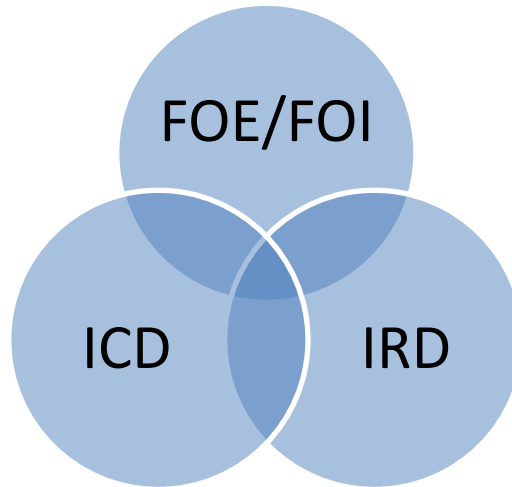
FOI/ATI and FOE, the term is one of the silent killers of FOI/ATI. The European Convention on Human Rights, for instance, balances FOE and FOI with the necessity for citizens and institutions to demonstrate duties and responsibilities when exercising certain freedoms (European Convention, Article 10 (1) and (2); Voorhoof and Cannie, 2010). Yet, in relation to the media, this idea is rejected on the basis of media independence and freedom from control by such call for *duties and responsibilities*. Such clauses, when written into ATI laws, are seen as open doors for government authorities to legally interfere and sometimes obstruct ATI requests through formalities, setting certain conditions, or enforcing penalties for certain breaches.

3. INTERCULTURAL DIALOGUE

The preceding two sections presented analyses of existing literature on FOE and FOI and their relationships to this dissertation. In the next two sections, we review and discuss the literature on two other main themes of this dissertation, intercultural dialogue (ICD) and interreligion dialogue (IRD). This section starts with a look at what religion and culture are as well as presents some scholarship on how religion and culture relate to media. The nature, purposes, and challenges of ICD and IRD are presented separately, while recognizing how these two themes are linked. Two new concepts that are related to ICD and IRD are introduced and discussed – intercultural communication and interreligious communication. The section ends with analysis of

relevant documents and frameworks to explore youth involvement in ICD and IRD policy formulations .

Figure 21: Intersection of FOE/FOI, ICD, and IRD



**Culture, Religion and Media and Information:
Foundational Reflections of Political Economy and
*Reflections on Cultural Studies***

This section starts by consider what culture is. However, the discussion therein as well as in subsequent sections is premise on the overlapping, dependent, and symbiotic relationship among culture, religion, and freedom of expression/freedom of information. This is illustrated in Figure 21 above.

i. WHAT IS CULTURE?

The debate on what culture is has gone on for many decades. In 2012, the Nobel Prize in Literature winner, Mario Vargas Llosa, suggested that it was highly possible that scholarships and international attention to culture had never been more prevalent in the history of mankind. There are two main schools of thoughts on culture that oppose each other. One school sees culture as 'high', distinguished, and intellectual (Elliot, 1948; Steiner, 1971; Vargas Llosa, 2012; Asia, 2015). The second school considers culture as 'ordinary' and related to everyday life (Williams, 1958; Fiske, 1989; Jenkins; 2017; Thomas, 2017; Gough-Yates 2017). Between these two ends of the spectrum are several other ways of framing culture. As Hartley (2002) notes, culture and cultural studies could be defined as: "the nexus between **consciousness** and **power**, culture as **politics**; **identity** formation in **modernity**, culture as **ordinary** life; **mediated** popular entertainment culture, culture as **text**; the expansion of **difference**, culture as **plurality**".

We have chosen this definition for a number of reasons. First, it embodies the complexities of cultural studies by the different dimensions it addresses. Second, it attempts to be all inclusive by referring to different schools of thought on culture. We shall describe each of these briefly by making the link between culture and media/communication and, thus, draw on two foundational theories of communication.

When Severin and Tankard, Jr. (1979, p. 1) referred to mass communication as "part skill, part art and part science", they were drawing attention to the complex characteristics of the field. McQuail (2005), in explaining the unequivocal importance of mass media to today's society cited the role of mass media in politics, culture, social life

and economics. As is implicit in Hartley's definition above, in contemplating what culture is in today's society, it is necessary to put it in the broader context of social-economic and political life. Scholars have posited that the media are agents that can give birth to a culture, suppress other cultures or even cause some to become global cultures. Two interrelated traditions (political economy and cultural studies) can help here in investigating media as agents of global and globalizing cultures.

Mosco (2004) defines political economy as the "study of the social relations, particularly the power relations that mutually constitute the production, distribution, and consumption of resources" (p.6). These resources could include communication resources or cultural products/resources. He offered a more general definition which sees political economy as the investigation into who or what social group is in charge or dominant (he called this "control" which is political in nature) and "survival" as the process by which people produce what is necessary for continued existence. This could be related to the "class power" of Garnham (1990) and "class struggle" of Mattelart (2000). Political economy is also characterised by historical developments and social change. This is the first of four main aspects of the political economy tradition described by Mosco. The other three are social totality, moral philosophy and social praxis. Three processes that together lead to the beginning of political economy research are commodification, spatialization and structuration.

In relation to the totality of social relations, all political economists, irrespective of their leaning, all embrace the need to examine the social whole; integrating the big picture as

to how people interact across economic, political, social and cultural life. Such approach characterized the works of Adam Smiths and Karl Marx (Mosco, 2009). Mosco observes that “the political economist asks: How are power and wealth related and how are these in turn connected to cultural and social life? The political economist of communication wants to know how all of these influence and are influenced by our systems of mass media, information, and entertainment (p. 4).” This philosophy of the big picture or a bigger picture is what this dissertation on youth attitudes towards social and democratic discourse seeks to examine. Are there consistencies or inconsistencies in youth thinking in relation to political issues such as FOE and RTI; and their views on freedom of culture or freedom of religion? Are their views or attitudes in one area influenced by their views and experiences in other areas? And does their interaction with certain media and information change their attitudes. Chapter 5 offers an analysis and description of this broader picture in cross-referencing the findings.

With respect to moral philosophy, political economy purposes to assess the values that help to shape certain social behaviours and, in turn, what moral principles should be used as a basis to change certain behaviours (ibid; William, 2017). In contrast to Adam Smith’s focus on how values such as self-interest, materialism, and individual freedom enabled the growth and prevalence of commercial capitalism (Priest, 2017), this dissertation examines the values that may give rise to youth engagement or disengagement with information, media, and technology; the values or moral compasses that stimulate their involvement in promoting FOE, FOI, ICD, and IRD.

One could draw a parallel with how Karl Marx (1973, 1976a; as cited in Mosco, 2009) gave meaning to moral philosophy. He viewed moral philosophy as the constant conflict between human labour as a source of good to individuals and society or as commodity to be bought, sold or even rejected, the latter being the case in capitalism from his standpoint (Lukes, 2015). The parallel is that in free societies of the 21st Century, we see a constant conflict in how societies on the whole view FOE, FOI, ICD, and IRD. While progress has been made in recognizing and upholding these universal values, there are moments of regression. Some societies appear ready to trade or sacrifice ICD, IRD, FOE, and FOI when other individual or collective values perceived to be more important come under apparent threat.

The culture studies tradition may seem like a normal progression coming out of the political economy tradition. As Mosco (2004) puts it, despite the complexities of cultural studies, the many disciplines on which it draws and the disagreements or tug-a-war between the many champions of this approach, cultural studies can help the rebirth of political economy, not as cloning but rather with some new characteristics. McQuail (2005) cited McCombs and Shaw (1972; 1993) as having devised the phrase “agenda-setting” to explain an occurrence observed during election campaigns. Werner and James (1979, p. 253) posit that the idea of agenda-setting and, in some instances, “the very phrase, have been used in research on political science.” The agenda-setting⁴⁸ conjecture addresses the inter-relation between issues and topics emphasized by the

⁴⁸ “Spiral of Silence” is a related theory based on audiences’ fear to express their opinions out desire to avoid being the dissenting voice (Newbold 2005).

media (media agenda) and how different groups in the society recall and deal with those issues and topics based on the priority they think the media place on them (Newbold 1995). ? Cohen (1963), though he did not use the phrase “agenda-setting”, sums up media agenda-setting as, “it may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers⁴⁹ what to think about.” From the above, one could propose that issues and topics on the media agenda could include cultural or sub-cultural elements which could transmit certain cultural beliefs and practices. This could result in more global cultural beliefs and practices if the concentration of media ownership and control is introduced as a variable. All these arguments could be refuted because, as McQuail puts it, if we seek to study individual cases rather than focus on the general idea that “media direct attention and shape cognition” (2005, p. 5120, we would find that there are more doubts as to whether these effects actually occur. He proposes that we need to know more about media content, have proof that public opinion and behaviour have been changed within a specific period and content analysis showing media coverage of certain issues and topics in a referenced period⁵⁰.

A similar theory, the Cultural Norm Theory, states that, “mass communication has the indirect effect on behaviour through its ability to shape cultural norms”. Werner and James (1979) associate this theory with Walter Lippmann's postulation that mass

⁴⁹This could be listeners or viewers. He was referring to the press which, in some cases today, refers to media in general in uses such as freedom of the press.

⁵⁰ These are referring to “conventional” or “administrative” research approaches.

communication constructs the “pictures in our head”. Defleur (1970), the originator of this theory, hypothesised that mass communication, by virtue of choosing to deliver certain content over others and giving more coverage to particular themes or topics, “create the impression that cultural norms” related to the topics most covered are organised in a particular way. He noted that, given that cultural norms inform one’s behaviour when faced with a particular issue or situation, “the media would then serve indirectly influence conduct” (Werner and James 1979). Following these arguments, the theory would assert that cross-media and transnational media conglomerates taken together influence global and globalizing cultures. These arguments are similar to those of the agenda setting theory and, therefore, similar weaknesses mentioned earlier could be applied here. The next tradition, the political economy of media research, also pays much attention to media conglomerates and how they influence beliefs and value systems through being led by the dominant class (Mosco 2004).

As Mosco (2004) writes, political economy raises two key questions on how power and wealth are related and how they influence systems of mass media, information and entertainment. Both questions are almost synonymous to media ownership and control and perhaps more indirectly related to cultural formation. However, as Schiller (1984 p. 77) observed, “...the fact is that capitalism, in its latest development, is transforming the process of cultural creation...” On this same page, he quoted French President Francois Mitterand as saying, “the cultural industries are the industries of the future. Investing in culture is investing in the economy.” A year before that, Jack Lang, French Minister of Culture, had said “economy and culture (are) the same struggle”. For

Schiller, the “economy” in the “political economy of communication” is synonymous with “culture”. Twenty-five years later, it seems these foresights have borne fruits as today France is considered by some as the cultural capital of the world. Earlier we argued that the concentration of media ownership and control from an effects perspective could lead to even greater transmission of a global culture on the premise that media do transmit cultures or cultural norms. The political economy tradition seems to offer even greater relevance not only to ownership and control of media but also to a global and globalising culture.

For Schiller, the information-based economy, and the emerging cultural industries are inextricably linked. Culture, through cultural products, had been commercialised or “commodified”⁵¹ and those who owned the wealth and greater power over information and communication systems, have the means to take certain cultural products beyond geographical borders and nationalities. This could be likened to Mosco's “control” in his definition of political economy, “survival” being the acceptance of certain global cultures by developing nations and, at the same time, “resistance” in the form of “reverse-colonisation”, where the less dominant or the controlled seek to transmit their own cultures through music, reggae and rap being more prominent examples.

The definition of cultural studies given earlier in this section can be condensed into the three definition groupings of culture proposed by Williams (1965) (as cited in Barrett and Newbold (1995)). These are culture as “ideal”, “documentary” and “social”. The

⁵¹ One of three entry points of political economy as described by Mosco 2004.

“ideal” could be likened to those who own the powers and wealth in the political economy. For media ownership and control, this would mean the owners and the powerful are the “elites” and, therefore, have the right and responsibility to lead the “masses” - transmitting the “high culture” (Gough-Yates, 2007).

However, in contrast to these arguments, the “social” school of thoughts in cultural studies opposes the concept of the “owner of wealth and power” in political economy. For, as Gough-Yates (2007) puts it, culture is considered by “culturalism” stalwarts like Williams and Thompson as produced, consumed and practiced by all men and women creatively. Williams (1965) (cited in Barrett and Newbold (1995)) offers the broad perspective that culture is also the organizational behaviour, including “production” processes, family life, operations of social institutions such as church, school and public bodies as well as media and methods of communication by people. Two arguments could be deduced here on the issue of media ownership and control, global and globalising culture. First, if organisational structures and production processes are also cultural in nature, then the proposition is that those who have the power and wealth, own and control the media are also influenced by cultural practices. Second, if culture is also created by the common man, then cultural is “plural” and universal. Media, as agents of a global and globalising culture, could therefore also be “plural”; that is, media as agents of global and globalising **cultures**. So long as the media are pluralistic, universal, international and transnational (themselves influenced by cultures and subcultures), they can transmit diverse cultures globally. T.S. Elliot is often quoted as saying “but the cultures of different peoples often do affect each other: in the world of

the future it looks as if every part of the world would affect every other part (Eliot, [1948] 1975, p. 303; Walton, 2007).”

Hamelink (1997) suggests that the cultural “ecology” or milieu, when considered globally, is characterised and driven by a coalescing of standardising (on one hand) and disjointed “forces” (on the other). He contends that “cultural globalism” is propelled by capitalist principles of the market and cites the example of the global “McDonaldisation” culture which has moved like wind in the air to every corner of the world aided by transnational and “decentralised” media and promoting “modernism.” With close scrutiny, we see how these arguments must first draw on the broad-based definition of culture and cultural studies, for, according to the political economy principles, culture is of the “elite” and, therefore, “McDonaldisation”, a way of eating and socializing, would not be considered as culture. Here, then, in this political economy application, “culture is ordinary”.

ii. RELIGION AND MEDIA

Historically, media have always played a key role in national and international social, political and cultural affairs. Media is seen, by many, as primary and indispensable social institutions, contributing to social order and social change. The same can be said about religion, although the two are very different as institutions. Silverstone (1999) notes, “it is all about power of course, in the end. The power the media has to set the agenda. The power they have to destroy one. The power they have to influence and

change the political process, the power to inform, the power to deceive. The power to shift the balance of power between state and citizens; between country and country...” (p. 143). He suggests the following five assumptions about media technologies in his exploration of “media in politics and the politics of the media”: (i) they are inherently social; (ii) as cultural forces, they are equally political being disposed to debates about access and participation; (iii) media have always been instrumental, in democracies and tyrannies, to disseminate and manage information thereby becoming a part of “managing nation state”; (iv) the changing nature of media and the attendant changes in their relationship to societies; and (v) we live in a “plural world both in and outside the media (Barnette and Townend, 2015)”; (vi) no media politics... can afford to ignore this pluralism... and no national or global politics can afford to ignore the media” (Silverstone, R, 1999; p145-146). The paradox about the power of the media is the many contradictions that surround their ownership, operations and impact on societies (Freedman, 2014).

Religion is also about power, religions are fundamentally social institutions, they are cultural and political forces, play a key role in democracies and tyrannies and have changed and are changing in societies. Some scholars have written about religion’s relationship to power, politics, states, and the media (Demerath III, 2002; Pirner and Lahnemann, 2013). Hoover (2002) points to the special type of challenge religion poses to both theory and research insofar as “rationalist science has had a difficult time dealing with something that seems always to reserve some part of itself from rational

scrutiny⁵²" (p. 25; See also Menachem, 2013 for a similar discourse). Similarly, the media or journalism, with its claim of the "the public's right to know" often resist surveillance from outsiders (Hansen and Cottle et. al., 1998; Mazyle, 2013). Hoover also notes that media scholars have the tendency to treat religion as trivial, unimportant or increasingly unimportant aspects of social and cultural life. Yet he argued that scholarships in religion and media have converged partially owing to convergence in the phenomena themselves, religion and media (Hoover, 2002; Dura, 2017). Major studies on the intersection of media and religion started in the 1950s and intensified with the emergence of "televangelism" in the 1970s (Hoover, 2002).

Soukup (2002) traces the association between communication media and religion back to the recounting of myths and cave painting. He draws attention to the long association between Judeo-Christian practices and communication and a parallel to the existence of religious themes in Western art, music and manuscript traditions (See also Stout, 2012).

Many media organisations, particularly in the developing world or former colonies, found their origins in religious organisations or movements. The fact that the first radio broadcast was a religious service solidifies the strong ties between media and religion (Soukup, 2002).

As media have developed into independent institutions in some societies, other institutions have become 'dependent' on media (Hjarvard 2008, p. 11). Religion is one such institution. Whether media and religion should be seen as separate spheres that

⁵² In *Journal of Media and Religion*, 1(1), 25-36. Lawrence Erlbaum Associates Inc.

influence each other or they are more interconnected (Hoover, 1997 cited in Hoover 2002; see also Birenatzki, 1995), the sanctity of religion, held by many who practice it, brings its representation by media into much disrepute. Hoover (1994) pointed out that many journalists consider religion as innately controversial and fear that any treatment of it will result in criticism. This representation or framing of religion by media is influenced by historical, social, economic and cultural factors.

Some religions may be more prominent in the press because they are more closely related to local cultures, for example. Conversely, others may not be in the media because they are not widely practiced in a particular country or region. Yet others may receive much 'negative' or 'positive' media coverage because of controversies surrounding them or major historical events occurring at a particular time.

These issues are important because both media and religion are embedded in cultures and, as institutions, transmit cultural practices and contribute to globalising cultures. As pointed out by Hoover above, we live in a plural world; a pluralism that cannot be escaped. Furthermore, "germane and central to media development is the recognition that, if the media are to accomplish their democratic potential, then they should reflect diversity in society" (Grizzle, 2012, p. 15). This diversity, which encompasses inter-religious and media products dimensions, is increasingly crucial to peace and human development as embodied in the Convention on the Protection and Promotion of the

Diversity of Cultural Expressions⁵³. Over 148 countries signed as parties to this legally binding international agreement in 2005. This convention is explored further in the next section on ICD and IRD.

The association of religion with conflicts in past and present times is of relevance here. As Silk (2000) posits, “at the turn of the millennium there is, indeed, little question that religion or if one wants to be nice about it, the name of religion, has been increasingly associated with conflict around the globe. From Kosovo to Khartoum, from Jerusalem to Jakarta, the struggle for power and pelf both within and between countries can often now be cast in religious terms” (p.1). Therefore, an understanding of religions and the promotion of religious dialogue in societies, in and through the media, is necessary for peace (Hutchings, 2015).

Despite the fact that the output of and use of media transcend religion, there still exists a vast output of religious material in most media (Soukups, 2002: 3). This has led to significant research on media and religion. A great deal of research and scholarship looks at the relationship between media and religion from ideological, historical, cultural and sociological viewpoints (Hoover, 1994; d Silk, 2000; Myers and Moors, 2006). Other studies examine how religious organizations use media (Hoover, 1988); how media influence the impact of religion and vice versa, including the concept of mediatization (Hjarvard, 2008, Babb & Wadley 1995); representation of religion in the media (Lichter, Amundson & Lichter, 1991; Saeed 2007; Pollock, Piccallo et. al., 2005).

⁵³ <http://www.unesco.org/new/en/culture/themes/cultural-diversity/diversity-of-cultural-expressions/the-convention/convention-text/>. Accessed on 1 March 2017.

Hoover (2002) argues that studies on the intersection of media and religion have and can benefit tremendously from cultural studies and that such “exploration must always be an intentionally interdisciplinary one” (p.26). He proposes three main paradigms of interpretation and analysis that have dominated religion and media research: (i) ‘essentialism’ – identifying in media text or practices characteristics that are intrinsically religious; (ii) ‘propaganda or effects model’ – related to the predominant research tradition in mass communication research and theory which focused on effects, social learning, uses and gratification while adding or supplanting the “religion variable”; and (iii) ‘social structure or institutional power’ – an extension of the previous paradigm but, in the main, concerned with a type of functionalism and concentrating on the effects or implications of religious media from the standpoint of religious histories, values, doctrines, institutions (ibid see also Soukup 2002, and Biernatzki, 1995).

In recent years, the representation of Islam and/or Muslims by the media is perhaps one of the most researched topics relating to media framing of religion. Studies include those carried out by such scholars as Schlesinger and Mowlana, 1993; Saeed, 2007; Poole, 2002, and. Biernatzki (1995) posed the question: “is Islam the most abused religion” (p. 15) and Poole (2002) propounded, “Islam the media villain”.

Saeed (2007) looked at how Islam and Muslims are represented in the media in the UK. He suggested that Muslims are portrayed as an ‘alien other’ by the media, drawing on political, cultural and socioeconomic perspectives. He argued that, though Muslims are of many different ethnic backgrounds, the term is used as categorisation of visible

minorities of concern to the public. Like Poole (2002), 'Orientalism'⁵⁴ was also an operative in this study. Saeed's approach was to examine research findings of representation of minority groups in UK and argued that British Muslims and Islam are treated in the same way. The occurrence of 9/11 and the subsequent "War on Terror" were cited as major historical events that led to heightened interest in Islam (Saeed, 2007; Poole, 2002). The result was the emergence of what was called "Islamophobia" (Poole, 2002; Allen, 2005; Halliday, 1999; and Fekete, 2002). According Saeed, there exists "cultural racism" against Islam and Muslims who are treated as "un-British" (Modood, 2007; Poole, 2002; Saeed, 2002) and bore "representations repertoire" which included "conflict, controversy and deviance" (Saeed, 200, p 3).

Pollock, Piccillo, et. al., (2005) carried a study of national coverage of Islam post September 11 in the United States, tracking 19 newspapers. The authors used the "community structured approach" which looked at links between the characteristics of certain cities and the type of coverage or representations that were found in the press. Two hypotheses were given as foundation for this approach, "Buffer"⁵⁵ or "Violated buffer"⁵⁶ and "Stakeholder"⁵⁷. The study found that coverage of Islam varied from city

⁵⁴ A term with many complex meanings and interpretations but has come to signify scholarly study of the Orient and Islam. See Lockman (2004).

⁵⁵ The "buffer" hypothesis traces a connection between high levels of privilege persons (education, income or occupational status) and reporting sympathetic to human rights.

⁵⁶ Violated buffer asserts that the larger the proportion of privileged groups in a community, the more unfavourable the coverage of certain threats to a cherished way of life'

⁵⁷ Suggest that the greater the size of a recognized group, the more attention and favourable coverage that group will receive in mass media.

to city and that 73% of the newspapers studied were either favourable or neutral towards Islam between 2001 and 2002.

Through content analysis of four major news houses in America (Time Magazine, CBS Evening News, the New York Times and Washington Post) between the period 1964-1988, Lichter, et. al. (1991) found that there was sustained “anti-Catholic bias in their reporting (as cited in Biernatzki, 1995, p 4). Over 10,000 articles were reviewed between them. According to the researchers, some news items were either positive, supportive of the church’s position or direct reporting of statements released by the church. Statements released from the Church which attracted much coverage from the media were largely related to war, peace, homosexuality, and abortion. According to Lichter et. al., the sustained negative reporting concerned the church’s stance on sexual morality and its authority. Conflicts were highlighted by the media and descriptive terms such as “conservative ideology”, “authoritarian forms of control”, anachronistic approach to contemporary society and other descriptive language that “carries connotations of conservatism, oppressiveness and irrelevance” (cited by Biernatzki, 1995, p. 3). CBS had the least negative reportage and Time Magazine the most. The high negative opinionated reporting in the Times Magazine was partly attributed to the fact that the newspaper had a “regular religion beat” and, therefore, had to stimulate continuously the appetite of its readers (ibid).

Catholicism, as a form of Christian practice, might have been the main focus of Lichter, et. al.’s (1991) research because of institutional interest or its mere size and influence,

perceived or real? The study for this dissertation expands on the approach of Biernatzki (1995) by considering Christianity as an amalgamation of two major groupings, Protestantism and Catholicism - as well as Catholicism and Protestantism separately.

Chen's study (2009) addressed matters of "journalistic objectivity", "professionalism in reporting" (religion) and "religiosity" of journalists. The study found that there were no dedicated religion reporters, religion was not treated as a separate beat, and reporters were not equipped to report on Buddhism. Chen posited that reporting on Buddhism increased as the religion became more popular and influential, "as Buddhism becomes popular and prominent, it appeals not only to the general public, but also to social elites, including news workers" (ibid, p 450). Chen examined the relationship between mainstream news media and Buddhist organisations by assessing how three Buddhist events were reported. This was supplemented by interviews with a journalist, a scholar and a Buddhist leader. Another issue which emanated from this study was the question of sourcing. According to Chen, reporters depended on two main news sources, religious leaders and religious scholars. The latter were expected to provide "impartial opinions and assessment of the issues". According to Herman and Chomsky (1997), news media receive negative feedback from pressure groups or the bodies concerned with a news event" (cited in ibid, p 450). Chen found that Buddhist organisations often pressure for positive coverage.

Freedom of religion and inter-religious dialogue is a major point of interest in this dissertation. For one, working for an international and intercultural development

agency has affirmed for the author the importance of freedoms, tolerance, dialogue and mutual understanding. Freedom of expression (FOE) is perhaps one of the most guarded freedoms in the world, enshrined in the constitution of most countries. A corollary of FOE is freedom of religion. We also mentioned earlier the legally binding Convention on Cultural Diversity ratified by over 155 countries.

The empirical scholarships hold several implications for the promotion of peace and tolerance in the public sphere as religious differences and lack of dialogue among and within religions, historically, have resulted in many conflicts or conflicts in the name of religion. As Senghaas (2002), in his study of 'non-Western' cultures (Hindu, Confucian and Islamic) and Western cultures such as Judeo-Christian, concluded that all civilisations have internal differences that in sometimes lead to conflicts (as cited in Mahdavi and Knight, 2012). Should it not be that the media, as a part of their function to promote diversity, facilitate needed dialogues? Indeed, it may be through dialogue that the "dignity of difference" can be unearthed, elevated and appreciated. resulting not in conflict but pride and new experiences, respect and richness (ibid.). I Inter/intra-faith dialogue is not presented here as a panacea but an important starting point as noted by many authors (See Dallmayr, 2012; Saffari, 2012; Adak and Turan, 2012; and White, 2012 in Mahdavi and Knight, 2012).

III. INTERCULTURAL DIALOGUE AND INTERRELIGIOUS DIALOGUE

Having discussed culture and religion and how these are historically and experientially linked to media, information, politics, power and economics – this section looks deeper

into intercultural and interreligious dialogue. It explores what they are; how they are related, their purpose, obstacles to ICD and IRD and outlines a few related theories and research findings on these topics. For Eliot (1948), culture is not synonymous with religion. He suggests, however, that religion predates culture and in fact gave birth to culture. While with time the two have been partially torn from each other, the two are inseparable. Culture is tied to religion for “its source of nourishment by a sort of umbilical cord” (ibid, p.4). This would seem to suggest that, at least originally, religion is the broader concept of which culture is a part. For Steiner (1971), religion is at the core of culture. Based on a review of literature, some scholars chose cultural dialogue without given significance to interreligious dialogue or religion (Bouchet, 2012; Ganesh and Holmes, 2011; and Wilson, 2014), while others chose to integrate culture and religion in their analyses (Garcia, 2012; Himmich, 2013; Minnema, 2014; Figel, 2007/2008; and Groff, 2012). This dissertation leans towards the latter approach. Culture is a broader concept than religion. While culture is not necessarily religion, religion is a part of cultural beliefs, practices and norms. As Minnema (2014) posits, an “understanding of religion as a cultural phenomenon and of interreligious dialogue as a specific case of interreligious communication” (p.1) can illuminate the correlation between types of culture, styles of communication and forms of interreligious dialogue. The concepts of interreligious communication is related to intercultural communication – both are relevant to the dissertation and are treated later in this section.

In 2013, UNESCO 36 C/Resolution 40 designated 2013-2022 as the Decade of the Rapprochement of Cultures⁵⁸. Earlier, in 2012, the proposal had been endorsed by the United Nations General Assembly in its resolution 67/104⁵⁹. In October 2005, the UNESCO's highest decision making body, its General Conference, adopted the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions⁶⁰. And four years before that, in 2001, the 31st session of UNESCO's General Conference adopted the UNESCO Universal Declaration on Cultural Diversity (UDCD). The UDCD called for "a new understanding of the relationship between diversity, dialogue, and development." (UNESCO, 2002, p. 9). The Organizations is a standard-setter in this field and, thus, a brief analysis of these agreements and instruments is useful here.

The fact that the UDCD calls for new understanding between diversity and dialogue would suggest that there are differences between the two. It defines cultural diversity as a:

principle for organizing **sustainable** cultural plurality, both within and across societies. Cultural diversity is therefore more than an open-ended menu of differences or variations. It is a mechanism for organizing the most **productive dialogue between meaningful** pasts and desirable futures. As such, it cannot operate strictly within

⁵⁸ UNESCO 36 C/Resolution 40, <http://unesdoc.unesco.org/images/0022/002211/221198e.pdf>. Accessed on 1 March 2018.

⁵⁹ idem

UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, <http://en.unesco.org/creativity/sites/creativity/files/passeport-convention2005-web2.pdf>. Accessed on 1 March 2018.

national boundaries and must profit from the **dialogue between societies**, much as market-based globalization profits from commerce across national borders (p.11) **[Author's emphases]**.

While the UDCD did not mention intercultural dialogue in its preamble or 12 Articles, it recognizes that diversity will not happen without dialogue. Intercultural dialogue is a form of dialogue and some would argue that all dialogues are inherently intercultural by nature. As Garnesh and Holmes (2011) noted, “understanding dialogic encounters as intercultural offers the potential to view social problems in fresh, new and creative ways...” (p. 82). Furthermore, Article 2 of the UDCD notes the need to move from cultural diversity to cultural pluralism. This suggests that, as society becomes more diverse, steps must be taken for people to live in solidarity with each other. Policies are necessary to ensure social cohesion and “such cultural pluralism gives policy expression” to realize cultural diversity. This cultural pluralism necessitates the exchange of culture and creativity (p. 4). It is fair, then, to propose here that such cultural exchange cannot be attained or sustained without intercultural dialogue. The United Nations, in endorsing the Decade for the Rapprochement of Cultures (2013-2022), did so through a resolution titled *Promotion of interreligious and intercultural dialogue, understanding and cooperation for peace*. The resolution called upon countries around the world to “utilize this opportunity to enhance their activities relating to interreligious and intercultural dialogue, promoting tolerance and mutual understanding” (UNESCO 2013. p.4) and invited UNESCO to be the lead United Nations agency on this development

intervention. This was significant because, while pluralism and tolerance have dominated debates concerning justice and democracy across the global, ICD has not been given the same level of significance (Balcerzak, 2014). UNESCO (2002) suggests that culture as a whole and more specifically cultural diversity have several hurdles to overcome. First, the issues of globalization and its attendant commercialization have resulted in the birth of inequalities that seem to foster cultural conflict rather than cultural pluralism” (p.9). Second, countries have lost control of their ability to monitor and balance the flow of cultural ideas, images and resources, which stymie the development of their own local culture. Third, the increasing divide in digital and traditional literacy was also cited as a challenge in 2002. *The Action plan of the UDCD* (p. 34-35) encourages “digital literacy” and ensuring greater mastery of the new information and communication technologies, which should be seen both as educational discipline and as pedagogical tools capable of enhancing the effectiveness of educational services.

“Cultural diversity” refers to the manifold ways in which the cultures of groups and societies find expressions. These expressions are passed on within and among groups and societies. Cultural diversity is made manifest not only through the varied ways in which the cultural heritage of humanity is expressed, augmented and transmitted through the variety of cultural expressions, but also through diverse modes of artistic creation, production, dissemination, and distribution.

iii. **DEFINING INTERCULTURAL DIALOGUE AND ITS PURPOSE**

Intercultural dialogue emerged in 1990, being related to 'interculturalism'; "the co-existence of different cultures entails dialogue not confrontation. It is not a matter of delimiting but opening up" (CoE, 1997, p.47; Garcia, 2012, p. 3). The Council of Europe defines ICD as "a process that comprises an open and respectful exchange or interaction between individuals, groups, and organizations with different cultural backgrounds or world views" (Council of Europe, 2008, p. 10; Ganesh and Holmes, 2011, p. 81). Its aim is to foster more profound understanding of multi-perspectives and practices to augment people's ability, their participation, freedom of choices, and to advance equality and creative processes of exchange (ibid). It also juxtaposes ICD with conflict prevention as ways to counter linguistic, ethnic, religious and cultural chasms (Wilson, 2014). Whether we use the term ICC, cultural dialogue or cultural dynamism, ICC opens the door to many other solutions to secure social bonds, peace and better understanding of cultural diversity around the world (Boucher, 2012; Groff, 2002). In recent years, the concept of ICD has significantly increased in currency (Ganesh and Holmes, 2011). The many geo-political blocks around the world such as the African Union, ASEAN, ECOWAS, CARICOM, GRULAC, MERCUSUR, and the European Commission could be considered as culture projects. For example, the European Community which attempts to unite as one community, people and institutions from varying parts of the continent who have similar and sometime very different histories, past archenemies, many different languages, sometimes dissimilar practices, beliefs,

and traditions. Such endeavour is inherently cultural (Figel, 2008). Figel argues that 60 years ago, the European Community's original economic vision around coal and steel has given way to new policies that have resulted in success. "Today the most promising areas of development are intangible and decidedly culture, education, intercultural dialogue and citizenship" (p.66). This is distinctly so with the launching of the European Year of Intercultural Dialogue in 2018 with the stated aim to prioritize ICD as a tool for integration and cohesion in a diverse environment, while making citizens, those who are religious, and especially the youth more aware and to engage in the process (ibid; see also Garnesh and Holmes, 2011; Wilson 2014). Three are three relevant points here. One, a study of Europe as a culture project and the cumulative and catalytic success of such strategy vis-à-vis other social-economic blocs around the world could yield considerable results. Is there evidence of greater success levels in those blocs where intercultural dialogue and culture exchanges exist? A second point is the focus of the European Year on Youth. This is a strategy that holds much promise for young people are dynamic and ready to be drivers of intercultural and interreligious dialogue. The third point is the involvement of churches and religions which demonstrates once more the inseparability of culture and religion. The strong commitment of churches and other communities of belief to promote intercultural dialogue and their agreement that "youth organizations and their respective networks constitute the best platform for common work across different communities" (ibid, p.69), are also testimonies.. Figel observed that "it would be a mistake to turn the legal principle into a policy that ignores religious beliefs altogether and excludes the contribution of people of faith to public

debate” (p.69). In Garcia’s (2012) similar analysis of the European Commission policies on intercultural dialogue, he explored ICD as a tool to ensure better treatment of immigrants. Garcia argued that ICD could be considered as an alternative model to past policies that focused on ‘assimilationism and multiculturalism’. ICD, thus, creates a new atmosphere of interaction between immigrants and host country where separation among the two is not taken as acceptable but rather “combines a the community of humanity with individual dignity” (p.8).

iv. INTERCULTURAL AND INTERRELIGIOUS COMMUNICATION: ENABLING INTERCULTURAL AND INTERRELIGIOUS DIALOGUE

It is useful here to consider the definitions or descriptions of ICD and IRD jointly with the related concepts of intercultural communication (ICC) and interreligious communication (IRC). ICC concerns “meaning in interaction” and how these meanings transform cultural cardinals and practices to sometimes create new ones on a continuous basis (Bouchet 2012). Bouchet argues that at the micro level ICC involves interpersonal interactions around a myriad of cultural elements in multiple forms with no common thread. Each interaction is a complex phenomenon, influenced by a variety of factors that are unique to different individuals and they change with time, depending on context, desires, intentions, and expectations of what he calls “culturebearers” (p.38). He rejects the notion of referring to ICC at the macro level as to communicate that it entails a set of predefined cultural factors. Groff (2002) suggests that ICC differs from comparative social studies in that it addresses the occurrences, outcomes, challenges, opportunities

when people across cultures purposefully exchange, dialogue, interact, communicate and negotiate.

In contrast to Bouchet, Groff argues that there exists “general principles and approaches” to ICC (suggesting a macro-level approach) as well as specific studies of the interaction between two individual cultures in line with the values that these cultures represent or espouse (p. 702). For Groff, the key principles include cultural messages, real and perceived meanings, description, interpretation, and evaluation or judgement. When a message is sent from a person to a person in another culture who may not know the culture of the sender, the meaning that the person in the receiving culture gets is often not what is intended. This is because the sender does not know the culture of the receiver and, therefore, expects the receiver to understand and react in the same way that the person in the sending culture would. The reverse could also apply. It, therefore, becomes necessary to be able to tell the difference between giving a factual description of someone’s behaviour from another culture as opposed to interpreting the meaning of or the motivation behind the behaviour of that person (being fully aware that misinterpretation can occur and thus taking precautionary measures) – on one hand. On the other hand, a further distinction should be made as to how and whether one is evaluating or passing a judgement about the person’s behaviour so as to classify it as being different degrees of good or bad based on certain interpretation (p.702-703). An understanding of ICC then becomes indispensable in the context of global communication and information landscape as well as human connection and interaction globally. It enables people to be aware of how different socio-cultural experiences and

backgrounds enable or disable interpersonal communication (Bouchet, 2012). “We need to know how intercultural communication affects the mobility and permanence of cultures. We need to know what sustains our core values and what might be harmful to them (ibid, p. 28).” This dissertation draws on the context of these arguments and offer some possible ways that MIL education may help to sustain such understanding among people of the world.

i. Defining Interreligious dialogue and its purpose

We have previously established that intercultural dialogue is a form of intercultural communication. This is also the case with interreligious dialogue. Minnema, 2014, has observed that “interreligious dialogue tends to display patterns related to the underlying mechanisms of intercultural communication” (p. 1). There is a rich tradition of scholarship on IRD. IRD has similar purposes or development applications as ICD. IRD or interfaith dialogue is essential for a peaceful world, “a true social movement by forward thinking people from around the world” (Groff, 2002, p. 708). Groff cited an increase in interfaith dialogue as a positive development but also highlighted an increase in attacks against innocent Muslims and Arabs in parts of the world. The peace-making purposes of IRR dialogue is also extended to include reconciliation (Baum, 2016). For Baum, IRD has two interrelated purposes. First, IRD helps people to assess their prejudices and to overcome being benighted about other religions; thereby enabling an atmosphere and interaction based on mutual understanding, and respect among people of different religious faiths. Second, IRD stirs the discovery of common values held by people of different religions and, thus, provides the opportunity for

sustained cooperation to achieve dignity of individuals and groups or the common good of humanity, irrespective of their faith.

Baum observes that IRD is necessary to offer “resistance to the fundamentalist currents in the world religions by generating solidarity to counter interreligious hostilities produced by political and economic power struggles” (p.363). Such hypothesis remains cogent in the 21st Century era of new waves of religious violence and violence in the name of religion. Added to that is the new era of post-truth and misinformation mentioned earlier in this dissertation from which religions and cultures are not protected. And mixed into all of that is the new wave of “polarizationism”, nationalism, “cessationism” -- all leading to different forms of extremisms that go beyond and perhaps as deep as the often publicized Islamic extremism.

Baum (2016) suggests that interreligious dialogue should move out of the realm of existing only among those who follow a particular religion. He argues that interreligious dialogue should include dialogue with ‘secular thinkers’, citing a former leader of the Catholic Church, Pope Benedict XVI. The rationale applied here is that some thinkers “who do not believe in God are searching for the truth and promote peace in the world ‘as pilgrims of truth and pilgrims of peace’” as we together search for deeper truth and different ways to promote peace” (p. 367). These arguments have profound significance. If irreligious dialogue is only the business of those who are religious and it is removed from intercultural dialogue, then a major potential solution is removed from development interventions and engagement of all in promoting peace.. As Tariq

(2004) reasons, "interreligious debate cannot take place by way of [only] a debate on theological questions. We often witness a choice between extremisms: either the discussion is completely theological, or the theological aspect is totally ignored and people behave as if the causes of the problem were understood" (...). He suggests that both of these options are undesirable. This dissertation embraces this approach by engaging youth in dialogue about FOE, FOI, ICD on the same level of salience with IRD. One could draw on the example of the United States, a country founded on religious liberty entrenched in the First Amendment of its constitution. Yet, public institutions in the country have historically carefully walked the tight rope between "free exercise" and "establishment." (Waggoner, 2003, p.74). Waggoner further notes a tendency for individuals to treat religion as personal and private. Such approach relegates religion to local programmes spearheaded by churches, mosques, synagogues, temples, and other community settings (ibid). He argues that the 2001 attacks on the World Trade Center and the Pentagon have underscored a renewed need for global understanding of religions, their motivation and convictions. He observes that "many voices across the country question the adequacy of the ad hoc approach to religious studies in light of the pervasive impact religion has on the lives of the citizenry of the world. An increasing number of voices call for religious literacy to foster broader understanding, whether cross-cultural, cross-campus, or crosstown" (ibid). These realities are certainly not unique to the United States. In France, there is an unwritten rule that one should never speak about their personal religion in public.

Tariq (2007) notes that religious pluralism in Western societies requires mutual knowledge and understanding.. For Tariq, IRD should be a coming together of “witnesses” who desire to live out their faith. In so doing, they enlighten each other about their respective faiths, beliefs, theories, and convictions. Ultimately, partnering based on common points to realize a world that is more humane and just – emulating “what God expects of humanity” (p. 95). He emphasizes that stereotyping a whole religion, be it Hinduism, Buddhism, Islam, Judaism or Christianity on the basis of experiences with a few adherents is very misguided.

vii. Interreligious Dialogue and Related Theories

Tariq (2007) suggests two fundamental conditions for dialogue. The first is self-commitment. That is, a commitment to partake in the shared work to chronicle and recount one’s beliefs to “one’s own faith community”. The second is needed to achieve the first. One should devote his/herself to engaging in intra-communal dialogue which can enable the realization of “real pluralism”. Before exploring further what other scholars suggest are good ways to foster intercultural and interreligious dialogue, we need to first consider two relevant theories. Here, we borrow from Minnema (2012) who applied Bennett’s development approach to intercultural communication (1986; 1993) and Gort’s (2008758-761) theological approach of a Christian ecumenical theology of religions.. Both approaches are relevant for this dissertation which endeavours to situate ICD and IRD in the milieu of other development issues.

Bennette's development model of intercultural sensitivity, though it concerns intercultural dialogue, has applicability to interreligious dialogue. It moves on a continuum from ethnocentrism to ethno-relativism and seems to espouse post-modern ideals where differences should be celebrated (Minnema, 2014). We demonstrate later how the model has relevance to FOE and FOI to the extent that the knowledge, attitudes and practices of people in relation to FOE and FOI could be sometimes influenced by their cultures and religions. Bennet's model depicts six stages of intercultural sensitivities: (i) denial of differences; (ii) defence against differences; (iii) minimization of differences; (iv) acceptance of differences; (v) adaptation of differences; and (vi) integration of differences. In the first stage, by denial of differences, Bennett means situations where people do not have the experience or the chance to interact with any other culture by virtue of living in remote locations or being socially isolated, presumably because of poverty, lack of education, or totally disconnected from external communication. Minnema (2014) proposes that, by denial of difference, Bennett actually meant a perceived absence of differences. Minnema cites religious parochialism as an example. Waggoner (2003) explains religious parochialism in the context of the United States:

Religious parochialism in the United States stems in part from pervasive Christian privilege: that is, an evolved system of cultural referent(s) derived from Christian assumptions. The referents influence the social order, however subtly or directly, toward a normative Christian worldview. Christian privilege results in an environment permeated by Christian assumptions that, at a minimum, fail to

acknowledge more and diverse perspectives from different ideological or religious traditions, or when full blown, create a social power hierarchy that favors Christianity. So pervasive is Christian privilege in the United States that many of its citizens seem oblivious to the growing religious diversity within its borders (p. 75).

Parochialism can also be observed in how certain countries view what is considered freedom of expression and freedom of information. For Bennett's second stage, defence against difference, cultural variances are observed as being real. However, this is not just a passive recognition; it is more a hostile one; more than just a desire to preserve one's culture, rather differences are seen as threats, negatives that can taint accepted culture. It is one of hierarchy, one's culture is more pervasive (perhaps in a geographic boundary) and is superior therefore the other cultures cannot be tolerated. The contrary is also possible, one's culture is perceived as being inferior vis-a-vis a more pervasive culture and, thus, one rejects or denigrates his/her own culture, system of belief or way of life. The third stage of Bennett's model is the minimization of differences. Here cultural similarities are idolized or idealized, however immaterial these similarities may be, as a final effort to preserve what is left of one's ethnocentric beliefs. In so doing, differences are relegated to insignificant details and, thus, pale or become obscured in comparison to cultural similarities.

The fourth stage, *acceptance of differences*, in Bennett's model is concerned with a paradigm shift from being ethnocentric to being an 'ethno relativist'. Here, differences are not viewed as malpractices or behaviours of the marginalised but are accepted as

innate, how we are, human nature. There are two steps in this stage. One step is where certain behaviours are accepted. This is followed by the acquiescence with the foundational values that motivated these behaviours.

Bennett's fifth stage, *adaptation of differences*, progresses to a deeper state of intercultural exchange where the acceptance of the relativism of difference has attitude and behaviour change consequences. People are free to *temporarily or partially* change how they think and behave based on their cultural context, motivation, value commitment, and circumstances. In an earlier section, we cited empathy as being able to see and do from the perspective of others. This is the most frequently occurring example of adaptation of difference as Bennett sees it (Minnema, 2014; Bennett, 1986).

The end of the continuum for Bennett is *integration of differences*. It is presented as a sort of superior state of being and existing. It is a graduation from stage five where relativism leads to changes in behaviour that are more permanent and complete. This is where "diversity is embraced as an integral part of one's identity" (Minnema, 2014, p. 2; Bennett, 1986, p.186). Cultural differences are required to bring more meaning to life, existence and co-existence.

While Bennett's model is solid, and such abstraction is necessary, application and testing, human experiences with culture, and religion are not necessarily as sequential or on a continuum as presented in the model. It is possible that people could experience different combinations of these stages at the same time with different

aspects of the same culture or with different cultures. To illustrate, the first assumption needed is that culture is multifaceted; it entails beliefs, practices, norms, religion, entertainment, food, way of life, music, dance, dress codes, etc. The second assumption is that, when one encounters a culture she/he does not engage with all aspects of that culture at the same time or over the same period. The third assumption is that people are interacting with multiple cultures at the same time. In the case of *denial of difference*, physical and/or social isolation is, in reality, not always absolute. Populations that are in geographically remote areas, marginalized because of lack of education or just do not have the wherewithal to travel to other countries or areas in their own countries where they can come in contact with other cultures, may very well experience other cultures or parts thereof vicariously through, for example, television, movies/films, and books. On the other hand, even those who are not in any form of isolation may not perceive differences between their cultures and other cultures, depending on how they experience those other cultures. Persons may also perceive certain cultural differences as threats to their established cultures while treating other differences in the same or other cultures as trivial or even embracing them (*acceptance of difference*). People could be adapting certain cultural differences (changing their own cultural behaviours, attitudes or thinking), while integrating certain dimensions of other cultures with their own. As Minemima notes, Bennett stresses “that the stages or levels may occur simultaneously and do not follow a rigidly fixed sequence” (p. 2).

viii. CHALLENGES OF INTERCULTURAL AND INTERRELIGIOUS DIALOGUE

Beyond theoretical debates, definitions of intercultural dialogue/intercultural communication, interreligious dialogue and whether culture and religion should be treated separately, there are many practical challenges hindering ICD and IRD. We focus here on some of the challenges as articulated by various scholars and suggest ways that these challenges may be addressed, where feasible or relevant, in the context of youth engagement with ICD and IRD as well as how MIL, FOE and FOI may aid in this respect.

Cultures are not independent of each other. They feed off each other, interacting while some are born out of others. As Bouchet (2012) notes, it is through interaction with other cultures that each culture sustains itself and grows. But he also notes that this is a challenge, “each must put up some resistance. If not, very shortly there won’t be anything unique to exchange. Both the absence and the excess of communication have their dangers” (p. 35; Levi-Strauss, 1962, p.149). We must acknowledge, however, that whether at a global level of culture(s) or at the sub-culture level, what is slowly evolving is a kaleidoscope of merging cultures -- an intermingling of cultures, enriching and strengthening each other, reinforced by the media, libraries and other information providers, including those on the Internet. MIL, as a basis for FOE, FOI, and freedom of culture, can foster critical capacities and multiple perspectives of global citizens. MIL equips people to be more discerning and probing of the world around them, thereby becoming more self-aware and better able to appropriate the offerings of media, information, and technology for cultural exchange (Grizzle, 2014).

The kaleidoscope of cultures that MIL can support is synonymous to a *bricolage* of cultures – reinventing Strauss’ (1962) original meaning of the term “bricolage”. As Bouchet (1995) notes, the term means “do-it-yourself” in French. The twist Bouchet related is that, contrary to engineering practices to design something to solve a problem or challenges, “bricolage” is about using materials that are accessible to produce something that the creator may not know, at least not at the time of production, what purpose the new product will serve. Bouchet drew a parallel to “how young people of the second generation of immigrants, originating from a quite different culture, reinvent and fabricate new identities on the basis of bits and pieces of memories borrowed from the former generation, of fantasies induced by the media, of experiences from socialization, etc.” (p. 34). This supports our proposition for intercultural dialogue and youth engagement. This analogy is also echoed by Jenkins’ views on the use of popular culture and the New London Group’s thesis on multiliteracies discussed in Chapter 2. But Bouchet noted that the “‘bricolage’ might give us an idea of the type of identity difficulty a fast-changing socialization base may generate” (ibid). The issue of youth and identity crisis goes far back in history. It is a subject of much debate in today’s information, technology and political landscape (Zemmels, 2012; Jegede et. al., 2016; Taipale et. al., 2017). While this is not a subject of this dissertation, it has relation to critical youth engagement in ICD, IRD, FOE, and FOI. Of particular coherence is the present phenomenon and global challenge of youth radicalization online (Alava, Frau-Meigs et. al., 2017) and the intertwining of this challenge with intercultural and interreligious challenges.

A second challenge of both ICD and IRD⁶¹ is the issue of stereotypes. Stereotypes in today's socio-economic climate has taken on mostly negative connotations. As dialogue has communication at its basis, it is inevitable that persons involved in dialogue will use some form of stereotypes to evaluate their exchanges, other persons or cultures as this is partially how they have learnt to communicate. Bouchet argues that a challenge to ICD and IRD is that all judgements are relative because they depend on the criteria, concepts, and values that have been learnt by the person carrying out the judgement. He asked the question: "How are we to evaluate the criteria of the evaluation?" (p. 31). This is a complex process but possible when the right steps are taken in the right direction, starting with an awareness of the inherent subjectivity in every judgment. On both the issue of identity and use of stereotypes, MIL enables young women and men to understand how they learn and form their identity as well as certain stereotype and how the information that they engage with and disengage from can influence and inhibit their identity management and their reflexive evaluation of stereotypes in the dialogue process.

A third challenge of IRD and ICD concerns how, where and with whom the dialogue process takes place. Earlier we mentioned Tariq's (2007) views that IRD sometimes happen only based on theology and in some cases theology is completely ignored. Figel (2008) offered analogous viewpoints when he welcomed legal principles and policies on intercultural dialogue in Europe but equally cautioned that it would be a grave error to

⁶¹ Bouchet (2012) was talking about intercultural dialogue and intercultural communication. The addition of interreligious dialogue is our extrapolation of these arguments.

allow such legal principles to morph into a policy that is oblivious to religious beliefs and marginalizes the contribution that people of faith can make to the public debate on ICD and the process. The 'who' of the dialogue process must, therefore, be inclusive. So too should the 'what'. Engaging young people in ICD necessitates engaging them in IRD dialogue as well, if either process is to be complete. Balcerzak (2014), in his review of Flynn (2013), highlights the challenge of how deliberation versus tolerance is placed and viewed in the dialogical process. He notes that "deliberative democracy has a stronger position than ever before. But focus among political theorists has been redirected from deliberation as dialogue and mutual understanding towards deliberation as contestation" (p.966). The danger here is excluding the form of open debate that is needed as the core of genuine intercultural dialogue and its relation to human rights. Meaningful dialogue that will bring about change requires that differences are brought to the fore; people rationally explore inter-lingual incommunicability, shining the light on preconceptions (Himmich, 2013).

Still on the matter of who, what and where of ICD and IRD, another connected challenge is intracultural dialogue and intrareligious dialogue. Using Islam as an example, Tariq (2007) points out that intracommunal dialogue among Muslims is virtually nonexistent. He suggests that commitment to dialogue can breakdown sectarianism and gradually move towards mutual respect. "Groups know one another, know how to identify one another, and work out where they are in relation to one another, but then they immediately ignore one another, exclude one another, or insult one another, without any attempt at discussion" (p.96).

A fourth challenge to ICD and IRC is framing cultures and religion as being singular or universal as opposed to minority or majority. Problems can occur when legal and social policies in societies favour one-dimensional identities over multicultural identities. In such cases, cultural difference can lead to different cultures retreating into identities or communities or 'forced assimilation', which is born out of a desire to dominate (CoE 2005a; Gracia, 2012). This challenge is evident in many societies across the world where minority cultures retreat or are isolated from the rest of society or the dominant culture. The withdrawal of minority cultures is not necessarily based on choice but often forced through economic models and realities. Achieving cultural diversity, while desirable, should be managed through an ICD approach that combines communities of humanity with self-worth of individuals to purposely create a situation where the separation of minority cultures or groups such as immigrants from the dominant culture or host society is undesirable and recognized as a malpractice. A fifth challenge is one of trust and intentions. Following similar arguments in relation to dominance or retreat, parties involved in IRD and ICD are concerned as to whether they have to give up or compromise certain aspects of their beliefs or faiths or be assimilated into a syncretic global culture or religion (Stabile, 2012). The question should be asked, is IRD, for example, about trying to win over persons from one religion to the other? Is an outwardly agreeable dialogue at work when beneath the surface social agendas are at work? (Tariq, 2007). Taken from another view, IRD and ICD often do not take place among the right people and in the right communities. Those in dialogue should somehow be active in their own communities. As Tariq observes, "to be involved in

dialogue between religions while completely cut off from the believers of one's own religion is problematic and can be illusory (Ibid)..” A sixth challenge to ICD is how civil society is engaged in the process of governing cultures. The 2018 global report on the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions reaffirms that achieving the Convention's goal to enable sustainable system of governance for cultures will only be realized if civil society is actively engaged (Firmin, 2018 in UNESCO, 2018, p. 87). While the report noted positive trends in civil society consultations, meetings among civil society actors and some monitoring of policy process and state agencies on their part, such as examples in Peru, it acknowledged the difficult to trace international agreements and goals to domestic laws and that advocacy might be failing to achieve full impact. Only 26% agree or strongly agree that the ways in which cultural policy legislation is enacted are generally transparent – where it is easy for a wide range of civil society groups to understand, access or track processes. Similarly, only 35% agree or strongly agree that laws and regulations enable them to partner well with state agencies (p. 92). The data concerning the engagement of civil society in cultural governance was silent on youth or youth organizations' involvement in this process. A case must be made here for the need to develop strategies to ensure that youth, youth-led organizations, and organizations working with youth in general, are officially part of cultural governance policy consultations, articulation and implementation. This is a basis for engaging youth as drivers of ICD and IRD. Youth should not be treated as only beneficiaries of policies that direct cultural diversity and

ICD but should also be treated as partners, co-creators, and co-implementers of such policies and strategies (UNESCO, 2014).

To clarify the point made above, the 2005 Convention Report was not youth blind⁶². It had some 55 references to youth or young women and men. However, most of those references do not have substantial relationship to findings from the 2018 monitoring research. A few of the more significant references are provided below:

Concerned about the lack of domestic content available to its children and youth, Argentinian legislation requires television to broadcast three hours of content for children a day, of which 50% must be domestically produced. (p.63)

'Art is change, art is the future'. By combining forces with public authorities and through investment in youth and culture, the qualitative leap towards the emergence of a new governance in Africa is becoming a reality that ultimately contributes to the strengthening of social cohesion, a creative economy and the well-being of citizens (p.93) Mamou Daffé Chairperson, Arterial Network

Funded by the European Union and coordinated by The British Council, in partnership with Business and Arts South Africa (BASA), LifeCO UNLtd South Africa and Livity Africa, COSY [Creating Opportunity for South Africa's Youth] provides knowledge, skills development and financial support for creative, social and digital enterprises. (p.169)

Kenya – Medium-term development plan (2013–2017) states that 'Investment will be made to position creative arts, cultural heritage and sports as major sources of employment and income earning opportunities especially for youth.' The strategy will be to identify and nurture talents, support commercialization and provide necessary infrastructure at national and county levels. (p.176)

Target 4.4: [...] Increase the number of youth and adults who have relevant skills [...] for employment, decent jobs and entrepreneurship. (p.182)

The New York-based National Coalition Against Censorship monitors censorship of the arts in the United States of America, with programmes that focus on guidance to youth groups and educators on school censorship issues, and advice to museums showing controversial works, among others (p.218).

⁶² Term adapted from the concept of *gender blind* – meaning that gender equality issues and their importance are not addressed at all in a document, project or discourse etc.. So *youth blind* is used here to mean cases where issues surrounding youth are not addressed in a document or discourse.

EU High Representative Federica Mogherini said: 'Culture has to be part and parcel of our foreign policy. Culture is a powerful tool to build bridges between people, notably the young, and reinforce mutual understanding. It can also be an engine for economic and social development' (EU, 2016). [p.170]

A programme in Finland prepares young people to strengthen and defend cultural values as critical elements for culturally sustainable development. As the countryside is underserved, local artists, arts institutions and cultural centres are being helped to prepare after-school programmes and recreational classes. (p. 178)

ix. MIL and Intercultural Dialogue: Some Scholarships and Relationship to Youth

In previous sections, we frequently referred to ICD as being almost synonymous with or inseparably linked to intercultural communication (ICC). Barriers to ICC are then effectively obstacles to ICD and IRD as well. As Ortiz (2015) notes, “cultural barriers to communication are understood as being a set of factors, symbolic or concrete, going beyond idiomatic differences and making communication more difficult for people or organizations from different ethnicities, values, countries, regions, religions or cultures”⁶³.

⁶³ Unpublished work.

Table 5: MIL, Intercultural Dialogue and Interreligious Dialogue: A Conceptual Synergy⁶⁴.

If MIL emphasises	Then Intercultural Dialogue embraces
Media and information literate citizens	How media, libraries and other information providers, including those on the Internet can become literate about, and also be instrumental in, intercultural dialogue
Freedom of expression and access to information for all	The reality that freedom of religion and freedom to express one's culture are key dimensions of freedom of expression
The centrality of human rights as a basis for media and information production	Respect for human beings as citizens and central players in cultural industries, and not just consumers of media and information products
The empowerment of citizens as the primary aim of literacy	How citizens actively engage and negotiate with the meanings in media and information texts in relation to their own lived experiences
The deployment of ICTs for development in an evolving paradigm of Knowledge Societies	How citizens communicate their own worldviews using ICTs, thereby promoting freedom of cultural expressions, and negating or filtering prejudices and stereotypes inherent in media and information outputs
Cultural and linguistic diversity	How citizens define their own cultural and linguistic identities and meaningfully interact with other cultural groups in a process of negotiated, authentic, free and open communication

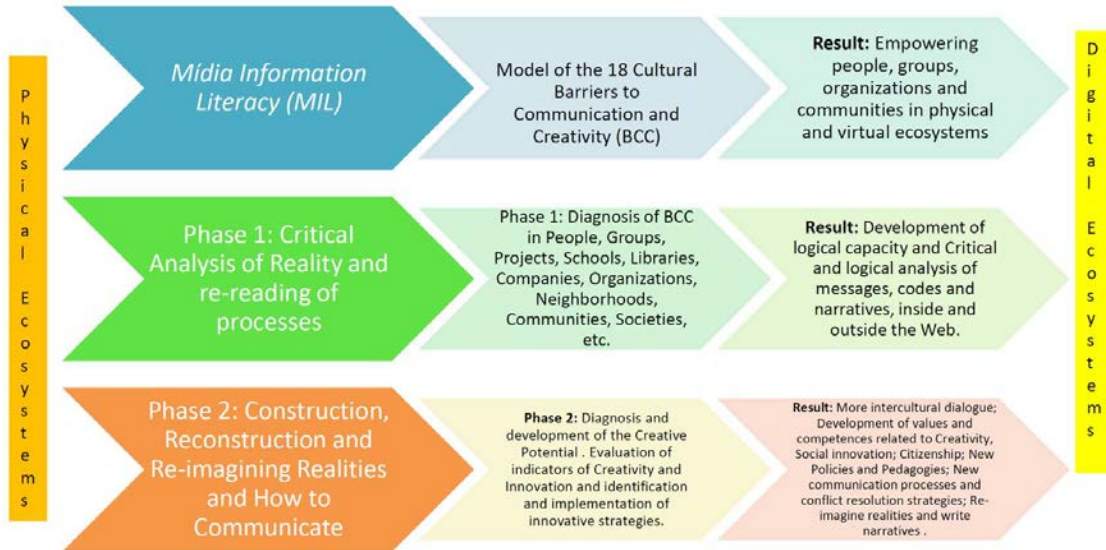
⁶⁴ Adapted from Grizzle, A. and Torras-Calvo, M. (2013). Media and Information Literacy Policy and Strategy Guidelines. UNESCO, Paris

Source: Grizzle, A, Moore, P. et. a. (2013). Media and Information Literacy Policy and Strategy Guidelines. UNESCO, Paris.

Ortiz (2018⁶⁵) carried out a study on barriers to intercultural communication in 11 different countries (nine countries from Latin America and two in Europe) to explore the main cultural barriers to communication that pose a challenge to projects applying MIL or educommunication. He used a web-based survey questionnaire administered to 1,493 experts who were main persons directly involved on a professional basis in policies, programmes and projects in culture. They included cultural managers, organizational consultants, university professors teaching subjects related to intercultural communication, marketers, entrepreneurs and civil servants. He proposed the relationship between MIL and cultural barriers as in Figure 22 below. His arguments were similar to the relationships between MIL and ICD as offered by Grizzle et. al. (2013). See Table 5 above. As Bali (2014) notes, “only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue, there is no communication, and without communication, there is no education” (Freire, 1970/1993, p. 92–93; Bali 2014, p. 1).

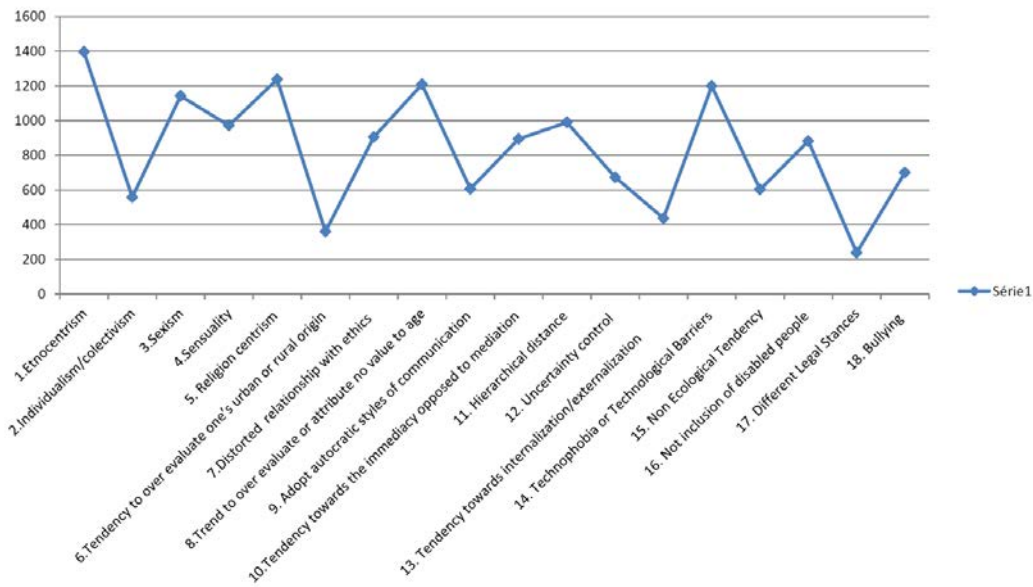
⁶⁵ Work will be published later this year in the MLID Yearbook 2017: Media and Information Literacy, Reimagining Way of Learning and Information Environments

Figure 22: Relationship between Media and Information Literacy and the Methodology of 18 Cultural Barriers to Communication and Creativity



Source: Developed by Chibas Ortiz.

Figure 23: Cultural Barriers to Communication in Projects that use Media and Information Literacy of Educommunication Approach



Source: Developed by Chibas Ortiz.

Ortiz found that, among the 18 cultural barriers to communication tested, *ethnocentrism* was most frequently cited by experts (See Figure 23 above). Following it were *religion centrism*, *trends to over evaluate or attribute no value to age*, and *technophobia or technological barriers*. The third frequent grouping consisted of *sexism* and *sensuality*. Another cardinal related to this dissertation is what Ortiz calls *adopt autocratic styles of communication*. The study did not make explicit link between this category of cultural barriers and FOE. It would be useful to explore whether these findings would have changed, if the researcher had asked the experts to rank and rate

the group of cultural barriers. Similar analysis is shown in Chapter 5 of this dissertation, which presents findings on experts' views.

x. Web-based intervention for ICD among youth

There is a long history of established scholarship on how young people use the Internet and social media. For example, Piechota (2014) carried out a study on the Internet and intercultural dialogue. The research was premised on the fact that multicultural Europe is grappling with real challenges in connection with intercultural communication, diversity, and prejudice stemming from its effort to foster interaction between people of different nationalities, ethnic groups and religions. The aim of the study was to examine how new media can help students to overcome schemata and prejudice. The students were drawn from two different cities (Berlin and Krakow) with different degrees of multiculturalism at the local community level. Piechota specifically examined students' awareness of multiculturalism in their environment; sources of knowledge on the topic; if social media is a tool and source of education for multicultural communication for them; and the level of threat they experience in multicultural environments. A survey was administered to 200 randomly selected students from two universities, Protestant University of Applied Sciences in Berlin and Andrzej Frycz Modrzewski Krakow University. In sum, the study found that students have different attitudes about what "belonging" means to them in respect to engagement in certain groups and communities on Facebook. It found that "students from Berlin are more often members of groups and communities that are devoted to intercultural dialogue,

promoting tolerance in a multicultural world and supporting integration of immigrants in a new environment” (Piechota, 2014, p. 60). Students from Krakow showed less interest, although they were more avid users of social media than those in Berlin. Another relevant finding is that students from Berlin reported more engagement in social media specifically for multicultural purposes.

Following the Five Waves of Media and Information Literacy described in Chapter 2 and elsewhere, we have called for the MIL community to shift from MIL as a defence against the ills of the Internet, social media and media and technology in general to how MIL can help people to make more positive social use of information, media and technology. Schroeder (2018) suggests a need to go beyond the theories of mediatization, network and actor-network where a distinction is made between political communication and popular culture or everyday life. The argument here is that information, media and technology are for all aspects of everyday life and development, not only politics. MIL stakeholders should place more emphasis on, for example, how MIL can help people to become more aware of and accept the realities of climate change (Caren, 2011; Nelson & William, 2011) and MIL for entrepreneurship (Kirkwood and Evans, 2012; Schreiber, n.d.).

They were more often members of Facebook Groups and communities dedicated to promoting ICD, tolerance, multiculturalism and peace. Piechota theorizes that students that live in multicultural environments in Berlin “are less prejudiced and less fearful of multiculturalism” than those in Krakow (p.61). This, she theorized, is because students

in Berlin live in a multicultural environment and, thus, for them such diverse cultural interaction is normal whereas for Krakow (Poles and Ukrainian), “multiculturalism is still a social novelty.” (p.62). Where prejudice existed among respondents in both groups, it was fueled by fears about religious differences and the way certain religions influence everyday life. The study found that fear was directed primarily at “people of Muslim origin, practising Islam.” (p.61) Some scholars call this phenomenon, Islamophobia (Zempi and Awan, 2016; Morretta, 2017).

A key finding from Piechota that also has implications for this dissertation is that social media is not used by the students surveyed to meet new people and start new friendships and exchange rather to support existing relations that originate offline. This dissertation explores and stimulates youth to learn about and engage with new people and cultures online. This was done through inclusion of related variables in a survey tool administered to youth as well as activists linked to the Massively Open Online Course (MOOC) used as intervention.

Bali (2014) questions the efficacy of web-based intercultural dialogue. Based on an experiential analysis of a project designed to promote intercultural understanding and contribute to peace and human solidarity, she reflected on the challenges to put into practice what she calls the “rhetoric of web-based ICD”. The project involved the twinning of universities from the United States with others from the Arab States. The participating universities agreed to include a web-based dialogue session as part of semester-long courses. Small groups of about eight students from different

backgrounds, cultures, beliefs and universities would meet weekly for two hours. This approach is similar to the methodology used in the study for this dissertation as described in Chapter 4 in which we included a web-based discussion for each module of the MIL MOOC and students received grade incentives for participation. A group of moderators who also served as tutors for the course facilitated the dialogue. Bali highlighted some findings from the web-based project she analyzed. 74% of students who participated in the web-based dialogue component reported that the experience enhanced their abilities to interact and communicate with students from other cultures. 67% said that it helped them to understand better different worldviews; 63% stated that they were better able to listen and learn about other cultures after participation in the dialogue project. In sum, the researchers reported the project as a success, increasing students' awareness of biases in media and augmenting mutual understanding, respect and tolerance (King and Magolda 2005; Bali, 2014). Bali noted that the project/programme faced some challenges to achieve the desired goals and ideal potential. The first challenge was in relation technology. She argued that universities in the West have access to better infrastructure and greater availability when compared to those in the Arab region. Access to peripherals such as web-cameras, microphones, necessary for effective audio and video participation, stimulated better attendance from universities in the West. She observed that, even in cases where there were equal numbers of students from both regions, "voices of the Arab/Muslim side were unevenly represented, because technology unequally privileged the voices of the already-privileged" (p.211). The researcher agree with that

observation since this was also the experience in the study for this dissertation as discussed in Chapter 4 about the methodology and Chapter 6, which presents the study findings concerning youth.

The second challenge concerned the efficacy of using dialogue as the principal pedagogy. Bali observed that dialogue was espoused as an ideal pedagogy in the West but that, when used by itself, was not apt for all cultures. It also became more problematic when the assumption was made that participants had equal power to speak. It could also be biased towards those participants who were stronger in reflective and written communication, favouring those who perform well in oral and spontaneous communication (Burbules, 2000; Skelton, 2005; Ellsworth, 1989; Bali, 2014). Again the researcher's experience concurs with those observation from Bali as discussed in Chapter 5 which presents our study findings.

The third challenge in Bali's study was that the web-based ICD project was conducted in English. This is a perennial challenge not only in relation to ICD and IRD but most forms of web-based intervention for development. Ten languages dominate the Internet⁶⁶ with some 6,000 languages at risk of extinction. In the research carried out for this dissertation, all aspects were done in English. Given that the over 2,000 young women and men who participated in the course were drawn from more than 120

⁶⁶ Internet World Statistics. Usage and Populations Statistics.
<https://www.internetworldstats.com/stats7.htm>. Accessed on 31 January 2018.

countries, one can estimate the native/local languages not used in the study the implications of which are discussed in Chapter 6 that presents the findings.

The final observation from Maha Bali, concerns the dynamics of interculturality itself. To end this section of the dissertation, the researcher need to highlight that, despite the different perspectives, conceptualizations, and challenges of ICD and IRD, as will be demonstrated in Chapter 6 on presentation and discussion of some of the findings from the research connected to the dissertation, these challenges are not intractable. They can be addressed and web-based mechanisms to produce, provoke and sustain dialogue on a multiplicity of topics are indispensable in today's connected world.

XI. YOUTH INITIATIVES ON FOE, FOI, ICD, AND IRD – EXTENT OF MIL INTEGRATION

Cornelio, Salera et. al. (2012) point out that, “although the participation of young people in interfaith dialogue and its impact on education is crucial to its sustainability, the literature on youth and interfaith has been very limited”. Given the dearth of empirical research relating to youth, FOE, FOI, ICD, and IRD, for the purpose of enriching this dissertation , we carried out a ‘survey’ of youth initiatives involving these topics and the extent to which MIL was integrated as an empowerment tool. Some 114 youth projects were reviewed. Table 6 summarizes the findings. Full details of all projects reviewed are presented in Annex 6.

Table 6: Summary of Sampled Youth Initiatives on FOE, FOI, ICD, and IRD – Extent of MIL Integration

Relevant Thematic area	Percentage of Projects (some projects address two or more themes)	Extent of MIL Integration*	Country Examples
Freedom of Expression	24%	Low - Moderate	USA, Croatia, Serbia, Bosnia, Malaysia, Uganda, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia.
Freedom of Information	66%	Low, mostly related general use of information	Kosovo, Montenegro, Macedonia, Kenya, Lithuania, Luxemborg, Belgium, Ireland, Germany, Austria, Latvia, Spain, Portugal, Estonia, Finland, and Croatia
Intercultural Dialogue	28%	Moderate	Bosnia, Kenya, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, Canada, Indonesia, Senegal, Ghana, Peru, and Tanzania
Interreligious Dialogue	13%	Moderate - High	Israel, Canada, Palestine, Usa, France

***Low:** MIL related issues only mention in documents and frameworks; **Moderate:** mainstreamed in certain aspect of youth programmes; **High:** specific and mainstreamed in youth activities and programmes

Section C: A Proposed Theoretical Framework

The discussion of the theoretical framework for this dissertation uses an unconventional pursuit. It is a pursuit which, rather than focussing on one, two or even three theories – argues first that the concepts and themes investigated in this research are complex, interdisciplinary, unifying, and multidimensional enough to justify a multiplicity of related theories. The theories used are divided into two groups, major theories and minor theories. They are considered major or minor in this dissertation not in relation to their substance, soundness, reliability, validity or the extent of their use in global research, but rather in respect to the centrality and the depth of the application of each to the findings of this research. . The minor theories are *Complexity Theory* (Cardama & Sebastian, 2017), *Interdisciplinarity* (Born and Barry, 2013; Al-Suqri & Alkindi et. al., 2018), and an edict principle called *Ekavakyta (Unity of all knowledge)* (Navalani & Satija, 1993). The major theories that will help the interpretation of the of research findings discussed in this dissertation are, *Critical Social Theory of Youth Empowerment* (Jennings, Para-medina et. al., 2012), *Public Intellectualism* (Schnieder and Palgrave Connect, 2010;), and *Sustainable Development Theory* (Viederman, 1993; Miceikiene, 2018).

A second proposition here is that MIL is discussed in this dissertation as critical thinking (Ciurel, 2016), a renewed civic education (Damico & Panos, 2017), a mass civic education movement (Grizzle & Torras Calvo, 2013), and an empowerment tool for

youth in their social environment – thus, the applicability of Critical Social Theory of Youth Empowerment.

A third rationale is in relation to the use of public intellectualism connected to the first part of this research. Those who have expertise in MIL, and in any field for that matter, should at some level contribute to the public good, engaging in public debate and contributing to public policies. As the researcher has noted elsewhere (Grizzle, 2016), one's work, expertise or calling should contribute to humanity. Information and knowledge leading to wisdom, truth, and good practices is what and who we are. French philosopher and mathematician, René Descartes noted "I Think Therefore I Am"⁶⁷. I propose that we have to go beyond thinking to fully be. After thinking, we have to be resolute to give of ourselves or give ourselves to the service of others and then we Be! Perhaps Mahatma Gandhi might have said these very words.

The fourth consideration is about the logic behind the use of Sustainable Development Theory. A more academically sound justification for this and other theories mentioned above will follow later in this section but come along for a journey with me as I continue a vision and experiential estimations. This is a good point to say to readers of this dissertation who I am.

The sustainable development goals hope to 'leave no one behind' (Winkler & Satterthwaite, 2017). It seems that statement is a sort of "onomatopoeia" of 'leave no

⁶⁷ In Alex, V., Elie, D., David, J., Timothy, W., & Frances, K. (2011). Who am I? Beyond "I think, therefore I am". *Annals Of The New York Academy Of Sciences*, (1), 134. doi:10.1111/j.1749-6632.2011.06186.x

man behind' (Wong, 2005). The latter is a military principle that can be traced as far back as 1756 during the French and Indian War. This was 20 years before the United States declared independence from Great Britain⁶⁸. History recounts that, during the French and Indian War, there was a group of soldiers from America who assisted the British to defeat the French. They were called "Roger Rangers". They devised innovative techniques and tactics, some were Native-American approaches that were very effective in wooded terrains (where traditional militias would struggle) and superior enough to defeat enemy soldiers⁶⁹. "There was a certain mentality of no man left behind," as noted by Springer (2014)⁷⁰. It is rather inspiring to see the United Nations knowingly or unknowing drawing such parallel to military valour by using the expression "leave no one behind" in the context of development. For, indeed, achieving the sustainable development goals is the battle of all battles in the history of mankind. "Leaving no one behind" or one could amplify this to read, leaving no man, woman, boy or girl behind is about human solidarity, an agenda for equity, a society for all, and humanitarian effectiveness in the age of sustainable development goals⁷¹. "Leave no one behind is a core principle of the 2030 Agenda. By endorsing the declaration, all countries pledged

⁶⁸ Daileda, C, (2014). A Military History of Leaving No Man Behind. Mashable, <https://mashable.com/2014/06/14/bowe-bergdahl-are-american-military-soldiers-ever-left-behind/#FiFTMW1D1Gqm>. Access on 14 April 2018.

⁶⁹ Ibid at 69

⁷⁰ Ibid at 69

⁷¹ United Nations (2016). Leaving No One Behind: Humanitarian Effectiveness In The Age Of The Sustainable Development Goals. United Nations Office for the Coordination of Humanitarian Affairs (OCHA) and CDA Collaborative Learning Projects. ISBN: 978-92-1-132044-2 eISBN: 978-92-1-0568-0

that ‘no one will be left behind’. Recognising that the dignity of the human person is fundamental, we wish to see the Goals and targets met for all nations and for all segments of society. And we will endeavour to reach the furthest behind first”⁷².

I write then with sheer joy, thankfulness, and hope for so many others, that I was not left behind in the global development thrust. So who am I? I am product of development. Born in the inner cities of Jamaica. Grew up in stark poverty; many nights to bed without food; nurtured, ushered, uplifted, tutored, and loved by struggling self-sacrificial parents; they did not have all the pioneering techniques and tactics to win the ‘war’ most effectively like the Roger Rangers; yet enough..., with development help from the Missionaries of the Poor and very supportive teachers from a Jamaica, America, Canada, Puerto Rico, and other parts of the world; it was a sort of real bootstrapping⁷³; I

⁷² Agenda 2030, Transforming our World, 2015

<https://sustainabledevelopment.un.org/post2015/transformingourworld>. See also in Leave no one behind: How the development community is realising the pledge (2016). Bond is the civil society network for global change, Registered Charity in the UK, No. 1068839. <http://action4sd.org/wp-content/uploads/2018/01/BOND.LeaveNoOneBehind.pdf> Accessed on 14 April, 2018.

⁷³ I could have surely found other sources with privileged access to so many databases (so many desire but do not have such access). But I dare to use Wikipedia in a PhD. dissertation. And why not, it is an amazing 21 Century collaborative work – many persons combining effort to help many others with access to knowledge, it is kind of like the UN development process, is it not? Well, at least it was my development experience. So back to what bootstrapping is. I studied information systems up to Masters Level so the term bootstrapping appealed to me; My hope hear is that it will appeal to you as well. According to Wikipedia, it *usually refers to a self-starting process that is supposed to proceed **without** external input. In computer technology the term (usually shortened to **booting**) usually refers to the process of loading the basic software into the memory of a computer after power-on or general reset, especially the operating system which will then take care of loading other software as needed.* <https://en.wikipedia.org/wiki/Bootstrapping>. Accessed on April 14, 2018. So the definition say **without external input** but is that a misnomer?

was educated, mentored by many; started to help others to engage in real bootstrapping; God crossed the paths of my wife and I; so we are married, parenting a glorious child, a son; Christians; led to continue development work from where I started in an NGO to joining UNESCO; helping to promote the development of human minds for tolerance, mutual respect peace, human solidarity, preservation of the environment etc. irrespective of one's race, creed, gender, beliefs, political status, economic status, religion, education, or culture etc. This is sustainable development. At least it is our sustainable development and I am sure that it is so for many around the world.

Therefore, first from my experience, the theory of sustainable development is emblematic of the ultimate purpose of this dissertation to contribute to the advancement of human development and peace. In the following sub-sections, we

The second part of the definition says **after power-on or general reset**. Then this means **there is really or a real external input**. Hence my use of the term **real bootstrapping**, one that does not pretend that there is no external input. The basic principle in physics says, for every action, there is a reaction. I never studied physics so I wonder if for every reaction, there is an action, I will research this later. So real bootstrapping happened to me and my parents – external inputs (development) led to a self-starting process. Is this not what development should be all about? Teach a man (or woman) to fish as one of my former bosses and friend at Cornerstone Ministries, Jamaica, always says. And this too is what MIL is about; teaching women and men of all ages to search, analyse, think, produce, connect, communicate and collaborate – helping to understanding that the right information (of whatever kind or level) combined with the right values and ethics can help to change minds and lives. When coupled with social literacies such as ICD, IRD, FOE, and FOI can help to trigger real bootstrapping out of poverty, war, intolerance, misinformation, hate, radicalizations, a thirst for and quest for wealth at the expense of all else etc. See also: Of Computers, Bogaerts & Jansen et al, 2016. Of Democracy and Civic Participation, Baiocchi, Silva et al, 2011 about bootstrapping.

present analysis of all seven theories with a focus on what, how, strengths, weaknesses, and how each theory applies to this dissertation.

i. MIL for Critical Social Theory of Youth Empowerment/Critical Youth Empowerment

The Critical Youth Empowerment Theory is applied to discuss the first question in the research for this dissertation: Are citizens' (youth ages 14-30 years) attitudes towards participation/engagement in social and democratic discourses on such issues as freedom of expression, access to information, and intercultural and interreligious dialogue different after they have acquired MIL competencies?

The theory is used partially and in full at three levels. First, we will explore the extent to which existing scholarship of FOE, FOI, ICD and IRD covers critical youth empowerment or youth engagement in these social issues. Second, we will consider whether or not the overall design of the research facilitated critical youth empowerment and to what degree. Third, the theory is used in analysing the findings in relation to the research questions on youth.

While there is agreement that a lot more research is needed (Bermudez, 2012; Catherine, 2016), the decline of youth civic engagement in social and political life has been documented in a number of studies. In the USA, research has traced the decline

across categories such as civic indicators on membership of groups or associations; electoral indicators, including voting and assisting candidates; as well as indicators on political engagement with media, signing petitions or boycotting certain products (Putman, 2000; Ferman, 2005; Print, 2007; Sherrod, 2003). In Britain, there is supporting evidence that young people are disengaging from conventional politics and related activities (Tonge and Mycock, 2009). In Australia, there is evidence of progressive youth disengagement and reduction in their participation in democracy and election processes (Print, 2007, p. 326-327). In South Africa, the youth do not appear to embrace the new democratic space, rather their actions indicate alienation from the South Africa political culture (Garman and Malila 2014; Malilia and Oelofsen, 2016). In other countries in Sub-Saharan Africa such as Kenya, social media and new media provide new opportunities for youth civic engagement but also the challenge of lack of proper and effective use (Kamua, 2016). In the Balkans, youth demonstrate little interest in participating in political activism (Kurtz, 2016). The focus of social interventions targeting youth has gone through three phases: protecting, containing, and reorienting them from negative social activities to the right paths – (i) risk-based and prevention; (ii) capacity building for youth – here largely treated as beneficiaries of community development efforts; and (iii) emphasis on empowerment – helping youth to self-determinism (Jennings, Parra-Medina et. al., 2006). A fourth and more recent shift is not only to give youth the autonomy to take hold of their own lives but also engage them as co-creators, co-partners, and leaders – including their thoughts ideas

and opinions at the highest level of decision making, including policy debates and formulation (UNESCO, 2014).

The concept of empowerment is very hackneyed in the development discourse. It is so overused that it is often cynically perceived as devoid of meaning. However, empowerment is central to development it is both an outcome and a process. The term is conceived by some scholars and practitioners as a liberating idea where individuals and groups possess the power over their lives; a form of self-determinism. Other actors see empowerment as an extension of agency's, individual's or groups' ability and freedom to decide on and make purposeful choices to fulfill their desired goals (Lawson, 2011; Ibrahim and Alkire, 2007 and Moser, 2013). The *World Development Report 2001: Attacking Poverty* frames empowerment by placing individuals as part of social, institutional and political structures and norms with which they must interact to have choices, use these choices and achieve desired goals (Grizzle and Torras Calvo, 2013). In the 21st Century, youth empowerment is wrapped in how they engage with information, media and technology. In fact, their involvement in the use and production of information, media, and technology has followed a similar trajectory as their involvement in social and community life. It has moved from certain information, media and technology being tabooed and high risk and thus protection is vital, to affording them capacity building to enable their critical information, media and technological competencies (MIL); and then to focus on their agency as co-creators and peer educators on information, media and technology. MIL is a powerful and indispensable empowerment tool for youth in the 21st Century to strengthen their critical capacities in

a world mediated by technology, media, and other information providers of all forms. Jennings, Parra-Medina et. al. (2006) propose what they call “Critical Youth Empowerment (CYE)” by examining and building on several models of empowerment tied to the interdisciplinary approach of critical social theories and practice around youth empowerment. Critical social theory entails actions and processes that give people the freedom to participate in community activism, and advocacy as well as stimulating the thrust towards social justice (ibid). We have chosen CYE as a theory to be applied to the findings of the research for this dissertation because of its close resemblance to MIL, integrated with other social literacies (ICD, IRD, FOE, FOI etc.). as a critical empowerment tool. The design, implementation, and analysis of the research that led to this dissertation synchronize with the six dimensions of CYE proposed by Jennings, Parra-Medina et. al and have much potential to contribute to the Critical Social Theory of Youth Empowerment. As Jennings, Parra-Medina et. al. note, “the aim of CYE is to support and foster youth **contributions to positive community development** and sociopolitical change, resulting in youth who are **critical citizens, actively participating** in the day-to-day building of stronger, more equitable communities (Jennings & Green, 1993; Jennings, Parra-Medina et. al. 2006, p.40) [emphasis added]. The positive community development is specifically about the active participation of youth as critical thinkers in the continually shifting information, technological and media landscape and how that impinges upon other aspects of their personal, social, economic and political lives such as freedom of expression, access to information, and involvement in dialogue processes.

Before discussing the six cardinals of the CYE, we outline here the empowerment models on which the theory is built. First, is the *Adolescent Empowerment Cycle* (AEC) of Chinman and Linney (1998 as cited in *ibid*). This model finds its foundation in psychology and involves approaches to prevent “rolelessness”, while strengthening the self-esteem of youth. AEC covers youth meaningful participation, skills development, and recognition of their contribution. The second, *Youth Development and Empowerment Programme Model* (Kim et. al., 1998 as cited in *ibid*), draws on several related theories such as social control, social learning, and expectations-states theory. It is similar to AEC but is aimed primarily at substance abuse prevention and emphasizes the need for youth *social bonding* in empowerment initiatives⁷⁴. The third empowerment model is called the *Transaction Partnering Model* (Cargo, 2003 as cited in *ibid*) and was born out of a qualitative longitudinal research on the empowerment of youth through community-based programmes, particularly healthy life-style. This model is similar to other models but highlights the “transactional partnership between adults and youth” (*ibid*, p.36). Fourth is the *Empowerment Education Model* (Wallerstein, Sanchez-Merki, and Velarde, 2005 in *ibid*) that came out of the work of Paolo Freire, known for his work that calls for education to liberate and empower the minds of people. Education should then be dialogic and didactic, involving listening, critical reflection, and reflective actions⁷⁵. Again, with similar characteristics as other models, the Empowerment Education Model highlights that all skills and knowledge development in youth must

⁷⁴ *Ibid*

⁷⁵ *Ibid*

lead to social action and change⁷⁶. Jennings, Parra-Medina et. al.'s (2006) six axes of CYE are: (i) a welcoming, safe environment; (ii) meaningful participation and engagement; (iii) equitable power-sharing between youth and adults, (iv) engagement in critical reflection on interpersonal and socio-political processes; (v) participation in socio-political processes to affect change; and (vi) integrated individual and community level empowerment. We have briefly summarized these six principles and present a matrix to show these relate to MIL in general, and this dissertation in Table 6 below.

Table 6: Relating Critical Youth Empowerment Theory to MIL or MIL Expansion (MIL^x)

Six Principles of Critical Youth Empowerment Theory	Relation to MIL	Relation to the dissertation
A welcoming, safe environment	This safe environment for youth is increasingly occurring outside of physical spaces rather in online and virtual spaces. MIL offers youth competencies and enable other social competencies so that they can themselves critically assess, based on available information, if the environment that they engage in is safe, inclusive or not. And if not, what recourse they can take, using their information, technological and media competencies.	Youth invited to participate in the research not just as beneficiaries but as partners contributing to the development of new knowledge. Participation was open to youth from any background. Through pilot testing, youth's advice contributed to the design of the research survey tool and the MIL MOOC used intervention. Closed online discussion forum enabled youth to speak openly about their experiences as they

⁷⁶ Ibid

		pursued the MIL MOOC but participated on equal level with adult tutors.
Meaningful participation and engagement	New approaches to MIL education rejects treating youth as 'dupes' and focuses not only on protecting youth from potential ills of information, media and technology but on youth as information, technological entrepreneurs, producing and distributing their own information and media content.	Through an ethnographic action research approach and using journaling, youth critically reflected on their actions in connection with the MIL MOOC, the survey and how these relate to their lives. Youth were invited to organize themselves in subgroups and explore cooperation among themselves and tutors on actions beyond training. Youth who successfully completed the MIL MOOC were invited as MIL peer educators through the UNESCO MIL CLICKS social media innovation.
Equitable power-sharing between youth and adults	MIL teaching and learning should break down the hierarchical relationship between teacher and learner.	In the design of the MIL MOOC, youth's opinions were treated as equally important as experts'

	In information, technology, media co-learning, co-creation, co-use, co-application, co-production and co-evaluation etc., the learner becomes a teacher and the teacher a learner. MIL promotes the defence of individual autonomy, including for youth.	opinions in ascertaining what made them (youth) learn more through online courses. Youth's perspectives on MIL and related social competencies are juxtaposed with experts' views on MIL.
Engagement in critical reflection on interpersonal and socio-political processes	MIL enables youth to critically reflect on their engagement with information, technology, and media in their personal, social, economic, political, cultural, and religious live – individually and in relation to others.	The much of the research carried out for this dissertation was about youth's critical reflection on interpersonal and socio-political processes.
Participation in socio-political processes to affect change	Action in MIL is about youth effectively appropriating information, media, and technology for sustainable social socio-political processes and to contribute to sustainable development.	The course activities/assignments designed in the MIL MOOC required the youth to engage in real-life socio-political processes to affect change. E.g.: Youth were asked to identify a culture that they think they know a lot about and, without doing research, to write down certain characteristics of that culture in relation to their beliefs, practices etc. They were then asked to do a research to verify the information they had in their heads. They were amazed at the stereotypes they had in their heads about other culture. E.g. 2: Youth were asked to

		prepare an original idea and plan for a social or cultural issue of interest to them that could be used for a Public Service Announcement (PSA). They could brainstorm a list of any issues. For instance, promoting immunization in children, pre-natal classes for women, safety courses for industrial workers, or citizenship classes for immigrants. They were asked to prepare content and a complete plan to implement the PSA. The youth felt empowered about the individual and collective contribution they could make on addressing a social issues.
Integrated individual and community level empowerment	MIL ^x seeks to address this framework of MIL for youth.	The research explored youth involvement in groups and institutions to use MIL to effect social empowerment.

For Jennings et. al., a welcome and safe environment is a social space where youth feel that their opinions are valued, their youthfulness is an asset rather than a liability, and I they belong, are free to be and express themselves creatively. Youth are co-creators in these types of environment, together with adults, thus they have a sense of ownership and participate in decision making. At the same time, they are guided on a path of

growth. Adults play a supporting and guiding role based on trust but they do not dominate. Failures or errors on the parts of youth are managed so that they can grow and become even more confident through these experiences, being allowed to understand and experience consequences of their decisions or actions.

Meaningful participation and engagement are key aspects of CYE. Jennings et. al. describe this as youth participation in community affairs where they can hone their leadership and participatory skills. These include skills to plan and organize as well as to communicate in writing and orally. They should feel that they are making a real contribution to activities that are relevant to their day-to-day lives. Here youth are allowed to test and confirm their interests. Given the attrition rate of youth in youth-related programmes, meaningful participation is one way to sustain engagement. It enables youth to feel that they are contributing to a larger good and, in the process, stimulates them to be confident about who they are (identify), their worth and that they are able to contribute to change. CYE stresses the need for “authentic youth-determined activities” that enable them to engage in new roles (p.44). It goes beyond just presence or attendance to engagement in “critical reflection” and action.

Equitable power-sharing between youth and adults is the third dimension of CYE. This is essentially where youth are given leadership roles that come with decision making. This is not easy in practice, given the norms of adult being responsible for decision-making in society. Such leadership roles should transcend tokenism in favour of real opportunities to share in leadership. Youth-determined and youth-led actions are crucial

to achieving CYE. Adults' knowledge and experience should be a resource bank for youth but they should not be used as cover for control over youth decision-making. Engagement in critical reflections on interpersonal and socio-political processes is perhaps the aspect of CYE that has the strongest applications to this dissertation. This dimension clearly overlaps with others, given the multi-layered approach of CYE (p. 46). This layer calls for youth to be liberated from real or perceived obstacles and to engage in actions that can transform their life as well as that of others and their communities. Jennings et. al. posit that "key dimension of CYE, critical reflection is perhaps the one that has received less emphasis in practice. Of the four models we analyzed, only the EE model stressed development of critical awareness and reflection with a focus on social and political processes and structures" (p. 47).

To achieve the fullness of CYE, having critically reflected on socio-political processes, youth must then participate in these processes to effect social change. CYE distinguishes engagement in 'civil services' from engagement in critical social change efforts or activities. From the perspective of CYE, "youth are not truly empowered, if they do not have the capacity to address the structures, processes, social values and practices of the issues at hand." (ibid, p.48). The critical understanding of social issues that is to be developed in youth can also be realized through participation in social actions. In the ideal scenario of CYE, such participation should lead to transformative and sustained changes such as in policies and strategies.

The final node of the critical youth empowerment theory is the need to bridge individual empowerment with community-level empowerment. To enable greater levels of sustainability, youth empowerment should provide opportunities and results for both individuals and communities. This means youth should not only acquire and use personal competencies leading to agency and self-actualization, they must also understand their role in the wider community life, supporting diverse representations and networking or forming coalitions with other individuals and groups for positive social change in their communities by addressing community problems.

The matter of social action and social change is germane to CYE as the well as the models upon which it is built. In relation to this dissertation , it is necessary to stress that such social action and change need not be fundamentally political in nature. As Ferman (2016) notes, “youth development experts have argued that civic engagement embodies a continuum of activities that develop over time with the earliest ones often occurring in the community and having no readily apparent connection to the formal political system.” This has implications for the MIL framework presented in this work as too often MIL is treated as having everything to do with politics – the politics of governments, big commercial business, advertising, and even the politics of development. Thus, Dewey’s articulation of democracy as meaning more than just a ‘form of government’ to be concerned with, in the main, how people live in association with each other, a form of togetherness, experiencing together and thus communicating together (cited in Ferman, 2016).

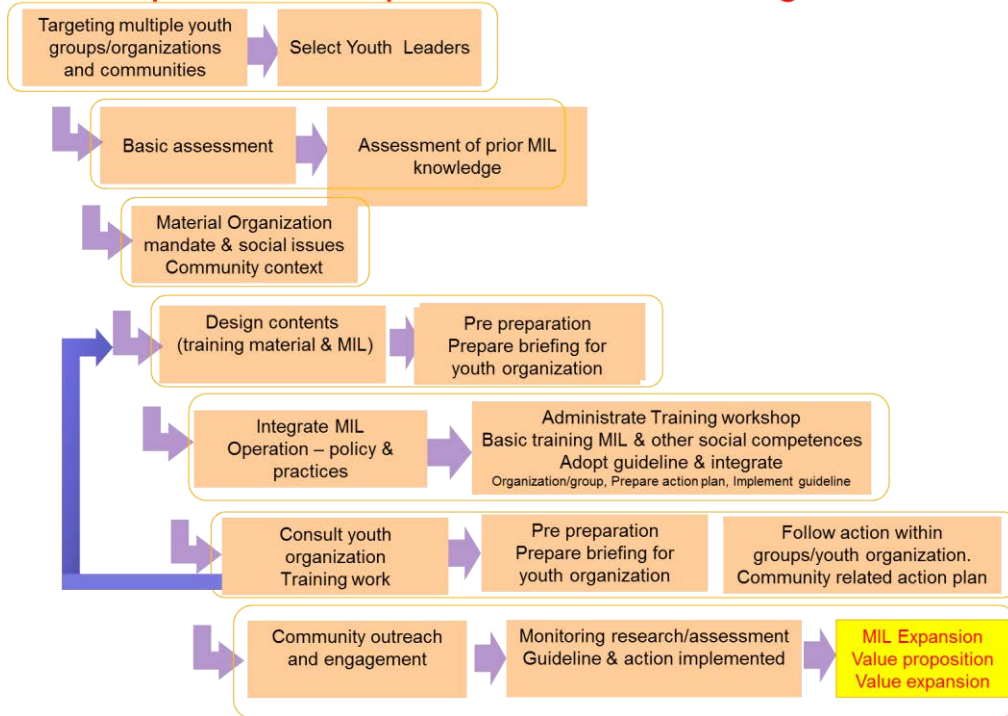
The basic tenets of CYE can be observed in scholarly analysis of many creative youth projects across the world. The Philadelphia Community School for Community Organizing aimed at creating a space where youth and adults could engage in critical dialogue about social justice issues such as racism, militarism, sexism, homophobia, and the oppression of youth. (Ferman, 2016). Kurtz (2016), pointing to underdeveloped scholarship into the rise of youth activism to confront war crimes, shared the results of in-depth interviews with 24 youth leaders in the Balkans who were engaged in 'performance activism' for restorative and retributive justice in countries of the former Yugoslavia. He underscored the political efficacy of their actions that included temporary street exhibits and interactive installations in public spaces. By combining their offline actions with the use of online social media spaces, the youth "fuelled the creation of new deliberative spaces to contest the culture of impunity and challenge the politics of memory in the former Yugoslavia" (p.3). Through these spaces other citizens can participate in the formulation of ideas and policy issues.

Jennings et. al. draw attention to caution with regard to two main issues. One, the evaluation of critical youth empowerment requires distinguishing between empowerment as a process versus as an outcome. Empowerment can occur at an individual, organizational, or community level with each level having its own outcomes. It is ideal when these are integrated. The authors suggest the need for further research into the impact of CYE on youth as individuals, youth organizations or groups and the wider community – to explore how different socio-economic background influences or causes CYE to yield different results. There is potential here for a direct testing of CYE

theory through the implementation of MIL^x as described in Chapter 2. MIL could be a form of empowerment (an end) as well as an empowerment tool (a means) for youth as individuals, groups, and leaders of organizations as well as in communities. This approach prioritizes institutional capacity development on MIL equally with individual, groups, and community focus. It opens up new avenue for empirical research on MIL. Figure 24 below illustrates a proposed intervention logic for MIL^x for youth organizations.

Figure 24: Sample – Media and Information Literacy Expansion for Youth Organizations

Sample – MIL Expansion for Youth Organizations



ii. REFLECTION ON PUBLIC INTELLECTUALISM AND MIL

As I reviewed the literature on public intellectualism, my soul (mind, will, emotions, and intellect), my body (that which enables me to connect with my soul, for example as I type this thesis), and perhaps my spirit (that part of me that yearns for something beyond my rational and physical existence) went through several degrees of experiences. I went from early modern period to present. I travelled across several continents (Europe, North America, and Asia). I had moments of illumination and other states of 'benightedness' – clarity, then darkness, and hopefully clarity again. I moved from the banal to the esoteric. I swam in politics, communism, democracy, war, peace, economics, religions, social orders, structures and classes. For moments I had left earth, transcended to another place. I thought surely I should drop this theory from my

theoretical framework but being one not afraid of a challenge even when my heart is leaving my chest (beating too fast), I decided why not learn to ski on the wind and in the air while I am still a student; errors will be forgiven. For as Choudhary (1990) notes, even scholars have still misread the concept of public intellectualism. He writes “Gramsci’s concepts of 'organic' and 'traditional' intellectuals are not uncommon in top intellectual circles. But we have to be very cautious in using these terms. A serious problem is that even some scholars and intellectual activists commit mistakes in the understanding and application of these concepts (p. 743).” So resolutely, I decided, this is the lot of a poorly black student from the little island of Jamaica who decided to dabble in the intellectualism of others. After reviewing about twenty articles, wisdom and little bit of experience suggested to start with a schema – a simple essay written for ‘lowlies’ like me, by Alan Lightman (1999), *The Role of the Public Intellectual*

Though the concept of public intellectualism can be used in discussions about ICD, IRD, FOE, and FOI, our primary application of this theory is in relation to the development of MIL as field, convergence and flux within the field and how experts can help to accelerate MIL for all.

Lightman (1999), before discussing what he perceived as three levels of the public intellectual, cited another essay by Ralph Waldo Emerson who in 1837 described his image of an intellectual. Emerson proposed the idea of the “One Man” who epitomizes all aspects of human existence and capabilities while thinking. From being the farmer, while at the same time wearing hats as a successful educator, religious leader (he used

the word “priest”), a scholar, political leader, creative artist, and serving in the security forces. He or she should operate outside of books, communicate past and new ideas to the world, be obligated to self, first, and thus more committed to society and be one of action.(Lightman, 1999). In this era of feminism and gender equality, Emmerson’s use of the term “One Man”, not what it means per se, would have been frowned upon by many. As Lightman (1999) notes, “if Emerson had lived today, surely he would have used ‘The One Person’”. Yet, while ‘The One Person’ is gender-neutral, feminist scholars would perhaps favour a juxtaposition of “The One Woman” with “The One Man”, a clearer representation of gender equality. Thus, the proposition of “The One Woman embodies” – the leader, teacher, mother, executive, farmer, the pilot, soldier, police, welder, preacher, wife, the scientist, the technologists, and the artist.

The orientation of Emerson’s intellectual appeals to this dissertation on youth responses to MIL competencies and how experts engage in MIL advocacy. Zurkowski (2014) discusses a new form of literacy called ‘Action Literacy.’ According to Zurkowski, Action Literacy means “the ability to transform good information into ethical action. Being action literate means that one’s ethical actions are firmly rooted in good information” (p.91). He notes further that “the actions are helpful. The actions are good. Right actions are carried out even when difficult” (ibid). There are many inferences we could draw from this definition of action literacy.

Here, we propose one point for reflection: Action Literacy is part of media and information literacy (MIL). When we are fully media and information literate, we should

take positive and purposeful actions concerning how we use, engage with, act upon the positive and negative impact of information, media and technology in our personal, economic and social life (Grizzle, 2016).

Said's (1993) representation of the intellectual takes a more political slant. He or she must balance private and public life (being within and outside of society), with the chief goal being to "advance human freedom and knowledge" without surrendering to the status quo (as cited in Lightman 1999). The "status quo" refers to the political and economic powers and the need for intellectual independence from such powers. But is this feasible in reality? In the case of social scientists as public intellectuals, they face the challenge of having to operate across two set of ethics. One which calls for them to be 'detached observers' gathering and sharing objectively verifiable information to explain different phenomena, and another that requires them to consider, articulate and publicly express how their work connects to social occurrences, challenges, and opportunities (Gattone, 2012).

Yet, true the flux in what the concept means, Said revisited and questioned his original articulation of the public intellectual when he wrote, "...the definition of who or what a writer and intellectual is has become more confusing and difficult to pin down. I tried my hand at it in my 1993 Reith Lectures, but there have been major political and economic transformations since that time, and in planning this paper, I have found myself revising a great deal and adding to some of my earlier views (Said, 2002; p. 20)." Central to the shift in his thinking was whether the writer and intellectual can be truly

'non-political', how does this unfold exactly and to what extent can this be measured. He purports that the paradox for the writer and intellectual is that they exist in an era where the political and public realms have expanded so drastically that they converge, to use his words "so much so as to be virtually without borders (ibid)". He views are that the end of the Cold War also brought a form of termination of the bipolar world thrusting writers and intellectuals into variations of existence and leading to a divergence of roles for them to play.

Lightman's own definition of the public intellectual has three dimensions. First, such a person would often have studied and possess expertise in a particular discipline. In contemporary time, it is argued that generalists and not only subject experts could be public intellectuals. The generalist public intellectual focuses not only on pre-existing knowledge rather on address a myriad of related issues with emphasis on having the ability to reason, analyse, and argue. Some can come from the Humanities and others from the Natural Sciences and yet others from the Social Sciences (Dahlgren 2012; p.97). The second cardinal of Lightman's definition is that the public intellectual is affiliated to a tertiary level institution as a lecturer. This too has been given new perspectives by contemporary authors who embrace the concept of public intellectuals. Some intellectuals can have associations beyond academia such as in professional associations, journalism etc. (Bates, 2009). They could have vulnerable economic

statuses, ‘bohemos⁷⁷’ such as writers and philosophers (Dahlgren 2012). Public intellectuals have also been associated with think tanks (Li, 2017) though this approach has been challenged by some scholars on the grounds that the public intellectual’s independence is compromised when she/he is associated with powerful companies or private organizations (Misztal, 2012). In relation to the third dimension, the public intellectual writes and speaks to the public.

In addition, Lightman’s intellectual can operate at three levels in hierarchy. Intellectuals at Level 1 speak and write solely about the field they studied in simple language understandable to the public. At Level 2, the intellectual not only writes about his/her area of expertise but does so in the socio-political and cultural context – highlight how society is affected or enabled by developments in a particular discipline. Level 3 is the highest level as the intellectual is elevated as a symbol by way of invitation. Such a person “stands for something far larger than the discipline from which he or she originated (ibid)” and speaks and writes about issues of public interest that are outside her or his areas of expertise. Gramsci’s (1983) framing of public intellectualism seems to reflect his own experiences, socio-political leaning and maybe internal turmoil as he wrote from prison in Italy. He classified intellectuals as *traditional* or *organic*. Gramsci’s perspectives on intellectuals were influenced by Marxist principles of social classes (Choudhary, 1990). “Organic intellectuals” emanate from every new class and become

⁷⁷ A person (such as a writer or an artist) living an unconventional life usually in a colony with others. Webster Online Dictionary. <https://www.merriam-webster.com/dictionary/Bohemian>. Accessed on 31 March 2018.

more established as the class develops itself (Gramsci, 1983; Choudhary, 1990). Gramsci notes that, “every social group, coming into existence on the original terrain of an essential function in the world of economic production, creates together with itself, organically, one or more strata of intellectuals which give it homogeneity and an awareness of its own function not only in the economic but also in the social and political fields” (1983, p. 5). By this, he means that organic intellectuals are part of the common people or are allied with the masses through ideology and actions – they work along the masses to highlight and bring about positive change to issues of local relevance in their liaison with the ruling class (ibid). “Traditional intellectuals” benefit from historical continuity and acquire distinctive qualification on the basis of the common spirit that exists among members of the group. They have high regards for and a sense of devotion to the group of historical connections. Gramsci notes, “they, thus, put themselves forward as autonomous and independent of the dominant social group” (1983, p. 7). The traditional intellectual can be organically linked to aristocracy, social mass or bourgeoisie (ibid, p. 743). Herein lies a bit of confusion as it would seem that traditional intellectuals can also be organic intellectuals. The main distinction is that traditional intellectuals have historical ties, entitlements and benefits that sustain their knowledge acquisition and status, and it seems that these ties normally find their genesis outside of the social mass but mainly in the dominant social group. Traditional intellectuals with organic connections to the social mass are, thus, torn by their evolution alongside the mass and attendant commitment, on one hand, and their historical leanings and obligations, on the other hand. Could this explain why Gramsci

notes that traditional intellectuals put themselves forward as autonomous and independent of the dominant social class?

We attempt here to draw a symbolic parallel with “organic/traditional intellectuals” and “intellectuals” who favour an alignment with concepts such as information literacy, media literacy, digital literacy, media and information literacy (or multiliteracies). Could we consider as “traditional intellectuals” those experts who, having studied the field and received their qualifications (in information and libraries sciences, journalism/media/communication or digital information systems/technology), reject the idea of embracing and elevating the other as not necessarily being subsumed in but equal to their fields of study? In this sense they are bound by their historical connections and qualifications. Could we also have situations where these same experts are ‘organically’ linked to grassroots people who struggle to grasp information, media and technological competencies and need the help of these experts? We could, thus, have several categories of MIL experts as shown in Table 7 below.

Table 7: Traditional and Organic Media and Information Literacy Experts?⁷⁸

Traditional Area of Studies/Emerging Multi-disciplinarity	Traditional Concept of literacy/Emerging Multidisciplinary approaches	Organic Connections	Further Comments on Experts’ Thinking
Traditional information and library scientists	Traditionally connected to information literacy	Organically linked to digital competencies by virtue of the use	Media competencies are simply information

⁷⁸ The use of a question mark here is intentional since the researcher is making an estimation.

		of technology by their beneficiary and professional communities	competencies being called something
Traditional journalism/media studies/communication specialists	Traditionally connected to media literacy and educommunication (Latin America)	Organically linked to digital competencies by virtue of the use of technology by their beneficiary and professional communities as well as additional related studies or research in the field with grassroots people. Some prefers the term digital and media literacy or digital media literacy	Information is in communication so why be concerned about term information literacy?
Traditional digital information systems/technology specialists	Traditionally connected to digital literacy	Organically linked to media literacy by virtue of the use of media by their beneficiary and professional communities as well as the importance of media in political and social life.	Technology is most powerful or all powerful, thus, disrupting traditional information and media. Information, media, and communication have become digital.
Traditional education specialists	Traditional connection to literacy or critical thinking	Organically linked to digital competencies by virtue of the use	Education is all about critical thinking and information

		of technology by their beneficiary and professional communities as well as additional related studies or research in the field with grassroots people.	verification so what is this noise about information literacy?
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The arguments above may also be related to the pursuit of a theory of interdisciplinarity which is discussed in the next section. For, as Tsatsou (2016) observes, “disciplinary boundaries, traditions and etiquette remain influential, with media and communication researchers experiencing an anxiety over strengthening and enhancing their disciplinary identity (p. 5)”. Here, we do not speak of the traditional definition of social classes but the possibility to see a group of researchers in a specific field respecting certain rules, methods, practices, and defending their growth and existence as a form of ‘class’.

The continued importance of public intellectuals in democracies in the 21st Century is supported by many scholars (Dahlgren 2012; Gaillet, 2000; and Gattone, 2012). Gaillet (2000), drawing from Ervin’s concept of “public literacy”, gives a refreshing out-of-the-box thinking about viewing students and ordinary professors as public intellectuals in the context of social-process enquiry and rhetorical interventions. Public literacy includes an understanding of the public sphere and public discourse; enabling students to take hold of their right to engage in the public sphere and to guard against unethical and potential manipulation that occurs in public discourses (p.129). She notes that “a

writing program that promotes civic humanism and encourages students to engage in civic rhetorical practices may perhaps allow teachers and students alike to rethink writing pedagogy , the aims of education, and redefine the term ‘cultural studies’ in relation to communication practices” (p. 129). We see here that the aims of public literacy and those of MIL are very similar. One obvious link is that MIL enables participation in the public sphere that is embedded in mass media and technological platforms. Perez Tornero & Varis (2010), in their engraftment of MIL into what they call “New Humanism”, suggest “the participatory orientation fits with antiauthoritarian, more dialectical styles that embrace conflict and debate with a certain philosophy of trust in the value of the public sphere and citizens’ capacity to react” (p.43). A less obvious link is the fact MIL helps students to think rhetorically not only in regard to text-based writing but also writing through images, music, video, and animations.

Dahlgren (2012) explores the public intellectuals in the era of new technologies and a public sphere that has been significantly altered by these technologies. He suggests that three sets of circumstances impinge upon intellectuals, the type of activities that they engage in and their status. The first phenomenon he calls “the structural setting of mediated public spheres” with special focus on the online sector. The argument here is that public intellectuals who were active at the time when the concept evolved did not have the benefits of the media explosion and new technologies, which serve as prerequisite, though not a guarantee of democracy (ibid). This change in structure of the public sphere has opened up massive flood of plurality of information, voices and media products. Public intellectuals today have higher visibility owing to their

participation in the digital public spheres (Goodman, 2009). Even the ideas of dead public intellectuals receive considerable discussions online (Danowski and Park 2009; Dahlgren, 2012). One key example of a change that affects public intellectuals is the format of publishing and book from print to digital. This is twofold, positive and negative. The negative is that public intellectuals lament at the economic pressures to publish that result in bestsellers rather than quality books that appeal to specific audiences. The positive for public intellectuals is that, given their mandate to advocate for change in favour of the masses, online publishing gives a greater opportunity to engage and dialogue directly with audience and readers (Pasquali, 2011; Dahlgren 2012). The second circumstance is the dynamic realm of practices connecting to online civic participation in the broader sense, giving rise to “civic intellectuals”. An upshot for public intellectuals is that they have many entry points for public activism, “now many more citizens who might be pursuing activities similar to public intellectuals expressing opinions, formulating ideas, engaging in debate, regardless of how we might want to evaluate or rank such efforts.” The third set of realities relates to cultural and political climate of democratic societies and the serious dilemmas that they face (p.96).

Dahlgren suggests that many scholars have noted that people are less guided by rationality in the public sphere. They have become more and more impatient, perhaps so inundated with information that they tend to pay less attention to argumentation that requires reflection and analysis. He acknowledges that, even for public intellectuals, the belief in truth and progress that once was their bedrock has become more problematic and complex (p. 106). One can only imagine the realities that the

notsophisticated users of information, technology and media face every day. MIL intellectuals (experts and practitioners alike) must rise to this challenge which is a bigger opportunity for sustainable development of MIL. As Dahlgren (2012) points out, “public intellectuals are in a position to confront principles, values, social trends, and discursive strategies that undermine democracy and civic culture—as well as offer alternative visions for politics and society”(p.108). To achieve this requires unity among MIL experts and practitioners.

- iii. Gangadharan’s (2008) application of public intellectualism to critical communication research is also of interest here. She argues that the typical ‘critical communication researcher’ rejects the notion of applied communication research on the premise that such approaches can compromise the design of studies and their outcomes. While agreeing that these arguments are justifiable, she notes that such a stance can be an obstacle for critical communication researchers to develop critical policy research agendas and a “forward looking path towards social change”. Gangadharan’s thesis supports our observation that there is little to no critical policy research agenda in media and information literacy (information literacy, media literacy, digital literacy).

iv. **Interdisciplinarity: Stirring New Hope for Integrated Media and Information Literacy**

a. Origins of interdisciplinarity

Tsatsou (2016), in a critical reflection on some of the main challenges faced by media and communication researchers, theorizes that the recent accent on interdisciplinarity might be presenting the biggest opportunity yet for the field. He first discusses the mounting evidence pointing to questionable demonstrable impact of communication and media research on society. He noted that a “lot of the findings, insights and knowledge that media and communication research generates are of too little practical use and, therefore, from a utilitarian perspective, research audiences and related actors find it difficult to apply such knowledge in their life and work contexts” (p. 4).”One underlying challenge is that “media and communication research is marked, both epistemologically and methodologically, by a great degree of subjectivity that raises barriers to the generation of strictly scientific and verifiable evidence of impact” (ibid). Tsatsou points out that, despite these real challenges, media and communication researchers are increasingly being called to engage in research based on interdisciplinarity. The dilemma arises with the continued preoccupation to make the field of media and communication stronger while at the same time contemplating deep collaboration with researchers from other disciplines who use other languages, codes, practices and epistemological traditions. This deeper collaboration, he suggests, must go beyond merely cooperating with researchers from other fields and should focus on

setting new types of research goals, combining research methodologies to develop new ones, enriching participating disciplines, and, thus, the outcomes of research.

Some scholars may argue that “a discipline disciplines its disciples” (Barry, Born et. al., 2008). An expert or student of a particular discipline or subject area must respect certain established rules, methods, and epistemological practices of that discipline. Whereas interdisciplinarity offers much more flexibility where rules methods and practices can be mixed, interwoven, ignored and new ones created (ibid). Interdisciplinarity was chosen as the mode of analysis for our research because the composite concept of media and information literacy used in this dissertation is interdisciplinary in nature. For one, it transcends a simple synthesis of media literacy and information literacy; it explores an integration of the perspectives and approaches of these two fields, while infusing perspectives from technological literacy or digital literacy.

The researchers thinking here is that information sciences, combined with physics, have driven technological development. Such fermentation of technological literacy with media and information literacy results in a hybrid of integrated information, media, and technological competences. Moreover, media literacy emanates from fields of behavioural sciences, psychology, sociology and mass communication or media studies (Hobbs, 2016). These broader fields are multidisciplinary. Information literacy is born out of library science or studies, information studies and information science (Zurkowski, 2014). Likewise, the investigation into how youth respond to democratic

discourses on account of their media and information literacy competencies adds layers of complexity to our dissertation. Hence, in the next section, we discuss the rationale for the applicability of complexity theory to this dissertation. Researchers frequently pair complexity and interdisciplinarity as the two are somewhat interrelated (Newell 2001). Klein and Newell (1997) describe interdisciplinarity as “a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession . . . (it) draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective” (Newell, 2001, p.13). Our discussion leans heavily on Newell’s (2001) Theory of Interdisciplinary Studies and Barry, Born et. al.’s (2008) Logic of Interdisciplinarity.

Barry, Born et. al. (2008) distinguish among interdisciplinarity, multidisciplinary, and transdisciplinarity. The authors put these under one rubric, cross-disciplinary practices. However, they can also be placed on a continuum with different degrees of integration of subject areas and practices with multidisciplinary, interdisciplinary and transdisciplinarity being first, second, and third degrees of integration respectively. With multidisciplinary, there is cooperation among disciplinary experts or different disciplines are drawn upon for analysis, but the standard framings do not change. The interdisciplinary approach goes a step further by trying to synthesize perspectives from various fields of studies. Transdisciplinarity aims to reach the highest possible level of integration, ignoring, putting aside or merging ‘disciplinary norms’ with the aim to

merge disciplines or to bridge the gap between technical knowledge and use by people in everyday level such as for policy making or informed decision making (ibid).

Barry, Born et. al. caution against viewing disciplinary approaches as closed, inflexible, and homogenous and interdisciplinary approaches as open and heterogeneous (p.26). They identified two common justifications or what they call 'logics' used across three interdisciplinary and science related fields: (i) environmental and climate change research, (ii) ethnography in the IT industry and (iii) art-science. These justifications are to achieve transparency and innovation. Based on their analysis, they added another logic or justification, 'ontology' (p. 22-23). The logic of accountability is related to the need for transparency in scientific research. The argument here is that scientific research should not be separated from or removed from society but rather they should be accountable to society.

Innovation, the second rationale, has become a buzz word in today's society. Every economy, organization and even individual has the goal to innovate to be competitive, realize greater impact and economic growth. As Barry, Born et. al. (2008) writes, in "recent years. the logic of innovation has acquired a particular intensity and form... increasing importance given to the social sciences in fostering links between scientific and technological development and the market (p.24)". A key objective of the third logic for interdisciplinarity is ontological change. By this, Barry and colleagues meant a reconfiguration of knowledge domain and altering the hierarchical relationships among component parts. Examples may include conceptualizing new objects of a research,

relationship between objects and subjects, recognize the social and cultural context of new objects as well as the experts or research processes interaction with different publics (p.25). The authors have argued against the correctness to consider interdisciplinarity from a political standpoint, having to do with governments, accountability and transparency, commercial interest, and the potential attendant loss of research independence and autonomy. Rather, interdisciplinarity can lead to new forms of research independence and autonomy that did not exist before (Tsatsou, 2016; Barry, Born et. al., 2008; and Newell, 2011). For example, many traditional information experts believe that traditional media literacy is too political and, thus, deep cooperation and integration of information literacy with media literacy will threaten the perceived autonomy and freedom that information and library experts have. Some experts prefer to preserve the purity of information literacy to focus on information access, evaluation and use for quality research and personal live over broader socio-political engagement. Yet some information and library experts argue for information literacy to be more responsive to civic engagement issues. Similar arguments have come or been or observed from those MIL related practitioners with leaning towards technological competencies. In these cases, one may argue that there exists a gap in how knowledge about MIL related competencies are produced, a sort of discontinuity that could be addressed through interdisciplinarity and perhaps transdisciplinarity based on the distinctions explained earlier. The approach then could be twofold. On one hand, recognizing the unified nature of interdisciplinarity (Barry, Born et. al., 2008) as applied to MIL. On the other, visualizing applied interdisciplinarity

to MIL research and MIL delivery to society less as unity but equally as spaces of amalgamated differences and multiplicities. Stakeholders can move towards MIL theory of change that embraces accountability of all people (citizens, government, researchers and business alike); ontological changes in the organization; development; co-construction or co-creation; use of MIL knowledge; and the strengthening of autonomy among MIL researchers, all leading to the type of innovations that result in more informed and engaged peoples⁷⁹. MIL Expansion as MIL theory of change seeks to pursue these ideals of interdisciplinarity.

We agree with Barry, Born et. al. that the issue is not to pitch a disciplinary approach against interdisciplinary or to see one as more important than the other. Our focus is on using interdisciplinarity as a tool of analysis for the desired impact of MIL on society. Without established 'epistemic knowledge' of disciplines, the hope or potential benefits of interdisciplinarity evaporate. Following Table 7 above on organic and traditional intellectuals in connection with MIL, we present further reflections on the cross-disciplinary practices of MIL definitions, ontological frameworks, practices in delivering to society, and related research undertaken in Table 9 below. This is based on our experience or observations as well as the review of literature carried out for this dissertation. . However, gaps might still exist. We presented different ontological representations of the different MIL related concepts, listed in the table below in Chapter 2. These representations are designed to encourage MIL related experts and

⁷⁹ These arguments are inspired by the research on the efficacy of interdisciplinarity carried out by Barry, Born et. al., 2008.

practitioners to embrace values towards balancing a disciplinary focus with interdisciplinary or transdisciplinary emphases when training on MIL or carrying out related research. As Shevtsova (2001) evokes, “This ‘transvaluation of values’, to borrow Nietzsche’s famous phrase, involved academics rethinking the relations among themselves, the institution and their discipline, which entailed, as well, the interrogation of the very idea of a discipline as an authoritative, self-contained entity (p. 129

Table 9: An Estimation of the Interdisciplinary Characteristics of Various Concepts Relation to Media and Information Literacy.

Concepts Related to MIL	Definitions	Ontological Frameworks	Practices in Delivery to Society	Research Undertaken	Comments
Information literacy (IL)	Disciplinary		Disciplinary/ Multidisciplinary	Disciplinary/ Multidisciplinary	Multidisciplinary dimensions are largely related to the application of IL to other disciplines such as health, education, agriculture, etc.
Technological/ Digital literacy (T/DL)	Disciplinary	Disciplinary	Disciplinary/ Multidisciplinary	Disciplinary/ Multidisciplinary	Multidisciplinary dimensions are largely related to the application T/DL to other disciplines such as education, health, agriculture, governance,

					marketing, etc.
Media literacy (ML)	Multidisciplinary	Disciplinary	Disciplinary/ Multidisciplinary	Disciplinary/ Multidisciplinary	Multidisciplinary dimensions are largely related to the application ML to other disciplines such as education, health, agriculture, politics, marketing, etc.
Transliteracy (TI)	Interdisciplinary	Interdisciplinary	Interdisciplinary	Interdisciplinary	Research in relation to MIL policies and strategies in Europe has been carried out.
Concepts Related to MIL	Definitions	Ontological Frameworks	Practices in Delivery to Society	Research Undertaken	Comments
Metaliteracy (MI)	Transdisciplinary	Transdisciplinary	-	-	-
Educommunication (Educ)	Disciplinary	Interdisciplinary	Interdisciplinary	-	The focus here is on media/communication as interrelated disciplines.
Global citizenship education (GCE)	Multidisciplinary	Multidisciplinary	Interdisciplinary	-	Emphasis is placed on education frameworks. Lack of more explicit reference to other disciplines and their intergration

					thereof.
Media and Information Literacy (MIL)	Interdisciplinary/ Transdisciplinary	Transdisciplinary	Interdisciplinary/ Transdisciplinary	Interdisciplinary/ Transdisciplinary	Not much research has been undertaken using the MIL framework.

b. Interdisciplinarity and Complexity

Newell (2001) posits that interdisciplinarity must necessarily be applied only to complex systems because of the structure and self-organizing nature of these systems (p. 3). Klein and Newell's (1997) definition of interdisciplinarity, quoted earlier, is articulated in terms of complexity.

Newell (2001) adapted Klein's 12 steps of interdisciplinarity, while underscoring that scholars have reached consensus that interdisciplinarity is a process involving certain distinct steps but they have much less defined agreement on what these steps are, and much disagreement as to whether the steps are linear or circular and allow for flexibility. We have reproduced Newell's version of his proposed two categories of steps in interdisciplinarity below.

1. Drawing on disciplinary perspectives:

- *defining* the problem (question, topic, issue);
- *determining* relevant disciplines (interdisciplines, schools of thought);
- *developing* working command of relevant concepts, theories, methods of each discipline;
- *gathering* all current disciplinary knowledge and *searching* for new information;

- *studying* the problem from the perspective of each discipline; and
- *generating* disciplinary insights into the problem.

2. Integrating their insights through construction of a more comprehensive perspective:

- *identifying* conflicts in insights by using disciplines to illuminate each other's assumptions, or by looking for different terms with common meanings, or terms with different meanings;
 - *evaluating* assumptions and terminology in the context of the specific problem;
 - *resolving* conflicts by working towards a common vocabulary and set of assumptions;
 - *creating* common ground;
 - *constructing* a new understanding of the problem;
 - *producing* a model (metaphor, theme) that captures the new understanding;
- and
- *testing* the understanding by attempting to solve the problem (p. 15).

The steps above form the nucleus of Newell's proposed theory of interdisciplinarity, which this dissertation attempts to draw on and contribute to its development and wider acceptance. Newell's proposed theory argues that "each step in the interdisciplinary process should have some analog in complex systems theory (ibid)."

Before discussing the complexity of the different sub-components of this dissertation in line with each step of the interdisciplinary model of Newell, it is necessary to first examine what complexity theory is.

Complexity and its organization is difficult since it concerns natural sciences, social sciences, and the humanities (Sheller, 2016). It is used in physics and chemistry (Capra, 1996) technology and economics (Urry, 2003), risks inherent in the technological culture (Loon, 2002), health and healing (van Wietmarschen, van der Greef et al, 2018), children and youth care services (Cooley and Thompson et al, 2017), psychology and aesthetic to assess personal and individual differences (Myszkowski and Storme et al., 2016), and the role of values and relational complexity as motivational and cognitive process to avoid ambiguity (Daniel, 2016).

Complexity theory is based on the concept of systems and complex systems. All systems consist of different parts or components that interact in various ways. There can be direct interaction as in a gear system or indirect interaction as in the stock exchange or other forms of economic systems. The crux is that these interactions lead to certain behavior, results or phenomenon; however, cause and effect in non-direct interaction of component parts are not always evident and measurable (Newell, 2011, p. 7).

There are generally three types of systems: ones that are simple, some complicated and others complex (Newell and Meek, 2000). Simple systems are those with components organized in a clear observed hierarchical and linear fashion. A complicated system combines two simple systems without any form of deep or complex integration. A complex system combines multiple simple and complicated systems but in mostly non-linear manner. Complex systems can be scaled, depending on the number of component parts. Experts agree that complex systems that include human beings and their

institutions are even more divergent from non-living systems because of the mystery of humans' ability to make choices (Urry, 2003, Capra, 1996, and Newell, 2011). Newell has observed that

“...humans are also capable of exhibiting behaviors that reflect a deliberate balance of morals and values with various forms of self-interest (i.e., wealth, power, or prestige). They can imagine alternative worlds and select behaviors to promote the world they choose. And, after observing the behavior of systems in which they participate, they can learn to anticipate formerly unappreciated large-scale consequences of their actions, and change their behavior to alter systemic pattern (Newell, 2011, p. 10-11).

Newell's statement above is far reaching. The effort to link the different component of this dissertation is, thus, complex not only because of the multiple disciplines and subjects involved but more so because of the study concerns humans' thinking, attitudes, choices and actions across multiple social issues. It is the choices, thinking and interactions among experts and how these, in turn, drive intellectual debates and influence public policies on MIL, ICD, IRD, FOE, and FOI. It is the attitudes, knowledge, and actions of young people as they interact in all forms of governance and social systems. It is about how values related to information, media, and technology are proposed, processed consciously or unconsciously, self-organized, replicated, and expanded from individuals to groups, communities, societies, regions and globally.

Such complexity justifies further exploration of the proposed theory of *MIL Expansion* described in Chapter 2 and earlier sections of this chapter MIL^x is not proposed as a panacea but rather as a new hybrid way to organize and deliver information, media and

technological competencies to people. In so doing, many societies around the world will not so easily be consumed by apocalyptic waves of thinking and directing discourse about new developments driven by technology. As Urry (2006) notes, 20th Century developments have “heralded a relatively new set of hybrid systems – neither natural nor social; neither ordered nor anarchic – that display high levels of complexity (p.112)”. The discussion now focuses on the complexity of the different sub-components of this dissertation and how it is related to Newell’s proposed theory of interdisciplinarity. We should note that, for brevity and recognizing the interrelationships among steps, certain steps are combined in the discussion below.

Defining the Components of this Dissertation and Determining Disciplines to draw on

The decision on the components of the dissertation was influenced by a few factors. First, there was the strong motivation to attempt an interdisciplinary research, while recognizing the complexity of the many “moving” components of MIL. They are moving because they evolve as society and technology evolve. As Law 5 of MIL notes, *“media and information literacy is not acquired at once. It is a lived and dynamic experience and process”*. The components of the dissertation were also influenced by the researcher’s background of having studied information, education, media, and technology. Added to this was the deep personal and experiential interest in intercultural dialogue and interreligious dialogue, being a person of faith and working for UNESCO, which is an

organization built on intercultural values. UNESCO's work covers five disciplines: education, natural science, human and social sciences, culture, and communication and information. For many years, the Organization has endeavoured to be truly interdisciplinary in executing its mandate. The components of this dissertation were designed to contribute to a new type of integrated research and application of complexity that speaks to several disciplines within and outside of UNESCO, itself a complex organization. Finally, it was thought that including both experts and youth in the research covering information, media, technology, religion, education, and culture could lay the foundations of a transdisciplinary research model on MIL and initiate new knowledge and insights that are more difficult to unearth with only a disciplinary or even multidisciplinary focus. For instance, to be able to study and integrate youth attitudes towards social issues across disciplines – MIL, information, technology, media, culture, religion, dialogue, as well as related issues such as freedom of expression and freedom of information.

i. Developing and Gathering – Unearthing Portions of Disciplines that Contribute to Study

MIL formed the nucleus or the magnet that attracted only particles or portions of disciplines that could be attached, theoretically and pragmatically. Thus, the research carried out for this dissertation was not concerned with the broad fields of culture, religion, education, or information/media/technology/communication; rather, it focused on components of those disciplines which integrate to form MIL as a development intervention. Intercultural dialogue and interreligious dialogue are

portions of two disciplines, culture and religion, that contributed to the study. The aspects of disciplines used also informed the selection of theories and the theoretical framework which are applied in the study.

ii. *Searching for Connection among Disciplines and Integrating Disciplinary Insights*

The research was premised on the truth that disciplines and knowledge are connected. One assumption was that gathering perspectives on MIL from experts from multiple disciplines, many of whom have acquired interdisciplinary education, could help in searching for connections among disciplines. Constant interactions with a diversity of experts from a multiplicity of backgrounds both for the this research and for the researcher's professional responsibilities at UNESCO, in addition to interactions with other programme specialists and programmes/projects from other disciplines or sectors within UNESCO, all converged in helping to identify connections among disciplines in this dissertation. Hence, in Chapter 2 attempts were made to show the connections among different concepts relating to MIL as they emanate from different disciplines. To illustrate, efforts were made to show how MIL connects to education for sustainable development. MIL's connections to the Critical Youth Empowerment Theory were also explored. These insights in connections contributed to the framework and principles mentioned under *Resolving and Constructing and Creating* below.

iii. *Generating, Producing, Testing, Identifying and Evaluating*

The research variables were identified, grouped and synchronized through discussions with the dissertation director, supervisors and many other experts. The survey tools

used for youth and experts were produced and tested among experts and youth from various cultures and educational backgrounds. MIL MOOC was designed, produced and tested. This process led to evaluation and refinement of all material produced. Chapter 4 presents the details of the research.

iv. Resolving and Constructing and Creating

Through interdisciplinary cooperation, two transdisciplinary frameworks emanated from this research. The first is the theory of MIL Expansion, which is detailed in Chapter 2 and contextualized throughout the dissertation. The second consists of the Five Laws of Media and Information Literacy which serve as transdisciplinary principles in relation to MIL development and appropriation.

c. Sustainable Development Theory

Sustainable development is described as the development that meets current societal needs without compromising the ability of future generation to meet their own needs. It is largely concerned with the genre of development plans and strides that aim at ensuring improved life for the present societies without endangering the future welfare of the next generation. This type of development prioritizes conservation of resources for the future generations while meeting the developmental needs of the current generation (Barbara, 1993).

Harris (2000) observed that the theory of sustainable development was a product of the need to tackle the ripple effects of development in societies. Globally, most countries have made significant advances both in GDP and in Human Development Index

measures. But overall, the record of development on a world scale is open to two major criticisms. The first criticism revolves around the argument that the benefits of development have been distributed unevenly, with income inequalities remaining persistent and sometimes increasing over time. The global numbers of extremely poor and malnourished people have remained high, and in some areas have increased, even as a global middle class has achieved relative affluence.

Perhaps, one widely articulated criticism is the notion that there have been major negative impacts of development on the environment and on existing social structures. Many traditional societies have been devastated by development of forests, water systems, and intensive fisheries. Urban areas in developing countries commonly suffer from extreme pollution and inadequate transportation, water, and sewer infrastructure. Environmental damage, if unchecked, may undermine the achievements of development and even lead to the collapse of essential ecosystems.

It is from these concerns that the theory of sustainable development sprang out. It is more concerned about development that ensures equitable and improved condition of living for everyone while conserving the environment for future generations.

There are three recognized aspects of sustainable development: economic, environmental and social. An economically sustainable system must be able to produce goods and services on a continuing basis, maintain manageable levels of government and external debt, and avoid extreme sectoral imbalances which damage agricultural or

industrial production. The key assumption here is that sustainable development is economically all-encompassing; it does not focus on one sector of the economy while neglecting other sectors.

An environmentally sustainable system must maintain a stable resource base, avoiding over-exploitation of renewable resource systems or environmental sink functions, and depleting non-renewable resources only to the extent that investment is made in adequate substitutes. This includes maintenance of biodiversity, atmospheric stability, and other ecosystem functions not ordinarily classed as economic resources. It is pertinent from this perspective that sustainable development is environment-friendly. It protects the eco-system for continuous use. Very similar to the environmental dimension of sustainable development is what Cheng, Min and Li (n.d.) referred to as ecological perspective which focuses on natural biological process and the continued productivity and functions of ecosystem. Ecologists argue that the ability of an ecosystem to provide humans with service and materials should be continued. Under the framework of ecologically sustainable development, human beings should keep ecosystem and ecological processes stable and improve the structure and function of ecosystems. Strong ecological sustainability requires conservation of genetic resources and biodiversity. In many cases, however, we do not know how to achieve such goals. For example, some technological and engineering methods, in attempting to control and stabilize spruce budworm populations, have actually led to a potentially vulnerable ecosystem. This indicates that, for strong ecological sustainability, short-term variability is unsurprising and even necessary.

Socially, sustainable development must achieve distribution equity, adequate provision of social services, including health and education, gender equity, and political accountability and participation. When resources are distributed in manners that constitute inequality or inequity, there would be a gap between the haves and the haves-not, thereby defeating the essence of development which strongly leans on improved conditions of living for an average member of the society (Cadwell, 1984).

Thus, it could be asserted that the central argument of the theory of sustainable development is the engineering of indices of development, economically, environmentally, and socially. without depriving future generations of the needed development environment to maximally realize their potentials. Viederman (1993) suggests the following definition of a related concept “sustainable society” which is relevant here:

A sustainable society is “... one that ensures the health and vitality of human life and culture and nature’s capital, for present and future generations. Such a society acts to stop the activities that serve to destroy human life and culture and nature’s capital, and to encourage those activities that serve to conserve what exists, restore what has been damaged, and prevent future harm”⁸⁰ (p. 34).

For Viederman (1993), a sustainable society has characteristics based on four broad axes, namely, economic; social and cultural; political; and ecological goals. To illustrate

⁸⁰ Viederman, S. (1993), *A Sustainable Society: What Is It? How Do We Get There?* The George Wright Forum, Jessie Smith Noyes Foundations, New York, New York.

the connection between MIL and the sustainable development theory, we cross reference here some of our arguments in the *Privacy in Media and Information Literacy Report with Youth Perspectives* (Grizzle, 2017). We focus here on the economic, social, and political perspectives of the sustainable development theory.

In relation to the economic perspective of the SDGs, we highlight the wording of the targets in Goal 8 - *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. However, the economic perspective is diffused through other Goals. In his analysis of the “SDG’s as a network of targets”, Blanc (2015) ranked Goal 8 in fourth place among 16 of the goals, based on the number of other goals to which it is connected through targets⁸¹. The economic perspective spans issues of relevance to the MIL framework such as poverty; hunger; peace and inclusiveness; gender equality; education and lifelong learning; infrastructure; and industrialization. In Viederman’s model, economic goals include similar issues. These are job creation and enhancement of work; equitable income distribution; stable economy and system equilibrium; favouring technological exchange over transfer; imitating and preserving nature; and economic self-sufficiency at all levels of society. These offer useful insights in teaching and learning about MIL. Regarding the social and cultural considerations of the SDGs, equity and justice are central. The social perspectives of the SDGs should be considered with equal emphasis as the economic. According to the Department of Economic and Social Affairs, social

⁸¹ Blanc, L. D. (2014). Towards integration at last? The sustainable development goals as a network of targets. DESA Working Paper No. 141 ST/ESA/2015/DWP/141.

development is indispensable to sustainable development. The Department proposes demonstrable interconnection between social development issues such as ageing; civil society; disability; indigenous peoples; poverty; social integration; and youth and the SDGs⁸². Furthermore, several SDGs (Goals 1, 3, 4, 5, 8, 10, and 16) make explicit reference to equity and justice. Equity and justice are complementary with “full status for all, regardless of race, gender, ethnicity, class, sexual orientation or age” (Viederman, 1993, p. 38). The diffusion of MIL should be based on the recognition that the empowerment and agency or self-determination of all citizens must be respected equally and without bias. This is a right⁸³. These arguments resonate with the suggestion of *metaphors of citizens and global citizenship* when imparting MIL competencies.

Other characteristics of a sustainable framework for social and cultural dimensions of MIL include cultural diversity, respect and support for indigenous citizens as individuals and communities, giving agency to individual and social groups to participate in sustainable development and self-determination, thereby strengthening and revitalising sustainable rural and marginalised or underserved urban communities. As the Internet, mobile technology, social media and traditional media continue on a trajectory of exponential growth and pervasiveness, reaching citizens from all “walks of life”, it is

⁸² See social.un.org, www.un.org/development/desa/dspd/ and www.un.org/development/desa/socialperspectiveondevelopment/issues/sustainable-development.html. Accessed on 30 January 2016.

⁸³ See Guide to Human Rights for Internet Users, Recommendation CM/Rec(2014)6 and explanatory memorandum, Council of Europe, <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016804d5b31> Accessed on 20 August 2016

imperative to empower citizens in rural and marginalised communities with MIL competencies. It is not only the socially-privileged and educated who should benefit from such training and participation in debates, defining and solving problems, as well as capitalizing on opportunities.⁸⁴ Where tools are available to protect and manage one's self-determination and agency, they should be tailored and made available and affordable to all peoples, without unduly compromising a particular culture⁸⁵. Finally, the political dimension of the SDGs is perhaps the most sensitive of the three dimensions. Yet, politics and political institutions are the bedrock of social order; security; rights; justice; transparency and accountability; democracy; and freedoms that societies are built on. Goal 16 of the SDGs encapsulates these points in its targets and indicators. Target 16.10 (Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements) is an illustration. Our first consideration here is specifically on Indicator 16.10.1 which concerns killing, kidnapping etc. of journalists. Training programmes on MIL would enable all people to understand how the compromise of journalist's safety, for example, could jeopardize their lives. Even more, the acquisition of MIL competencies, as it enlightens people of journalists' role in ensuring public information and fundamental freedoms, could engage citizens, at all levels of society, in the safety of journalists.

⁸⁴ Inspired by what Viederman (1993) calls *political security*, community being able to participate in defining sustainability challenges and devising solutions for these problems.

⁸⁵ Special Rapporteur on the Right to Privacy presents first report, <http://www.ijrcenter.org/2016/03/30/special-rapporteur-on-the-right-to-privacy-presents-first-report/> Accessed on 20 August 2016.

Secondly, progress in achieving Target 16.10 could be enhanced with a more information and media literate citizenry capable of advocating for public access to information and fundamental freedoms, and using MIL competencies to appropriate the accessed information and freedoms for further civic engagement and sustainable development. It follows, then, that indicators on citizens' MIL competencies or measuring MIL competencies across society have strong bearing on the progress of Goal 16 and should be advanced and reported, although outside the formal UN progress report on the SDGs.

As has been argued previously, examining the political dimensions of MIL is not politicizing the field (Grizzle and Torrao, 2014). Rather, the aim is to underline citizens' political rights to self-empowerment. The inclusion of Article 17. 1. and 2., which concern people's rights online, in the International Covenant on Civil and Political Rights⁸⁶, points to the salience of privacy to people's civil and political rights. As media and information literacy is the Geographical Positioning System to navigate the shifting information, media and communication landscape⁸⁷, so too their rights online are enablers of other human rights. The *UNESCO CONNECTing the Dots Outcome document*⁸⁸ refers to freedom of expression and right of access to information as

⁸⁶ <https://treaties.un.org/doc/Publication/UNTS/Volume%20999/volume-999-I-14668-English.pdf>, Accessed on 20 August 2016.

⁸⁷A statement from the Minister for Culture of the Republic of Latvia, Ms Dace Melbārde on the occasion of the Second European Media and Information Literacy Forum" 27 June 2016, Riga, Latvia

⁸⁸ <http://unesdoc.unesco.org/images/0023/002340/234090e.pdf>. Access on 31 January 2016.

enablers of the sustainable development goals. In a related study, (UNESCO, 2015)⁸⁹ the Organization proposes possible options for future actions to promote privacy. One option is specifically related to awareness raising:

“Support initiatives that promote peoples’ awareness of the right to privacy online and the understanding of the evolving ways in which governments and commercial enterprises collect, use, store and share information, as well as the ways in which digital security tools can be used to protect users’ privacy rights (p. 66)”

Awareness raising action must necessarily include training. The integration of online rights into MIL training will serve to widen the number of people reached with such competencies. MIL training is the business of all actors including technological intermediaries, media, libraries, and museums.

Viederman suggests two facets of political goals that are adapted to this framework, environmental security and communities’ ability to ward off external threats, be these political or economic. With respect to the latter, MIL should promote access for individuals, groups and institutions to tools that can protect and help advocate for online rights. These tools should allow for creativity and adaptation. The combination of individuals and groups collectively defending their online rights makes a strong shield.

⁸⁹ UNESCO (2015). *Keystones to foster inclusive Knowledge Societies: Access to information and knowledge, Freedom of Expression, Privacy, and Ethics on a Global Internet*. United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France

Another point worth noting here is the juxtaposition of online rights and security. The two are necessary and complementary. These issues have fundamentally informed the design of the research carried out for this dissertation . Thus, many of the variables used in the survey tool administered to youth are concerned with youth knowledge, attitudes, and practices in relation to their online rights, the rights of others and the security implications. Do they change their attitudes towards freedom of expression, access to information, intercultural dialogue and interreligious dialogue when there are security implications? Do they fully understand or grasp the consequences of change in stance? Do youth understand and do experts view media and information literacy as a “life code” for citizens’ engagement in sustainable development⁹⁰. As Grizzle (2015) notes “...citizens’ engagement in development and open development in connection with the SDGs is mediated by media and other information providers, including those on the internet, as well as their level of media and information literacy⁹¹ (p. 102; see also Jagtar, Grizzle et. al., 2015 and Grizzle, 2017 for detailed discourse on media and information literacy for the sustainable development goals).

⁹⁰See Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/riga_recommendations_on_media_and_information_literacy.pdf. Accessed on 20 August 2016.

⁹¹ Grizzle, A. (2015) Measuring Media and Information Literacy: Implications for the Sustainable Development Goals. In Media and Information Literacy for the Sustainable Development Goals edited by Singh, J, Grizzle, A. et al (2015). International Clearinghouse on Children, Youth and Media NORDICOM University of Gothenburg.

Section D: Media and Information Literacy Policy and Strategies versus Programming in School Policies

In this final section of Chapter 3, we follow two paths of discussion on the policy dimensions of the dissertation, particularly in relation to the component of the research that involves experts or practitioners of MIL. The first path has its basis in a research and a policy paper that were commissioned by UNESCO on media education (MIL) in 2001. The second path of the discussion concerns factors that mitigate the development of MIL policies and strategies globally. The research carried out for this dissertation yielded insights into issues that are rooted in both paths. Thus, this section provides a link to Chapter 5 which presents the findings and discussions on the MIL ecology and policy issues. As regard the first path, the focus is on the youth media education survey implemented by Domaille and Buckingham (2001) for UNESCO and the policy paper, “Media Education: a Global Strategy for Development” prepared for UNESCO by Buckingham (2001). These two documents are of significance to the dissertation because they were both prepared almost 20 years after the seminal “Grunwald Declaration on Media Education”⁹² of 1982 that was spearheaded by UNESCO. This dissertation, prepared in 2018, attempts a substantive review of the status of MIL and should contribute to the body of existing knowledge on the evolution and historical development of MIL.

⁹² The Grunwald Declaration on Media Education was the outcome of International Symposium on Media Education at Grunwald, Federal Republic of Germany. 22 January, 1982. http://www.unesco.org/education/pdf/MEDIA_E.PDF.

Though Domaille and Buckingham's (2001) research was titled "youth media education survey", it was largely about experts' views on the status of media education (the term used by UNESCO at the time)⁹³ in schools globally. The aim of the survey was to assess the state of media education development around the world at the time. The researchers administered a questionnaire to 72 experts on media education in 52 countries around the world. All regions were represented in the sample; 42 experts from 35 countries gave responses to the questionnaire. In addition, an in-depth review of related documents/material and publications online and offline was undertaken. The questionnaire covered three broad areas.

1. Media education in schools, which encompassed the level of integration, the purpose and conceptual framing used, including focus on media production.
2. Partnerships, which was concerned with the role of media industries and media regulators; whether informal youth groups were active in media education; and the extent to which training was available to teachers.
3. The development of media education, which comprised questions about research and evaluation, some needs of educators, and factors that mitigated the development of media education (p.8).

⁹³ In 2018, UNESCO decided to stop using the term "media education" and opted for the term "media and information literacy". One reason was to avoid the observed confusion, particularly among non experts, between media education and media studies or higher education in media. Other reasons have been outlined in Chapter 2.

Many of these elements were considered in the questionnaire for experts used in the research for this dissertation. In the main, the 2001 research found that the protectionism approach to media education was slowly giving way to the emergence of “critical awareness’ and ‘democratic participation’” (p.4). Media education had “very uneven progress”, compared to the overall positive change in education policy at the time. Innovation in media education was never sustained. While a few countries had made considerable progress at the time, in most, there was disillusionment because of lack of action on the part of policy makers. Where media education existed in schools, it was not a compulsory requirement. There were problems with consistent common curriculum for media education. More emphasis was given to the “rapid diffusion of information and communication technologies (ICTs) in education...’ and many experts felt that what “currently characterises the debate around ICTs would eventually give way to a more critical, questioning approach; and when this happened, media education was likely to have a great deal to offer (p.12)”. Finally, experts and practitioners involved in MIL were very committed; teachers advocated strongly for media education and few networks were being established (p.10-13). A number of recommendations were made to UNESCO. Table 10a summarizes the recommendations and offer a quick overview of the extent to which UNESCO has implemented those recommendations. A similar approach is used in the review of the recommendations made in Buckingham’s (2001) policy paper.

Table 10a: UNESCO’s Implementation of Recommendations in 2001 Youth Media Education Survey

Recommendations	Evidence of implementation	Further Comments
UNESCO could provide training (via distance learning) as well as offer resources and support for local training initiatives	In 2014, UNESCO launched an online course on MIL for teachers, professionals and policy-makers in cooperation with the Queensland University of Technology. In 2014, UNESCO again launched the first international Massively Open Online Course (MOOC) on MIL for youth ⁹⁴ in cooperation with the Athabasca University. As delineated in in this table and Table 10b below, UNESCO has published a suite resources to support local training and institutional capacity development of MIL.	The online course for teachers, professionals and policy-makers is being redesigned. The MOOC for youth is available as a self-paced open course.
UNESCO should play a role in enabling educators to share resources	In addition to other platforms, UNESCO, in partnership with UNESCO set-up a searchable multimedia teaching resources tool on MIL ⁹⁵ . It is designed for MIL resources curation, organization, and sharing.	More cooperation is needed to consolidate searchable MIL resources on this platform.
UNESCO would assist	UNESCO has played a	The resource is used for

⁹⁴ <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/online-mil-and-intercultural-dialogue-courses/>. Accessed on 30 April, 2018.

⁹⁵ Multimedia Intercultural MIL Teaching Resources Tool for Educators, Researchers and Individuals. <http://unesco.mil-for-teachers.unaoc.org/>. Accessed on 30 April, 2018.

<p>stakeholders in their attempts to argue the case for media education with national policy-makers</p>	<p>leading role internationally in advocating for MIL policies globally since 1982 in many fora. In 2013, the Organization published the comprehensive resource, Media and Information Literacy Policy and Strategy Guidelines⁹⁶.</p>	<p>national multi-stakeholder MIL consultations in countries across the world.</p>
<p>UNESCO should facilitate the sharing and dissemination of existing research and support new research initiatives</p>	<p>UNESCO partnered with UNAOC to set the first International University Network on MIL and Intercultural Dialogue (MILID)⁹⁷. The UNITWIN Network serves as a platform for evidence-based knowledge creation and collaborative research on MIL.</p>	<p>The MILID Network now consists of close to 40 full and associate members. To further stimulate research UNESCO developed and published the Global MIL Assessment Framework: Country Readiness and Competencies⁹⁸.</p>
<p>Media education should encompass the full range of media</p>	<p>UNESCO has been espousing a holistic approach to MIL development -- one that includes information, media and technological competencies as well as involving all forms of information and media providers.</p>	

⁹⁶ Media and Information Literacy Policy and Strategy Guidelines. Edited by Alton Grizzle and Maria Carme Torras. <http://unesdoc.unesco.org/images/0022/002256/225606e.pdf>. Accessed on 30 April, 2018.

⁹⁷ International University Network on MIL and Intercultural Dialogue. <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-intercultural-dialogue-university-network/>. Accessed on 30 April, 2018.

⁹⁸ Global MIL Assessment Framework: Country Readiness and Competencies. UNESCO (2013). <http://unesdoc.unesco.org/images/0022/002246/224655e.pdf>. Accessed on 30 April, 2018.

<p>UNESCO should facilitate genuine international dialogue about the full range of approaches to media education</p>	<p>To facilitate international dialogue and collaboration on MIL, UNESCO spearheaded the launch of the pioneering Global Alliance for Partnerships on MIL (GAPMIL)⁹⁹. The alliance served as a network of networks of a myriad of stakeholders.</p>	<p>GAPMIL has grown to close to 600 member organizations and networks. See more about GAPMIL structure, objectives and operation in its Global Framework and Action Plan¹⁰⁰.</p>
<p>Stimulate and document media education outside of the formal school setting and make the link between the two</p>	<p>GAPMIL helps in this respect as it was designed to bring together civil society stakeholders, media, libraries, technological intermediaries, formal education institutions etc. to catalyze MIL development in and outside formal school settings.</p>	<p>The Organization has also started a programme titled, MIL Capacity Building for Youth Organizations.</p>

The other document to be considered in the first path of the discussion is Buckingham’s (2001) policy paper, “Media Education: A Global Strategy for Development”.. Our focus here is how UNESCO has fared in implementing the policy recommendations in the global strategy policy paper. This is presented in Table 10b below.

⁹⁹ Global Alliance for Partnerships on MIL (GAPMIL). <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy>. Accessed on 30 April, 2018.

¹⁰⁰ GAPMIL Global Framework and Action Plan. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/gapmil_framework_and_plan_of_action.pdf. Accessed on 30 April, 2018.

Table 10b: UNESCO’s Implementation of Recommendations in 2001 Policy Paper, Media Education: A Global Strategy for Development

	Recommendations	Evidence of implementation	Further Comments
1.	Drafting of a publication aimed at teachers	In 2006, UNESCO published the resources Media Education: A Kit for Teachers, Students, Parents and Professionals ¹⁰¹	The resource has several parts as evident in the title. It has been widely used.
2.	Drafting of a short publication aimed at students/young people	Same as above. A Youth Media Education: Perspectives and Strategies ¹⁰² was also prepared in 2003.	There is no evidence that a publication for young people was prepared. However, a review of the contributors to the resources prepared in Recommendation 1 above suggests that a link with the strategic document.
3.	Organize other international	UNESCO followed up with the organization	Many other conferences have

¹⁰¹ Media Education: A Kit for Teachers, Students, Parents and Professionals. Edited by Divina Frau-Meigs. UNESCO, 2006. <http://unesdoc.unesco.org/images/0014/001492/149278e.pdf>. Accessed on 30 April, 2018.

¹⁰² A Youth Media Education: Perspectives and Strategies. Tornero, José Manuel Pérez (2003). Published with the permission of UNESCO. [http://www.media-diversity.org/en/additional-files/documents/b-studies-reports/Youth%20Media%20Education%20\[EN\].pdf](http://www.media-diversity.org/en/additional-files/documents/b-studies-reports/Youth%20Media%20Education%20[EN].pdf). Accessed on 30 April, 2018.

	colloquium	of the Youth Media Education Forum, Seville, 15-16 February 2002.	been organized or supported during the first nine years after the policy paper was published.
4.	Compilation of examples of national and regional curriculum frameworks	No evidence that this was done.	However, UNESCO has proposed and published comprehensive curriculum framework guides that have progressive changed over time.
5.	Establishment of platforms which will facilitate the sharing of resources by teachers and students	UNESCO supported the strengthening of the International Clearinghouse on Children Media and Youth in cooperation with NORDICOM ¹⁰³ . In more recent times, a partnership between UNESCO and UNAOC led to the setup of the Media and Information Literacy Clearinghouse ¹⁰⁴	A supra-platform is needed that curates and organizes MIL resources from the multiplicity of platforms available globally. This has been proposed as part of an International Media and Information Literacy Institute being studied by UNESCO and partners.
6.	Parallel platforms for young peoples	No evidence of a substantive youth-purposed platform that has been	

¹⁰³International Clearinghouse on Children Media and Youth in cooperation NORDICOM. <http://www.nordicom.gu.se/en/clearinghouse>. Accessed on 30 April, 2018.

¹⁰⁴ UNESCO, UNAOC Media and Information Literacy Clearinghouse. <https://milunesco.unaoc.org/>. Accessed on 30 April, 2018.

		sustained.	
7.	Establish links with media education in UNESCO's Network of Schools, which will facilitate exchanges and dialogues between students.	Intermittent collaboration has been realized between the UNESCO MIL programme and the UNESCO Associated Schools Network.	The UNESCO Associated Schools Network is a project design to engage schools in UNESCO related work. It consists of some 11,500 schools in 182 countries ¹⁰⁵ . Implementing a carefully crafted and purpose driven strategy to integrate MIL in even the extra-curricula activities of these schools is necessary and being explored by UNESCO.
8.	Prepare other publications in specific aspects of media education, aimed at teachers, parents and students.	In 2011, UNESCO published the Media and Information Literacy Curriculum for Teachers ¹⁰⁶ . In 2012, the UNESCO Institute of ICTs published a companion handbook guide, Pedagogies of Media and Information Literacies ¹⁰⁷	The MIL Curriculum is a comprehensive non-prescriptive guide that includes a curriculum framework plus modules and units. It covers information, technology and media competencies. It is available in over a

¹⁰⁵ The UNESCO Associated Schools Network. <https://aspnet.unesco.org/en-us>. Accessed on 30 April, 2018.

¹⁰⁶ Media and Information Literacy Curriculum for Teachers. Edited by Alton Grizzle and Carolyn Wilson. UNESCO, Paris (2013). <http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>. Accessed on 30 April, 2018.

¹⁰⁷ Pedagogies of Media and Information Literacies. Authors, Suvi Tuominen and Sirkku Ko lainen. UNESCO Ins tute for Informa on Technologies in Education (2011). Moscow, Russia.

			dozen languages and is used for adaptation in training institutions globally.
9.	Lead annual international events on media education, including for youth	Since 2011, UNESCO organizes the annual Global MIL Week celebrations. The Week includes online and offline celebratory activities around the world and two feature events: The International Media and Information Literacy and Intercultural Dialogue Conference and the Global MIL Youth Forum Agenda.	The Week started with the International Media and Information Literacy and Intercultural Dialogue Conference but has grown into a week of celebrations. It serves as a cap for MIL related actions globally. The Week is coordinated in collaboration with the UNESCO-initiated Global Alliance for Partnerships on MIL and the UNESCO-UNAOC International University Network on MIL and Intercultural Dialogue (MILID UNITWIN Network).
10.	Commission of a study specifically focusing on media education with parents	There is no evidence that the study was carried out.	It remains very relevant in today's MIL context, as the necessity for empowerment over

			protection becomes even more evident. It is proposed that UNESCO investigate a project called, The MIL Parents.
11.	Publication of a regular newsletter and/or a yearbook containing documented accounts of good practice and new developments in the field	Over the past 17 years, UNESCO has published and supported many publications related to MIL. In connection with the International Clearinghouse on Children, Youth and Media, UNESCO partnered with NORDICOM to publish a related series from 2002 to 2006 ¹⁰⁸ .	In 2013, UNESCO and partners started the MILID Yearbook ¹⁰⁹ , which is published annually as a peer-reviewed resource on good practices, latest research and theories related to MIL. It covers topical issues such as intercultural dialogue, global citizenship, MIL and the sustainable development goals as well as human rights, radicalization and extremism.

The second path of discussion in this final section of Chapter 3 concentrates on factors that mitigate the development of MIL policies and strategies globally. While there is much scholarship on these challenges (Barbas, 2012; Bulger and Davidson, 2018;

¹⁰⁸ <http://www.nordicom.gu.se/en/publications/books>. Accessed on 30 April, 2018.

¹⁰⁹ <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-and-intercultural-dialogue-university-network/>. Accessed on 30 April, 2018.

Freeman, 2018), there have not been commensurate systematized global efforts by the international development community to promote MIL. Figure 25 below depicts some of the main challenges to the development of MIL that we have noted. Brief reflections on these factors are provided below. A few the factors are combined in the explanations offered below because of their close relations.

Figure 25: Factors that Militate Against MIL Policies and Strategies Globally¹¹⁰

¹¹⁰ Inspired by Jones, N. and Walsh, C. (2008). *Policy briefs as a communication tool for development research*. Background Note. Overseas Development Institute.



Source: Adapted from Grizzle, Moore et. al. (2013) Media and Information Literacy: Policy and Strategy Guidelines. UNESCO, Paris

i. Theoretical Debates on MIL Fragmentation

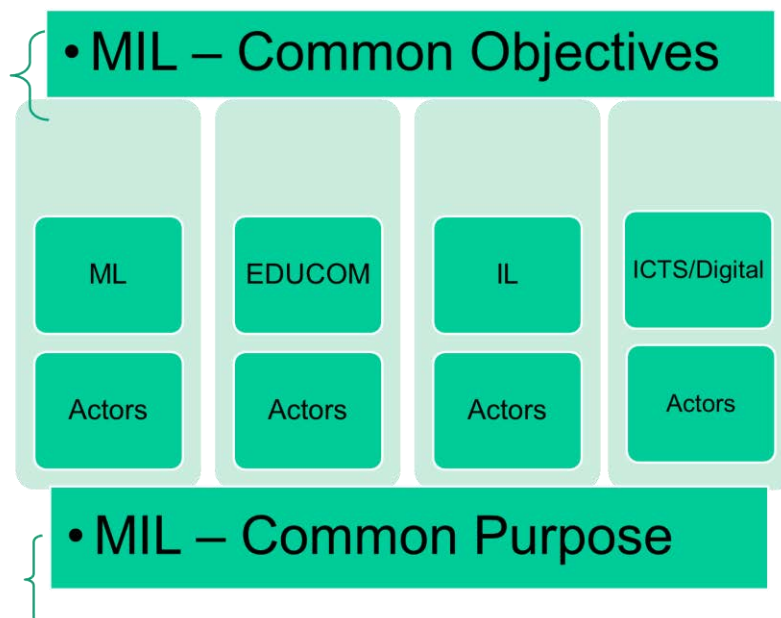
In Chapter 2, the researcher discussed the theoretical debates concerning MIL (Snively & Cooper, 1997; Potter, 2011; Hobbs, 2011a; Hobbs, 2011b). While these debates are sometimes useful to generate new ideas on MIL, they have largely been a major hindrance to MIL development. Here, reference is not being made to the necessary debates around the importance of MIL in society. These are indispensable and must

continue as advocacy. The debates about what MIL is and the core competencies should now lead to consensus. After experts and practitioners have theorized, hypothesized, and philosophised, there should be a push to pragmatize on MIL development. The research carried out for dissertation aims to contribute to the trend towards global consensus on MIL development. As we have noted elsewhere, such consensus is urgent if policy-makers and educators are to be convinced and supported to adopt MIL.

ii. Advocacy by United Stakeholders

The theoretical debates about MIL lead to further fragmentation of MIL among the broader stakeholder groups. Thus, stakeholders often chose to attach to certain schools of thoughts and emphasize certain competencies and approaches to MIL without first, at least, establishing a unified front. Four broad pillars of stakeholders who often compete, while ignoring basic essential cooperation on common objectives and common purposes, are shown in Figure 26 below.

Figure 26: Four Main Pillars of MIL Stakeholders – Towards Common Objectives and Purpose



iii. Dichotomy of Protection versus Empowerment round MIL

This challenge is real but not unique to MIL. It is perhaps symptomatic of the debates about the advantages and the disadvantages concerning media, technology and free flow of information in societies. The main argument is whether MIL interventions (material, resources, training, policy, etc.) be focussed on equipping people with competencies to benefit from the opportunities in the new information and communication landscape or should the focus be on regulations and programmes that emphasize the ills and, thus, invest more in protection of people from these potential ills. Buckingham (2001) has noted,

“As in media research, there is sometimes an element of recurrence here, as new media enter the scene. For instance, the advent of the internet has seen a

resurgence of many of these protectionist arguments for media education – arguments which have to some extent been superseded in respect of ‘older’ media such as television. Here, media in education is yet again perceived by some as a kind of inoculation – a means of preventing contamination, if not of keeping children away from the media entirely” (Buckingham, 2001; p.7-8).

However, Domaille and Buckingham (2001) also observed that “media education has tended to move away from an approach based on ‘inoculation’ towards one based on ‘empowerment’. The notion that media education should aim to defend or protect young people against media influence seems to have lost ground in the majority of countries (p.4)”. We have pointed out in Chapter 2, having proposed the Five Waves of MIL, that this duality persists.

iv. Lack of Understanding of the Application of MIL to Development on the Whole

Many policy-makers tend to view MIL in a vacuum. As discussed in earlier sections, if information, communication, technology, and media are central to sustainable development, then MIL is also an indispensable tool for attaining the sustainable development goals. The challenge then is to popularize MIL for development initiatives.

v. Assumptions that MIL is covered under other Disciplines

Regarding the four pillars of MIL stakeholders mentioned earlier, there is a fifth pillar that is perhaps the chief cornerstone. This is the group of educators and education policy-makers who firmly believe that what MIL purports to do is the business of education or literacy in general. For them, MIL is, thus, not needed. As we have argued

earlier, this premise is a faulty foundation. While experts have agreed that MIL is related to reading, civic education, and language arts, there is no consensus that MIL competencies are not fully acquired, if they are not intentionally identified, articulated and embraced into the overall formal education framework. The challenge, then, is to build a bridge between MIL advocates and other educators.

vi. Absence of MIL Expertise and Experience at Country Level

There is no shortage of information/library specialists and media/communication specialists in most countries, though the same cannot be said about communication technology specialists. However, there is evident shortage of MIL experts and practitioners with experience in designing, implementing and evaluating MIL programmes as well as to execute training. There is a finite group of international experts who have been driving MIL development at country level in most countries.

vii. Resources

Resources for MIL programmes are certainly scarce. However, it is not a lack of availability of financial resources but the failure of MIL actors to convince those stakeholders with resources or failure of those with the resources to understand the urgency for MIL.

This chapter also presented a review of relevant existing literature related to the dissertation but with a focus on the theoretical and empirical framework of our research. In the chapter, we examined the (i) roots and fundamental tenets of social and democratic discourse; (ii) studies on freedom of expression, freedom of information,

intercultural dialogue, and interreligious dialogue which are the four broad themes of this dissertation; (iii) the relationship between each of these themes, on the one hand, and MIL and youth, on the other; and (iv) a proposed multivariate theoretical framework for MIL.

CHAPTER 4

METHODOLOGICAL APPROACH

This chapter presents a detailed discussion of the process used in preparing the research design and its implementation. The discussion covers the following issues (i) aims of the research; (ii) key research questions and hypotheses; (iii) selection of key subjects; (iv) the research design; (v) description of the survey instruments used, including consent questions and testing; (vi) an overview of the qualitative data collection approaches and reason for choice; (vii) a summary description of the MIL MOOC, its design and pilot testing; (viii) sampling techniques; (ix) the location of the research in the context of social construction; (x) data analysis measures and variables; (xi) reliability and validity; and (xii) some limitations of the research. The chapter first addresses the design of the youth related component of the research followed by the component that involves experts/practitioners. Diagrammatic illustrations of both components and the linkages as well as of other aspects of the research process are also presented.

i. AIMS OF THE RESEARCH

Chapter 1 on Introduction as well as Chapters 2 and 3 on review of literature in this dissertation provided, a detailed discussions on the context of the research that was carried out. At the macro-level, one interest of the research was in how youths participate

and engage in social and democratic discourses. At the micro level, the research aimed to examine whether or not youths' attitudes are different towards participation in social and democratic issues such as ICD, IRD, FOE, and FOI, after acquiring MIL competencies. It sought to contribute to empirical knowledge on citizens' responses to personal, social, economic, political and cultural challenges and opportunities online and offline, after having acquiring MIL related competencies through a Massive Open Online Courses (MOOCs). A second aim of the research was to explore experts' and practitioners' thinking about MIL from different contexts, their levels of involvement in MIL research and MIL implementation in communities.

The dissertation seeks to, for the first time, study the crossing of MIL and several interrelated social issues, including ICD, IRD, FOE, and FOI, at the same time, and examine, whether youths, are consistent in their thinking about these issues and whether there are indications that MIL learning can solicit a general change in attitudes. It also examines, for the first time, experts' and practitioners' perspectives on how various social contexts and factors relating to ICD, IRD, FOE, FOI, economics, and technological development interact with MIL development in countries around the world. The key research questions and hypotheses considered are:

II. KEY RESEARCH QUESTIONS AND HYPOTHESES

1. Are citizens' (youths ages 14-30 years) attitudes towards participation/engagement in social and democratic discourses on such issues as freedom of expression, access to information, intercultural and interreligious dialogue different, after acquiring MIL competencies?
2. Do MIL experts/practitioners have convergent or divergent views on MIL related competencies, policies and practices?
3. Which is the more effective design for MIL online course from the perspectives of youth and MIL experts/practitioners?

HYPOTHESES

There are two broad hypotheses tested in the research; these are further subdivided into eight core specific hypotheses.

Broad Hypotheses

- Youth, who are exposed to MIL related competencies, will improve their general attitudes as informed and critical thinking citizens.

This change of attitudes will lead them to respond differently to personal, social, economic, political and cultural challenges and opportunities online and offline.

- MIL experts and practitioners will have converging and diverging view on MIL competencies, owing to their educational backgrounds/disciplines of study but

will demonstrate larger convergence as they implement MIL in communities and collaborate across disciplines

Specific Hypotheses (SH)

SH1: Youth ages (14-30 years) who are exposed to MIL related competencies will change their general attitudes and, thus, respond differently to personal, social, cultural, and political challenges and opportunities online and offline.

SH2: Youth who participated in the MIL MOOC will show higher levels of attitude change than those youth who did not participate in the MIL MOOC.

SH3: Youth with prior knowledge of MIL related competencies, as a result of prior studies, and also participated in the MIL MOOC will have stronger levels of attitude change because of the reinforcement they experience following their participation.

SH4: Experts who have studied or practiced in both communication/media and library/information will have stronger levels of convergence in their thinking on MIL competencies and policies/practices

SH5: Experts in media/communication will likely give higher value to media and communication related competencies of MIL and those in information/library will give more value to information and library related competencies of MIL.

SH6: Experts who are practicing MIL, meaning they are actively involved in community related projects or direct training of young people (as opposed to a purely academic work) will show greater levels of convergence in their thinking on MIL competencies and policies/practices.

SH7: Experts who have studied and are practicing information and library sciences, from their personal perspectives, will highlight those socio-economic factors relevant to MIL policies and strategies that are less likely to be considered political or polemic.

SH8: Experts who have studied and are practicing media/communication/journalism, from their personal perspectives, will highlight those socio-economic factors relevant to MIL policies and strategies that are more likely to be considered political or polemic.

iii. SELECTION OF KEY SUBJECTS

The main subjects examined are media and information literacy; freedom of expression; freedom of the information; intercultural dialogue and inter-religious dialogue. As discussed in Chapter 2, MIL, as a field of study, draws on the interrelated fields of information, media, and technology. MIL is formulated as an overlapping set of information, media, and technological competencies. Such articulation of MIL has moved the research towards a more interdisciplinary approach or multiple subjects rather than disciplinary. Furthermore, the research attempts to extend the interdisciplinary approach by adding other layers of subjects/disciplines. As shown in the review of literature, FOE is considered by experts as largely being connected to the discipline/field of media and communication, though it relates to many other disciplines. FOI is the other side of the coin of FOE, according to many scholars but held by some as being, in the main, connected to the discipline of information studies. The

final layer comprises ICD and IRD. It was also noted earlier that the discourse on ICD and IRD is similar to that on FOE and FOI as well as media literacy, information literacy and digital literacy. Being borne out of the disciplines of culture and religion, ICD and IRD are considered as being separate, intersecting, or the same, depending on the work of various scholars reviewed. Through joining these different layers of disciplines and subject matters, the research tries to innovate by being concerned with the interaction of all these elements to create new knowledge about youth and MIL and to contribute to new approaches for the delivery of MIL to youth, and people in general. As will be discussed later in the section on the design of the survey instruments, both the depth and breadth of youth engagement with these subject matters were examined. More details on the subjects addressed in relation to the experts'/practitioners' component of the research are given in the section on description of the research tools.

iv. RESEARCH DESIGN

a. Youth Component

The research uses a combination of quantitative and qualitative approaches which include elements of quasi-experiment. The methodology includes three kinds of tasks:

- Designing and creating the on-line courses.
- Evaluating and analysing citizens' responses to the MIL competencies achieved as well as their responses to different social issues.
- Analysing experts'/practitioners' feedback on the importance of certain MIL

competencies and the socio-economic factors at work.

To answer the first research question, both **quantitative and qualitative approaches** are applied. These approaches involve:

- On-line Survey
- Journaling and Assignments
- Discussion Forum
- Elements of ethnography action-based research/participatory research method

Inspired by similar quasi-experimental studies carried out by researchers such as Hobbs and Frost (2003); Quin and McMahon (1995) and Cheung (2011), the research contributes new interdisciplinary ideas to this growing body of knowledge. The research involves assessing the basic MIL competencies of two separate groups of young persons and their attitudes towards the selected social and political challenges and opportunities described earlier - based on self-reporting via a questionnaire. The first group was the *Treatment Group 1* (pre-intervention/pre-course). They were exposed to training on MIL through Massive Open Online Courses (MOOC) [*Intervention 1*]. Their responses to the acquisition of these competencies and their attitudes were evaluated with a primary focus on self-reported attitude change (post-intervention/post-course). **See Figure 27 below.** The second group of young persons, drawn from the same population and through the same sampling method, the Non-Treatment Group 1, was not exposed to the *Intervention*. They were invited to complete the same survey instrument used with *Treatment Group 1*, at two different points in time. The reported

attitude change observed after analysis is compared between the Treatment Group 1 and the Non-Treatment Group 1. Further analysis was carried out to ascertain (i) the degree of the attitude change; (ii) any difference in the degrees of attitude change when the Treatment Group 1 and the Non-Treatment Group 1 are compared; (iii) the possible sources of such changes; (iv) the role played by the Intervention 1 ; and (v) a possible influence of prior knowledge etc. **(See Table 11 below).**

Figure 27: Primary Steps in the Research Process

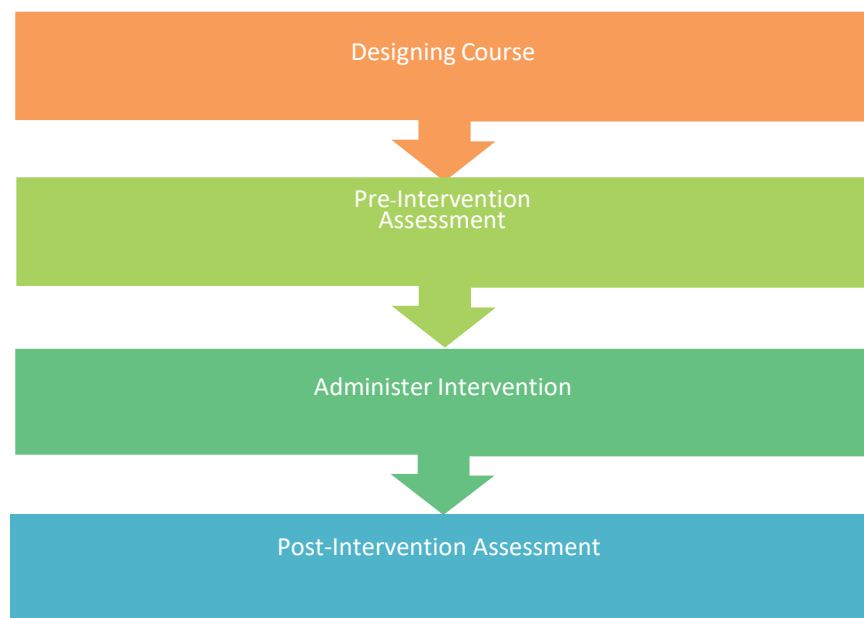


Table 11: Summary of Quasi-experimental Actions

RESEARCH GROUPS	ACTION 1	ACTION 2	ACTION 3	COMPARISON of:
<i>Treatment Group 1</i>	Pre-course survey	Intervention 1 (MIL MOOC 1)	Post-course survey	Pre and post responses for attitude change + test for internal validity. Feedback from participants in pilot testing to inform design of Intervention 1
<i>Non-Treatment</i>	Instance 1 of survey	-	Instance 2 of survey	Responses from both instances + test for
COMPARISON				
<i>Treatment Group 1</i>	Pre-course survey	Intervention 1	Post-course survey	Attitude change between both groups and possible reasons.
<i>Non-Treatment Group 1</i>	Instance 1 of survey		Instance 2 of survey	

The pre-intervention/course survey of Treatment Group 1 tries to ascertain the level of MIL competencies of the citizens involved and their attitudes toward selected social, personal, political and cultural issues, as outlined in the relevant research questions. It was administered using an online survey instrument designed by the researcher (See Annex 3. The LimeSurvey Platform of Athabasca University was used to administer the survey; the university is a partner of the International Media and Information Literacy and Intercultural Dialogue University Network of which the Autonomous University of Barcelona is a founding member.

The post-intervention/course survey was done using the same survey instrument and platform.

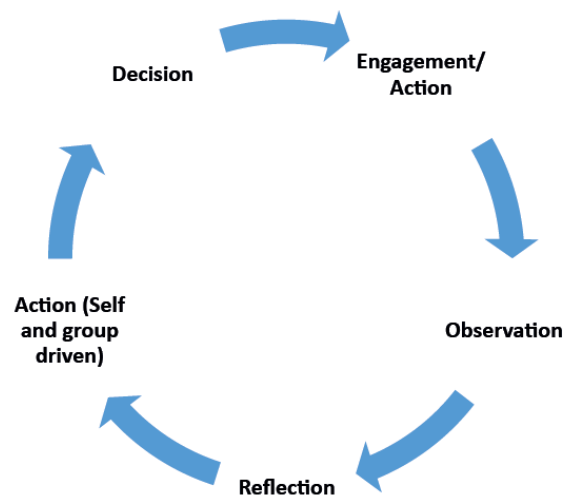
Intervention 1 (MIL MOOC) was also administered on the platform of Athabasca University. The interventions are based on the conceptualisation of MIL as a composite concept, as espoused by UNESCO. and has a common curricular base with the variables in the survey instrument. A description of the MOOC comes in the next section.

The Non-Intervention Group 1 survey was administered using SurveyMonkey and was situated on the platform of the Autonomous University of Barcelona.

In terms of Location/Social Construction of the research, the researcher was aware that “experimental research” is contested in many quarters, given its psychological connotations, abstracting people from their environments and subjecting them to “experimental” laboratory-like ‘test’ environments. Also, behavioural change studies are highly debated as they are seen as largely psychological and require direct observation (Laverack, 2017; Tarquino, Kivits et al, 2015). To address these concerns, the research was carried out in the context of social change,

recognising that individuals and organisations exist within a large society and are influenced by many external factors (Smelser, 1992. This is one of the reasons that surveys were used to assess participants' responses to socio-political issues. These responses may not necessarily be behavioural. The choice of a quasi-experimental design generally offered less control, that is lower internal validity, but enabled a more real-life setting/approach, which implies higher external validity (Kamerer, 2013). Additionally, the researcher supplemented the quasi-experimental aspect (quantitative) with a qualitative methodology based on ethnographic action-based approaches (EABA) or participatory research. Figure 28 summarises the EABA that was used in this research but with much flexibility.

Figure 28: An Approximated Ethnographic Process in MIL Learning and Engagement



Adapted from Ethnographic Action Research Handbook, UNESCO 2003.

Participants were invited to take a conscious decision to be involved in this course and research; to actually engage in the course and its activities over a 2-3 month period; to reflect on their **engagement/action**; and to document their thoughts, experiences and

possibly their self- or group- driven action (responses) following their involvement in the process. This participatory process was facilitated as follows:

- the researcher served as one of the tutors, along with other experts and practitioners for **participatory observation**;
- the researcher and collaborators set up and moderated discussion forums and intercultural exchanges by participants, enabling reflection and documentation of participants' **engagements/actions and self or group driven actions** (responses). The discussion forums were all directly linked to the MIL MOOC via the same Moodle learning management tool. This also provided opportunity for participatory observation by the researcher and collaborators;
- the researcher designed a '**private**' **journaling tool** for all participants; they agreed to share their journal with the researcher at the end of each module to receive rewards of supplemental points toward their final grade;
- youth participants were invited to complete quizzes, assignments and projects.

v. Applying Elements of Interpretative Phenomenological Analysis

Our argument here, to support the use of Interpretative Phenomenological Analysis, is that this research is about youth respondents' *experiences* and standpoints on MIL, FOE, FOI, ICD, and IRD, as well as the *experiences* and views of expert respondents on MIL. These sets of experiences, standpoints and views are then analysed and discussed, based on the author's own experiences combined with those of expert theorists,

findings from other researchers, and the new theory proposed by the author and a co-researcher, Media and Information Literacy Expansion (MIL^x) discussed in Chapter 2.

Interpretative phenomenological Analysis (IPA) is about how people make sense of their personal and social environments. A primary currency of IPA is the meaning people give to certain experiences, phenomena or events (Smith and Osborn, 2008). This meaning-making is congruent with one of the purposes of media and information literacy, which is to explore and help people to understand, make sense of, and critically analyse information, media, technology, and the myriad of messages therein. Media and information literacy educators in the United States, Australia, Canada, and Europe have agreed that MIL should include interpretative meaning-making processes in relation to how the reader/viewer/listener receives information/messages as culturally situated phenomena and, thus, should interact with these in social and cultural contexts. (Hobbs, 1998; Elmborg, 2006; Grizzle and Torras Calvo, 2013; Gretter and Yadav, 2016).

The approach is phenomenological insofar as it uses a detail analysis of, in Smith's and Osborn's (2008) words, the "participants' lifeworld (p. 53)" – individual perceptions of their experiences, based on their own accounts or point of views. Yet it is a dynamic process that involves the researcher in two stages. One, while participants are trying to understand their environments or the world around them; the researcher tries to understand how the participants go about making sense of their environment and what meaning they (the participants) take away from their experiences (Smith and Osborn,

2008). IPA “explores a particular phenomenon, and tries to capture ‘a detailed story of the participant’s own experience rather than an objective account. It assumes that participants are experts in their own experiences and can offer researchers an understanding of their feelings, intentions and motivations, and attitudes” (Mayes, 2006, p.6; Kop and Fournier, 2013, p.4). People’s attitudes are formed by their experiences and equally their attitudes affect their experiences. Thus, in the case of this dissertation, , participants in the study are trying to make sense of their attitudes and experiences with information, media, and technology and, in parallel, how they make sense of their experiences with FOE, FOI, ICD, and IRD. The researcher also tries to make sense of how the participants are making sense of their attitudes and experiences through analysing their responses to (i) post-intervention questionnaires; (ii) their participation in MIL MOOC (the intervention); (iii) how they document their experiences in personal journals; and (iv) their responses to post-intervention questionnaires.

vi. Design of MIL MOOC

In designing the courses, the research used the Instructional Design Methodology and multimodal resources (Chen and Williams, 2009). It also benefitted from findings from similar research carried out by Kop and Fourniere (2013). A purposive design of the course was to integrate information, media and technological content that can lead to youth acquiring related, combined and interrelated competencies. The course design was led by the researcher and developed through collaborative work. Such collaborative approach to MIL related work and resources development is known to yield greater and better results (Jenkins, John et. al., 2006). The collaboration was with the Autonomous

University of Barcelona (AUB), the Athabasca University, and the International University Network on Media and Information Literacy and Intercultural Dialogue. Three levels of collaboration were achieved, resulting in the testing and delivery of the MIL MOOC. The first level was the collaborative inputs from professors in these institutions. The second level was team work among students from the two universities, especially students from AUB who were also doing doctoral work on MIL related subject areas. The final level of cooperation was among MIL experts/practitioners who served as tutors during the delivery of the course.

The course used the MIL Curriculum and the Freedom of Expression (FOE) Toolkit, published by UNESCO, and many other resources as bases. The central theme in the 12-week course was how media and information literacy makes it possible for youth to be actively involved in dialogue, advocating for equality, tolerance, and freedom of expression. All the main themes addressed in the research were embedded in the MIL MOOC with varying degrees of emphases. It was designed as an entry-level online course and provided youth with basic media and information competencies to become critical citizens and agents of change. The course was designed to enable youth to:

- Understand why media and other information providers are important to development and democratic societies;
- Recognise a need for information, media, and technology, to locate, access, organise and carefully evaluate information, the content of media and other information providers;

- Use and share information, based on moral principles or accepted standards of social behaviour; and
- Interact with media and other information providers to freely express themselves, share their cultures and learn about other cultures, promote gender equality, tolerance and participate in democratic and development activities.

The following 10 Units were offered in the course:

Unit 1 – Media and Information Literacy (MIL): An Introduction

Unit 2 – Media and Information Literacy and Intercultural Dialogue

Unit 3 – Media and Information Literacy: Evaluating and Using Information and Media Content

Unit 4 – Media and Information Literacy: Using Research and Analysis to Produce Your Own Information and Media Content

Unit 5 – Freedom of Expression, Freedom of Information, Freedom of the Press

Unit 6 - Representations of Gender in the Media, Books, on the Internet and in History

Unit 7 – Media and Information Ethics in Relation to the Needs of Big Business, Politics and Development

Unit 8 – Understanding and Evaluating the World of Advertising

Unit 9 – The Challenges and Opportunities of Media, Libraries and New Technologies for Youth

Unit 10 – Engaging with Media and Using New Technology and Information for Social Action.

The learning management system, Moodle, was used for content organisation, presentation, delivery and evaluation. Most sessions were self-directed, and had interaction with the course presenters/tutors in the online space.

Participants, who successfully completed the course, received a certificate of completion. This served as a positive incentive to participants. To successfully complete the course, participants needed regular access to a computer and Internet access to download documents, listen to podcasts and view online videos and images.

The MIL MOOC was tested twice in 2014 before it was used in 2015 for the large cohort that participated as the sample for the research reported in this dissertation. The first pilot was done from March to May 2014 with 52 participants and the second one was from May to August 2014 with 15 participants. Intentional sampling was used for both pilots, as described later in this chapter. The pilots were designed for two purposes. One, to test the youth interaction with content presented via units and workability of the content management platform used. Two, to test the feasibility of the survey instrument designed for youth, as described in the next section. The feedback from youth was used to improve the course content and design of survey instruments. Some key feedback on the pilot included challenges with constant access to internet, and need for video and audio. A significant number of the participants placed much significance

on (i) text and images; (ii) downloadable material that they could review on the go; (iii) assigned tasks/activities online and offline that would keep them engaged; (iv) constant feedback on their learning activities; and (v) self-guided and self-paced learning but also guided learning as well. Finally, some of the participants valued incentives as a means to stimulating their engagement while some felt the content of the units was too intense. Efforts were made to incorporate the feedback in the MOOC for the 2015 research cohort.

A few of these efforts are highlighted here for illustration. Quizzes were incorporated at the end of each unit and automatic feedback given to the participants. Course assignments and activities were divided into required and optional assignments/activities to give those who desired more engagement the option to do more. The research cohort was given up to 12 weeks to complete the course; there were a few cases where participants had urgent family, work or other school issues and requested extension to complete the course. One major event reported was the earthquake in Nepal which badly affected some of the students enrolled in the course.

One major action taken as a result of the pilots was the use of tutors in the 2015 cohort to assist with giving feedback to the participants and stimulate their interest and continuous engagement. This was another testimony of the collaborative work. Without those tutors, the delivery of the course and the related success of the research would not have progressed as smoothly as they did. A call for tutors was distributed through MIL network, UNESCO networks, and in social media. Over 80 volunteers from 35

countries responded; 71 tutors registered in the course and were vetted. A series of synchronous orientation sessions was organised online to ascertain tutors' availability for briefing. Over 50% were actively involved in course delivery, justifying their impact on the successful delivery of the MIL MOOC. The researcher served as lead tutor, along with fellow PhD. students at the Autonomous University of Barcelona and the Athabasca University. Based on the experienced and observed interactions between tutors and students, the researcher prepared a basic questionnaire to solicit feedback from the tutors and to ensure that the research and the overall process benefited from their expertise. Three key points were investigated as below:

1. *In two sentences, could you please comment on the quality of the course content and the attempt to integrate information, media, digital and cultural competencies (knowledge skills and attitude) in one course?*
2. *In your interaction with students and marking assignments and journals, what one thing stood out to you about how the students were interacting with and responding to the course content?*
3. *What would you change about the course design and its delivery?*

Eighteen of the tutors responded. Please see details of the findings in Annex 1. Elements from the tutor feedback were also discussed in the chapters on the findings and implications and recommendations.

vii. Youth Survey Instruments Design, Consent Questions and Testing

To collect data related to the first research question, *youth ages 14-30* – the main

research instrument was a questionnaire with over 200 variables which cover themes such as freedom of expression, freedom of information, intercultural dialogue, and inter-religious. See extracts of the questionnaire in Annex 3. It drew on the proven research framework to explore the knowledge, attitudes, and practices (WHO, 2018) of youth in relation to MIL, the four themes or social and democratic discourse issues that are the focus of this dissertation. Most of the questions used a Likert Scale with few yes, no items.. The Likert Scale was selected because it is one of the most widely used methods to solicit and analyse scaled responses on multiple variables. Selected questions invited the respondents to offer comments to obtain a deeper understanding of why the youth think in a certain way, take certain actions or abstain from taking certain actions. The variables under each of the four themes and MIL were crafted to facilitate cross analysis and relationships among these five areas. Preliminary questions included demographic data as well as declaration of age and consent to participant in the research.

The survey instrument originally included over 300 variables but was eventually reduced by close to 30% after two pilot tests that were synchronised with the pilots of the MIL MOOC. The pilot testing helped to remove redundancies and to make the questionnaire more digestible by the youth. Several experts reviewed, tested, and commented on the questionnaire as well. Scholars generally agree that youth and adults alike would not like to invest the time to respond to over 200 questions. But other studies have shown that when, youth are gratifyingly engaged, the rewards of gratification spurs greater engagement (Mehrad & Tajer, 2016). The pilot solidified confidence in a survey with a

large number of variables because, in both pilots, 60% more participants completed the questionnaire than those who completed the MIL MOOC. It appears that youth will deliver more than is expected when consulted as leaders and co-creators on serious social issues. In addition to the collaboration with tutors, two other approaches were key to executing the 2015 research cohort. First was constant engagement of the youth involved through assignments, discussions, debates, activities and collaboration among them on projects and community initiatives. The second approach was the use of incentives. Two incentives were offered and served as gratification to the youth: the offer of a Certificate of Completion or Participation for involvement in the research and the MIL MOOC and two laptop computers for two randomly selected participants.

viii. Qualitative Data Collection Approaches

The research used several qualitative data collection techniques. These include comments fields for selected variables, module activities, course assignments, journaling, and discussion forums. The comments sections of selected variables were described in the preceding section on design of the youth survey instruments.

a. Course Activities and Assignments

The module activities and course assignments were designed such that the youth had to reflect, take certain decisions, take necessary actions or some form of engagement, reflect again, and perhaps take further actions individually or collectively with others participating in the research or youth/persons from their communities offline or online. Figure 28 above depicts the 'ethnographic' process and a further explanation.

b. Journaling

The youth were briefed about what journaling is and were guided as to the suggested nature of the journal that they should keep. Details are provided in Annex 4. Flexibility was allowed. The youth were invited to keep a weekly journal, one for each unit of the MIL MOOC (Intervention 1). They were also asked to keep a monthly journal up to four months after completing the MOOC. Again, flexibility was given where some of the youth chose to submit one journal covering the three-four months following the end of the MIL MOOC. Journaling by the youth was optional. However, incentive was offered to those you submitted the journals. Each journal submitted contributed a small percentage to the final grade for the MIL MOOC.

Table 11a Number of Journals Submitted by Week and During/After Intervention

	Week/Units of MIL MOOC	Number of Journals
During MIL MOOC, after pre-course questionnaire	1-3	310 submissions
	4-6	278 submissions
	7-10	245 submissions
After MIL MOOC, after post course	3-4 months after	100 submissions

questionnaire		
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The youth were encouraged to reflect on the four thematic areas: freedom of expression, freedom of information, intercultural dialogue, and inter-religious dialogue, as well as their MIL learning as they interacted with the course content. It was suggested to them to reflect and document possible changes in their viewpoints, knowledge, behaviours, or certain actions taken in relation to the social and democratic issues in the MIL course.

c. Discussion Forum

The final approach used in collecting qualitative data from the youth was facilitated discussion forum. Four different discussion forums were organised. The first was used only for the week of orientation of the youth in the course and platform. The youth were free to introduce themselves in the way they desired. The second was a general discussion fora for the course where youth could enter and interact throughout the duration of the MIL MOOC. The third approach was a series of discussion forums -- one for each unit of the MOOC. In this way, more focused discussions could be held on specific topics/issues addressed in that unit, without preventing or excluding cross-linkages with discussion from other units. The final discussion forums were dedicated to tutors to share their challenges, observations of students, experiences and ideas to improve the delivery of the MIL MOOC as it progressed. Basic qualitative analysis was

carried out using the qualitative analysis TTM (Tiny Text Mining) on selected portions of the qualitative data.

ix. Sample Design for Youth Component of Research

The research used intentional or purposive sampling. In the recruitment process, a call for registration in the MOOC and participation in the research was issued through networks of organisations that work with young people. In addition, the survey and Intervention (MIL MOOC) were promoted to youth networks, organisations and MIL related networks globally through online news, emails, and social media. Those who registered for the MIL MOOC formed a part of the population from which the sample was taken.

Over 5,000 young people from 145 countries pre-registered; nearly 2,400 students from 120 countries did the full registration and started the course; over 2,000 young people from 120 countries engaged in the training (Intervention 1) out of whom 1,735 completed the questionnaire. Respondents were between ages 14 and 30 years..

x. Description of Main Research Tool and Responses from Experts

To address the second research question,— a questionnaire was designed by the researcher, including 35 items and covering over 100 variables. It had nine sections as follows: expert's: (i) demographic data; (ii) institutional affiliation and area of engagement in MIL; (iii) depth of engagement in MIL, period and publications; etc. (iv) community involvement and recognition in MIL; (v) rating and ranking of broad competencies included on media and information literacy based on their expert/personal perspectives, as well as their more experiential and 'objective'

perspectives on the actualities of MIL implemented in the countries they work; (vi) thinking on good ways to teach MIL competencies; (vii) rating and ranking of the most salient socio-economic factors of MIL policies and strategies in their region; (viii) knowledge of MIL strategies and policies in the countries where they work, and (ix) knowledge of the existence of other MIL experts and associations in countries they work. A sample of the expert questionnaire is provided in Annex 2.

The survey tool consisted mostly of questions with multiple responses. In addition, there were a number of open-ended questions that required experts to comment or be descriptive in their responses. This allowed for some qualitative data to be gathered from the experts. Here again, the survey tool for the first time, integrated information, media and technological competencies and their related socio-political and social-economic contexts. The questionnaire was pilot tested offline and online with about 25 MIL experts/practitioners. Certain responses were improved, some questions removed and others added, based on the feedback from the experts. A key feedback from the experts in the pilot was the difficulty to rank and rate the 15 broad competencies of MIL and the 17 socio-political or economic contexts of MIL. While the researcher agreed with the experts, these variables were largely maintained, given that research has also found that, when respondents are asked to rank and particularly to rate a small number of variables (seven or less), there tended to be more convergences in their responses (Guiver and Snelson, 2009, p. 1; Eduardo, Ricardo et al, 2009; Werrij, 2016). To guard against this, the larger the number of variables rated or ranked, the more the reliability and validity. To reduce the demands on the experts or practitioners who participated in

the research, certain questions were omitted, including the request to rate socio-political or economic contexts of MIL.

The MIL Experts'/Practitioners' questionnaire was administered using Survey Monkey and was situated on the platform of the Autonomous University of Barcelona.

The selection of the experts **was** also based on intentional sampling and followed a process very similar to the one used in the youth survey. A call for participation was promoted around the world in different MIL related networks and organisations. This was done through emails, news articles and social media platforms. The questionnaire was publicly available online and promoted through the Autonomous University of Barcelona's website, and UNESCO's website as well as several networks such as the UNESCO initiated Global Alliance for Partnerships on MIL (GAPMIL), the UNESCO initiated Global Alliance on Media and Gender¹¹¹ (GAMAG), the World Summit on Information Society platform (WSIS), and the UNESCO-UNAOC UNITWIN Cooperation Programme on MIL and Intercultural Dialogue (MILID University Network) It was also sent directly by email to over 1000 known experts/practitioners, inviting them to participate. 502 experts from 89 countries responded to the questionnaire. Respondents were given the option to skip any question they wished not to complete, in addition to the option to select 'not applicable' for selected questions. Thus, the number of responses to some questions was lower than the overall responses. The decision was

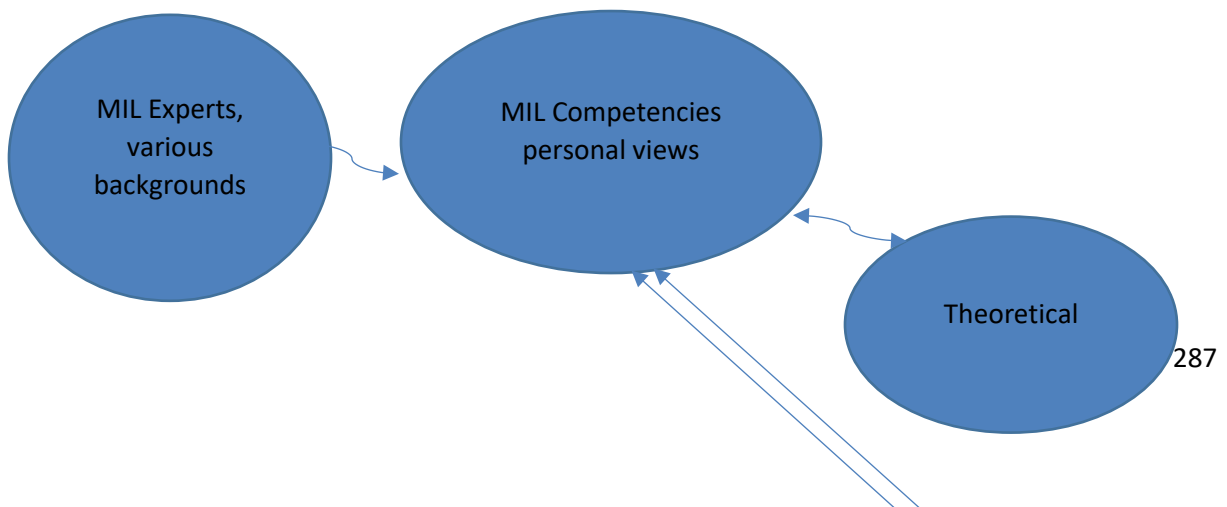
¹¹¹UNESCO-initiated Global Alliance on Media and Gender.
<http://webarchive.unesco.org/20171121181226/http://www.unesco.org/new/en/communication-and-information/crosscutting-priorities/gender-and-media/global-alliance-on-media-and-gender/homepage/> or <http://gamag.net/>. Accessed on 31 April 2018.

taken to include all data, given the significance of the contribution of the analysis of each question to the body of knowledge about MIL experts and MIL development globally.

xi. Data Analysis: Measures and Variables

The presentation of data follows a specific order with several layers of analysis. The data relating to experts is presented and analysed in Chapter 5. This is followed by the presentation and analysis of data relating to youth in Chapter 6. Comparisons are made across certain variables that are common between the youths and the experts. For example, should information literacy, media literacy and digital literacy be integrated and presented as one discipline? Another example is: what are the perspectives of youth and experts about what motivates the youth to learn in online course environments? The key variables for both components of the data analysis have been discussed in previous sections of the chapter. Figures 29 and 30 below depict the relationship among broad sets of variables for the expert and youth respectively.

Figure 29: Relationship among Broad Sets of Variables for the Expert Respondents



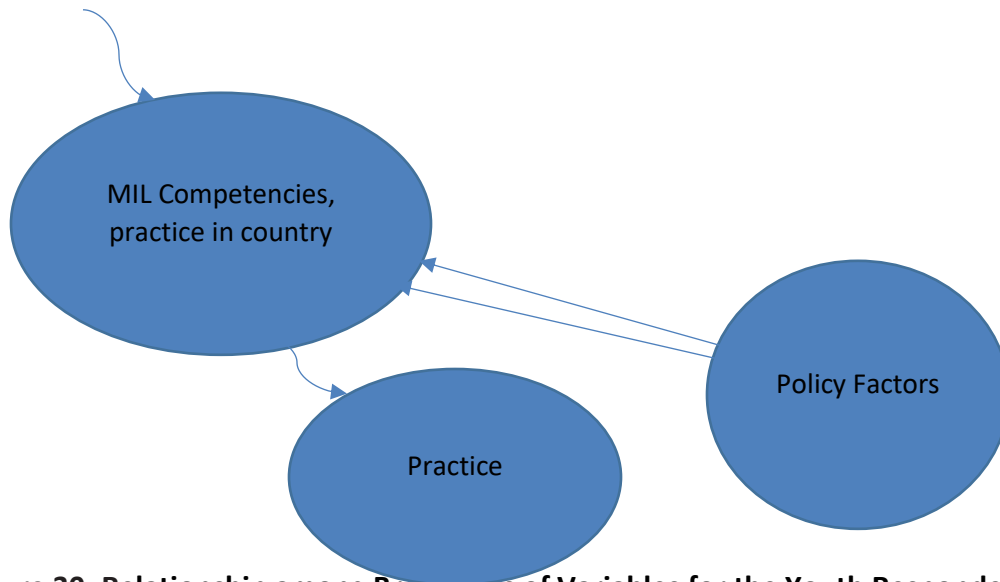
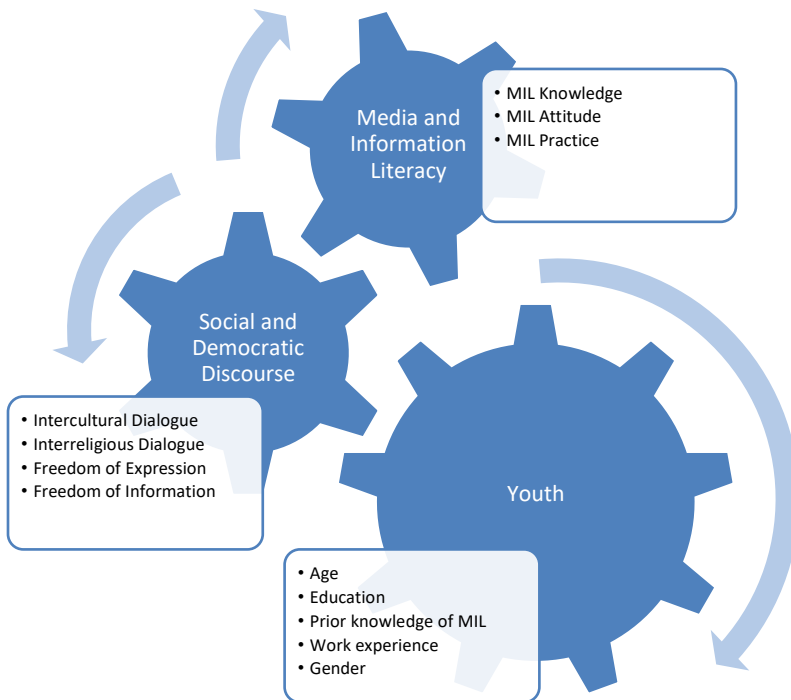


Figure 30: Relationship among Broad sets of Variables for the Youth Respondents



Regarding the data analysis on the aspects of the research relating to experts, basic bar charts, pie charts and tables were used to present each variable in the questionnaire. This was done on the basis that the experts were required to select among multiple

responses that were discrete variables. Averages were used to analyse some variables such as to calculate the average rating given by the experts to the various broad MIL competences that were of interest in the research. To facilitate deeper analysis, averages and standard deviation measures were combined to carry out regression analysis to assess the level of divergence or convergence among the experts on their thinking about MIL competences and the political and socio-economic factors that inform the context of MIL policies and strategies. Correlation analysis was also used to assess the relationships among certain variables within the expert questionnaire. For example, is there a relationship between the academic background of experts and how they ranked or rated the various broad MIL competences presented? Similarly, are there relationships between the socio-economic and socio-political factors.

xii. Reliability and Validity

Reliability and validity for the research carried out for this dissertation were ascertained through two techniques. The first technique to increase reliability is related to the two pilot tests carried out on the survey tool used for the youth participants in the research and the MIL MOOC used as intervention. A purposive sampling method was used for the two pilots and the actual research. An analysis of the data from the pilots in comparison to the actual research carried out, shows a significant level of consistency in the responses of the youths from similar backgrounds. Additional comparison was also made between youths of similar backgrounds in the intervention group and non-intervention group. The second technique used is the comparison of the findings in this dissertation with the findings of similar research carried with MIL

experts/practitioners as well as with youth of the same demographics. These comparisons are discussed in Chapters 5 and 6.

xiii. Limitations of the Research

The first limitation of the study related to the generalisability of the findings to a larger population. The use of intentional/purposive sampling that included youths and experts from across the world means the samples might not be representative of all MIL experts and youth nationally or globally. However, the in-depth information gathered on the experts and the youths makes it easier for the research to be replicated with large samples of randomly selected experts and youth with similar demographics. Furthermore, the ethnographic aspects of the research, and the use of elements of phenomenology enabled a lot to be understood about the groups of youth studied and how these findings might be extrapolated to similar groups. In addition, the depth of variables used reduced significantly the existence of many confounding variables. Finally, the collection of quantitative and qualitative data from the youth participants of the research offered a certain degree of triangulation of data.

Regarding the study design, one limitation was the fact that the study was carried out in a real-life setting, using online platforms. This made it difficult to ensure that as many youth participants completed the post-intervention questionnaire as those that completed the pre-intervention questionnaire. However, a representative sampling of statistical significance based the use of correlation justified the comparison of the pre and post intervention data. This was further strengthened through additional

correlation analysis and comparison of the intervention group with the non-intervention group ('control group').

Another limitation was the fact that participants in the research needed to have constant access to the Internet to effectively participate in the research. This was more so for the youth who had to pursue the MIL MOOC intervention than it was for the experts. This limitation was addressed by ensuring that certain core course material could be downloaded by the participating youth and read while they were on the go. However, the research findings have greater generalisability to youth with a certain level of education, who are in school or are working and have greater access to and more adept with digital technologies.

The course and research tools were administered in English to a large range of participants who did not have English as their mother tongue. Fewer challenges were found in relation to the research tools than the course. Negligible feedback was received about the comprehensibility of the survey tools. However, more participants/students had difficulty with the language of more technical content of the MIL MOOC. Here, the collaboration with tutors from around the world, representing close to one dozen languages, helped to deal with that concern. The average rate of completion of the MIL MOOC was above the normal statistical average; the impact could have been increased, if more participants had completed the course or if certain content was available for reading in their mother tongue.

One important statistical limitation to highlight here was the variable number of experts who completed individual questionnaire items. The experts were given the option, as were the youth, to skip certain questions and more experts opted to do this than was anticipated. From the point of the survey items on ranking and rating multiple variables, a drastic drop in the number of responses from experts/practitioners was observed. This occurrence may be due to several factors. One, respondents might not have had the time to invest in replying. Two, some might have found certain questions too complicated in ranking and rating multiple variables. The author was aware of this potential challenge but as mentioned previously, a risk was taken based on: (i) evidence that, if experts are asked to rate less than seven variables, the responses will customarily converge showing little statistical difference between the variables. Hence, a higher number of variables were chosen;; (ii) expert researchers advised the researcher that rating and ranking the same set of variables would not only provide for a level of triangulation but would also reinforce certain perceived distinction among variables, if they indeed exist; (iii) the need to cover information, media, and technological competencies in a given survey question, respecting the composite approach to MIL and attempting to evade skewedness; (iii) there was a need to reformulate traditional broad competencies related to ML, IL, DL into more holistic and interdisciplinary articulations, (iv) in relation to the socio-economic context of MIL policy and strategy development, it was necessary to be as inclusive as was feasible to cover key economic, cultural, societal, developmental, religious and political factors. The final possible reason for the drop in the response rate might have been because of technical

challenges faced by some experts when responding to the questionnaire. . The researcher received many emails from respondents complaining that at times the Survey Monkey platform was not working well. They were not able to proceed to the next question even after many attempts and that sometimes entries would just disappear and they had to restart. This might have been as a result of technical issues on their end.

CHAPTER 5

PRESENTATION AND DISCUSSIONS OF FINDINGS

NATURE OF MIL POLICIES AND STRATEGIES – CONVERGENCES OR DIVERGENCES

This Chapter presents the findings of 502 experts/practitioners¹¹² from 79 countries who responded partially or in full to the online survey. It first describes and discusses a summary of the findings according to each item of the survey tool. Further analysis is then undertaken to explore correlations across selected variables. The chapter is

¹¹² The majority of the respondents who consistently completed most of the items on the questionnaire are known through their work, research activities, or involvement in related conferences and MIL networks around the world.

organized in four sections: **(i)** demographic data on the experts, including their levels of expertise and involvement in MIL; **(ii)** experts' rating and ranking of broad MIL related competencies, based on their personal viewpoints as well as their observations of the broad competences emphasised in MIL related programmes in the countries where they reside or work most; **(iii)** experts' rating and ranking of different factors as relevant contexts for MIL policies and strategies in their countries; and **(iv)** further analysis to explore correlations across selected variables and test the key hypotheses pertinent to this component of the research. Chapters 2 and 3 of this dissertation covered many concepts that are relevant to this chapter. In Chapter 2, the discourse about the emergence of various concepts or terms related to MIL and their interconnectedness was explained on account of some of the responses from the experts surveyed. In the section on further analysis in this chapter, theories such as public intellectualism, interdisciplinarity and complexity theory as well as sustainable development theory are used as axes of analysis when ascertaining pertinent hypotheses presented in Chapters 2 and 4. In Chapter 3, we attempted to theorise MIL policies and strategies and proposed two general frameworks or models for MIL in formal education as opposed to informal or non-formal education. In this chapter, we explore what aspects of the framework are supported or not by experts who responded to the questionnaire, based on the following five key hypotheses in relation to experts discussed in Chapter 4,

H4: Experts who have studied or practiced both communication/media and library/information will have stronger levels of convergence in their thinking on MIL competencies and policies/practices

H5: Experts in media/communication will likely give higher value to media and communication related competencies of MIL and those in information/library will give more value to information and library related competencies of MIL.

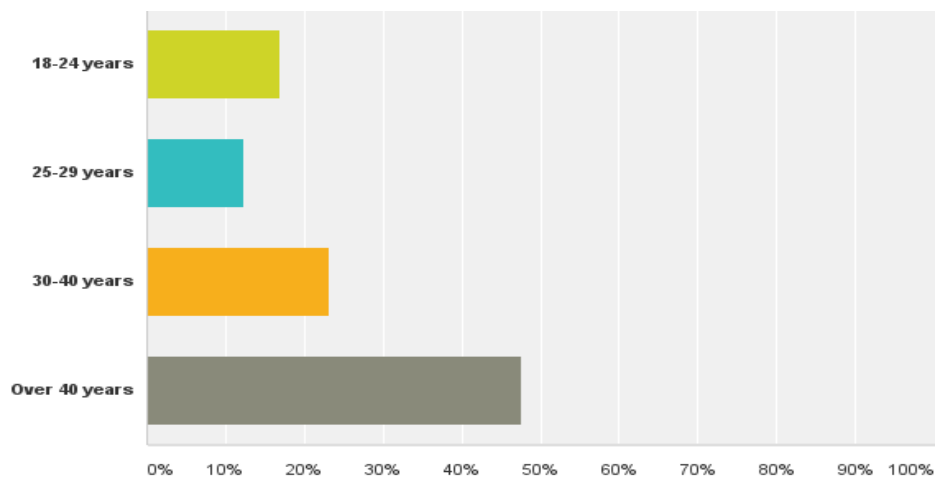
H6: Experts who are practicing MIL, meaning they are actively involved in community related projects or direct training of young people (as opposed to a purely academic perspective), will show greater levels of convergence in their thinking on MIL competencies and policies/practices.

H7: Experts who have studied and are practicing information and library sciences, from their personal perspectives, will highlight those socio-economic factors relevant to MIL policies and strategies that are less likely to be considered political or polemic.

H8: Experts who have studied and are practicing media/communication/journalism, from their personal perspectives, they will highlight those socio-economic factors relevant to MIL policies and strategies that are more likely to be considered political or polemic.

SECTION 1: DEMOGRAPHIC DATA ON THE EXPERTS, INCLUDING THEIR LEVELS OF EXPERTISE AND INVOLVEMENT IN MIL

Chart 1: Age range of expert respondents (Answered: 502 Skipped: 0)

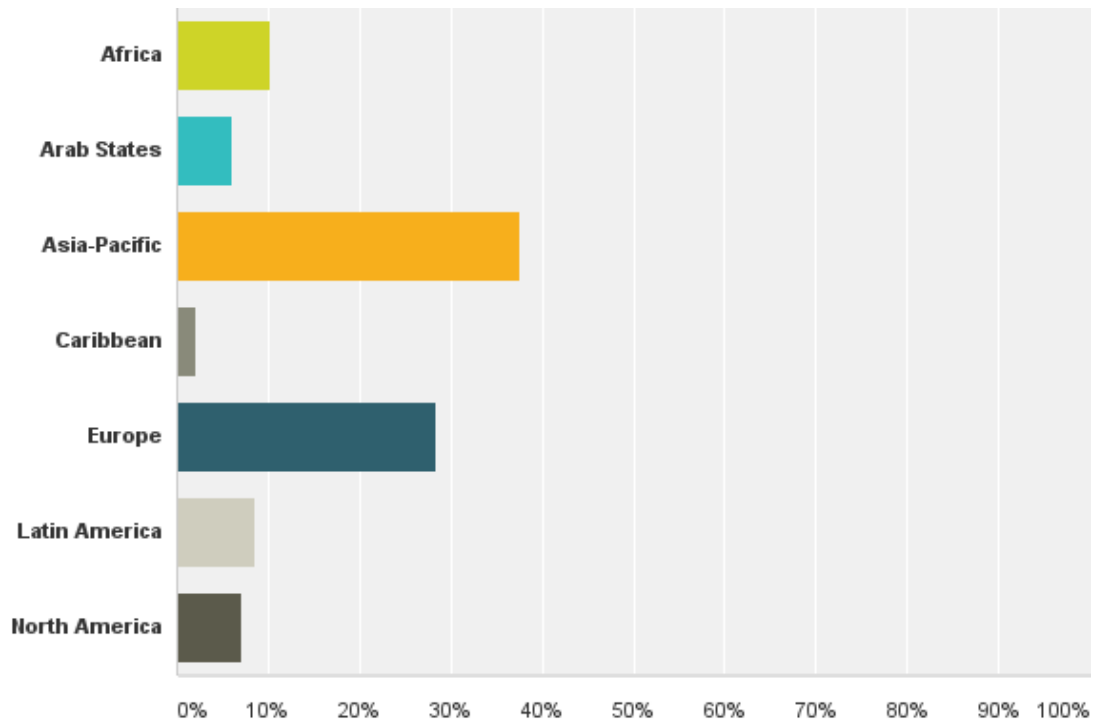


Close to 50% of the experts and practitioners surveyed (48%) are over 40 years old and 23% are between ages 30 and 40. A significant proportion (29%) could be considered young, being between ages 18 and 29. Previous national or multiple countries surveys on aspects of MIL (media competencies) (Domaille and Buckingham (2001); Tiga (2009);

Fedorov (2015); Frau-Meigs, Flores et. al. (2014)) did not provide the age range of experts involved. These findings have significance to the sustainable development of MIL. Hobbs (2016) shows how the development of digital and media literacy was championed by many pioneers (women and men) and passed on to the present generation of experts. The personal narratives in this literature not only spotlighted the importance of collaborative research and advocacy but also the catalytic role of mentorship (pp. 21, 138, 231).

The respondents in the 18 to 30 years category of this questionnaire item could possibly be lower than stated in respect to young experts. It is possible that some of those in the reported younger age groups are practitioners as is evident in related items about the functions and qualifications of the respondents (See Charts 3 and 4) below. There is a positive trend in universities and other higher institutions that are stimulating Master's and Doctoral levels of research about MIL (MIL, ML, IL, and DL). But such development is at the low end of the scale, still in the embryonic stages.

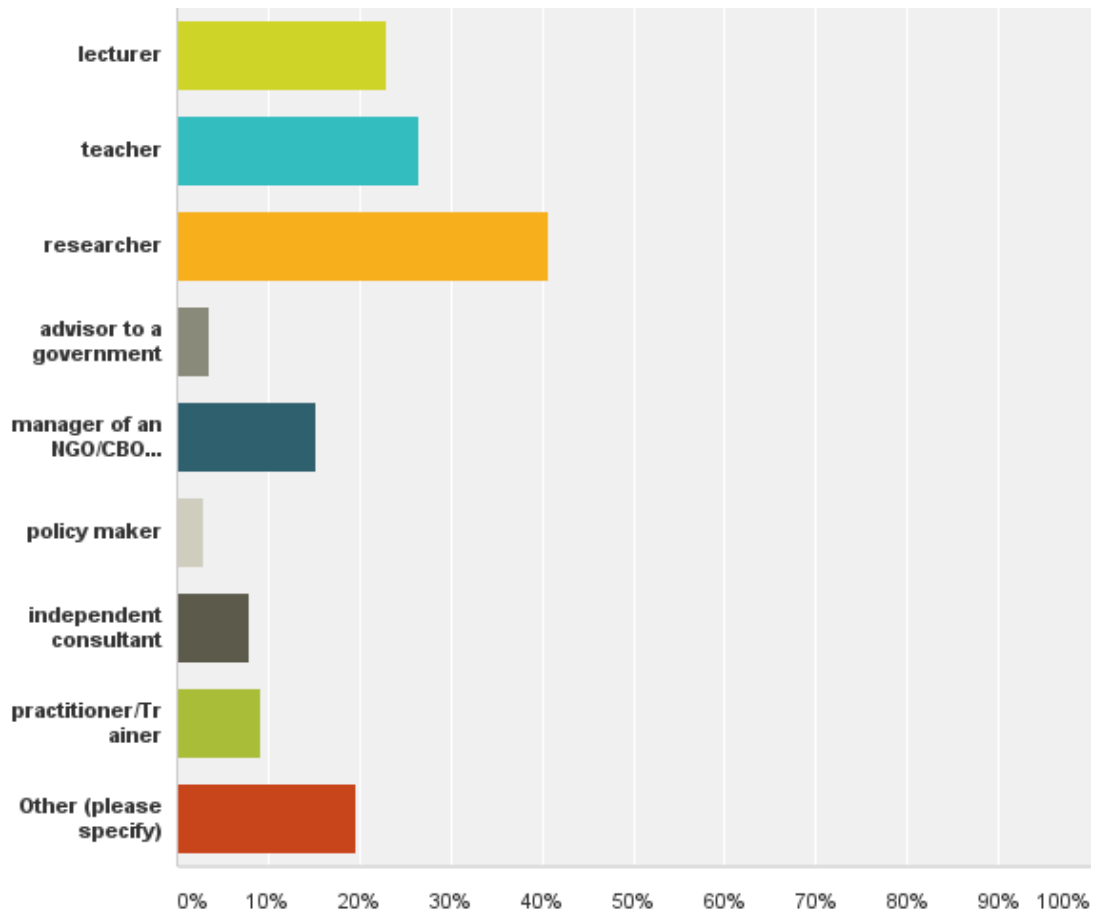
Chart 2: Region where expert respondents live (Answered: 502 Skipped: 0)



In Chart 2, 38% of the respondents are from Asia Pacific, 29% from Europe, 10% from Africa, 9% from Latin America, 7% from North America, 6% from the Arab States, and 2% from the Caribbean. The level of response per region appears symptomatic of the level of development of MIL in different regions of the world. Calculating the response rate is problematic as while the questionnaire was sent directly to 1,816 experts/practitioners, it was also circulated through multiple websites and networks over which the researcher did not have full control. Taken as a percentage of those to whom the questionnaire was sent directly, a 28% response rate (502 experts/practitioners) was achieved. The level of response from Asia is not surprising, given that it is the most populated region of the world. In fact, several experts from India, the Philippines, and Australia were helpful in circulating the questionnaire to their peers. The relatively high response rate from experts/practitioners in Europe was

expected as this is the region where MIL is most developed. The response rate from North America was a surprise, considering the important levels of development of MIL in that region and that there were no language barriers. MIL development in the Arab States is low (Grizzle, 2016) and the questionnaire was only in English which could have affected the level of responses. The issue of language is also relevant to Latin America. Notwithstanding, this research builds on Domaille and Buckingham's study (2001) that obtained 42 replies from 35 countries; and Fedorov's (2015) which had a total of 25 experts [Russia, 12; USA, 6; Europe, 5; Asia 2].

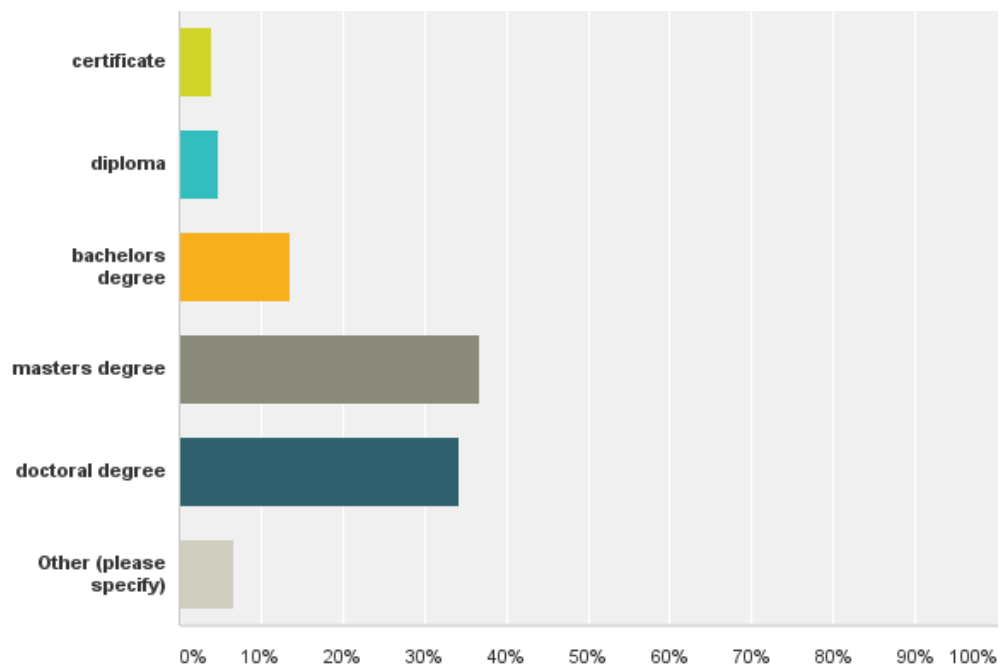
Chart 3: Functions of expert respondents (Answered: 483 Skipped: 19)



In this questionnaire item, the experts/practitioners were allowed to select only one or two responses. About 50% of the respondents are lecturers or teachers with another 9% being practitioners/trainers; 41% are researchers while 10% are independent consultants. These findings confirm similar findings in studies carried out by Domaille and Buckingham (2001) and Federov (2015). While these studies did not investigate the functions of the experts participating in those surveys, an examination of the titles and institutional affiliations of most of the experts revealed that they were primarily lecturers and researchers. An interesting result of our study is that 15% of the respondents are managers of NGOs/CBOs involved in MIL related activities. This is a positive trend, given the traditional leadership of MIL related activities by scholars who

have contributed immensely to the development of MIL (in all its deconstructed elements). However, having more MIL experts/practitioners who are directly engaging in community development opens the door for sustainable and applied community-based MIL and possible empirical community-based MIL research (Partridge and Bruce et al, 2008). The analysis also show that 4% and 3% of the respondents serve as advisers to governments and policy makers, respectively. While this combined result is low, it points to an opportunity where MIL training should be developed and targeted at public policy makers such as parliamentarians, directors-general, permanent secretaries and other related public officials.

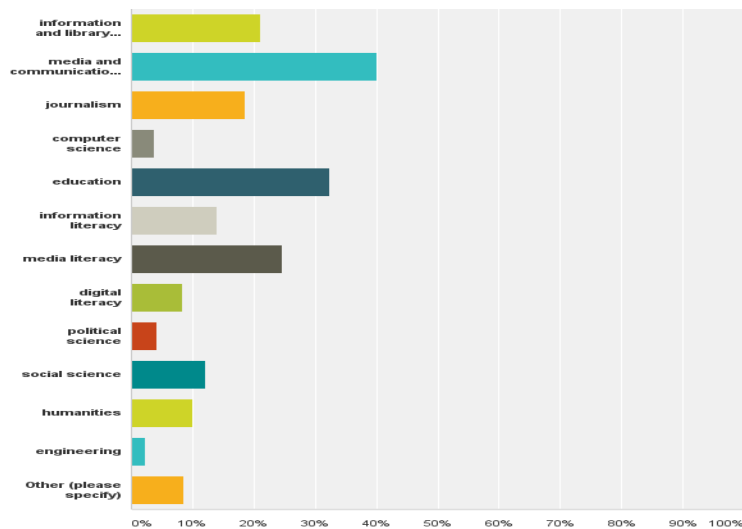
Chart 4: Level of qualification (Answered: 487 Skipped: 15)



In Chart 4 above, experts were allowed to select only their highest level of qualification. The majority of the experts/practitioners surveyed (71%) have doctoral level

qualification (34%) or masters level (37%); 14% have bachelor's degrees and 9% have diploma or certificate. One could argue that these findings validate the types of functions the experts reported in Chart 3 above and justify their being called experts. Moreover, with certain functions, one would expect a minimum level of qualification at master's level (at least in most cases). It should be noted that the level of qualification alone is not sufficient to justify one's level of expertise. It is also possible to have self-taught and practicing experts in certain aspects of MIL who reach educational qualification levels below that of a master's. The next chart depicts the fields of qualifications and subsequent charts other characteristics which shed more light on the background of the experts who responded.

Chart 5: Field of your qualification (Answered: 446 Skipped: 56)



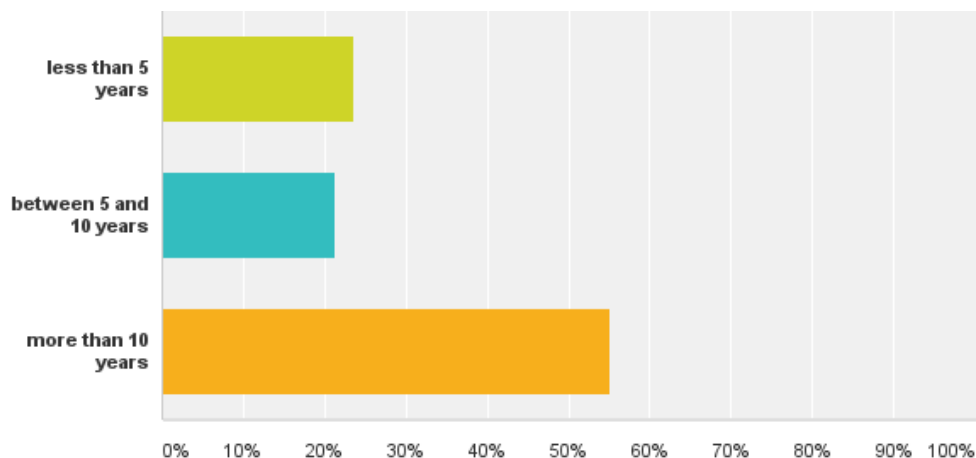
For this questionnaire item, respondents were asked and allowed to select only two principal fields of qualification. 59% of experts/practitioners surveyed are in media and

communication (40%) or journalism (19%)¹¹³; 32% of experts/practitioners are in education as their principle qualification. Here, we have a positive result for the penetration of MIL in formal and informal education given that many of the respondents have actually studied this field. 21% of the experts/practitioners are information and library scientists. This is another encouraging statistics as much effort was made to involve library and information scientists in this study. This was crucial to be able to validate the MIL composite concept once rather than dealing with ML or IL or DL separately, as in most studies carried out in the field. Library and information scientists are like silent rivers running deep. They are not as talkative or in the limelight as are media and communication specialists (Heser, 2011; Hibner and Kelly, 2017). Yet, they are making invaluable contribution to MIL education. Only 4% of respondents report computer science as a principal field of qualification and 2% engineering. A possible explanation is that the technologists who may have come across the survey viewed it as something outside of their domain. Many experts who studied media, communication or information science might have also studied technology. Technological competencies are either firmly embedded in schools, being implemented in education reform process, or at least viewed as a necessary improvement to be made when resources are available. This dissertation scrutinises an interdisciplinary approach to information, media, and technological competencies. Taking a more granular look at the qualifications of the experts/practitioners, the survey shows that 25% study media

¹¹³ One should be careful in reading these statistics as it is possible that respondents, who selected media and communication studies, could have also selected journalism. This applies to other categories of qualification as well.

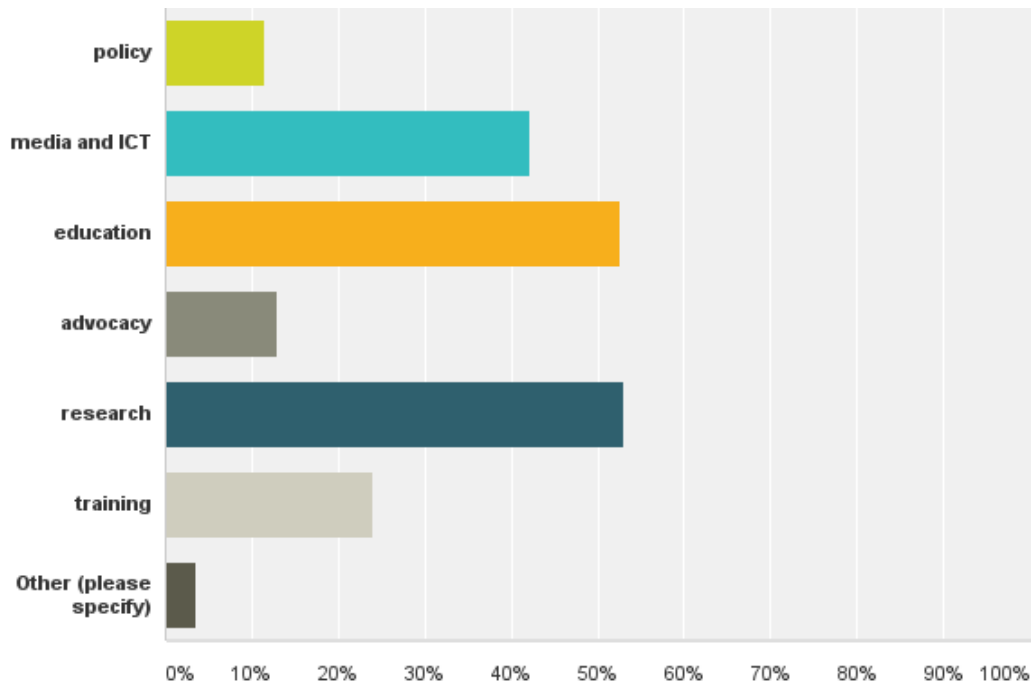
literacy, 14% information literacy, and only 8% report digital literacy as a principal field of qualification. Two other inferences could be drawn. One, the results confirm that most experts involved in actions connected to MIL studied one of the fields out of which MIL was born. Secondly, the results show that the development of MIL (IL, ML, DL, or MIL) as higher level qualification in universities is at its nascent stages.

Chart 6: Length of time working in this field (Answered: 446 Skipped: 56)



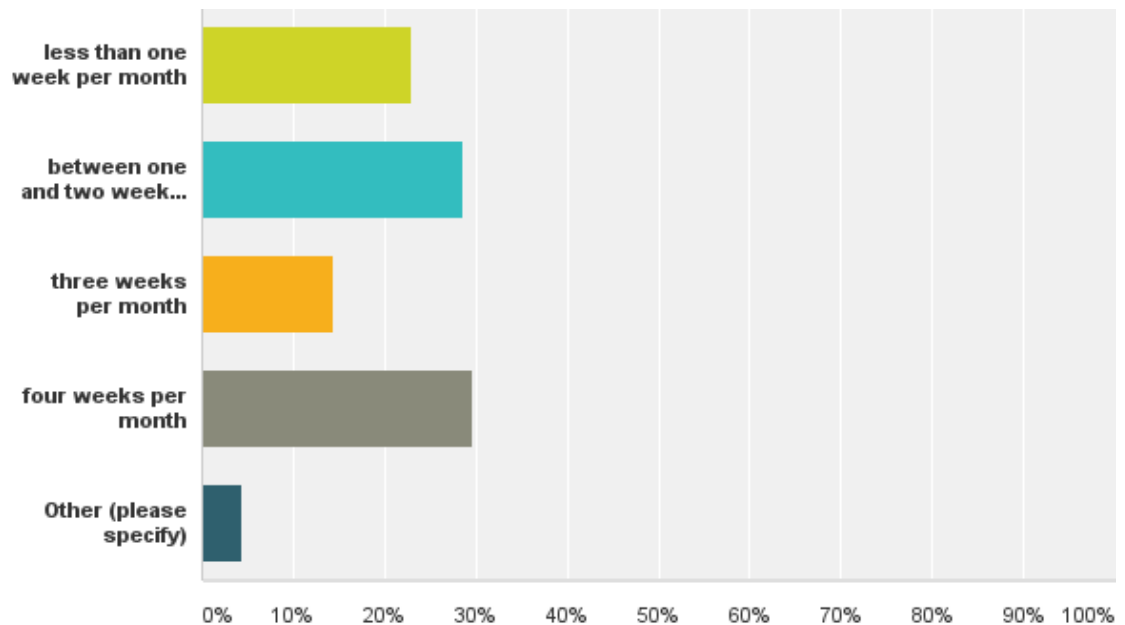
In Chart 6 above, we have further validation of the level of expertise of the respondents surveyed. 55% have been working in their field of study for more than 10 years; 21% between 5 and 10 years; and 24% for less than 5 years. In most fields, in addition to qualification, a minimum of five years of experience is required for someone to be considered a specialist. Here, we also have validation that some of the reported experts might actually be “developing experts”.

Chart 7: Two main areas of MIL involvement (Answered: 415 Skipped: 87)



The purpose of this questionnaire item was to explore the modalities of MIL development intervention the respondents engage in as opposed to their functions/institutional designations in Chart 3 or their qualifications in Chart 4 and 5. Notwithstanding, there are some relationships to previous questionnaire items. The respondents were allowed to select two principal areas of involvement. Here again, the majority are involved in educating (53%), training (24%), or carrying out research (53%) in connection with MIL. Only 13% and 12% of respondents respectively are involved in advocating for MIL and the related policy work, respectively. Such disposition has implication for the sustainable development of MIL.

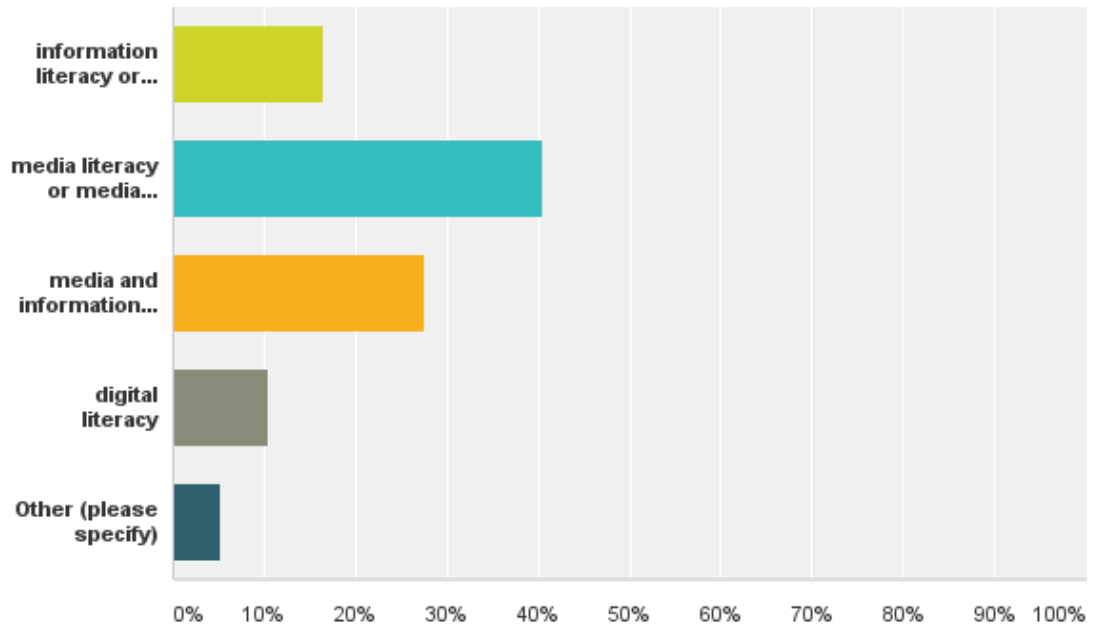
Chart 8: Time experts invest in media and information literacy related work (Answered: 415 Skipped: 87)



The results of this questionnaire item (Chart 8) and the one that follows (Chart 9) are significant to the thesis of MIL as a composite concept as well as providing a clearer picture of how many of these experts/practitioners are directly and frequently involved in MIL related work. 82% of the overall 502 respondents in this research answered this question; 18% gave no response. About 30% of the experts/practitioners are working full-time on MIL related actions; 15% are working almost full-time, investing three weeks per month on MIL related actions; 29% of respondents invest MIL between one and two weeks on MIL; and 23% invest less than one week. The fact that some experts/practitioners invest less than one week on MIL related work does not necessarily mean that they are not committed to MIL or that they are any less of experts. Their time investment could fluctuate based on available resources or demands and they could have other more substantive responsibilities.

Chart 9: Experts' main areas of involvement in media and information literacy

(Answered: 386 Skipped: 116)



Respondents could select only one response. Here again, 77% of respondents gave an answer to this item and 23% gave no response. Of those who replied, 40% are involved in what they prefer to specify as media literacy or media education, 28% are involved in MIL, 17% in information literacy or library science, and 10% in digital literacy. A significant percentage of experts/practitioners selected MIL which indicates that more experts are opting for a composite approach to information, media, and technological related competencies. But it is also possible that experts/practitioners choose to integrate information, media, and technological competencies but under a rubric other than MIL.

Table 12: Articles published by experts in journals, books published (including e-books), research studies undertaken, resources produced and activities developed

(Answered: 291 Skipped: 211)

Number of actions/works and Percentage of respondents

<u>MIL Related Actions/Work</u>	0	1	2	3	4	5	6	7	8	9	10	More than 10
	%											
websites developed and maintained on the topic	44%	26%	16%	5%		3%	1%	1%			2%	2%
electronic resources developed such as online courses, learning modules or MIL related audios and videos,	43%	13%	12%	8%	3%	5%	1%	1%	2%	1%	5%	6%
offline MIL courses or materials developed	35%	14%	9%	8%	5%	7%	3%	1%	1%		6%	11%
programme or activities developed to promote MIL e.g. library outreach activities, NGO related programmes, school extra-curricular activities such as clubs	27%	15%	14%	9%	6%	6%	3%	1%	1%	1%	4%	13%
research studies	25%	17%	13%	12%	3%	9%	3%	2%	1%	1%	4%	10%
number of scientific articles published	35%	10%	11%	7%	4%	8%	2%	2%	1%		3%	17%
Number of other articles published	30%	6%	7%	9%	6%	6%	3%	2%	1%	1%	9%	20%

Number of books published	53%	16%	8%	4%	2%	6%	1%	1%	2%	1%	1%	5%
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The purpose of this questionnaire item was to delve deeper into how the experts/practitioners who participated in the survey are acting as *public intellectuals*. A specific interest was in ascertaining the extent to which MIL experts/practitioners are involved in the sustainable development of MIL through research, publishing, public speaking, advocacy etc. Table 12 above is an extract of the responses obtained; it highlights some of the more prominent actions among most of the respondents. The experts/practitioners surveyed are not as active in research as was expected. 67% have engaged in three or less studies related to MIL but 25% have not been involved in research at all. About 49% of the experts/practitioners developed and maintain 1-5 websites on MIL related topics with 2% having developed more than 10 of these. 41% developed 1-5 electronic MIL resources, 10% 6-10 of these with over 6% developing over 10 electronic resources. 50% of the experts/practitioners developed 1-5 programmes to promote MIL such as library outreach, NGO activities, and extra-curricular activities in schools, with 10% developing 6-10 of these and 13% developing over 10 of such programmes. Regarding MIL related research and publishing, see summary of the findings in Table 31 below.

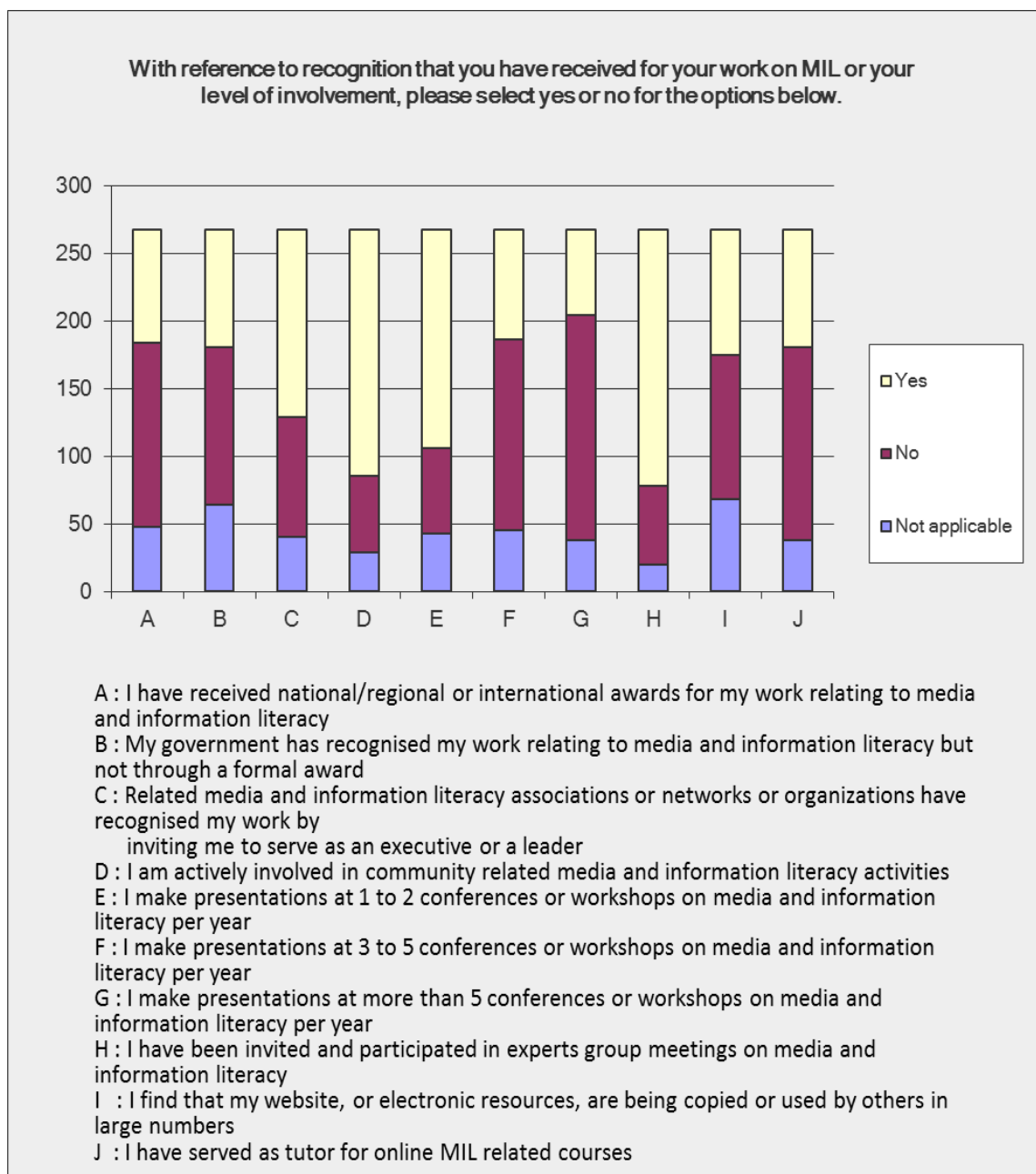
Table 13: Summary of experts, MIL research and publishing activities

Number of actions/works and

Percentage of respondents

MIL Related Actions/Work	0	1-5	6-10	More than 10
research studies	25%	54%	11%	10%
number of scientific articles published	35%	40%	8%	17%
Number of other articles published	30%	34%	16%	20%
Number of books published	53%	36%	6%	5%

Chart 10: Recognition that experts have received for their work on MIL or their level of involvement in MIL (Answered: 267 Skipped: 235)

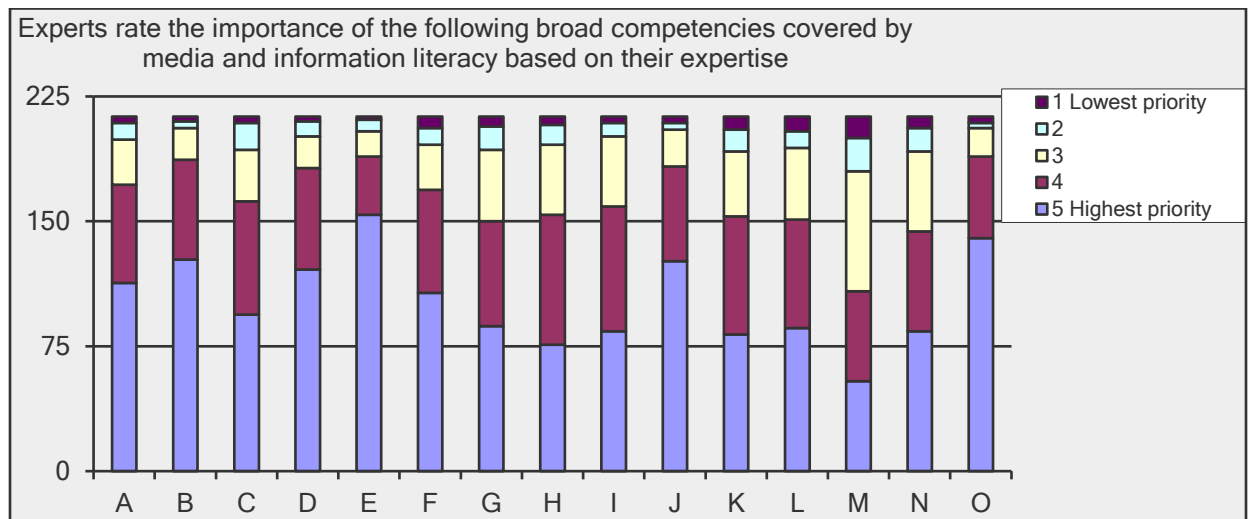


As depicted in Chart 10 above, 31% of experts/practitioners who responded to this survey item have received national/regional/international awards for their work relating to MIL; 32% said their governments have recognised their work related to MIL, though not through formal awards; and 52% have received recognition from MIL related

associations or networks. A higher percentage (68%) of the respondents are actively involved in community related MIL activities. MIL experts/practitioners are active in making presentation at conferences and workshops about MIL with 60% presenting at 1-2 conferences per year, 16% presenting at 3-5 conferences per year, and 24% presenting at over 5 conferences or workshops per year. From the findings, it is clear that recognition for MIL related work is primarily driven by associations and networks involved in MIL. This result was expected based on our observations of different awards around the world. Governments' recognition of experts'/practitioners' work on MIL, although not formally, is a positive trend. This indicates a window of dialogue between MIL experts/practitioners and governments. The question is what more needs to be done to advance such dialogue. How can these individual recognitions translate into a broader take-up and government investment into MIL?

SECTION 2: EXPERTS' RATING AND RANKING OF BROAD MIL RELATED COMPETENCIES, BASED ON THEIR PERSONAL VIEWPOINTS AND OBSERVATIONS

Chart 11: Experts rate the importance of broad competencies covered by media and information literacy based on their expertise (Answered: 213 Skipped: 289)



A : Recognise and articulate a need for or the importance of information and media in personal, economic and social life.

B : Understand the role and functions of media and other information providers in economic and social life.

C : Understand the conditions under which those functions can be fulfilled.

D : Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs.

E : Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.) opportunities and potential risks.

F : Be able to protect oneself from risks online in relation to contacts and interaction.

G : Extract and organise information.

H : Locate and organise media content.

I : Synthesise or operate on the ideas abstracted from information and media content.

J : Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium.

K : Be able to apply ICT skills in order to process information.

L : Be able to apply ICT skills in order to produce user-generated content and be creative.

M : Be able to apply ICT skills to create products for resale thus fostering entrepreneurship.

N : Be able to use ICT as technical and critical capacities.

O : Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and inter-religious dialogue, democratic participation, gender equality and advocating against all forms of inequality.

Table 14: Experts rate the importance of broad competencies covered by media and information literacy based on their expertise

	1 Lowest priority	2	3	4	5 Highest priority	Total
Recognise and articulate a need for or the importance of information and media in personal, economic and social life	1.88% 4	4.69% 10	12.68% 27	27.70% 59	53.05% 113	213
Understand the role and functions of media and other information providers in economic and social life	1.41% 3	1.88% 4	8.92% 19	28.17% 60	59.62% 127	213
Understand the conditions under which those functions can be fulfilled	1.88% 4	7.51% 16	14.55% 31	31.92% 68	44.13% 94	213
Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs	1.41% 3	4.23% 9	8.92% 19	28.64% 61	56.81% 121	213
Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.)opportunities and potential risks	0.94% 2	3.29% 7	7.04% 15	16.43% 35	72.30% 154	213
Be able to protect oneself from risks online in relation to contacts and interaction	3.29% 7	4.69% 10	12.68% 27	29.11% 62	50.23% 107	213
Extract and organise information	2.82% 6	6.57% 14	20.19% 43	29.58% 63	40.85% 87	213
Locate and organise media content	2.35% 5	5.63% 12	19.72% 42	36.62% 78	35.68% 76	213
Synthesise or operate on the ideas abstracted from information and media content	1.88% 4	3.76% 8	19.72% 42	35.21% 75	39.44% 84	213
Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium	1.88% 4	1.88% 4	10.33% 22	26.76% 57	59.15% 126	213
Be able to apply ICT skills in order to process information	3.76% 8	6.10% 13	18.31% 39	33.33% 71	38.50% 82	213
Be able to apply ICT skills in order to produce user-generated content and be creative	4.23% 9	4.69% 10	20.19% 43	30.52% 65	40.38% 86	213
Be able to apply ICT skills to create products for resale thus fostering entrepreneurship	6.10% 13	9.39% 20	33.80% 72	25.35% 54	25.35% 54	213
Be able to use ICT as technical and critical capacities	3.29% 7	6.57% 14	22.54% 48	28.17% 60	39.44% 84	213
Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality	1.88% 4	1.41% 3	7.98% 17	23.00% 49	65.73% 140	213

In Chart 11 and Table 14 above, it is evident from the findings that, enabling people to critically evaluate information and media content through MIL, is a top priority for most MIL experts/practitioners (72% of respondents rate this as Highest Priority). This was followed by affording people competencies to engage with media (traditional media and digital media) and other information providers for self-expression; freedom of expression; intercultural and inter-religious dialogue; democratic participation; gender equality; and advocating against all forms of inequality (66% of respondents rate this as Highest Priority). People's ethical and responsible use of information (60% of respondents rate this as Highest Priority); ability to locate and access relevant information (57% of respondents rate this as Highest Priority); and understanding of the role and functions of media in economic and social life (60% of respondents rate this as Highest Priority) are also high on the agenda of MIL experts/practitioners.

There were some unexpected findings related to technological competencies. While experts/practitioners generally prioritise them with ratings from 3-5, there appears to be more divergent views among experts as to the place of these increasingly obligatory 21st Century competencies. People's ability to apply ICT skills to produce user-generated content and be creative was rated Highest Priority by 40% of the experts/practitioners. In contrast, the economic aspects of people's ability to use ICT skills to produce content for resale and to foster entrepreneurship are not on the Highest Priority of the MIL experts/practitioners (only 25% of respondents). However, with regard to overall ratings, these economic facets are plainly central to MIL

competencies, according to the experts/practitioners surveyed with 33% of respondents giving Rating 3 and 25% giving rating Rating 4.

UNESCO has long held that a delineation of MIL that will stand the test of time should include, inter alia: (a) enabling people's understanding of the functions of media and other information providers in democratic societies and (b) people's critical but basic comprehension of the conditions under which these functions can be effectively executed (Grizzle, 2013). MIL experts/practitioners seem to agree with these ingredients giving (a) rating 3 and 4 from a combined 88% of respondents and (b) rating 3 and 4 from a combined 76% of respondents. This approach places MIL at the heart of fundamental freedoms such as FOE and FOI, without politicising MIL. Moreover, it guards against what Boyd (2017)¹¹⁴, pointed out as the wide-spread distrust in everything media in the U.S.A. She alludes that MIL educators have for years been drilling in people's heads that the media should not be trusted and, thus, could be attributed some responsibilities for the present attacks on the media and the re-emergence of global sentiments concerning misinformation.

¹¹⁴ Did Media Literacy Backfire? Danah Boyd (2017). Points: Data Society. <https://points.datasociety.net/did-media-literacy-backfire-7418c084d88d>. Accessed on 30 April 2018.

Chart 12: Average ranking for broad competencies based respondents' expertise

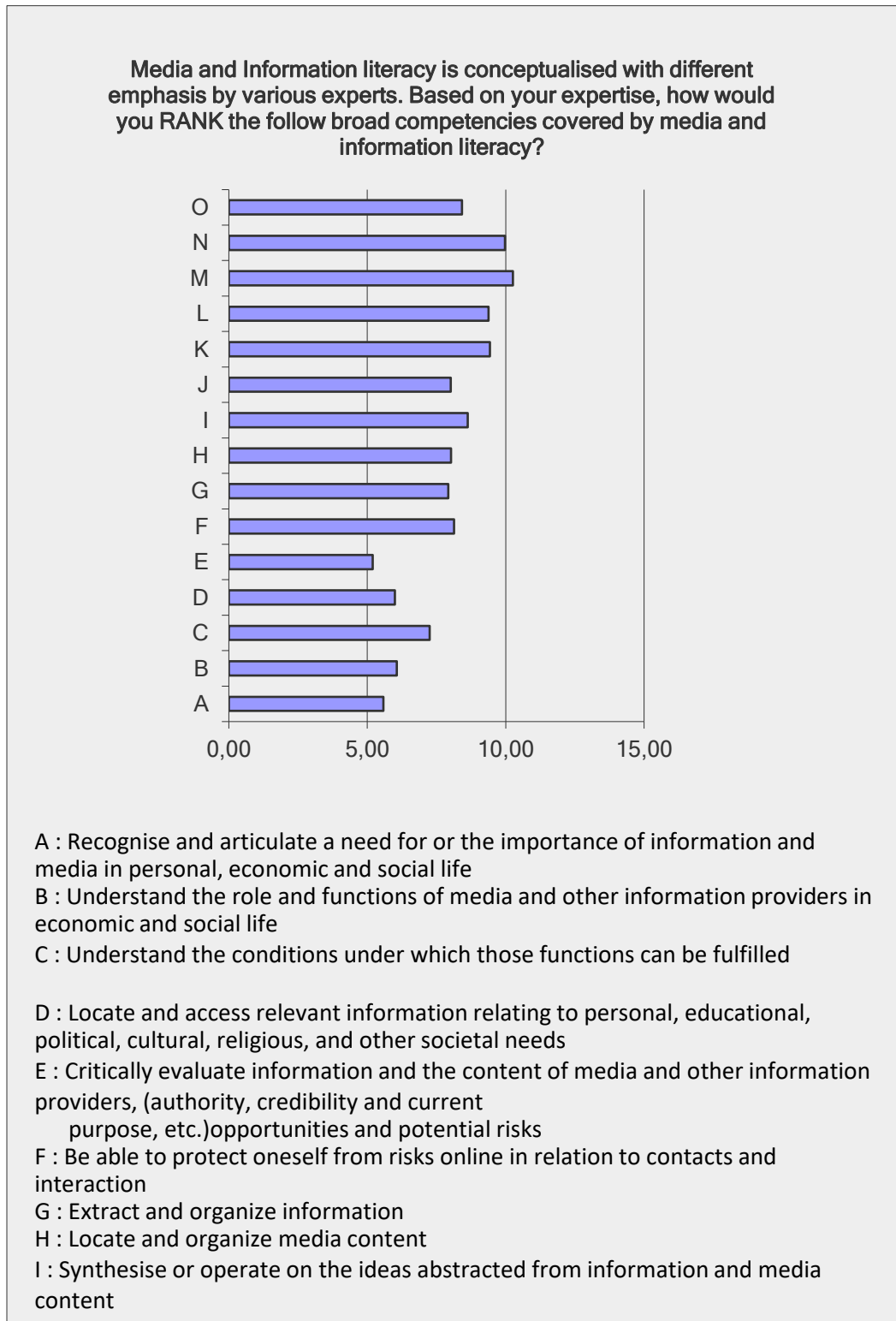


Table 15: Experts rank the importance of broad competencies covered by media and information literacy based on their expertise (Answered: 184 Skipped: 318)

Answer Options	% of Respondents giving Rank 1-5	% of Respondents giving Rank 6-7	Ranking Average
Recognise and articulate a need for or the importance of information and media in personal, economic and social life	62%	9%	5.58
Understand the role and functions of media and other information providers in economic and social life	55%	11%	6.07
Understand the conditions under which those functions can be fulfilled	43%	13%	7.25
Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs	49%	21%	6.00
Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.) opportunities and potential risks	69%	9%	5.20
Be able to protect oneself from risks online in relation to contacts and interaction	25%	23%	8.14
Extract and organise information	22%	23%	7.93
Locate and organise media content	22%	13%	8.03
Synthesise or operate on the ideas abstracted from information and media content	20%	16%	8.63
Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium	27%	18%	8.02
Be able to apply ICT skills in order to process information	18%	13%	9.43
Be able to apply ICT skills in order to produce user-generated content and be creative	21%	10%	9.38
Be able to apply ICT skills to create products for resale thus fostering entrepreneurship	22%	5%	10.26

Be able to use ICT as technical and critical capacities	16%	8%	9.98
Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality	39%	6%	8.42

In Chart 12 and Table 15 given the number of sub-variables within this questionnaire item, it is difficult to legibly present the entire table with percentages of how experts/practitioners ranked each broad competence. Thus, a summary is presented here and only indicative shifts in priority are addressed in the discussion. In Chart 12 and Table 15, 50% of experts/practitioners view enabling people’s ability through MIL (ICT skills) to protect oneself from risks online related to contacts and interactions have the Highest Priority rating. There is a shift in ranking with only 25% of experts/practitioners ranking this among the top 5 broad sets of MIL competencies. There is also an observed shift in experts’/practitioners' views on MIL enabling people’s engagement with media (traditional media and digital media) and other information providers for self-expression. This moved from 66% of respondents giving Highest Priority in rating this competence to 39% of experts/practitioners ranking this broad set of competencies in the top 5. No other significant change is observed across other variables. They more or less hold steady in rating or ranking, though with relative changes downward in priority. This may be within the margin of error. At the same time, this could indicate that, when faced with hard choices (resources, time, donor demands,

demands from beneficiaries), experts/practitioners prioritise certain competencies over others.

From the following charts, the discussion tries to scrutinise experts'/practitioners' views about the same broad sets of MIL competencies but from a more objective perspective as opposed to their more subjective standpoints in the previous two charts. They were asked to rank and rate how MIL competencies are perceived and implemented in their countries (meaning where they live and work).

Chart 13: Average ranking for broad competencies from the objective perspectives of experts as to situation in their countries (Answered: 201 Skipped: 301)

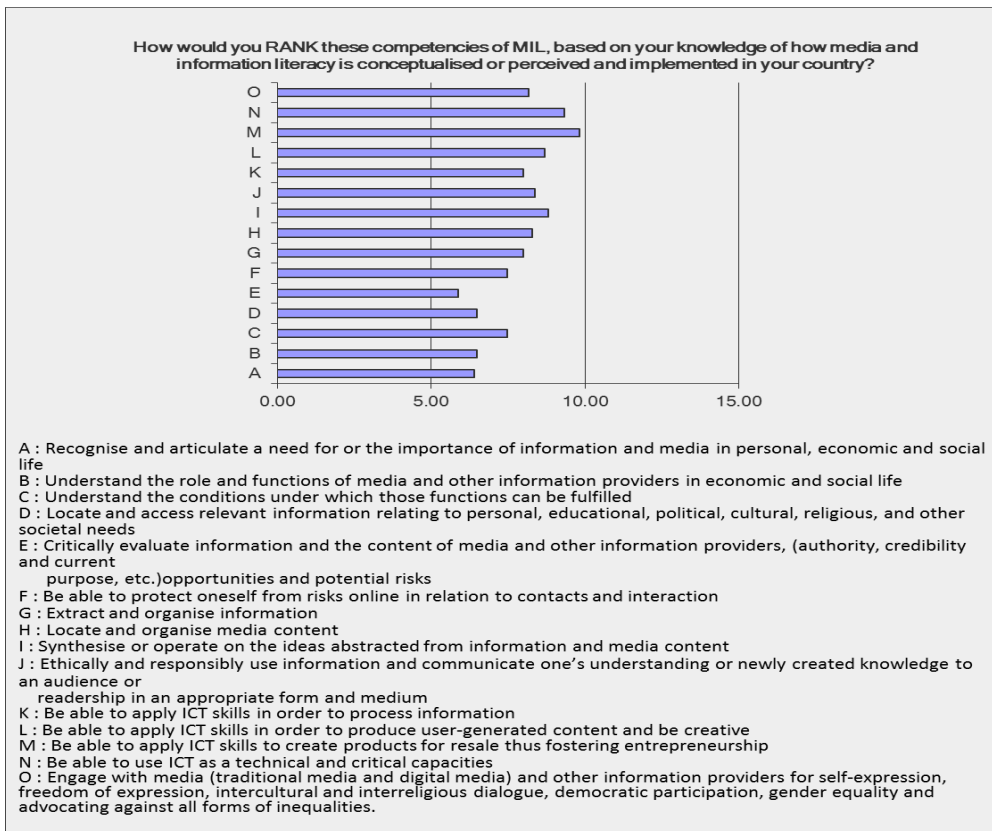


Table 16: Experts ranking MIL competencies based on their knowledge of how media and information literacy is conceptualised or perceived and implemented in their country (Answered: 201 Skipped: 301)

Broad MIL Competencies and Letter Coding	% of Respondents giving Rank 1-5	% of Respondents giving Rank 6-7	Average Rating
Recognise and articulate a need for or the importance of information and media in personal, economic and social life (A)	46%	10%	6.41
Understand the role and functions of media and other information providers in economic and social life (B)	53%	9%	6.48
Understand the conditions under which those functions can be fulfilled (C)	41%	15%	7.49
Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs (D)	50%	16%	6.50
Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.) opportunities and potential risks (E)	58%	12%	5.89
Be able to protect oneself from risks online in relation to contacts and interaction (F)	31%	23%	7.49
Extract and organise information (G)	24%	25%	8.01
Locate and organise media content (H)	21%	15%	8.29
Synthesise or operate on the ideas abstracted from information and media content (I)	18%	15%	8.82
Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium (J)	26%	11%	8.38
Be able to apply ICT skills in order to process information (K)	34%	13%	8.00
Be able to apply ICT skills in order to produce user-generated content and be creative (L)	24%	14%	8.69

Be able to apply ICT skills to create products for resale thus fostering entrepreneurship (M)	21%	13%	9.84
Be able to use ICT as a technical and critical capacities (N)	29%	8%	9.33
Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality (O)	38%	9%	8.16

In Chart 13 and Table 16 above, a combined 58% of experts/practitioners surveyed ranked the broad competence, enabling people to critically evaluate information and media content through MIL, among the **top 5 broad competencies (Rankings 1-5) and only 16% Ranking 1 (as implemented in their country)**. Regarding experts'/practitioners' thinking in the previous analyses, 72% rate this same competence as Highest Priority (See Table 14), a combined **69% gave it Rankings 1-5 and 19% give it Ranking 1 (based on their expertise)** (See Table 15). We see here disparities between what experts think should be happening or how MIL should be implemented and what they think is actually happening on the ground in their countries. Contemplating the average ranking suggests that the disparities in relation to broad MIL competence E may not be as significant as it appears. In terms of what experts think should be happening, or how MIL in connection with broad MIL competence E should be implemented, the average ranking is 5.2%. With respect to what they believe is actually happening in their countries, the average Ranking is 5.89%.

Disparities between what experts think should be happening or how MIL should be implemented and what they think is actually happening in their countries can also be seen in three other broad competencies with combined Ranking 1-5 - protecting oneself from risk online... **(F) (25% to 31% respectively)**; being able to apply ICT skills to process information **(K) (18% to 34% respectively)**; and being able to use ICT as technical and critical capacities **(N) (16% to 29% respectively)**. Experts/practitioners seem to think that more emphasis is being placed on these areas in countries than is actually needed.

Chart 14: Experts' rating of MIL competencies based on their knowledge of how media and information literacy is conceptualised or perceived and implemented in their countries

(Answered: 200 Skipped: 302)

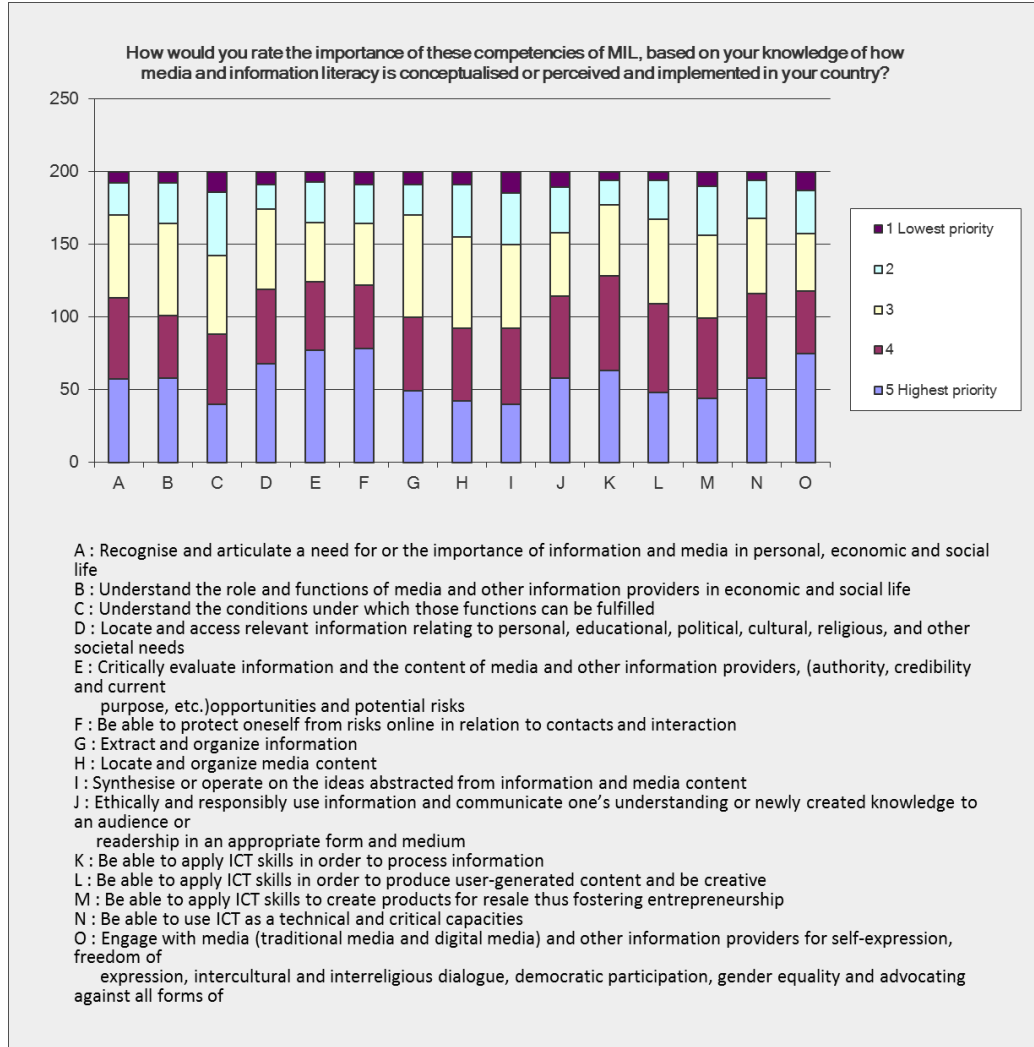


Table 17 Experts rating of MIL competencies based on their knowledge of how media and information literacy is conceptualised or perceived and implemented in their countries (Detail statistics)

	1 Lowest priority	2	3	4	5 Highest priority	Total
Recognise and articulate a need for or the importance of information and media in personal, economic and social life	4.00% 8	11.00% 22	28.50% 57	28.00% 56	28.50% 57	200
Understand the role and functions of media and other information providers in economic and social life	4.00% 8	14.00% 28	31.50% 63	21.50% 43	29.00% 58	200
Understand the conditions under which those functions can be fulfilled	7.00% 14	22.00% 44	27.00% 54	24.00% 48	20.00% 40	200
Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs	4.50% 9	8.50% 17	27.50% 55	25.50% 51	34.00% 68	200
Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.)opportunities and potential risks	3.50% 7	14.00% 28	20.50% 41	23.50% 47	38.50% 77	200
Be able to protect oneself from risks online in relation to contacts and interaction	4.50% 9	13.50% 27	21.00% 42	22.00% 44	39.00% 78	200
Extract and organise information	4.50% 9	10.50% 21	35.00% 70	25.50% 51	24.50% 49	200
Locate and organise media content	4.50% 9	18.00% 36	31.50% 63	25.00% 50	21.00% 42	200
Synthesise or operate on the ideas abstracted from information and media content	7.50% 15	17.50% 35	29.00% 58	26.00% 52	20.00% 40	200
Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium	5.50% 11	15.50% 31	22.00% 44	28.00% 56	29.00% 58	200
Be able to apply ICT skills in order to process information	3.00% 6	8.50% 17	24.50% 49	32.50% 65	31.50% 63	200
Be able to apply ICT skills in order to produce user-generated content and be creative	3.00% 6	13.50% 27	29.00% 58	30.50% 61	24.00% 48	200
Be able to apply ICT skills to create products for resale thus fostering entrepreneurship	5.00% 10	17.00% 34	28.50% 57	27.50% 55	22.00% 44	200
Be able to use ICT as a technical and critical capacities	3.00% 6	13.00% 26	26.00% 52	29.00% 58	29.00% 58	200
Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality	6.50% 13	15.00% 30	19.50% 39	21.50% 43	37.50% 75	200

Based on Chart 14 and Table 17, in comparison with the ranking process, more significant disparities can be observed in the findings on how experts rate the complete set of broad MIL competencies from their personal perspective as to how MIL should be implemented and what they think is actually happening on the ground in countries. Experts think that broad competencies A-E, G-J, L, and O that should receive the Highest Priority Rating are being given 45%-52% less emphasis in countries' MIL programmes. At the same time, they appear to think that broad competencies (F) and (N) are being given 20%-25% less emphasis as Highest Priority.

Chart 15 Experts' opinion on good ways to teach MIL competencies

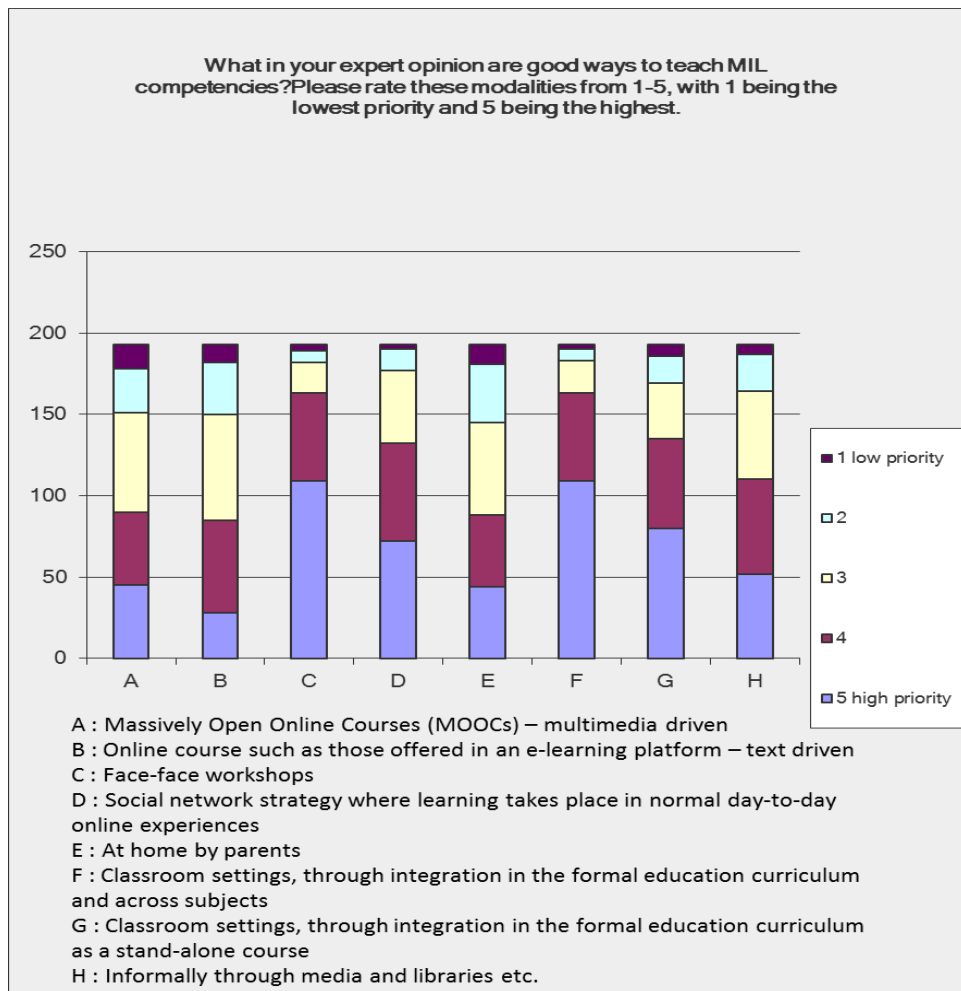


Table 18: Experts' opinions on good ways to teach MIL competencies
(Answered: 193 Skipped: 309)

	1 low priority	2	3	4	5 high priority	Total
Massively Open Online Courses (MOOCs) – multimedia driven	7.77% 15	13.99% 27	31.61% 61	23.32% 45	23.32% 45	193
Online course such as those offered in an e-learning platform – text driven	5.70% 11	16.58% 32	33.68% 65	29.53% 57	14.51% 28	193
Face-face workshops	2.07% 4	3.63% 7	9.84% 19	27.98% 54	56.48% 109	193
Social network strategy where learning takes place in normal day-to-day online experiences	1.55% 3	6.74% 13	23.32% 45	31.09% 60	37.31% 72	193
At home by parents	6.22% 12	18.65% 36	29.53% 57	22.80% 44	22.80% 44	193
Classroom settings, through integration in the formal education curriculum and across subjects	1.55% 3	3.63% 7	10.36% 20	27.98% 54	56.48% 109	193
Classroom settings, through integration in the formal education curriculum as a stand-alone course	3.63% 7	8.81% 17	17.62% 34	28.50% 55	41.45% 80	193
Informally through media and libraries etc.	3.11% 6	11.92% 23	27.98% 54	30.05% 58	26.94% 52	193

In Chart 15 above, a combined 84% of the experts, who answered the questionnaire item, give Rating 4 and Rating 5 (Highest Priority) to face-to-face workshops and a combined 84% to classroom settings, through integration in the formal education curriculum and across subjects, as good ways to teach MIL. Using a classroom setting for MIL but where MIL is offered as a stand alone course rather than integrated across subjects follows behind with 41% of experts giving Rating 5. This shows that MIL experts still favour direct face-to-face interaction as a good modality to impart MIL competencies. One fundamental explanation might be the need for feedback and interaction between teacher and learner which is, to a great extent, necessary in MIL

teaching and learning. Kop and Fourier (2013), in their study on developing personal learning environments (PLEs) and in preparing for a Critical Literacies MOOC to test their PLE model, found that, among others, the following features support learning in a PLE: (i) allows others to give feedback on my learning activities; (ii) helps me to socialise with others; (iii) allows me to teach others; (iv) helps me to be critical of the information resources I find online; and (v) features that help me to learn about differences in quality of information sources (p.10).

The experts/practitioners in our research reaffirmed the point about physical or direct contact in teaching and learning about MIL in how they rate MIL MOOCs which are multimedia driven (a combined 47% for Ratings 4 and 5) and text based online courses (a combined of 44% for Ratings 4 and 5). These ratings are low, given that MOOCs and online courses are considered more modern modes of learning. A key deciding factor for experts might be the high attrition rate among persons pursuing online courses (Jordan, 2015). This was our experience in carrying out the research for this dissertation, though the dropout rate for the MIL MOOC used as interventions was much lower than the normal average.

One could infer that, with the exception of face-to-face and classroom settings, the overall distribution of the ratings of all proposed modalities indicates that a blended approach to teaching MIL is a viable approach in MIL experts' views. The combined 68% for Ratings 4 and 5 that the experts give to the use of social media networks as a meaningful way of teaching MIL is encouraging. A search of the major social media

platforms in English for Facebook pages, Twitter handles/hashtags, and YouTube videos that specifically refer to MIL related concepts (information literacy, media literacy, digital literacy) yielded the following results:

Table 19: Estimated¹¹⁵ Number of Social Media Pages Directly Addressing MIL related Concepts

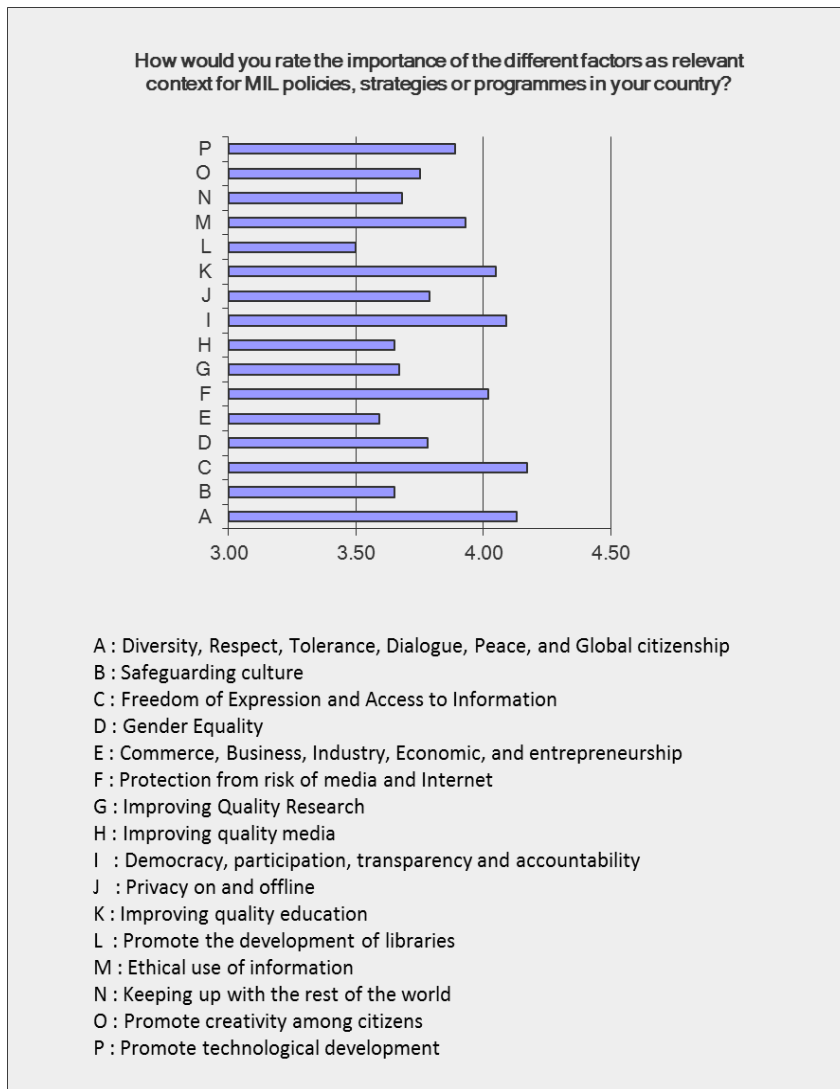
MIL related Concepts	Social Media Platforms in English	Estimated Number of Pages (manual count so rough estimates)	Comments
Information Literacy	Facebook (7+) Twitter (6+) Instagram (1) YouTube(18+)	32	Most of the only few pages about information literacy are related to library
Media Literacy	Facebook (22+) Twitter (22+) Instagram (12+) YouTube(37+)	93	
Digital Literacy	Facebook (17+) Twitter (16+) Instagram (1) YouTube(75+)	109	YouTube channels related to digital literacy are more than the other three concepts
Media and Information Literacy	Facebook (20+) Twitter (3+) Instagram (3) YouTube(22+)	48	

MIL training is mostly done through workshops, webinars, curricula in schools, extra-curricula activities in schools, MOOCs or online courses, mobile applications, and other online tools. These are all important and must continue, but in a more structured way.

¹¹⁵ The estimated numbers of social media pages are based on search results from these sites/platforms.

SECTION 3: EXPERTS' RATING AND RANKING OF DIFFERENT FACTORS AS RELEVANT CONTEXTS FOR MIL POLICIES AND STRATEGIES IN THEIR COUNTRIES

Chart 16: Experts rating the importance of different factors as relevant contexts for MIL policies, strategies or programmes in their countries (Answered: 192 Skipped:310)



Findings and analysis surrounding Chart 16 and Chart 17 are summarized in Table 20 and discussed below.

Chart 17: Experts ranking the importance of the different factors as relevant contexts for MIL policies, strategies or programmes in their countries (Answered: 178 Skipped: 324)

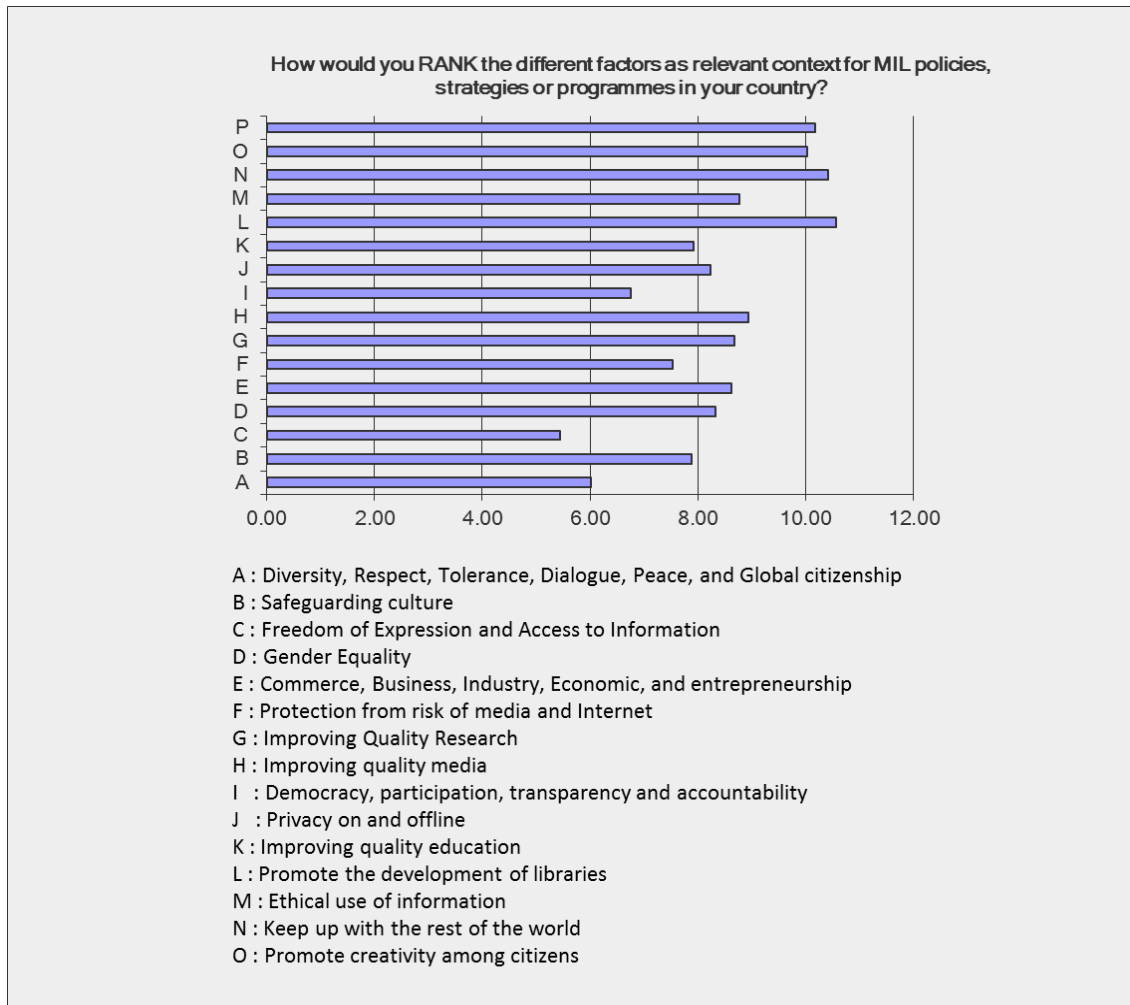


Table 20: Summary of how experts rate and rank different factors as relevant contexts for MIL policies, strategies or programmes in their countries

Reference	Factors/Context of MIL	% of Respondents giving combined rating 4 and 5	Weighted Average for ratings 1-5 based experts' responses	% of Respondents ranking these factors among top 5 (Ranking 1-5)	
A	Diversity, Respect, Tolerance, Dialogue, Peace, and Global citizenship	77%	4.13	60%	
B	Safeguarding culture	59%	3.65	38%	
C	Freedom of Expression and Access to Information	76%	4.17	66%	
E	Gender Equality	60%	3.78	31%	
F	Commerce, Business, Industry, Economic, and entrepreneurship	55%	3.59	37%	
G	Protection from risk of media and Internet	74%	4.02	31%	
H	Improving Quality Research	60%	3.67	24%	
I	Improving quality media	58%	3.65	19%	
J	Democracy, participation, transparency and accountability	74%	4.09	47%	
K	Privacy on and offline	64%	3.79	28%	
L	Improving quality education	72%	4.05	34%	
M	Promote the development of libraries	53%	3.50	16%	
N	Ethical use of information	67%	3.93	22%	
O	Keeping up with the rest of the world	61%	3.68	20%	
P	Promote creativity among citizens	63%	3.75	20%	

Q	Promote technological development	71%	3.89	23%	
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In Table 20 above and also in relation to Chart 16 and Chart 17, experts/practitioners¹¹⁶ give their views on factors that have bearing on how MIL interventions are designed and implemented in their countries. Essentially, this questionnaire item tests a proposed development framework for MIL policies and strategies. The findings indicate how the experts, who responded to the item, view the six cardinals of the proposed development/theoretical framework for MIL policies and strategies (Grizzle, Moore et. al., 2013) as presented in Chapter 3. First, the convergence debate was sufficiently addressed in previous chapters and the analysis in this Chapter. Second, the rights-based approach includes several types of rights a few of which are in this questionnaire item. These are freedom of expression, access to information, gender equality, quality education, cultural rights, and privacy rights. Religious rights are woven into the first context factor in the list of factors in Table 20 (Diversity, Respect, Tolerance, Dialogue, Peace, and Global citizenship). Also included in the item are the four thematic areas of this dissertation (FOE, FOI, ICD, and IRD), which are substantially discussed in Chapter 3. Factor A - diversity, respect, tolerance, dialogue, peace, and global citizenship (a combined 77% of experts giving Ratings 4 and 5) and Factor C - freedom of expression and access to information (a combined 76% of experts giving Ratings 4 and 5) are among the highest rated factors relevant to the contexts of MIL policies and strategies. The

¹¹⁶ Fourteen less experts ranked the factors than those that rated the factors. This accounts for a small margin of error when comparing ratings and rankings.

third aspect of the proposed MIL development/theoretical framework is a shift from a focus on protectionism to empowerment. Here again, this cardinal could be deconstructed into several factors in Table 20, including Factor G - protection from risk of media and Internet; Factor J - democracy, participation, transparency and accountability; Factor N - ethical use of information; and Factor P - promote creativity among citizens. A combined 74% of experts give Rating 4 and 5 to Factor G. This seems to suggest that the perceived imperative to protect people from the potential ills of media and technology remains prevalent and that the shift to empowerment is slow. There seems to be a significant shift of experts' views about protectionism as a context for MIL policies and strategies when they rank this factor. Only 31% of respondents rank this in the Top 5 of the 16 factors. Factor J receives Rating 4 and 5 from a combined 74% of experts. When ranked by the same experts, it is revised downwards to 47% with regard to being among the Top 5. Factors N and P receive Rating 4 and 5 from a combined 53% and 63% of experts, respectively. Regarding the fourth dimension of the proposed MIL policies and strategies development/theoretical framework, a knowledge-based society's approach, Factor L - improving quality education is relevant. A combined 74% of experts give Rating 4 and 5. The fifth dimension, a culture and linguistic diversity approach, is also within the framework of knowledge societies as espoused by UNESCO (2001). One aspect is already reflected under Factor A. Factor B; safeguarding culture is another related dimension. A combined 59% of experts give Rating 4 and 5. The final dimension, a gender-based approach to MIL development concerns Factor E. 60% of the experts rate gender equality with Rating 4 and 5. With the exception of Factor A, C, J - all

other 13 factors receive low rankings from the experts. Besides this potentially conflicting evidence, one could infer from this analysis that the four thematic areas of this dissertation and the proposed MIL policies and strategies development/theoretical framework have been validated by the experts as being germane to MIL conceptualisation, dissemination, development, and implementation.

A final point to discuss here relates to Factor I – improving quality media and Factor K – privacy online and offline. Factor K is given Ratings 4 and 5 by a combined 64% of the experts who responded to this questionnaire item. While privacy is not among the main themes of this dissertation, it is worth discussing, given the present global debate and concern about privacy and data protection (Henning, 2018). This discussion appears in Chapter 6 which presents the research findings related to the youth component.

At the time of writing this dissertation, Europe had put into effect its General Data Protection Regulation¹¹⁷ (GDPR). GDPR makes sweeping changes about people's right to privacy (Keller, 2018; Voigt & Bussche, 2017). UNESCO, as part of its Internet Series, and in collaboration with the UNESCO-UNAOC International Media and Information Literacy University Network, published a report on privacy in media and information literacy. The report called for proposed privacy competencies to be understood as simply MIL competencies (Grizzle, 2017 in Sherri and Grizzle, 2017). In the youth perspective component of the report, “a majority of young people surveyed do not

¹¹⁷ <https://www.eugdpr.org/>. Accessed on July 31, 2018. This is not an official European Union or European Commission website. It is maintained for educational purposes. The official EC webpage is https://ec.europa.eu/info/law/law-topic/data-protection_en. Accessed on July 31, 2018.

subscribe to family protection as the most effective means to stay safe online, with a notable level of indecision (25% neutral, with 61% strongly disagreeing or disagreeing) on this proposition. Indecision is higher with regard to governments as the best source of protection online (33% neutral, with 45% strongly disagreeing or agreeing). A heavy emphasis – 90% – is placed by the youth surveyed on self-empowerment through the acquisition of information, media and technological competencies. (c.f. *ibid*, p.75-76).

About 58% of experts/practitioners who answered the questionnaire item gave a combined rating of 4 and 5 for improving quality media as a context for MIL development. Only 19% ranked this among the top 5 context factors. There are similarities and contradictions when this factor is compared to rating and ranking for the related broad MIL competencies - the role and functions of media in economic and social life, in previous charts. Understanding the role and function of media is directly proportional to the level of trust people place in and the support given to the media, all types of media, new and traditional technologies. Empirical evidence has shown that enabling people's critical compasses in relation to media content alone does not necessarily lead them to champion and advocate for the indispensable role of the media in all aspects of social and economic life (Mihailidis, 2008). He has noted:

Students should be continuously reminded of media's central, prescient, and necessary role in society. They must struggle to identify with media. They must be aware of the fact that they are completely dependent on media to know about any social, political, economic, cultural, or general event that they do not

witness with their own two eyes. If students are sensitised to the idea that they must support media to support continued progressive democratic existence, they can be empowered to do just this (ibid, p.159).

Chart 18: Experts' assessment of the three least influential factors on MIL policies or strategies or activities in their countries that they think should be taken into greater consideration

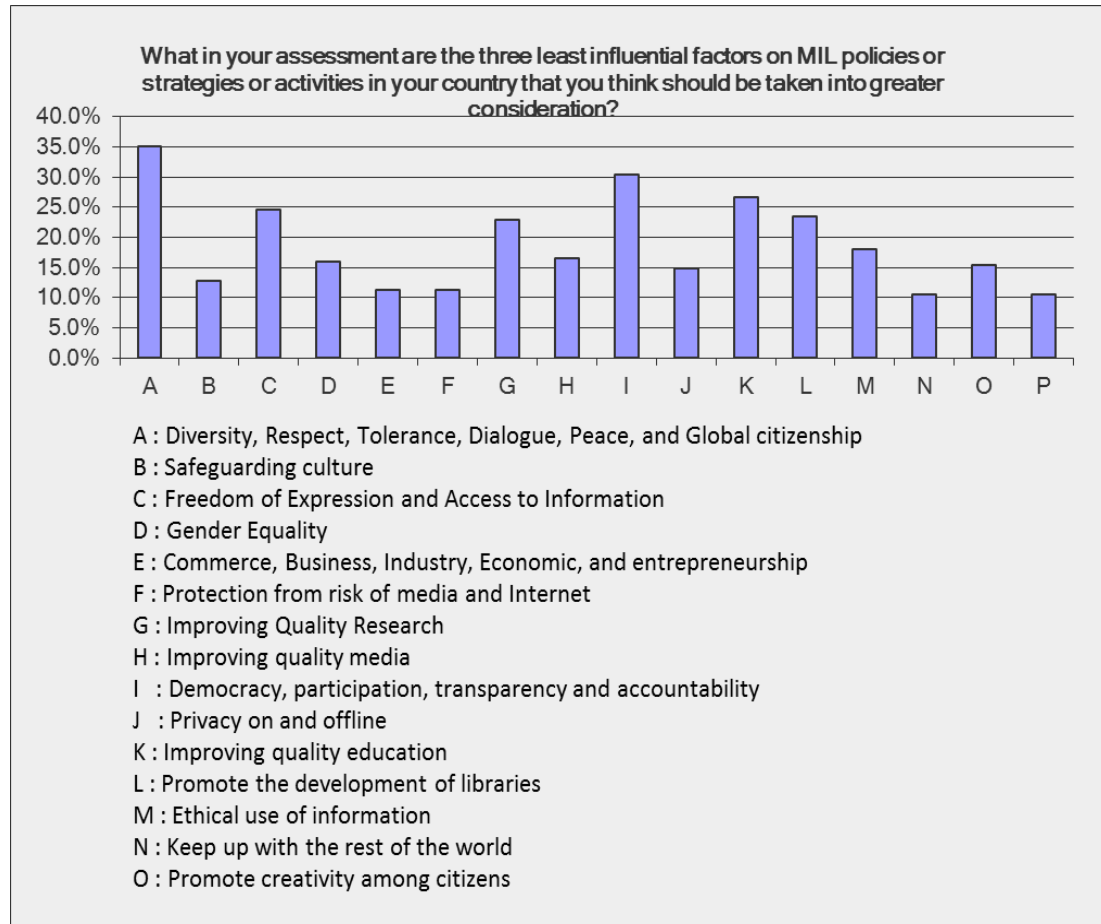


Table 21: Experts' assessment of the three least influential factors on MIL policies or strategies or activities in their countries that they think should be taken into greater consideration (Answered: 188 Skipped: 314)

Answer Choices	Responses	
Diversity, Respect, Tolerance, Dialogue, Peace, and Global citizenship	35.11%	66
Safeguarding culture	12.77%	24
Freedom of Expression and Access to Information	24.47%	46
Gender Equality	15.96%	30
Commerce, Business, Industry, economic, and entrepreneurship	11.17%	21
Protection from risk of media and Internet	11.17%	21
Improving Quality Research	22.87%	43
Improving quality media	16.49%	31
Democracy, participation, transparency and accountability	30.32%	57
Privacy on and offline	14.89%	28
Improving quality education	26.60%	50
Promote the development of libraries	23.40%	44
Ethical use of information	18.09%	34
Keep up with the rest of the world	10.64%	20
Promote creativity among citizens	15.43%	29
Promote technological development	10.64%	20
Total Respondents: 188		

Chart 18 and Table 21 present the findings when the experts were asked to reflect on and indicate the three MIL policy and strategy factors that are not sufficiently taken into consideration but should be given more emphasis in pursuing MIL for all. From the results above, if one were to perform a regression analysis on the data/information, it would show a sort of divergence of views but with clusters of convergence on certain factors around 10%, 20%, and 30%. These findings are not outside of what was

expected as, around the world, countries and stakeholders not only place different emphasis on certain MIL competencies but also certain context variables/factors. The findings from this research provide more supporting evidence for this phenomenon. The context factors also interact with the types of MIL competencies emphasised. As Livingstone (2004) pointed out, “how media literacy is defined has consequences for the framing of the debate, the research agenda, and policy initiatives” (p.5; see also Fedorov, 2015, p. 11-16 for similar discussion; Grizzle 2015). Further analysis and additional research is needed to verify this. Two factors stand out, Factor A and Factor J. 35% of the experts who answered the questionnaire think Factor A (diversity, respect, tolerance, dialogue, peace, and global citizenship) should be given more emphasis 30% think that Factor J (democracy, participation, transparency and accountability) should be used more as a context for MIL development for all.

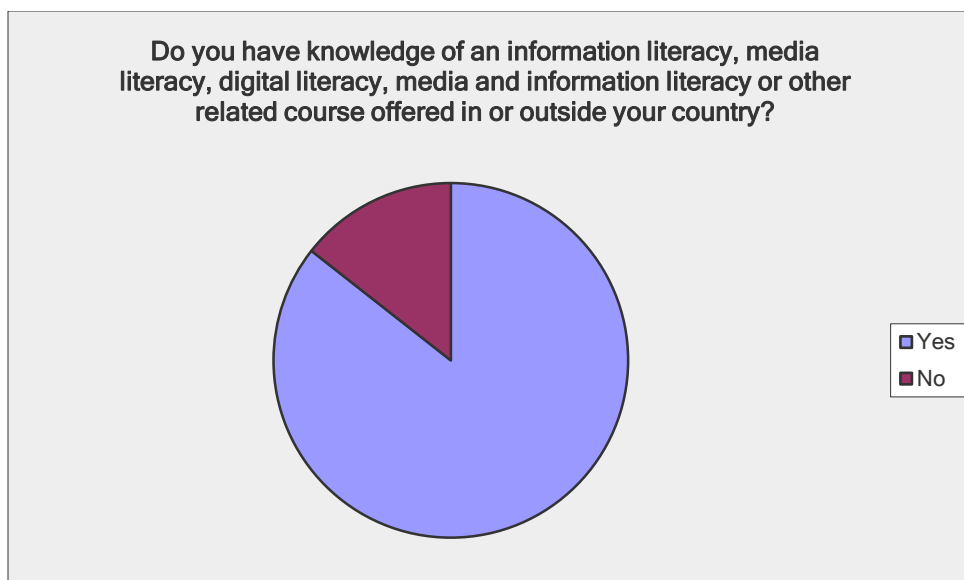
A sample of MIL actions in countries around the world as observed by the experts is shown in Table 22 below:

Table 22 Sample of countries without MIL policies but where governments or NGOs are actively involved in funding or supporting MIL related activities

Region	Sample Countries
--------	------------------

Africa	Angola, Ethiopia, Comoros, Liberia, Mozambique, Nigeria, South Africa, Sudan, Tanzania, Uganda, and Zimbabwe
Asia	Bangladesh, Bhutan, China, India, Indonesia, Japan, South Korea, Madilves, Nepal, Pakistan, Papua New Guinea, Philippines, Sri Lanka, and Thailand
Arab States	Algeria, Egypt, Morocco, Qatar, Tunisia, and West Bank
Latin America	Brazil, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay
Caribbean	Cuba and Jamaica
Europe	Belgium, Bulgaria, Czech Republic, Greece, Hungary, Italy, Israel*, Latvia, Lithuania, Netherlands, Portugal, Romania, Spain, Slovenia, Sweden, and the United Kingdom
Eastern Europe	Armenia, Belarus, Bosnia & Herzegovina, Croatia, Kazakhstan, Macedonia, Serbia, Russia, Turkey, and Ukraine
North America	United States

Chart 19: Existence of information literacy, media literacy, digital literacy, media and information literacy or other related courses offered in countries based on experts' knowledge (Answered: 178 Skipped: 324)



Approximately 86% of the experts who answered this questionnaire item have knowledge of MIL related courses (See Chart 19 above). While this finding does not speak to prevalence and frequency of use of these courses per se, it does indicate the important awareness cardinal.

When asked to specify the label used for these courses, 26% of experts noted media literacy, 20% information literacy and 33% media and information literacy (See Chart 20 below). 6% noted digital literacy, which is lower than the observed reality but corroborates previous analysis and inferences that not many technologists completed the survey.

The 33% for courses labelled as MIL is higher than anticipated, given that UNESCO only started to give impetus to this composite concept in 2008. We now have evidence that the interdisciplinary approach or the composite concept of MIL, as adopted by UNESCO,

is slowly taken traction globally. However, a deeper look into these findings would raise the question as to whether these are mere labelling. Is the content of these MIL related courses actually changing to reflect an integration of information, media, and technological competencies? UNESCO has been supporting many initiatives where stakeholders are actually redesigning the content of their programmes or are in the process of doing so. Even at the higher education levels, where journalism education and library and information studies are concerned, there is need for more interdisciplinary learning. Mecklin (2014) illustrates this point in commenting on knowledge-based journalism when he notes, “higher degree has been a master in journalism focused on journalistic training and technique, not acquisition of knowledge in other subjects. In some sense, it is reasonable to say that mainstream journalists today are often highly educated, without being deeply knowledgeable”. Van der Linde (2010) gave even more nuanced arguments when she suggests that MIL (media literacy modules) should be incorporated in journalism and media studies curricula to empower and bring closer together both media professionals and media users. The Association of College and Research Libraries supports this proposition in having approved a set of Information Literacy Competency Standards for Journalism Students and Professionals. The reverse applies as well. Libraries and information courses are slowly including technological modules but what of media related modules as well? Herein lies a demonstration of the institutional dimensions of the MIL Expansion theory of change described in Chapter 2. In Chart 20 below, the MIL experts were asked to give the type of content emphasized in the MIL related courses that they mentioned.

Chart 20: Experts indicate label used for MIL related courses of which they are aware

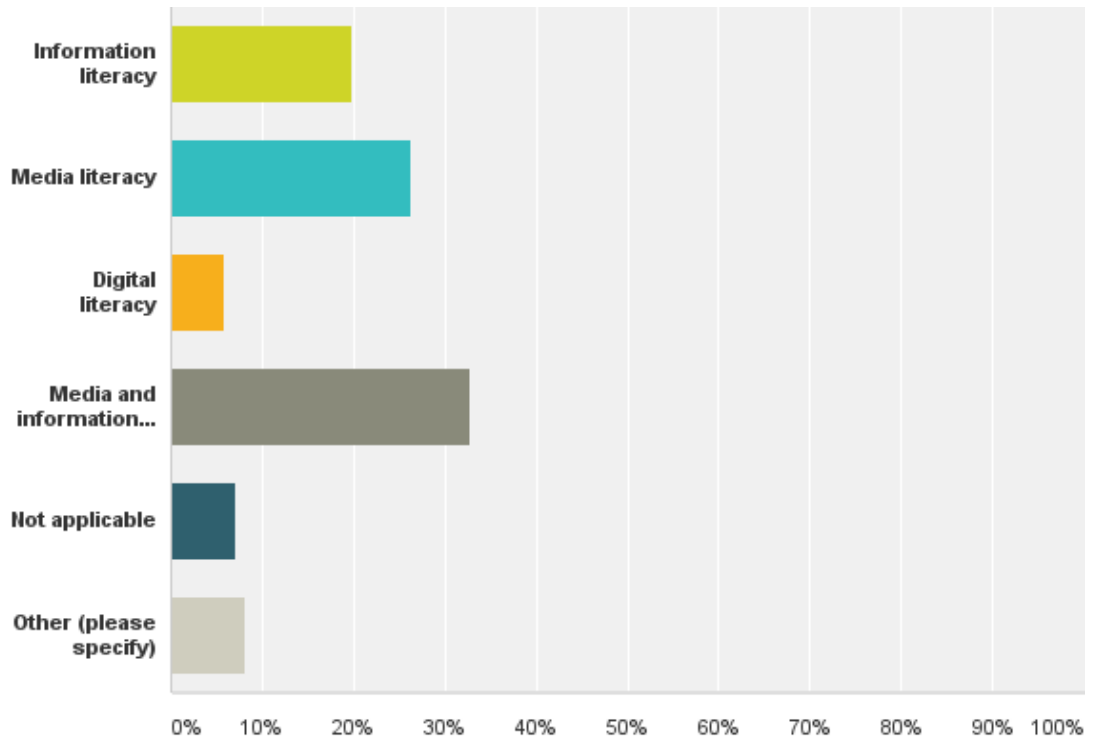
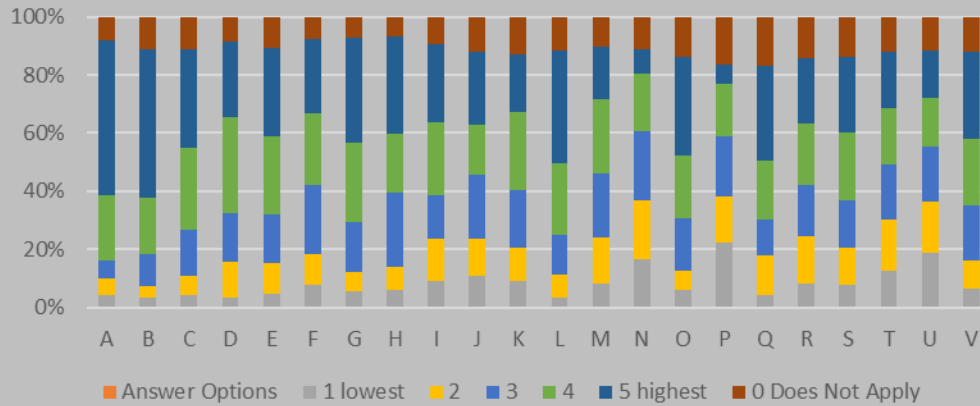


Chart 21: Areas or issues addressed in media literacy, information literacy or digital literacy curriculum based on expert knowledge (Answered: 168 Skipped: 334)

Based on your knowledge of one course in either media literacy, information literacy or digital literacy curriculum, please rate the following areas that it addresses, using a rating of 1-5 based on the emphasis each area is given



- A: critical analysis of information
- B: critical analysis of media messages
- C: understanding the news
- D: effective use of social networks
- E: understanding and analysing advertisement
- F: ability to use computers
- G: effective use of the Internet
- H: understanding and use of digital technologies
- I: conducting research
- J: using libraries
- K: searching databases
- L: ethical use of information
- M: use of mobile devices
- N: games
- O: freedom of expression and access to information
- P: programming
- Q: critical analysis of media and information industries in respect to their operations, ownership, regulations etc.
- R: gender equality issues
- S: intercultural dialogue
- T: interreligious dialogue
- U: protecting libraries
- V: quality media

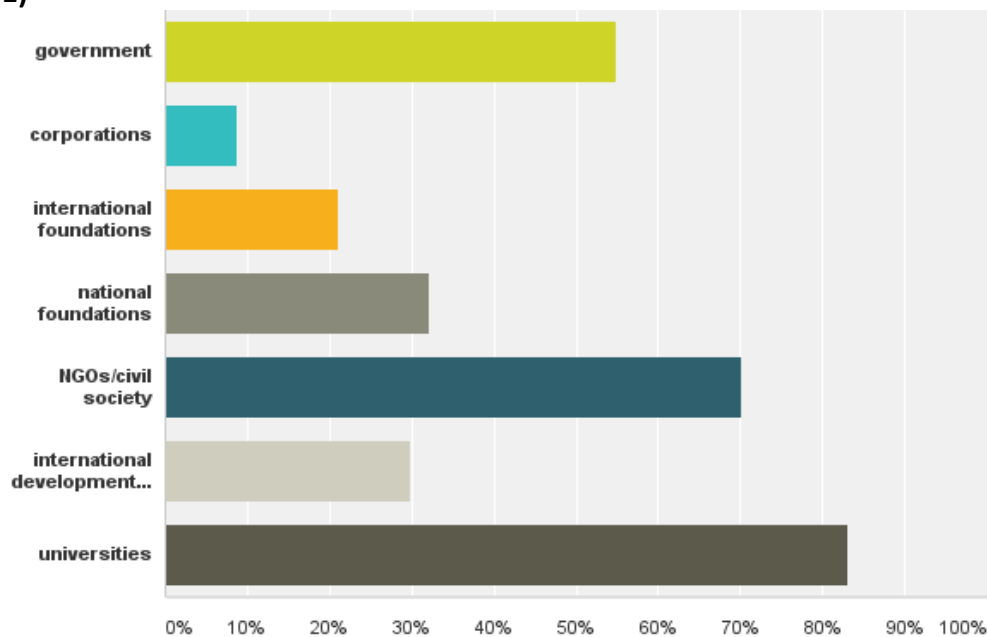
Table 23: Experts rate the areas that are addressed in either one media literacy, information literacy or digital literacy course curriculum of which they have knowledge

Based on your knowledge of one course in either media literacy, information literacy or digital literacy curriculum, please rate the following areas that it addresses, using a rating of 1-5 based on the emphasis each area is given.						
Type of Content	1 lowest	2	3	4	5 highest	0 Does Not Apply
critical analysis of information	4%	6%	6%	23%	53%	8%
critical analysis of media messages	4%	4%	11%	19%	51%	11%
understanding the news	4%	7%	16%	28%	34%	11%
Effective use of social networks	4%	12%	17%	33%	26%	8%
understanding and analysing advertisement	5%	11%	17%	27%	30%	11%
ability to use computers	8%	11%	24%	24%	26%	8%
effective use of the Internet	5%	7%	17%	27%	36%	7%
Understanding and use of digital technologies	6%	8%	26%	20%	34%	7%
conducting research	9%	14%	15%	25%	27%	10%
using libraries	11%	13%	22%	18%	25%	12%
searching databases	9%	12%	20%	27%	20%	13%
ethical use of information	4%	8%	13%	25%	39%	12%
use of mobile devices	8%	16%	22%	26%	18%	10%
games	17%	20%	24%	20%	9%	11%
freedom of expression and access to information	6%	7%	18%	21%	34%	14%
programming	22%	16%	21%	18%	7%	16%
critical analysis of media and information industries in	4%	14%	12%	20%	33%	17%
gender equality issues	8%	16%	17%	21%	22%	14%
intercultural dialogue	8%	13%	16%	23%	26%	14%
interreligious dialogue	13%	18%	19%	19%	19%	12%
protecting libraries	19%	18%	19%	17%	16%	12%
quality media	7%	10%	19%	23%	30%	12%

In Chart 21 and Table 23 above, the MIL experts were asked to rate on a scale of 1-5 (5 being highest) the type of content emphasized in the MIL related courses that they referenced. Among the types of MIL related content that experts give highest ratings are critical analysis of information (combined 76% of experts giving Ratings 4 and 5); critical analysis of media messages (combined 70% of experts giving Ratings 4 and 5); understanding the news (combined 62% of experts giving Ratings 4 and 5); ethical use of information (combined 64% of experts giving Ratings 4 and 5); and effective use of social media (combined 59% of experts giving Ratings 4 and 5). Fewer experts rate high

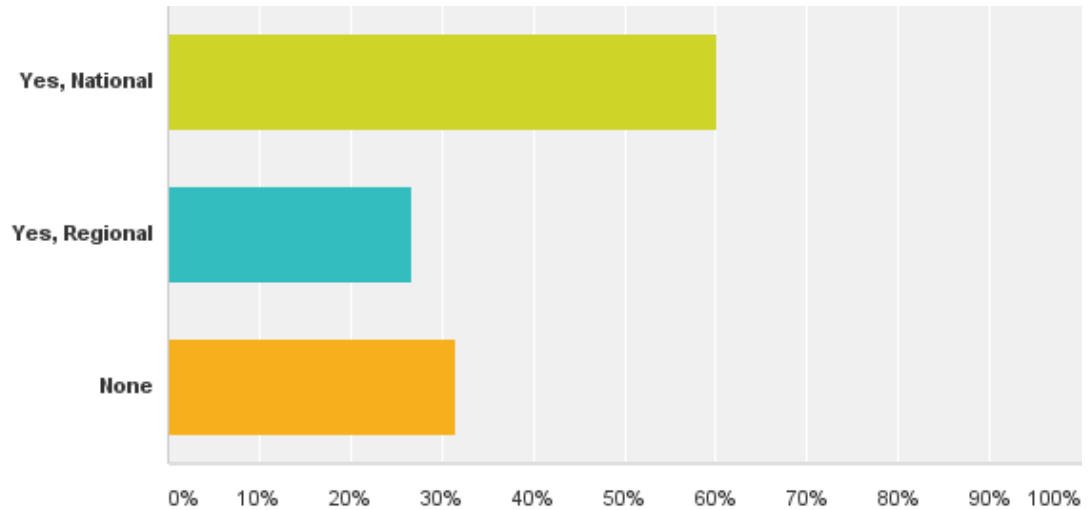
content such as quality media (combined 43% of experts giving Ratings 4 and 5); protecting libraries (combined 33% of experts giving Ratings 4 and 5); gender equality issues (combined 43% of experts giving Ratings 4 and 5); and games (combined 29% of experts giving Ratings 4 and 5). Regarding the thematic areas covered in this dissertation and the proposal for greater integration with MIL and other social literacies, the following can be observed from Chart 21 above. Freedom of expression and access to information show a combined 55% of experts giving Ratings 4 and 5; intercultural dialogue (combined 49% of experts giving Ratings 4 and 5); and inter-religious dialogue (combined 38% of experts giving Ratings 4 and 5). In Chapter 6, we examine youth attitudes and their change of attitudes towards freedom of expression and access to information; intercultural dialogue; and inter-religious dialogue.

Chart 22: Key actors for MIL activities in countries surveyed (Answered: 171 Skipped: 331)



In Chart 22 above, 83% of experts indicate *universities* as the most active actors promoting MIL. This is followed by *NGOs/civil society* validated by 70% of experts and *governments* as reported by 55% of experts. This reflects roughly the findings in one of only two large scale studies carried out on these issues. In that one study, Frau-Meigs, Flores et. al. (2014) found that *civil society* was actively involved in MIL related policies and strategies in Europe at an *Advanced Stage* (15 countries), *Fully Present* in four countries, and at an *Initial Stage* in nine countries of the 29 European countries surveyed. *Public sector* (government) in their research was treated under *Funding* sources for MIL related actions. In that context of involvement, public sector was *Fully present* in one country, *Advanced Stage* in six countries, and *Initial Stage* in 18 countries of the 29 European countries surveyed. With regard to corporations' involvement as MIL actors in Chart 22 above, only 9% of the experts who responded to that questionnaire item validated their active role. When combined with international foundations (21% of experts validated), it might give a clear picture, given that many international foundations are financed by corporations. This is low in contrast to Frau-Meigs, Flores et. al.'s (2014) findings which indicated *Progressing* or *Stable* trends in private sector involvement in *Funding* and as *Other Actors*. Finally, the indicative low involvement of international development organizations (validated by 30% of experts) provides an important opportunity for development cooperation and a common or collective United Nations response to MIL development.

Chart 23: Existence of an Association of MIL related experts and organisations in countries surveyed (Answered: 168 Skipped: 334)



SECTION 4: FURTHER ANALYSIS AND DISCUSSION

This section provides further analysis and discussion of the data related to the research question: Do MIL experts/practitioners have convergent or divergent views on MIL related competencies, policies and practices. Regression analysis and correlation internally as well as correlation between selected questions are used as the main tools of analysis. The section first looks at the (i) level of divergence and convergence in how experts rate broad MIL competencies based on their expertise and how the competencies are conceptualised or perceived and implemented in their countries; (ii) correlation between policy factors and emphasis on certain competencies; (iii) and correlation between experts' backgrounds and their thinking on MIL.

Chart 24: Convergence and Divergence among Experts' Views on Broad MIL Competencies

(Experts rate the importance of broad competencies covered by media and information literacy based on their expertise)

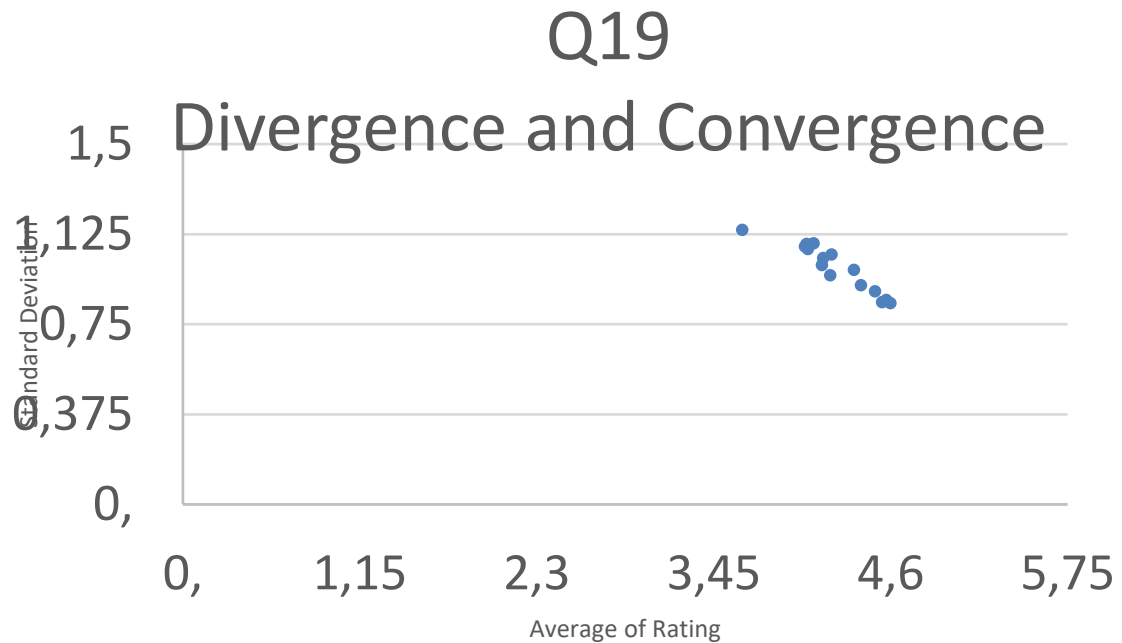


Chart 24 relates to the findings in Chart 11 described earlier in this chapter. Based on analysis using average rating and standard deviation, it seems that there is a significant convergence of most MIL related competencies based on experts' ratings of the broad competencies. There is also evidence of divergence among some competencies. Such convergence-divergence is not new, if some foundational factors are considered. Schement (1995) elucidated the phenomena of divergence existing in convergence and the impact of this on the information environments at home.

One likely explanation for the convergence among MIL competencies could be that convergence is widely accepted as having occurred in media and telecommunications

technology and the overall place of the information sciences in the entire process (Hwanho, 2018). As was expounded in Chapter 3, concepts such as ‘converging literacies’, ‘transliteracy’, ‘metaliteracy’, and ‘multiliteracies’ have all emerged or are emerging in recognition of the inevitable and necessary convergence in teaching and learning about information, technology and media. This convergence has influenced all forms of media and other information providers. Thus, a certain level of interdisciplinarity is inevitable. Through common delivery platforms and common access devices, one can access radio, television, games, digital libraries and archives all in one place; for instance, on a smart phone. A converged approach towards MIL delivery, then, is forward-looking because the integration of MIL in the education systems (formal and non-formal) or engendering MIL as a mass civic education movement demands a unified rather than a fragmented strategy; thereby, presenting a clear ecology of the field to policy makers and educators. Nevertheless, it is evident from the analysis that divergence exists, though at a lower degree than convergence. A possible reason for this might be factors relating to what we call external structural factors. On the one hand is the disposition of some MIL intellectuals to defend their field of study and to operate within a certain circle of like-minded intellectuals and community of beneficiaries (Oberlies and Mattson, 2018). This reflects a form of “traditional public intellectual”, according to Gramsci’s version of public intellectualism (Gramsci’s Notebook, 1983).

Pinto (2016) carried out a study among academics from different faculties to find out how they perceived information literacy competencies based on their disciplines. She found that more than 50% of faculty members surveyed espoused what she called an

academic concept of information literacy. She noted that “IL awareness falls into two broad groups differentiated by subject discipline: those from health sciences, social and legal sciences and arts and humanities representing the first group, and sciences and technical disciplines the other” (p. 1). The scholarly exchange between two stalwarts of media literacy, Hobbs and James also illuminates certain historical and epistemological emphases (See Hobbs, 2011 a& b; Potter, 2011). On the other hand, some MIL experts might want to use an interdisciplinary approach to MIL education but consider that they are not competent to deliver training on some of the of information, media, or technological competencies. Such reality calls for a retraining or upskilling of MIL experts, as mentioned earlier. T Also, there are internal structural factors motivating this divergence such as the truth that not all information is media nor is all information digital (Hirsh, 2018).

A third point to discuss here is that the existence of convergence and divergence among MIL competencies based on experts’/practitioners’ views might itself have a plausible justification. This is where the discourse on complexity theory (Cardama and Sebastian, 2017) and the proposed theory of interdisciplinarity (Newell, 2001; Barry, Born et. al., 2008) come into play. MIL education is no doubt a complex process and the concept of MIL itself is complex. MIL is complex because it cannot simply be organised in a clear observed hierarchical and linear fashion, at least when not all its components are included. Likewise, the interactions among the different broad competencies in MIL are mostly non-linear, complex and not always observable. What we find in MIL, then, is a combination of interconnected simple, complicated, and complex concepts or

competencies. Such architecture requires a marriage of managed convergence and divergence for MIL education to have the greatest impact. If MIL experts and practitioners as well as other stakeholders do not in concert effectively manage MIL education, then, like any system, it will eventually fall apart.

Chart 25: Convergence and Divergence among Experts' Views on Relevant context factors for MIL competencies

(Q22: How would you rate the importance of these competencies of MIL, based on your knowledge of how media and information literacy is conceptualised or perceived and implemented in your country?)

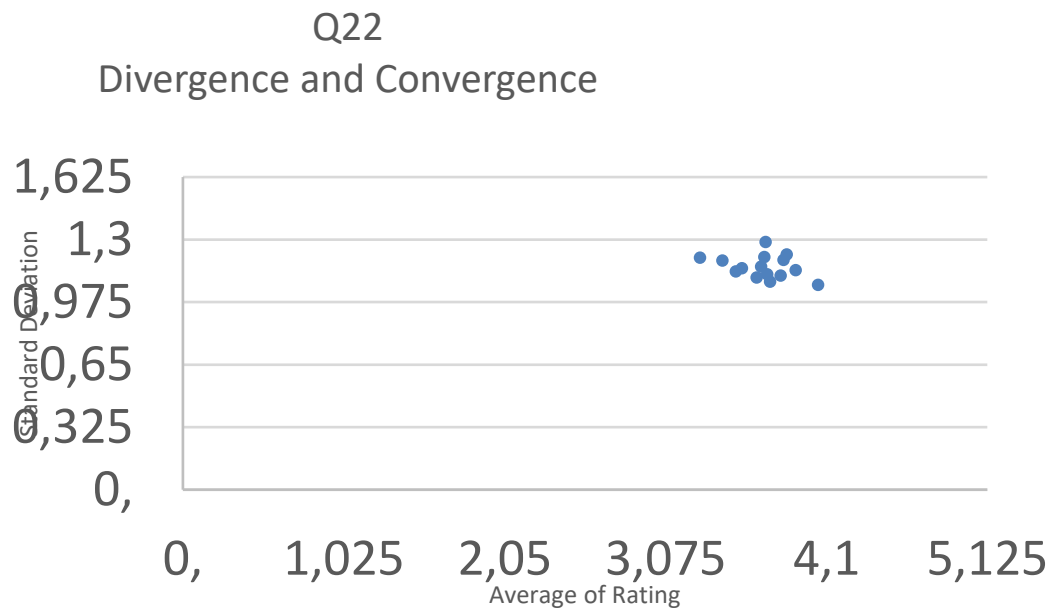


Chart 25 above follows similar reasoning in relation to the previous Chart (24) and is related to Charts 13 and 16 in the earlier section. Based on analysis using average rating and standard deviation, it seems that there is divergence based on experts' ratings of how MIL is conceptualised or perceived and implemented in their countries. These

findings validate the findings in Chart 13 and Table 15, where more significant disparities can be observed with respect to how experts rate (in comparison to ranking) the complete set of broad MIL competencies from their personal perspective as to how MIL should be implemented and what they think is actually happening on the ground in countries. Again, this is not surprising and only gives empirical evidence to the realities on the ground in countries. As the implementation of MIL in countries is not only dependent on MIL experts/practitioners, the situation becomes more complex. MIL experts do not have the level of optimal interaction with government, policy-makers and other relevant stakeholders that is needed to achieve closer, but not necessarily congruent, alignment with MIL theory, research, policies and strategies on the ground.

Chart 26A: Correlation between policy factors and emphasis on certain MIL competencies in countries surveyed

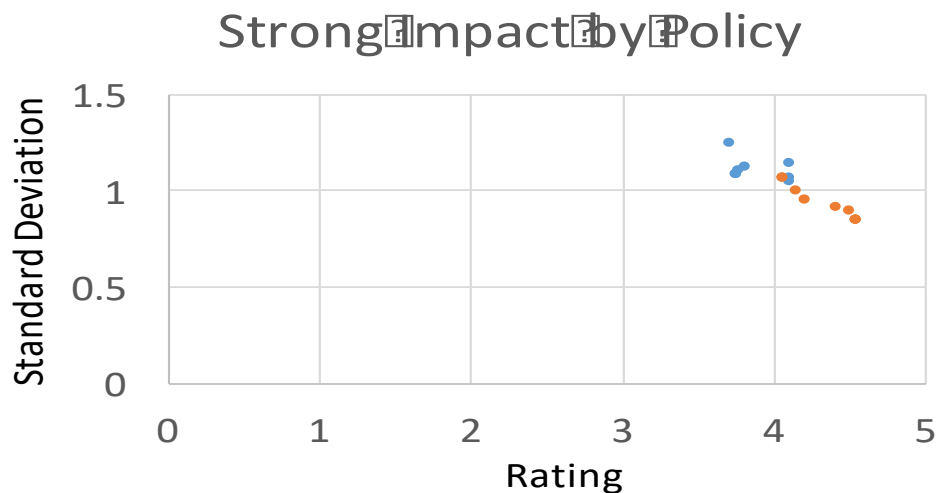
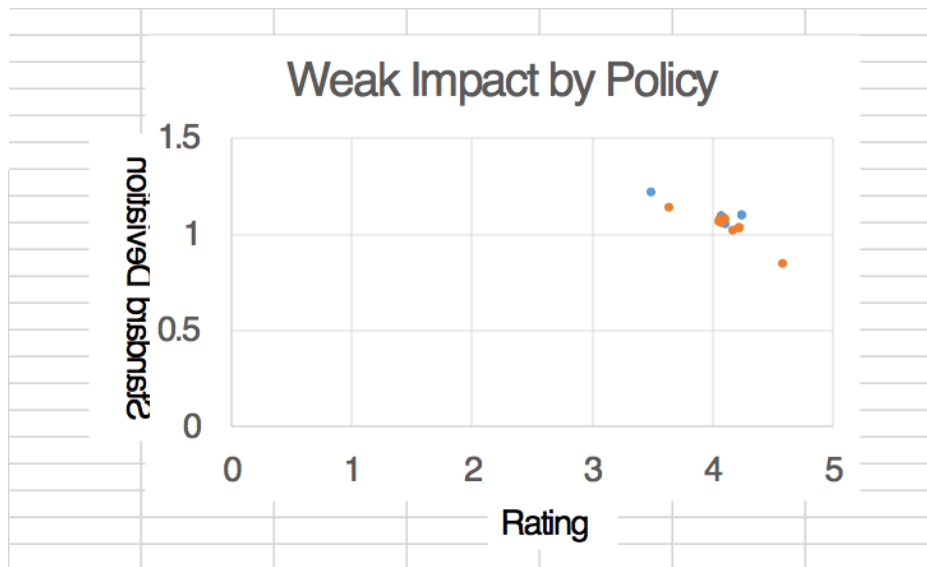


Chart 26B - Correlation between policy factors and emphasis on certain MIL competencies in countries surveyed



Charts 26 A and B depict the correlation between two questionnaire items, (i) Media and Information Literacy is conceptualised with different emphases by various experts. Based on your expertise, how would you rate the importance of the following broad competencies covered by media and information literacy? and (ii) How would you rate the importance of the different factors as relevant context for MIL policies, strategies or programmes in your country? The analysis seeks to explore how the emphasis or non emphasis of MIL experts/practitioners on certain broad MIL competencies might interact with the existence of certain policy factors in the context of MIL. The correlation analysis found that there is a combination of strong and weak impact of emphasis on some MIL competencies, MIL policy and strategy context factors and vice versa. Chart A depicts both low rating divergence and high rating convergence while Chart B shows only convergence. Based on the ratings, experts almost hold the same

opinion. More specifically, the correlation analysis seems to suggest that with regard to questionnaire variable group 19, the emphasis on the following broad MIL competencies by experts/practitioners have high impact on policy context factors: **G** – (extract and organise information); **K** – (be able to apply ICT skills in order to process information); **L** – (be able to apply ICT skills in order to produce user-generated content and be creative); **B** – (understand the role and functions of media and other information providers in economic and social life); **D** – (locate and organise media content); **A** – (recognise and articulate a need for or the importance of information and media in personal, economic and social life); **F** – (be able to protect oneself from risks online in relation to contacts and interaction); **M** – (be able to apply ICT skills to create products for resale thus fostering entrepreneurship); and **I** – (synthesise or operate on the ideas abstracted from information and media content). The emphasis on the following broad MIL competencies seems to have weak impact: **C** – (understand the conditions under which those functions can be fulfilled); **J** – (ethically and responsibly use information and communicate one’s understanding or newly created knowledge to an audience or readership in an appropriate form and medium); and **O** – (engage with media -- traditional media and digital media -- and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequalities). Emphasis on competencies such as B, A, H, K, and D, while demonstrating high impact on policy context factors, also seems to have weak impact in some cases.

Chart 27: Correlation between experts' main areas of involvement in MIL (variable group 13, information literacy or library science, media literacy or media education, media and information literacy, digital literacy) and how they think MIL competencies should be conceptualised

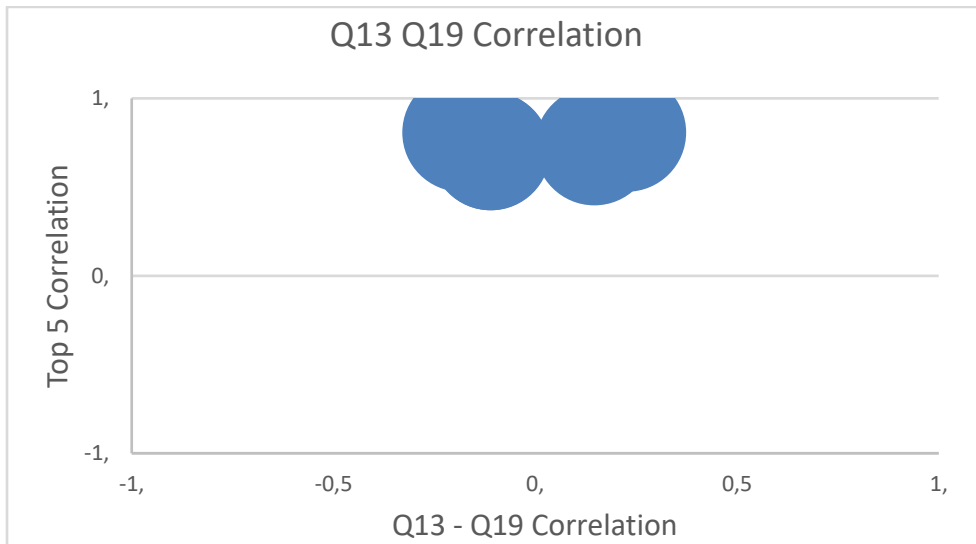


Chart 27 above shows the correlation between two sets of variables, (i) With respect to media and information literacy, what is your main area of involvement (information literacy or library science, media literacy or media education, , media and information literacy, digital literacy. Other (please specify)? (ii) Media and Information Literacy is conceptualised with different emphasis by various experts. Based on your expertise, how would you rate the importance of the following broad competencies covered by media and information literacy? The correlation of media literacy or media education and digital literacy has positive and negative characteristics. The correlation of media and information literacy has only positive characteristics (See cluster of charts in Charts

27 A, B, C, and D below). All of these correlations are very small. Therefore, there is a very strong chance and potential to improve the relationship between qualifications and the diffusion of media and information literacy competencies. This is related to the upskilling of traditional information literacy, media literacy and digital literacy for experts/practitioners as well as the recasting of MIL related programmes mentioned earlier.

Chart 27 A, B, C, and D: Cluster of charts in relation to Chart 27

Chart 27 A

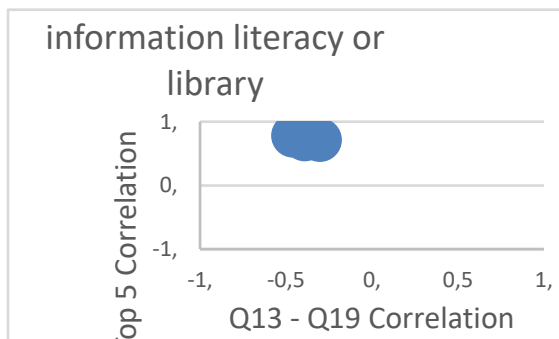


Chart 27 B

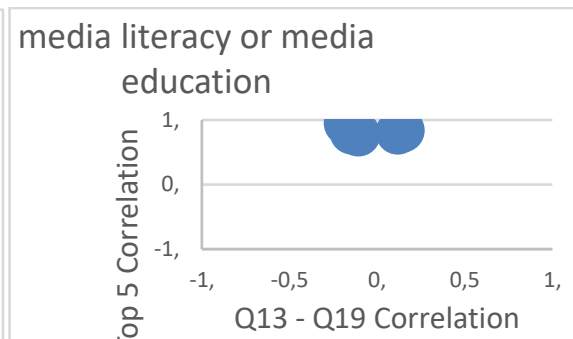


Chart 27 C

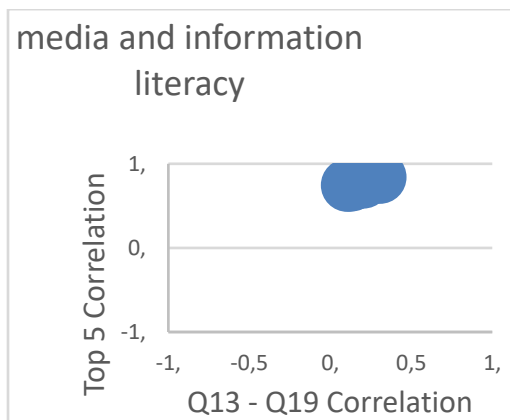
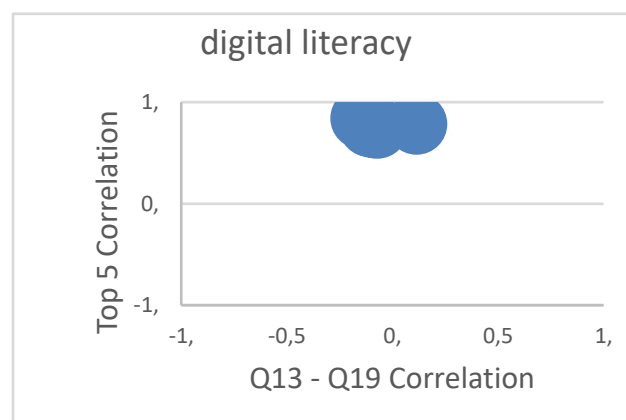


Chart 27 D



The analysis found both positive and negative correlations but very small. This means that in a few cases, the MIL experts' areas of involvement and the priority they placed on MIL competencies move together in the same direction while in some cases they move together in the opposite direction. What appears certain here is that both sets of variables are related but not in a significant way. One possible reason for this might be the convergence of experts' thinking on certain MIL competencies as discussed previously. The researcher shown elsewhere - by doing an analysis of various literature that outlines certain definitions or competencies of media literacy, information literacy, and digital literacy – that, when amalgamated, symmetry of competencies exists across these various terms or concepts (Grizzle, 2015). Table 23 below illustrates the point.

Table 24: Broad media and information literacy competencies as described from various sources

	X (Media Literacy)	Y (Information Literacy)	Z (Digital Literacy/ ICT Literacy)	Comments Competencies
1.		Define information		
2.	Able to access and media, information	Effectively access information from variety of sources	Access – knowledge about being able to collect or retrieve, get access to information	Symmetry exists
3.	Basic skills to use the Internet and computers	Knowing how to use computers, technology or the Internet to access information	Access – be able to open software, sort out and save information on computers, simple skills to use computers and software, download different types of information from the Internet, ability to orient oneself in the digital world and	Symmetry exists
4.	Critically analyze media text	Critically evaluate and reflect on information, its nature, accuracy, balance, relevance, and technical	Evaluate –be able to check, evaluate make judgment about, the quality relevance, objectivity, efficiency, usefulness, of information found or information	Symmetry exists
	X (Media Literacy)	Y (Information Literacy)	Z (Digital Literacy/ ICT Literacy)	Comments on Broad Competencies

5.	Distinguish between media content	Differentiate between different types of information	Integrate – interpreting and representing information or be able to compare and put together different types of information that relates to “multimodal texts”. In other sense it is being able to	Symmetry exists
6.	Recognize importance to rely on	Define information needs	Recognize the importance of information and communication technology (ICTs)	Symmetry exists
7.	Critically analyze media systems for ownership concentration, pluralism and regulations, rules and rights,	Recognize and assess ethical, legal, social, economic, and political issues concerning information and technology	Critical evaluation of information sources	Symmetry exists
8.	Explore information and critical search for information	Design investigative methods and search strategies search for information from variety of sources	Same as Access above. In addition, Search – know about and how to get access to information	Symmetry exists
9.	Citizens participation activities such as intercultural dialogue, e-democracy, e-government	Seeking and using information for self-learning, lifelong learning, participatory citizenship and social responsibility	Communicate – “be able to communicate information and express oneself through different mediational means” (Erstad, 2010, p. 45)	Symmetry exists
10.	Cooperation and collaborative work and problem solving	Use information for problem solving and decision making	Cooperation and interaction through networked environment such as the Internet, social media, collaborative working tools, taking advantage of digital technology for learning and collaboration	Symmetry exists
11.	Media production skills, creativity and user generated content	Synthesize new idea to generate new knowledge, story or ideas or know how to create	Create ability to produce, sample, remix, adapt, create, design, invent, author, different forms of information as multimodal text, including designing web pages. Ultimately to produce new	Symmetry exists

12.		Know how to organize, preserve and store information	Manage or Classify – being able to organize information according to existing organizational schemes, classification or genre	Symmetry exists
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Source: Grizzle, A. (2015) Measuring Media and Information Literacy: Implications for the Sustainable Development Goals.

Chart 28: Experts’ fields of qualification correlate with their ratings of broad competencies of MIL based on their expertise

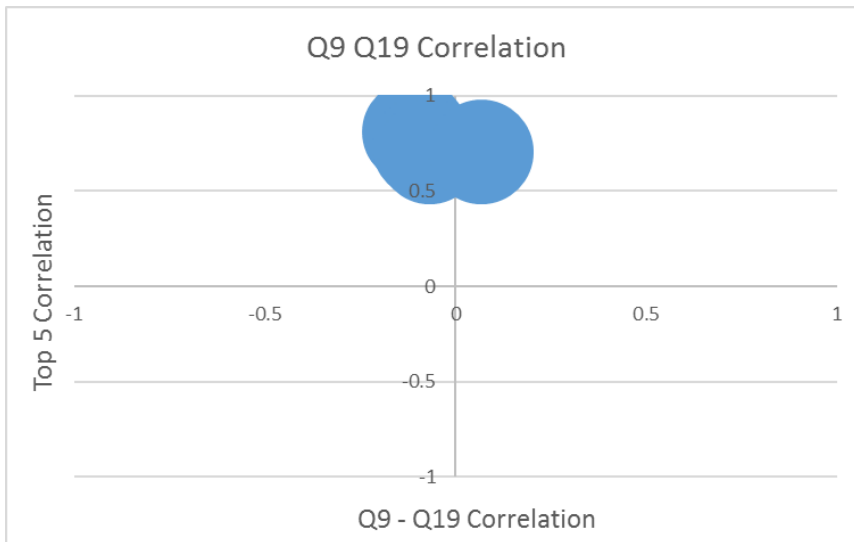
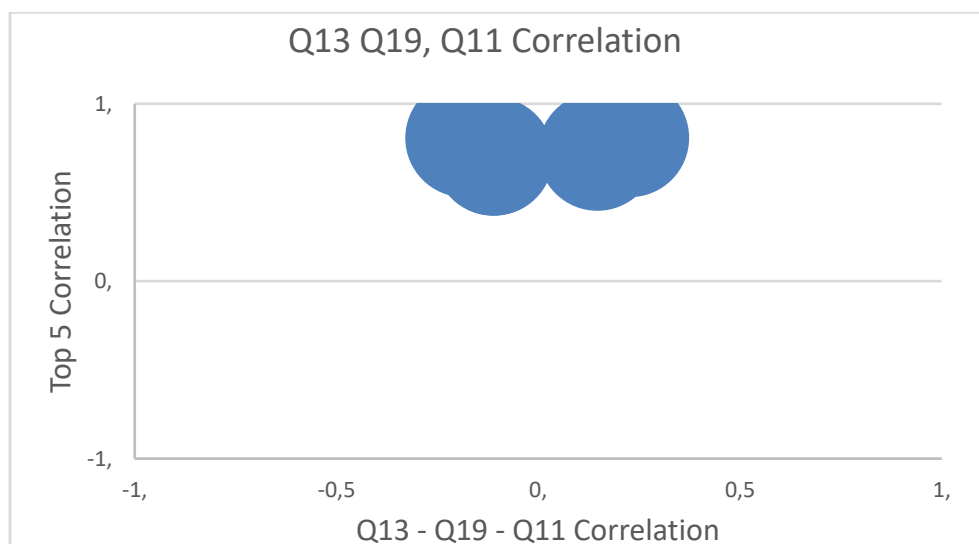


Chart 28 above shows the correlation between two sets of variables, (i) What is the expert’s field of qualification? and (ii) Media and Information literacy is conceptualised with different emphasis by various experts. Based on your expertise, how would you rate the importance of the following broad competencies covered by media and information literacy?

The correlation between all experts' qualifications considered and the emphasis on list of broad MIL competencies is small and has positive and negative characteristics. This suggests that, in some cases, experts' qualifications interact with the emphases on certain competencies and, in some cases, they do not. This might be proof that the convergence of competencies relating to MIL experts/practitioners is becoming stronger. The correlation of information literacy or library has only negative characteristics. This seems to suggest that experts/practitioners with educational backgrounds in library and information sciences have a propensity to reduce emphasis on other competencies not directly related to their fields. Thus, the research findings are moderate in relation to sub-hypothesis **H5**: Experts in media/communication will likely give higher value to media and communication related competencies of MIL and those in information/library will give more value to information and library related competencies of MIL.

Chart 29: Modality of involvement with MIL correlates with main aspects of MIL involvement and how experts rate broad competencies of MIL based on their expertise. (Correlation analysis of variable groups 13, 19, 11)



Furthermore, when the main modality of MIL involvement (variable group 11: policy, media and ICT, education, advocacy, research, and training) is brought into the matrix with the main fields of qualifications, it affects the previously observed correlation between experts' qualifications and emphasis placed (rating given) on certain broad MIL competencies. There exists evidence of two extreme poles, one where the data seem to suggest enablers of certain competencies, and another where certain combinations of main modalities of involvement in MIL become barriers to certain competencies (See cluster of Charts 29 A, B, C, D, E, F, G, H, I, J, and K below). Some variables demonstrate contribution to a broader MIL framework field and others show only a narrow contribution. Thus, hypothesis **H6**, (Experts who are practicing MIL, meaning they are actively involved in community related projects or direct training of young people (as opposed to a purely academic perspective), will show greater levels of convergence in their thinking on MIL competencies and policies/practices) seems to have been partially proven.

Chart 29:A, B, C, D, E, F, G, H, I, and J - cluster of charts in relation to Chart 29

Chart 29 A

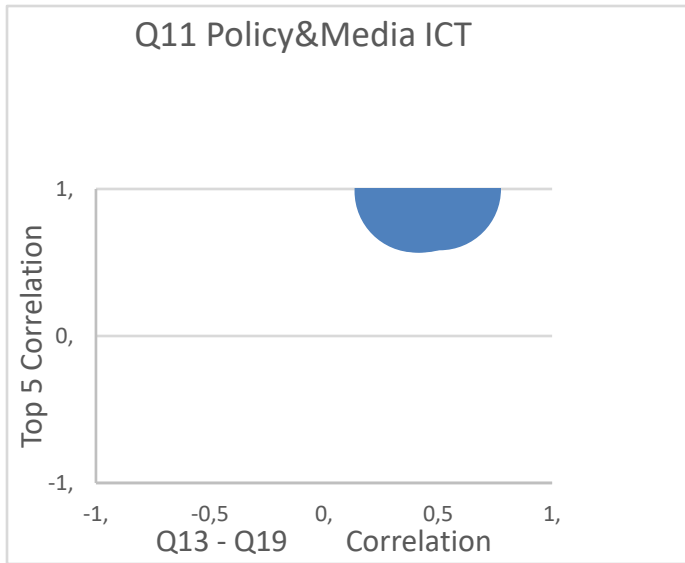
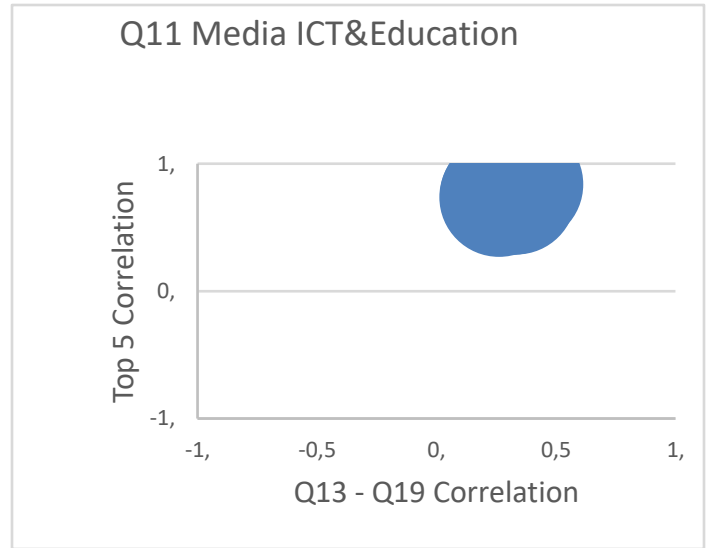


Chart 29 B



Chart

29

C

Chart 29 D

Chart

29

E

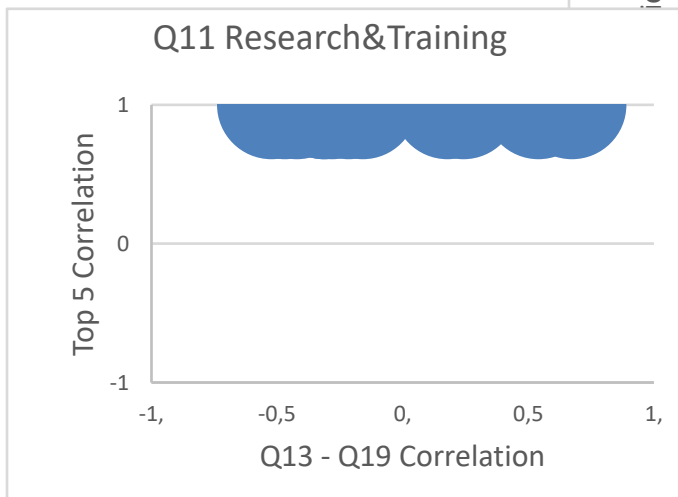
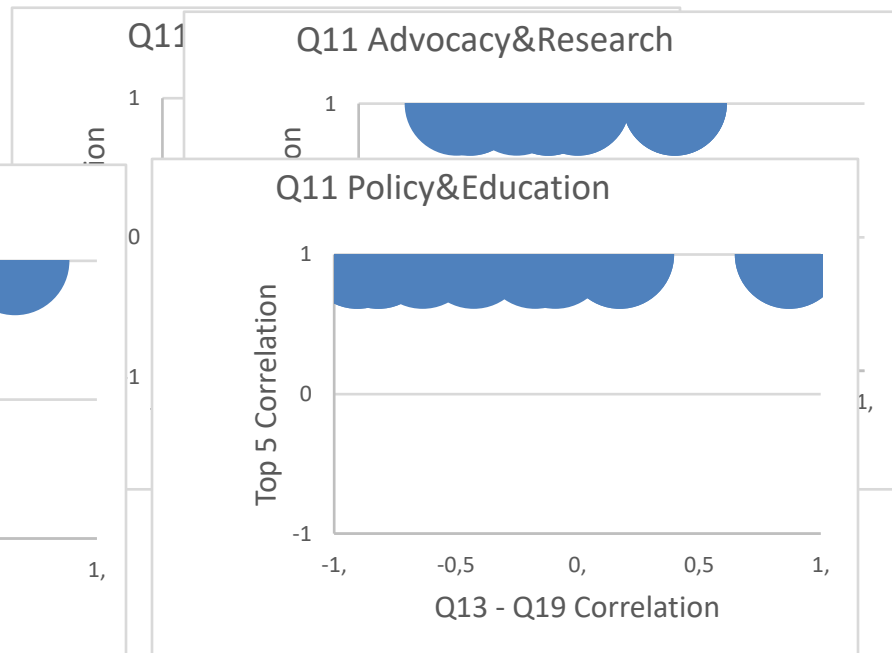


Chart 29 F

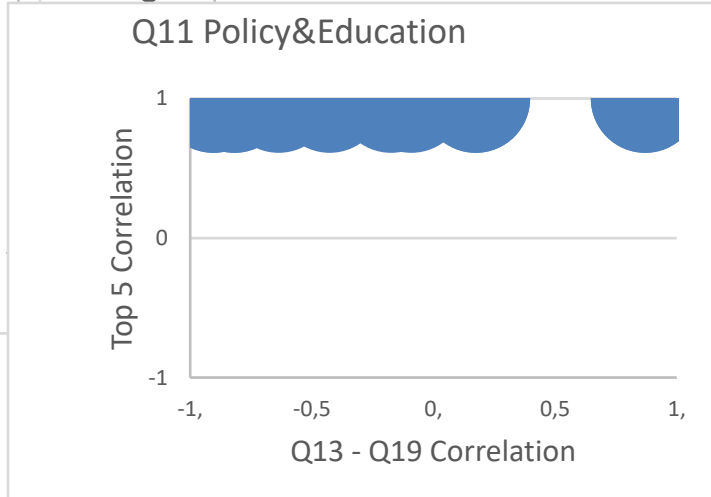


Chart 29 G

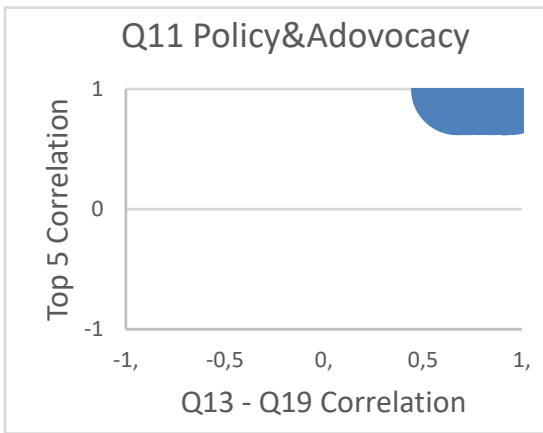


Chart 29 H

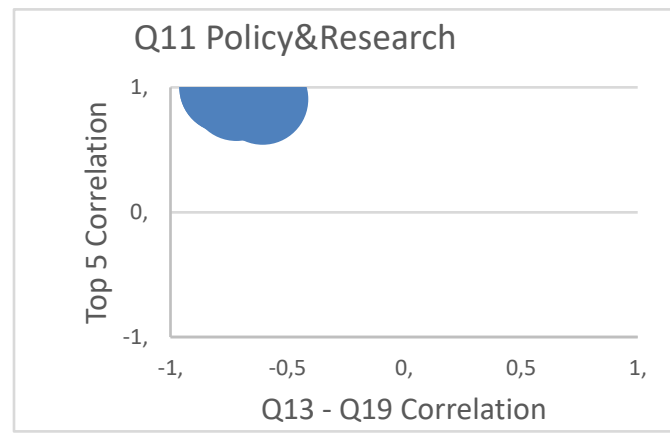


Chart 29 I

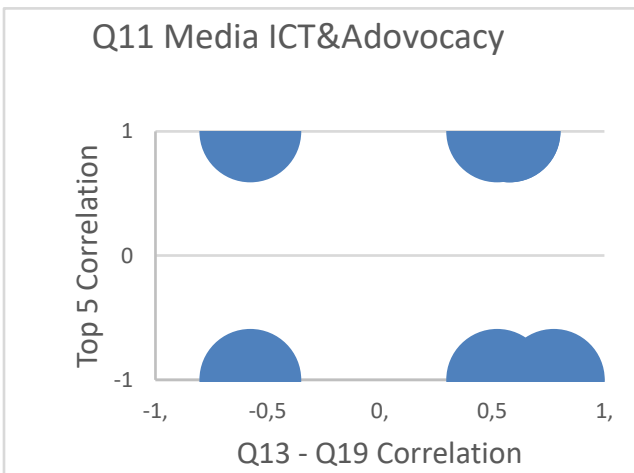
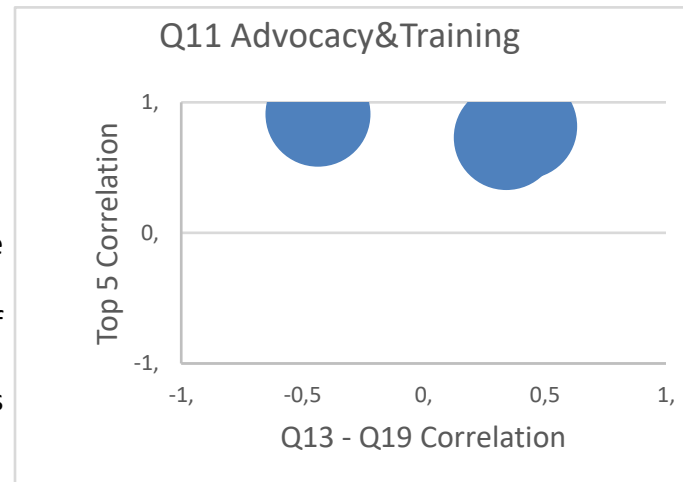


Chart 29 J

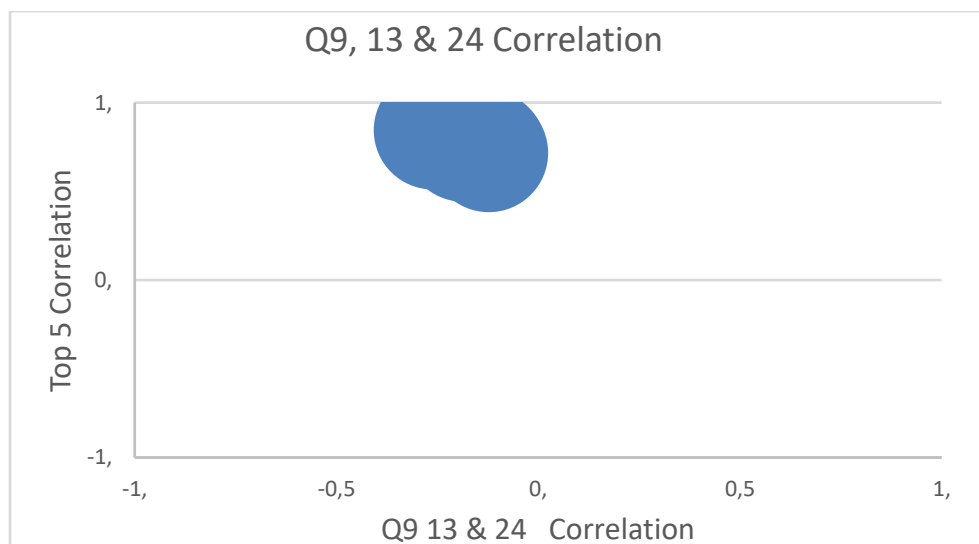


Unpacking
further - the
cluster of
From Charts
29 A, B, C, D,

E, F, G, H, I and J above, we can make the following deductions: (i) MIL *Policy and Advocacy* modality of involvement seems to have direct contribution to the contemporary development of MIL with broader competence framework, given that *Policy and Advocacy* involvement has +1 correlation; (ii) related MIL modalities/areas of involvement such as *Media ICT and Education, Advocacy and Research, Research and Training*, as well as *Policy and Research* seem to focus on only a narrow field and have a

potential to improve MIL adoption, given that they have a range of negative correlations; and (iii) *Education and Advocacy* as well as *Policy and Education* modalities/areas of involvement have bipolar interaction on MIL development, that is to say, there are two extremes existing where, on one hand, they contribute to a broader MIL competence framework development and, on the other, they focus on only a narrow field. With the exception of policy and advocacy modality, which has only positive correlation, all other modalities/areas of involvement in MIL (policy, media and ICT, education, advocacy, research, and training) have much latitude for improving a broader framework of MIL development.

Chart 30: Experts'/practitioners' areas of qualifications (variable group 9) correlates with main areas of involvement in MIL (variable group 13, information literacy or library science, media literacy or media education, media and information literacy, digital literacy) and experts' rating of policy factors and emphasis of MIL in their countries (variable group 24). (Correlation analysis of 9, 13, and 24)



The analysis indicates negative correlation between the experts'/practitioners' areas of qualifications, their main areas of involvement, and how they rate policy factors and emphasis of MIL in their countries. This implies that the experts'/practitioners' qualifications and areas of involvement in MIL do not affect how they rate MIL policy factors in their countries. It further suggests a level of objectivity on the part of the experts/practitioners. Therefore SH7 was rejected or not supported.

In this Chapter, we have presented and discussed the findings of the component of the research dealing with experts/practitioners of MIL. In the main, the discussion and analysis focused on the following (i) demographic data on the experts/practitioners, including their levels of expertise and involvement in MIL; (ii) the experts/practitioners' ratings and rankings of broad MIL related competencies (based on their personal viewpoints and observations) as well as relevant contexts for MIL policies and strategies in their countries; (iii) correlations across selected variables and (iv) testing of five key hypotheses pertinent to this component of the research. The data indicated that, of the five hypotheses tested, there was evidence of low, moderate, strong, positive or negative support for: i) H4: Positive and negative correlation but small/low; ii) H5: Positive and negative correlation but small, H5 was neither fully supported or rejected; iii) H6: Strong negative and positive correlation with two extreme polls so H6 was partially supported; iv) H7: only negative correlation, strong to moderate, H7 was not supported; v) H8: only negative correlation, strong to moderate, H8 was not supported.

CHAPTER 6

PRESENTATION OF FINDINGS AND DISCUSSION

MIL FOR YOUTH PARTICIPATION IN SOCIAL AND DEMOCRATIC DISCOURSE

This chapter presents and discusses the findings of the research component related to youths' perspectives on democratic discourses in areas such as FOE, FOI, ICD, and IRD. It is divided into four sections. Section 1 considers the profile of youths in the intervention group and their experiences and perspectives on MOOCs or online courses. Section 2 looks at the youths' responses to the four broad areas of this dissertation before they participated in the Interventions (MIL MOOC with FOE, FOI, ICD, and IRD issues integrated). Section 3 of the chapter discusses findings that prove or disprove that

youths change their attitudes towards FOE, FOI, ICD, and IRD after having acquired MIL competences. The chapter ends with Section 4 that, first, compares the profiles of the youths in the Intervention Group with those of the Non-Intervention Group. It then presents and discusses findings that compare the change in attitudes of the Intervention Group after the intervention (having pursued the MIL MOOC) with the Non-Intervention (the group that completed the questionnaire but did not pursue the MIL MOOC). Section 4 finally discusses the findings from the qualitative analysis and compares them with some findings from the quantitative analysis. Attempts are made to explain the differences in attitudes and the possible explanations for the differences – bearing in mind both internal and external variables that may impinge upon the attitude differences.

The Specific Hypotheses (SH) are relevant to this chapter:

SH1: Youth ages 14-30 years who are exposed to MIL related competencies will change their general attitudes and, thus, respond differently to personal, social, cultural, and political challenges and opportunities online and offline.

SH2: Youth who participated in the MIL MOOC will show higher levels of attitude change than those youth who did not participate in the MIL MOOC.

SH3: Youth with prior knowledge of MIL related competencies, as a result of prior studies, and also participated in the MIL MOOC will have stronger levels of attitude change because of the reinforcement they experience following their participation.

SECTION 1

PROFILES OF YOUTHS WHO PARTICIPATED IN THE INTERVENTION GROUP (PURSUED THE MIL MOOC)

A. DEMOGRAPHIC DATA

Chart 31: Age Categories Of Respondents

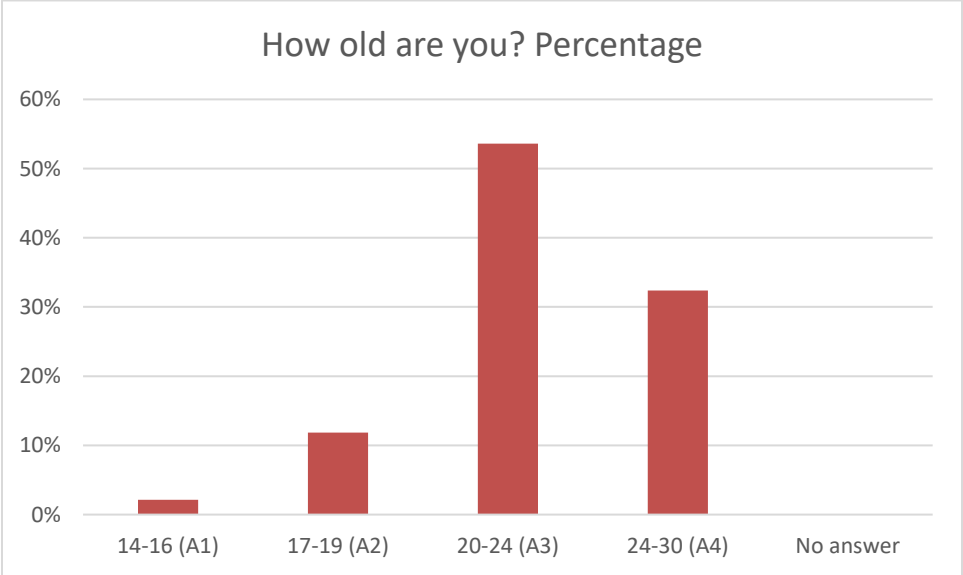
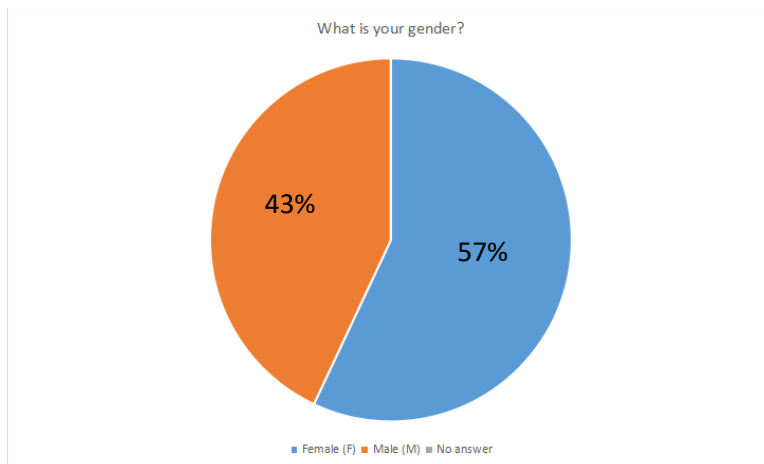
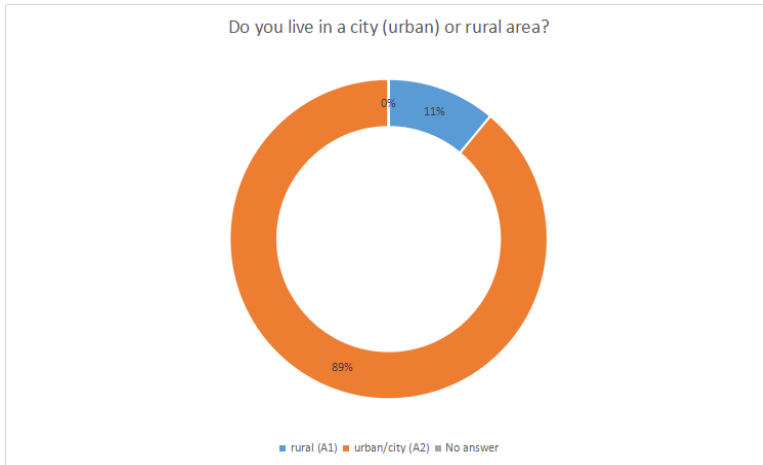


Chart 32: Gender of Respondents



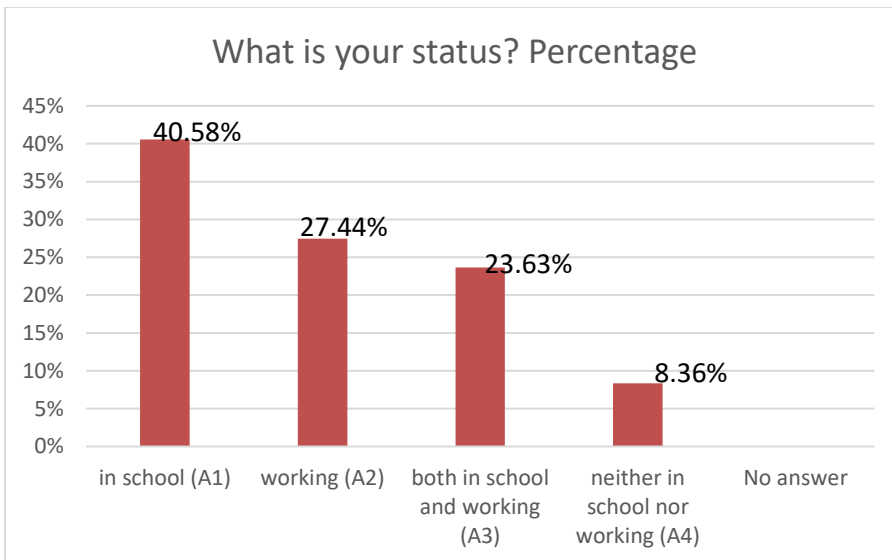
57% of the 1,735 respondents are female and 43% are male. This shows a difference of 14% in the levels of interest between young girls and boys on MIL and its relevance to social and democratic discourses and critical civic engagement.

Chart 33: Where Respondents Reside (Urban or City)



The majority (89%) of the respondents live in urban areas people living in rural areas usually have more limited access to the Internet.

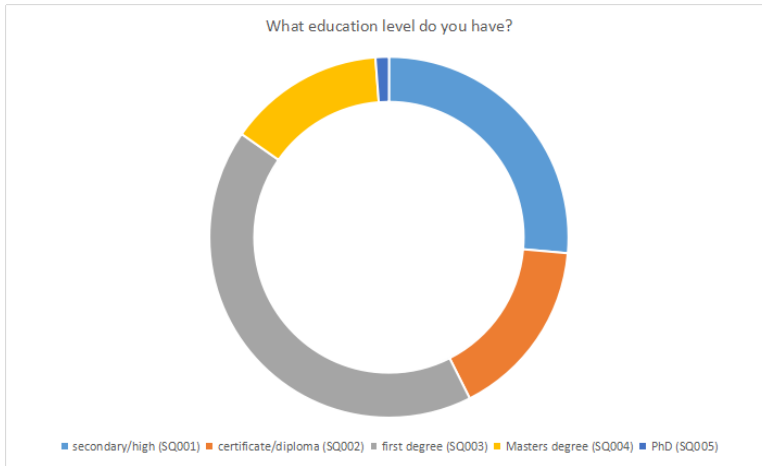
Chart 34: Education/Working Status of Respondents



Of the respondents to the overall questionnaire, 41% are in school (meaning any educational institution), 27% are working, 23% are both in school and working, while 9% are neither in school nor working. Young people are interacting with media and

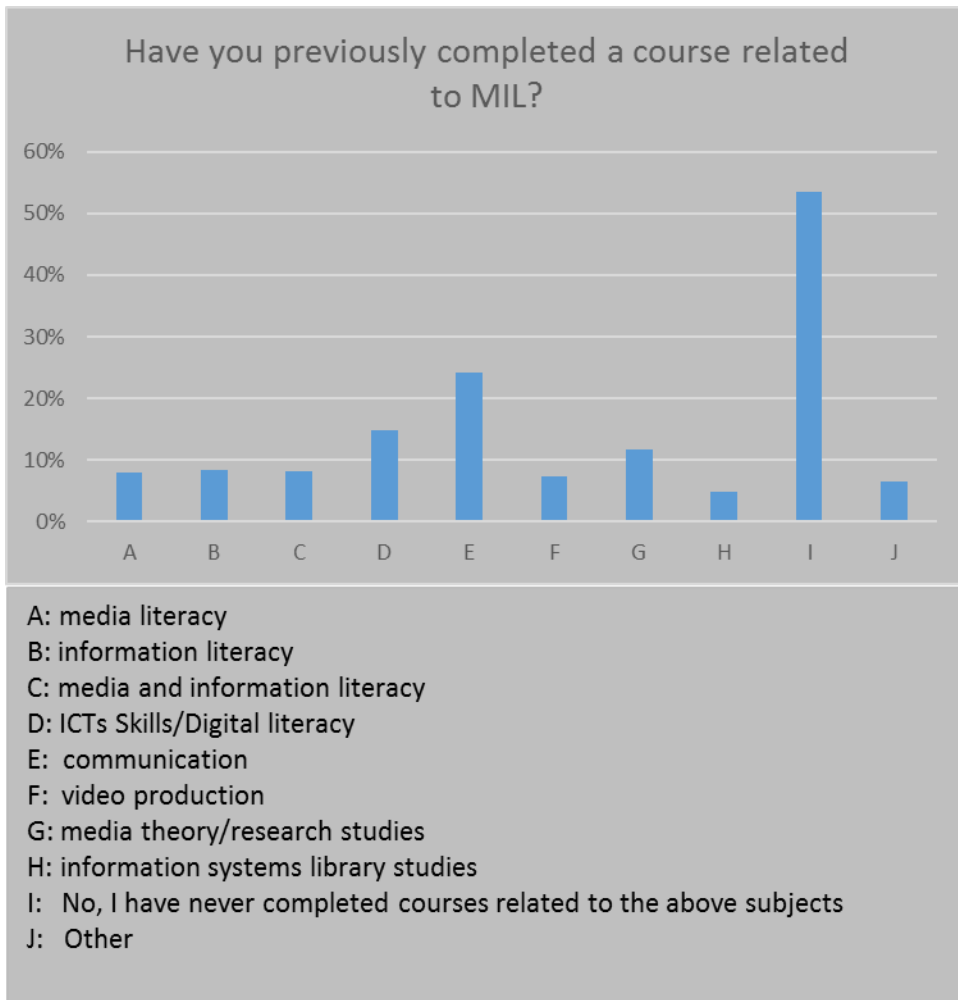
technology, irrespective of their status and levels of education, although further analysis is required to confirm if there are nuances related to occupational status.

Chart 35: Educational Levels of Respondents



Of the respondents, 31% had acquired a secondary level education, 49% had a first degree, 19% certificate/diploma, and 16% a master’s degree, while 1% had a PhD.

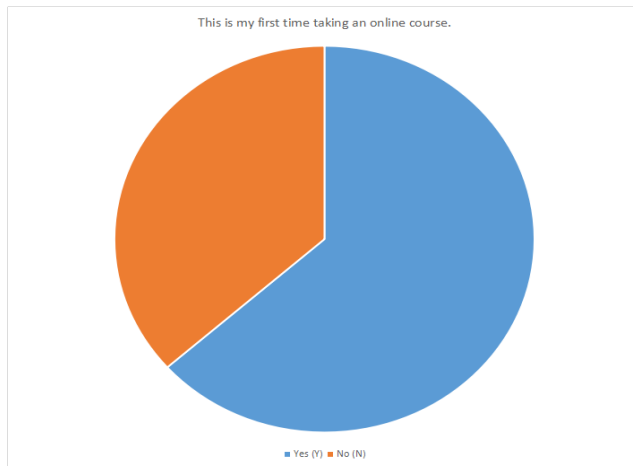
Chart 36: Previous Completion of MIL Related Course



54% of youth respondents in this research had not completed a course related to MIL; 15% had previously done courses related to ICTs skills/digital literacy, while 25% had pursued a course in information literacy, media literacy or MIL. Two important inferences can be drawn here. First, the young people surveyed are active and promising target groups for MIL training. Second, the fact that 40% of the young people surveyed have previously completed MIL-related training could indicate that once exposed, they are keen to undertake more or follow-up training in the area. It is also possible that there was the motivation of the incentive to receive a certificate from a

recognized university that they might not have received for previous training undertaken.

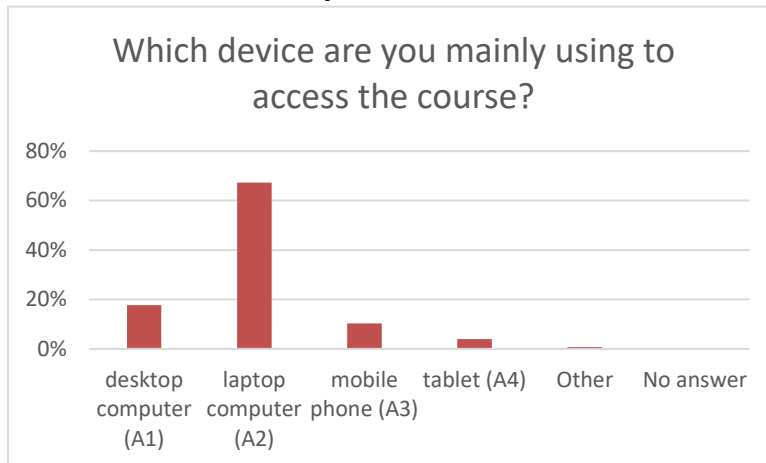
Chart 37: First Time of Taking Online Course



63% of respondents had never pursued an online course before. This is an indication of the potential reach of Massively Open Online Courses on MIL targeting youths, assuming that those enrolled for such courses have ongoing internet access.

B. YOUTHS' EXPERIENCES AND PERSPECTIVES ON MOOCS OR ONLINE COURSES

Chart 38: Devices Mainly Used to Access Online Courses



The majority of youths surveyed (pre-course) used laptop computers to access the course (67%). This is followed by use of desktop computers (18%), mobile phones (10%), and tablets (4%). Some inferences can be drawn here. One, the fact that the youths surveyed used laptops means that they can be mobile, accessing the course from different locations as long as they have access to wireless connections. This is important given that most of the youths surveyed were engaged in other activities; multiple location access might have helped them to stay connected and spend more time on the course. Two, the use of mobile phones and tablets to access the MIL MOOC is low. This has two implications for future design and delivery of online MIL MOOCs. First, if the hope is to enable people to access such MOOCs via mobile phones or tablets, then the courses must be designed to facilitate such access. Second, there is some concern about the use of mobile applications for MIL teaching and learning (Perez Escoda et al., 2017). There are a few examples of mobile applications for MIL. These include

Toontastic, Gamestar Mechanic¹¹⁸, Media Literacy Smartphone developed by the Media Education Lab¹¹⁹, Deconstructing Disneyland¹²⁰ and RENMIL-Mobile Information Literacy¹²¹. The point here is not to evaluate existing MIL related mobile applications. However, whether or not these learning tools are designed like a course with modules to be followed or simply informal learning through games, the fact that youths are not using mobile phones and tablets for purposeful learning means that multilayer user consultation should be carried out before designing and releasing MIL learning applications. The next chart offers some complementary insights about what youths think help them to learn more through online courses.

¹¹⁸ Description of the first two can be seen at http://www.educationworld.com/a_lesson/best_apps_teaching_media_literacy.shtml. Accessed on 1 June 2018.

¹¹⁹ <https://mediaeducationlab.com/media-literacy-smartphone>. Accessed on 1 June 2018.

¹²⁰ <https://dmlcentral.net/deconstructing-disneyland-app-based-media-literacy-experience/>. Accessed on 1 June 2018.

¹²¹ <http://renmil.ca/> Accessed on 1 June 2018.

Chart 39: Learning Aids Kits Used for Online Course

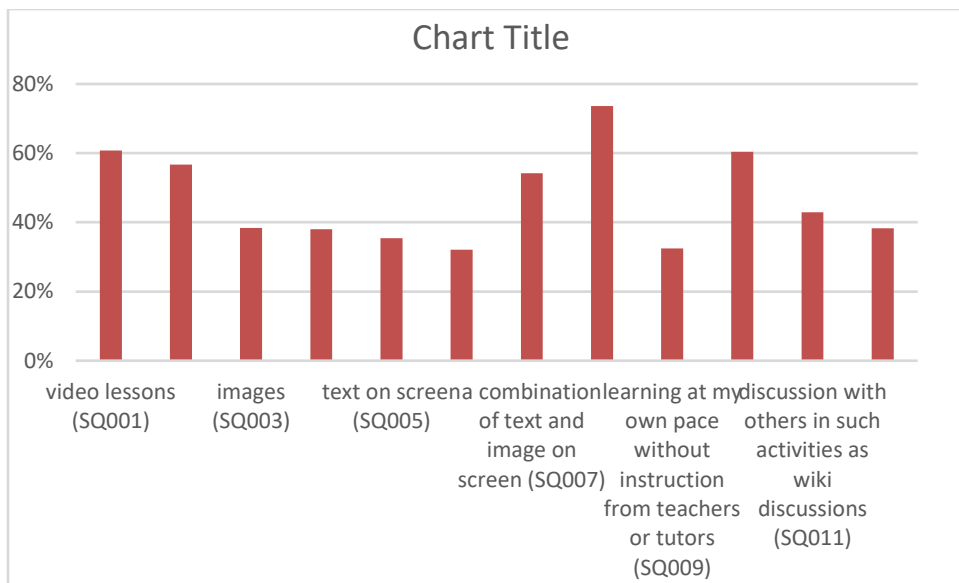


Chart 39 above captures some interesting findings of relevance to this dissertation. The youths surveyed have video high on their learning aid kits. 61% of youths selected video lessons in general and 57% selected videos about real-life situations related to lessons as good learning aids. This is expected, if the 4.3 million videos viewed on Youtube¹²² in a minute, is any evidence. However, even much higher on the list of what youths think help them to learn more in online environments is “downloadable materials that I can read away from the computer” (74% of youths). The MIL MOOC, used as the intervention in the quasi- experimental research for this dissertation, facilitated downloadable material. Though the word ‘read’ was the formulation used in the questionnaire one could take this to mean listen, watch, and use as well. The point being underscored here is that youths do not wish to be at the computer or a mobile

¹²² 2018 This is What Happen in an Internet Minute. <http://www.visualcapitalist.com/internet-minute-2018/>. Accessed on 30 June 2018.

device all the time when learning through online means, especially as it relates to Massively Open Online Courses. This finding corroborates with youths' responses in Chart 39 above that confirm that they mostly use laptops or mobile devices. Youths' need for downloadable material implies that, when wireless access fails or is not available, by using these offline material they get to stay connected and spend more time on the course. In a similar study, Kop and Fournier (2013) surveyed 377 registered participants in a Critical Literacies MOOC in 2010. 40% of participants completed the first survey with 50% indicating that they had previously participated in a MOOC. Kop and Fournier found that "some participants highlighted difficulties with attending synchronous events and also a preference for text and images based on communication over video and audio with slides, as it made it easier for them to skim and re-read" (p.12). In the second and third surveys administered in the middle and at end of the Critical Literacies MOOC in 2010, the researchers also found that participants wanted feedback and more assigned tasks; they observed that Moodle discussion forum should be more aligned to the theme of the Critical Literacies MOOC in 2010 and related modules as well as be more interaction. These findings of Kop and Fournier (2013) are relevant to this dissertation because, as we can see in Chart 39 above, 60% of youths surveyed in the MIL MOOC used as intervention in this research indicate that "*feedback from tutors on assignments*" helps them to learn better in online courses. As was mentioned in Chapter 4 on methodological considerations, the MIL MOOC used, as key to the successful delivery of the MOOC, feedback from tutors and the other learning features founded to be crucial in Kop and Fournier's (2013) study. A final finding to

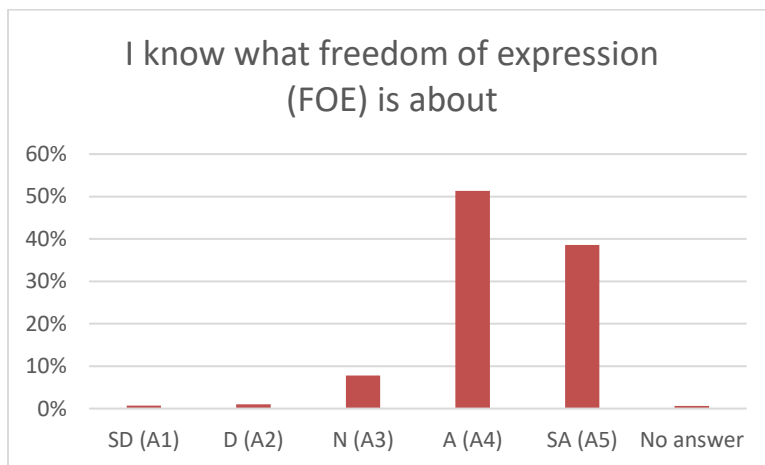
highlight here is that a relatively significant percentage of youths surveyed (38%) note that “journaling, writing about my experience as I go through the course” and 54% that “a combination of text and image on screen” helps them to learn in online courses.

SECTION 2

YOUTHS’ RESPONSES TO THE FOUR BROAD AREAS OF DISSERTATION (PRIOR TO PARTICIPATION IN THE INTERVENTIONS)

A. FREEDOM OF EXPRESSION AND FREEDOM OF INFORMATION

Chart 40: Youths’ Knowledge about Freedom of Expression



The majority of youths surveyed (90%) indicated that they strongly agreed (38%) or agreed (51%) with knowing what freedom of expression is about; 8% of them were uncertain or neutral. Though this is self-reporting, at first glance, it should be taken as

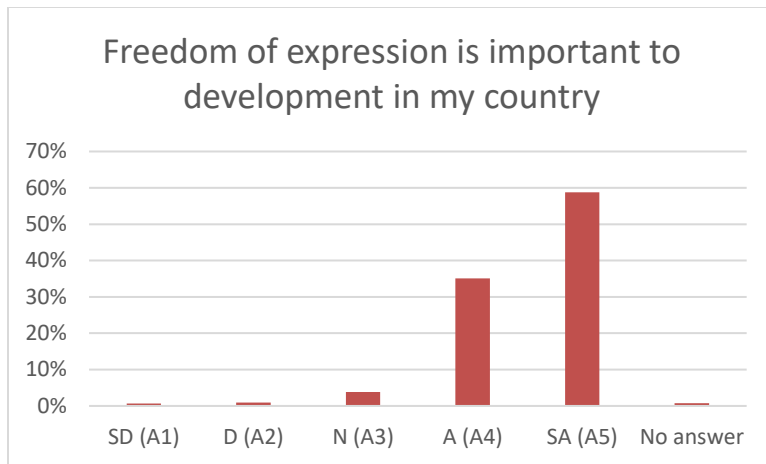
positive findings. Yet at a time in the world where 30% of countries are partially free, 25% are not free (Freedom House, 2017) and where residents in 131 countries in all regions of the world are “becoming less more likely to say their media have a lot of freedom” (UNESCO, 2017/2018, p. 33), one should ask the question, is it sufficient that only 38% of youths surveyed can say that they categorically (strongly) agree? We examine later in this section how this knowledge might reflect in their attitudes towards certain issues or actions related to FOE.

Chart 41: Importance of Freedom of Expression to Youth



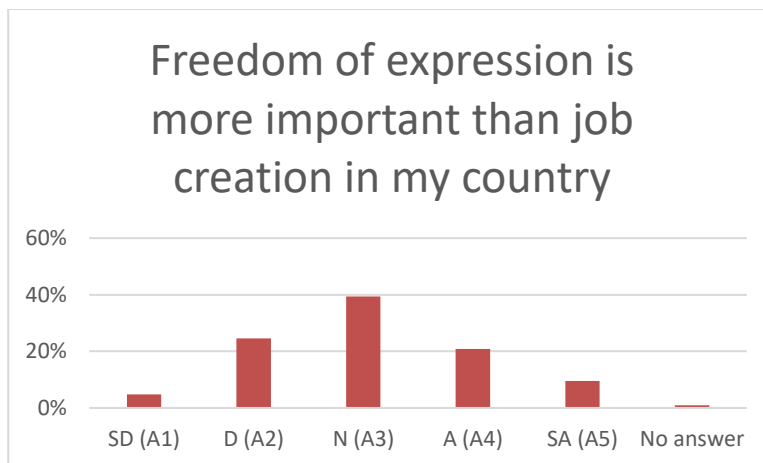
In Chart 41, when the youths were asked if freedom of expression was important to them, the vast majority strongly agreed (60%) or agreed (37%). A slight increase is evident in the strongly agreed category in comparison with having knowledge of freedom of expression. In other words, more youths were confident about the importance of freedom of expression to them; only 3% of youths surveyed were neutral about their knowledge of FOE.

Chart 42: Importance of Freedom of Expression to Development



In Chart 42, when asked if freedom of expression was important to development in their countries, 59% of youths strongly agreed and 35% agreed. The information in this Chart 42 is almost identical to that in Chart 41. Youths place equal importance on freedom of expression for their personal lives and in the development of their countries; 4% were uncertain about the importance of FOE to their countries.

Chart 43: Is Freedom of Expression More Important than Job Creation?



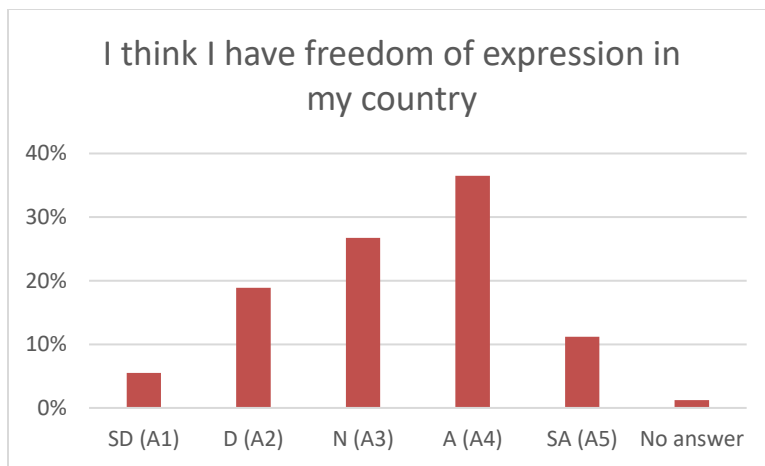
The divergence of youths' views can be observed when a slightly more nuanced question was posed. Youths were asked if they think that FOE is more important than

job creation in their countries. Only an insignificant 1% of youths completely did not answer this question; 39% of youths chose neutral, signifying that they were not sure whether freedom of expression or job creation was more important to them in their countries or that they thought the two might be of equal importance. 30% of youths do not think FOE is more important than job creation (25% disagree and 5% strongly disagree), while 30% agree that FOE is more important than job creation to them in their countries. The responses are almost a perfect classical normal curve. This divergence of views of young people is logical, given the complex relationship between job creation, economic development and FOE. It was Nelson Mandela, a man who lived and exemplified democracy and freedom, who declared, “human beings will never be free with food without freedom nor will they be satisfied with freedom without food¹²³”. In a strikingly similar proposition, the famous economist, Amartya Sen contended that never before has there been mass poverty where there are free media (Panos London, 2007; p. 22). UNESCO, in contextualising its 2017/2018 World Trends Report put it this way:

...the trends outlined in the Report are indicative... Nevertheless, they do represent cumulative and possibly ongoing developments. Many may, and arguably should, change— especially if the evolving communications system is to serve the world’s interest in press freedom and safety of journalists as an integral component of sustainable development (p,29).

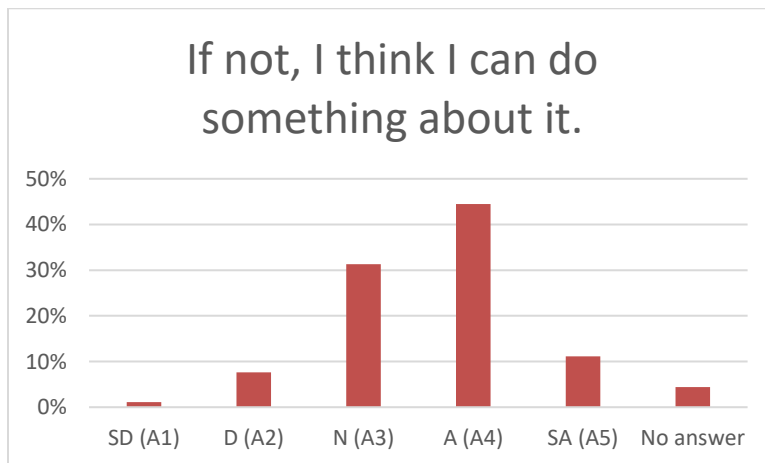
¹²³ This quote was originally read in a devotional, Our Daily Manna, <https://www.nairaland.com/3352187/daily-manna/2>.

Chart 44: Existence of Freedom of Expression in Youths' Countries



In Chart 44, a similar spread of responses can be observed. Almost half of the youths surveyed (47%) think that they have FOE in their countries (36% agree and much lower figure 11% strongly agree); 27% gave a neutral response; and 25% of youths say they do not think FOE exist in their countries (19% disagree and 6%, strongly disagree).

Chart 45: Actions Youths Can Take to Have Freedom of Expression in Their Countries



The question in Chart 45 was conditional upon whether the youths selected *agree* or *strongly disagree* in Chart 44. Of the 25% of youths who say they do not think FOE exist

in their countries, 9% think that they cannot do anything about it and 31% were uncertain. 56% of youths are of the opinion that they can do something about the fact that FOE does not exist in their countries (45% agree and 11% strongly agree). Thus, just over half of the youths who did not agree with the question in Chart 45 seemed ready to be engaged in advocating for FOE or are already involved in such activities. Other respondents might have remained neutral because they live in countries with dictatorship and feel helpless as youths.

Chart 46: Experiences of Suppression of Freedom of Expression

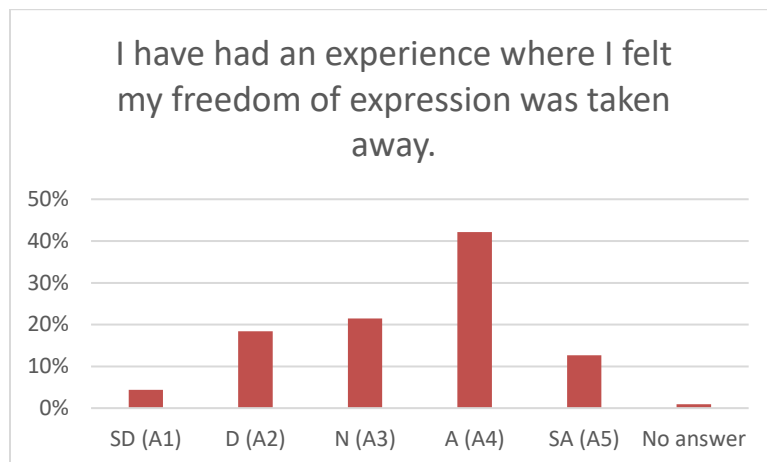
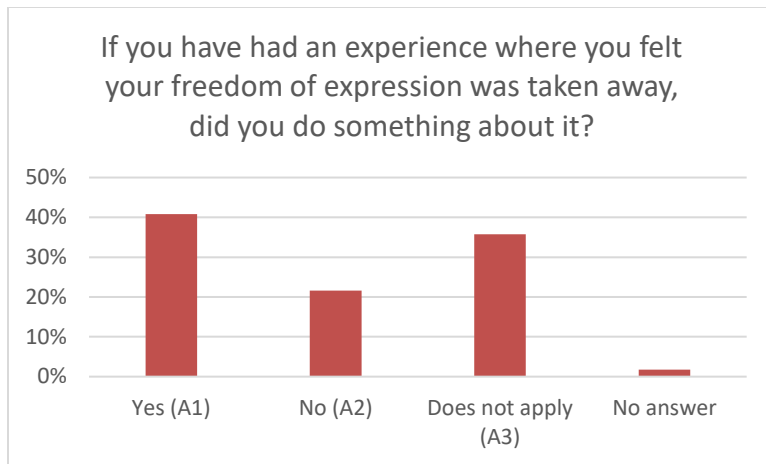


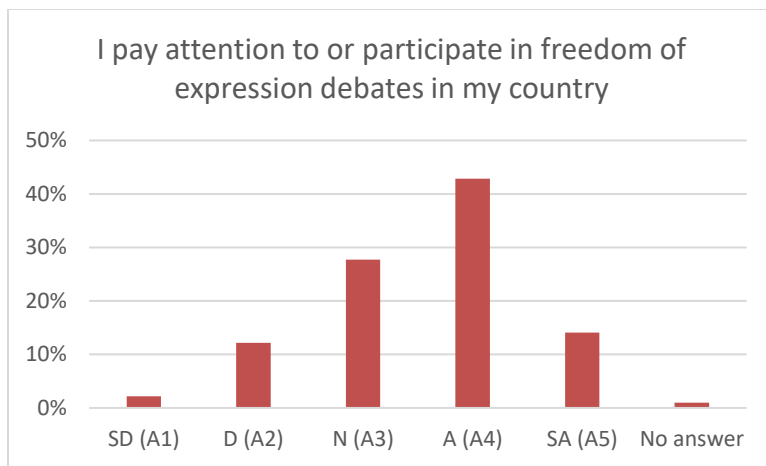
Chart 46 depicts whether the youths surveyed think that their FOE was suppressed at one point or another. 55% of youths indicate that they have had their FOE suppressed (42% agree and 13% strongly agree) with 21% giving a neutral response. It is not clear why such a noteworthy percentage of the youths are uncertain about whether they have had their FOE suppressed. It is possible that they might have experiences where they felt that they could not express themselves freely but are unsure if it was self-censorship or actual external suppression of their freedom.

Chart 47: Actions Taken Related to Suppression of Freedom of Expression



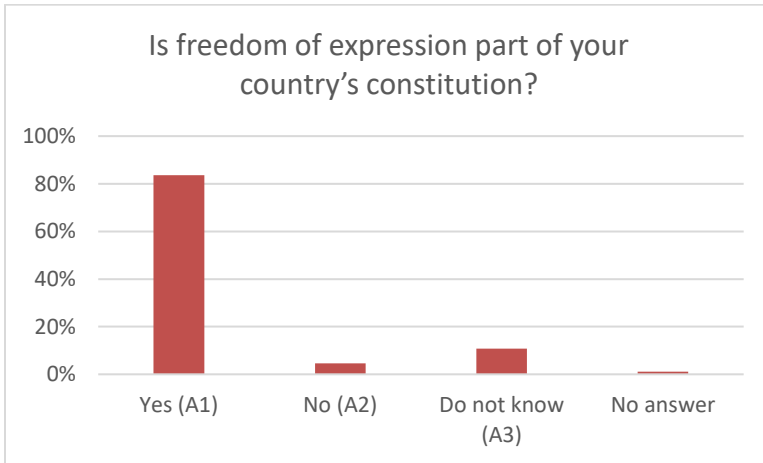
The question in Chart 47 was conditional upon whether the youths selected *agreed* or *strongly disagreed* in Chart 46. Of the 55% of youths who answered that that they have had experiences when their freedom of expression was suppressed, less than half, 21% said that they took action in response to their experience. 22% did not do anything about the violation of their FOE and 36% chose “not applicable”. Again, it is not clear why that many youths are unsure about whether or not they did something about the experience. It is possible that they felt there was nothing they could do under the circumstances. Of those youths who took some form of action, it would have been interesting to investigate some of the examples of the actions that they took.

Chart 48: Attention to/Participation in Debates on Freedom of Expression



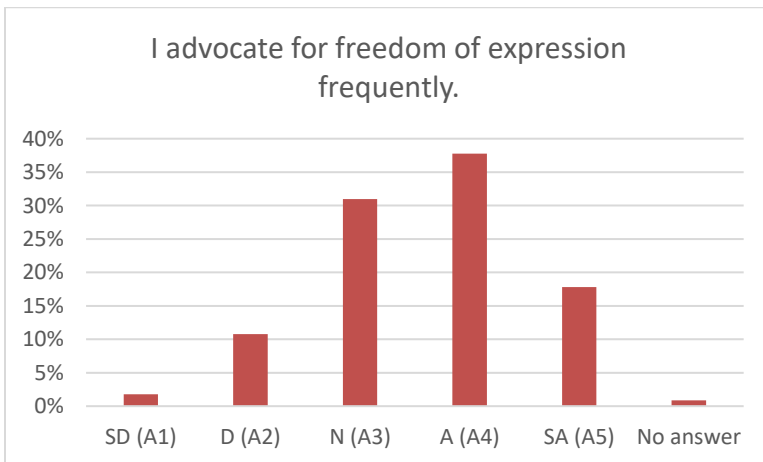
57% of youths surveyed indicated that they pay attention to or participate in debates about FOE in their countries (43% agree and 14% strongly agree); 14% said they did not, while 28% were neutral. The percentage of youths who pay attention to or participate in FOE debates is significant. One should, however, recall the profiles of the youths who participated in this research. Most of them are in school, working, or have acquired a certain level of education, and many have previously done information, media or communication related courses of study. This might have contributed to the high-level of awareness or participation.

Chart 49: Is Freedom of Expression in Country's Constitution?



The findings in Chart 49 indicate that 84% are aware that FOE is part of the constitutions in their countries. The fact that youths from 120 countries participated in this quasi-experimental research and answered positively to the question suggests a high level of awareness among the youths surveyed. 11% of youths did not know whether or not FOE was part of their countries' constitutions.

Chart 50: Advocacy for Freedom of Expression



In Chart 50 above and others below, the respondents were asked about their involvement in the promotion of FOE. 46% of youths surveyed said that they frequently advocate for FOE (38% agree and 18% strongly agree); 13% said they do not advocate for FOE frequently with 31% being neutral about frequent involvement in such activity.

Chart 51: Involvement in Groups That Promote Freedom of Expression

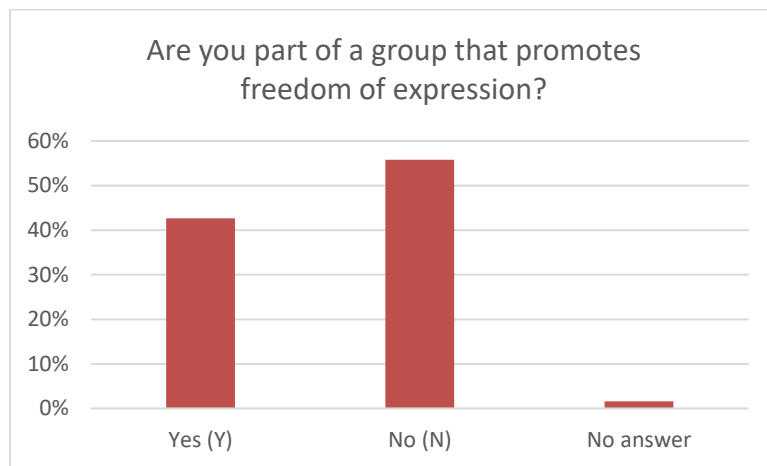
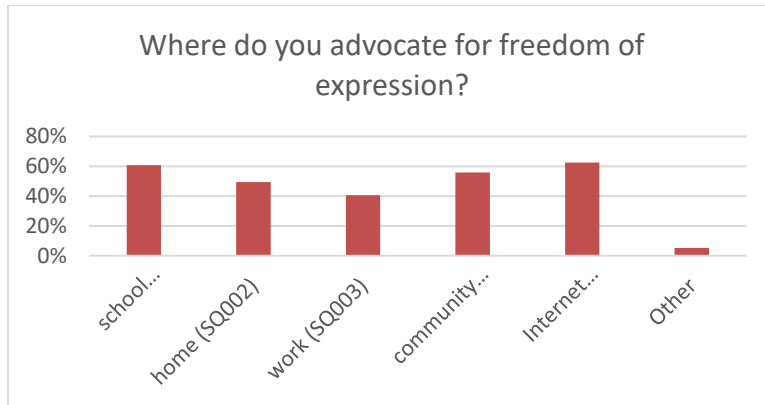


Chart 51 presents another evidence of youths' engagement in FOE. 43% of youths surveyed said that they are part of a group that promotes freedom of expression while 56% said they are not. The types of groups these youths are involved in, where they exist and other related issues provide opportunities for further research.

Chart 52: Places of Advocacy of Freedom of Expression



In Chart 52 above, the youths could select multiple responses. The Chart shows that 61% of the youths surveyed advocate for FOE in schools and 62% advocate on the Internet. In relation to youth advocacy of freed on information in school, Hiedlage (2009) in his analysis of the blurring of lines between youth free speech in school and outside of schools and how these are regulated by law suggested that a purely legal approach focusing on the disruptive nature of certain speech is insufficient to protect students FOE. He calls for what he calls for a student free speech standard based on a 'relational approach'. "This approach is derived from Supreme Court precedent and scholarly debate about the role of the school vis- a-vis the student and the appropriate nature of this relationship in democratic society. I argue that when a youth acts in the role of a student, and therefore within the student-school relationship, the less protective student speech test should apply. However, when a youth is outside that role, acting instead in the role of a citizen (albeit a minor), he or she should receive full First Amendment protection (p. 575)." Mackay (2005)

also analyses the duality between students' rights and order in schools. Further research is needed in this area.

A slightly lower percent of them (56%) advocate for FOE in communities with a further fall in FOE advocacy at work (41%). The level of advocacy for FOE advocacy at work is relatively low in comparison to other areas but perhaps not startling. This might be because youths self-censor for fear of backlash or ultimately losing their jobs. The phenomenon of self-censorship happens in all different settings in society and for different reasons, including fear of physical threat and abuse. While self-censorship in the media and among journalists is widely researched (Carlsson and Poyhtari, 2017), the same cannot be said of self-censorship among the wider population of citizens. There is a dearth of research on the phenomena of self-censorship in the workplace.

Chart 53: Media Used to Advocate Freedom of Expression

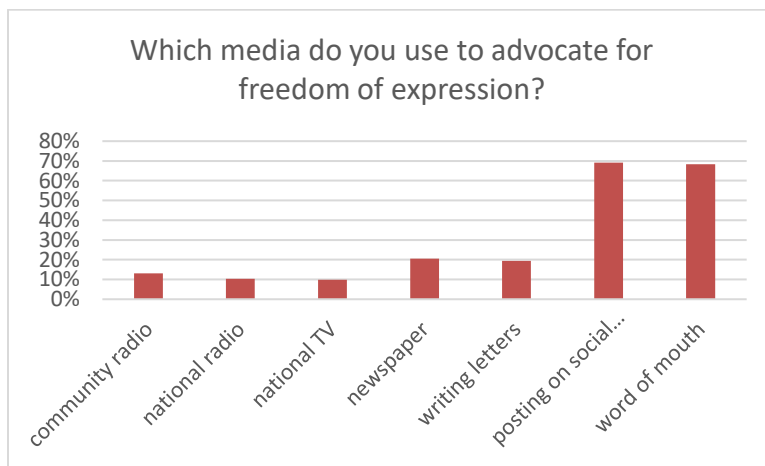


Chart 53 depicts that youths advocate for FOE primarily through social media networks (69%) and word of mouth (68%). 21% of youths surveyed engage in FOE advocacy through newspapers and 19% through writing letters. Three points are worth noting

here. One, social media networks have given youths greater agency for critical youth engagement and empowerment (Kahne and Miidaugh, 2012; Velasquez, 2015). Two, the percentage of youths using national radio (10%) and television (10%) to advocate for FOE is considerably low in comparison with other means. This is perhaps symptomatic of the reality that their participation in radio and television is low because of their level of access as interviewees or presenters. Some studies have found that the representation of youths in media content is problematic¹²⁴. Third, the low use of community media by youths could be explained in two ways. First, most of the youths surveyed are from urban areas and, thus, may not have access to community media that more often than not operate in remote, rural or marginalised communities (Megwa, 2007). Second, community media are usually operated for the people and by the people. They usually try to stay neutral, focusing on non-partisan community issues while avoiding political debates and biases (Fraser and Estrada, 2001).

¹²⁴ The Representation of Youth in the Dutch News Media. (n.d). YOUNG, 23(4), 277-292.

Chart 54: Involvement in Advocacy for Freedom of Expression in Other Countries

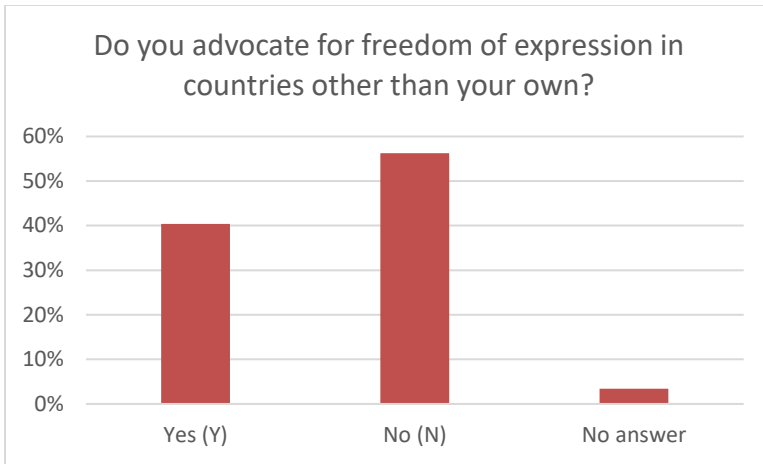
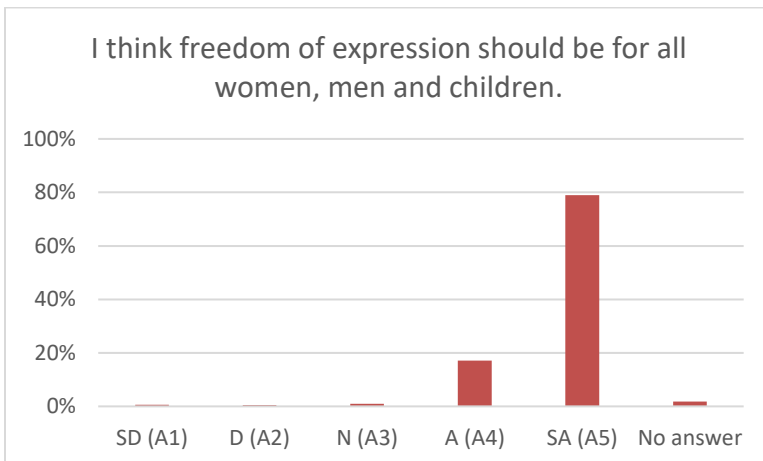


Chart 54 shows that youths are advocating for FOE in countries other than their own. 41% of youths surveyed gave an affirmative answer; 56% said that do not take part in FOE advocacy in foreign countries. It appears then that youths are involved in the international movement to defend freedom of expression rather than acting only at the national level.

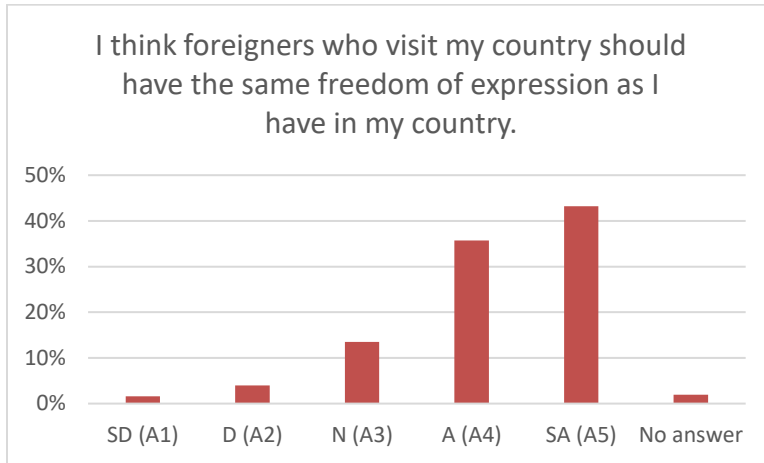
Chart 55: Equality in Freedom of Expression



The findings in Chart 55 address two fundamental issues that are connected to FOE. The first is related to equality between women and men, boys and girls. The second concerns the communication rights of boys and girls (children and youths). Almost all of the youths surveyed (96%) said that FOE is for all women, men, and children. However, the reality is that women and girls do not enjoy the same benefits of this freedom. Scholars have agreed that FOE is not gender neutral. As Gallagher (2014) notes, rapporteurs on FOE have found that “discrimination in the enjoyment of the right to freedom of expression is one of the ten key challenges to freedom of expression, noting that women and other historically marginalised groups ‘struggle to have their voices heard and to access information of relevance to them’”(p. 14). According to a thematic consultation, Addressing Inequalities – Post 2015 Development Agenda, “gender-based discrimination and the denial of the rights of women and girls remain the single most widespread drivers of inequalities in today’s world¹²⁵.” UNESCO (2017/2018) notes, “a related challenge has been the absence of women’s voices as an issue in media freedom, including in internet governance policymaking more generally. This ongoing issue appears to have stagnated in recent years (p.62).”

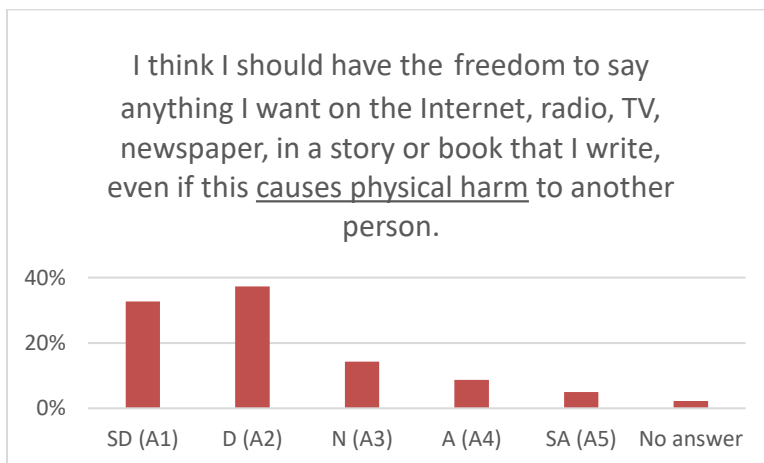
¹²⁵ Global Consultation on Addressing Inequalities in the Post 2015 Development agenda - See more at: <http://unsdn.org/?p=3426> (Accessed on 13 October 2013).

Chart 56: Should Foreigners Have Same Freedom of Expression?



79% of youths surveyed think that foreigners visiting their country should have the same freedom of expression as they have (43% strong agree and 36% agree); 14% were neutral on this proposition, while 6% disagreed.

Chart 57a: Freedom of Expression in Media, Even if It Causes Physical Harm

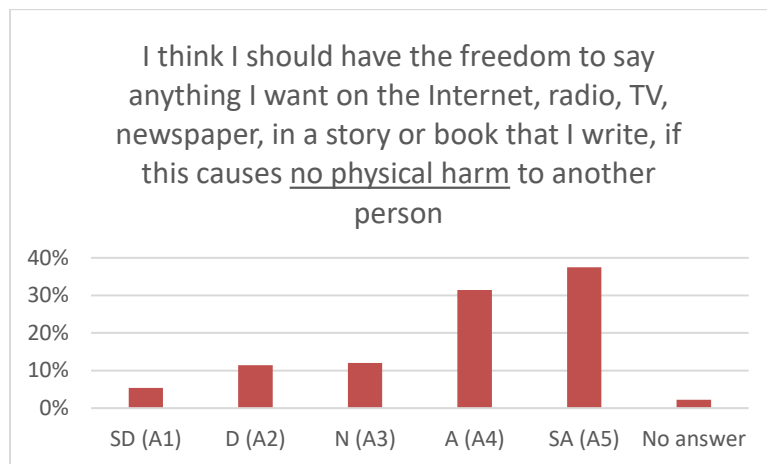


The youths surveyed seem quite aware that FOE should have some form of limitation.

70% of them think that they do not have the right to say anything they want on the

Internet, radio, TV, newspaper, in a story or book that they write, if it causes physical harm to another person. A notable percentage (28%) either remained neutral or disagreed with this position. At first glance, it would appear that the youths surveyed seem cognizant that expressing one’s views without care for others can cause harm to others, besides physical harm. However, as shown in Chart 57a and Chart 57b below, this does not fully align with their views when responding to a slightly different question.

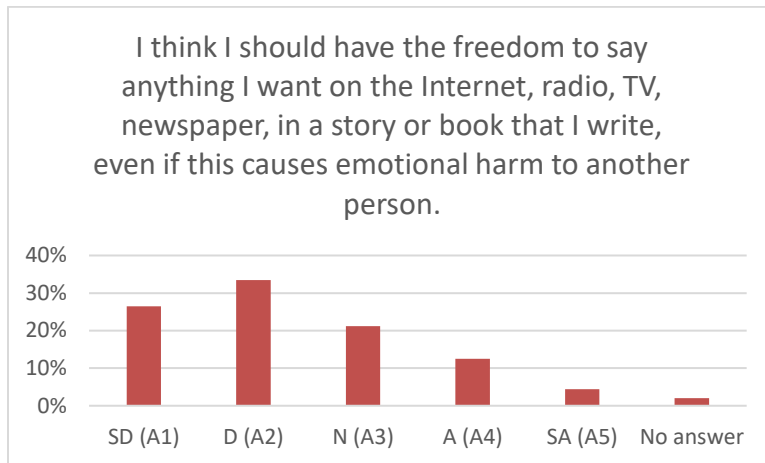
Chart 57b: Freedom of Expression in Media, if It Causes No Physical Harm



In Chart 57b, 69% of the youths surveyed think that they should have the freedom to say anything they want on the Internet, radio, TV, newspaper, in a story or book that they write as long as it causes no physical harm to another person (38% strong agree and 31% agree). 16% of the youths disagree with this suggestion and 12% remain neutral. The majority of youths, then, seem unaware that there can be other harm caused to persons by what they say that is not necessarily physical. For instance, damaging someone’s reputation or causing emotional harm, while not physical, can actually lead to psychological harm over time. The stance of some of these youths might

have been triggered by the generality of the question in Chart 57a above as, when a specific proposition is made to them (as shown in Chart 57b), there is a slight shift in views. There are more diversity of views and more uncertainty as to whether they should be concerned about other persons' non-physical harm when expressing their views.

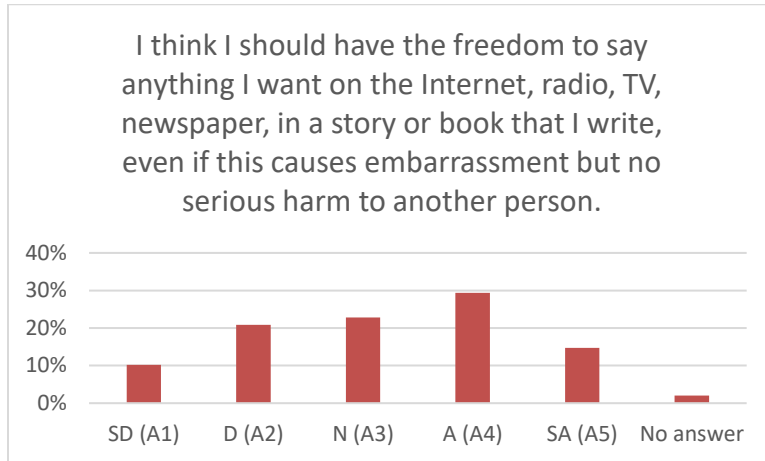
Chart 58a: Freedom of Expression in Media, Even if It Causes Emotional Harm



60% of youths disagree that they should have the freedom to express themselves, even if this causes emotional harm to another person, when directly posed with that suggestion. In comparison with Chart 58a above, in Chart 58b, there is an increase in uncertainty among the youths with 22% remaining neutral on this question. 17% of youths believe that they should have the freedom to express themselves, even if this causes emotional harm to another person. In comparing Chart 58a and Chart 58b, it would suggest that youths do not readily think about the consequences of their actions but when this is pointed out to them they may readily change their attitude and possible behaviour. One can observe also that close to 40% of youths are not sure or disagree with exercising their agency in protecting others' emotional wellbeing. MIL training,

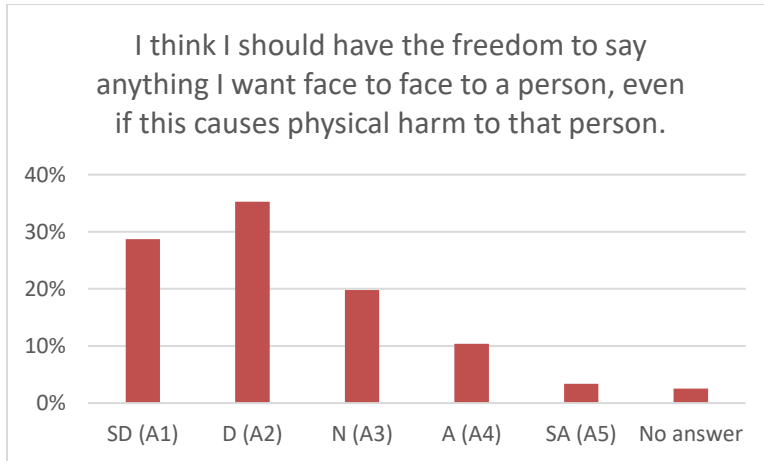
combined with social literacies, stir this awareness among youths as well as their reasoning and conscience about how they act towards others (Grizzle, 2016).

Chart 58b: Freedom of Expression in Media, Even if It Causes Embarrassment



In Chart 58b, one can observe greater shift in views, more diversity of views, and the same level of uncertainty in comparison with Chart 58a above. 44% of the youths surveyed thought that they should have the freedom to say anything they want on the Internet, radio, TV, newspaper, in a story or book that they write, even if this causes embarrassment but no serious harm to another person. 31% of the youths disagree with this position and 23% remain neutral. This demonstrates the fluidity and complexity of what FOE is, where it starts and where it ends, as pointed out before. Add to that are the varying degrees of what embarrassment is or what non-physical harm is, in general. The context of the expressions that may cause a person embarrassment also comes into play. One example is the case of stand-up comedians or satirists but even then there are limitations, the case of *Charlie Hebdo* newspaper in France being one example (Bartunek and Rangan et. al., 2018). As we noted in Chapter 3, there is a delicate balance between freedom of expression and religious respect.

Chart 59a: Freedom of Expression Face-to-Face, Even if It Causes Physical Harm



In Chart 59a, 64% of youths surveyed do not agree with the premise that they should have the freedom to say anything they want face to face to a person, even if this causes physical harm to that person (29% strongly disagree and 35% disagree). A significant proportion of the youths (33%) are undecided, or agreed or strongly agreed. One would expect that the youths would change their views in relation to face-to-face expression as opposed to other forms of mediated communication. However, this was not exactly the case. In comparison with Chart 39, where 70% of youths surveyed do not believe in expressions in a mediated conversation that would cause someone physical harm, we see a 6% reduction in the percentage of youths taking the same stance in a face-to-face conversation.

Chart 59b: Freedom of Expression Face-to-Face, if It Causes No Physical Harm

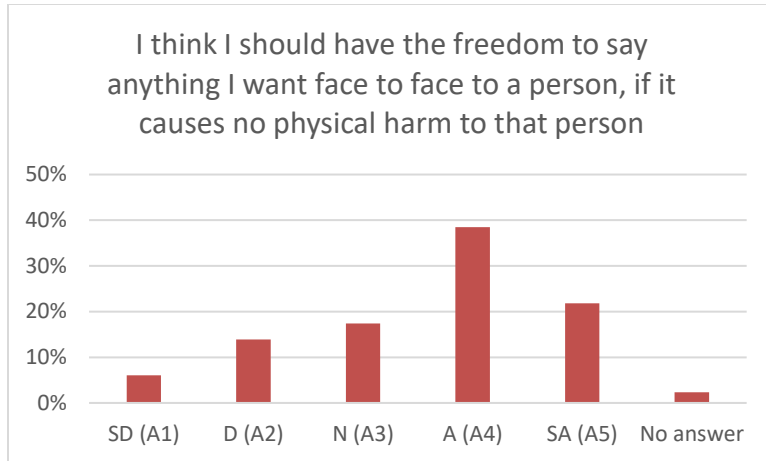
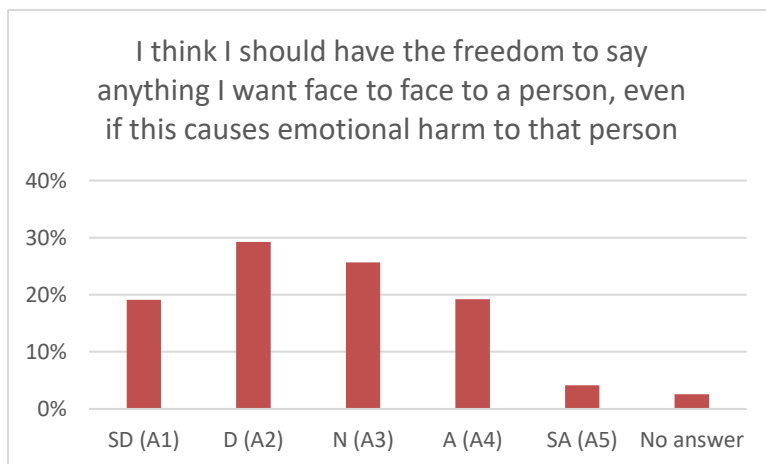


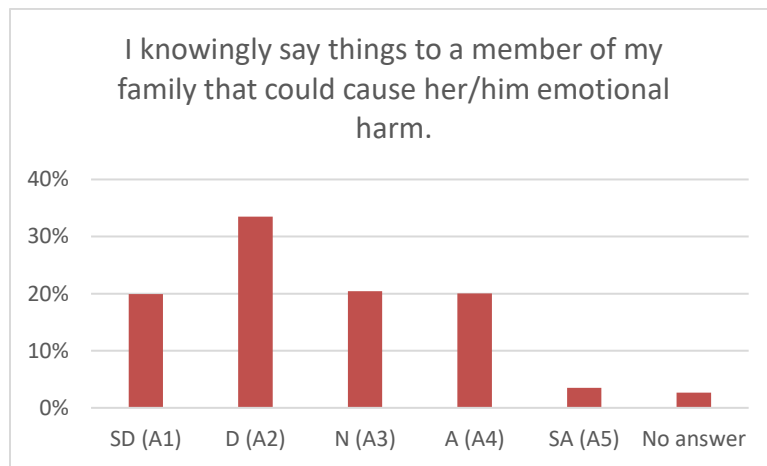
Chart 59b shows that 60% of youths surveyed think that they should have the freedom to say anything they want in face-to-face communication with a person, if it causes no physical harm to that person; 17% are undecided and 20% strongly disagreed or disagreed with this proposition. Again, one can see consistency in the responses of the youths; they value their freedom of expression but are faced with its complexity.

Chart 60: Freedom of Expression Face-to-Face, Even if It Causes No Emotional Harm



In Chart 60, 48% of youths surveyed do not think that they should have the freedom to say anything they want face-to-face to a person, even if this causes emotional harm to that person. Almost half of them (49%) are undecided or agree with this view. While the youths surveyed do not seem to make a major distinction between face-to-face and mediated communication, they are less concerned about emotional harm vis-à-vis physical harm. This could explain the rampant offensive and sometimes hateful exchanges in the comments sections of most social media platforms and online on certain issues (Santos, Melnyk et. al., 2018).

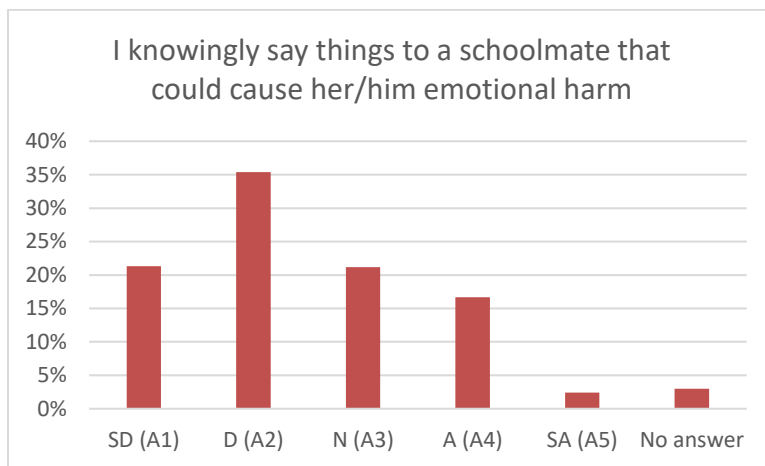
Chart 61: Freedom of Expression in Family Milieu



The variables in Chart 61 sought to investigate how the young people communicate among family members and whether their attitudes changed towards freedom of expression in that milieu. Just over half (53%) of youths surveyed say that they do not knowingly say things to a member of their family that could cause her/him emotional harm; 44% of them remain neutral or agreed with the proposition. Is it possible that experiences within the family related to FOE could influence youth thinking and

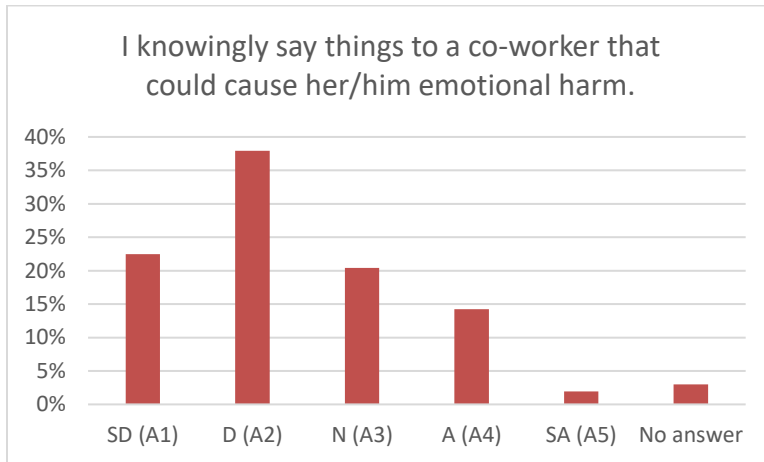
probable actions outside of the family? Further research in this area could unearth important knowledge in relation to FOE and foundational socialisation. However, peer pressure is another likely cause. In a research carried out on youth responses to online hate, radical and extremist’s content, 44% of youths surveyed cited peer pressure as a conceivable reason that youths like themselves might be drawn into hate and intolerance (Grizzle and Tornero, 2016). The next Chart shows how the findings in this Chart compare with a similar question but in a school setting.

Chart 62: Freedom of Expression at School



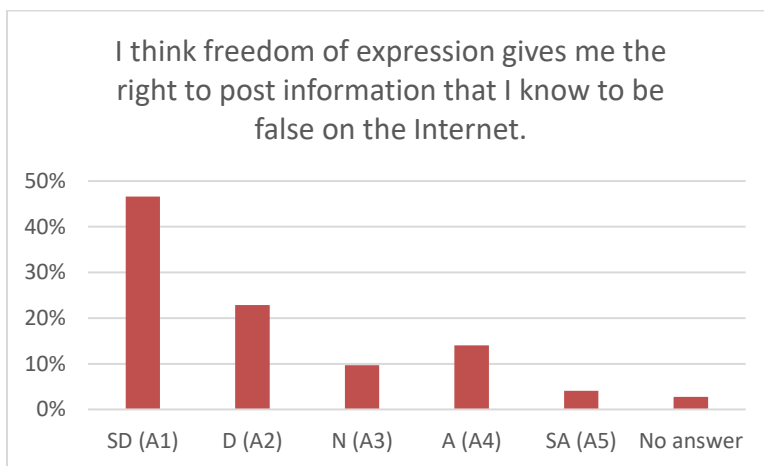
56% of the youths do not agree that they knowingly say things to a schoolmate that could cause her/him emotional harm (21% strongly disagree and 35% disagree); 41% of them remain neutral or agree with the statement. In comparison with the family setting in Chart 61, a level of consistency can be observed across these settings. One would expect a more notable level of change in attitudes in the school setting, given that the potential consequences for offending someone could be higher than in a family setting. The next Chart shows responses in the work environment.

Chart 63: Freedom of Expression at Work Place



60% of the respondents report that they do not knowingly say things to a co-worker that could cause her/him emotional harm (38% disagree and 22% strongly disagree); 38% of youths remain neutral or affirm that they do (20% neutral and 16% agreeing or strongly agreeing). The required professionalism at the workplace or fear of consequences result in only a 7% point difference in youths' attitudes in comparison with the family and school settings.

Chart 64: Freedom of Expression on the Internet



In Chart 64, the majority of youths (70%) think that freedom of expression does not give them the right to post information that they know to be false on the Internet; 10% of youths remain neutral on this statement, 18% agreeing or strongly agreeing and 2% not giving a response. Recalling the profiles of the youths surveyed (in school, most with at least a first degree, some working, and have completed courses related to media, information and communication), it should be a concern that close to 30% of them agree or are undecided about knowingly posting false information online. A report on the multi-dimensional approach to the new waves of disinformation by a high-level expert group noted that “problems of disinformation are deeply intertwined with the development of digital media. They are driven by actors — state or non-state political actors, for-profit actors, media, citizens, individually or in groups...” (European Union, 2018, p.6). We see in the report a clear reference to the role of citizens, individuals and groups in propagating disinformation knowingly or unknowingly. The report recommended the promotion of MIL as the second of a five-pronged approach to tackling disinformation. The others are: enhancing transparency of online news; developing tools to empower users and journalists; safeguarding the diverse and sustainable news media ecosystem in Europe; and promoting more research (ibid., pp. 22-31). It is worth underlining the situation of individuals, groups, institutions, research, and MIL in the contextual ecology of both problem and solutions to the spread of disinformation. These are the exact issues that the proposed MIL Expansion (MIL^x) theory of change research and development (R&D) discussed in Chapter 2 aims to

tackle. In fact, all five axes of the European response to disinformation are embodied in the MIL^xR&D.

Chart 65: Freedom of Expression and National Security

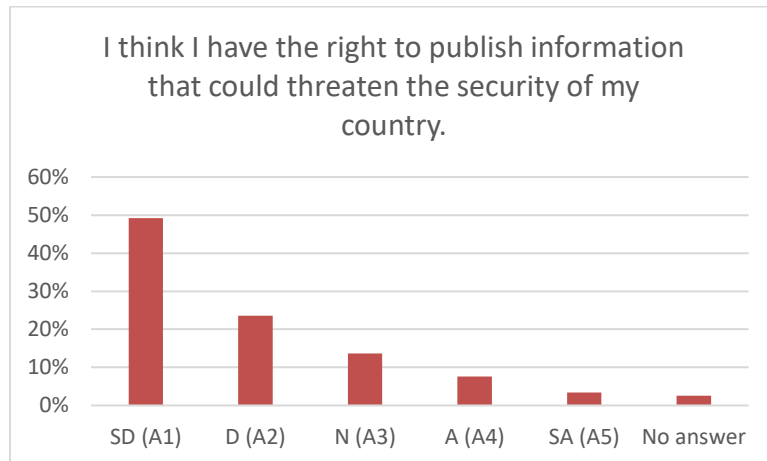
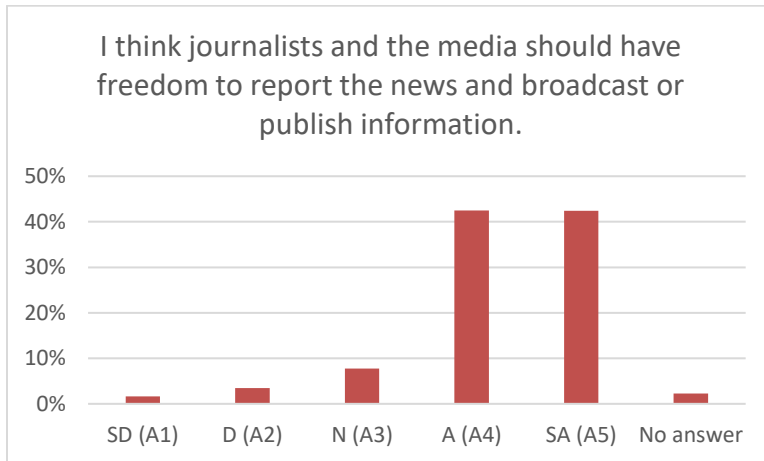


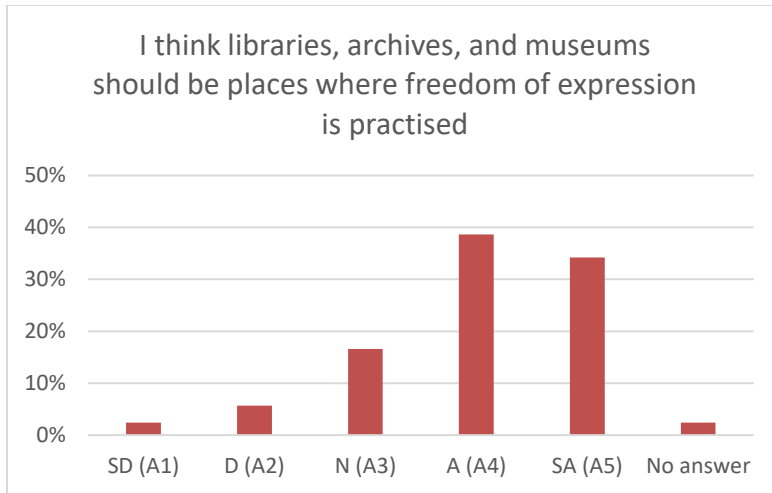
Chart 65 shows that 73% of youths surveyed think that they do not have the right to publish information that could threaten the security of their countries; close to 27% remain undecided, agreeing or strongly agreeing with this statement. The case of Julian Assange is instructive here (Hesibourg, 2011; Fenster, 2017). This issue will be revisited in the next section that analyses another related theme, freedom of information, right to information or access to information.

Chart 66: Freedom of Expression for the Media



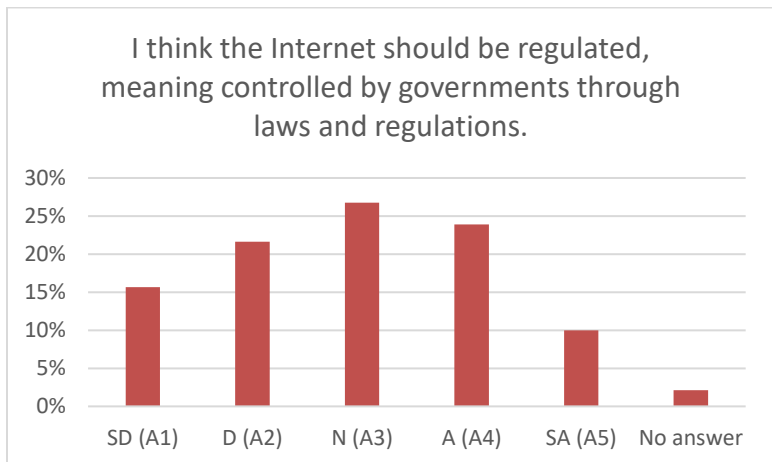
The vast majority (84%) of the youths surveyed believe that journalists and the media should have freedom to report the news and broadcast or publish information while close to 16% remain undecided, disagreeing, strongly disagreeing or giving no response. It would be interesting to study the reasons for their responses.

Chart 67: Freedom of Expression in Libraries, Archives, and Museums



73% of youths surveyed think that libraries, archives, and museums should be places where freedom of expression is practiced with 17% undecided, and 8% disagreeing or strongly disagreeing.

Chart 68: Regulation of Internet



The youths surveyed had diverse views about the Internet being regulated. Chart 68 shows that 34% of them think that the Internet should be regulated, meaning controlled by governments through laws and regulations (24% agree and 10% strongly agree). 38%

of the youths surveyed do not agree with this proposition (22% disagree and 16% strongly disagree), while 27% remain undecided. These findings reflect the debates on Internet governance as to who has or should have the real monitoring power (Balleste, 2015). It seems that the youths are not fully aware of the Internet being controlled by governments, the complexities of the level of regulations that are acceptable and the global movement and structure around a multi stakeholder approach to Internet governance. MIL experts' views on the need for including competencies in MIL frameworks and programmes that enable people to understand the functions of media and other information providers, inclusive of those on the Internet, in democracy and open development as well as the conditions under which these functions can be achieved (discussed in Chapter 5) are reinforced here. For the drivers of the Internet to fulfil their functions in democratic societies and governance as well as for the Internet to realise its potential, there is a need for what UNESCO calls "universality". Internet universality is based on four fundamental principles - human rights, openness, accessible to all, and involve multi-stakeholder governance. These principles spell ROAM (Rights, Openness, Accessibility, and Multi-stakeholder) (UNESCO 2015, p.17-18).

Chart 69: Safety of Journalists in the Country

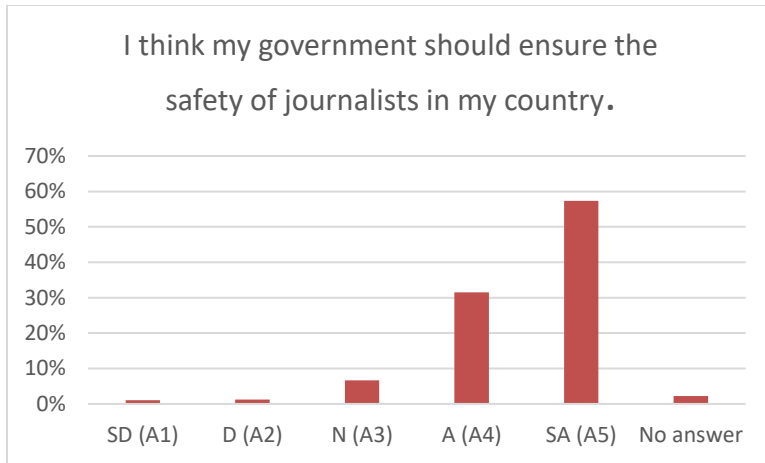


Chart 69 shows findings on an essential priority of global actions to promote FOE, the safety of journalists. As indicated in Chapter 3, the killing of journalists with impunity is on the rise (UNESCO, 2017/2018; Freedom House, 2017). The vast majority of youths surveyed (89%) think their government should ensure the safety of journalists in their countries; 7% of youths remain undecided, and 2% disagree or strongly disagree with such national measures.

Chart 70: Career in Promoting Freedom of Expression

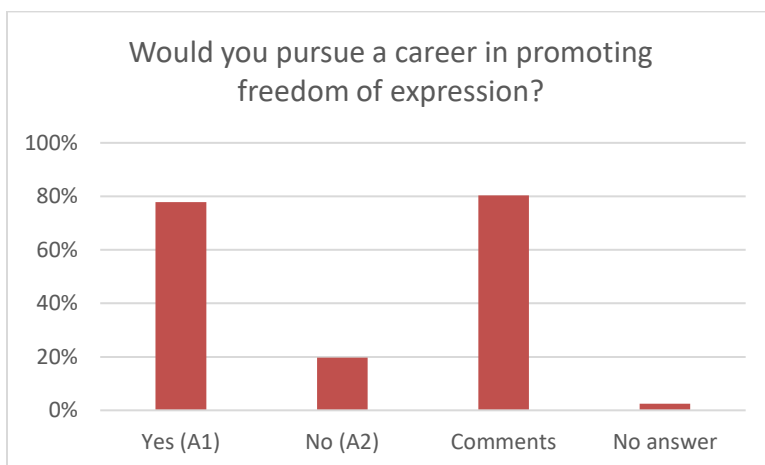


Chart 70 depicts youths' responses to whether they would pursue a career in promoting freedom of expression; 78% of youths give an affirmative response and 20% would not want to pursue a career in FOE.

The youths surveyed were given the opportunity to offer comments on the various questionnaire items as regards FOE and 80% of them offered some form of comments.

A few of the comments are given here to illustrate as why the youth would get involved professionally in FOE or not.

- *It will help people to know the reality of the nation and will help the people to get their rights and be aware of their duty. Because reporting the truth is better than reporting lies.*
- *Because I think freedom of expression is a right every citizen has. So that it is necessary to create conditions to exercise it.*
- *Freedom of expression is an important right as it is necessary to fulfil and protect other human rights. Promoting such freedom is important in societies aiming at achieving the highest level of democracy, transparency and accountability.*
- *Given the changes that occurred in my country Nigeria- the ability of the citizen for the first time in a long while to express their views about the government and even evoke a nationwide change, the Arab Spring and other monumental events in the world the need for freedom of expression/speech is becoming more and more important, as it is a tool that can help develop Africa and the world at large.*
- *I will definitely go for that. In the Indian constitution the freedom of speech and expression guaranteed under Article 19 is subject to certain limitations but that is justified. However, laws such as sedition and the manipulation of the media by conglomerates is a slap on this right. Thus, exists media trial which is clearly not fair.*

- *What I see in pursuing a career in promoting freedom of speech is a potential by which the freedom of press will not be limited and will not be abused. Presently, I am very dissatisfied with the law enforcement agencies and the kind of media which exist in the country. But I think that is a global issue.*
- *Because many of our grievances go unheard, I would promote freedom of expression to ensure that we all live peacefully knowing that we are heard and hoping the government will do something about that.*
- *Being a law student, I feel it is my duty to educate people about their freedom of expression.*
- *I would pursue to promote the freedom of expression in my country since Cambodia is semi-democracy country which means the freedom of expression is rarely open to the media to express their view points. Although in the name of constitution, Cambodia's free of expression is being censored by spies of government. Therefore, it is a bit of an obstacle if the citizens want to criticise or express their freedom toward to politics in the public places.*

Some comments from youths as to why they would not want pursue a career in FOE:

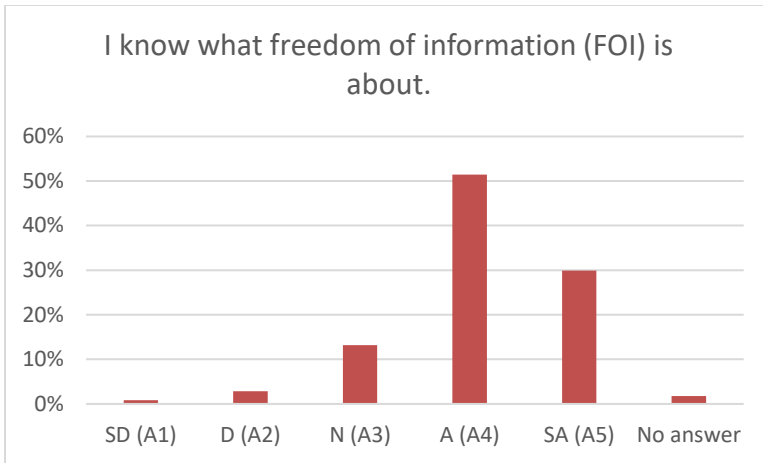
- *Not my main area of interest as it relates to my civic duty.*
- *It is very difficult to practice freedom of expression in my hometown.*
- *In my country, it is quite risky and I could risk my life.*
- *More interested in a health related career.*
- *I believe in FOE but it's not a thing that interests me that much!*
- *I can promote freedom of expression even if my career is not directly related to freedom of speech. If I work 1/3 of my day and I sleep 1/3 of my day, there is still 1/3 of the day to fight for freedom of expression.*
- *For the safety of myself and my family. It is dangerous to do this in my country.*

- *It is not my job and I often feel like it is already just a lost battle. There are always people, all around the world, who control us and do like they want. But I strongly admire people who fight for freedom.*
- *It endangers me and my family's life not only by government but also by other gun hold groups.*
- *In dealing with promotion of freedom of expression, one can easily become the villain by pressuring people to advocate for something they are oftentimes unwilling to support.*
- *I don't want to die young. They are poorly paid, used and never have a life. They are hunted and killed one by one because of what they post.*
- *I feel that there are more essential human rights, such as education, which can then lead to more freedom of expression.*
- *Very often, freedom of expression leads to physical or emotional harm. I support freedom of expression but to a certain extent.*
- *My orientation of career lies in another area.*

The illustrative comments from the youths cited above seem to indicate popular sentiments among youths that pursuing a career in FOE is a risky or a life threatening career. Further research is needed to investigate the source of such framings. The next section presents analysis and discussion about the corollary of freedom of expression, freedom of information.

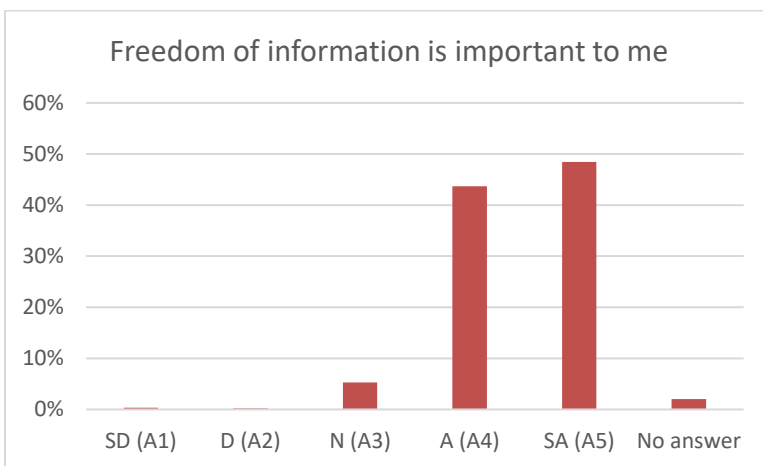
B. FREEDOM OF INFORMATION

Chart 71: Youths' Knowledge about Freedom of Information



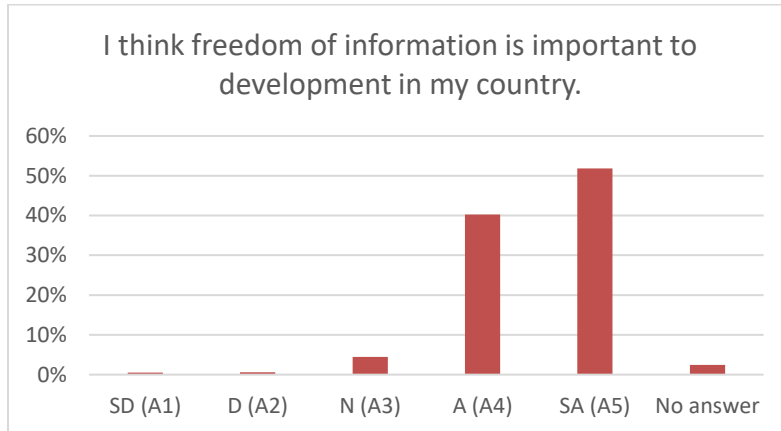
81% of the youths surveyed say that they know what freedom of information is all about; 13% are undecided with 4% disagreeing or strongly disagreeing.

Chart 72: Importance of Freedom of Information



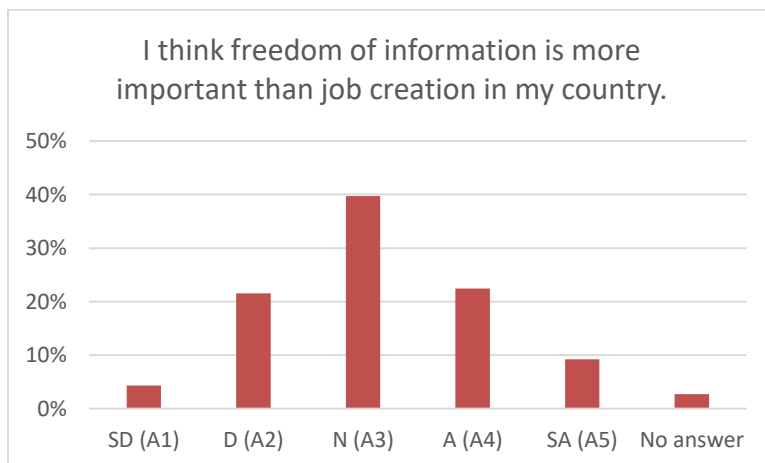
92% of the youths surveyed note that freedom of information is important to them (44% strongly agreeing and 48% agreeing).

Chart 73: Importance of Freedom of Expression to Development



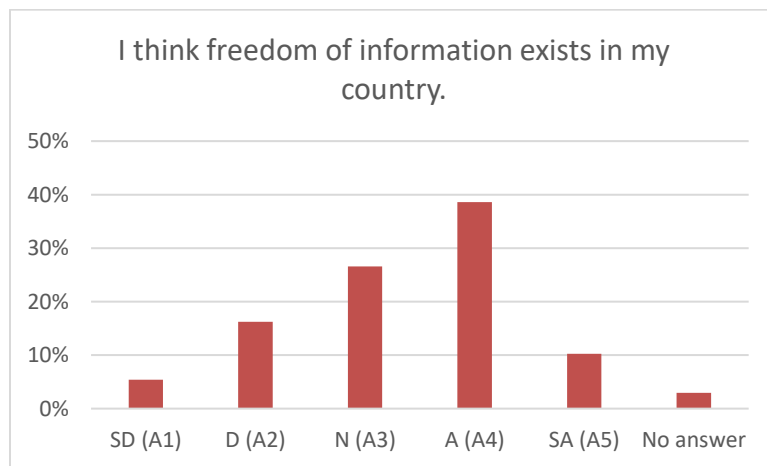
92% of youths surveyed think that freedom of information is important to development in their country (52% strongly agreeing and 40% agreeing) with 4% being uncertain.

Chart 74: Freedom of Information More Important than Job Creation



As was the case in a similar question about FOE and jobs in the previous section, the youths surveyed are less certain about FOI being more important than jobs in their countries. The majority (40%) are uncertain about this proposition, giving a neutral response (almost the same proportion of youths (39%) give a neutral response to the similar question about freedom of expression). 24% disagree or strongly disagree with prioritising FOI over job creation and 31% agree (21%) or strongly agree (9%).

Chart 75: Existence of Freedom of Expression in Youths' Countries

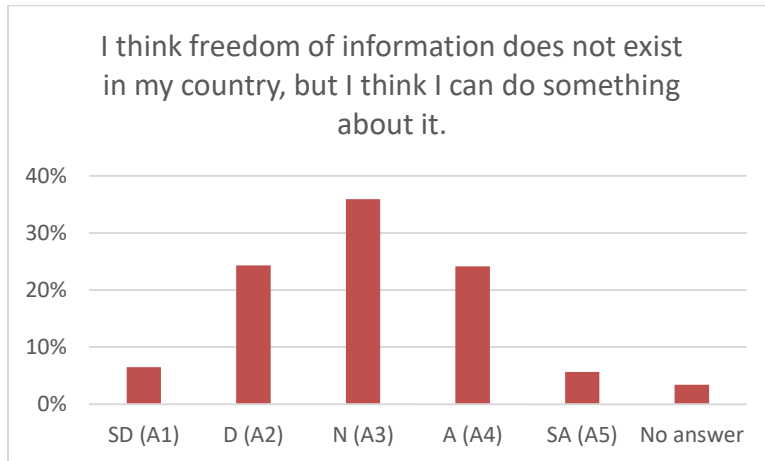


Almost half of the youths surveyed (49%) think that FOI exists in their countries (39% agree and 10% strongly agree); 21% disagree or strongly disagree; and 27% are uncertain as to whether or not it exists in their countries. As we pointed out in Chapter 3, there is an increase in the number of countries enacting FOI laws -- 110 countries, according to UNESCO, 2018; and data from Global Right to Information Rating database¹²⁶); and the youths' responses from 120 countries in Chart 75 above.

¹²⁶ Global Right to Information Rating database, Indicator 4 database, <http://www.rti-rating.org/country-data/by-indicator/?indicator=4>, Accessed on 28 February 2018

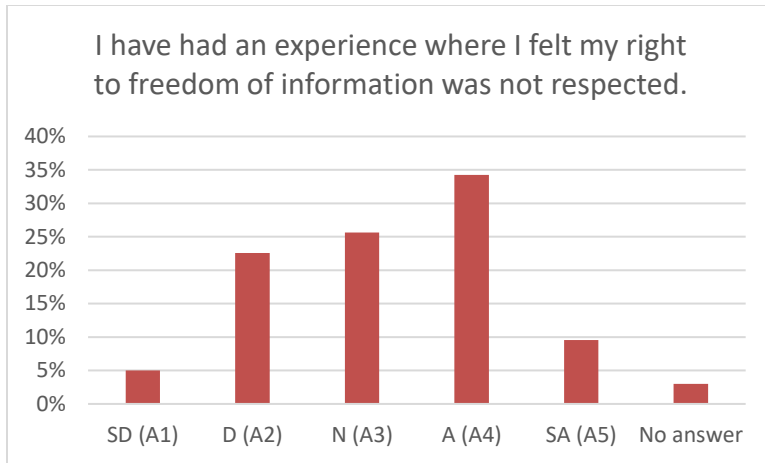
However, it is apparent that much needs to be done to raise people’s awareness of FOI. We have argued in Chapter 3 that advancing MIL for all is a potent way to elevate this crucial awareness.

Chart 76: Actions Youths Can Take to Have Freedom of Freedom in Their Countries



This questionnaire item was conditional upon whether the youths indicated a negative response to the suggestion in Chart 76. 66% of youths who think that freedom of information does not exist in their country, do not think they can do anything about it or are uncertain that they can influence change (30% disagree or strongly disagree and 36% neutral). The youths seem disempowered with regard to participation in policy debates and articulation.

Chart 77: Experiences of Suppression of Freedom of Information



In Chart 77, 44% of youths surveyed indicate having experiences where their right to freedom of information was not respected (34% agree and 10% strongly agree); 26% give a neutral response and 28% do not agree with the statement (23% disagree and 5% strongly disagree).

Chart 78: Attention to/Participation in Debates on Freedom of Information

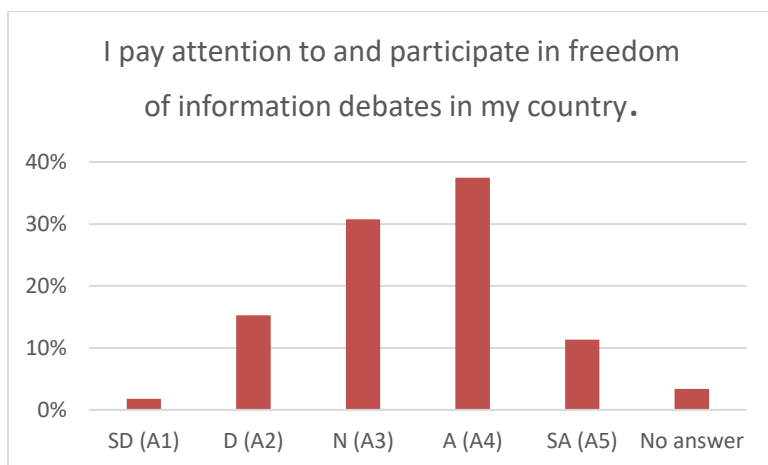
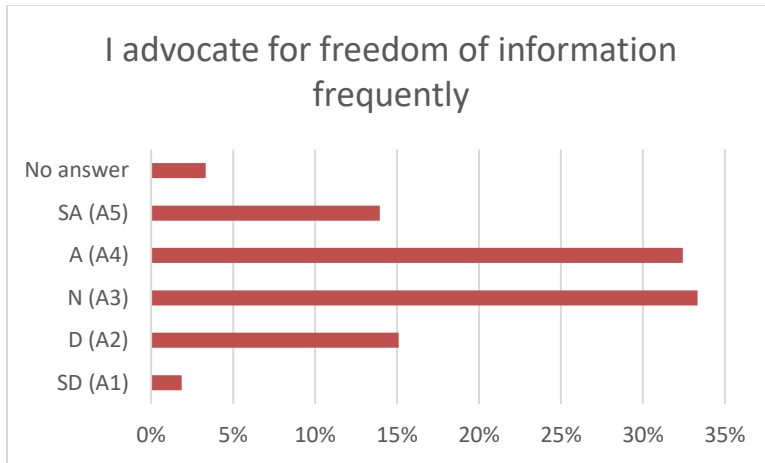


Chart 78 shows that less than half of the youths surveyed (48%) say that they pay attention to and participate in freedom of information debates in their countries (37% agree and 11% strongly agree). 17% of youths say that they do not pay attention to these debates and 31% remain neutral on this proposed type of engagement. This corroborates with our findings on countries whose Access to Information laws explicitly include clauses that stipulate the design, implementation and assessment of FOI awareness programmes among citizens including youth. 50% of the 111 countries with FOI laws that were assessed have no mention of such a clause¹²⁷.

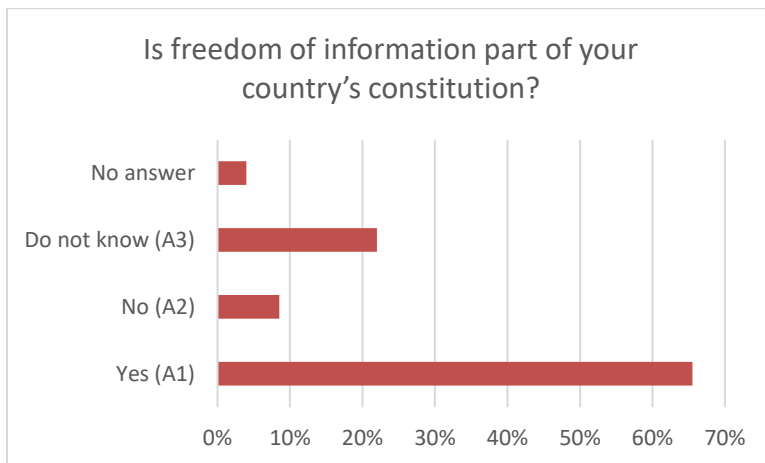
Chart 79: Advocacy for Freedom of Information

¹²⁷ RTI 2018 Legislation Rating Methodology. <http://www.rti-rating.org/wp-content/uploads/Indicators.pdf>.



In Chart 79, 46% of the youths surveyed say that they advocate for FOI frequently. This is a high figure but it is also consistent with the 48% of youths who report that they pay attention to and participate in debates about FOI. Based on the youth projects relating to FOE that were reviewed in Chapter 3, the youth, in general, are participating in projects that include elements of freedom of expression.

Chart 80: Is Freedom of Information in Country's Constitution?



In Chart 80, 66% of the youths surveyed say FOI is part of the constitutions in their countries; 9% say no and 22% say they do not know. Approximate 25% of the youths surveyed are not aware of whether or not FOI laws exist in their countries. The fact that two-thirds of the youths express awareness of the existence of these laws does not necessarily mean that they are aware of the purpose, implications and how to use these laws for social participation.

Chart 81: Actions Taken Related to Suppression of Freedom of Information

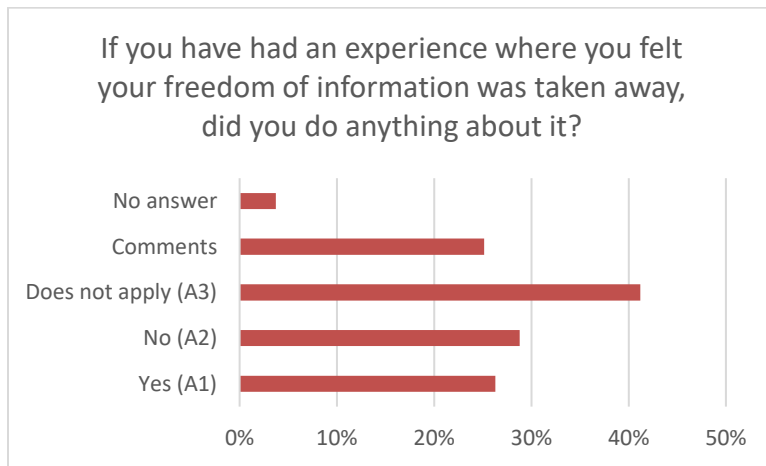


Chart 81 shows that 26% of youths surveyed say they have had experiences where they felt that their freedom of information was taken away and they took action to address it and 29% of youths say that they did not take any action to address the suppression of their right to FOI. 25% of the youths offered some forms of explanation of their experiences and what they did. A few examples are cited below:

- *I did my own research instead.*

- *Filed a case of graft and corruption against a government official and went to his office to ask for pertinent documents like minutes of meeting, liquidation of project funds, financial statement of the office and more yet they can't give me anything because there's no documents at all. I filed another case about this in the ombudsman.*
- *I wrote a petition to the minister of information.*
- *I do a debate with my teacher. I know my answer is true. But I try to respect him. So I stay quiet.*
- *I wanted to seek a comment and clarification from the ministry of finance on the expenditure by my country's presidium, I was tossed from one office to the other until I was told I was not going to be given the information under the Official Secrets Act.*
- *When I was undertaking my Masters research, I wanted to have access to information on who advertises in the state media but that information was not made available to me. This hindered me from another important component of my research that made it difficult for me to make a conclusive statement about my hypothesis.*
- *This happened when a very prominent person in the government of the day tried to grab a playing field that belonged to school children and activist protested and it was aired on the media. The public demanded to know the person behind that act. The ministry of lands tried so much to hide the facts from the public. We took the internet venting our frustrations against that incident.*

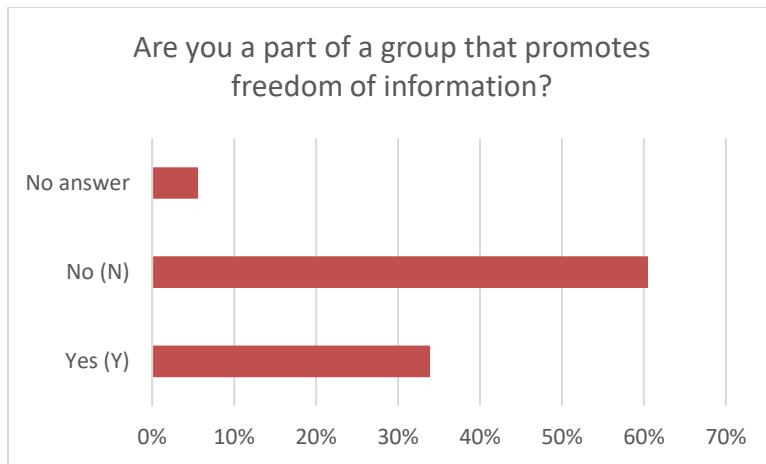
- *Confrontation and explanation of how I felt about it and a solution to the issue.*
- *Reported to the relevant authorities.*
- *I became hostile and demanded for my right to that information.*
- *I wrote a formal complaint expressing this.*
- *In Burundi today, all private media are closed due to political crisis that we are going through. Now, am among a group of journalists trying to find a way out of this situation.*
- *In the last days I feel there is a lot of prejudice and persecution with religious people in my country, especially people from Protestant religions. This happens on social networks in schools. There are some Brazilian politicians who want to make laws to stop the pastors preaching certain subjects and themes in the churches. This attitude assaults my profession of faith and I feel the freedom of expression of my faith opinion is seriously threatened in Brazil.*

Also cited below are a few examples of comments from youths who had experience where they felt their FOI was taken from them and did not feel empowered to do something about it:

- *I failed in the attempt of accessing several websites, which are not accessible in my country. The problem is, we are not informed why they are forbidden or given any proof for their violation of any law.*
- *No other way around but to keep silence.*
- *Because the government will arrest me.*

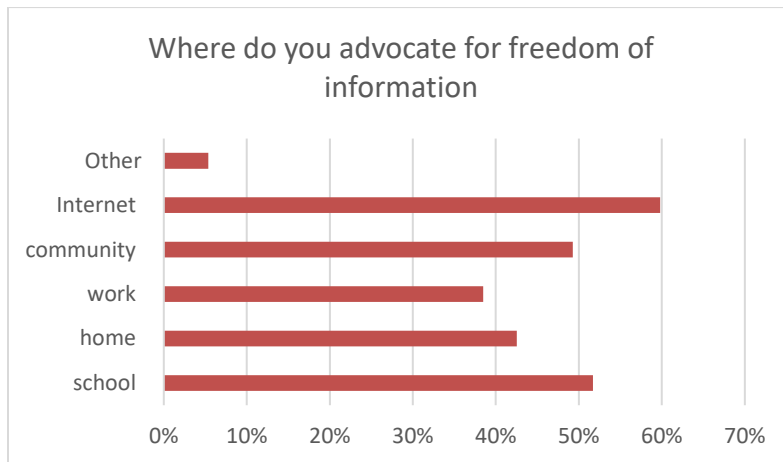
- *I think that in my country there's a law about freedom of information, but sadly the practice is so bad. I don't know what to do until now so i don't do anything.*
- *I was in my classroom and I had a discussion with one of my teachers in which I thought I was absolutely right but my teacher said to me that she was more powerful and if I continued with my arguments I could fail at my finals with purpose. So I stopped my discussion and I didn't say any word at all.*
- *School - teacher didn't show us why we got the grades - didn't do anything about it because I didn't want to be in trouble and have problems with this teacher till the rest of the school-attendance.*
- *I was in Egypt during the Egyptian Revolution 2011, information was denied to me and others, as the government shut the internet down. I could not do anything about this.*
- *In my country, there is a constitutional means of asserting my right of freedom of information. I did not execute, because I believed that the effort was not worth the information. It was not very important.*
- *It is just basic feeling, that some information is "covered" for most of people and I would have to put a lot of time and effort to investigate some matter (that I believe should be available for everyone).*
- *I don't have the experience.*

Chart 82: Involvement in Groups That Promote Freedom of Information



As Charts 82 shows, a significant proportion (34%) of youths surveyed are involved in groups that promote freedom of information; 61% are not participating in these types of actions. There is opportunity to involve more youths in FOI related actions.

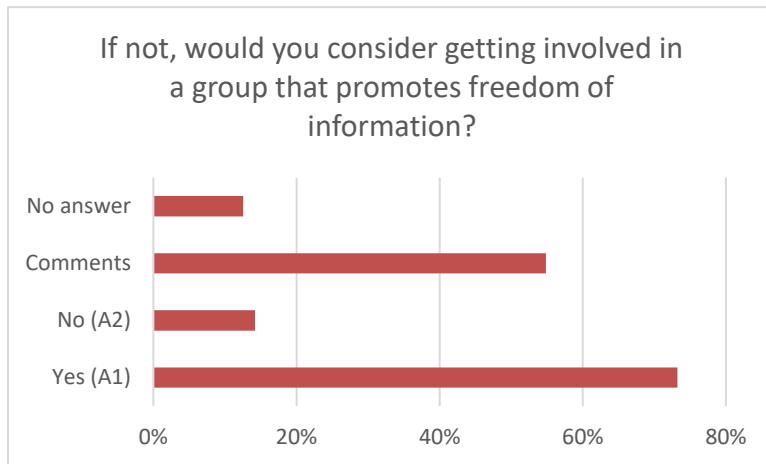
Chart 83: Places of Advocacy of Freedom of Information



The findings in Chart 83 depict multiple responses selected by each youth. 60% advocate for FOI online; 52% advocate in school environments; 49% in communities; 43% at home; 38% at work; and 5% in other environments. One can notice that the

Internet is an enabler of advocacy and social participation, as mentioned several times here and previous Chapters.

Chart 84: Consideration of Involvement in Groups That Promote Freedom of Information



Responses shown in Chart 85 were conditional upon youths responding 'no' question in Chart 84 above. Of 61% of youths who do not belong to groups that promote FOI, 73% would consider getting involved in a group that promotes FOI, 14% would not, and 13% gave no answers. The youths were asked to state their reasons in the comments section of the questionnaire; 55% of them gave comments a few examples of which are cited below for illustration.

Comments from youths who said they would get involved in a group that promotes FOI:

- *Because it is one of the good ways to prove that the government is clean of involvement in any negative activities.*
- *Because I would like to learn more about my rights.*
- *I believe that everyone should have access to information because knowledge is power.*

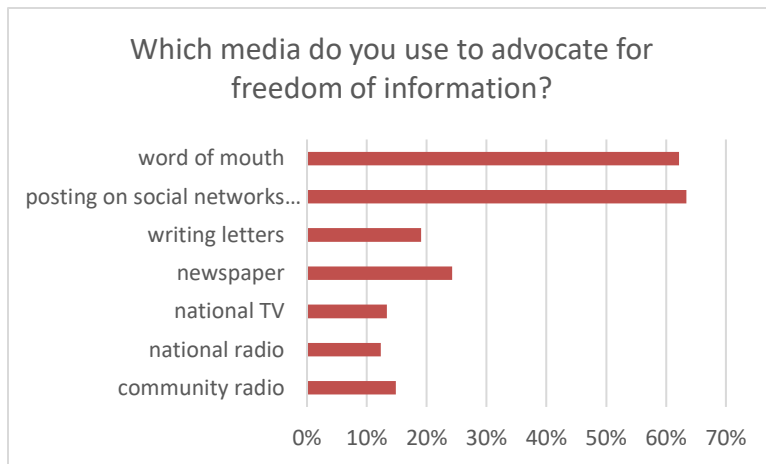
- *Freedom of information is necessary in every democratic state. I would not mind participating in a group that is geared towards promoting freedom of information.*
- *To promote democracy.*
- *I would as it is important to advocate for human rights such as freedom of information to enable citizens to be more active and engaged on issues that affect them on a daily basis. Freedom of information is important in realising other human rights.*
- *Because I need our government to listen to the citizens' ideas because they are the most people who are really suffering and they are the ones who can change things and give them more and more information on how to change things.*
- *This will give me the opportunity to advocate for its full implementation.*
- *Being a part of a group that promotes freedom of information affords me the opportunity to advocate the release of vital information to all sects of the society, as well as to discourage inequality when it comes to access to information.*
- *I'm working in an independent institution that concerns media education; the activities are developing media literacy training model, conducting media literacy training, organise media literacy conference and publish a book related to media literacy movement in Indonesia.*
- *I would like to do so. Exchanging ideas in groups helps us to promote dialogue and allows a diversity of perspectives.*
- *Living in the information age where unfortunately the gap between those who know and those who don't is so wide, I would actively involve myself in disseminating knowledge and fighting to device and put in place innovative mechanisms to promote information flow.*

The following are examples of comments from youths who say they would not get involved in groups that promote FOI:

- *Not my main area of interest.*
- *Not sure what kind of groups are available to me, especially in my current living situation (rural Nova Scotia).*
- *This could be considered as against the laws of the country.*
- *In my country this action may harm my family and my friends. In a country such as Colombia, where we've had an internal conflict for years, there may be times when it's better for people not to find out what is happening, because one scared person is no problem but a scared crowd could bring down a country.*
- *This is a highly sensitive issue, meaning that freedom of information can be of use but also can very easily be misused. I think that the freedom of information should apply to public figures which agree on it, but for the other people this has to be protected.*
- *I do not share the same views with regards to freedom of information as my peers and heads of my government.*
- *I believe the main reason is that I did not come across any problems that have to do with freedom of information so I am not fully aware of this issue.*
- *I don't think it's a major issue in my country.*
- *I do not want to be labeled extremist.*
- *I refute that it is the most appropriate time of promoting freedom of information in China, since the social contradictions are still very acute.*

- *Even though FOI is a human right, I would like to promote more sensitive rights than this one. For example, freedom to birth control and freedom to opt for marriage.*
- *I am not sure how it would work.*
- *I think I know enough about my country since we have a social network which is called Facebook and it has shown many things; that is more than enough.*

Chart 85: Media Used to Advocate Freedom of Information



As was the case for freedom of expression, the use of the Internet/social media (63% of youths) and word of mouth (62% of youths) are among the highest means used by youths to promote FOI. The arguments provided in the sub-section on FOE apply here as well.

Chart 86: Advocacy for Freedom of Information in Other Countries

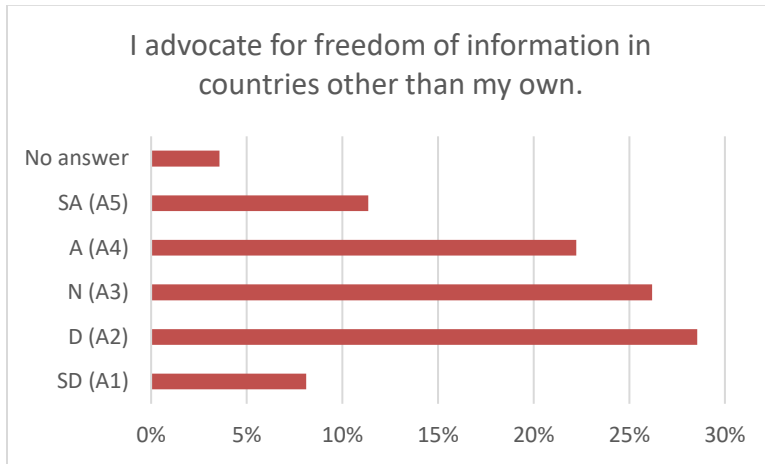
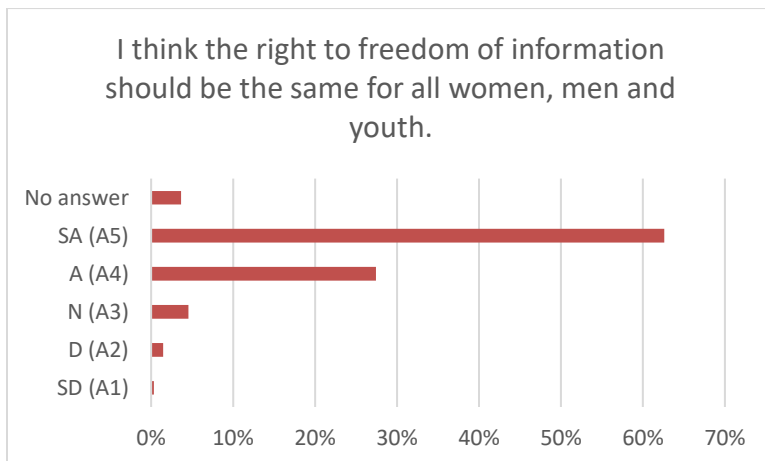


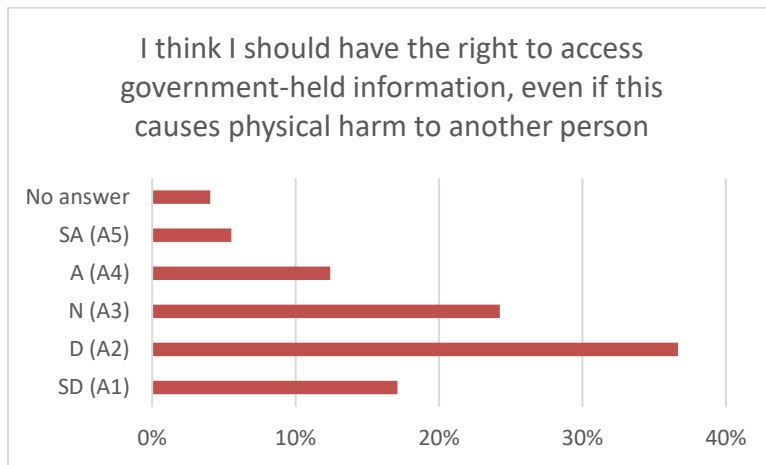
Chart 86 portrays how youths are regionally and or internationally engaging in the promotion of FOI. 33% of youths say that they advocate for freedom of information in countries other than their own (22% agree and 11% strongly agree); 39% of youths do not advocate for FOI in other countries (29% disagree and 8% strongly disagree); and 26% of youths remain neutral on the proposition. The findings here are similar to those on FOE in the previous sub-section.

Chart 87: Equality in Freedom of Information



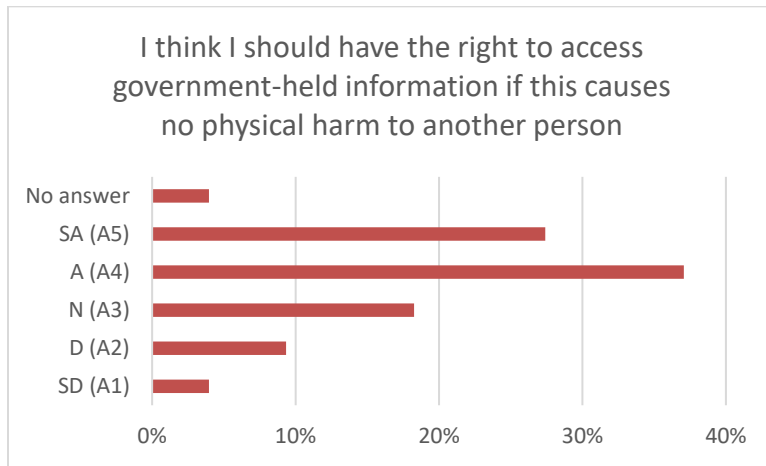
The vast majority of youths (90%) think the right to freedom of information should be the same for all women, men and youths (63% strongly agree and 27% agree).

Chart 88: Access to Government-held Information, Even if It Causes Physical Harm



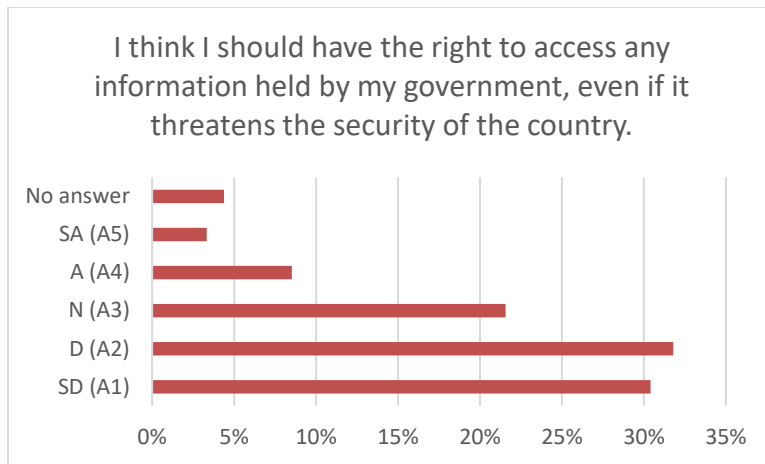
The youths surveyed were split in relation to the questionnaire item represented in Chart 88. 54% of the youths do not think that they should have the right to access government-held information, even if this causes physical harm to another person (17% strongly disagree and 37% disagree). 42% of youths agree (12%), strongly agree (6%) or are undecided/neutral (24%). Nearly 50% of the youths appear not to be concerned about the physical consequences on others in exercising their right to FOI. There is evidence that much education on this topic is needed, particularly as it relates to limitations on FOI based on international standards.

Chart 89: Access to Government-held Information, Even if It Causes No Physical Harm



As shown in Chart 89, 64% of youths surveyed think that they should have the right to access government-held information, if this causes no physical harm to another person (37% agreeing and 27% strongly agreeing). When the issue of potential harm to another person is removed, in comparison to Chart 89a, there is a 10 percentage point increase in the number of youths who respond in the affirmative to the statement in Chart 89b. 13% of youths disagree (9%) or strongly disagree (4); 18% give a neutral response; and 4% give no answer. It is possible that close to 36% of the youths surveyed did not understand the implications or the necessity to have access to government held information, given their disagreement or neutrality on this proposition.

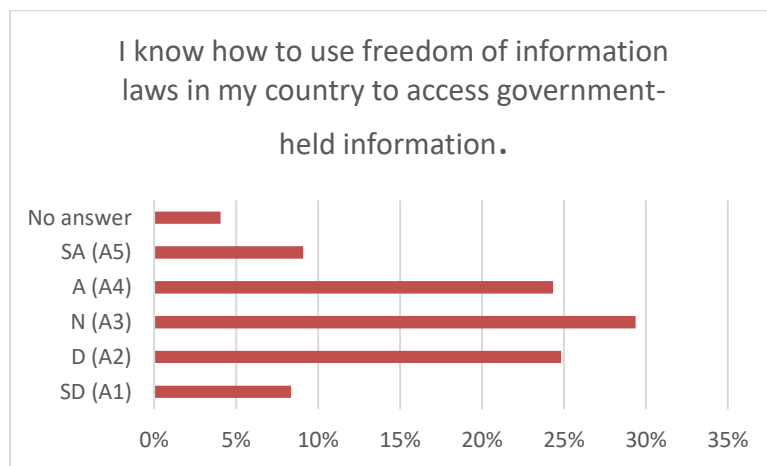
Chart 90: Access to Government-held Information and National Security



In Chart 90, 62% of youths think that they should not have the right to access any information held by their government, if such access will threaten the security of the country (32 disagree and 30% strongly disagree). 12% of youths agree or strongly agree that they should still have access to such information, despite the risk to the security of their countries with a significant percentage (22%) giving a neutral response. In reading these findings, one should consider the complexity of the processes to access government held information and the grey areas as to what should be considered classified or not. It is also possible that some of these youths are ‘radical’ for change and ready to coalesce around the claim for certain rights, whether these claims concern them directly or not (Beyer, 2013; p.150). Beyer (2013) observes that a radical definition of freedom of information is gaining momentum and spreading across online spaces. She notes, “in online communities, the idea of freedom of information tends to encompass a range of freedoms, but it has at its foundation the argument that communication in any form should not be restricted. Online the concept of freedom of

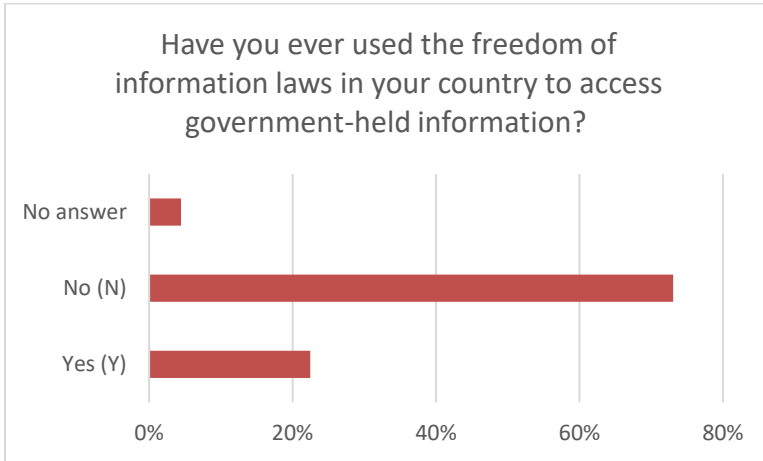
information means that accurate public information can be made widely available without fear of censure or punishment” (Beyer, 2013, p. 141). The next Chart seeks to clarify if these youths, based on self-reporting, know how to use access to information laws.

Chart 91a: Knowledge to Use Freedom of Information Laws to Access Government-held Information



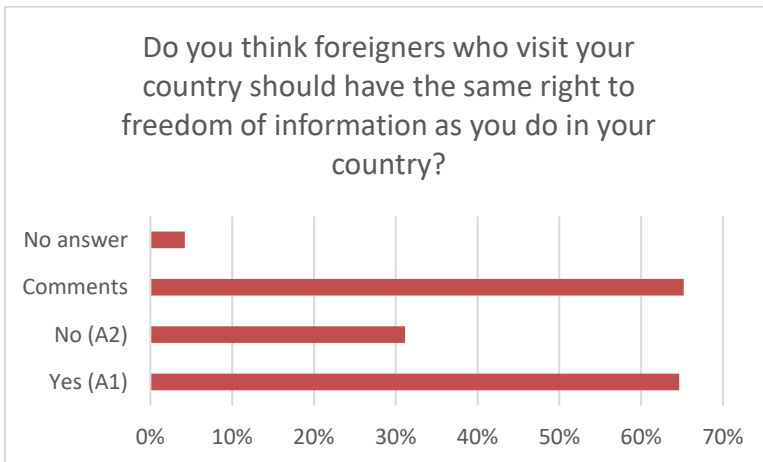
Only 33% of youths surveyed indicate that they know how to use access to information laws in their countries to access government-held information (24% agree and only 9% strongly agree). An equal proportion (33%) say they do not know how to use access to information laws (25% disagree and 8% strongly disagree) with another 29% giving a neutral response, which indicates expression of uncertainty. These findings are not unexpected, given the relative newness of FOI laws in many countries and the lack of awareness raising programmes, as noted previously.

Chart 91b: Use of Freedom of Information Laws to Access Government-held Information



In Chart 91b, 74% of the youths surveyed have never used access to information laws in their countries but 22% say that they have used access to information laws.

Chart 92: Should Foreigners Have Same Freedom of Information?



As was stated in Chapter 3, 67 of the 111 countries studied have clauses in their FOI laws that stipulate that foreigners should have equal access to public information as do citizens. Chart 92 depicts youths' perspectives on this type of equal access. 65% of the

youths surveyed think that foreigners who visit their countries should have the same right to freedom of information as they do; 31% of them reject this suggestion, with 4% giving no answer. The youths were asked to give comments specifying their reasons, examples of which are presented.

Presented first are examples of comments from youths as to why they think foreigners should have the same right to FOI as citizens:

- *Because he/she has the same human rights I have.*
- *Because freedom of information is a good way to create opinion and knowledge about the country.*
- *We are all humans guarded by human rights.*
- *Foreigners should have the same rights as all other citizens within the jurisdiction of my country, as freedom of information is an international right, one that should not discriminate against any one on any grounds.*
- *Because we know they also know. Hiding is meaningless.*
- *I think they have a right to know what is happening in the country they would be residing in, we are all humans.*
- *Criticism should always be welcomed in any way.*
- *Except some of the confidential issues, all the people of earth should have access to information.*
- *Yes, I think that people who are on the Tunisian territory should have the same rights as us, of course with some reservations.*

- *Yes, as long as it will not cause any harm.*
- *Yes, under limited circumstances. For example, general information such as the identity of an arresting police officer should be available to an immigrant or visitor who is arrested. Some information important to national security should not be available to visitors without a vetted process for obtaining it, such as a Freedom of Information Act request.*
- *It enhances the standing of my country as a democratic nation.*
- *This is critical when it comes to the point of gender equality, which is not the same level in each culture.*

Comments from youths as to why they think foreigners should not have the same right to FOI as citizens are cited below:

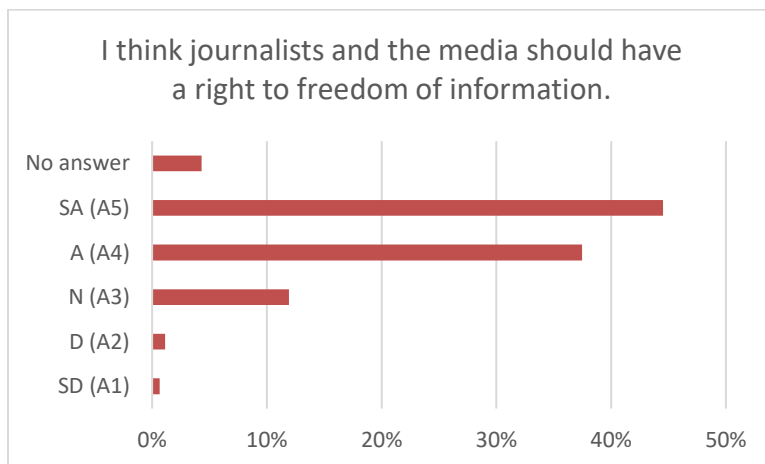
- *Non-citizens simply cannot be afforded the same rights as citizens of any given country. This may pose threats to security.*
- *Because foreigners may not really understand how another government works in a country.*
- *The country has its own confidential database or some information exclusively for its people. There is no need to open access to all information to the foreigners.*
- *National security reasons.*

- *I don't agree that they should have the right totally but somehow they can have this right because having freedom of information it can sometimes harm the country because the foreigner may share the information with outsider and they will never know that it can harm or embarrass someone completely.*
- *This may lead to damages to my country if foreigners have access to it. This might be classified or confidential information that can threaten security of lives and property.*
- *They might abuse it and citizens of my country should have more access.*
- *Foreigners could easily misuse freedom of information for personal gain, and return safely to their countries without being apprehended.*
- *Since they might not be bound with the laws of the country concerning information access and use.*
- *Every country has own rules and one should not interfere.*
- *Countries are like homes, there is always a national security threat.*
- *There's some information that we shouldn't give to foreigners.*
- *Disclosure of certain information to foreigners poses a great risk to national security, particularly taking into consideration the terrorism acts occurring in some countries.*

- *Sometimes it is better to protect your country than to be sorry hence you will never know who wants good things for you and who does not.*
- *They may use the information to harm the security of my country.*
- *One cannot expect to come to a foreign country and impose their laws on the people. Living there I feel like a foreigner has to adapt to them and their way of life, not the other way around!*

A cursory analysis of these extracts from hundreds of comments provided by the youths indicates that national security issues and concerns about physical harm become more dominant in their minds when the threat is related to or could be instigated by another person, a foreigner, for example. These findings suggest a rich area for further analysis and research into these issues and their implications.

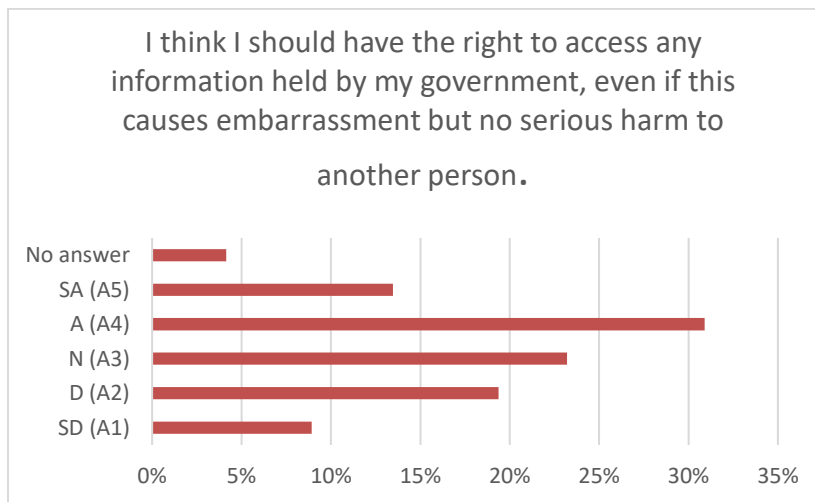
Chart 93: Freedom of Information for the Media



In Chart 93, 82% of the youths surveyed think that journalists and the media should have a right to freedom of information (45% strongly agree and 37% agree); 12% gave a neutral response; and 6% gave no answer, disagreed, or strongly disagreed. The

majority of the youths surveyed are in favour of this enablement of journalists and the media but the 18% not firmly embracing this principle is a call for concern. As noted previously, freedom of information is essential for journalists and media to carry out their functions as watchdogs of governments and big businesses.

Chart 94: Right to Access Government-held Information, Even if It Causes Embarrassment



In Chart 94, the youths surveyed are split on how information that could cause embarrassment to another person should be treated. 44% think that they should have the right to access any information held by their government, even if this causes embarrassment but no serious harm to another person (31% agree and 13% strongly agree); 51% of youths disagree (19%), strongly disagree (9%) or remain neutral (23%).

Chart 95: Freedom of Information in Libraries, Archives, and Museums



The majority of youths, 78% think that libraries, archives, and museums should be places where freedom of information is practised.

Chart 96: Career in Promoting Freedom of Information

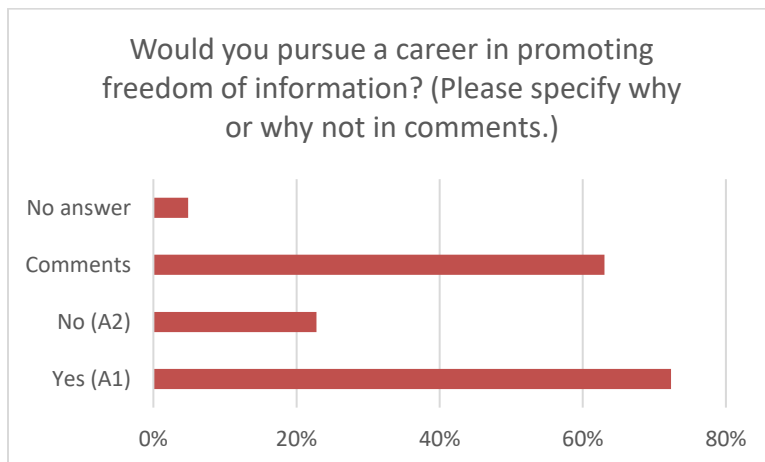


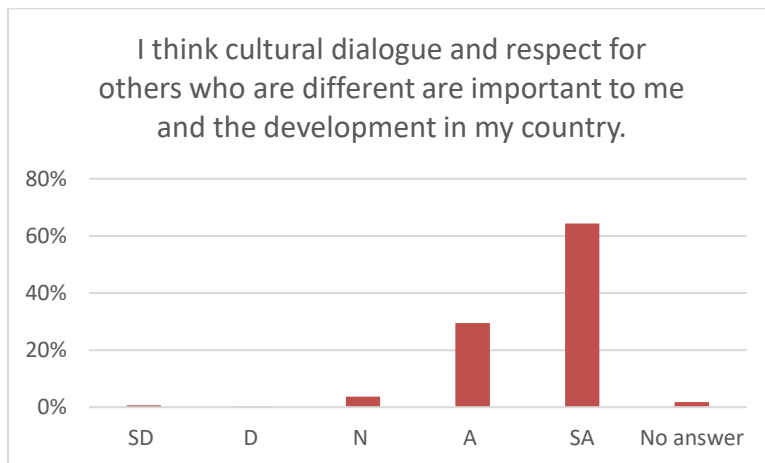
Chart 96 shows that 72% of youths surveyed say that they would pursue a career in promoting freedom of information; 23% would not want to pursue such a career. Youths were asked to give comments explaining the reasons for their answers. Examples

of these comments are not provided here as the findings from this variable is very similar to Chart 84 on youths' interest in getting involved in groups that promoted FOI.

C. CULTURAL DIALOGUE

In this section, the term “cultural dialogue” is used instead of intercultural dialogues with the aim of covering both intercultural dialogue and intra-cultural dialogue.

Chart 97 : Importance of Cultural Dialogue and Respect for Others



In Chart 97, 94% of the youths surveyed think that cultural dialogue and respect for others who are different are important to them and the development of their countries (64% strongly agree and 30% agree).

Chart 98: Media Should Promote Cultural Dialogue

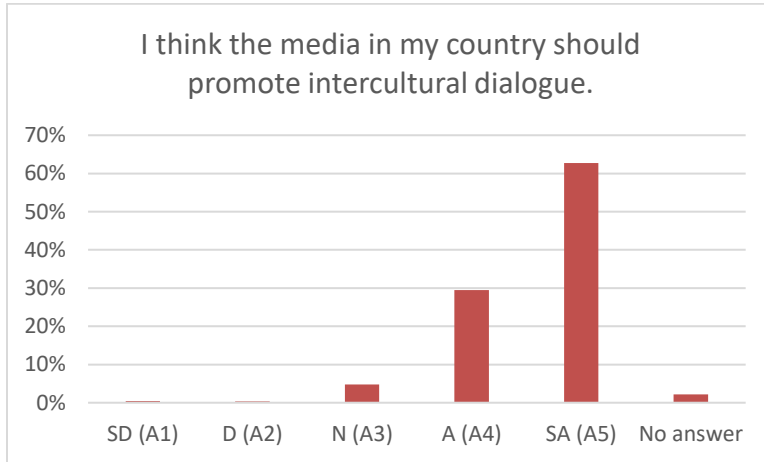
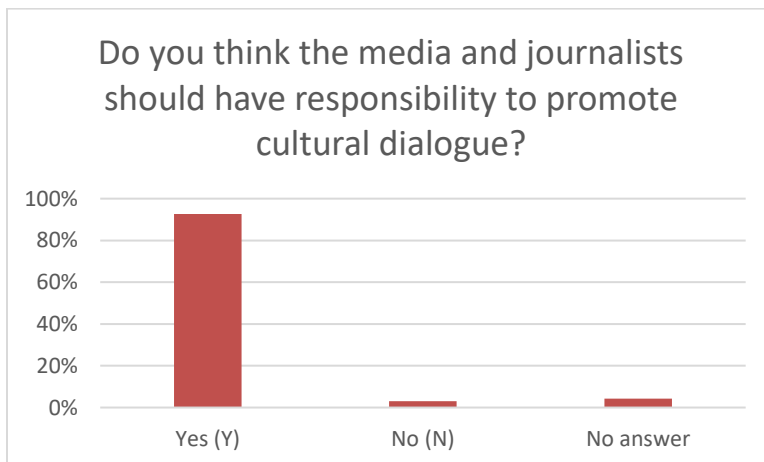


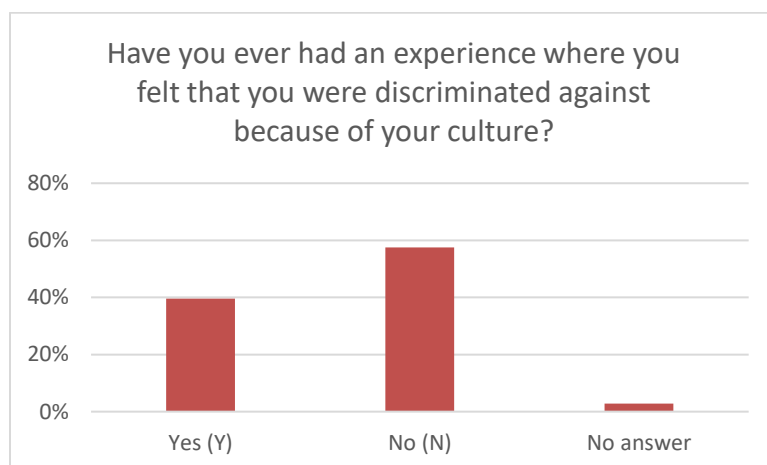
Chart 98 shows that 93% of youths surveyed think the media in their countries should promote intercultural dialogue (63% strongly agree and 30% agree); 5% of the youths are neutral on this viewpoint. Only 7% are either neutral or did not answer the questionnaire item.

Chart 99: Media and Responsibility to Promote Cultural Dialogue



In Chart 99, the vast majority (93%) of youths think the media and journalists should have responsibility to promote cultural dialogue; only 3% are not in favour of this proposition. The variables in Chart 98 and 99 are sensitive in the context of freedom of the media. Youths do not seem to understand the implication of assigning responsibilities to the media. According to UNESCO (2008/2010), media are “vehicle for cultural expression and **Discrimination on Basis of Culture** cultural cohesion within and between nations” (p.3). MIL combined with intercultural competencies, should give youths a more nuanced understanding of the need for media independence and freedom.

Chart 100: Discrimination on Basis of Culture



In Chart 100, 40% of the youths who were surveyed said they have had an experience where they felt that they were discriminated against because of their culture; 58% of youths have not had such experiences. While it is possible that one can feel discriminated against when it is based on perception, perceptions are also a reality for those who experience them and, thus, corrective actions are still necessary (Betancourt, 2018). There appears to be a high level of discrimination being experienced by youths.

Cooper and Sanchez (2016) point out that “the role of racial discrimination in the academic outcomes of racial/ethnic minority youth has been demonstrated in various studies” (p. 1037). Miconi, Salcuni et. al. (2018) found strong cultural discrimination among youth of Moroccan and Romanian origins in Italy.

Chart 101: Actions Taken Related to Discrimination Based on Culture

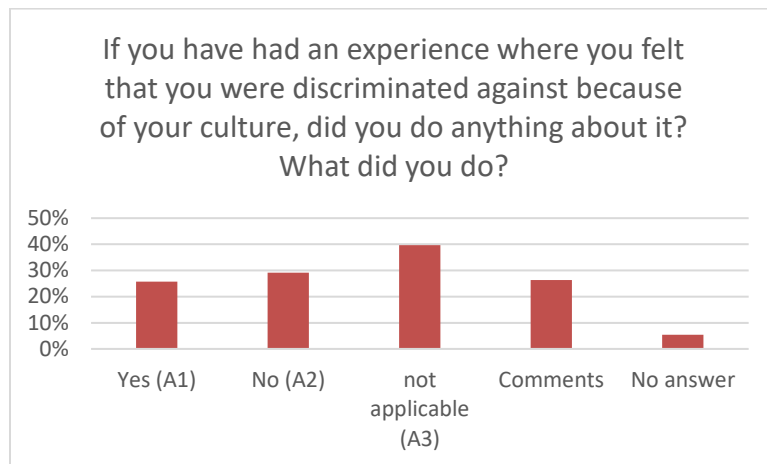


Chart 101 was conditional upon youths selecting the variable in Chart 100. It shows that 26% of the 40% of youths that feel that they have been discriminated against because of their cultures say they did not remain passive but took action to address the discrimination they experienced. 29% of the youths said that they did not take action, while 26% gave examples of the action that they took. A sample of these actions as reported by them is below:

- *Because of my culture women are meant to be at home not to study. After I pursued my education and degree outside my nation I came now and they were telling me to get married to someone instead of doing my Master’s, so I told my mum who is educated to stop that way people are thinking and that God is the*

one to choose whether am gonna get married or no because he is the one to get the man for me. So now they still have that idea of me getting married anytime soon but am ignoring them.

- *I engaged them in word of mouth and re-educate them on cultural diversity.*
- *I am living in Europe now and people often assume all Asian people as Chinese. Sometimes, Asian people will take more time for getting order than EU/American people.*
- *I try to explain it through verbal communication.*
- *I just stayed calm and educated them bit by bit that every culture have their own value.*
- *After completing 10th grade, I migrated to the capital of country, Kathmandu for higher studies. I had come from the southern part of own country namely Kalaiya which is near to India. Because of that my speaking tone matched with Indian tone. Over here in capital, Kathmandu most of them have Nepali tone. It felt difficult in conversation and even one of my teachers told me in a rude manner that, "Go to India, study there."*
- *I emailed the site administrator to complain why my country was discriminated against on an online application based on the misdemeanour of a few.*
- *I come from another part of the country and my tribe makes up about 20% of the population, I once applied for a Presidential scholarship (the President comes from the majority tribe), I never got the scholarship and I went to Scholarship Administrator Offices to inquire why I was denied the opportunity to go and*

study outside my country just like the other selected students from the other part of the country who make up the dominant ethnic group. I was told to go to some local college and train to become a teacher yet I wanted to go to University. The people at the top who I consulted shut me out but I did not go to the Teacher Training College but I went to some local University and pursued my Journalism Degree.

- *All I did was to provide the person who insulted me that we are all equal, and I gave him an example of some figures with black skin or even women who have played a crucial role in the development of humanity.*

Also presented below are examples of comments from youths who say that they did not or could not take any action in response to cultural discrimination they experienced:

- *I can't, the office is dominated by the foreigners, one sided territory.*
- *It was during an interview for a job.*
- *I didn't do anything because I was unable to do anything because the majority of the employees in my organisation belonged to the other ethnic group. Even if I had complained they would have done nothing to solve the problem.*
- *The occupation is in control of us also the government also as we are Palestine we feel this even when we travel outside it.*
- *Not experienced enough.*
- *I just decided to ignore and excluded myself from the group.*
- *A lot of people are not open to discussions about racism.*

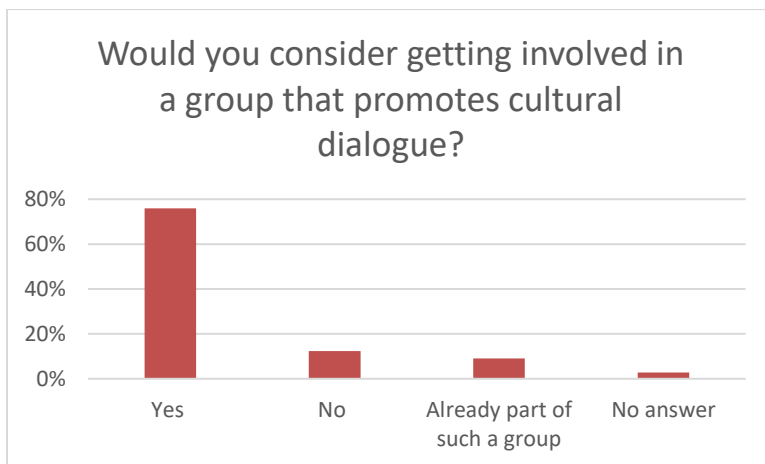
- *I had no opportunity to do so.*
- *I have reported several on my behalf and others as well but nothing tangible has been done so this forces you to not report because you will waste your time and resources.*
- *That discrimination was spread through the Internet by Russian people. Most of them are Internet trolls, so I can't do anything about it. Also there is nothing I can do with people, who are biased against my country and culture because of strong propaganda and fake information, distributed by the mass media.*
- *Sometimes I get extra checked when exiting the airport. Once I got my bag checked, had to take everything out, even though I passed the security check when entering the airport (before boarding).*
- *There are socio-cultural stereotypes that exist due to which you are discriminated.*
- *No, I didn't do anything I feared being rejected.*

Chart 102: Attention to/Participation in Debates on Cultural Dialogue



Chart 102 indicates that youths are showing great interest in intercultural dialogue; 71% of youths surveyed say that they pay attention to or participate in debates on cultural dialogue in their countries with 25% saying that they do not.

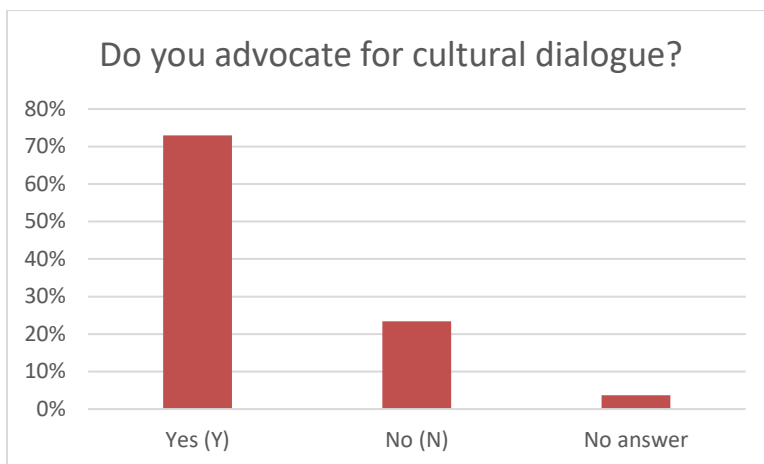
Chart 103: Involvement in Groups that Promote Cultural Dialogue



Youths' attention and participation in cultural dialogue debates go beyond simple interest. There is enormous potential for deeper engagement of youths in the dialogue process. And not just as beneficiaries but equally as leaders and actors implementing interventions for change. In Chart 103, 76% of youths say that they would consider

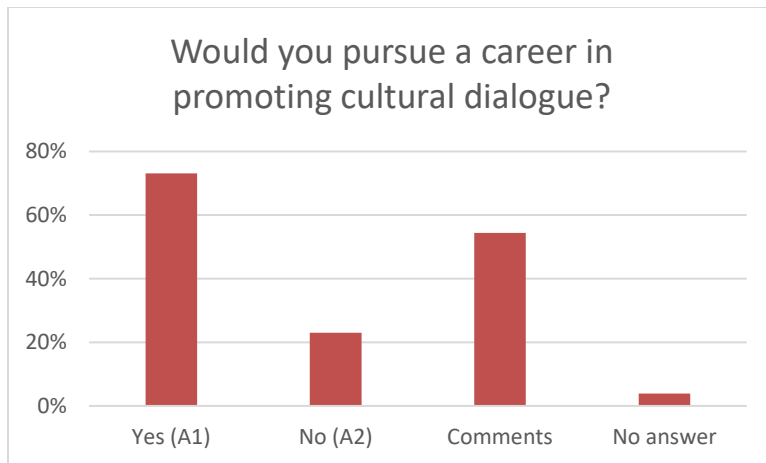
getting involved in groups that promote cultural dialogues; 12% would not want such an involvement and 9% already belong to groups that promote cultural dialogues.

Chart 104: Advocacy for Cultural Dialogue



In Chart 104, 70% of youths say they advocate for cultural dialogues which appear to be related to their day-to-day activities and not in the formal sense, given the analysis in previous charts. 23% of youths say they do not advocate for cultural dialogues.

Chart 105: Career in Promoting Cultural Dialogue



Youths' commitment to actions to promote intercultural dialogues could evolve into more long-term engagement as 73% of the youths say that they would pursue a career in promoting cultural dialogues. 23% of youths would not want such a career; 54% gave comments explaining why they would or would not pursue professional involvement in promoting cultural dialogues. Some sample quotes are cited here regarding why they would pursue such a career:

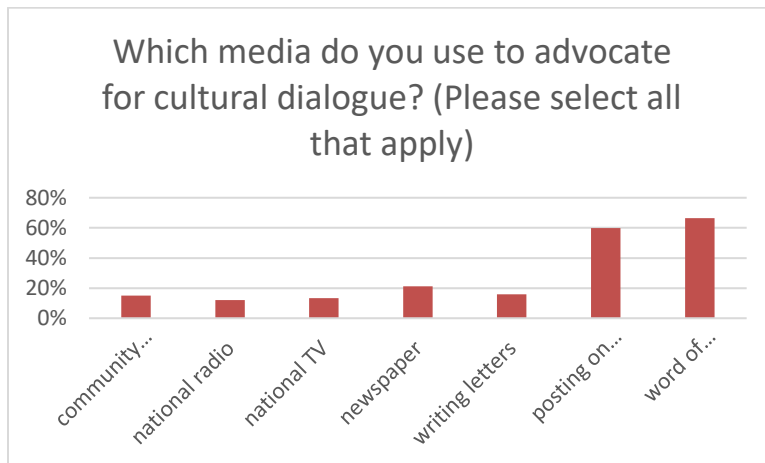
- *For indigenous women.*
- *This will help me to understand other people's cultural beliefs the more and I won't infringe on their privacy or cross my limits by abusing their culture. It will also allow transmitting culture from one generation to the other.*
- *Cultural dialogue is necessary. Migration in Europe is higher than ever. Cultural dialogue is the only possible solution to avoid the birth of new waves of Nazi and Fascist movements.*
- *For a better change and to spreading the knowledge to all.*

- *So to enlighten people, humans on cultural dialogue.*
- *This creates comfort and peace to the marginalised cultures and when pursuing this I build confidence in them.*
- *No culture should be stifled or viewed as lesser than the other. This is in order to promote good governance and freedom of expression.*
- *Many of us have our own opinions about certain cultures but its best to have the right information to understand other cultures.*
- *Cultural tolerance ensures mutual and sustainable development and peace.*
- *Because as it is today some people get bullied because of their culture but I think we should see how much we can grow as people and learn if we just take advantage of all the different cultures.*
- *Cultural dialogue is the key to peace as it leads people to understand and not to be afraid of each other... so for me, pursuing a career in promoting cultural dialogue would be a natural thing to do as I'm surrounded by people from other cultures... I can see how much I have opened my mind thanks to this connection to different ways of living and thinking and I think everyone should benefit and experience this.*
- *My aim will be to develop a deeper understanding of diverse perspectives and practices and to also increase participation, freedom and ability to*

make choices and also to foster equality and to enhance creative processes.

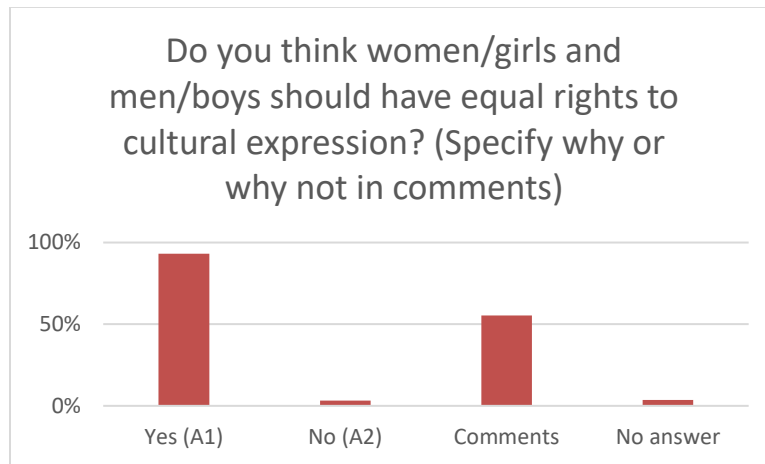
- *Because culture is an important aspect of the societies and it needs to be discussed and promoted where need be.*
- *Because I'm interested in other cultures.*
- *Cultural dialogue promotion creates opportunities for other cultures to interact and learn more about each other's living.*
- *Good to generate tolerance among countries to create awareness of global citizens.*

Chart 106: Media Used in Advocating for Cultural Dialogue



In Chart 106, the youths surveyed could select multiple responses. As was the case with FOE and FOI, advocacy of cultural dialogue is predominantly taking place in social media networks (60%) and by word of mouth (66%). These are followed by newspapers (21%), community radio (15%), television (13%), national radio (12%), and writing letters (16%).

Chart 107: Equality in Rights to Cultural Expression

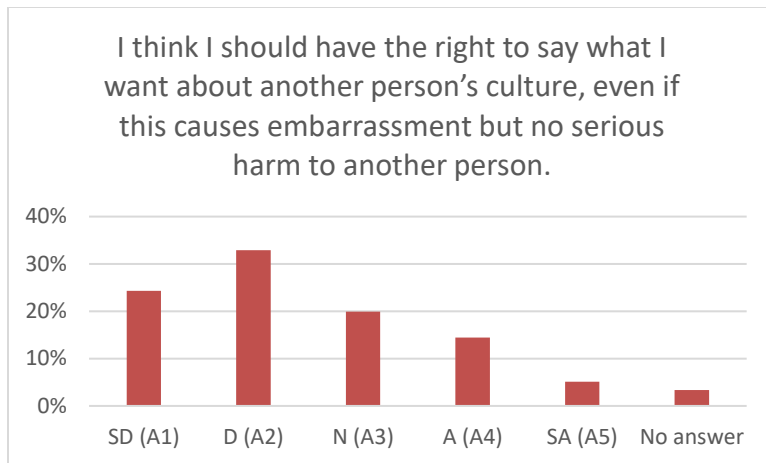


In Chart 107, the youths surveyed are strongly in favour of gender equality and non-discrimination when it comes to cultural expressions. 93% of the youths think women and men of all ages should have equal rights to cultural expression, with 3% saying no. The reality, though, is that women and girls do not have the same level of access to cultural expressions as do men. See below a sample of how some of the youths explain their stance:

- *Because both have the same rights.*
- *They should, it's patriarchal to start with.*
- *Because that is what makes people understand each other better.*
- *The women will have better opinion since they are more of grass root people than men.*

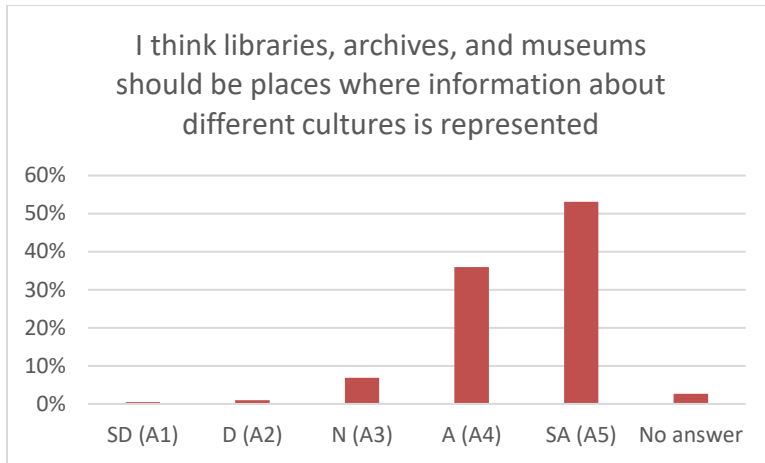
- *Yes for sure, because am sure most of us face some backwardness when we are so attached to our culture and not knowing what is the negative/positive thing in our culture...*
- *For the development of a country everybody should have equal opportunities regardless their gender.*
- *To promote the diverse country that we are and being the rainbow nation that we are.*
- *Because we are same. If a culture is against women or men it should be changed.*
- *Because we are all equal and because of that, should have the same rights.*
- *I think the question can't even be asked : women and men should be equal and have the same opportunities given to them in every domain.*
- *To create the balance between the sexes portrayed for example in the media. The other sex should not be judged too harshly when doing certain things because one is a woman.*

Chart 108: Right to Expression about Others Cultures, Even if It Causes Embarrassment



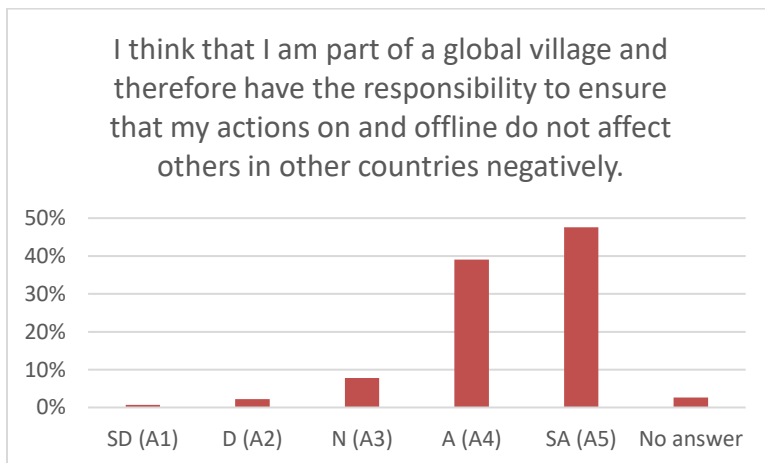
There is observed consistency across the three themes considered in this dissertation so far, FOE, FOI and ICD. As was shown for the other themes, the youths are divided over their freedom to express themselves against other cultures, even if someone is embarrassed by their expression. Chart 108 indicates that, while over half (57%) of the youths think that they should not have the right to say what they want about another person's culture, even if this causes embarrassment but no serious harm to another person, 19% agree or strongly agree, and 20% remain undecided, giving a neutral response.

Chart 109: Libraries, Archives and Museums Should Have Information About Different Cultures



In Chart 109, 87% of the youths think libraries, archives, and museums should be places where information about different cultures is represented.

Chart 110: Responsibility to Avoid Actions That Negatively Affect Other Countries



In Chart 110, 87% of the youths acknowledge that they are part of a global village and, therefore, have the responsibility (agency) to ensure that their actions on and offline do not affect others in other countries negatively (48% strongly agree and 39% agree); 8% of the youths remain neutral. Enabling youths to translate this positively reported attitude into actually exercising this responsibility is the challenge of governments and development organisations alike. How does one assess the incentive that youths desire

to sustain their participation as co-creators and co-change makers? We have seen from in the preceding sub-sections that the large majority of youths indicated willingness to pursue careers in ICD, IRD, FOE and FOI. Could a new social advocacy or social industry be developed, online based, youth driven with new types of financing for the work youths carry out? Should we see such online social industry as an avenue for job creation and economic development through online and offline services?

Chart 111: Concern About Actions That Affect People in Own Countries

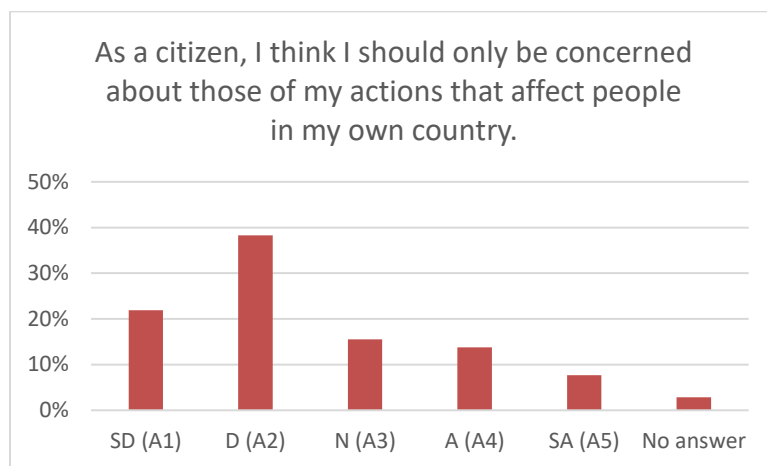


Chart 111 shows that 22% of the youths surveyed think they should only be concerned about their actions that affect other citizens in their own country (14% agree and 8% strongly agree). 60% of the youths do not accept this proposition (22% strongly disagree and 38% disagree), with 16% remaining neutral on this stance. In comparing Chart 110 and Chart 111, it can be observed that the youths' attitudes shift when they reflect on the impact of their actions from a country's/nation's perspective as opposed to from a global citizenship perspective. 27% of the youths are concerned about the impact of their actions on people in other countries when they reflect from a global

citizenship perspective instead of from a country/national perspective (87% - 60%). Using the same analysis, the percentage of youths who remain neutral increase by 100% (from 8% to 16%) when they reflect on their actions on other people from a global citizenship perspective rather than a country/nationalistic perspective. The youths become more uncertain whether they should be concerned about the effect of their actions on others when reflecting from a nationalistic perspective. There is an urgent implication here. While more and similar research is needed to validate the reliability of these findings, enabling youths to think of their existence from a global citizenship perspective can increase youth empathy and respect for others (Chong, 2016).

Chart 112: Media in Own Country Promote Respect for Different Cultures, Ethnic Backgrounds and Social Class

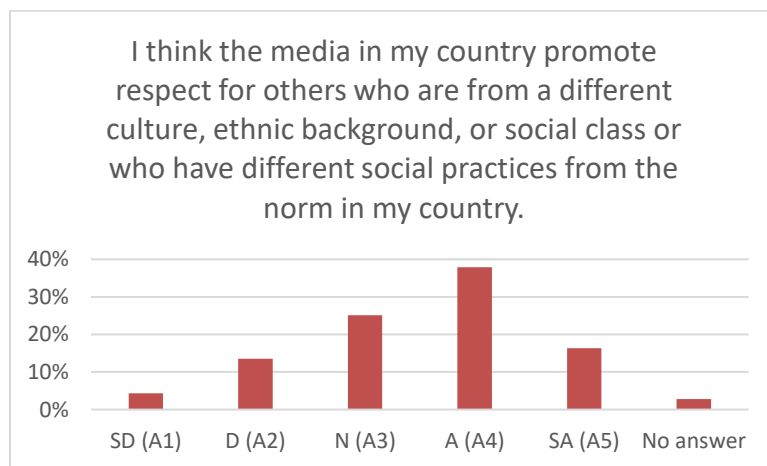


Chart 112 shows that 54% of the youths think the media in their countries promote respect for others who are from different cultures, ethnic backgrounds, social class or who have different social practices from the norm in their countries. 46% of the youths disagree (14%), strongly disagree (4%), are neutral/uncertain (25%) or give no response (3%). One can infer that, from the perspective of the youths surveyed, close to 50% of

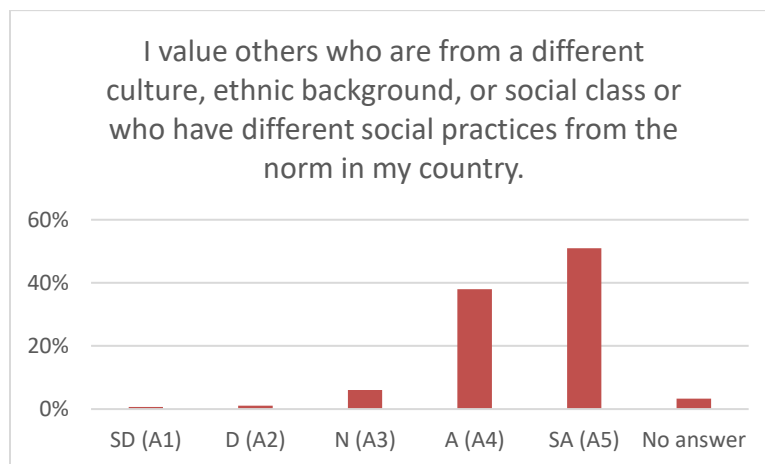
them, some media are not categorically promoting diversity, tolerance, and social inclusion. This is an important function of the media as the Fourth Estate. The *UNESCO*

Media Development Indicators notes:

...it is a reasonable requirement that the media, in order to fulfil its democratic potential, reflect the diversity of society. Social diversity has many facets: gender, age, race, ethnicity, caste, language, religious belief, physical ability, sexual orientation, income and social class, and so on. Media organisations have considerable power to shape a society's experience of diversity. The media can report upon the concerns of every group in society and enable diverse groups to access information and entertainment. The media can provide a platform for every group in society to gain visibility and be heard (UNESCO, 2010; p.51).

It is this and other functions of the media that MIL should enable youths and all peoples to understand and to demand from the media.

Chart 113: Value Others from Different Cultures, Ethnic Backgrounds and Social Class



In Chart 113, the vast majority of the youths (89%) say that they value others who are from different cultures, ethnic backgrounds, or social class or who have different social

practices from the norm in their countries; 6% remain neutral and 2% disagree or strongly disagree.

Chart 114: Own Opinions Better Than Others

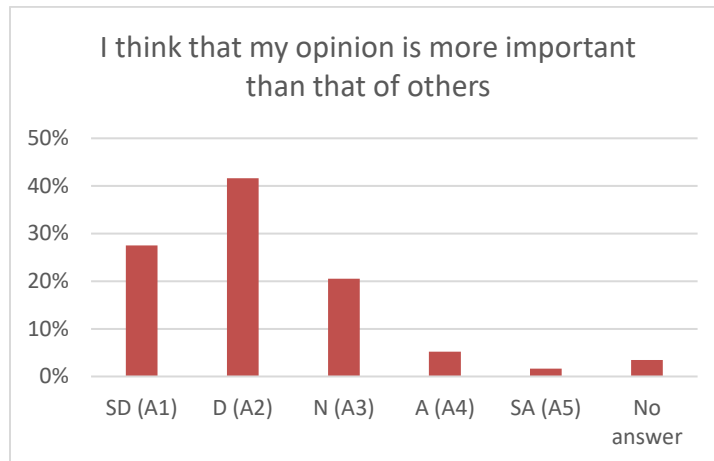


Chart 114 shows that 69% of the youths reject the idea that their opinions are more important than those of others (42% disagree and 27% strongly disagree); 21% of the youths remain neutral; and 10% agree (5%), strongly agree (2%), or give no response (3%). While close to 70% of the youths reject this proposition, there is a significant percentage (31%) of them who have not categorically rejected such a notion.

Chart 115: Own Culture Superior to Others

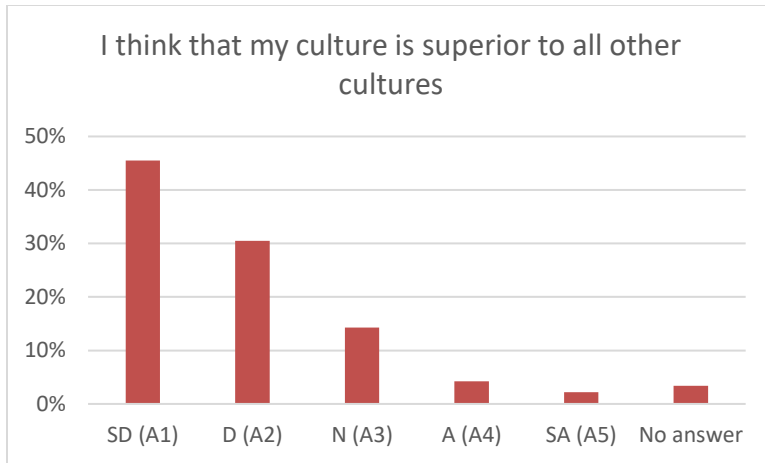
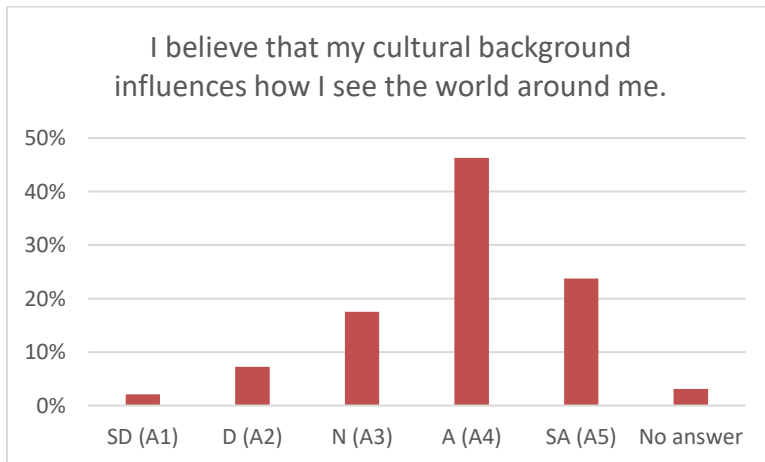


Chart 115 shows that 76% of the youths do not accept the proposition that their cultures are superior to all other cultures (45% strongly disagree and 31% disagree); 14% of the youths remain neutral on this proposition, with 6% agreeing or strongly agreeing. There is a slight increase in the youth affirmation that their cultures are not superior to others, over their opinions of their cultures being more important than others.

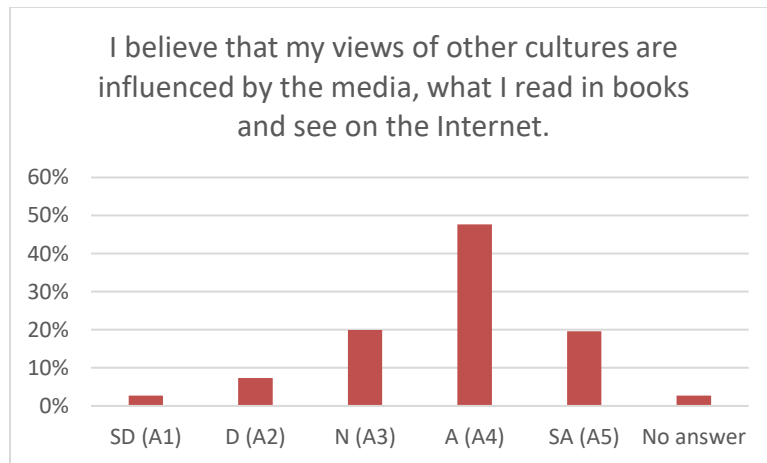
Chart 116: Influence of Cultural Background on How Youth See the World



In Chart 116, 70% of the youths think that their cultural backgrounds influence how they see the world around them (24% strongly agree and 46% agree); 18% of the youths remain neutral on this submission with 9% disagreeing or strong disagreeing. With a

significant number (30%) of the youths thinking that their cultural backgrounds do not influence how they see the world, and only 24% of all the youths strongly agreeing with this proposition, there is evidence of the need for cultural literacy combined with MIL.

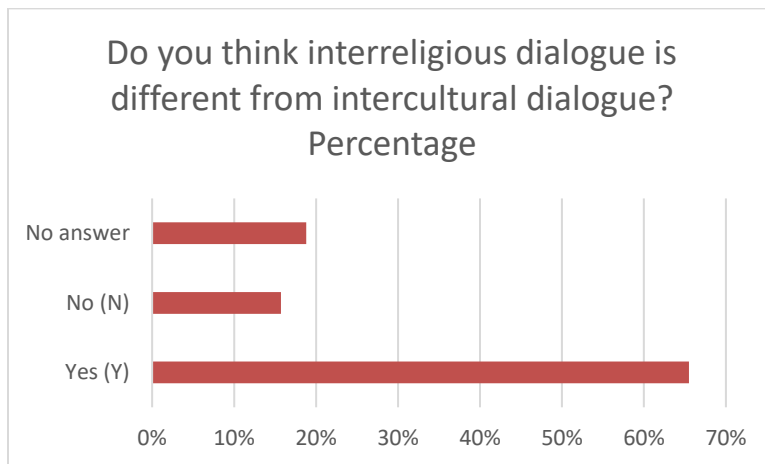
Chart 117: Media Influence on Youth's Views of Other Cultures



The variables in Chart 116 and Chart 117 are closely related, given that the media and their content, books as well as the Internet and other information providers are entrenched in one's culture. Here, we see a close symmetry in the youths' thinking about how their cultural backgrounds influence their views of other cultures (Chart 116) and how certain cultural expressions or transmitters of culture influence their views (Chart 117). 68% of the youths think that their views of other cultures are influenced by the media, what they read in books and see on the Internet (48% agree and 20% strongly agree); 20% of them remain neutral on this proposition and 10% disagree or strongly disagree.

D. YOUTHS' PERSPECTIVES ON INTER-RELIGIOUS DIALOGUE

Chart 118: Is Intercultural Dialogue Same as Inter-religious Dialogue?



In the review of literature in Chapter 3, we noted that some experts view culture and religion as distinct and separate, some think that they are one and the same where religion is a part of culture, while others suggest that they are different but intersect at certain points. If culture and religion are indeed different, it follows that ICD and IRD are also different, and the other variations apply as well. Chart 118 shows that, from the perspective of the youths, 65% of them think inter-religious dialogue is different from intercultural dialogue; 16% think they are not different, with 19% being uncertain, giving no answer.

Chart 119: Importance of Interreligious Dialogue and Respect for Other Religions/Beliefs

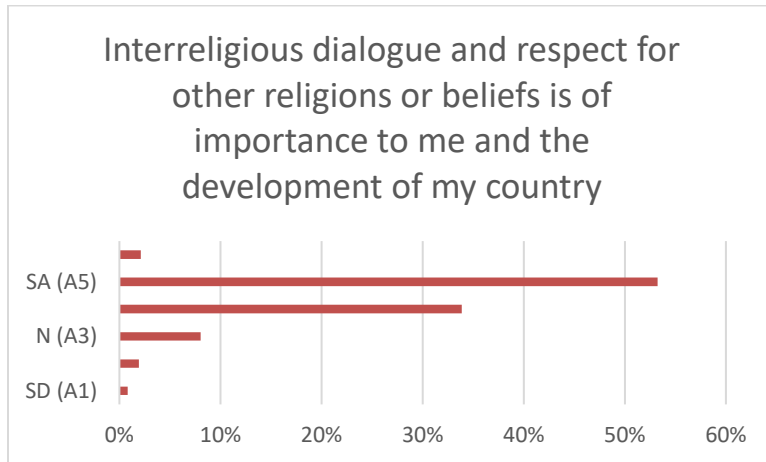
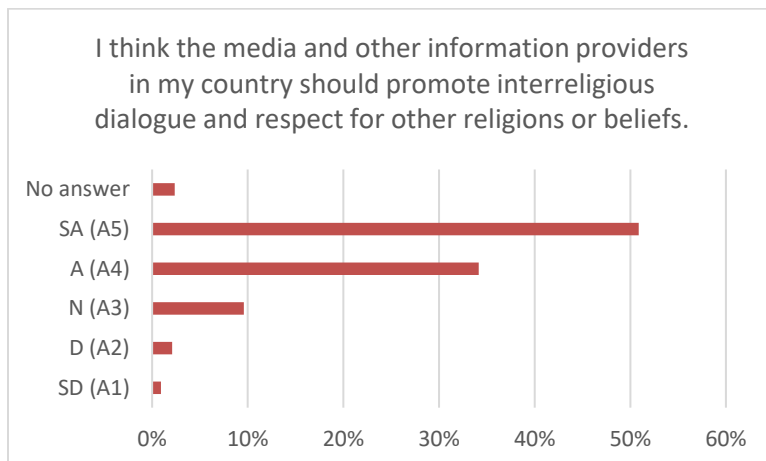


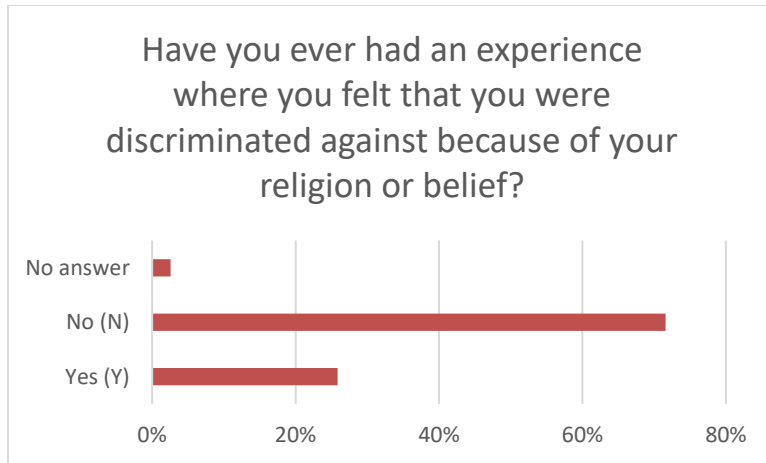
Chart 119 shows that the majority of the youths (87%) say that inter-religious dialogue and respect for other religions or beliefs is of importance to them and the development of their countries. 8% remain neutral, with 3% disagreeing or strongly disagreeing with this proposition.

Chart 120: Media Should Promote Interreligious Dialogue and Respect for Other Religions/Beliefs



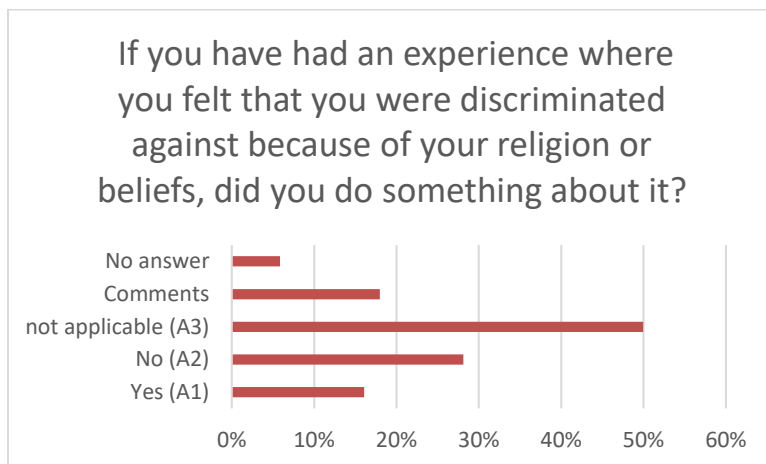
Here again the youths are consistent about what they would like to see in the media. 85% of the youths think the media and other information providers in their countries should promote inter-religious dialogue and respect for other religions or beliefs.

Chart 121: Discrimination on the Basis of Religion or Beliefs



In Chart 121, 72% of the youths say that they have never had an experience where they felt discriminated against because of their religions or beliefs but 26% of them say they have had such an experience.

Chart 122: Actions Taken Related to Discrimination Based on Religion or Beliefs



As Chart 122 shows, of the 26% of the youths who have had an experience where they felt that they were discriminated against because of their religions or beliefs, 7% took no action in response to this experience and 4% took some form of action. The others either gave no answer or selected not applicable.

Below are some comments from some of the youths. This first set of comments is a combination of examples of the actions that they said they took as well as the contexts of the religious discrimination that they experienced:

- *I am from South Sudan the newest nation in the world, we are Christian so when we were in the old Sudan it was a Muslim nation so we all need to follow the Sharia law.*
- *The fact that people tend to think that catholic beliefs are biased. I had to pass the fact that people should respect each others' religious beliefs and mind their own.*
- *I felt discriminated in a religious country because I do not have any religious belief (my freedom FROM religion was not respected).*
- *Tried to explain to them the need of peace.*
- *One of my friend is Muslim. One day she asked me why I believed in Buddhism. Then she told me not to eat pork in front of her.*
- *Stand up for my religion in respect to the other persons.*
- *I explain the reason for my beliefs and ask them to research it themselves.*
- *I discussed with those people. What else could I do?*

- *As I am a Muslim and holding beard on face people from other country afraid of me and look at me with their third eye, that is embarrassing to me.*
- *Avoid those people who talked about it to avoid misunderstanding and conflict.*
- *I am a young female atheist that is promoting gay and women rights, that was born and raised in a post 'sovietical' country in which prevails closed minded and intolerant, fanatic persons that still believe that woman's place is in the kitchen and that gays after their deaths go straight to hell... So, how do you think, have I not had an experience where I felt that I was discriminated?*
- *I just told it out by word of mouth by saying that the constitution in my country have allowed us to have the right to religion and beliefs that we feel comfortable in, and my belief is my choice.*

Below are examples of comments from youths who felt they could not do anything about the discrimination that they experienced:

- *I could not do anything about it. It was during a job interview. I used a hijab and was told if I will be able to do my job with the hijab. At the end of the day I was not given the job.*
- *I was surrounded with many hostile men who wanted to attack me because of my religion. I could not do anything.*
- *I just respected their beliefs and stance regarding their religion. I cease not to be shaken because of their perceptions.*
- *I had a Muslim girlfriend. I am Catholic. My family was not pleased with me having a Muslim girlfriend. Her family could accept me on condition that I converted. We stayed on regardless. Eventually we broke up not because of*

religion. There were frightening stories that if we had married without me converting we could be killed possibly.

- *I didn't because it might have instigated violence.*
- *No, because I did not feel like fighting back at that time.*

- *I was once in France with a group of fellow students, and we were obviously so different (we wore much more clothes in summer and we were obviously more conservative in that sense) and many passers-by, and shopkeepers were gazing at us in a hateful manner (especially at the two ladies wearing scarfs with us). We were intimidated, had a shock and couldn't do or say anything.*

- *I felt scared and I didn't talk at all.*

Chart 123: Attention to/Participation in Debates on Interreligious Dialogue and Respect for Other Religions/Beliefs

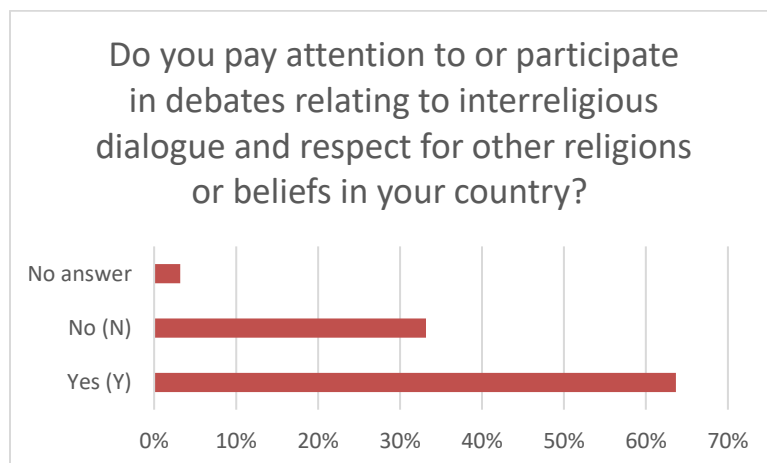
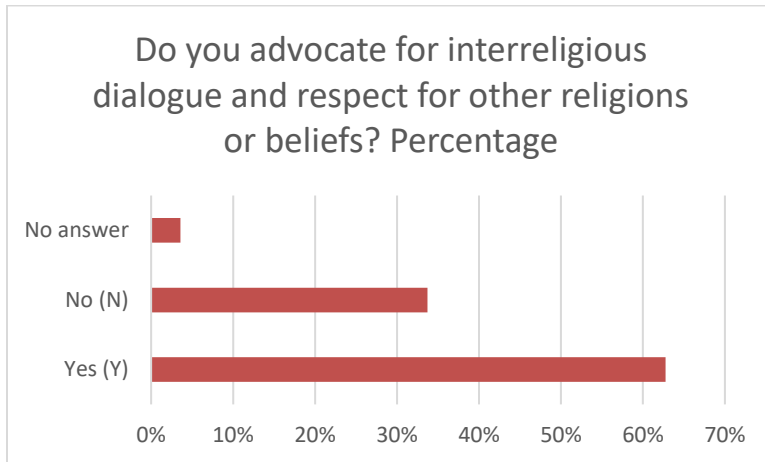


Chart 123 shows that 64% of the youths say that they pay attention to or participate in debates relating to inter-religious dialogue and respect for other religions or beliefs in their countries; 33% of the youths do not pay attention to these debates.

Chart 124: Advocacy for Inter-religious Dialogue and Respect for Other Religions/Beliefs



In Chart 123, youths' attention to, or participation in debates about IRD mirrors their advocacy seen in Chart 124. 63% of the youths say that they advocate for inter-religious dialogue and respect for other religions or beliefs in one form or another; 34% of youths say that they do not.

Chart 125: Involvement in Groups that Promote Interreligious Dialogue and Respect for Other Religions/Beliefs

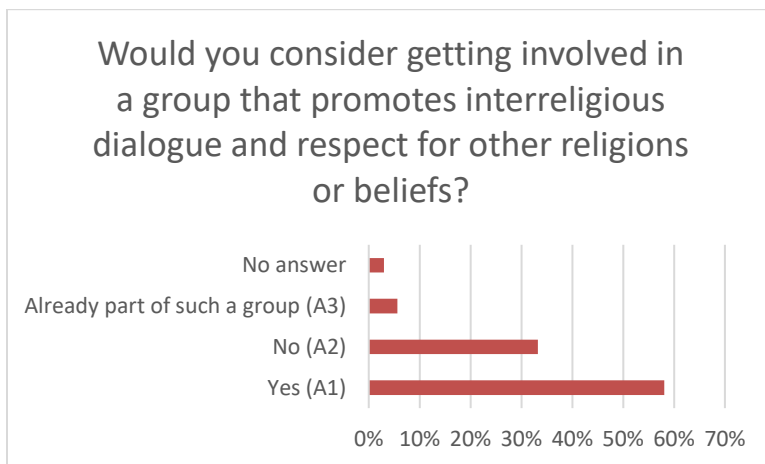
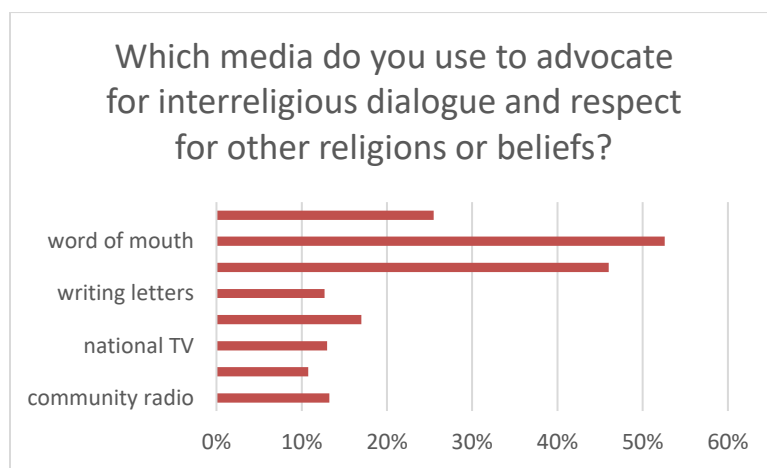


Chart 125 shows that 58% of the youths say they would consider getting involved in groups that promote inter-religious dialogue and respect for other religions or beliefs; 33% would not get involved in such groups while 6% of the youths already belong to a groups that promote inter-religious dialogue and respect for other religions or beliefs.

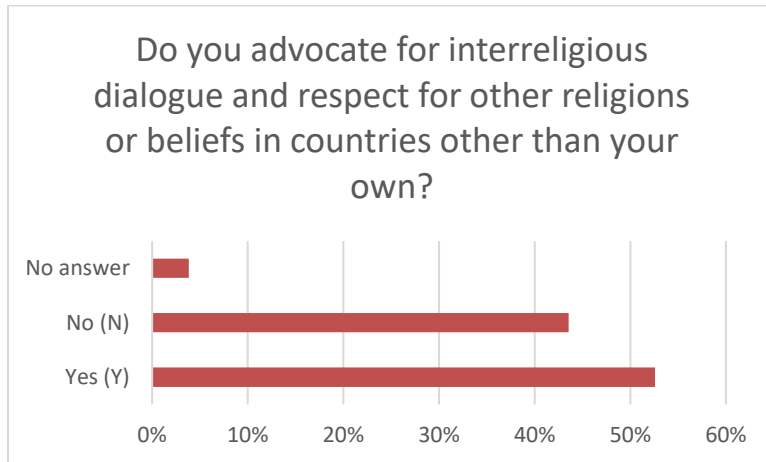
Chart 126: Media Used to Advocate for Interreligious Dialogue and Respect for Other Religions/Beliefs



Here again in Chart 126, social media networks (46% of youths) and word of mouth (53% of youths) are among the most frequently used by youths who advocate for IRD.

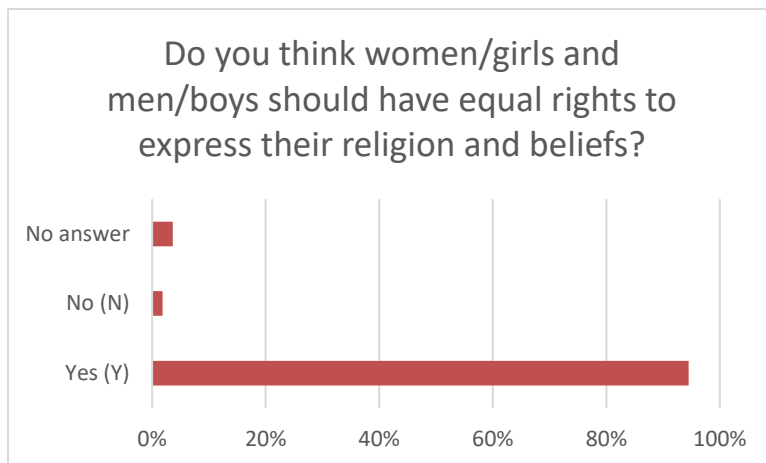
We see consistency across different themes.

Chart 127: Advocacy for Interreligious Dialogue and Respect for Other Religions/Beliefs in Other Countries



In Chart 127, 53% of the youths say that they advocate for inter-religious dialogues and respect for other religions or beliefs in countries other than their own; 44% of the youths do not.

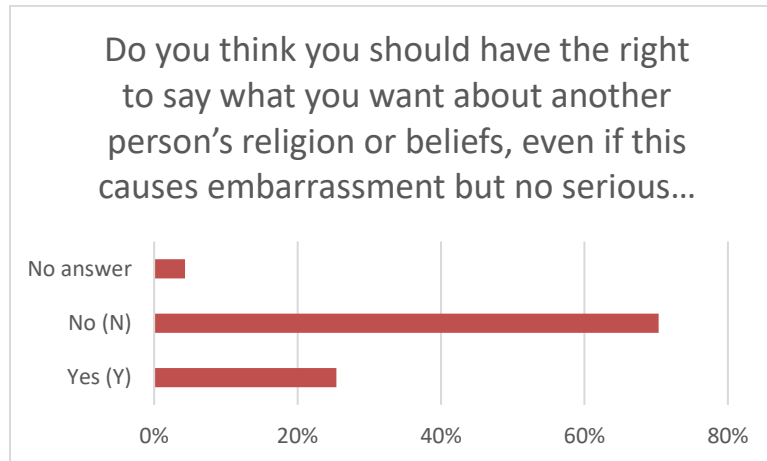
Chart 128: Equality in Rights to Express Religion and Beliefs



In Chart 128, 95% of the youths think that women/girls and men/boys should have equal rights to express their religions and beliefs; 2% say no to this question and 3% of the youths give no answer to the question. This issue of equality between women and men of all ages in religious expressions has been a polemic topic for centuries (Barbel,

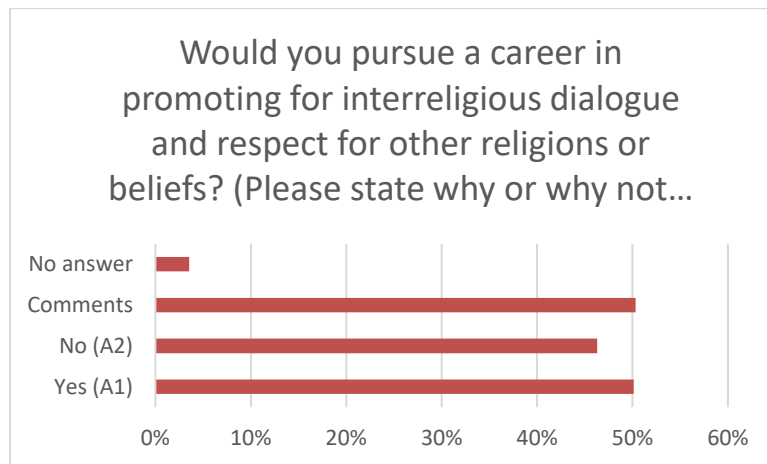
2015); whether it is religious beliefs that lead to the denial of women’s rights (Joy, 2017) or religious rules that prohibit women to lead in a religious ceremony (Rubenstein, 2004; Ferziger, 2018).

Chart 129: Right to Expression about Other Religions/Beliefs, Even if It Causes Embarrassment



In Chart 129, 75% of the youths think they should not have the right to say what they want about another person’s religion or beliefs, even if this causes embarrassment but no serious harm to that person; But 25% of the youths surveyed think they should have that right.

Chart 130: Career in Promoting Interreligious Dialogue and Respect for Other Religions/Beliefs



In Chart 130, 50% of the youths say they would pursue a career in promoting inter-religious dialogue and respect for other religions or beliefs; 46% say they would not. 50% of the respondents gave reasons for their responses. A few examples are provided here for illustration.

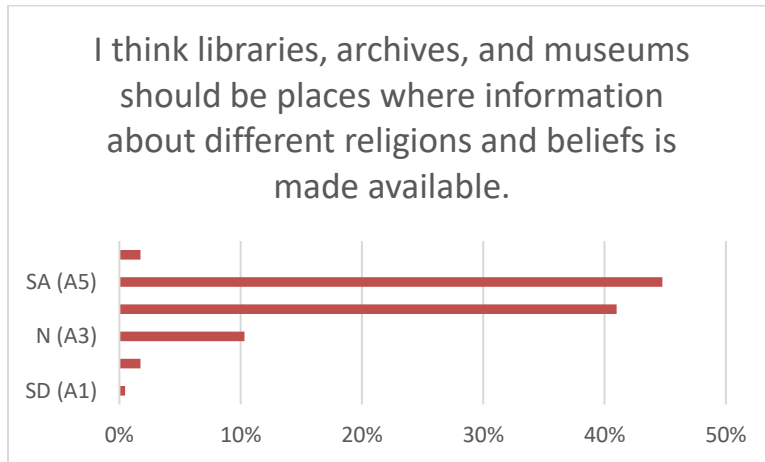
Examples of youths' comments on why they would pursue a career in promoting inter-religious dialogue:

- *We live in a global village hence we need to accommodate every individual despite their religion or beliefs.*
- *To stop thing like xenophobia and the killing that happened in Rwanda.*
- *Because we need to respect every religion and practices that a country has or do practice.*
- *Whereever I work I always respect other religions and beliefs and promote it.*
- *Religious tolerance is a basic human right the world over.*

- *Because today people get very badly treated just because of their religion/culture.*
- *My specialisation, Guidance and Counselling, has taught me multi-faceted approaches in multiculturalism; thus this is where inter-religious dialogue and respect for other religions or beliefs would be applicable.*
- *I am a Muslim person and there is a lot of discrimination against our religion. On the other hand there is a lot of discrimination in my country against people from other religions. I want, being aware of its importance, to pursue a career in promoting inter-religious dialogue in order to find the equilibrium and make peace.*
- *I think that religions have a message of love and love is good for the world.*
- *To ensure that all different cultures are respected in any society irregardless of race.*
- *A lack of inter-religious dialogue could lead to tension in societies and this would hinder the development.*
- *Having or not having a religion is a right to everyone. It is recognised by international legal instruments and reflects the level of freedom which a country has.*
- *Example of youths' comments on why they would not pursue a career in promoting inter-religious dialogue:*

- *Religion is a very private matter and nobody should be provoked for any thing to hurt others, because that is not religious.*
- *People do not understand and it leads to riots.*
- *Because I'm not a very religious person, even though I would like to see the different religions respecting each other.*
- *Religion is too complicated so I always stay out of any debate that has anything to do with religion. Even with my own religion, I not even say much or debate about it to any one.*
- *Because religion is an intense area.*
- *Georgia is really difficult when it comes to religion. I wouldn't argue with them about respecting others, even those who are not orthodox Christians, as the majority of Georgians are. It would be really noble work, but I don't think I can handle this.*
- *Zimbabwe is mostly Christian and therefore religion is not widely spoken about and somewhat taboo to discuss it*
- *Religion is wide and sensitive.*
- *This fight will never end, I don't think there is much we can do or change.*

Chart 131: Libraries, Archives and Museums Should Have Information About Different Religions/Beliefs



In Chart 131, 86% of the youths think that libraries, archives, and museums should be places where information about different religions and beliefs is made available (45% strongly agree and 41% agree); 2% of the youths disagree with 10% remaining neutral.

Chart 132: Value Different Religions and Beliefs

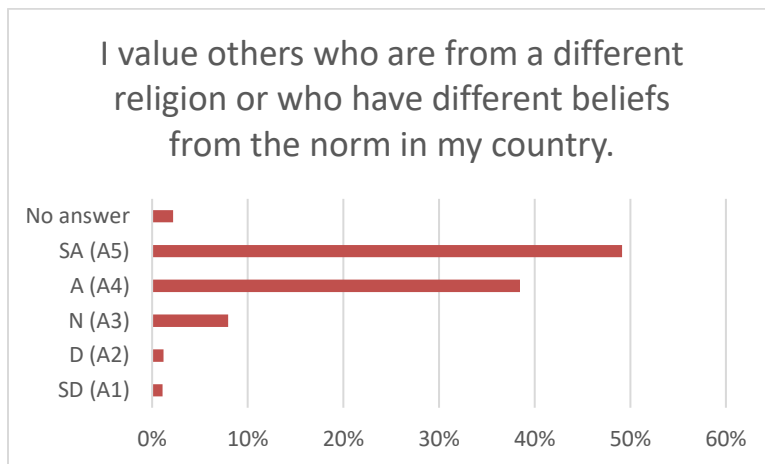
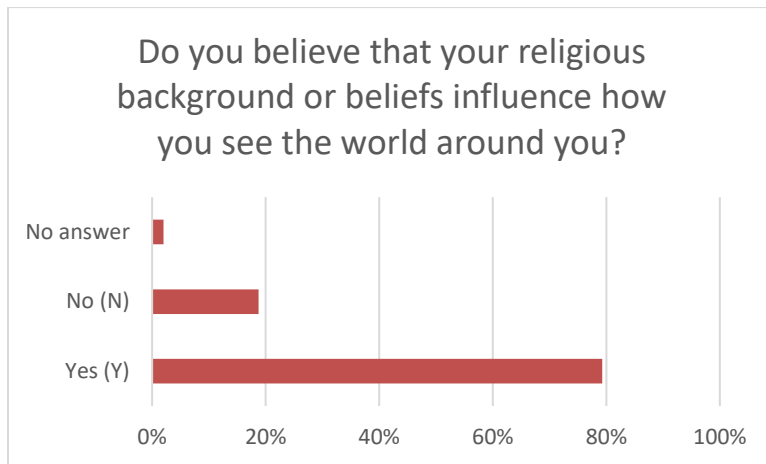


Chart 132 shows that 87% of the youths say that they value others who are from different religions or who have different beliefs from the norm in their country (49% strongly agree and 38% agree); 2% of the youths disagree with 10% remaining neutral.

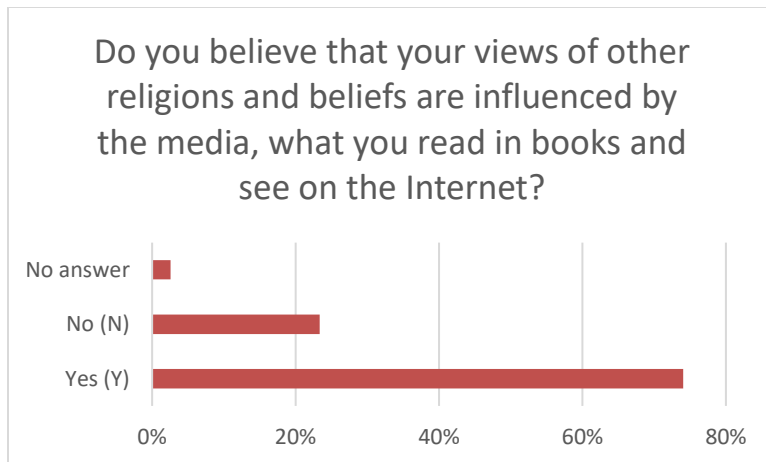
strongly agree and 38% agree); 8% of the youths remain neutral on this proposition and 2% strongly disagree or disagree.

Chart 133: Influence of Religious Background on How Youth See the World



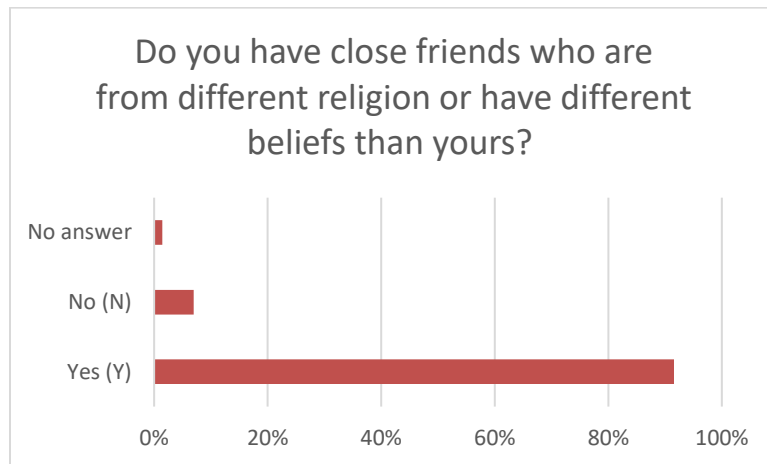
In Chart 133, 79% of the youths believe that their religious backgrounds or beliefs influence how they see the world around themselves; 19% of the youths think the contrary.

Chart 134: Media Influence on How Youth See the World



As was the case for ICD in Chart 117, Chart 134 shows that 74% of the youths think that their views of other religions and beliefs are influenced by the media, what they read in books and see on the Internet; 23% of the youths say no to this question.

Chart 135: Friends from Different Religions/Beliefs



In Chart 135, 92% of the youths have close friends who are from different religions or have different beliefs than theirs, with 7% indicating no to the questions.

SECTION 3

FURTHER ANALYSIS, AND DISCUSSIONS

In this section, we attempt to demonstrate the extent to which youths changed their attitudes towards FOE, FOI, ICD, and IRD after having studied, assimilated, debated, reflected and acted upon MIL competencies (knowledge, skills and attitude) related to the social and democratic discourse themes of this dissertation. First, a comparison is

made between the profiles of the Intervention Group and the Non-Intervention Group. Then correlation analysis is used to assess evidence of change in attitudes or the lack thereof among the youths after the Intervention (MIL MOOC). A comparison is also made between the changes in attitudes of the youths who pursued the MIL MOOC and those who did not (Intervention Group and the Non-Intervention Group). Finally, we attempt triangulation by comparing basic analysis of qualitative data with some of the findings observed in the quantitative data. The section ends with some extracts of comments from youths in their journaling to demonstrate their personal experiences and reporting of knowledge, attitude, and behaviour change in light of their participation in the MIL MOOC and overall research process.

A. Comparing the profiles of the pre-course/intervention group with the non-intervention group

Charts 136a, 136b, and 136c below demonstrate sample characteristics of the profiles of the Intervention Group and the Non-Intervention Group. The aim is to consider the extent to which these two groups have similar profiles and, thus, are comparable. As discussed in Chapter 4, which describes the methodology of the research, intentional sampling was used to recruit the two groups of youths. One group would participate in the MIL MOOC and research (complete pre and post-course questionnaires and engage in the Intervention) and the other that would only complete the questionnaire twice, four to five months apart, but not pursue the MIL MOOC (engage in the Intervention). The same techniques were used to promote and mobilise involvement in the research for both groups.

Chart 136 a: Sample Characteristics of Profiles of Intervention Group and Non-Intervention Group (Educational Level)

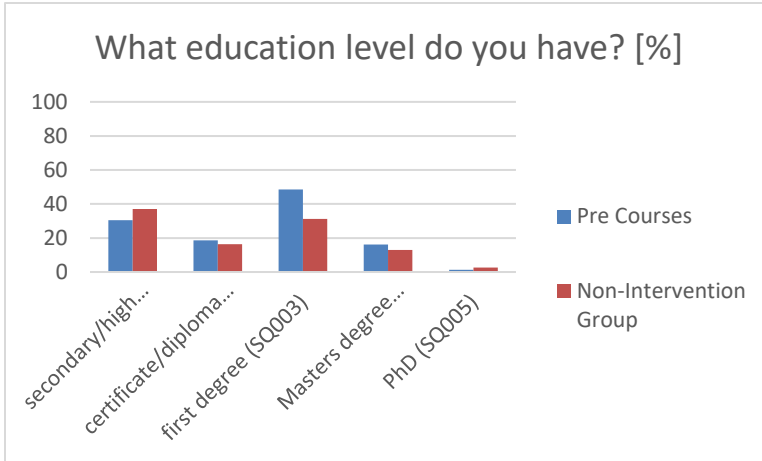


Chart 136b: Sample Characteristics of Profiles of Intervention Group and Non-Intervention Group (Primary Course of Study)

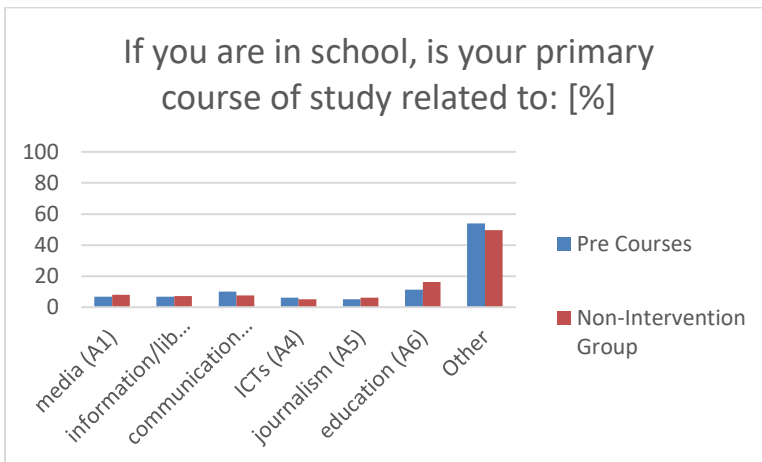
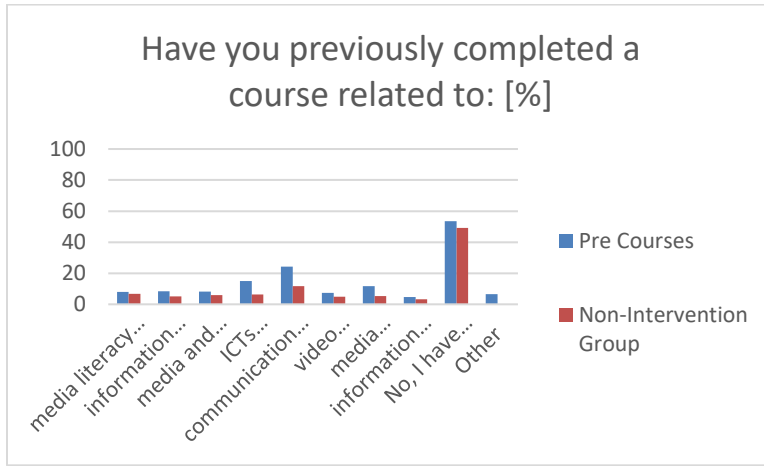
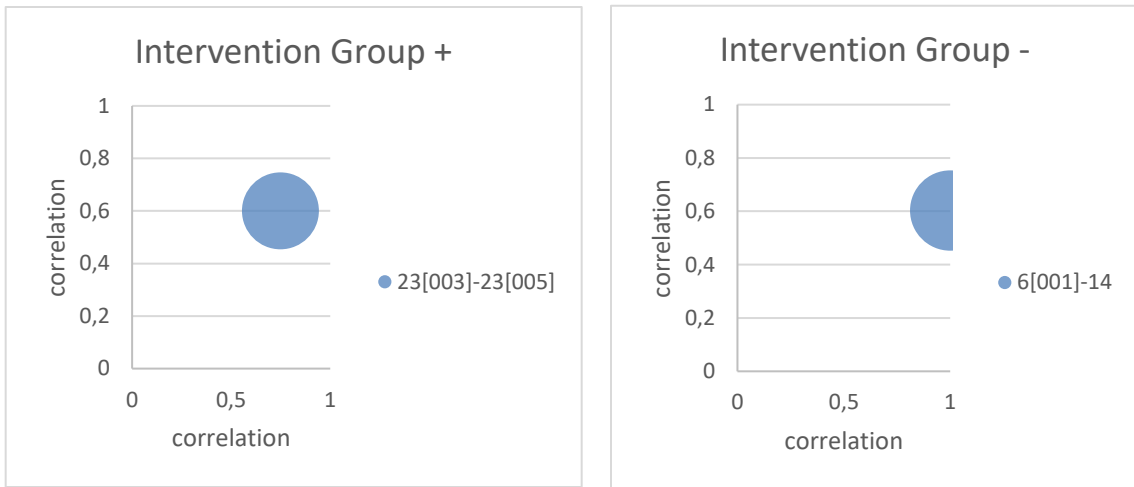


Chart 136c: Sample Characteristics of Profiles of Intervention Group and Non-Intervention Group (Previous Completion of MIL Related Courses)



B. Intervention Group – Internal Analysis - Correlation between youths’ knowledge of MIL, and their attitudes towards freedom of expression, freedom of information, intercultural dialogue and inter-religious dialogue – before the Intervention (Pre-course)

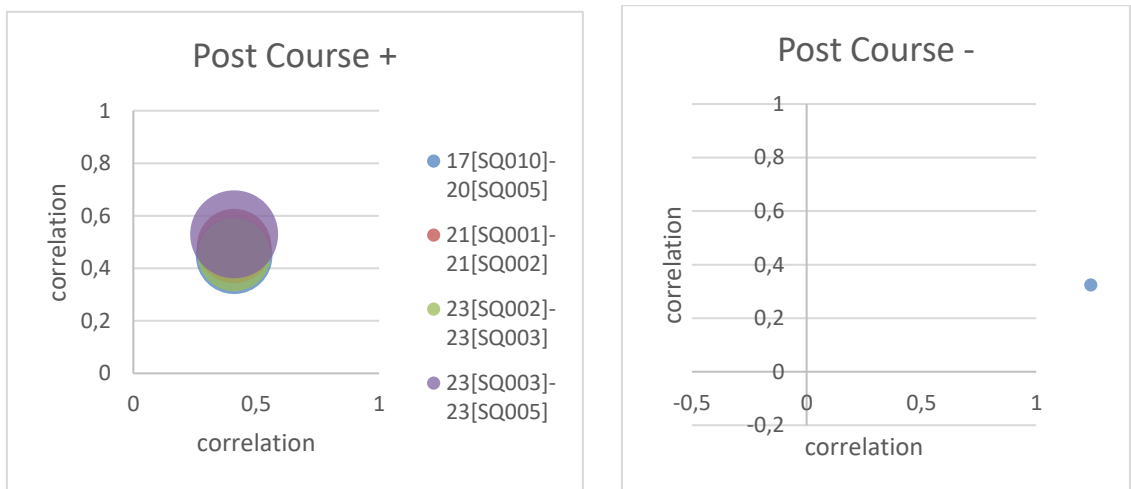
Chart 137: **Correlations Between Youths' Knowledge of MIL and Attitudes Towards FOE, FOI, ICD and IRD**



The Intervention Group had two extreme poles in connection with their knowledge and attitudes. Correlation is very slightly different, insignificant, but very much similar to that of the Non-Intervention Group. This is perhaps because, based on the analysis, the respondents in the Intervention Group and those in the Non-intervention Group had very similar profiles with respect to age, education, experience, and prior knowledge.

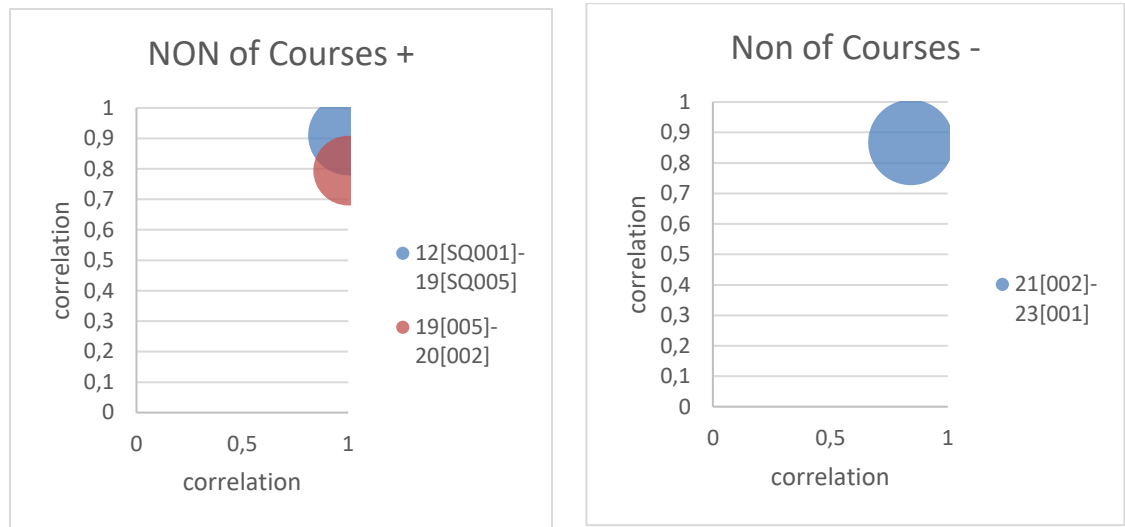
C. **Intervention Group Post Course (after MOOC Intervention) and Non-Intervention Group - Comparative Analysis - Correlations of pre-course and post-course responses from youths in Intervention Group with responses from Non-Intervention Group**

Chart 138: **Correlations of Pre-course and Post-course Responses of Youths in Intervention Group Compared with Responses of Youth in Non-Intervention Group**



There are two characteristics observed in the analysis of the Intervention Group after having pursued the MIL Intervention (MIL MOCC). First, there was correlation indicating barrier, that is, negative correlation which indicates a strong impact of the MOOC. Second, other correlations decreased which means that, after the MIL MOOC intervention, analysis shows that youths who pursue the MIL MOOC have wider knowledge of MIL and greater level of interest. There was positive change in attitudes; before the courses, they had interest in certain aspects of MIL and related issues but, after the courses, they have broader interest in other aspects of MIL and social issues.

Chart 139: Correlations Between Knowledge and Attitudes of Youth in Non-Intervention Group

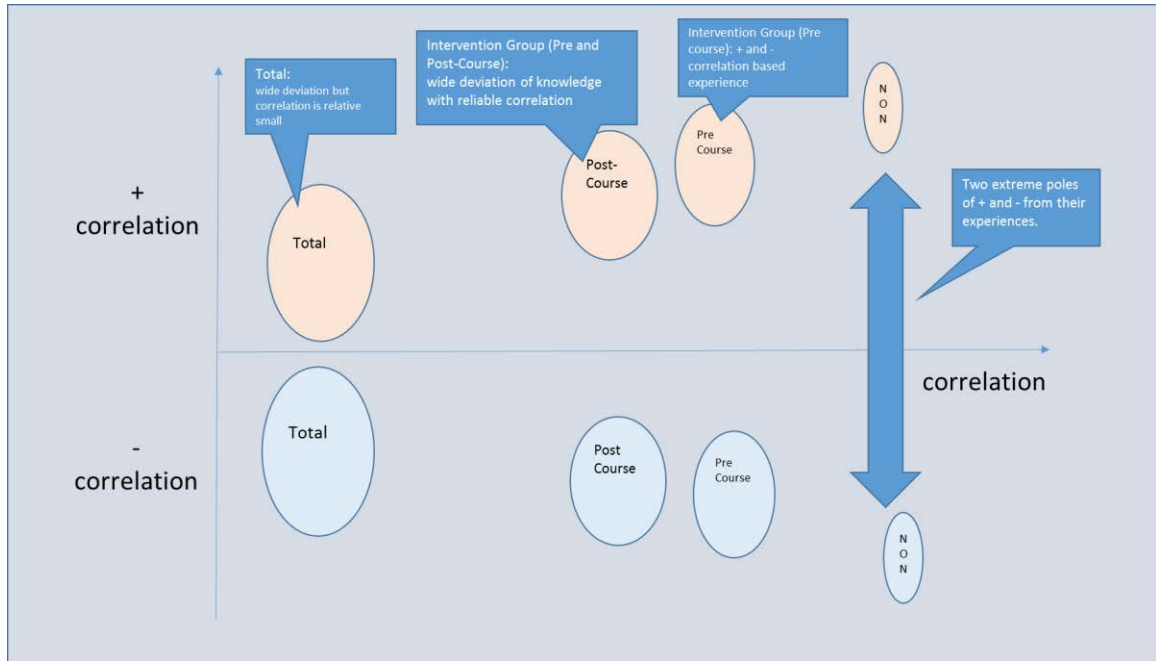


Similar to the Intervention Group, the Non-Intervention Group showed negative and positive strong correlations but with extreme poles. This seems to be as a result of prior knowledge and experience of MIL among the youths. There are two dimensions from the analysis of the Non-Intervention Group. First, there was evidence of positive correlation between their knowledge of MIL, practice, and their attitudes towards social and democratic discourses. This means that knowledge influences and contributes to change in their attitudes. However, there are also strong barriers related to knowledge and activity from their experiences in the past. This means that they do not understand the link between their knowledge and activity of MIL or they have negative or uninformed opinions or beliefs of such knowledge and practices. Secondly, there was also negative correlation between knowledge of MIL and their attitudes towards social and democratic discourse issues investigated in this research. This indicates that their knowledge influences their attitude but with some form of barrier. Of significance here

is that in either cases their responses to certain elements in the questionnaire were based on their experience or knowledge gained from their experiences. They have a narrower understanding of MIL competencies than those in the Intervention Group.

D. Overall/Total Regression and Correlation

Chart 140: Summary of Overall Results of Regression and Correlation Analysis



The overall analysis is summarized in Chart 140 above. Knowledge and attitudes are correlated at four levels: (i) Intervention Group before the Intervention (MIL MOOC); (ii) Intervention Group after the Intervention; (iii) Non-Intervention Group (did not pursue the MIL MOOC); and (iv) overall or combined correlation. The total analysis (combination of Intervention Group and Non-Intervention Group) shows two extreme poles of positive and negative correlations. There is a wide deviation but correlation is relatively small. For the Intervention Group after the MIL MOOC, there is a wide deviation of knowledge with reliable correlation. These youths have much improved

their knowledge of MIL compared to the Non-Intervention Group's knowledge of MIL. For the Intervention Group, before the MIL MOOC, shows positive and negative correlations, slightly stronger than the Non-Intervention Group and seems to be based on experience and prior knowledge. For the Non-Intervention Group, there is similarity to the Intervention Group before the intervention (MIL MOOC). There exist positive and negative correlations but extreme poles which seem to come from their experiences. Their past knowledge and perhaps experience of MIL appear relatively high but lower than the Intervention Group's before the intervention (MIL MOOC).

E. Qualitative Data Analysis

As pointed out earlier, the amount of qualitative data collected was much larger than anticipated. A comprehensive analysis and discussion of all the qualitative data would significantly extend the length of this dissertation. Therefore, only some analysis was carried out on the comments and journals kept by the Intervention Group during and after the intervention (MIL MOOC) and limited analysis on the discussion forum. The analysis focused on evidence of change in attitudes based on statements made by youths in their journaling. Keywords used in the analysis included "think", "will do", "action", "learn", "behaviour", "understand", "attitude", "new", "change", and "knowledge". These were put in relation to MIL, freedom of expression, freedom of information, intercultural dialogue, and inter-religious dialogue. Efforts were made to observe six broad reported changes in: (i) attitudes; (ii) knowledge, (iii) behaviour, (iv)

relation to the social and democratic themes, (v) issues in the MIL course or impact of the MIL MOOC, and (vi) viewpoints.

Two important cardinals can be observed from the qualitative analysis using TTM (Tiny Text Mining) tool. One is that youths' opinions about "information" have become smaller and smaller as they progress through the MIL MOOC. The other is their thinking related to with "behaviour", "knowledge" and "attitude". There is interesting occurrence of statements in relation to "behaviour" and "knowledge" during Weeks 1-3, some of which supposedly come from their background, including their experiences (See Chart 141 below). During Weeks 1-3, youths were introduced to MIL, they interacted with content about how MIL relates to and could facilitate intercultural and inter-religious dialogue and they engaged with knowledge and skills to evaluate and use information and media content. During Weeks 4-6 of the MIL MOOC, more statements about "knowledge" began to appear (See Chart 142 below) which are seemingly linked to the youths' progressive investment and engagement in the MIL MOOC. Their reflection on their behaviour, knowledge, and attitude, however, did not change or increase much during Weeks 7-10 (See Chart 143 below). The biggest impact of the classes seems to occur during Weeks 4-6. Weeks 4-6 are the units that covered and guided the youths to use research and analysis to produce their own information or media content; how MIL relates to freedom of expression, freedom of information, and freedom of the press; and issues on gender equality, including how women and men are represented in the media, books, on the internet and in history. Finally, "attitude" appeared mostly during post MIL MOOC journals and discussion forum.

The frequency and breadth of their thinking in relation to the issues mentioned above have become smaller towards the end of the MIL MOOC. This suggests that divergence and convergence are dynamically observed as they pursued the MIL MOOC. One possible deduction here is that MIL, at the individual level, does not have the optimal impact on youths' thinking on "cultural" and "religious", as occurrences of the terms in their journals gradually reduced as they progressed through the MIL MOOC. It is more during the discussion forum that the reoccurrence of culture and religion in relation to dialogue appears. This individual and group dynamics related to the youths' experience has implication for MIL Expansion as proposed in Chapter 2.

In comparison with the quantitative analysis, youths show interest in a smaller number of elements. Perhaps this comes from their background, including their experiences, as is the case for the qualitative analysis. The impact of the MIL MOOC also seems to be similar in the qualitative analysis, as in the quantitative analysis. As was mentioned, Weeks 4-6 of the MIL MOOC had the biggest impact. From the beginning of the MIL MOOC up to Weeks 4-6, youths' opinions are diverged. During Weeks 7-10, their thinking does change significantly wider not narrower. This might be because of the convergence that appeared in the Intervention Group (post-course) as was evident in the qualitative analysis. Three types of changes occurred in the Intervention Group (post course) - knowledge, behaviour and attitudes -- with a strong emphasis on freedom of expression and freedom of information. This was also observed in the qualitative analysis. In contrast to intercultural and inter-religious dialogue, the youth reported more reflections and changes related to FOE and FOI in their journaling. While they

reflected on inter-religious and cultural dialogue, it seems that the knowledge, attitude and behaviour are lower in thinking and emphasis than in FOE and FOI. This might be evidence that existing MIL by itself will not reach youths' thinking and opinions on such issues or concepts. Even in the post-course journals that the youths volunteered to submit monthly for up to four months after the course, reflections on intercultural dialogue and inter-religious dialogue were low and did not occur as frequently as the other themes. There is need for stronger integration of other social competencies such as cultural competencies and religious competencies. These competencies are not part of the core of MIL as information and media or FOE and FOI are. MIL Expansion, as proposed in this dissertation, may be a possible solution.

After completing the MIL MOOC, convergence in knowledge, attitude, and behaviour among the youth can be observed in the data. Yet there is still negative correlation as seen in Chart 140 above. More research is needed to explore if the planning and implementation of interventions in connection with MIL Expansion can help to lead to improvement towards correlation that is more positive. The results of quantitative and qualitative analyses are very similar. More specific in the qualitative analysis are the influences of "information" becoming smaller, and the appearance of "behaviour" at first, then "knowledge", and "attitude" progressively.

Chart 141: Some Key Words Occurring in Weeks 1-3 of MOOC

Week1-3

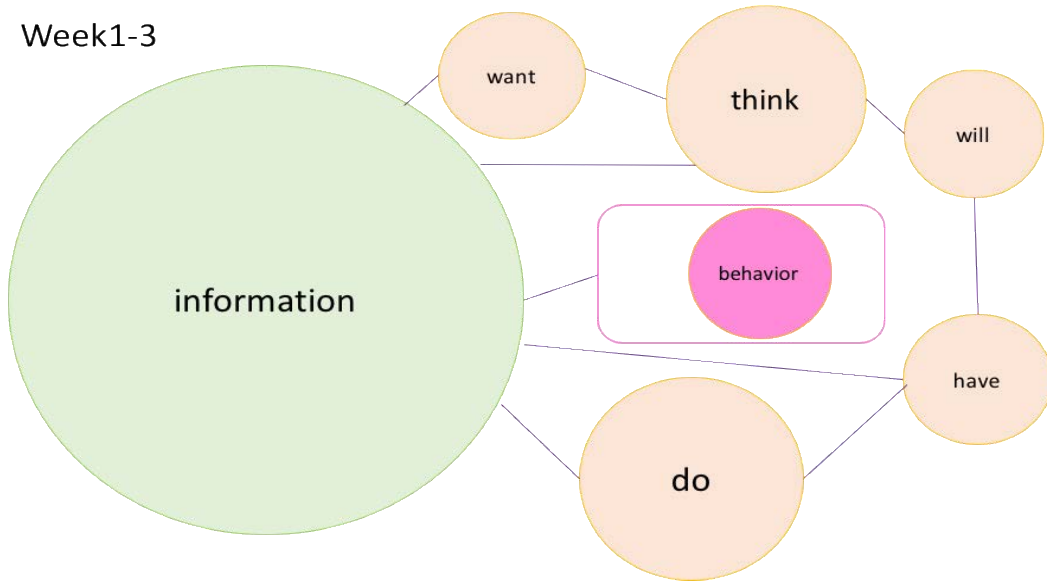


Chart 142: Some Key Words Occurring in Weeks 4-6 of MOOC

Week4-6

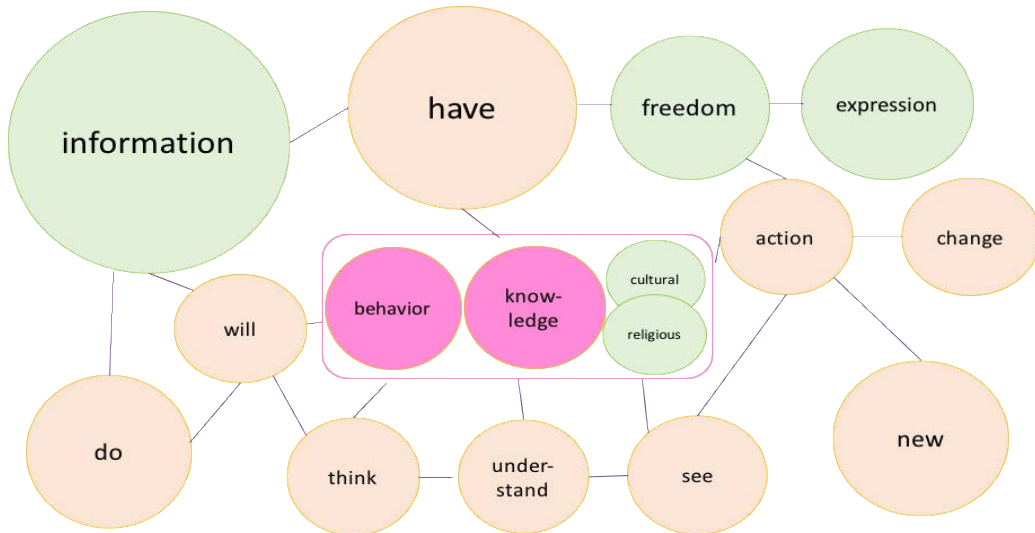


Chart 143: Some Key Words Occurring in Weeks 7-10 of MOOC

Week7-10

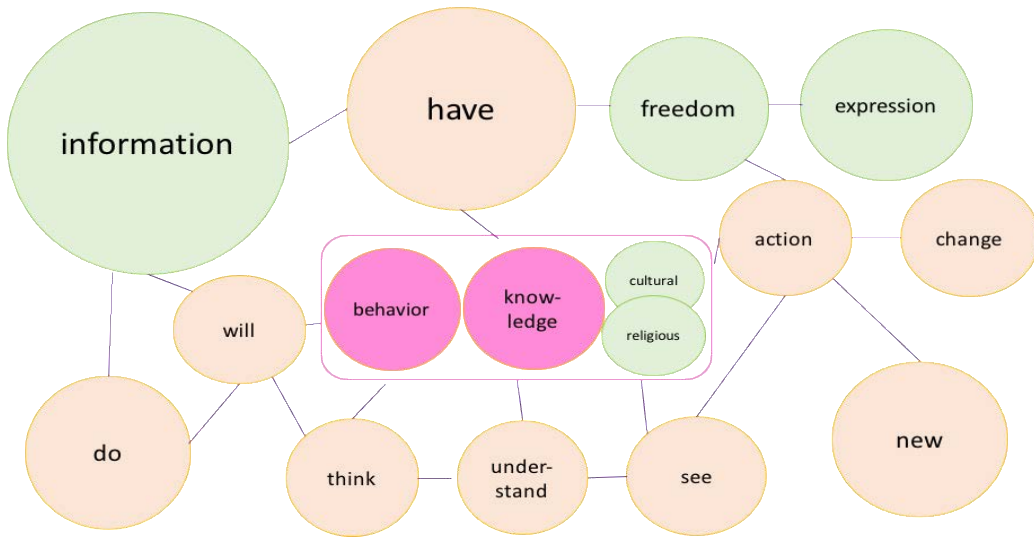
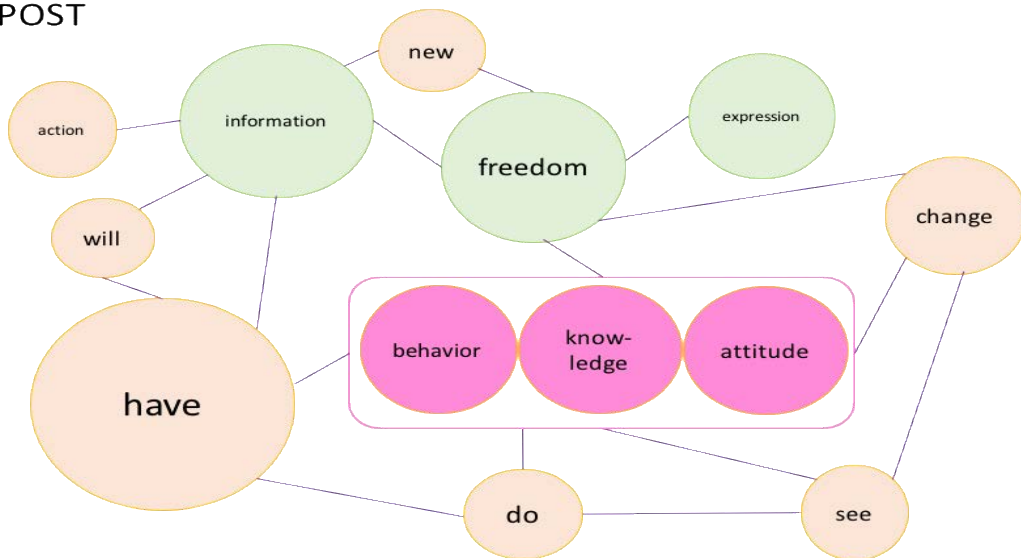


Chart 144: Some Key Words Occurring in Post Course Journals

POST



F. Journal Reflections Relating to Critical Thinking about Information and Media and Technology Content

- *I can see the differences between the way I think and how people around me think; my family, for example, would just watch the news and accept it as it is, but I, on the other hand, would consider if the information provided is true or not.*
- *My best friend, even though she did not get to attend the course but I shared what I learned with her through spreading the knowledge of media and information literacy and sharing what are the most reliable sources of information...*
- *Though I did consider myself information literate before, I did not cross check a lot of information that I came across and relied on it... I sincerely believe that I am a step closer to be an information literate now.*
- *I will involve myself actively in ensuring that the information I share with my networks is credible, authentic and straightforward. I will choose my reading blogs wisely with the knowledge I have gathered on media and information literacy.*
- *After going through the fourth unit of the course, I now understand how to make use of the information available to me. However, the way of usage would be much more critical if one is researching upon a topic. Using one's own research and analysis to produce information would be highly critical and should be done in an organised manner.*

- *We are not born with various literacies, and the ability of using correctly and taking full advantage of media and information obviously is not innate. In today's society children and teenagers do not remember the world without computers, without the Internet and other media. The youngest generation treats them as something inseparably connected with everyday life, but it does not necessarily mean that children know how to access and verify information and, what is even more important, how to avoid risk and numerous dangers lurking around. That unit brought to my mind my little sister, who is 13 years old and actually she is an equal and competent user of the Internet, but I still do worry about her safety online. As the study materials clearly indicate, trying to limit access to the Internet is not the most appropriate solution in that case; that would deprive children of maybe the most powerful, useful and creative medium of all. Now I gently give her guidance...*
- *In September, I carried out happy and pleasurable things. They are having vacation, hanging out with friends and family... Actually, I did not forget about experiencing with media and information literacy. I always search about news feed and information related to it. In this month, I found a good topic talking about "children must allow to search on internet". It meant all children can get news from Internet because when they read about news, they could develop themselves to a bright side and know what happened in the world. Moreover, when they are faced with bad*

news about sex and others, old people must explain and educate children about how bad it is and avoid them from carrying out as bad news. Especially, some information provides education, so they can learn from it and get knowledge to improve themselves, become smart and intellectual people. So this topic was very interesting for me. And this topic was not quite different from my online study's lesson which was Internet Challenges and Opportunity for Youth and Children. This has made gaining with new experience again.

G. Journal Reflections Relating to Intercultural Dialogue and Inter-religious Dialogue

- *Learnt new things about cultures... including my own. Discussion forum was also interesting, learnt a lot from my fellow students from various cultural backgrounds.*
- *When doing the assignment, and looking at how my own preconceptions about other people's cultures stemmed largely from the media and information I have had access to, I really began to realise the importance of being media and information literate so that I could critically assess what information I use to formulate my opinions of other people and their cultures.*
- *I have learnt and believe it is imperative that we facilitate harmony amongst people of different cultures, so that we can live in a peaceful world. For that*

we must learn to respect the customs and cultures of other people, and respect the dissimilarities they might have. We must remove any prejudice from our minds and must not give in to hear-says. A healthy curiosity and a level of commitment whilst appreciating the other cultures' distinct features will hasten the process.

- *This week I got to acknowledge the means of transmitting information and their role in overcoming cultural and religious challenges by giving people the access and using themselves the right information for the right purposes...*
- *How this information has effected me for now and the future is that... focused on the intercultural dialogue and its importance for people on getting the right understanding of others, abolish stereotypes, respect other cultures and learn how to make a difference between ideas and fact. These tools if we commit to them would help us in the future to better work together as one unit be more open and more tolerant towards differences.*

H. Journal Reflections Relating to Freedom of Expression and Freedom of Information

- *Through the topic freedom of expression, I learnt that doing nothing about an unbecoming state of affairs is the worst ever. In that regard, in a bid for accountability over unexplainable water bills and road levies imposed without communication nor any developments to show for it; I gathered a group of friends and, carrying our water bills went to the City Council Offices in quest*

for answers. Though the meeting did not yield much nor reversed our situation, it was a starting point and the feeling was rewarding. It had been a passive and miserable choice before taking some action. Right now, the anticipation of being an active citizen is no longer scary and I look forward to being free and content even if it means simply putting effort towards change.

- *With this information I obtained from the study of this unit, I will be able to work for the standard and upholding freedom of expression. The course content has been a treasure of knowledge that is needed by every patriotic citizen for the development of the nation and hence, I have tapped it.*
- *This course made me seek to know from other people what they consider press freedom and how it applies in their country as compared to mine. I realised freedom of expression is still lacking in many parts of the world. My interlocutors all from Asian countries told me their press is censored and information about the government is kept top secret. This makes me think of what is happening in my country. Journalists are not allowed to access public information and when they succeed to lay hands on them and user reports, they are charged for illegal possession of national security documents.*
- *I appreciate the media the more now because I am beginning to understand the sensitive process these outlets carry out in constructing news; while trying to be objective, unbiased, they also pay attention to international limitations and citizens' FOI and FOE rights.*

- *I am of the school of thought that FOI and FOE should be fully exercised by citizens who have full MIL skills. This will aid in solving societal problems. I am applying to the chapter of University Campus Journalist to be a writer as I have to take action. This will give me a better platform to share what I have learnt and develop myself.*
- *I recognise that it [FOE] is a necessary foundation for others' rights and freedom for social and economic development.*
- *This Unit affected me by changing what I used to think because I thought that there are somethings which are not best not to speak. But now I think it's now better. Also I learn that freedom of expression allows individuals to: Be self-fulfilled and reach their greatest potential; Seek knowledge and truth by listening to all sides. And it will help me to fulfil my duties.*
- *Unit 5 urged me to research on media laws as well as access to information in my country. Freedom of expression and freedom of media as well as access to information is provided for in sections 61 and 62 of the Zimbabwean constitution. However there are a number of media regulations in place which kind of restrict Freedom of expression and restrict the activities of media houses.*
- *Through my investigation I learnt that there are a number of libraries in Zimbabwe in which citizens have free access [to information], however I also noted with concern that, the majority of these libraries are not well resources.*

Hence need for government and other partners to assist in making sure that these libraries are well resourced.

- *To be honest, I think that [Units] 4-6 are the most interesting units in the course. Because they are the most practical - they show you how to think, and they show you how others' thinking and ideas affect you - through media, of course.*

- *If I'm more critical of information in online or offline media ? Yes ! Yes I'm late, just because I was sick plus being sick and having to work from home for the office is even more difficult. But I keep moving right now to write this October journal. From October to now, I saw a lot of things which I'll like to share. But, today, I just want to talk about freedom of expression again. There are two guys in my country here in Senegal, who are doing a great job to promote information and freedom of expression. They have a weekly talk show called « Journal Rappé » Hip Hop Journal. They talk about politics, social issues etc. and freely do their job. Here is their streaming page : www.youtube.com/jtronline . My question is : can some Islamic people in others countries do the same thing? Is there really freedom of expression in all countries? Nowadays, there is terrorism everywhere, and after this, they say that, it's made by Islamic people for Islam. Just to say up to today that, Islamic people are not what they're stigmatised for but social and natural people who are fighting for a better world.*

I. Journal Reflections Relating to Information Ethics, Privacy, Media, Big Businesses, Advertising

- *That unit showed me clearly how important advertising is in our life from an individual and global perspective. First of all, it made me think about the way advertising is controlled and regulated in my country. I have never examined that problem profoundly, but now I know it is worth it, because advertisers exert really strong impact on the world of media and can influence what journalists write and say.*

- *Today, it is my special day. I can relax and feel fresh by many activities with my friend and my family. For my friend, I go to rural area to research something which is related to my studying. When I and my friends go there, we start to divide positions to find information from a place to place. It is very intricate and lethargic to find it, however, I can find and get more information. Especially, we do it well. For my family, when I come back from researching in rural area to home, my grandmother cooks my favourite food, I love it so much, I eat it out of plate because it is so delicious. After eating, I start to study online and I study unit 7 which is “Media and Information Ethic in Relation to the Needs of the Big Business, Politic and Development. It can reflect to the way I think about media, information, and literacy (MIL) and it provides material enough for me studying this. All in all, I love today.*

- *As for September [circa 2 month after completing the MIL MOOC], I was really busy with my school. As my class started, so it is so busy days. After all, MIL still have some impact on me. And literally I became so happy, as I got feedback from the teacher for my unchecked journals and assignments, as lastly it has been checked and I received the certificate. Being honest, I become more active on writing in social websites and in my own blogs. I started blogging after MIL course blog activities which taught me well. Specially, I should say, I am more careful using social websites now, and changed my privacy preferences, I think this part of me is an impact of MIL as well. I was used to use so many websites for my study, regarding my studies, and I am more concerned about it.*
- *In my Journal for August, I mentioned that I tried to dissuade my friends in a forum on face book from hate speeches. It has not been easy as they seem not to understand what has come over me. But over time, they have come to realise that there is something that they can do to make a difference, rather than sinking into pessimism and a sense of hopelessness and despair over the unfortunate challenges of bad governance and corrupt politicians that persist in Nigeria. With my knowledge from the course “Media and Information Literacy” I know that developing programs that increase the capacity of citizens across the country such as women, youth, and the disabled — and emphasise the importance of leadership and innovation to be more involved*

in democratic reform processes will help Nigerian citizens better influence institutions whose function it is to serve public interests.

- *October was such a busy month for me, but still I didn't stop to write in my blog which I was first inspired by this course. I started blogging after knowing it in MIL learning chapter. I definitely got so many things which still have impact on me. Not only that, I scored high, in MIL 2015 course, because I was so passionate to learn, which automatically improved my scores. Even I got 100%, but numbers are never significant to me, because results don't mean anything to me as long as education or my knowledge has so far impacted on my life. But I must say, MIL course has got impact on my life. I am feeling a bit sad because after this, no longer I will write to MIL 2015, because this is the last assignment. But I must say, I will remember this course, as still when I get time, I look over previous chapters, specially activities and websites...*

- *It has been very nice to turn to October because I like this month because the weather is so compatible for me... Though I faced too many difficult things in my university, that could have prevented me from finding news or information that related to media and information literacy. A topic that I searched was "Media is relevant to business". The first, I saw this topic was not attractive for me, yet I tried to focus and check it. I found that it was very interesting for me and all entrepreneurs because this talking about media as one of many cores in business. Media can make positive effect to businesses by providing advertisements about products and services and this*

advertisement is transmitted to customers. After that, customers could screen out products and start to buy if they meet people's desire. Therefore, media is very great to make businesses efficient and prosperous. After I read this topic, I was satisfied that I got experiences from the MIL course about media in relation to business.

This chapter has presented and discussed the findings of the research component related to youths' perspectives on democratic discourses in FOE, FOI, ICD, and IRD. The discussion and analysis covered the following: (i) profiles of youths in the Intervention Group, their experiences and perspectives on MOOCs or online courses; (ii) youths' responses to the four broad areas of this dissertation prior to participating in the Interventions; (iii) findings related to changes or otherwise in youths' attitudes towards FOE, FOI, ICD, and IRD after having acquired MIL competences; (iv) findings comparing changes in attitudes of the Intervention Group after the intervention with those of the Non-Intervention Group; and (v) comparison of the findings from the qualitative analysis with some findings from the quantitative analysis. The data indicated that, of the three hypotheses tested in this component of the research, there was evidence of weak, moderate, strong, positive, negative or no support: i) SH1 - strong positive and negative correlation, negative correlation decreased after MIL MOOC, evidence of prior knowledge influences in Intervention Group (Pre-Course) – SH1 was strongly supported; SH2 – strong negative and positive correlation for Non-Intervention Group with extreme poles, evidence of prior knowledge influences – SH2 was moderately supported; SH3 –

based on evidence of positive correlation in SH1 and SH2, strong positive correlation in the Intervention Group and larger decrease in negative correlation among the Intervention group, SH3 was moderately supported.

CHAPTER 7

SUMMARY OF FINDINGS, IMPLICATIONS, AND SUGGESTIONS

“Closing the digital divide will depend less on technology and more on providing the skills and content that is most beneficial...” (Wartella et. al., 2000; Jenkins, 2009, p.18)

The purpose of this study was to explore two major issues that could improve the diffusion of MIL competencies for all citizens and inform purpose-driven development of national MIL policies and strategies. First, the research investigated how the youth respond to online and offline personal, social, economic, political, and cultural challenges and opportunities before and after having acquired Media and Information Literacy (MIL) related competencies. Second, it examined how MIL experts/practitioners perceive MIL competencies and policy factors that interact with MIL applications in different societal contexts. This chapter presents a summary of the research findings and results of the testing of hypotheses; the limitations of the study;

implications and suggestions for operational actions and further research; and autobiographical reflections.

SECTION 1: SUMMARY OF FINDINGS AND RESULTS OF HYPOTHESES TESTS

This study considered two broad hypotheses. The first broad hypothesis was that youths who are exposed to MIL related competencies would improve their general attitudes as informed and critical thinking citizens. This change of attitude would lead them to respond differently to social and democratic issues such as freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue - online and offline (Broad Hypothesis 1). The second broad hypothesis was that MIL experts and practitioners would have converging and diverging views on MIL competencies and related policy factors owing to their educational backgrounds/disciplines of study. They would demonstrate larger convergence of thinking as they implement MIL in communities and collaborate across disciplines (Broad Hypothesis 2).

Following the data analysis detailed in Chapters 5 and 6, the findings as to whether these hypotheses were supported are summarized in this section, first, at a macro level and, then, at a micro level. The research findings show that, as the youth were meaningfully engaged in the study, they invested a considerable amount of time to reflect on and respond to serious social and democratic issues. The youth responded to

over 200 questions in the survey. The findings suggest that the youth surveyed have strong and diverse experiences and attitudes towards freedom of expression (FOE), freedom of information (FOI), intercultural dialogue (ICD), and interreligious dialogue (IRD). Some youths are actively involved in debating and promoting these social issues, some just do not show any interest, while others are afraid to get involved.

a. SUMMARY OF MACRO-LEVEL FINDINGS RELATED TO THE YOUTH SURVEYED

Main Macro Level Finding Y¹²⁸1: The research found that before the MIL MOOC, the correlation between youth knowledge of MIL and their attitudes towards freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue has two extreme positive and negative poles. This suggests that, on one hand, as youths' knowledge of MIL increases their attitudes towards FOE, FOI, ICD, IRD improve. In other cases, it is the reverse. One possible reason for this situation is that FOE and FOI are integral part of media and information literacy (Keene, 2014; Susan, 2009), although MIL competencies related to these social and democratic discourse issues may not always be emphasised. The possible reason may be that, though ICD and IRD are not necessarily within the core of MIL, culture, religion, intercultural communication, and interreligious communication are grafted in media and information (Kim et. al., 2015; Wan, 2012).

Main Macro Level Finding Y2: In relation to the Intervention Group, the research found that they had two extreme poles regarding their knowledge and attitudes. There were

¹²⁸ 'Y' here is the abbreviation for youth.

fairly strong positive and negative correlations. The correlation was slightly different, insignificant, but very much similar to that of the Non-Intervention Group. This is perhaps because, based on the analysis, the respondents in the Intervention Group and those in the Non-intervention Group had very similar profiles in terms of age, education, experience, prior knowledge. After the MIL MOOC (Intervention), the negative correlations (indication of potential barriers) found in the Intervention Group decreased. This indicated that the MIL MOOC had a meaningful impact on the youths' knowledge and attitudes. The youths in the Intervention Group had broader knowledge of MIL and related social and democratic issues studied after the MIL MOOC than those in the Non_Intervention Group. These findings support for two specific hypotheses: SH2 - Youth who participate in the MIL MOOC will show higher levels of attitude change than those who do not participate in the MIL MOOC; and SH3 - Youth with prior knowledge of MIL related competencies, as a result of prior studies, and participation in the MIL MOOC, will have stronger levels of attitude change because of the reinforcement they experience following their participation.

Mihailidis (2009), for instance, reached a similar conclusion in his study of 239 university undergraduate students who took in pre-course examination, participated in a media literacy course, and took a post-course examination. He found that the average test scores of the post-course examination were significantly higher than the average test scores in the pre-course examination (p. 104). He noted, "on average, all students exposed to the media literacy curriculum increased their comprehension, evaluation, and analysis skills pertaining to print, video, and audio media" (p. 106; See also Quin and

McMahon, 1995; Hobbs, 2003 for similar research result). Mihailidis also cautioned that the increase in knowledge of media literacy among the students does not translate into the youth understanding the importance of freedom of expression and media freedom to development and society. The difference with the research carried for this dissertation is that: (i) it covered media and information literacy and not only media literacy; (ii) the MIL MOOC used as intervention ensured specific integration of freedom of expression issues throughout the course; and (iii) a self-reported scale was used to assess change in knowledge and attitudes before and after the intervention. This was also combined with quantitative analysis of journaling and discussion forums.

Main Macro Level Finding Y3: Similar to the Intervention Group, the Non-Intervention Group showed strong negative and positive correlations but with extreme poles. The negative correlation was stronger than that of the Intervention Group after the MIL MOOC. This means that their prior knowledge influenced and contributed to the increase or change in their attitudes. However, there are also strong barriers related to knowledge and activity from their experiences in the past. The responses of the youths in the Non-Intervention Group to certain elements in the questionnaire were based on their experiences or knowledge gained from their experiences. They had a narrower understanding of MIL competencies. Emily et. al. (2015), in their study of audiences with different levels of media literacy education, found evidence which reinforced the issue of prior knowledge. They controlled whether students enrolled in media education courses and those enrolled in non-media courses are exposed to a short media literacy

public service announcement (PSA) immediately before they view a political programme. The authors noted:

“Findings from this research suggest that the ability of the news media literacy messages to influence students’ belief is conditioned by their pre-existing media literacy education. The news media literacy PSA boosted perceived media literacy among all audiences, but the PSA worked differently among students enrolled in media courses compared with students enrolled in non-media course...” (p.10).

It is reasonable to assume that greater impact on knowledge will occur in individuals with much longer exposure to information relating MIL learning. Jerit et. al (2006) note, “as the volume of information increases, the relation between education and knowledge becomes stronger” (p. 276).

b. QUALITATIVE ANALYSIS OF YOUTH SURVEYED

Main Macro Level Finding Y4: The qualitative analysis carried out on related aspects of the youth survey was also instructive and seemed to support some of the findings of the quantitative analysis. First, there is an interesting occurrence of statements related to “behaviour” and “knowledge” during Weeks 1-3, some of which supposedly come from their backgrounds, including their experiences. During Weeks 4-6 of the MIL MOOC, more statements about “knowledge” began to appear, which is seemingly linked to the youth progressive investment and engagement in the MIL MOOC. Their reflections on

their behaviours, knowledge, and attitudes, however, did not change or increase much during Weeks 7-10. The biggest impact of the classes seems to occur during Weeks 4-6, which covered research skills; MIL and freedom of expression, freedom of information, and gender equality; also the youths produced their own information or media content. Finally, "attitude" appeared mostly during the post MIL MOOC journals and discussion forum. The frequency and breadth of the youths' thinking about the issues mentioned above had become smaller towards the end of the MIL MOOC. This suggests that divergence and convergence were dynamically observed as they pursued the MIL MOOC. One possible deduction here is that MIL, at the individual level, does not have the optimal impact on youth thinking on "culture" and "religion", as the occurrence of the term in their journals gradually reduce as they progressed through the MIL MOOC. It is more during the discussion forum that the reoccurrence of culture and religion in relation to dialogue appears. This individual and group dynamics in relation to the youth experience have implication for how stakeholders design and implement MIL programmes.

In comparison with the quantitative analysis, youths show interest in a smaller number of elements. Perhaps this comes from their backgrounds, including their experiences, as is the case in the qualitative analysis. The impact of MIL MOOC also seems to be similar in the qualitative analysis. As mentioned earlier, Weeks 4-6 of the MIL MOOC had the biggest impact. From the beginning of the MIL MOOC up to Weeks 4-6, the youths' opinions were diverged. During Week 7-10, their thinking changed significantly wider, as discussed in Chapter 6. Ungerleider (2012) offers similar findings in the qualitative

analyses of data from the *structured* dialogue during Youth Peacebuilding and Leadership Programs among high school and college students from Cyprus, Iraq, Serbia, Armenian, Azerbaijan, Denmark, the U.K., and the United (p. 388-401).

c. MICRO-LEVEL FINDINGS RELATED FOE

Some of key findings on this issue are worth underlining in this sub-section. First, most of the youths surveyed (94%) strongly agreed or agreed that FOE is important to development in their countries. Second, slightly more than half of the youths (55%) indicated that they had had their FOE suppressed with only 21% of them giving a neutral response. Of the 55% of the youth who said that they had experienced instances when their freedom of expression was suppressed, less than half (41%) said that they took action in response to their experience. Third, about 57% of the youth surveyed indicated that they paid attention to or participated in debates about FOE in their countries; and 46% said that they frequently advocated for FOE. The level of advocacy for FOE was relatively low compared to other area perhaps because of youth self-censor for fear of backlash or losing their jobs. The phenomenon of self-censorship happens in all different settings in society and for different reasons. While self-censorship in the media and among journalists is widely researched (Carlsson and Poyhtai, 2017), there is need for more studies on self-censorship among the wider

population of citizens and in the workplace. Fourth, almost all of the youth surveyed (96%) said that that women, men, and children should benefit equally from FOE and 79% were of the view that foreigners visiting their countries should have the same right to freedom of expression as they have. Fifth, a significant proportion of the youth surveyed (69%) thought that they should have the freedom to say anything they wanted on the Internet, radio, TV, newspaper, in a storybook that they write as long as this causes no physical harm to another person. Similarly, 60% of the youth surveyed thought that they should have the freedom to say anything they want face-to-face to a person, if it causes no physical harm to that person. Is it possible that experiences within the family related to FOE influence youths' thinking and probable actions outside of the family? Further research in this area could unearth important knowledge related FOE and foundational socializations. Sixth, most of the youth in the survey (70%) were of the view that freedom of expression does not give them the right to post false information on the Internet.

But only 34% of the youth indicated that the Internet should be regulated, meaning controlled by governments through laws and regulations. This finding reflects debates on Internet Governance as to who has or should have the real monitoring power (Balleste, 2015). It is evident that most of the youths are not fully aware of the implications of having only governments controlling the internet, the complexities of the level of regulation, acceptable or of the global movement and structure around a multi-stakeholder approach to Internet Governance.

In general, There is a dearth of empirical studies related to youth and the four themes considered in this dissertation. A number of related studies on youth and FOE have produced findings similar to what we have highlighted in this sections, as discussed in Chapter 6. To illustrate, Chermerinsky and Gillman (2016) documented their experience in teaching a freedom of speech course to 15 freshmen at the University of California in Irvine. In the course, the author explored the essential principles of freedom of speech and applied historicity to highlight certain practices and challenges to FOE related to the US Supreme Court, World War I and II, the McCarthy era, the civil-rights movement, and the Vietnam War. The researchers used pre- and post-course discussions of a hypothetical situation where a student, expelled for hate speech, sued the University for the violation of the First Amendment Right. They found that, before the course, there was a unanimous vote among the students in favour of the University but, after the course, the students were split in their votes. Chermerinsky and Gillman observed, “the difference in the discussion was remarkable; the instinctive desire to eradicate racist speech was replaced by all of the students seeing the need to strike a balance between free speech and creating a positive learning environment for all on campus” (p. 1). Essentially, the youth changed their attitudes towards some FOE issues after the course, but, like the findings in this dissertation, not with much divergence in their thinking and flux, depending on the situation. (See also Campus Watch, 2015) for posts that share and discuss what youth think about FOE¹²⁹.

¹²⁹ What Do The Youth Think: Should Freedom Of Speech Be ‘Absolute’ Or With ‘Reasonable Restrictions’? Campus Watch (2015). <https://www.youthkiawaaz.com/2015/10/youth-speak-freedom-of-speech/>. Accessed on 31 July 2018.

d. MICRO-LEVEL FINDINGS RELATED TO FOI

Again in this sub-section, some of the key findings worth underlining are: First, most of the youth surveyed (92%) were of the view that freedom of information was important to development in their countries and almost half of them (49%) thought that FOI existed in their countries, although (48%) did not think or were uncertain about the existence of FOI in their countries, Second, 44% of the youth surveyed indicated having experiences where their right to freedom of information was not respected with only 26% of them saying that they took action to address the situation. Third, (34%) of the youth surveyed said they were involved in groups that promote freedom of information but 61% said they were not participating in these types of actions. Fourth, in the view of 54% of the youth, they should not have the right to access government-held information, if that would cause physical harm to another person while 62% of youth thought that they should not have the right to access such information, if that would threaten the security of their countries. Fifth, just about 33% of the youth surveyed indicated that they knew how to use access to information laws in their countries to access government-held information but 74% of them had never used access to information laws in their countries. Sixth, 65% of the youth surveyed thought that foreigners who visit their country should have the same right to

freedom of information as they do. Further analysis of extracts from hundreds of comments provided by the youth indicated that national security issues and concern about physical harm were dominant in their minds, when the threat was related to or could be instigated by another person, a foreigner. This finding suggests a rich area for further analysis and research into these issues and their implications.

Beyers' (2014) analysis of the emergence of a new freedom of information movement driven by youth online supports some of the findings highlighted in this section. He suggests that the youth have strong perspectives and stance on freedom of information to the point of sometimes being radical with respect to anonymity online and support for movements such as Wiki-Leaks. As was discussed in Chapter 6, most of the youth surveyed in the research for this dissertation advocate for FOI online. Beyer argues that there is evidence showing "...the power of the Internet and online communities in shaping participants' political beliefs and actions. Young people online are willing to mobilize on behalf of abstract rights claims, and that willingness spreads quickly across the social spaces online (p. 149-150)". Yet as far back as 1983, long before the internet boom, librarians and other information professionals reflected on youth and freedom of information. In a symposium held on the topic, they focused on censorship, including the removal of certain books from the library, intellectual freedom and repressive laws. They proposed strategies to increase youth awareness and involvement in advocating and benefiting from FOI (Varlejs, 1983).

e. MICRO-LEVEL FINDINGS RELATED TO ICD

The key findings on this theme worth underlining are: First, most of the youth surveyed (94%) said that cultural dialogue and respect for others who are different were important to them and the development of their countries and 93% of them thought the media in their countries should promote intercultural dialogue. Second, 40% said they had experienced situations where they felt that they were discriminated against because of your culture and 26% of them action to address that discrimination. Third, 71% of the youth surveyed said that paid attention to or participated in debates related to cultural dialogue in their countries; 60% said they advocated for cultural dialogue in social media networks and 66% by word of mouth. The other means of advocacy were newspapers (21%), community radio (15%), television (13%), national radio (12%), and writing letters (16%). Fourth, the majority of the youth surveyed (54%) were of the view that the media in their countries promote respect for others who are from a different cultures, ethnic backgrounds, social class or who have different social practices. Fifth, 69% of the youth rejected the idea that their opinions were more important than those of others; 76% did not think that their cultures were superior to all other cultures; and 70% thought that their cultural backgrounds influence how they see the world around them. Here again, studies have presented similar findings as those above. Ochiai (2013) found that a community based programme at a Community Centre in Japan was effective in enabling the acquisition of basic intercultural skills among 109 'new comer

children' from Vietnam, Peru, Brazil, Bolivia, and Australia and Japan. They were able to "recognize and express their own opinions and perspectives as ethnic minorities to a host society" (p. 54).

f. Micro-Level Findings in Related to IRD

The key findings on this theme worth underlining are: First, most of the youth surveyed (69%) said that they paid attention to or participated in debates relating to interreligious dialogue and respect for other religions or beliefs in their countries and 58% said that they would you consider getting involved in groups that promote interreligious dialogue and respect for other religions or beliefs. Second, social media networks (46% of youth) and word of mouth (53% of youth) were among the most frequently used by youth to advocate for IRD. We see consistency in the principal means of advocacy across the different themes. Third, of the youth surveyed, 75% thought they should not have the right to say whatever they wanted about another person's religion or beliefs, even if that causes embarrassment but no serious harm to another person and 87% said that they valued others who had different religions or different beliefs from their own. Fourth, 74% of the youth were of the opinion that the

media, books and the Internet influenced their views of other religions and beliefs and 92% had close friends with different religions or beliefs.

g. MACRO-LEVEL FINDINGS RELATED EXPERTS/PRACTITIONERS' THINKING ON MIL COMPETENCIES

Main Macro Level Finding E¹³⁰1: Analysis, based on average ratings and standard deviation, seems to indicate that there is a significant convergence of most MIL related competencies considering experts' ratings of the broad competencies. But there is also evidence of divergence among some competencies. One likely explanation for the convergence among MIL competencies could be that convergence is widely accepted as having occurred in media and telecommunications technology and the overall place of the information sciences in the entire process (Hwanho, 2018). As was expounded in Chapter 2, concepts such as 'converging literacies', 'transliteracy', 'metaliteracy', and 'multiliteracies' have all emerged or are emerging in recognition of the inevitable and necessary convergence in teaching and learning about information, technology and media. This convergence has influenced all forms of media and other information providers. Thus, a certain level of inter-disciplinarity is inevitable. Through common

¹³⁰ 'E' here is the abbreviation for experts.

delivery platforms and common access devices, one can access radio, television, games, digital libraries and archives all in one place such as on a smart phone. A converged approach towards MIL delivery, then, is forward-looking because the integration of MIL in the education systems (formal and non-formal) or engendering MIL as a mass civic education movement demand a unified rather than a fragmented strategy; thereby, presenting a clearing ecology of the field to policy makers and educators. Nevertheless, it is evident from the analysis that divergence exists though at a lower degree than convergence. A possible reason for this might be factors relating to what we call external structural factors. On one hand, some MIL intellectuals' disposition to defend their fields of study and to operate within a certain circle of like-minded intellectuals and by default certain community of beneficiaries (Oberlies and Mattson, 2018); thus reflecting a form of "traditional public intellectual", according to Gramsci's version of public intellectualism (Gramsci's Notebook, 1983). Pinto (2016) carried out a research among academics from different faculties to find out how they perceived information literacy competencies based on their disciplines. She found that more than 50% of faculty members surveyed espoused what she called an academic concept of information literacy. Maria Pinto writes, "IL awareness falls into two broad groups differentiated by subject discipline: those from health sciences, social and legal sciences and arts and humanities representing the first group, and sciences and technical disciplines the other" (p. 1). The academic exchange between two stalwarts of media literacy, Renee Hobbs and James also illuminates certain historical and epistemological emphases (See Hobbs, 2011a& b; Potter, 2011). On the other hand, some MIL experts

might want to employ an interdisciplinary approach to MIL education but simply feel that they are just not competent to deliver training on one or the other of information, media, or technological competencies. Such reality calls for a retraining or upskilling of MIL experts as mentioned earlier. At the same time, there are internal structural factors motivating this divergence such as the truth that not all information is media nor is all information digital (Hirsh, 2018)

Another point to elucidate here is that the existence of convergence and divergence among MIL competencies premised on experts'/practitioners' views might itself have a plausible justification. This is where the discourse on complexity theory (Cardama and Sebastian, 2017) and the proposed theory of interdisciplinarity (Newell, 2001; Barry, Born et. al., 2008) come into play. MIL education is no doubt a complex process and the concept of MIL itself is complex as it cannot simply be organised in a clear observed hierarchical and linear fashion. The interactions among the different broad competencies in MIL are mostly non-linear, deep, complex and not always observable. What we find in MIL, then, is a combination of interconnected simple, complicated, and complex concepts or competencies. Such an architecture requires a combination of managed convergence and divergence for MIL education to have the greatest impact. It also requires reaching consensus among MIL experts/practitioners and relevant stakeholders.

One suggestion to realize such consensus is to combine the existing organic evolution of collaboration and peer-education among MIL related experts with a form of Delphi

Group (Bloor, Sampson et. al., n.d.) or Policy Delphi (Meskell, Murphy et. al., 2014) research. Such methodology will over time progressively move the treating of MIL related competencies from disciplinary and multidisciplinary to truly being transdisciplinary. That is going beyond only cooperation among disciplinary experts or blending the different perspectives of MIL related experts to attempting to integrate, putting aside when proven necessary or detrimental or even merging MIL competencies and disciplinary rules (c.f. Barry, Born et. al. 2008). In so doing, MIL stakeholders can bridge the gap in MIL competencies and their citizens and policy makers in their daily life. As pointed in earlier chapters, MIL Expansion as theory of change may be a viable path for MIL development and could integrate the Policy Delphi¹³¹ research. It builds on multiple concepts related to MIL such as ‘transliteracy’ (Sukovic, 2017) and ‘augmented MIL’ to look not only at the content of MIL but equally on the beneficiaries and related stakeholders.

The researcher observed that the traditional debate among information literacy, media literacy and digital literacy was no longer the center of discussion in the 2017 Global MIL Week Feature Conference. It seems that stakeholders are slowly recognizing the interdisciplinary approach to media and information literacy as a composite concept.

¹³¹ “Policy Delphi is a variant of the Delphi technique, but differs in that its purpose is to explore consensus rather than aid it. It is an appropriate methodological tool for researching complex issues that benefit from the insights and consensus of a group of experts. It is useful in examining options and implications of policy and assessing their acceptability.” (Meskell, Murphy et al, 2014p. 32).

This is necessary if we are to achieve impact. In so doing, we combine hard skills and soft skills connected to information, media, and technology.

Apart from the steady support of traditional partners, there is a positive trend toward cooperation with stakeholders from information and library sciences. This was exemplified by the active involvement of major partners such as International Federation of Library Associations and Institutions (IFLA), Association of Caribbean University, Research and Institutional Libraries (ACURIL), International Association of School Librarianship (IASL) in the Global MIL Week 2017.

Regarding the divergence grounded on experts' ratings of how MIL is conceptualised or perceived and implemented in their countries, some validation can be observed in other findings where more significant disparities exist in how experts rate the complete set of broad MIL competencies from their personal perspectives as to how MIL should be implemented and what they think is actually happening in their countries. In Chapter 5 evidence was provided and we suggested that the interaction between MIL experts/practitioners and governments or policymakers may not be at its optimal level for the desired impact. There is hope, however as seen in an anecdote during the Second European Forum on Media and Information Literacy held in 2016. At the time the forum was organized by UNESCO, the European Commission and the Government of Latvia, the European Commission was thinking of removing media literacy from its Audiovisual Directives to Member States. Open dialogue with MIL experts and

practitioners not only led to the stay of the decision but also contributed to strengthening the European Commission's media literacy programme.

h. MAIN MACRO LEVEL FINDING 2:

Based on analysis of averages and standard deviation, there was evidence of divergence between experts' views on policy context factors of MIL in their countries and what they thought which context factors or major MIL related competencies should be emphasized in related learning programmes. This evidence of divergence was not surprising as it reflected realities on the ground in the countries. Since the implementation of MIL is not only dependent on MIL experts/practitioners, the situation becomes more complex. MIL experts do not have the optimal level of interaction with governments, policy-makers and other relevant stakeholders that is needed to achieve closer, but not necessary congruent, alignment with MIL theory, research as well as MIL policies and strategies on the ground. We anticipate to see closer alignment in follow-up research of this type as MIL experts/practitioners themselves come into closer agreement.

- i. **Main Macro Level Finding 3:** Based on correlation analysis, the study found that there was a mix of strong and weak impact of experts'/practitioners' emphasis on some MIL competencies on MIL policy and strategy context factors and vice versa. In other words, there are cases where the MIL competencies prioritized

by experts/practitioners seem to influence the prioritizing of certain MIL policy factors positively and negatively. At the same time, emphasis on certain MIL policy and strategy context factors also influences the prioritizing of certain MIL competencies positively and negatively. Examples of MIL competencies with strong interactions with MIL policy context factors are: (i) extract and organise information; (ii) be able to apply ICT skills to process information; **(iii)** be able to apply ICT skills to produce user-generated content and be creative; (iv) understand the role and functions of media and other information providers in economic and social life; and (v) recognise and articulate a need for or the importance of information and media in personal, economic and social life. Some of the same competencies also show weak policy impact.

j. Main Macro Level Finding 4: The research found both positive and negative correlations, although very small. This means that in a few cases the MIL experts' areas of involvement (information literacy, library science, media literacy, media education, media and information literacy, digital literacy) and the priority they placed on MIL competencies moved in the same direction. But in some cases those factors moved in the opposite direction. What appears certain is that both sets of variables are related but not in a significant way, and that there is influence of convergence in the field. Therefore, there is a very strong potential to improve the contribution of the field of qualification to the diffusion of media and information literacy competencies. This is related to the upgrading of the skills in traditional information literacy, media literacy

and digital literacy for experts/practitioners as well as the recasting of MIL related programmes mentioned earlier.

k. Main Macro Level Finding 5: The analysis also indicated that the correlation between experts' qualifications and their emphasis on some MIL competencies was small with both positive and negative characteristics. This suggests that, in some cases, experts' qualifications interact with the emphases on certain competencies and, in other cases, they do not. Thus, sub-hypothesis **SH5** was neither fully supported nor rejected.

l. Main Macro Level Finding 6: The analysis found that experts/practitioners' main modalities of MIL involvement (policy, media and ICT, education, advocacy, research, and training), when correlated with their areas of involvement, qualifications, and emphasis on certain MIL competencies seem to affect how they rate these competencies. There exists evidence of two extreme poles, one where the data seem to suggest enablers of certain competencies, and another where certain combinations of main modalities of involvement in MIL become barriers to certain competencies. Thus, hypothesis **SH6** was partially supported.

M. MICRO-LEVEL FINDINGS RELATED TO EXPERTS/PRACTITIONERS' THINKING ON MIL COMPETENCES

The findings indicated that 31% of the experts/practitioners who responded to this questionnaire item had received national/regional/international awards for their work

related to MIL; 32% said their government had recognized their work in MIL though not through formal awards. The findings also showed the following as the eight top rated MIL competencies in the view of most MIL experts/practitioners:

1. Critically evaluate information and the content of media and other information providers (authority, credibility and current purpose, etc.), opportunities and potential risks
2. Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality
3. Understand the role and functions of media and other information providers in economic and social life
4. Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium
5. Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs
6. Recognise and articulate a need for or the importance of information and media in personal, economic and social life
7. Being able to protect oneself from the risks online related to contacts and interaction
8. Understand the conditions under which those functions can be fulfilled.

Similarly, the findings showed the following as the eight top ranked MIL competencies in the view of most MIL experts/practitioners:

1. Critically evaluate information and the content of media and other information providers (authority, credibility and current purpose, etc.), opportunities and potential risks
2. Recognise and articulate a need for or the importance of information and media in personal, economic and social life
3. Understand the role and functions of media and other information providers in economic and social life
4. Be able to apply ICT skills to create products for resale, thus, fostering entrepreneurship
5. Locate and access relevant information related to personal, educational, political, cultural, religious, and other societal needs
6. Understand the conditions under which those functions can be fulfilled
7. Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium
8. Be able to apply ICT skills to create products for resale thus fostering entrepreneurship

The top eight context factors for MIL policy development as rated by the experts/practitioners were:

1. Diversity, respect, tolerance, dialogue, peace, and global citizenship
2. Freedom of expression and access to Information
3. Protection from risk of media and Internet
4. Democracy, participation, transparency and accountability
5. Improving quality education
6. Protection from risk of media and Internet
7. Ethical use of information
8. Promote technological development.

As shown in the findings, the top eight context factors for MIL policy development as ranked by experts/practitioners were:

1. Freedom of expression and access to information
2. Diversity, respect, tolerance, dialogue, peace, and global citizenship
3. Democracy, participation, transparency and accountability
4. Safeguarding culture
5. Commerce, business, industry, economic, and entrepreneurship
6. Improving quality education
7. Protection from risk of media and Internet
8. Gender equality.

Finally, as shown in the findings, the top eight context factors which the experts/practitioners thought should be given more emphasis in their countries than was the case are:

1. Diversity, respect, tolerance, dialogue, peace, and global citizenship
2. Freedom of expression and access to information
3. Democracy, participation, transparency and accountability
4. Improving quality education
5. Improving quality research
6. Ethical use of information
7. Improving quality media
8. Privacy online and offline

SECTION 2: LIMITATIONS OF THE STUDY

The study carried out for this dissertation has some limitations which are summarised below:

1. The study used intentional/purposive sampling rather than random sampling. Thus, the sample is not representative of the populations in the 120 countries of the youth and experts/practitioners who participated in the study. The generalisability of the findings should be done with caution;
2. The number of the youth who participated in the Intervention Group was about five times more than the youth in the Non-Intervention Group. Such a large difference in the numbers might have affected the findings in the youth component of the study;
3. Managing the interdisciplinary aspect of the research was not always easy, despite the impressive level of collaboration from many experts and practitioners who helped to monitor the application of the intervention (MIL MOOC). A longer period for analysis would have helped to unearth more findings on this aspect of the research; and
4. The knowledge and attitude change among the youth was largely self-reported, though there were some elements of tutor observation and practical assignments/activities that were completed by the participants in the Intervention Group. These assignments were graded and feedback given to all youth who participated in the course.

Other related limitations and attempts made to mitigate their impact on the study are discussed in Chapter 4.

SECTION 3: IMPLICATIONS AND SUGGESTIONS FOR OPERATIONAL ACTIONS AND FURTHER RESEARCH

a. Youth's, Experts/ Practitioners' MIL Competencies

As was discussed in Chapter 3, despite the increase in the number of countries enacting FOI laws (110 countries, according to UNESCO, 2018), our analysis of data drawn from Global Right to Information Rating database¹³² and the triangulation with the youth responses from 120 countries in Chapter 6 – indicate that much needs to be done to raise people's awareness of FOI. We have argued in Chapter 3 that advancing MIL for all is a potent way to elevate this crucial awareness.

More research is needed to explore if and how the planning and implementation of interventions connected with MIL Expansion can help to improve the correlations between MIL knowledge, attitude and skills, and youth attitude and engagement in social and democratic discourse issues.

b. Youth Representation in the MIL Movement

There is a positive trend in universities and other higher institutions that are stimulating research on MIL (MIL, ML, IL, and DL) Master's and Doctoral levels. However, such

¹³² Global Right to Information Rating database, Indicator 4 database, <http://www.rti-rating.org/country-data/by-indicator/?indicator=4>. Accessed on 28 February 2018

developments are at the low end of the scale and still in the embryonic stages. The issue of mentoring young researchers in MIL is evident in MIL conferences organized globally through the years. In my experience in leading UNESCO's MIL activities globally, young people are rarely present in these conferences. The opportunity for youth presence even in conferences with themes focused on youth is most frequently lost. UNESCO and its partners are trying to change this trend. The Organization initiated the Global Alliance for Partnerships of Media and Information Literacy (GAPMIL), network of networks, including over 500 organizations around the world to collaborate to amplify MIL globally. In line with the UNESCO's Youth Strategy, stakeholders are encouraged to ensure that youth are represented in all governance structure of GAPMIL, including on the International Steering Committee. A consensus was also reached to establish a Youth Sub-Committee of GAPMIL. The youth involved led, designed and prepared their own Action Plan to promote MIL in line with the Global Framework and Action Plan for GAPMIL. Dialogue with the youth led to the addition of a Global MIL Week Youth Forum to complement the existing international feature Conference. This enabled a youth-specific approach in parallel with the youth mainstreaming approach that existed previously.

- c. Furthermore, UNESCO has been working with youth to build their information, media and technological competencies Recognizing that the youth operate in social groups and within institutions and not only as individuals, the Organization conceived a strategy to build the capacity of youth organizations

to integrate MIL in their policies and operation rather than only just training youth. This could lead to greater sustainability of MIL development. A key observation here is that the next wave of MIL development and its sustainability will partly depend upon the present younger generation of MIL practitioners. Thus, creative and systematic mentorship is needed to foster this movement around the world.

d. MIL as a Tool to Enable Quality Media and Build Trust

The research findings indicate that 58% of experts/practitioners surveyed gave a combined rating of 4 and 5 for improving quality media as a context for MIL development but only 19% ranked it among the top five context factors. There are similarities and contradictions when this factor is compared to rating and ranking for the related broad MIL competencies, the role and functions of media in economic and social life. Understanding the role and function of media is directly proportional to the level of trust people place in and support given to all types of media. Empirical research has shown that enabling people's critical compasses related to media content alone does not per se lead them to champion and advocate for the indispensable role of the media in all aspects of social and economic life (Mihailidis, 2008).

Three years ago, UNESCO initiated an MIL project to build trust in the media in South East Europe and Turkey¹³³. At the time of writing this dissertation, the project was ongoing and in its third and final year. In connection with my experience in the project and the research carried out for this dissertation, I propose here the *ABC's of Media and Information Literacy to Build Trust in Media* with the following key elements:

1. Key Principles:

1. MIL competencies should not focus only on self-protection.
2. Prioritise MIL that enables people's understanding about the functions of media and information providers in development and governance and the conditions under which they can carry out these functions.
3. Emphasise MIL competencies that improve people's understanding of their rights online and offline. This includes right to freedom of information and freedom of expression.
4. Highlight that not all information is media and that much information is not digital.
5. Stress MIL competencies to make people aware of potential biases, personal, economic, and political agenda in all forms of information.
6. Enable people's understanding of how advertising support economic development of all kinds, and sustain media. However, advertisers are to respect

¹³³Building Trust in Media in South East Europe and Turkey: A European Union-UNESCO Funded Project. <https://en.unesco.org/trust-in-media-see>. Accessed on 31 April 2018.

national advertising regulations. Enable people to understand that trust in media is necessary... but trust is not blind.

2. Key Strategies:

- Media professionals, library and information professionals, teachers, and civil society together organise trainings on media and information literacy.
- Help citizens to organise themselves into citizens' media and information groups.
- Stimulate partnerships between citizens' media and information groups and media self-regulatory and regulatory bodies.
- Coordinate multi-stakeholder consultations on national MIL policies and strategies, keeping trust in media and other information providers as a central theme.
- Integrate MIL in journalism education and library and information sciences courses.
- Support partnerships with media and schools; for example, through regular and sustained school visits and MIL clubs.
- Guide media and other information providers to develop internal policies on promoting MIL.

- Organise peer learning and peer education about MIL to build trust in media through social media.
- Foster cooperation between media regulatory bodies and self-regulatory mechanisms to promote MIL.

3. Be Careful:

- Do not assume that international and bilateral development organisations that support media development and MIL will readily understand how MIL enables media self-regulation and quality media, for example.
- Manage expectations from different stakeholder groups.
- Balance short-term objectives with long-term impact; building trust will take time.
- Communicate that building trust in media is not an endorsement of poor quality media.
- Be creative about explaining MIL, do not assume that journalists and library and information professionals will readily understand all aspects of MIL. Strive for individual and collective commitments.

4. Celebrating Success:

- Share widely the new knowledge gained from project implementation.

- Celebrating successes also means to communicate the failures; this will help others to be even more successful.

Ensure ongoing communication among stakeholders through a People's Choice Awards, where citizens vote for the best media programme annually and the best intervention from a list of actions carried out by media self-regulatory bodies and media regulatory bodies annually.

e. From Concepts to Reality

The findings show that, when asked to specify the labels used for information literacy, media literacy and technology literacy courses, 26% of the experts/practitioners noted media literacy, 20% information literacy, 33% media and information literacy, and 6% noted digital literacy. A deeper look into those findings would raise the questions as to whether these are mere labels. Is the content of these MIL related courses actually changing to reflect an integration of information, media, and technological competencies? UNESCO has been supporting many initiatives where stakeholders are actually redesigning the content of their programmes.. Even at the higher education level, there is need for more interdisciplinary learning in journalism education, library and information studies. Mecklin (2014) illustrates this point in commenting on knowledge-based journalism when he observes, "higher degree has been a master's in journalism focused on journalistic training and technique, not acquisition of knowledge in other subjects. In some sense, it is reasonable to say that mainstream journalists today are often highly educated, without being deeply knowledgeable". Linde (2010)

gave even more nuanced arguments when she suggests that MIL (media literacy modules) should be incorporated in journalism and media studies curricula to empower and bring closer together both media professionals and media users. We used MIL, instead of Linde's reference to media literacy, as one could argue that information literacy and digital literacy modules should also be assimilated into journalism education. The Association of College and Research Libraries supports this proposition in approving a set of Information Literacy Competency Standards for Journalism Students and Professionals. The reverse applies as well. Libraries and information courses are slowly including technological modules but what of media related modules? Herein lies demonstration of the institutional dimensions of the MIL Expansion theory of change expounded in this dissertation. A closer look at interdisciplinary content changes to traditional information/media/technology courses requires further study.

83% of experts indicate *universities* as the most active actors promoting MIL. This is followed by *NGOs/civil society* validated by 70% of experts and *governments* as reported by 55% of experts. This reflects rough findings in one of the only two large scale studies carried in relation to these issues. As mentioned in earlier in both complementary research studies were undertaken in Europe. In the one executed by by Frau-Meigs, Flores et al. (2014) in Europe, they found *civil society* was actively involved MIL related policies and strategies in Europe at an *Advance Stage* 15 countries, *Fully Present* in 4 countries, and at an *Initial Stage* in 9 countries of the 29 European countries surveyed. *Public sector* (government) in their research was treated under *Funding* sources for MIL related actions. In that context of involvement, public sector was *Fully present* in 1

country, *Advance Stage* in 6 countries, and *Initial Stage* in 18 countries of the 29 European countries surveyed. In respect to corporations involvement as MIL actors, only 9% of the experts surveyed validated their active role. When combined with international foundations (21% of experts validated) it might give a clear picture, given many international foundations and financed by corporations. This is low in contrast to Frau-Meigs, Flores et al. (2014) findings which indicated *Progressing* or *Stable* trends in private sector involvement in the context of *Funding* and as *Other Actors*. Finally, the indicative low involvement of international development organizations (validated by 30% of experts) provides an important opportunity for development cooperation and a common or collective United Nations response to MIL development

In the preceding discussion, we have integrated some areas and issues for further research. Presented below are other areas and opportunities for further research.

MIL Expansion (MIL^x), as a potential theory of change on MIL was substantially discussed in Chapter 2 and referenced in terms of its suggested theoretical and practical applications. More research is needed to explore, if the planning and implementation of interventions connected with MIL Expansion can lead to more impactful diffusion of MIL.

While research studies have shown that people who are exposed to MIL become more critical of information and media content, there are three major challenges. First, people still do not always understand or recognize and embrace the importance of information and media in democracy and development. Second, the diffusion of MIL

competencies has not been innovative in ways that complement only technological applications. Third is the challenge of how to organize information and communication of inner, intra, and intergroup as well as institutions. We have outlined a strategic way forward, which was developed in cooperation with other researchers, for further reflections. In our opinion, the joint research and development proposal could result in addressing the challenges in media, information and communication and contribute to achieving the promises of the sustainable development goals (SDGs). It is widely documented that women's participation in media, access to and use of information and communication as well as technology is well below those of their male counterparts in most of the world. The proposed research and development study will have a specific strand to explore evidenced-based approaches to use MIL as tool to promote women's rights, women empowerment and gender equality online and offline. In other words, the study will seek to enable MIL expansion among specific groups of women, women organizations, and women in general.

In addition to the potential contribution of the proposed research and development on MILx to the achieving the SDGs, the MIL^x is designed to contribute long-term changes in people's community lives by:

- 1) Expanding citizens', audiences' and users' chances to self-actualize and participate in sustainable development through MIL Expansion and MIC, pursuing equality between minority groups and majority or more dominant groups;
- 2) Informing and engaging at local or community level and global simultaneously;

- 3) Sensitizing and engaging groups based on ethics, culture, community, age and gender; and
- 4) Growing institutional take-up and diffusion on MIL within and without, leading to the development of “MIL cities.”

Two other suggestions for further research are relevant here, in light of the of the different views about what helps the youth to learn more in online MIL courses and the most effective modalities for teaching MIL in general. One, further research is needed to investigate experts’ views on the effectiveness of the use of technology to teach MIL in classrooms and face-to-face workshops. Two, further study is also needed to ascertain whether a blended approach to teach MIL would be advisable by experts/practitioners and whether such combination of modalities would yield better results.

Futhermore, many of the youth surveyed reported that they had had experiences where their FOE, FOI were violated and that they were discriminated against because of their cultures or religions. Another avenue for further research is to investigate into youth experiences in these situations, including the nature and reasons for youth inaction to seek redress when their rights are violated. Similarly, over 40% of the youths surveyed said that they belonged to groups that promote freedom of expression, FOI, ICD, and

IRD. The types of groups these youths are involved in, where they exist, the impact of their actions and other related issues provide opportunities for future research.

There is a sentiment among the youths that pursuing a career in FOE is a risky or a life-threatening career. Further research is needed to empirically investigate such issues as the sources, rationale and possible implications of such sentiments for the sustainable development of MIL. In the findings related to FOI, ICD and IRD, national security issues and concerns about physical harm were dominant in the minds of the youth when the threat was related to or could be instigated by another person, a foreigner, for example. Those findings suggest another area for further research into these issues and their implications.

Following social developments in the world, the interest of countries around the globe in and the necessity/demand for MIL for all have grown. In light of the increased demand, global partnership among the international development community warrants attention to accelerate the process and increase people's access to MIL learning. Sustaining momentum at national levels requires a collective response. However, MIL is currently not on the international development agenda. Future operational actions/policies should include cooperation within the United Nations System and with other international and regional development bodies that could help to address the reactive trend in satisfying people's information need by empowering them with media and information literacy competencies.

Further research is necessary to sustain the momentum to stimulate empirical evidence into why the traditional top-down approaches (national, governmental, and community levels) to disseminate MIL across the world are not as rapidly effective as expected. Operationally, stakeholders should also explore innovative ways to promote MIL. UNESCO and partners have proposed the “MIL Cities” initiative to enable non-traditional stakeholders, including city mayors, election networks, policy makers and planners in transportation, health, entertainment, housing, hotel industries, public and commercial spaces, as well as other players in city-life, to creatively promote MIL learning. A key point here is how cooperation can lead to the expansion of MIL not only to individuals but also to different social groups (refugees, children, migrants, those affected by disaster, those who are susceptible to crime, drugs and violence) as well as institutions. An illustration is provided below:

Table 25 Integrating MIL into International Development Issues/Programmes

International Development Issues/Programmes	Justification/Proposed Strategic Engagement
Human rights	MIL is a nexus on human rights. This means that, for people to effectively enjoy the full benefits of HR, they need basic information, media and technological competencies to search, investigate, and advocate for these rights in online and offline platforms. Whether it is people’s rights to privacy, freedom of expression, freedom of information, cultural expression, gender equality or quality education. MIL competencies contribute to people’s ability to think critically about these rights and empower them to engage in HR defense. Many international development partners are permanently involved in human rights education. The strategy envisioned is to partner with them in the work at the country level to: (i) integrate MIL learning in human rights education and (ii) enhance the capacity of civil society organizations to deal with HR issues through MIL, particularly as it relates to HR that are directly embedded in the information and communication landscape.

Information counselling for children and youth	Advancing MIL for children is an untapped development intervention. Experts/practitioners in MIL have noted that the earlier we start to expose children to MIL competencies, the more adept they become as they mature into adults. A strategy in working with partners that have mandate for empowerment of children and youth is to explore cooperation to : (i) to adapt, develop and use MIL resources for youth in the programme and projects addressing capacity building for children and youth; and (ii) envision innovative collaboration that can lead to developing MIL programme for specific groups of children such as migrants, those displaced by disaster or conflicts, marginalized ethnic or religious groups of children.
Governance and democracy	The missions and mandates of many development stakeholders are strongly based on governance and democracy. MIL is a new form of critical civic engagement. Many MIL experts see it as crucial to participatory development or active citizens and lifelong learning. A paper published by the World Bank explores MIL in the governance reform agenda, noting that lack of MIL and access to the news media and alternative news sources threatens the development of competent citizenry which is necessary to advance governance.
Gender equality and the empowerment of women	The importance of affording media and information literacy (MIL) competencies to women/girls and men/boys globally has received increasing and renewed attention over the past decade. MIL helps women and men of all ages to understand and recognise the power and role of media and other information providers, including those on the Internet, to offer counterbalances or reinforce gender inequalities or stereotypes. MIL enhances people's abilities to detect and counter gender stereotypes in all types of media and technological platforms. There are examples of gender-specific MIL projects around the world. A proposed operational strategy is to deepen cooperation with organizations to support more projects related to MIL as tool to promote gender equality.
Health and well being	People are depending more and more on online information for actions related to their health and life-style practices. Experts are projecting that, with the rapid development of artificial intelligence, people around the world will be increasing

	interacting with “automated experts”. Research has shown that people, especially the youth, do not possess the competencies needed to verify the information sources that they access for health related information. There is also a strong body of literature on MIL and health. A proposed strategy then is to engage with national, regional and international health organizations to develop and support projects which use MIL in public education about health issues.
Environment and sustainable cities	MIL is an antecedent for all forms of social literacies, including health literacy, environment literacy, and intercultural competencies. MIL is intertwined with education for sustainable development. A suggested strategy to stakeholders is to explore cooperation with planners of environmental education programmes and build synergies with MIL programmes at the local level.
Intellectual property rights and Open Educational Resources	Improving people understanding of intellectual property rights, fair use, and the ethical use of information in general is one aspect of MIL learning. A possible strategy here is for MIL stakeholders around the world to seek cooperation with WIPO to combine efforts to strengthen the presence of these competencies in MIL programmes globally.
Migrants and refugees	In line with other suggestions above, a suggested strategy will be to partner with organizations that have this mandate to develop and implement MIL programmes for refugees and in refugee camps globally. This could be done through a pilot approach. There are examples of this in Finland and Palestine.
Housing and people’s livelihoods	International development organizations and the private sector could, in their community programmes and building projects, help to transform creatively living spaces into learning spaces for MIL. This could be linked to the proposed MIL Cities Initiatives.

f. Social Media for Creative MIL Learning

According to ITU's ICTS Facts and Figures for 2017, 70% of youth in the world are online. Social media has become a place where a lot of learning takes place. In October 2016, this researcher conceptualised and led the development of a social media innovation call *MIL CLICKS*. The acronym *MIL CLICKS* stands for Media and Information Literacy: Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability. *MIL CLICKS* draws on Bandura's (1977) social learning theory related to the age of social media (Deaton, 2015); connectivity theory (Besa, 2013), and the theory of social constructivism (Ehrhardt, 2010). *MIL CLICKS* attempts to aggregate easily digestible MIL learning content on social media, while creating and disseminating new micro-learning content. *MIL CLICKS* is designed to reach more young people online. It is a way for people to acquire MIL competencies and become peer-educators in their normal day-to-day use of the Internet and social media in an atmosphere of connecting, browsing, socialising, and playing.

There are two other components of the *MIL CLICKS* innovation. One is *MIL CLICKS* Space and the other is the *MIL CLICKER PACT*. It applies the theory of critical youth empowerment (Jennings, Parra-Medina, 2006) where individuals, in particular young people, are engaged as co-creators and leaders. The *MIL CLICKER PACT* is a self-commitment of youth to certain critical thinking behaviour, based on some established principles and actively engage to disseminate *MIL CLICKS* related content online and offline. The *MIL CLICKER PACT* is presented below.

MIL CLICKS* PACT

Think Critically and Click Wisely

I am a MIL CLICKER, I pledge to REVIEW before I click, post, and share:

Rights: I recognise that I am a global citizen** with rights and agency online and offline. I am aware that my online posts can have both visible and unknown consequences for me or towards the rights of others. It is important to think critically before posting and sharing. Even if I make a mistake, I will act ethically and correct it.

Education / Economy: I recognise that I am part of a global village and economy. I understand that my full literacy includes being information and media literate. Therefore, my self-empowerment through the pursuit of information, media and technological competencies can contribute to peace and sustainability of my country, region and the world.

Voice: I commit to sharing my voice and acting as a peer-educator of media and information literacy for all. I will advocate and pursue creativity and self-expression, and drive positive development-oriented conversations in online and offline spaces.

Intercultural dialogue: I am aware of different cultural and religious views as well of various beliefs that other people have that may not align with mine. I respect our differences. I will try to see things from the perspective of others though I may or may not agree with them. I see MIL as a tool to enhance my rights, and that of other people to make informed decisions to engage in intercultural dialogue and cultural understanding of people. As a media and information literate person, I will commit to a dialogue that does not spread hate.

Ethics: I will not share information that I know not to be true/factual. I am a respecter of others' privacy, their rights online (including their intellectual rights), and I will use ethical judgments when sharing and posting content. Whenever sharing content from others, I will include references and allow readers to access the source of my comment and make their own judgment.

Wise clicking for women and men: I recognise that the information, media, technological and communication landscape concerns women and men of all ages equally. I understand that MIL is a tool to promote gender equality. I commit to using my MIL competencies, when acquired, to advance the equal rights of women and men of all ages – as far as I am able and have the opportunity. I commit to applying media and information literacy knowledge, skills and attitude when assessing information online or offline and sharing it further with my friends and family.

* Media and Information Literacy: Critical-thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability

** Citizens here should be taken to mean individuals identified with metaphors of citizenship.



Source: UNESCO MIL CLICKS¹.

SECTION 4: AUTOBIOGRAPHIC REFLECTIONS

Living and life are big research projects. As a teacher and a professional learner/student, I resolve that teaching and learning are big research projects. Undertaking this research has been one of the most enlightening journeys in my life. I have learnt so much that I believe this experience will continue to be instructive up to the time of my death. I have come to appreciate the nature and characteristics of research. It starts in one place but then opens up many other paths of pursuit. It requires attention to details; it is not as linear as I anticipated, not as orderly as I always wanted it to be. I came to accept that I do not have full control or full information and to appreciate the many emotions that this research process stirred in me but also my wife and our sixyearold son who became

as invested as I was in the process and findings. Sometimes, I was excited, other time frustrated, overwhelmed, fascinated by the findings, insights and new knowledge, sometimes feeling that the end seems not to be in sight, and most times full of faith and hope. I can push harder.

Undertaking this research was a humbling experience. It reminded me that we need others and that collaboration is indispensable to effective research. I have reinforced my appreciation of the guidance from experts and professionals who have travelled this journey many times over. The choice of themes/subjects, coupled with the research process and completion, enabled and reinforced my attitude and beliefs not only in the importance of MIL and the invaluable nature of FOE, FOI, ICD, and IRD but the broader need for dialogue, including academic and professional dialogue; dialogue with and among experts and practitioners, all stakeholders and the central place of youth in development.

I have also changed my attitude to all kinds of research, including those that are commercially related and often encountered online. In the past, I was always willing to help others in carrying out their research by agreeing to an interview or completing a questionnaire but too often, I felt that I was too busy. Now, a request comes, and based on its salience, I act. I realize that failure to act, to respond to contribute is tantamount some times to withholding needed knowledge that could help many through research findings carried out by whichever actors.

I have worked and studied for almost all my adult life. Well, even before adulthood because poverty required selling newspapers on weekends and some days after school to secure lunch money for the following days. Professionally, I have been working and studying for the past 28 years, almost without breaks. However, this is the first time that I have the privilege to integrate my professional area of work, MIL, with empirical research. I have come to appreciate more how indispensable research is to be successful in any work that I do. This leads to my final point in these reflections, ethics.

I have always been someone that valued ethics. My integrity is more important to me than any form of wealth, status or recognition. Journeying through this research process has taught me new things about information ethics and research ethics. Yes, I must recognize ideas that I got from elsewhere. I can be inspired by someone else's work and it is fair to acknowledge that inspiration. I am always borrowing or building on another person's work – not many research studies are completely new. I must respect the view of those who participated in the research, even if I disagree with them. Most important, I must communicate the facts as they have emerged from the research, even if they might be totally contrary to what my experience tells me. Finally, I have learnt that I was not the only one that carried out the research or responsible for its success. It is every young woman and man (experts in their right at least of their experience - phenomenological) as well as every expert/practitioner (men and women) that responded to the research tools.

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ANNEX 1

MILID Tutor Feedback

1. In two sentences could you please comment on the quality of the course content and the attempt to integrate information, media, digital and cultural competences (knowledge skills and attitude) in one course.
2. In your interaction with students and marking assignments and journals what one thing stood out to you about how the students were interacting with and responding to the course content?
3. What would you change about the course design and its delivery?

Tutor	Question 1	Question 2	Question 3
Joseph Onyango	In general, I rate the MILD course content and knowledge skills very high, actually 9/10, it was impressive as the depth of information knowledge the students/tutors had to engage in down the course was huge and challenging, Its further	There are several categories of students in terms of expectations, those clinical enough who not only expect direct answers but also tries to think or do a bit of research. Meanwhile others could not cope up instead decided to drop out because of the MILD demanding	I think its delivery is perfect, i would only increase the period of the course, may be adjust from three - six months for those who are engaged elsewhere or slow runners.

	demonstrated on the huge number of students/tutor who registered but dropped down the course before completion, it was never a walk into the park affair.	nature; it's a course for committed students.	
Siobhán Hawke	I think there was too much competition between the differing competencies: a better division might have been Information and digital And media and cultural.	The students who engaged most with the material (rather than tick boxing their way to the end of it!) really seemed to take on board the cultural divisions aspect particularly the importance of equal rights for women _not all of them women either.	All comments from the students were positive. I thought the content design was effective with a good variety of content formats, though some of the videos were a little old. The videos of the women in Afghanistan were 2009 (I think), which seemed a little old to me. I do wonder whether there was a little too much reading in places which might pose difficulties if English is your second language? In particular the extension reading seemed to be quite long in places.

Judith Greenall	The quality of the course content was excellent. A good foundation of the core concepts plus some challenging and inspiring videos.	The one thing which stood out to me was that the engaged students were enthusiastic and willing to keep trying.	I was happy with the course design. I think the assignments needed more explanation about what was expected. I found the Moodle platform a bit tricky at first but got used to it. I found the staff at UNESCO and Athabasca very responsive, supportive and helpful. It would have been great to have more course information in advance and to have had a tutor 'handbook' outlining how it would all work. I realise this was not possible because it was a pilot course.
Christopher Walker	On the whole I thought that content was good, with at times a few inconsistencies. I did have one or two problems with some of media content most likely due to IT setup within my University. Sorry I can be specific, as it was pre –summer	Those who really wanted to do well threw themselves into the course and communicated regularly with me. I know that in at least two cases the cause caused them to be reflective.	I found the VLE cumbersome and not very intuitive and some of the instructions/assignment requirements were not clear and cause some confusion.

	break!!		
Cindy Gruwell	I liked the scope and subject matter for the course. I do think it was rather challenging for students who have limited English, they seemed to miss some of the nuances.	Working with them was an absolute pleasure, they were polite and respectful even when I told one that he'd have to redo the assignment for the 3rd time. The students seemed to feel honored that we as mentors were taking the time to work with them...quite humbling.	I think the delivery is ok, though they would seem to benefit from simpler explanations of how to do the assignments. I think more detail is needed about "original" work. I had a couple cut and paste and not sharing their thoughts. Much like our F2F students, some felt compelled to tell us what we wanted to hear.
Sammie Neshuku	The course content was okay, information on it was probably too much for students to consume especially information wise, but its a great attempt to have all course content. It was a bit short to complete considering the amount of information it has since in every chapter there were crucial information for students	when marking, i learned the student's knowledge of culture and media influence, both of them understands how their culture is affected by the media and how information is transferred from media, they both understands the media literacy course very well, one thing stood out is Media transparency. Many of them believe the information in the	Maybe they can split the course contents into two courses like Digital alone, and then cultural competences and Media together. But overall it was a great course and I myself learned a lot from it considering i wanted to venture into digital. I would also like to see this as a yearly course, i know people will get boring but having fewer

	to pick up.	media is overhyped by certain characteristics.	intakes, serious tutors it would go all along to 12 months with some two breaks on the way.
Niina Koo	The quality was really good, the material diverse and contemporary. I was missing another view on the term 'culture', however, since there are so many good definitions for it- not just media culture, study culture and national culture.	It was interesting to see so many different takes on a similar topic! they learnt a lot from each other.	Probably not, it seems clear and coherent to me. And to my group's students, too, I think. They followed all the topics well.
Amanda Jefferies	A very few contributed extensively to lively online discussions, it's not clear how many were following and choosing not to post - from my group very few logged on after the first couple of weeks.	A very few contributed extensively to lively online discussions, it's not clear how many were following and choosing not to post - from my group very few logged on after the first couple of weeks. Getting across the importance of referencing your work accurately i.e. more than just a couple of words at the end of the paper, is I suggest, central for future runs of	1. A longer course time set from the start - it's a lot of extra time to find suddenly when they start the MOOC even if their initial commitment is only for 6 weeks. 2. A section on what plagiarism is and how to avoid it 3. Clarify the expectations of student participation - can they set a regular time online week by week. It's a common

		<p>the course to help students become more professional for their future employment. Copying and pasting without attribution is plagiarism but students have not necessarily been taught about the importance of being able to compose their own contributions. This may also be a cultural issue where they have previously learnt that using your tutor's words is the way to gain a good mark.</p>	<p>problem with MOOCs as we all know.</p> <p>I will be very interested to see details of the stats and feedback from the course, please.</p>
Aura A. Fluet	<p>I thought the course content was very comprehensive and current in its treatment of the subject matter. Very professionally presented!</p>	<p>As expected, some students dug deeper than others. Also, many were confused with the directions, this is a perennial problem with online courses.</p>	<p>I think the delivery and design were fine. Some work on simplifying assignment directions might be helpful. Also, not directly related to the question but from the perspective of a volunteer it would have been very helpful to have a printed copy of the materials, assignments etc beforehand to review and become familiar with the course content. I</p>

			found it difficult to remember to copy all the content and read it before students began submitting their work. It was difficult to keep up, this in the end was why I had to drop out.
Seyi Osunade	The quality is good and the attempt to integrate was excellent. A critical look at the communication framework and implementation was encouraged by the course.	The responses were intriguing to me, because the differences in culture had an impact on the information, media and digital development of each country. Students could analyze the framework of communication in their country and identify areas for change. Most students had limited Internet access.	Make the class sizes smaller and maybe allow students to choose their instructors.
Mona AbdelFattah Younes	It is a big task to incorporate all those concepts into one single course. In my opinion, there is too much in there. "Less is more", I do believe if the course had just half of the concepts, this would have had more impact on	Students liked the videos very much, they disliked the forum. They were more engaged when there were examples of specific cultures and issues. The more they were asked to related the new concepts to their own experience,	MORE VIDEOS, or multimedia-rich content is needed.... My suggestion would be to have also animated videos (I mean something like this:) https://www.youtube.com/wat

	<p>hte learners, esp. the newly coming into the field. I think priority (due to circumstances) should be to issues related to Cyber Safety, gender, intercultural dialogue and the "online" respect to the "other".</p>	<p>the more they "got it"(= understood, grasped and comprehended the new concepts).</p>	<p>ch?v=c1jzNUC-T8Y&feature=youtu.be</p> <p>I would arrange the form more differently, either around the groups, so that each can interact together or more around concepts...It is quite messy at the moment.</p>
<p>Mariángel</p>	<p>The quality of the course was excellent, because it not only provided students with theoretical information but also it had interesting suggested activities to help students apply what they had learned. I think that the differences amongst the quality of students' assignments and journals were based mainly on their prior knowledge on the topics and in some cases on their command of English (as a non-</p>	<p>I could notice that those students who were studying or actually being journalists got a deeper and more critical understanding of the contents and they were able to show how to apply the concepts to their own contexts. (I don't know if all of them were journalists, but it was curious that those who showed a critical understanding of the contents made it explicit the fact that they were journalists in their assignments).</p>	<p>It was positive that you extended the deadline of the course. I have had many experiences in online courses and I think that one of the main factors that affect students completion of the courses is strict deadlines. I think that one possible solution would be to consider that if a course would take three months to be completed, at least one more month should be given to</p>

	<p>native speaker of English I can tell that in many cases people understand and learn more than what they can actually show in words).</p>		<p>complete it. Another important issue is that students feel supported throughout the course, through frequent contact with tutors, with quick answers to their questions, and with notices about news and deadlines. From my perspective, I think this course has fulfilled with all these requirements, even your answers to us, the tutors, were very fast and effective.</p>
<p>Sarah Gretter</p>	<p>I think the course did a great job at addressing the importance of MIL in today's world. This could directly be observed in students' knowledge and attitudes towards MIL in the discussion forums and in their journal responses.</p>	<p>I think that the journals were a powerful tool for students to explore their individual relationship with MIL. In many students' work, I could see the development of their critical thinking. The journals are a great place for them to explore MIL and the role that it plays in their personal lives.</p>	<p>The only thing that I would change might be the delivery/navigation of the content. Some of it did not seem to be intuitive to students.</p>

Ogova Ondego	The course is well designed and integrated. Combining Media and Information Literacy with Digital and Cultural competences makes it much more relevant and contextualised.	The students appeared to be quite enthusiastic about MIL and I particularly liked how they related what they were learning to their own lives in their own countries.	I think the course is well thought out and designed.
Antonio Lopez	In general I thought the content was pretty good. The navigation was confusing to me, so sometimes it was hard for me to find the right order of links and to figure out if I was in the right sequence.	For some reason none of my students did the assignments. When I reached out to them, many said they had difficulty with their internet connections or were too busy with other commitments.	I would make a few changes. For one, I would limit the number of forums. I would restrict anyone from creating a forum. There were just too many and it was really hard to follow. In general, my big issue was the organisation of the web site. I found it really difficult to find the pages I needed. I would greatly simplify the organization and reduce the number of pages.
Liliana Costa	In my opinion, the course encourages students to develop critical thinking skills towards the	Students have brought their cultural backgrounds, context and daily concerns in their countries to	I would use another learning platform (easy-to-use, more directed, which integrated the

	<p>use of media. Such debates on free expression, ethics, access to information and strategies used in advertisement are crucial to contribute to civic awareness and a more participatory society.</p>	<p>the online course, aiming at discussing it in terms of the role of media and information literacy. They have also responded to content provided via course discussions and thus established social and cultural bonds with other members of the course.</p>	<p>use of social networks – e.g. Twitter, webinars with questions through twitter, Facebook, etc.) (Share the same digital space with students). I would also discuss “Ethics in Information and Communication Society” in detail.</p>
Ana C. Uribe	<p>I think it was a good mixture: probably a stronger use of different media will also help to strenghten the course itself.</p>	<p>It was very interesting to me to see how different the answers from the students in Africa was to the ones I have in Europe. This means a great deal of learning for the tutors themselves.</p>	<p>I know that one of the great challenges of MOOC design are the platforms: I didn't find it particularly difficult, nor easy. That can still be improved. From other MOOCs, also, I think that maybe having interactive "sessions" via Skype or Periscope could be useful - or even live chats.</p>
	<p>I found the course combination so good. In the first place I was actually wondering the connection between the sub</p>	<p>That in many countries there are constitutions with media and other democratic laws but constitutionalism of the laws is still</p>	<p>Probably, that the course should run for more weeks to give time to all students to complete. This suggestion is as</p>

	topics but later on I then realized the relationship.	far long way to be achieved. Most students were actually looking towards the good use of the course to change the status quo.	a result of the fact that some students were claiming to have faced challenges but when they tried to do the course it was already late to complete.
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ANNEX 2

QUESTIONNAIRE FOR EXPERTS/PRACTITIONERS IN INFORMATION AND MEDIA LITERACY OR MEDIA AND INFORMATION LITERACY (whichever juxtaposition is preferred by the reader)

Thank you for agreeing to complete this questionnaire. Your response will help UNESCO to gather data about socio-economic factors driving media and information literacy in different countries of the world and what competencies are prioritised.

We are inviting experts, practitioners, teachers or policy makers involved in the field of media and information literacy to complete the questionnaire. Media and Information Literacy is a “Big Tent”, covering information literacy, media literacy, digital literacy, social network literacy, news literacy, film literacy or what many experts call media education etc.

Alton Grizzle, Programme Specialist in Communication and Information, United Nations Education, Scientific and Cultural Organization (UNESCO), prepared this questionnaire. This research is part of a PhD programme at the Autonomous University of Barcelona, Spain and is linked to UNESCO’s global actions to promote MIL among all citizens.

It is part of a larger research about young people’s access and response to media and information literacy.

Your participation is crucial. In addition to contributing to the research, your participation will help to inform UNESCO’s design and expansion of its media and information literacy programme globally.

You will need about 40 minutes to complete the questionnaire. Your contribution will remain anonymous and you will be informed about the results.

Thank you very much.

Introductory Questions

1. Name
2. Contact email
3. Select country where you work
4. Select Region
 - a. Arab States
 - b. Asia-Pacific
 - c. Caribbean
 - d. Latin America
 - e. North America
 - f. Europe
5. Select nationality
6. What is your function?
 - a. Lecture
 - b. Teacher
 - c. Researcher
 - d. Advisor to a government
 - e. Manager of an NGO/CBO involved in media and information literacy
 - f. Policy maker
 - g. Government technocrat
 - h. Independent consultant
 - i. Other -----
7. What is your level of qualification?
 - a. certificate
 - b. diploma
 - c. bachelors degree

- d. masters degree
- e. doctoral degree
- f. Other _____

8. What is the field of your qualification? (Select the two principals field that apply)

- a. information and library science
- b. media and communication studies
- c. journalism
- d. computer science
- e. education
- f. information literacy
- g. media literacy
- h. digital literacy
- i. political science
- j. social science
- k. humanities
- l. engineering
- m. other _____

9. How long have you been working in this field?

- a. less 5 years
- b. between 5 and 10 years
- c. more than 10 years

10. What is your 2 main areas of involvement?

- a. policy

- b. media and ICT
- c. education
- d. advocacy
- e. research
- f. other

11. How much time do you invest in media and information literacy related work?

- a. less than one week per month
- b. between one and two weeks per month
- c. three weeks per month
- d. four weeks per month

12. What is your main area of involvement?

- a. information literacy or library
- b. media literacy or media education
- c. media and information literacy
- d. digital literacy

13. Select 2 countries in which you have worked the most on MIL and have greater knowledge about in relation to MIL activities.

14. Select the number of articles you have published in journals, books published (including e-books), research studies undertaken, resources produced and activities developed as well as citations gained **(ALL must be related to media and information literacy)**

- a. websites developed and maintained on the topic **(Selection Field)**
- b. electronic resources developed such as online courses, learning modules (text-based), MIL related audios and videos, etc. **(Selection Field)**

- c. programme or activities developed to promote MIL e.g. library outreach activities, NGO related programmes, school extra-curricular activities such as clubs, etc. **(Selection Field)**
- d. research studies **(Selection Field)**
- e. number of articles published in journals **(Selection Field)**
- f. number of books published **(Selection Field)**
- g. number of citations gained **(Selection Field including option for do not know)**

Please provide weblinks to at least one example of your work

15. Please select yes or no for the options below.

	Recognition and MIL Involvement	Y/N
A	I have received national/regional or international awards for my work relating to media and information literacy	
B	My government has recognised my work relating to media and information literacy but not through a formal award	
C	Related media and information literacy associations or networks have recognised my work by inviting me to serve as an executive or a leader	
D	I am actively involved in community related media and information literacy activities	
E	I make presentations at 1 to 2 conferences or workshops on media and information literacy per year	
F	I make presentations at 3 to 5 conferences or workshops on media and information literacy per year	
G	I make presentations at more than 5 conferences or workshops on media and information literacy per year	
H	I have been invited and participated in experts group meetings on media and information literacy	

I	I find that my website, or electronic resources, are being copied or used by others in large numbers	
J	I have served as tutor for online MIL related courses	

Other _____

Questions on Media and Information Literacy

1. How would you rate the follow broad competencies included on media and information literacy?

	Competencies	Rating from 0-5 (0 being lowest priority and 5 being highest priority)
A	Recognise and articulate a need for information and media in personal life	Dropdown Menu 0-5
B	Understand the role and functions of media and other information providers.	Dropdown Menu 0-5
C	Understand the conditions under which those functions can be fulfilled	Dropdown Menu 0-5
D	Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs	Dropdown Menu 0-5
E	Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.)opportunities and potential risks	Dropdown Menu 0-5
F	Be able to protect oneself from risks online	Dropdown Menu 0-5

	in relation to contacts and interaction	
F	Extract and organise information	Dropdown Menu 0-5
H	Locate and organise media content	
I	Synthesise or operate on the ideas abstracted from information and media content	Dropdown Menu 0-5
J	Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium	Dropdown Menu 0-5
K	Be able to apply ICT skills in order to process information	Dropdown Menu 0-5
L	Be able to apply ICT skills in order to produce user-generated content and be creative	
M	Be able to apply ICT skills to create products for resale thus fostering entrepreneurship	
N	Be able to use ICT as a technical and critical capacities	
O	Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality	Dropdown Menu 0-5

2. How would you rank these competencies of MIL, based on your knowledge of how media and information literacy is **conceptualised and implemented in your country and region?**

	MIL Competencies	Rating from 0-5 (0 being lowest priority and 5 being highest priority)
A	Recognise and articulate a need for information and media in personal life	Dropdown Menu 0-5
B	Understand the role and functions of media and other information providers.	Dropdown Menu 0-5
C	Understand the conditions under which those functions can be fulfilled	Dropdown Menu 0-5
D	Locate and access relevant information relating to personal, educational, political, cultural, religious, and other societal needs	Dropdown Menu 0-5
E	Critically evaluate information and the content of media and other information providers, (authority, credibility and current purpose, etc.) opportunities and potential risks	Dropdown Menu 0-5
F	Be able to protect oneself from risks online in relation to contacts and interaction	Dropdown Menu 0-5
F	Extract and organise information	Dropdown Menu 0-5
H	Locate and organise media content	
I	Synthesise or operate on the ideas abstracted from information and media content	Dropdown Menu 0-5
J	Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and	Dropdown Menu 0-5

	medium	
K	Be able to apply ICT skills in order to process information	Dropdown Menu 0-5
L	Be able to apply ICT skills in order to produce user-generated content and be creative	
M	Be able to apply ICT skills to create products for resale thus fostering entrepreneurship	
N	Be able to use ICT as a technical and critical capacities	
O	Engage with media (traditional media and digital media) and other information providers for self-expression, freedom of expression, intercultural and interreligious dialogue, democratic participation, gender equality and advocating against all forms of inequality	Dropdown Menu 0-5

3. What in your expert opinion are good ways to teach MIL competencies? **Please rank these modalities from 0-5**

	Teaching/Learning Modalities	Rating from 0-5 (0 being lowest priority and 5 being highest priority)
A	Massively Open Online Courses (MOOCs)	Dropdown Menu 0-5
B	Online course such as those offered in an e-learning platform	Dropdown Menu 0-5
C	Face-face workshops	Dropdown Menu 0-5

D	Social network strategy where learning takes place in normal day-to-day online experiences	Dropdown Menu 0-5
E	At home by parents	Dropdown Menu 0-5
F	Classroom settings, through integration in the formal education curriculum and across subjects	Dropdown Menu 0-5
G	Classroom settings, through integration in the formal education curriculum as a stand-alone course	Dropdown Menu 0-5
H	Informally through media and libraries etc.	Dropdown Menu 0-5

4. How would you rank the most salient socio-economic factors influencing MIL policies and strategies in your region?

	Socio-economic factors	Ranking from 0 to 5 (zero being lowest)
A	Protecting culture	Dropdown Menu 0-5
B	Diversity, Respect, Tolerance, Dialogue, Peace, and Global citizenship	Dropdown Menu 0-5
C	Freedom of Expression and Access to Information	Dropdown Menu 0-5
D	Gender Equality	Dropdown Menu 0-5
E	Commerce, Business, Industry, Economic, and entrepreneurship	Dropdown Menu 0-5

F	Protection from risk of media and Internet	Dropdown Menu 0-5
G	Improving Quality Research	Dropdown Menu 0-5
H	Improving quality media	Dropdown Menu 0-5
I	Democracy, participation, transparency and accountability	Dropdown Menu 0-5
J	Privacy on and offline	Dropdown Menu 0-5
K	Improving quality education	Dropdown Menu 0-5
L	Promote the development of libraries	Dropdown Menu 0-5
M	Ethical use of information	Dropdown Menu 0-5
N	Keep up with the rest of the world	Dropdown Menu 0-5
O	Promote creativity among citizens	Dropdown Menu 0-5
P	Promote technological development	Dropdown Menu 0-5

Please give at least two country examples. (drop down menu needed)

5. What in your assessment are the three least influential socio-economic factors on MIL policies or strategies in your region that you think should be taken into greater consideration?

	Socio-economic factors	Select Only
--	-------------------------------	-------------

		Three
A	Protecting culture	Radio Button for Selection
B	Diversity, Respect, Tolerance, Dialogue, Peace, and Global citizenship	Radio Button for Selection
C	Freedom of Expression and Access to Information	Radio Button for Selection
D	Gender Equality	Radio Button for Selection
E	Commerce, Business, Industry, economic, and entrepreneurship	Radio Button for Selection
F	Protection from risk of media and Internet	Radio Button for Selection
G	Improving Quality Research	Radio Button for Selection
H	Improving quality media	Radio Button for Selection
I	Democracy, participation, transparency and accountability	Radio Button for Selection
J	Privacy on and offline	Radio Button for Selection
K	Improving quality education	Radio Button for Selection
L	Promote the development of libraries	Dropdown Menu 0-5
	Ethical use of information	Radio Button for Selection

M		
N	Keep up with the rest of the world	Radio Button for Selection
O	Promote creativity among citizens	Dropdown Menu 0-5
P	Promote technological development	Dropdown Menu 0-5

Please give at least two country examples. (dropdown menu needed)

6. Please list one country which do not have national MIL policies but where governments or NGOs are actively involved in funding or supporting MIL related activities.

Describe in 100 words one examples of activities being implemented and in which country. Please provide any web links or references that you may have.

7. Is the following education/training on MIL available in your region?

	Type of Training	Available (Y/N)
	for teachers	
	primary level	
	secondary level	
	Certificate	
	Degree	
	Masters	

	Doctoral	
	periodic workshops	
	online	
	in compulsory education	
	other	

8. Based on your knowledge of one media literacy, information literacy or digital literacy curriculum, please **select the follow areas that they address.**

	Areas	Select as many as apply
A	critical analysis of information	Radio Button for Selection
B	critical analysis of media messages	Radio Button for Selection
C	understanding the news	Radio Button for Selection
D	social networks	Radio Button for Selection
E	advertising	Radio Button for Selection
F	computer	Radio Button for Selection
G	Internet	Radio Button for Selection
H	digital	Radio Button for Selection
I	conducting research	Radio Button for Selection

J	using libraries	Radio Button for Selection
K	searching databases	Radio Button for Selection
L	ethical use of information	Radio Button for Selection
M	use of mobile devices	Radio Button for Selection
N	games	Radio Button for Selection
O	freedom of expression and access to information	Radio Button for Selection
P	programming	Radio Button for Selection
Q	critical analysis of media and information industries	Radio Button for Selection
R	gender equality issues	Radio Button for Selection
S	intercultural dialogue	Radio Button for Selection
T	interreligious dialogue	Radio Button for Selection
U	quality media	Radio Button for Selection

Is the course you selected labelled as:

- a. information literacy
- b. media literacy
- c. digital literacy
- d. media and information literacy
- e. other _____

9. What are the key actors for MIL activities in your country? **Please select three**

- a. government
- b. corporations
- c. international foundations
- d. national foundations
- e. NGOs
- f. international development organizations

Please give one country examples.....

Are there associations of MIL related experts and organizations in your country?

- a. Regional
- b. National
- c. None

10. Describe any MIL monitoring and assessment/indicators programme that you know is operating in your region.

Please give one country examples of an official assessment

Youth Pre- and Post- Course Questionnaires

DAY ONE, Parts 1 and 2

Dear participants:

Welcome to the third offering of this online course designed and developed by UNESCO and Athabasca University. We hope you will find that course informative and useful. As this is the first time the course has been offered. Everything will not be perfect. However, this is a unique opportunity for you to assist us in improving it. Your comments and suggestions will help us to provide a better course for all future participants.

As part of the course, we are conducting some research that will help us to understand what knowledge, skills and attitudes people bring with them. This questionnaire is part of that research. It was prepared by Alton Grizzle, Programme Specialist in Communication and Information, United Nations Education, Scientific and Cultural Organization (UNESCO). Alton Grizzle is referred to as 'the researcher' throughout this section of the questionnaire.

Each participant is asked to complete this questionnaire. Completing the questionnaire and participating in other aspects of the research are **not requirements**, but it is very important to the success of the course, UNESCO and to the researcher that we gather this information.

The questionnaire serves two purposes. Firstly, it helps us to make a good match between the content of the course and the people who are interested in taking it. Secondly, it enables, UNESCO and the researcher to carry out a basic assessment of each participant's knowledge, skills and attitudes related to media and information literacy (MIL). This research will not only serve the course but is part of a PhD programme being pursued by the researcher at the Autonomous University of Barcelona and is linked to UNESCO's global action to promote MIL among all citizens.

Your participation in the research aspects of the course will put you in no danger. This is not a test similar to the ones done in school. You will not be graded or blocked from taking this course based on your answers on the questionnaire. Please respond truthfully. None of your personal information will be shared with anyone, excluding those persons who administer the online course.

The overall goal of this research is to gather information about Media and Information Literacy (MIL). It will explore how citizens respond to personal, social, economic, political and cultural challenges and opportunities on- and off-line after having acquired

MIL related competencies through different kinds of online courses. The research will continue over a three to five year period. You will be contacted three to four months after you have completed the course to do a second questionnaire. You can choose to withdraw from the research at any time.

The questionnaires are meant to be completed over three days:

DAY 1 – Parts 1 and 2

DAY 1 - Part 1

Personal Information

1. What is your First name?

2. What is your Last /Family name?

3. How old are you?
 - a. 14 –16
 - b. 17 – 19
 - c. 20 – 24
 - d. 25 – 30

4. What is your gender?
 - a. Male
 - b. Female

5. Please provide a valid email address. _____

(If you are 17 and under, please provide the email address of the organization that recommended you, or the email address of a parent or guardian)

6. Which device are you mainly using to access the course? (Choose one)

- a. desktop computer
- b. laptop computer
- c. mobile phone
- d. tablet
- e. other _____

7. In which languages are fluent? (Check any that apply)

- a. English
- b. French
- c. Arabic
- d. Other _____

8. Which country do you live in?

9. Do you live in a city (urban) or a rural area?

- a. rural
- b. urban/city

10. Do you agree to participate in the research mentioned at the beginning of this questionnaire?

- a. yes
- b. no

11. What is your status?

- a. in school
- b. working

- c. in school and working
- d. neither in school nor working

12. What education level do you have?

- a. secondary/high
- b. certificate/diploma
- c. first degree
- d. Masters degree
- e. PhD

13. If you are in school, is your primary course of study related to:

- a. media
- b. information/library studies
- c. communication
- d. ICTs
- e. journalism
- f. education
- g. other, please specify _____

14. Have you previously completed a course related to: (Check any that apply)

- a. media literacy
- b. information literacy
- c. media and information literacy
- d. ICTs Skills/Digital Literacy
- e. communication
- f. video production
- g. media theory/research studies

- h. information systems library studies
- i. No, I have never completed courses related to the above subjects.
- j. Other, please specify _____

15. If you haven taken any course(s) listed in the question above, how long was the course?(Check any that apply)

- a. less than one week
- b. 1-4 weeks
- c. 1-2 months
- d. 3-6 months
- e. 7-9 months
- f. 1 year or more

16. The decision to take this online course was mine and I was not forced by anyone.

- a. yes
- b. no

17. This is my first time taking an online course.

- a. yes
- b. no

18. What do you think helps you to learn more through an online course? (*Please select those that apply*)

- a. video lessons
- b. video about real life situations that are related to the lessons
- c. images

- d. live online presentations from tutor
- e. text on screen
- f. audio files that accompany the text
- g. a combination of text and image on screen
- h. downloadable materials that I can read away from the computer
- i. learning at my own pace without instruction from teachers or tutors
- j. feedback from tutors on assignments
- k. discussion with others in such activities as wiki discussions
- l. Journaling, writing about my experience as I go through the course

Day 1 - Part 2

Media and Information Literacy Competencies, Research and Critical Analysis Skills and Knowledge of Media Content

1. Do you use the media or information providers below? (*Select the appropriate boxes for each item*)

YES	NO		
		a. radio	[] []
		b. television	[] []
		c. newspaper	[] []
		d. newsletter	[] []
		e. book	[] []
		f. magazine	[] []
		g. library	[] []
		h. archive	[] []
		i. online radio	[] []
		j. online television	[] []
		k. online newspaper	[] []

l. online library [] []

2. Do you use/own any of the media or devices below? (*Select the appropriate boxes for each item*)

OWN

USE

m. cellphone [] []

n. cd player [] []

o. computer [] []

p. digital camera [] []

q. digital camcorder [] []

r. dvd player [] []

s. dvd recorder [] []

t. games console (e.g. playstation) [] []

u. mp3 player (e.g. iPod) [] []

v. smartphone [] []

(e.g. blackberry and pda)

k. none (own & use) [] []

3. From the list below, select the **three** media activities that you engage in most often in a given week:

a. watch tv

b. read the newspaper

c. listen to the radio

d. watch videos/dvds

e. use internet via computer

f. read books

g. play console/computer games

- h. listen to music on cd/tape recording/ mp3
- i. other (explain)_____

4. Indicate the frequency with which you have used the media to do any of the following in order to share your views about issues affecting the society.

	Many times	A few times	Once	Never
participate in a public forum	[]	[]	[]	[]
contact your government representatives about matters of concern to you as a citizen	[]	[]	[]	[]
capture current news and send it to a TV station for broadcasting	[]	[]	[]	[]
promote your culture and learn about other cultures	[]	[]	[]	[]
advocate for gender equality	[]	[]	[]	[]
write a letter to the editor	[]	[]	[]	[]
speak on a call-in programme	[]	[]	[]	[]

5. On average, how much time per day do you spend doing the following?

None Less than 1 hour 1-2 hrs 2-3 hrs 3-4 hrs over 4 hrs

a) watching television

b) listening to the radio

c) reading the newspaper

d) surfing the Internet

e) connecting with friends on social networks

f) reading books

g) read magazines

6. When faced with a decision or a challenge, you think about or do the following:
(*please select appropriate **response** or **responses** that apply to you*)

a) figure out how I can avoid facing the decision or the challenge

b) look for who can help me to solve the decision or the challenge

c) find information to solve the decision or the challenge

d) look at where or from whom can I get this information

e) locate the most appropriate person who can help me solve the decision or the challenge

f) find the most appropriate person from whom I can get the information I need

g) locate the most appropriate place to look for the information I need to solve the decision or the challenge

- h) find the most appropriate information I need to solve
- i) none of the above

7. When you need information and media content, you think about or do the following: *(please select appropriate **response** or **responses** that apply to you)*

- a) plan and write down how I will search for the information or media content
- b) ask someone where I can look
- c) locate information providers or media organisations that can help
- d) decide on the format in which I need the information
- e) none of the above

8. When you need information for **study purposes**, where do you look or go? *(please select appropriate **response** or **responses** that apply to you)*

- a. the library
- b. a book
- c. a database
- d. television
- e. radio
- f. newspaper
- g. Internet
- h. ask a friend
- i. ask teachers
- j. ask relatives
- k. social media

9. When you need information for **day to day purposes**, where do you look or go? *(please select appropriate **response** or **responses** that apply to you)*

- a. the library
- b. a book
- c. a database
- d. television
- e. radio
- f. newspaper
- g. internet
- h. ask a friend
- i. ask teachers
- j. ask relatives
- k. social media

10. Select the correct information resource to match its definition by writing the letter of the alphabet for the source on the line next to its definition. The first one (a) is done for you.

SOURCES

- a. abstract
- b. bibliography
- c. catalogue
- d. dictionary
- e. directory
- f. encyclopaedia
- g. index
- h. glossary

DEFINITIONS

Example:

a. *contains names, addresses, and telephone numbers of individuals, companies, etc.* [E]

Please Select a Source from the list above for each of the following:

A brief summary of a book, an article, or other publications []

- a. abstract
- b. bibliography
- c. catalogue
- d. dictionary
- e. directory
- f. encyclopaedia
- g. index
- h. glossary

11. Definitions

A list of all books, articles, and other materials the author used in writing a book []

- a. abstract
- b. bibliography
- c. catalogue
- d. dictionary
- e. directory
- f. encyclopaedia
- g. index
- h. glossary

12. Definitions

An alphabetical list of unfamiliar words and their meanings usually found in the back of a book []

- a. abstract
- b. bibliography
- c. catalogue
- d. dictionary
- e. directory
- f. encyclopaedia
- g. index
- h. glossary

13. You are conducting research on how youth uses the media. Which of these keyword searches should retrieve the most relevant results from an online database? (*please select only one*)

- a. youth OR media
- b. youth AND media
- c. youth NOT media
- d. youth

14. Which of the following would you **NOT** expect to find in a library's catalogue? (Check any that apply)

- a. articles found in the journals in the library
- b. the books available in the library
- c. titles of the journals available in the library

15. In order to become familiar with a subject about which you know very little, you should first consult: (*please select only one*)

- d. journal
- e. database
- f. book

- g. encyclopaedia
- h. don't know

16. You have located a book on a topic you want to research. Which section of the book will you consult to find additional resources on the topic?

- a. glossary
- b. index
- c. bibliography
- d. table of contents
- e. don't know

17. To find the most recent information on HIV/AIDS you would consult a:

- a. book
 - b. journal
 - c. encyclopaedia
 - d. dictionary

18. Indicate which of the following **best** describes articles published in a scholarly journal:

The information: *(please select only one)*

- a. written by a lay person
- b. includes a list of references
 - c. has been evaluated by an editorial board before publication
- d. contains a lot of detail

19. In your search for information on the health risks of smoking, which of the following websites would most likely provide **biased** information: *(please select only one)*

- a. a university hospital research department
- b. a cigarette company

c. a government ministry of health

20. Which of the following is **NOT** applicable when evaluating the quality of information at a website: *(select all that apply)*

a. the quick accessibility of the site

b. the author is a known expert in the field

c. the date of publication is provided

d. responsibility for the site is clearly stated

e. the website has a high quality design

21. Identify which of the following actions **violate the laws** governing copyright: *(select all that apply)*.

a. copying 10% or less of a printed book for use in the classroom

b. re-wording someone's work without acknowledging the source

c. converting an author's novel into a play for school use

d. making your own online copy of a work that is in the public domain (copyright free)

e. copying someone's licensed software onto your computer

22. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

1. I think all information provided in the news is false.

SD D N A SA

2. I think all information provided in the news is true.

SD D N A SA

3. I think it is necessary to verify the accuracy of information I receive from:

- | | | | | | |
|-------------|----|---|---|---|----|
| a. media | SD | D | N | A | SA |
| b. Internet | SD | D | N | A | SA |
| c. books | SD | D | N | A | SA |

4. When you receive information from any source, you check the accuracy of that information in these three ways:

-
-
-

23. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

5. I think it is important to select the accuracy of information that I see in social networks before sharing it with others.

SD D N A SA

6. I think that I can contribute to social change by:

- | | | | | | |
|------------------------------------|----|---|---|---|----|
| a. writing a letter to the editor | SD | D | N | A | SA |
| b. speaking on a call-in programme | SD | D | N | A | SA |
| c. participating in a public forum | SD | D | N | A | SA |

- c. donations from the public
- d. selling their products

26. Which of the following do you consider to be the **best indicator** of the intended or target audience for a media programme? (*select only one*)

- a. types of ads shown during the programme
- b. the length of the programme
- c. the time when the programme is broadcast

27. **Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:**

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

- a. Each media message has its own version of social reality.

SD D N A SA

- b. Most media messages have embedded values and points of view.

SD D N A SA

- c. **Media representations (i.e. how the media portray people and issues) play a role in people's understanding of social reality.**

SD D N A SA

d. Persons exposed to (e.g. see, read or hear) the same media message can interpret it differently .

SD D N A SA

e. As long as the media (radio, TV, newspaper, Internet) provide good content, it doesn't really matter who owns it or how it is funded.

SD D N A SA

f. There should be laws in my country that protect journalists to do their job.

SD D N A SA

g. The media (TV, radio, newspaper, the Internet) should be **free**, i.e. not controlled, have freedom of expression.

SD D N A SA

h. The media (TV, radio, newspaper, the Internet) should be **independent**, i.e. unbiased, not influenced by owners, government and other controlling bodies or persons.

SD D N A SA

i. On talk shows, some events are staged.

SD D N A SA

j. Some documentaries use actors.

SD D N A SA

k. The items of news presented on a given day consist of the most important events that took place on that day.

SD D N A SA

l. The media producer's personal beliefs are hardly likely to influence the programmes that he/she produces.

SD D N A SA

m. When an event is presented in the news, it looks the same way as if you were there and saw it yourself.

SD D N A SA

28. You tend to trust what you see/hear/read when you :

All the time Most of the time Some of the time None of the time

a. watch TV

[] [] [] []

b. listen to the radio

[] [] [] []

c. visit websites

[] [] [] []

d. look at the newspaper

[] [] [] []

29. Each of the statements below expresses either a **fact** or an **opinion**. (*select Fact or Opinion for each*).

a. Jackie Chan is the star of *Twin Dragons*. Fact Opinion

b. The best movie of 2013 was *Man of Steel*. Fact Opinion

c. One of the officials of the World Economic Forum was the President of Nigeria, Goodluck Jonathan. Fact Opinion

d. She was the best-dressed doctor in the hospital. Fact Opinion

30. Please indicate your level of agreement or disagreement with the statement below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

Do you think that all children and young persons should receive training on media and information literacy?

SD D N A SA

7. Which of the following reasons do you consider **most important** for teaching media and information literacy to young people? (select only one)

- a. to protect children from negative influence from media and the Internet
- b. to improve their ability to do research
- c. to develop critical thinking

- d. to help children become active citizens in society
- e. all of the above

Thank you for completing this questionnaire!!

Day 2

PARTICIPANTS PRE-ASSESSMENT QUESTIONNAIRE

DAY TWO, Parts 3 and 4

Dear participants:

Welcome to the third offering of this online course designed and developed by UNESCO and Athabasca University. We hope you will find that course informative and useful. Everything will not be perfect. However, this is a unique opportunity for you to assist us in improving it. Your comments and suggestions will help us to provide a better course for all future participants.

As part of the course, we are conducting some research that will help us to understand what knowledge, skills and attitudes people bring with them. This questionnaire is part of that research. It was prepared by Alton Grizzle, Programme Specialist in Communication and Information, United Nations Education, Scientific and Cultural Organization (UNESCO). Alton Grizzle is referred to as 'the researcher' throughout this section of the questionnaire.

Each participant is asked to complete this questionnaire. Completing the questionnaire and participating in other aspects of the research are **not requirements**, but it is very important to the success of the course, UNESCO and to the researcher that we gather this information. **Athabasca University will be organizing a draw for iPads. To qualify for this random draw at the end of the course you must complete all questionnaires and journals and complete the course with 65% or better.**

The questionnaire serves two purposes. Firstly, it helps us to make a good match between the content of the course and the people who are interested in taking it. Secondly, it enables, UNESCO and the researcher to carry out a basic assessment of each participant's knowledge, skills and attitudes related to media and information literacy (MIL). This research will not only serve the course but is part of a PhD programme being pursued by the researcher at the Autonomous University of Barcelona and is linked to UNESCO's global action to promote MIL among all citizens.

Your participation in the research aspects of the course will put you in no danger. This is not a test similar to the ones done in school. You will not be graded or blocked from taking this course based on your answers on the questionnaire. Please respond truthfully. None of your personal information will be shared with anyone, excluding those persons who administer the online course.

The overall goal of this research is to gather information about Media and Information Literacy (MIL). It will explore how citizens respond to personal, social, economic,

political and cultural challenges and opportunities on- and off-line after having acquired MIL related competencies through different kinds of online courses. The research will continue over a three to five year period. You will be contacted three to four months after you have completed the course to do a second questionnaire. You can choose to withdraw from the research at any time. We hope that you will stay motivated to participate and complete the course.

The questionnaires are meant to be completed over three days:

DAY 2 – Parts 3 and 4

DAY 2 – Part 3

Freedom of expression (FOE), freedom of information (FOI)

What is your first name? _____

What is your Last/Family name? _____

Freedom of Expression (FOE)

Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

a) I know what freedom of expression (FOE) is about.

SD D N A SA

b) Freedom of expression important to me.

SD D N A SA

c) Freedom of expression is important to development in my country.

SD D N A SA

d) Freedom of expression is more important than job creation in my country.

SD D N A SA

e) I think I have freedom of expression in my country.

SD D N A SA

f) If not, I think I can do something about it.

SD D N A SA

g) I have had an experience where I felt my freedom of expression was taken away.

SD D N A SA

h) I pay attention to freedom of expression debates in my country.

SD D N A SA

i) I advocate for freedom of expression **frequently**.

SD D N A SA

1. Is freedom of expression a part of your country's constitution?

YES NO DO NOT KNOW

2. Are you part of a group that promotes freedom of expression?

YES NO

3. If you have had an experience where you felt your freedom of expression was taken away, did you do something about it?

a. YES NO Does not apply

4. Where do you advocate for freedom of expression? *(please select all that apply)*

- a. school
- b. home
- c. work
- d. community
- e. Internet
- f. other, please explain _____

5. Which media do you use to advocate for freedom of expression? *(please select all that apply)*

- g. community radio
- h. national radio
- i. national TV
- j. newspaper
- k. writing letters
- l. posting on social networks. Specify which _____
- m. word of mouth

6. Do you advocate for freedom of expression in countries other than your own?

Yes No

7. **Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:**

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

- a. I think freedom of expression should be for all women, men and children.

SD D N A SA

- b. I think foreigners who visit my country should have the same freedom of expression that I do in my country.

SD D N A SA

- c. I think I should have the freedom to say anything I want on the **Internet, radio, TV, newspaper**, in a story or book that I write, even if this **causes physical harm** to another person.

SD D N A SA

- d. I think I should have the freedom to say anything I want on the **Internet, radio, TV, newspaper**, in a story or book that I write, if this causes **no physical harm** to another person?

SD D N A SA

- e. I think I should have the freedom to say anything I want on the **Internet, radio, TV, newspaper**, in a story or book that I write, even if this **causes emotional harm** to another person.

SD D N A SA

- f. I think I should have the freedom to say anything I want on the **Internet, radio, TV, newspaper**, in a story or book that I write, even if this **causes embarrassment** but no serious harm to another person.

SD D N A SA

- g. I think I should have the freedom to say anything I want **face to face** to a person, even if this **causes physical harm** to that person.

SD D N A SA

- h. I think I should have the freedom to say anything I want **face to face** to a person, even if it causes **no physical harm** to that person.

SD D N A SA

- i. I think I should have the freedom to say anything I want **face to face** to a person, even if this **causes emotional harm** to that person.

SD D N A SA

- j. I knowingly say things to a member of my family that could cause her/him **emotional harm**.

SD D N A SA

- k. I knowingly say things to a schoolmate that could cause her/him **emotional harm**.

SD D N A SA

- l. I knowingly say things to a co-worker that could cause her/him **emotional harm**.

SD D N A SA

- m. I think freedom of expression gives me the right to post information that I know to be false on the Internet.

SD D N A SA

- n. I think I have the right to publish information that could threaten the security of my country.

SD D N A SA

- o. I think journalists and the media should have freedom to report the news and broadcast or publish information.

SD D N A SA

- p. I think libraries, archives, and museums should be places where freedom of expression is practised.

SD D N A SA

- q. I think the Internet should be regulated, meaning control by governments through laws and regulations.

SD D N A SA

- r. I think my government should ensure the safety of journalists in my country.

SD D N A SA

8. Would you pursue a career in promoting freedom of expression?

i. Yes No

ii. Please state why

DAY 2 - Part 4

Freedom of Information (FOI)

9. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

a. I know what freedom of information (FOI) is about.

SD D N A SA

b. Freedom of information is important to me.

SD D N A SA

c. I think freedom of information is important to development in my country.

SD D N A SA

d. I think freedom of information is more important than job creation in my country.

SD D N A SA

e. I think freedom of information exists in my country.

SD D N A SA

f. I think freedom of information does not exist in my country, but I think I can do something about it.

SD D N A SA

g. I have had an experience where I felt my right to freedom of information was not respected.

SD D N A SA

h. I pay attention to freedom of information debates in my country.

SD D N A SA

i. I advocate for freedom of information frequently.

SD D N A SA

10. Is freedom of information part of your country's constitution?

YES NO DO NOT KNOW

11. If you have had an experience where you felt your freedom of information was taken away, did you do anything about it? (Please enter your comments)

YES NO Does not apply

12. Are you a part of a group that promotes freedom of information?

YES NO

13. Where do you advocate for freedom of information? *(please select all that apply)*

- a. school
- b. home
- c. work
- d. community
- e. Internet
- f. other, please explain _____

14. If not, would you consider getting involved in a group that promotes freedom of information? **((Please state why or why not in comments))**

YES NO (comment box)

15. Which media do you use to advocate for freedom of information? *(please select all that apply)*

- g. community radio
- h. national radio
- i. national TV
- j. newspaper
- k. writing letters
- l. posting on social networks (specify which in comments)

- m. word of mouth

16. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

(Select only one response)

a) I advocate for freedom of information in countries other than my own.

SD D N A SA

b) I think the right to freedom of information should be the same for all women, men and children.

SD D N A SA

c) I think I should have the right to access government-held information, even if this **causes physical harm** to another person?

SD D N A SA

d) I think I should have the right to access government-held information if this causes **no physical harm** to another person?

SD D N A SA

e) I think I should have the right to access any information held by my government, even if it threatens the security of the country.

SD D N A SA

f) I think I should have the right to access any information held by my government, even if this **causes embarrassment but no serious harm** to another person.

SD D N A SA

g) I know how to use freedom of information laws in my country to access government-held information.

SD D N A SA

h) I think journalists and the media should have a right to freedom of information.

SD D N A SA

i) I think libraries, archives, and museums should be places where freedom of information is practised.

SD D N A SA

17. Do you think foreigners who visit your country should have the same right to freedom of information as you do in your country?

YES NO

Specify why _____

18. Have you ever used the freedom of information laws in your country to access government-held information?

YES NO

19. Would you pursue a career in promoting freedom of information? (Please specify why or why not in comment?)

YES NO

This is a short survey asking questions related to hate speech and extremism.

20. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree (Select only one response)

- a) I think extremist groups should be free to post videos and other material aimed at radicalization of others on the Internet.

SD D N A SA

- b) I sometimes watch videos or read material posted on the Internet by extremist groups.

SD D N A SA

- c) During my day-to-day browsing of the Internet I have inadvertently (by accident) encountered videos or material posted by extremist groups.

SD D N A SA

- d) I sometimes share videos posted on the Internet by extremist groups with my friends on social networks.

SD D N A SA

- e) I know how to respond to hate speech and extremist material that I may encounter on the Internet.

SD D N A SA

21. If I encounter hate speech or extremist material on the Internet I would (Select all that applies to you)

- Ignore them

- Share them with friends

- Talk to someone about the materials and how they make me feel.

- Post a negative comment attacking the person who is responsible for the hate speech or these materials.

- Post positive comments or other multimedia material offering a different view from the hate speech.

- Report the hate speech to the authorities.

- Other

22. On which platform do you most frequent accidentally encounter hate speech?

- FaceBook
- Youtube
- Twitter
- Blogs
- News networks websites
- Other

23. What do you think could likely cause young persons like yourself to be drawn to hate videos and other extremist content on the web?

- The excitement they offer.
- The hope they give.
- The fact that other friends in their social group are watching as well (peer pressure).
- Search for identity.
- The fact that they are prohibited to watch them.
- Wanting to be different.
- It is trendy to do so.
- They fantasize about doing cruel things.
- Other

24. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree (Select only one response)

a) I think that I have the competencies to assess messages being transmitted in extremist videos and material online.

SD D N A SA

b) The Internet, media and mobile technologies provide more risks to propagate (make more widespread) hate speech and extremism than opportunities to squash them.

SD D N A SA

25. As a young person what do you think leads other young persons to radicalization and extremism?

- cultural issues
- religion
- poor governance
- freedom of expression
- fight for freedom by those oppressed
- fight for freedom by those who want control
- discrimination
- hate
- media biases
- big businesses and politics
- misinformation
- disagreement over different versions of history
- disagreement between races
- disagreement between ethnic groups
- inequalities
- differences in values
- none of the above
- I do not know

07.

Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree (Select only one response)

a) If you know what media and information literacy is all about, do you think media and information literacy can help young persons to protect themselves from radical or extremist groups and to counter hate speech online?

SD D N A SA

Thank-you for answering these questions. Carry on with Unit 2!

Thank you for completing this questionnaire!!

Day 3

PARTICIPANTS PRE-ASSESSMENT QUESTIONNAIRE

DAY THREE, Parts 5 and 6

Dear participants:

Welcome to the first offering of this online course designed and developed by UNESCO and Athabasca University. We hope you will find that course informative and useful. As this is the first time the course has been offered, everything will not be perfect. However, this is a unique opportunity for you to assist us in improving it. Your comments and suggestions will help us to provide a better course for all future participants.

As part of the course, we are conducting some research that will help us to understand what knowledge, skills and attitudes people bring with them. This questionnaire is part of that research. It was prepared by Alton Grizzle, Programme Specialist in Communication and Information, United Nations Education, Scientific and Cultural Organization (UNESCO). Alton Grizzle is referred to as 'the researcher' throughout this section of the questionnaire.

Each participant is asked to complete this questionnaire. Completing the questionnaire and participating in other aspects of the research are **not requirements**, but it is very important to the success of the course and to the researcher that we gather this information.

The questionnaire serves two purposes. Firstly, it helps us to make a good match between the content of the course and the people who are interested in taking it. Secondly, it enables the researcher to carry out a basic assessment of each participant's knowledge, skills and attitudes related to media and information literacy (MIL). This research will not only serve the course but is part of a PhD programme being pursued by the researcher at the Autonomous University of Barcelona and is linked to UNESCO's global action to promote MIL among all citizens.

Your participation in the research aspects of the course will put you in no danger. This is not a test similar to the ones done in school. You will not be graded or blocked from taking this course based on your answers on the questionnaire. Please respond truthfully. None of your personal information will be shared with anyone, excluding those persons who administer the online course.

The overall goal of this research is to gather information about Media and Information Literacy (MIL). It will explore how citizens respond to personal, social, economic, political and cultural challenges and opportunities on- and off-line after having acquired MIL related competencies through different kinds of online courses. The research will continue over a three to five year period. You will be contacted three to four months after you have completed the course to do a second questionnaire. You can choose to withdraw from the research at any time.

The questionnaires are meant to be completed over three days:

DAY 3 – Parts 5 and 6

DAY 3 - Part 5

Privacy, Safety Online, Quality Media and Information, Gender Equality

What is your first name?

What is your Last/Family name?

- 1. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:**

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

- a) My privacy is important to me.

SD D N A SA

- b) I value the privacy of others.

SD D N A SA

- c) My government has the right to know all personal information about me.

SD D N A SA

d) All websites that I use have the right to collect personal information about me.

SD D N A SA

e) All computer software programs that I use have the right to collect personal information about me.

SD D N A SA

f) My security is more important than my privacy.

SD D N A SA

g) The personal/private information that I share about myself on the Internet or through social network cannot affect me.

SD D N A SA

h) I have the right to publish private information about other people.

SD D N A SA

i) Government officials and celebrities have a right to privacy.

SD D N A SA

j) My safety online is important to me.

SD D N A SA

k) I value the safety of others online.

SD D N A SA

l) My government has the right to know all personal information about me if this will keep me safe online.

SD D N A SA

m) My government has the right to watch what I am doing **online** if this will keep me safe.

SD D N A SA

n) My government has the right to watch what I am doing **offline** if this will keep me safe.

SD D N A SA

o) The Internet should be an open space free from control by government of big business.

SD D N A SA

p) The best way for me to stay safe online is to be protected by my parents.

SD D N A SA

q) The best way for me to stay safe online is to be protected by my government.

SD D N A SA

r) The best way that I can safe online is for me to acquire the knowledge, skills and attitude about how to protect myself.

SD D N A SA

2. For the questions below, please indicate how frequently you do the following things below.

VF = Very Frequently, F = Frequently, S = Seldom, VS = Very Seldom, N = Never

(Select only one response)

a) I search for and read information about how to stay safe online.

VF F S VS N

b) I share information about how to stay safe online with my friends and family members.

VF F S VS N

3. Have you ever had an experience where you felt that your safety online was threatened?

YES NO

4. Do you pay attention to debates about safety online in your country?

YES NO

5. Do you participate in these debates?

YES NO Not applicable

6. Do you advocate for safety online?

YES NO

7. For the questions below, please indicate how frequently you do the following things below.

VF = Very Frequently, F = Frequently, S = Seldom, VS = Very Seldom, N = Never

(Select only one response)

a) I read parts of the privacy policies of the social networks and computer software that I use.

VF F S VS N

b) I publish private information about myself on the Internet or through social networks.

VF F S VS N

c) I adjust my privacy settings on the social network platforms that I use.

VF F S VS N

Quality Media and Information

1. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a) I think that quality media and information is important to development in my country.

SD D N A SA

b) I think the **media should regulate themselves**, meaning they should set and enforce certain industry rules and standards.

SD D N A SA

- c) I think that all aspects of the **media should be regulated by governments**, meaning that governments should set and enforce all rules and standards.

SD D N A SA

- d) I pay attention to debates about quality media and information in my country.

SD D N A SA

2. Would you consider getting involved in a civil society group that advocates for quality media?

YES NO Already part of such a group

3. Do you think that you have access to quality media and information in your country?

YES NO DO NOT KNOW

4. If you do not have access to quality media, do you think you can do something about it?

YES NO

5. Do you advocate for quality media and information in your own country?

YES NO

6. Do you think the media should have more content about women in general?

YES NO

7. Do you think the media should have more content about women in leadership roles?

YES NO

8. Do you think the media should have more women as reporters, editors, and as director of boards?

YES NO

9. Have you ever used the freedom to information laws in your country to access government-held information?

YES NO

10. Would you pursue a career as a: *(please select one)*

a) journalist

b) editor

c) media camera woman or man

d) media manager

e) media owner

f) technology expert

g) media regulator, meaning that you work for the government to develop and monitor media regulations (rules) and laws

h) media ombudsman, meaning that you are an independent person who investigates complaints against the media and seeks friendly solutions

11. Do you think that libraries are important to development in your country?

YES NO I DON'T KNOW

12. Do you think that you have access to quality libraries in your country?

YES NO I DON'T KNOW

13. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a. I think that libraries should **regulate themselves**, meaning they should set and enforce certain industry rules and standards. (add emphasis)

SD D N A SA

b. I think that all aspects of libraries should be **regulated by governments**, meaning that governments should set and enforce all rules and standards? (add emphasis)

SD D N A SA

14. Do you pay attention to or participate in debates about shutting down, maintaining or building more libraries in your country?

YES NO

15. Would you consider getting involved in a civil society group that advocates for more libraries?

YES NO Already part of such a group

16. Do you advocate for more libraries?

YES NO

17. Would you pursue a career as a: (*please select one*)

- a. librarian
- b. archivist
- c. information specialist
- d. technology expert
- e. none of the above

Gender equality

1. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a) I know what gender equality is about.

SD D N A SA

b) I think gender equality is important to me and the development in my country.

SD D N A SA

c) I think gender equality exists in my country.

SD D N A SA

2. If you think gender equality doesn't exist in your country, do you think you can do something about it?

YES NO Not applicable

3. Is gender equality part of your country's constitution?

YES NO I don't know

4. If you have had an experience where you felt that you were discriminated against because of your gender, did you do something about it? What did you do? (Answer in comments)

YES NO Not applicable Comment Box

5. Do you pay attention to or participate in gender equality debates in your country?

YES NO

6. Would you consider getting involved in a group that promotes gender equality?

YES NO Already part of such a group

7. Where do you advocate for gender equality? (*please select all that apply*)

- a. school
- b. home
- c. work
- d. community
- e. internet
- f. I don't advocate for gender equality
- g. other, please explain _____

8. Which media do you use to advocate for gender equality? (*please select all that apply*)

- a. community radio
- b. national radio

- c. national TV
- d. newspaper
- e. writing letters
- f. posting on social networks. Specify which _____
- g. word of mouth

9. Do you think women/girls and men/boys should have equal rights?

YES NO

10. Would you pursue a career in promoting gender equality? (Please state why or why not in comments)

YES NO

11. Do you think the media and journalists should have the right to interview whomever they want, even if this means fewer women are seen in the news?

YES NO

Citizens' Involvement

Cultural dialogue, interreligious dialogue and respect for differences

1. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a) I think cultural dialogue and respect for others who are different are important to me and the development in my country.

SD D N A SA

b) I think the media in my country should promote intercultural dialogue.

SD D N A SA

2. Have you ever had an experience where you felt that you were discriminated against because of your culture?

YES NO

3. If you have had an experience where you felt that you were discriminated against because of your culture, did you do anything about it? What did you do? Please talk about it in the comment box.

YES NO Not applicable comment box

4. Do you pay attention to or participate in debates relating cultural dialogue in your country?

YES NO

5. Would you consider getting involved in a group that promotes cultural dialogue?

YES NO Already a part of such a group

6. Do you advocate for cultural dialogue?

YES NO

7. Which media do you use to advocate for cultural dialogue? (*Please select all that apply*)

- a. community radio
- b. national radio
- c. national tv
- d. newspaper
- e. writing letters
- f. posting on social networks; specify which _____
- g. word of mouth

8. Do you think women/girls and men/boys should have equal rights to cultural expression? (State why or why not in comments)

YES

NO

Comment box

9. **Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:**

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a) I think I should have the right to say what you want about another person's culture, even if this causes embarrassment but no serious harm to another person?

SD

D

N

A

SA

10. Would you pursue a career in promoting cultural dialogue? (State why or why not in comments)

YES NO Comment box

11. Do you think the media and journalists should have responsibility to promote cultural dialogue?

YES NO

12. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a. I think libraries, archives, and museums should be places where information about different cultures is represented.

SD D N A SA

b. I think that I am a part of a global village and therefore have the responsibility to ensure that my actions on and offline do not affect others in other countries negatively.

SD D N A SA

c. As a citizen, I think I should only be concerned about my actions that affect people in my own country.

SD D N A SA

- d. I think the media in my country promotes respect for others who are from a different culture, ethnic background, or social class or who have different social practices from the norm in my country.

SD D N A SA

- e. I value others who are from a different culture, ethnic background, or social class or who have different social practices from the norm in my country.

SD D N A SA

- f. I think that my opinion is more important than that of others.

SD D N A SA

- g. I think that my culture is superior to all other cultures.

SD D N A SA

- h. I believe that my cultural background influences how I see the world around me.

SD D N A SA

- i. I believe that my views of other cultures are influenced by the media, what I read in books and see on the Internet.

SD D N A SA

Inter-religious dialogue

1. Do you think interreligious dialogue is different from intercultural dialogue?

YES NO

2. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

- a. Interreligious dialogue and respect for other religions or beliefs is of importance to me and the development of my country.

SD D N A SA

- b. I think the media and other information providers in my country should promote interreligious dialogue and respect for other religions or beliefs.

SD D N A SA

3. Have you ever had an experience where you felt that you were discriminated against because of your religion or belief?

YES NO

4. If you have had an experience where you felt that you were discriminated against because of your religion or beliefs, did you do something about it? Please write about it in the comment box.

YES NO Not applicable comment box

5. Do you pay attention to or participate in debates relating interreligious dialogue and respect for other religions or beliefs in your country?

YES

NO

6. Do you advocate for interreligious dialogue and respect for other religions or beliefs?

YES

NO

7. Would you consider getting involved in a group that promotes interreligious dialogue and respect for other religions or beliefs?

YES

NO

Already a part of such a group

8. Which media do you use to advocate for interreligious dialogue and respect for other religions or beliefs? (*Please select all that apply*)

a. community radio

b. national radio

c. national tv

d. newspaper

e. writing letters

f. posting on social networks, blogs etc.; specify which _____

g. word of mouth

h. not applicable

9. Do you advocate for interreligious dialogue and respect for other religions or beliefs in your own country?

YES

NO

10. Do you think women/girls and men/boys should have equal rights to express their religion and beliefs?

YES NO

11. Do you think you should have the right to say what you want about another person's religion of beliefs, even if this causes embarrassment but no serious harm to another person?

YES NO

12. Would you pursue a career in promoting for interreligious dialogue and respect for other religions or beliefs? Please state why or why not in comments.

YES NO

13. Many of the questions below use a rating scale. Please indicate your level of agreement or disagreement with the statements and questions below by selecting one of the following responses:

SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA= Strongly Agree

(Select only one response)

a. I think the media and journalists should have responsibility to promote for interreligious dialogue and respect for other religions or beliefs.

SD D N A SA

b. I think libraries, archives, and museums should be places where information about different religions and beliefs is made available.

SD D N A SA

- c. I value others who are from a different religion or who have different beliefs from the norm in my country.

SD D N A SA

14. Do you believe that your religious background or beliefs influence how you see the world around you?

YES NO

15. Do you believe that your views of other religions and beliefs are influenced by the media, what you read in books and see on the Internet?

YES NO

16. Do you have close friends who are from different religion or have different beliefs than yours?

YES NO

Thank you for completing this questionnaire!!

ANNEX 4

Personal Journal of Learning Experiences (Student Journaling Guide)

My Journal of Learning Experiences Guidelines

Learning journals are useful tools for sorting out your understanding of a topic of study. They are most effective when you complete them on a regular basis - we recommend one for each unit in the course.

A journal of about 200 words for each unit is likely sufficient. Here are some suggestions about writing journals.

What is Journaling?

Physically, a journal could be hand-written in a book or on paper that you store in a ring-binder or a folder. A journal could also be kept digitally or electronically: that is, typed on a computer or mobile device, or audio-recorded.

A journal is a record of daily events, happenings or experiences. It is similar to keeping a diary. However it is more than a diary, since journaling requires **conscious reflection, documentation of your thoughts, and reviewing and commenting** on your written thoughts.

Benefits of Journaling as a part of this course

Journaling during this course will help you to think. It will aid your memory and enable you to record your experiences while they are fresh in your mind. Journaling should cause you to ask yourself general questions such as:

1. What did I do?
2. Why did I do it?
3. What decision did I take and why?
4. Did I change my opinion about certain things and why?
5. What did I not do and why? etc.

Organizing your Journal

In a structured journal, you might ask yourself the following questions:

1. What new information did I learn from the MIL course or my interaction with other people during the day or week?
2. How does this new information affect what I think about media, the internet, libraries, and archives?
3. How does this new information affect what I think about such topics as gender equality, intercultural dialogue and freedom of expression and freedom of information?
4. How does this information affect what I do now?
5. How might this information affect what I do in the future?
6. How did the course design aid my learning? Think in relation to the content, multimedia resources, and any other aspects of the course that you found helpful or not.

ANNEX 5

General Directions

Suggested Study Schedule: Since this is an open access course, you are free to study one, some or all of the units. Each one has been written to stand alone, with its own suggested learning activities; units 2-10 have a short quiz. Completing each quiz with a minimum of 65% (over three tries, if necessary) will result in a Certificate of Completion being issued to you automatically.

Although there is no requirement to complete any or all of the course, you are more likely to complete it if you access the course on a regular schedule.

Suggested Unit Activities/ Share with Others: The “Suggested Unit Activities” and “Share with Others” sections of each unit are included for your benefit. We suggest that you go through the course with friends, relatives, or colleagues who have an interest in this topic. That way, you can benefit from sharing information and ideas about Media and Information Literacy and Intercultural Dialogue.

Journal Entries: You may find that completing journal entries for each unit is useful for organizing your thoughts. If you are taking the course with friends, relatives, or colleagues, you may wish to share your journals with them. Please read the [My Journal of Learning Experiences](#) page for some suggestions.

Problems with the Website: If you have any questions or difficulties with the course online platform, please email miladmin@athabascau.ca and someone will respond to assist you.

ANNEX 6

Review of Youth Initiatives/Projects in Relation to Integration of Aspects of MIL

Published Articles and Other Works Completed in Connection with Doctoral Degree

CHAPTER 1

DEVELOPMENT AND CONCEPTUAL FRAMEWORK: HIGHLIGHTING YOUTH PERSPECTIVES ON PRIVACY AND OTHER KEY ISSUES

Privacy in MIL: a proposed development and conceptual framework

The proposed development and conceptual framework for the situation of proposed privacy competencies in MIL adopts the approach of the UN Special Rapporteur on Privacy. The focus is on 'informational privacy, i.e. on the function and role of privacy in determining the flows of information in society and the resultant impact on the development of the personality of individual citizens as well as almost inextricably related issues such as the distribution of power and wealth within society'.¹³⁴

Furthermore, recognizing that privacy has different meanings for different people, countries and cultures, and with varying degrees of competencies, the framework in this report refers to basic privacy competencies in the context of MIL for all persons conceived as potential global citizens, as opposed to the higher level technical competencies, such as those delineated by the Society of Internet Professionals.¹³⁵

Privacy is about individuals and groups, and information about them. It also concerns public, private and community-based institutions and their information. In the electronic and digital age, debates about privacy are wrapped up in the means of communication and information and related collection, storage and transmission of data. These means include various internet applications, media, social media, databases, publications, digital archives, computers, mobile technology and other forms of mobile device.

¹³⁴See International Justice Resource Center, 2016.

¹³⁵ See Society of Internet Professionals, 2004.

Equally, MIL competencies are about individuals having layers of identity as global citizens, as well as their critical engagement with information, media and technology. Citizens' use of information, media and technology is a unifying factor underpinning the need for them to understand and protect their right to privacy when acquiring MIL competencies. Another unifying factor is the inextricable link between any discussion about privacy and MIL and democratic and socio-economic issues, such as access to information, freedom of expression, right to information, human rights in general, and the role of economics and commerce.

By 'citizens', we mean metaphors of citizenship, rather than a strictly legal category. The argument here is that citizenship has different meanings to different persons, regions and countries. In Latin America, for example, one is considered a citizen when one reaches the age at which one can vote and have legal responsibilities.¹³⁶ There is also the emerging and embracing concept of 'global citizenship'.¹³⁷ In 2012, UNESCO in its foresight work gave significance to the concept of global citizenship education. Global citizenship education 'highlights essential functions of education related to the formation of citizenship [in relation] with globalization. It is a concern with the relevance of knowledge, skills and values for the participation of citizens in, and their contribution to, dimensions of societal development, which are linked at local and global levels. It is directly related to the civic, social and political socialization function of education, and ultimately to the contribution of education in preparing children and young people to deal with the challenges of today's increasingly interconnected and interdependent world.'¹³⁸ This shift in education discourse and practice moves beyond the development of knowledge and cognitive skills to engendering values, soft skills and attitudes among all citizens.¹³⁹ These soft skills and attitudes include being media- and information-literate.

As citizenship in practice for most people means jurisprudence, obligation of a state to a certain category of people and vice versa – one consequence is that certain segments of society (younger people, migrants, refugees, asylum seekers etc.) are excluded. The concept *metaphors of citizens or citizenship* then calls for an expanded and inclusive outlook; one that is rooted in international laws, human solidarity and peace, and the notion of universal rights – hence global citizenship. It is especially relevant in the context of today's geopolitical realities with the largest migration since World War II and anti-migrant climates in many regions. It provides a context for other dimensions of

¹³⁶ See E. Dagnino, 2005.

¹³⁷ See A. Grizzle, 2014.

¹³⁸ See S. Tawil, 2013, cited in UNESCO, 2014b, p. 15

¹³⁹ See UNESCO, 2014b.

identity that are at work in interactions between individuals and groups when they engage via information, media and technology. These other dimensions may be national, gender, linguistic, ethnic, occupational, institutional, etc.

Conceptual framework for privacy in MIL

The attempt in **Table 1** and **Table 2** to interface individual MIL competencies with the institutional appropriation of MIL raises a number of difficult questions.

Firstly, how should attention be given to the design of MIL courses and programmes, including privacy, for institutions and organizations to develop policies? What would these courses look like? Secondly, what scholarship and experiences exist for MIL policies and strategies at the institutional level?

MIL for groups and institutions are developing methodologies, and are addressed in *MIL Expansion and Media-Information Communication Next Standards*¹⁴⁰ (MIL^x). A stated objective of MIL is to enhance the diffusion of MIL to all citizens (in the expanded sense) and institutions, as well as its application in connection with the UN sustainable development goals as elaborated below.

A simplified illustration of what is called MIL^x is the 'generation zero' pilot of MIL capacity-building for youth organizations, being led by UNESCO and partners. The rationale is that today some youth and others are given training on MIL with the aim that they apply and learn new competencies. However, MIL capacity-building for youth organizations should ideally combine the individual focus with group and institutional foci. The underlying theory is that social institutions have significant influence on, or interactions with, individuals and groups that are engaged with them (including youth organizations, schools, libraries, organizations like the Red Cross, churches, clubs, other formal and structured institutional/organizational- based groups, government entities, etc.). Thus, the idea is not only to train individuals in these organizations but to support the organizations to develop MIL policies and strategies and to integrate these issues into the operations of their organizations across various mandates or missions. Hence, in the case of youth organizations, these would be a guide to developing creative ways to integrate MIL in their daily organizational policies and practices.

¹⁴⁰ MIL Expansion and Media-Information Communication Next Standards are concepts and theories being developed by Dr Masatoshi Hamada, Statistician/Researcher and Alton Grizzle, Programme Specialist, UNESCO - together with a consortium of research institutions from all regions of the world. A generation zero pilot of the concept is being carried out with youth organizations through the UNESCO-led project, MIL Capacity Building for Youth Organizations. Address correspondence to Alton Grizzle, Programme Specialist, UNESCO, a.grizzle@unesco.org and Dr Masatoshi Hamada, Statistician/Researcher, Japan, bonjour.hamahama@gmail.com

Many universities have information policies and some have information literacy policies. Recently, more institutions, including UNESCO, have been developing access-to-information policies in the wake of a growing number of countries with access-to-information laws (ATI).¹⁴¹ The adoption of access-to-information laws or policies, whether at national or institutional level, should be accompanied by strategies to ensure public awareness of these policies. And beyond public awareness, the accompanying strategies should include training, tools/resources, guidelines etc. as to how citizens can actually use ATI for their personal, social, political participation and economic benefits. It is essential to realize that public awareness and training on ATI is inherently imparting certain MIL-related training and competencies. Such an organized approach to privacy in MIL, linked with individual and institutional or organizational training, can lead to sustainable MIL expansion. In this vein, it is argued that libraries, as institutions, should have MIL policies and strategies with privacy embedded. The question is: How is this being handled? And with what efficacy and success? Livingstone (2004), indicates that a skills-based approach to literacy focuses on individuals at the expense of 'text and technology' and emphasizes the abilities of individuals over how societies are arranged based on knowledge.¹⁴² She cited Hartley (2002) who proposes that 'literacy is not and never has been a personal attribute or ideologically inert 'skill' simply to be acquired by individual persons...'¹⁴³ How MIL with privacy included is managed by media, libraries, the internet and internet intermediaries, governmental, educational and commercial bodies has implications for MIL.

In targeting institutions and groups to develop MIL-related policies, it follows that such policies will need to address issues of privacy rights and privacy competencies.

Development framework for privacy in MIL

Six key issues are suggested that can form the basis of an understanding of MIL in development. These are: convergence of the fields of information, communication and technology as well as convergence or crossing of social policies; human rights; empowerment and protection; knowledge societies; cultural and linguistic diversity; and gender equality.¹⁴⁴ These issues can be encapsulated in the rubric of 'sustainable societies' with direct resemblance to the sustainable development goals (SDGs). Privacy in MIL intersects with each of them, as will be discussed below.

¹⁴¹ See T. Mendel, 2008.

¹⁴² See S. Livingstone, 2004, pp. 3-14.

¹⁴³ Ibid

¹⁴⁴ See A. Grizzle and M.-C. Torras Calvo (eds), 2013.

There are many definitions of sustainable development. The seminal Report of the *World Commission on Environment and Development: Our Common Future*, also known as the Brundtland Report (1987), indicated the challenge for all actors to agree on a common definition for sustainable development. This same report offered a landmark definition of sustainable development as ‘Development that meets the needs of the present without compromising the ability of future generations to meet their own needs’.¹⁴⁵ The United Nations 2030 Agenda for Sustainable Development (2015) adopts this same definition.

The following definition for a related concept of a sustainable society is relevant here:

... one that ensures the health and vitality of human life and culture and nature’s capital, for present and future generations. Such a society acts to stop the activities that serve to destroy human life and culture and nature’s capital, and to encourage those activities that serve to conserve what exists, restore what has been damaged, and prevent future harm. Viederman (1993).

The UN-agreed Sustainable Development Goals (SDGs) for the 2030 Development Agenda have three key dimensions - economic, social and environmental. For Viederman, a sustainable society has characteristics based on four broad axes - economic, social and cultural, political and ecological goals - which is a framework used below to investigate the relevance of all this to privacy in MIL. A gender perspective has also been added.

MIL can be viewed as a ‘life code’ for citizens’ engagement in sustainable development.¹⁴⁶ As Grizzle (2015) notes, ‘...citizens’ engagement in development and open development in connection with the SDGs is mediated by media and other information providers, including those on the internet, as well as their level of media and information literacy.’¹⁴⁷ Recalling the opening statement of this chapter, this report on privacy in MIL is concerned with informational privacy and how privacy alters the flows of information in society. Understanding privacy through a prism of MIL can interconnect individuals’ personal information with information about development, and public information in general.

¹⁴⁵ See WCED, 1987, p. 41

¹⁴⁶ See UNESCO, 2016.

¹⁴⁷ See A. Grizzle, 2015, in J. Singh, A. Grizzle et al., eds, p. 121.

See also Jagtar, Grizzle et al, 2015 for a detailed discourse on media and information literacy for the sustainable development goals.

This approach puts privacy in the development context and complements the perspective of the personal information dimension of privacy, as illuminated by Mendel, Puddephatt et al. (2012) in their analysis of internet privacy and freedom of expression.¹⁴⁸ Privacy competencies seen as part of MIL should first and foremost enable citizens to understand that privacy is a fundamental human right, and complementary to freedom of expression. Both are key to SDG target 16.10, which recognizes the importance in sustainable development of public access to information and fundamental freedoms. In realizing their right to privacy within this context, citizens must then be actively and critically involved in decisions by governments, and public and private institutions, in determining what information is private and what is not. They should enable citizens to contemplate the economic, social and cultural, political and ecological implications of treating certain information as private and other information as not. Finally, it should make clearer to all citizens how MIL competencies can contribute to achieving sustainable societies. In the following sections, we unpack these propositions using the three broad perspectives or dimensions of the SDGs, and interweaving the six social issues noted above, as well as the four broad points of Viederman's sustainable society, to suggest how privacy could be framed in MIL.

Economic perspective

UNESCO's concept of Knowledge Societies is one that responds to the information economy, highlighting the importance of quality education and freedom of expression, among others. This more holistic perspective does not ignore the economic dimension but rather enriches it.¹⁴⁹

For example, the economic perspective of the SDGs is highlighted in the wording of the targets in Goal 8 - *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. However, the economic perspective is also diffused through other Goals. In his analysis of the 'SDGs as a network of targets', Blanc (2015) ranked Goal 8 in fourth place among 16 of the goals, based on the number of other goals (10) to which it is connected through targets. The economic perspective then, spans issues of relevance to privacy in the MIL framework, such as poverty, hunger, peace and inclusiveness, gender equality, education and lifelong learning, infrastructure and industrialization, etc. In Viederman's model, economic goals include similar points. These are: job creation and enhancement of work; equitable income distribution; stable economy and system equilibrium; favouring technological exchange over transfer and preserving nature; and economic self-

¹⁴⁸ See T. Mendel, A. Puddephatt, et al., 2012.

¹⁴⁹ See UNESCO, 2010.

sufficiency at all levels of society. These offer useful insights into the teaching and learning of privacy in MIL.

Take for instance Goals 8 and 9, and consider privacy debates surrounding media and internet and technological hardware companies. While these actors exist for commercial purposes, they also provide important economic, social and cultural benefits to citizens, such as the creation of jobs, ability to communicate, connect and participate, as well job enhancement through teleworking or mobile working, etc. There is a tendency to focus on the former to the neglect of the latter in discussions on MIL. A number of these benefits or services come at direct financial cost to citizens; others do not. For example, most services offered by social media, traditional media or by mobile applications are accessed free of charge by citizens. This means that citizens should then be empowered to make their own informed decisions about what information about themselves (privacy) they are willing to trade in return for these benefits.

Where citizens' personal information is used to generate income (with their permission), and particularly by actors who offer no comparable and concomitant free services, media- and information-literate citizens could demand or negotiate equitable income distribution or profit-sharing, should they desire to do so.

At the same time, the privacy of indigenous communities or groups could be compromised in cases where they are 'mined' for knowledge creation and innovation or for the cultural industries of developed countries. As MIL includes competencies on collaborative knowledge creation and sharing, privacy in MIL should serve to educate people that such investigation, technological or otherwise, should favour consensual and equitable exchange between the stakeholders involved. Good examples are television programmes that ensure equal exchange of knowledge and experiences between individuals from rural, remote or indigenous communities with those from more developed and urban communities.

Social perspective

The above example also relates to one aspect of the social and cultural considerations of privacy in MIL – equity and justice. The social perspectives of the SDGs should be considered with an emphasis equal to the economic. According to the UN's Department of Economic and Social Affairs, social development is indispensable for sustainable development. The organization proposes a demonstrable interconnection between social development issues such as ageing, civil society, disability, indigenous peoples, poverty, social integration, youth etc. and the SDGs.¹⁵⁰ Furthermore, several SDGs, Goals

¹⁵⁰ See Commission for Social Development on social.un.org, www.un.org/development/desa/dspd/ and www.un.org/development/desa/socialperspectiveondevelopment/issues/sustainable-development.html. (Accessed 30 January 2016.)

1, 3, 4, 5, 8, 10, 16 etc. make explicit reference to equity and justice. Equity and justice are complementary with 'full status for all regardless of race, gender, ethnicity, class, sexual orientation or age' (Viederman, 1993). Diffusion of MIL should embrace the fact that the privacy of all citizens must be respected equally and without bias. This is a right.¹⁵¹ These arguments resonate with the suggestion of metaphors of citizens and global citizenship when imparting MIL competencies.

Other characteristics of a sustainable framework for social and cultural dimensions of privacy in MIL include: cultural diversity and respect, and support for indigenous citizens as individuals and communities; giving agency to individual and social groups for participation in sustainable development and self-determination, thereby strengthening communities; and finally revitalizing sustainable rural and marginalized or underserved urban communities. As the internet, mobile technology, social media and traditional media continue on a trajectory of exponential growth and pervasiveness, reaching citizens from all areas of life, it is imperative to empower citizens in rural and marginalized communities with MIL competencies, privacy included. Not only the socially- privileged and educated should benefit from such training and participation in debates, defining and solving problems.¹⁵² Where tools are available to protect and manage one's privacy, they should be tailored and made available and affordable to all peoples without 'losing privacy-relevant traditions' in a particular culture (Cannataci, 2016).

Political perspective

The political dimension of the SDGs is perhaps the most sensitive issue discussed thus far. Yet, politics and political institutions should be the bedrock of social order, security, rights, justice, transparency and accountability, democracy and freedoms that societies are built on. Goal 16 of the SDGs encapsulates these points in its targets and indicators. As noted, Target 16.10 specifies 'ensure public access to information and protect fundamental freedoms' but also adds 'in accordance with national legislation and international agreements'. The UN Statistical Commission has agreed two indicators to help societies assess progress towards this target.

Firstly, let us specifically reflect on Indicator 16.10.1, which is 'Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous 12 months'. Training programmes on privacy in MIL would enable all people to understand how the compromise of journalist's privacy could jeopardize their

¹⁵¹ See CoE, 2014.

¹⁵² Inspired by what Viederman (1993) calls *political security*, a community should be able to participate in defining sustainability challenges and devising solutions for these problems.

lives. Even more, the acquisition of MIL competencies can enlighten people about a journalist's role in ensuring public information and fundamental freedoms, and thereby engage citizens at all levels of society in the safety of journalists and their privacy.

The second indicator for progress in achieving Target 16.10 is 16.10.2: 'Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information'. This could be assessed in terms of a more information- and media-literate citizenry capable of advocating for public access to information and fundamental freedom on the one hand, and using MIL competencies to appropriate newly accessed information and freedoms for further civic engagement and sustainable development on the other. If privacy literacy is part of MIL, then citizens will be empowered to manage and evaluate their 'public access to information' in terms of associated risks and benefits.

It follows then that indicators on citizens' MIL competencies or measuring MIL competencies across society has a strong bearing on the progress of Goal 16 and should be advanced, even reported, outside the formal UN progress report on the SDGs. As has been argued previously, examining the political dimensions of MIL or privacy in MIL is not tantamount to politicizing the field (Grizzle and Torras, 2013). Rather, the aim is to highlight citizens' political rights as being enabled by having rights to privacy. The inclusion of Article 17 1. and 2., which concerns privacy, in the International Covenant on Civil and Political Rights¹⁵³ points to the salience of privacy to people's civil and political rights. As MIL is the 'Geographical Positioning System' to navigate the shifting information, media and communication landscape,¹⁵⁴ so too are privacy rights an enabler of other human rights as described in **Table 1** above. Indeed, the UNESCO CONNECTing the Dots outcome document¹⁵⁵ refers to privacy alongside freedom of expression and the right of access to information as enablers of the SDGs. In a related UNESCO study,¹⁵⁶ which was endorsed by the UNESCO General Conference, possible options for future actions to promote privacy included one option specifically related to awareness-raising:

Support initiatives that promote peoples' awareness of the right to privacy online and the understanding of the evolving ways in which governments and commercial enterprises collect, use, store and share information, as well as the ways in which digital security tools can be used to protect users' privacy rights.

¹⁵³ See United Nations, 1966.

¹⁵⁴A statement from the Minister for Culture of the Republic of Latvia, Ms Dace Melbārde, on the occasion of the Second European Media and Information Literacy Forum, 27 June 2016, Riga, Latvia

¹⁵⁵ See UNESCO, 2015a.

¹⁵⁶ See UNESCO, 2015b, p. 66.

Awareness-raising action must necessarily include training. The integration of privacy into MIL training will serve to increase the number of people reached with such competencies. MIL training, including privacy, is the business of all actors, including libraries. As the American Library Association's *Interpretation of the Library Bill of Rights* notes, 'Privacy is essential to the exercise of free speech, free thought and free association. That core value should now fuel the conversation of how libraries can help our communities cope with ever-changing realities around privacy' (Miller, 2014).¹⁵⁷

Viederman (1993) suggests two facets of political goals that are adapted to this framework - environmental security and a community's ability to ward off external threats, whether political or economic. With respect to the latter, privacy in MIL should promote access for individuals, groups and institutions to tools that can protect and help advocate for privacy, such as encryption. These tools should allow for creativity and adaptation. The combination of individuals and groups collectively defending their privacy makes a strong shield.

Another point worth noting here is the juxtaposition of privacy and security. The two are necessary and complementary. As Cannataci¹⁵⁸ argues, 'it is not helpful to talk of "privacy vs. security", but rather of "privacy and security" since both privacy and security are desiderata ... and both can be taken to be enabling rights rather than ends in themselves'. Privacy in MIL must then foster citizens' and institutions' basic understanding of legal actions, based on international standards that are necessary to ensure individual, network and national security. In the same spirit, governments and organizations should not hide behind a veil of national security to abuse the privacy of individuals, groups and institutions. Similarly, media organizations should not use their obligation to protect their sources to abuse the privacy of others. The phone-hacking scandal of the now defunct British newspaper *News of the World* created outrage by violating citizens' right to privacy. The ensuing UNESCO conference 'The Media World after Wikileaks and News of the World' reinforced the importance of professionalism and credible self-regulation of journalists. Media organizations have the obligation to inform their audience by deriving information from the public, but this does not mean the right to breach the privacy of citizens. Both freedom of expression and privacy are inalienable human rights. There is interplay of privacy and freedom of expression. Privacy protection can allow individuals to develop their thoughts, political opinions and artistic expressions without external pressures and interferences before making them

¹⁵⁷ See C. Miller, 2014.

¹⁵⁸ See Cannataci, 2016, p. 10

public, thus privacy protection assists with creating the content for unhindered freedom of expression and opinion.¹⁵⁹

Ecological/environmental perspective

Claims to institutional secrecy should not be presented as if they are equated with the right to privacy, which is a right of individuals. State and commercial secrecy have to be in balance with citizens' access and right to information, not least with respect to ecological and environmental sustainability. Privacy in MIL should clarify the norm that, in general, privacy is the default of individuals and transparency the default of institutions. Accordingly, people need a basic understanding as to how they can use, or where they can find help to use, access to information laws for environmental protection. Access to these laws is necessary to request public and private entities to publish information about public interest cases related to pollution¹⁶⁰ or the negative social impact of favouring waste management over waste reduction. Privacy claims cannot be used to prevent access to information of vital public interest and this insight should be part of privacy in MIL. In this way, privacy claims should not be abused to avoid public scrutiny of actors who may compromise progress on the SDGs for clean water, sanitation, carbon emission etc.

Gender equality perspective

Gender equality and women's empowerment are not only an individual goal in the SDGs (Goal 5); these issues also permeate the entire sustainable development agenda. While the 2016 Report of the Special Rapporteur on the right to privacy did not consider the gender dimension of privacy, substantial research has been done in this area. Privacy issues are frequently gender-based, such as invasions of women's privacy on social media and non-consensual publishing of intimate imagery. This is a consequence – but also often an amplification - of social and cultural practices and norms that exist in society offline.¹⁶¹ Thelwall (2011) states 'one clear example of this is stalking: women

¹⁵⁹ See J. Cannataci, B. Zhao et al., 2016.

¹⁶⁰ A statement first made by the Latvian Minister of Culture during the Second European MIL Forum organized by UNESCO, the European Commission, the Government of Latvia and the European Chapter of the Global Alliance for Partnerships on MIL, 27-29 June 2016.

German Council for Sustainable Development. *Sustainable Development Goals and Integration: Achieving a better balance between the economic, social and environmental dimensions*. Stakeholder Forum.

<http://www.stakeholderforum.org/fileadmin/files/Balancing%20the%20dimensions%20in%20the%20SDGs%20FINAL.pdf> (Accessed 21 August 2016.)

¹⁶¹ See M. Thelwall, 2011, pp. 255-69.

are more likely to be the victims of this offence'.¹⁶² He proposes the 'Social Web Gendered Privacy Model' as a new theory, which helps to explain how privacy issues and practices may vary according to gender. He cites a wealth of scholarship on gender-related privacy differences in connection with issues such as privacy fears, avoidance, privacy protection strategies, blogs, social networks sites and LGBT issues. Allen (2000) in discussing gender and privacy, proposes considerations for both women and men while underscoring distinctions. Allen suggests that women and men are sailing in the same privacy leaking ship, which is the internet. However, she observes that women are more vulnerable to privacy attacks, seen as easy targets, more likely to be victims of sexual harassment and to receive a higher level of scrutiny than men for certain behaviours in cyberspace.

Privacy in MIL should consider a gender-based approach to policy and strategy articulation, curricula and resource development, training and evaluation. The *MIL Policy and Strategy Guidelines* and *MIL Curriculum for Teachers* published by UNESCO provide detailed illustrations of how this could be done while treating gender equality as an individual development perspective for MIL policies. In addition to being distinct, a gender-based approach to MIL development (which includes privacy) could be mainstreamed into other development frameworks¹⁶³ thereby enriching **Table 3** below:

Table 3. Development/theoretical framework perspectives with gender dimensions

¹⁶² Ibid (p. 255 cited in WHOA, 2009).

¹⁶³ Cf. A. Grizzle and M.-C. Torras Calvo (eds), 2013.

DEVELOPMENT/ THEORETICAL FRAMEWORK PERSPECTIVES	GENDER DIMENSIONS
Convergence	MIL policies and strategies should be linked to national gender equality policies and strategies.
Human rights approach	Human rights approach to MIL policy formulation should stress women and girls' rights as well.
Protectionism to empowerment	Women and girls must not only be protected, but also be empowered through MIL so that they can advocate for their rights.
Knowledge society/ communication and information for development	Media and information literate citizens and policies should promote women and girls' access and involvement in media and technology
Cultural and linguistic diversity	Through MIL policies and strategies, women and girls should acquire competencies to engage with information, media and other information providers, including those of the Internet to express themselves culturally, preserve their cultures and to participate in cultural industries – creation and creative expression.

Source: UNESCO Media and Information Literacy Policy and Strategy Guidelines

The analyses above have covered five perspectives on sustainable development (economic, social, political, environmental and gender), in which the issue of privacy in MIL has been unpacked in regard to a range of issues including convergence, social policies, human rights from protection to empowerment, knowledge societies and diversity. It demonstrates that privacy in MIL should be more than an individual matter - one that is intertwined with sustainable development in general and the SDGs in particular.

Intersection of privacy and MIL

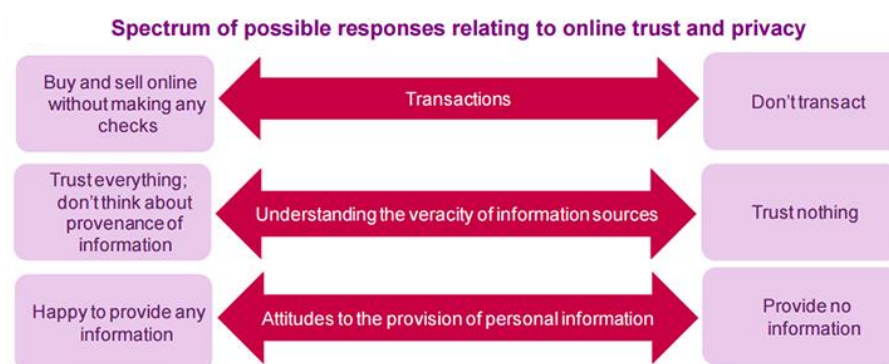
This part of the study is dedicated to examining, under different approaches, the intersections of privacy and MIL, both in literature and in MIL practice. A literature review on the intersection of privacy and MIL reveals the fact that various nomenclatures of information, media and technological competencies are used when considering privacy in MIL. These include: media literacy, information literacy, digital literacy and social network literacy. A sample of MIL-related training programmes which include privacy is presented, as well as the analysis of MIL in relation to critical civic engagement.

Media literacy and privacy

A range of sources recognize the growing privacy concerns in the twenty-first century. Silverblatt (2000) argues that privacy is part of media literacy in the digital age. He points to the intense effect of interactive technology on the ways people pass their time, use information and understand the world around them. While interactive media undoubtedly adds to the quality of our lives in many ways, it also gives rise to concerns about privacy and cybercrime. He posits that privacy has emerged as an ethical issue in the age of interactive media and suggests the promotion of MIL as one way to investigate individual privacy online and a necessary action to enable one's privacy on digital platforms.

Ofcom is the communications regulator in the United Kingdom; it also researches and promotes media literacy. In 2010, Ofcom used its Media Literacy Tracker to identify baseline indicators of peoples' attitudes towards trust and privacy online vis-à-vis their behaviour.¹⁶⁴ This method is similar to the KAP model survey, which assesses knowledge, attitudes and practices of citizens on a particular subject area or social issue. The Ofcom research also examined the interaction between the areas of attitudes and practices. The research summarized online privacy and trust dimensions in three key groupings: 1) Confidence in carrying out transactions; 2) Understanding of veracity of information sources and 3) Attitudes to providing personal information. In the main, the research found 'the less confidence an online user says they have, the less likely they are to carry out a range of activities and transactions online, the less likely they are to make checks on websites, to use such websites for transactions, etc. If an online user has concerns about security/fraud issues, or personal privacy, they display few differences in other attitudes or behaviour from the population as a whole'.¹⁶⁵ **Figure 4** below, adopted from the Ofcom report, depicts a continuum of possible behaviours across these three groupings.

Figure 4.



¹⁶⁴ See Ofcom, 2010.

¹⁶⁵ *ibid.*, p. 1

Source: Ofcom (2010)

According to Ofcom, 'media literacy enables people to have the skills, knowledge and understanding they need to make full use of the opportunities presented both by traditional and by new communications services. Media literacy also helps people to manage content and communications, and protect themselves and their families from the potential risks associated with using these services'.¹⁶⁶

In this context, Ofcom highlighted that a major thrust of media literacy interventions should be to empower citizens, online and offline, to understand 'where they should position themselves within this spectrum' of trust and privacy. Such positioning should vary depending on information, media and technological platforms being used and sources of the information (c.f. *ibid*).

In this frame, Ofcom's use of the term 'media literacy' approximates to the broader MIL concept. With the development framework proposed at the beginning of this chapter in mind, sustainable development or sustainable societies should be a prime reference point for how MIL can encourage and marshal critical and active global citizens to contemplate, make decisions and carry out actions in connection with privacy and trust in tandem with the transactional or commercial viewpoint.

At a project level, as opposed to a conceptual level, the National Association for Media Literacy Education (NAMLE) in the USA has launched the 'Going Public with Privacy Initiative' (NAMLE, 2015). NAMLE underscores that the ever-changing media landscape has brought the discussion of privacy to the forefront. 'Privacy should not be discussed in silos', according to NAMLE. The association also recognizes that mainstreaming privacy enables a broader scope and effective implementation. It further requires the involvement of multiple stakeholders such as teachers, parents, school administration, students, media companies and educational software developers.

Information literacy and privacy

The literature on information literacy has further signalled privacy issues in the twenty-first century. In a presentation entitled 'Information Literacy, Privacy, & Risk: What are the Implications of Mass Surveillance for Libraries?' Gossett et al. (2014) describe how library and information professionals should include privacy in their work on information literacy and make users 'information aware'. This presentation details the

collection, processing and storage of vast amounts of data on people. They examined tools used by experts and social media giants to store and mine big data such as Google Ngram Viewer based on the work of Erez Aiden and Jean-Baptiste Michael, who succeeded in developing a 'telescope' which can chart trends in human history across generations, and Google Now which can predict users' requests before they search. They conclude that librarians should advocate, educate and promote tools to enhance peoples' information privacy such as:

- Tor Browser: a free and open source software for Windows, Macintosh, Linux/Unix and Android platforms, which can mask one's location and browsing behaviour and can be used for web browsers, instant message clients, etc.¹⁶⁷
- Ghostery: a tool that seeks to empower citizens or consumers and businesses to create safer, faster and more trusted digital experiences and to have more power over how they are tracked online.¹⁶⁸
- <https://prism-break.org/en/>: a hub for tools to help users or citizens to exercise their right to privacy by encrypting their communications and developing less dependence on proprietary services.¹⁶⁹

Privacy issues were noted by the American Library Association when it developed information literacy competency standards for higher education in 2000. These standards recently transitioned to the *Framework for Information Literacy for Higher Education*.¹⁷⁰ Key learning outcomes from the original standards document are still worth noting.¹⁷¹ Standard five, performance indicator one reads: 'The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology. Key learning outcomes include the ability to: 1) recognize and discuss privacy and security issues in digital or electronic environments as well as in traditional print formats, 2) recognize and debate issues surrounding free and fee-based access to information, 3) recognize and dialogue about privacy issues related to freedom of expression and censorship and 4) demonstrate a

¹⁶⁷ <https://www.torproject.org/> (Accessed 21 August 2016.)

¹⁶⁸ <https://www.ghostery.com/> (Accessed 21 August 2016.)

¹⁶⁹ <https://prism-break.org/en/> (Accessed 21 August 2016.)

¹⁷⁰ See American Library Association, 2015. (Accessed 21 August 2016.)

¹⁷¹ In: American Library Association, 2000.

basic understanding of how intellectual property, copyright in its different forms work.¹⁷²

Magnuson (2011) contextualizes privacy promotion in online reputation management as an information literacy skill. She points to the rise in social media networks and attendant privacy concerns as the waves behind the prioritization of online reputation management in discussions of privacy within libraries. Magnuson proposes that librarians are uniquely placed to mould and advance digital privacy norms, given that online reputation management encompasses skills that librarians already teach. She quips: 'Library professionals have always been particularly aware of the privacy implications of digital information—the flipside of the cliché, "information wants to be free", is that the information we'd most like to protect is often the most vulnerable to escape. Successful online reputation management requires an in-depth understanding of several skills that are essential for lifelong information literacy.'

In describing necessary learning outcomes of information literacy to achieve success, Wilson (2014) posits that 'privacy rights are becoming increasingly important because the Internet makes a large amount of information available to anyone who wants to access it... Information-literate individuals are aware of this reality and take precautions accordingly. Running spyware software regularly to detect unwanted intrusions into your privacy is a 'must' in today's electronic world'.¹⁷³ While Wilson points to skills such as being able to track one's data footprint when using digital technology and understanding that a certain level of data permanence will exist even after deletion, as information literacy competencies, other authors reference these as digital competencies. This reinforces the fact that many experts use different labels or concepts to describe very similar competencies.

In a creative project of the San Jose Public Library in the USA, supported by the Knight Foundation,¹⁷⁴ the Virtual Privacy Lab is a real demonstration of evolving and emerging library spaces – combining new technology and traditional media. The project offers an interactive online tool to learn about privacy. Each module contains a dynamic tool for people to build their own toolkit simply by answering a series of questions. With this toolkit, they can tailor and personalize their applications of concepts learnt in the course.

¹⁷² In June 2016, the ALA rescinded the Information Literacy Competency Standards for Higher Education. A clear explanation was not given on the official website. However, the website indicated a series of related tools for reference.

¹⁷³ See also J. Simpson and R. Hooper, 2015.

¹⁷⁴ San Jose Public Library Virtual Privacy Lab. <https://www.sjpl.org/privacy>. (Accessed 1 July 2016.)

Digital literacy and privacy

The digital literacy literature also reveals awareness of privacy issues. Lankshear and Knobel (2008), in a comprehensive discourse on concepts, policies and practices surrounding what they call digital literacies, argue that 'moral/social literacy reflects the need for an understanding of sensible and correct behavior in the digital environment and may include issues of privacy and security'. Pointing to the federal constitution of the USA, they note a strong link between copyright and protecting commercial interests in publication. However, they draw a contrast to state level copyright law, which historically protected privacy interests as well. They argue that digital skills also involve being aware of the protection of privacy and intellectual property rights and applying and adhering to rules and norms for internet-based communication.

Ala-Mutka et al. (2008) in a policy brief on digital competencies for lifelong learning for the European Commission Joint Research Centre, suggest that digital skills strategies should be dynamic and constantly revised or reviewed to ensure currency and relevance. They cite statistics from Pew (2005) which reveal that 79% of young internet users do not take care when sharing private information online. Also that 40% of users aged 50 and older would supply their real contact information online (OCLC, 2007, cited in *ibid*). They argue that 'currently, the concept of digital competence is re-shaped by the emergence and use of new social computing tools, which give rise to new skills related to collaboration, sharing, openness, reflection, identity formation and also to challenges such as quality of information, trust, liability, privacy and security. However, as technologies and their usages evolve, new skills and competences arise with them'.

Dinev and Hart (2004) place privacy in the milieu of what they refer to as 'Internet technical literacy (ITL)' coupled with 'social awareness'. The authors relate ITL to computer literacy but posit that the former is a more complex construct. ITL includes basic computer skills plus other dimensions, skills and knowledge. ITL is needed to manage one's computer, privacy and information that one does not wish to share. These skills include:

- orienting oneself efficiently on a web page;
- completing an internet e-commerce transaction;
- connecting online;
- submitting personal information;
- choosing and using a search engine to process the search result in a fast and efficient way;
- using a variety of internet applications readily available for enjoyment, entertainment, communication or for work-related tasks;

- handling offensive content retrieved by accident, handling spam email, handling spy applications and ActiveX controls, setting the browser's privacy and security options, etc. (ibid, p.3).

These two writers undertook a study on internet technical literacy and social awareness as precursors to protecting one's privacy. They proposed two hypotheses: 1) There is a negative relationship between internet technical literacy and internet privacy concerns and 2) There is a positive relationship between social awareness and internet privacy concerns. They found that 'the hypothesized relationships are statistically significant - social awareness positively and internet technical literacy negatively related to internet privacy concerns'. This implies that the higher the internet technical literacy of citizens online, the fewer the concerns they have about privacy threats because they are confident that they have the competency to handle these situations. The latter implies that people who used the internet were more engaged in social discourse, possessed a higher level of critical social awareness and 'formed a stronger awareness about privacy and the importance of privacy in social life'.¹⁷⁵

Sample of MIL-related training programmes that include privacy

This section builds on several reports and research studies previously conducted.

UNESCO has previously generated reports and curricula that can help to clarify the issues and education needs relative to MIL and privacy. However, in these reports, there is not a specific focus on the competencies of users, nor on privacy issues. UNESCO's composite concept of MIL enumerates a range of key competencies that global citizens need in the contemporary era (more details available at:

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/mil-as-composite-concept/>).

Listed below are the related works that UNESCO has developed:

1. [Media and Information Literacy: Policy and Strategy Guidelines](#)¹⁷⁶
2. [Media and Information Literacy Curriculum for Teachers](#)¹⁷⁷
3. [Global Media and Information Literacy Curriculum Assessment Framework: Competencies and Country Readiness](#)¹⁷⁸

¹⁷⁵See T. Dinev and P. Hart, 2004, p. 4

¹⁷⁶ A. Grizzle and M.-C. Torras Calvo, eds, 2013.

¹⁷⁷ C. Wilson and A. Grizzle, eds, 2011.

4. [Guidelines for Broadcasters on Promoting User-Generated Content and MIL](#).¹⁷⁹

In the UNESCO [MIL Curriculum for Teachers](#), there is recognition that teachers need to understand and be able to teach people about the issue of balancing privacy and the right to know, with regard to what citizens should expect of media and information professionals. The curriculum further refers to MIL providers needing to protect ‘readers’ privacy and confidentiality in terms of content consulted on the premises or online’.¹⁸⁰ It further recognizes the issue of competency to evaluate how ethical principles are applied to new technology and issues such as privacy. The curriculum recommends coverage of how international standards deal with ‘infringements of other people’s rights (such as hate speech, defamation and privacy)’.¹⁸¹

Specific stated learning objectives for teachers include describing ‘general terms and conditions, codes of conduct and privacy regulations with respect to Internet use’ and a developed ability to ‘help young people use the Internet responsibly – and make them aware of the related opportunities, challenges and risks’.¹⁸² Also noted is the following:

Once published on the web, content can spread rapidly around the world and remain in existence indefinitely. Users, and in particular children and young people, are often unaware of the short- and long-term consequences of publishing texts and pictures they may not want to make available publicly later. Data stored on a server or a platform can be easily accessed by others and people may not be aware of how unprotected their personal data can be. It is important when using the Internet that people fully understand the environment they are working in. An exercise proposed is to ‘Select any social network website or software that you use. Experiment with the privacy settings. Search and read in the ‘terms of use’ for the terms ‘privacy and security’. Do you think that the privacy safeguards are sufficient to help you avoid some of the risks described in this section (see boxes on risks related to Internet content and contact)? What are some of the repercussions when you put the privacy settings to the maximum level?’¹⁸³

These learning objectives and suggested activities therefore touch on privacy issues, yet only minimally.

¹⁷⁸ UNESCO, 2013a

¹⁷⁹ M. Scott, 2009.

¹⁸⁰ See C. Wilson and A. Grizzle, eds, 2011, p. 66

¹⁸¹ Ibid, p.21.

¹⁸² Ibid, p. 129.

¹⁸³ Ibid, p. 135.

In the Global MIL Assessment Framework, privacy is addressed as a subset of a broader competency¹⁸⁴ as noted below:

Competency element 3:

Create, utilize and monitor information and media content

MIL matter	Competency	Performance criteria
Communication of information, media content and knowledge in an ethical and effective manner through the media and ICTs	Media and information literate person communicates information, media content and knowledge in an ethical, legal and effective manner, using appropriate channels and tools	17. Knows how to protect own work, personal data, civil liberties, privacy and intellectual rights

The Global MIL Assessment Framework puts privacy in MIL into context, stating ‘emerging literacies, particularly related to information, media and ICTs, have become even more important, as they help to minimize risks related to the reliability of information, privacy, security and ethical issues, and potential abuse by any individual, public or private entity’.¹⁸⁵

In the University of Maine (USA), a course¹⁸⁶ entitled ‘LBR 200: Information Literacy’ incorporates privacy as a module. The course is designed for undergraduate students and provides theoretical foundations to the flow of information and necessary competencies that citizens should possess to navigate the many and varied information resources to which they have access. The course aims to develop critical thinking skills among students in relation to the production and organization of information. Topics relating to privacy include:

- Using information
- Privacy of information
- Intellectual property basics

¹⁸⁴ See UNESCO. 2013a, p. 135.

¹⁸⁵ **Ibid**, p. 26

¹⁸⁶ <http://www.slideserve.com/sibyl/lbr-200-information-literacy-course-overview> (Accessed 10 August 2016.) See also: http://catalog.umaine.edu/preview_course_nopop.php?catoid=67&coid=193634

- Public domain
- Transparency and access to information (especially government information)
- Privacy, accountability and anonymity

In Lingnan University in Hong Kong, China, privacy is taught within an introductory course on information literacy.¹⁸⁷ The course is offered by the Department of Computing and Decision Science. It was formulated to enable students ‘to select the best computing technology to identify, search, and use the information relevant to decision making and problem solving in their daily lives and professions...’.¹⁸⁸ One of the learning outcomes is that at the end of the course students should be able to analyse data privacy and intellectual property issues. Relevant topics and content include:

- Understanding plagiarism and its serious consequences
- Privacy and security in all media (personal data privacy) ordinance
- Authorship, intellectual property, copyright and fair use of information
- Institutional policies on access to information resources
- Legal issues in information retrieval, dissemination and use
- Issues raised by detailed databases on individuals and data mining
- Information accuracy
- Professional codes of conduct
- IT-related liability¹⁸⁹

In the Indiana University of Pennsylvania, the Department of Computer Sciences offers a course entitled ‘Internet and Multimedia’, in which privacy competencies are considered.¹⁹⁰ The course focuses on the importance of students’ understanding of how electronic media enables the acquisition, structuring, analysis and synthesis of information. Students are guided to:

¹⁸⁷ <http://cptra.ln.edu.hk/pdf/teaching/BUS110-BUS1110.pdf> (Accessed 1 August 2016.) See also: <http://cptra.ln.edu.hk/pdf/teaching/>

¹⁸⁸ *ibid*, p.1

¹⁸⁹ **Ibid.**, (p. 2)

¹⁹⁰ <http://www.iup.edu/page.aspx?id=57329>. (Accessed 1 August 2016.)

- Investigate the culture of the internet and the social and economic phenomenon that it represents. Issues include but are not limited to: freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security.
- Analyse and use the tools and techniques for searching electronic resources effectively.
- Evaluate the validity of various information sources.

Course content relevant to the discussion here covers ‘questions of information privacy - how to protect confidential information vs. the right to know; security issues and the problem of viruses; freedom of speech vs. pornography and sexual harassment...’.¹⁹¹ Gender equality issues are paramount in this discussion given the socio-cultural realities of today’s world and their priority in the sustainable development goals and it is significant that these are linked to privacy issues here.

It is interesting to note the eclectic and converging nature of this course as well as others noted above, irrespective of their title. Additionally, the Indiana University of Pennsylvania course addresses gender equality issues, which again is appropriate in the discussion given the socio-cultural realities of today’s world and their priority in the sustainable development goals.

Spain

Mireia Pi works in media literacy education in Barcelona, Spain with the Autonomous University of Barcelona. Her educational projects focus on pre-service teachers and ways to help teachers develop digital and information literacy skills to bring into their classrooms. This is a particular challenge in Spain since the media curriculum is not under any one teacher’s (or subject area) responsibility and, as Mireia states, ‘no one is particularly trained’. Language teachers are responsible for digital literacy, but they have to adapt their skills in textual analysis and communication to teach digital literacy without any formal training. The inclusion of privacy-related topics is not clearly addressed in any one area. Despite this, Mireia feels that students and teachers are aware of the need to enhance their understanding of privacy and online security and have developed some innovative ways to do this.

One such example is an innovative programme at the schools in Barcelona. To help facilitate secure online activities, one grade 7 class created different roles for students to take responsibility for online engagement. The roles were digital legal advisor, helper and mediator. Mireia explains: ‘the legal advisor understands school policy and sets new rules, the helpers assist other students to improve their privacy and the mediator

¹⁹¹ ibid

resolves disputes or conflicts between students and speaks with the teachers'. Eventually this programme was rolled out to the entire school and every class now has specific students working on privacy. In some ways, this programme shows a sophisticated knowledge of the levels of privacy. It effectively blends key roles for teachers and students but because the topic is not covered in any formalized, curriculum-based method, many privacy-related issues are not discussed.

In the schools, teacher training used a role playing game. The teachers had to act out their own behaviour online, such as giving out personal data, but do it offline. The activity shocked the teachers, as they realized they take risks in their 'digital life' that they would never take in 'real' life. After the activity, the teachers were encouraged to audit their behaviour and write down errors in judgment they may have made in their own online actions. The teachers then had to translate this awareness into a classroom activity for students. According to Mireia, 'this activity had much greater success in getting teachers to understand the need for privacy education than other tactics, such as online quizzes'.

Japan

Hiroyuki Okamoto is a teacher at Assumption High School in Japan. In his class, he teaches a module entitled 'Privacy and Social Media' to help his students understand the risks associated with their online activities. Due to the spread of social media, Hiroyuki knows that most of his students are 'senders' of information, not just receivers. His students use social network services for texting, but they believe the messages they send are private and anonymous, and personal data about who sent the text message or where the person lives cannot be found. To help them understand the limitations of that assumption, he has created an activity in which students use various methods to uncover such data.

Firstly, students are put into small groups of 3-4 and asked to write three points on a post-it note about how a person's anonymity can be unintentionally revealed on social media.



個人情報はどう特定するか？

(K2A・K2B話し合い結果より)

- 位置情報から
 - ツイート・投稿時
- 投稿された写真から
 - 位置情報
 - 制服
- プロフィール
 - あだ名、住んでいる地域
 - ブログのURLから
 - ニックネーム・IDから
- 過去の投稿を遡る
 - つぶやき、会話から
- 他のサイトも調べる
 - 同じIDで他のSNSも調べる
- フォロワー・友達から
 - 交友関係から学校、年齢、地域の特定
 - 友達との会話で名前があるときも・・・
 - 1人が学校名を出していたら特定できる
 - 他の友達へのコメントの内容から情報を得る

Figure 5. A result of the group activity

Figure 6. Students' opinions

Students point out how the combination of individual information, such as references to a location, images, profile photos and past comments/contributions yields specific information. This leads to students realizing that 'the name of the school, the region and the age can be specified from the information of followers and friends'. For example, a student explained that 'there were comments calling Hi Bob or Beth' and 'there can be a person who was writing the school name and the region in his/her profile' or 'included a reference to a location, information relating to a photograph, a nickname that may hint at the real name, and overlapping connections to their followers', all of which could be used to determine the identity of the person. This realization led to class discussions about 'internet lynching', 'specified groups' and overall online safety. Students began to realize 'no matter how I am attentive to protect my personal information, it could leak out through friend and follower's comment or information like a chain'.¹⁹²

At the beginning of the activity, Hiroyuki states 'it was very difficult for students to believe this was possible', but as the activity progressed, they realized how easily one's identity could be determined. After the activity, students wrote a summary about how not to specify personal information when sending messages. Hiroyuki considers the class a success because of the comments he receives from students after the class. A common student comment is 'I want to reconsider the ways I send messages'. The course provides an opportunity for practical skill development, as well as the opportunity to deepen student understanding about why privacy matters.

United States:

Renee Hobbs is a professor at the University of Rhode Island (URI) USA, and directs the Media Education Lab there. She has written extensively on media literacy. At URI, Renee teaches a graduate course in Library and Information Science with an experiential learning component, where, as part of their coursework, students must put on a film programme in a public library. Students encounter many challenges during this process, frequently related to privacy. Can they take pictures and videos of attendees? Will they need written permission from attendees if they intend to post the photos and videos online? What if the attendees are children? Is parental permission needed? Renee knows from experience that librarians often have a bias towards privacy and protecting patrons' rights to select and read books without anyone knowing what they have selected or read. Does that extend to events held at the library? Some students faced their greatest challenges from library administrators rooted in a vision of a library based

¹⁹² Quotes here and throughout other cases were provided by the people/teachers interviewed or who submitted testimonials of their work in relation to privacy

on a twentieth-century vision. Renee encouraged her students to share with the library administrators what they were learning in her classroom and to come up with ways to mitigate any concerns about privacy.

For one student, a compromise with the Library Director yielded success. In advance of an event targeting children, the Library Director agreed to send home to parents, for the first time ever, a permission slip. The student compromised by agreeing not to reveal any child's face in photos or videos through skillful media production techniques.

Although the course was not specifically about privacy, this organic development enabled Renee to bring these privacy topics into her classroom and help students understand the impact of privacy choices in the real world. This led to deeper learning and understanding by her students, as well as the library administrators with whom they worked.

West Indies:

Debbion Reader is a teacher and librarian at Calabar High School in Kingston, Jamaica. This is a fairly large school with approximately 1,700 students and 90 teachers. In addition to managing the library, Debbion teaches library skills, history of libraries, importance of school libraries and library rules, library organization, and information resources. Her duties include providing relevant and current information resources for students and staff, and assisting students in conducting research. She says 'Privacy is very critical in my field of work, as I am dealing with students and teachers. I have to be certain that each user of the library information as well as their request is kept confidential and not opened to the public'. For Debbion, privacy is mainly about this basic interpretation: keeping information confidential. She faces many challenges in trying to teach MIL and privacy since she feels the working environment is not conducive to learning. There is an absence of any form of technology, minimal facilities and even minimal furniture. Therefore, while Debbion recognizes the need for MIL and privacy topics to be discussed, she deals with the issue only in its most basic form.

Australia

Kellie Britnell is a Senior Education Advisor with eSafety in the Office of Children's eSafety, Australia. Kellie and her colleagues conduct webinars in schools, where they work alongside teachers who guide student participation. Since the webinars began in early 2015, 47,000 students in elementary schools across Australia have been reached. In the elementary grades, the content focus is on cyberbullying, including 'understanding the impact of their actions online and how to be a good bystander'. In the high school grades, the focus is on the internet and the law. Through the use of scenarios, the high school webinars strive to help students understand the ways in which the internet may be used in a 'threatening, harassing or offensive way' and work with them to 'make good choices online'. Discussions about privacy issues are

embedded in all of these scenarios. Kellie remarks that there are immediate results: 'We work with kids in the day, teachers after school, and parents at night on the same day and get feedback that the kids have come home realizing that their stuff is very public and they've made immediate changes'.

Professional development for teachers is also offered with a focus on 'digital rights and digital wrongs'. All the webinars are conducted using Virtual Classroom, an online shared learning platform. While the webinars are very successful, the team does face occasional challenges with internet reliability, platform reliability and the general technology capacity of the teachers. However, the team has learned to work through these challenges for a high success rate.

Kellie concludes her thoughts on privacy by saying 'Asking "how safe are you?" really means "how good is your privacy?"'

Mexico

Luis Fernando Arana has spent more than 30 years working at Instituto Mexicano para el Desarrollo Comunitario (IMDEC)/ The Mexican Institute for Community Development, where he is in charge of the Communication Department and responsible for communication and community development. IMDEC prioritizes communication as a means of development and its workshops frequently include activities for media literacy. His work aims to 'build up skills among participants for community dialogue and collective planning'. The guiding principle is 'Educomunicación/ Edu-communication' and Luis states 'we start up by the conviction that there is no education without communication, nor the other way around.'

Workshops help participants understand what is confidential information, personal information or collective information. Luis comments 'We discuss here different types of info, and then analyse which of them could be made public, and which type of info should remain private'.

Rather than relying on lectures and reading assignments, workshops use dialogue and hands-on activities and games.

In terms of privacy, Luis argues that the valuing of others and creating community is the principle by which one must live online, stating 'We emphasize that every one of us has a life-story; however, not everything that is part of that story is a topic to be shared with others'. He strives to make people 'conscious of diverse types of self-information and to be aware of possible consequences of making public (...) information'.

Luis stresses that we must always be aware of the human dimensions of online privacy. He comments that 'there is always a need for more clarification about communication on the human rights we all have as citizens and audiences'.

Sample of privacy-focused courses and their similarity to MIL

A review of several training courses focused exclusively on privacy reveals marked similarities with the kind of content covered in the various MIL courses described above. These courses calibrate privacy with the ‘outgrowth of our thriving modern culture and the ever-changing technology landscape, competing considerations for information’,¹⁹³ as well as economic and political realities of information. This is to be expected, given that privacy is about personal and institutional data and information. As mentioned in the above section on a proposed conceptual/development framework for privacy in MIL, recognizing and applying convergence requires an integrated curricula or course development approach. Convergence here refers to the merging of the fields of information, communication and technology as well as the convergence or crossing of related social policies. Courses that focus primarily on privacy are also needed for a deeper and fuller study of this social challenge. Below are some resources for privacy training:

Virtual Privacy Lab: <https://www.sjpl.org/privacy>

Youth Privacy: https://www.priv.gc.ca/youth-jeunes/index_e.asp

TeachPrivacy Privacy and Security Training Catalog: <https://www.teachprivacy.com/wp-content/uploads/TeachPrivacy-PrivacySecurity-Training-Catalog-2016-05.pdf>

Privacy Matters. Media Smarts Canada: <http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9>

Data Privacy and Security Training Course: <https://risk.thomsonreuters.com/compliance-training-courses/data-privacy-and-security-training>

Information Security and Privacy Training Courses:
<http://irtsectraining.nih.gov/publicUser.aspx>

Privacy: the turn towards MIL for critical youth civic engagement

Positing privacy as a component of MIL assumes that where this is actualized, it will help to enrich current debates and mobilize more participation of those engaged in regard to public policy debates about personal and organizational day-to-day practices.

¹⁹³ See J. Simpson and R. Hooper, 2015.

Gunby (2012) illustrates this point well in regard to how participation in a particular policy decision.¹⁹⁴ As is frequently the case, Facebook made changes in 2012 to its privacy practices, which had implications for its users. Though users could still select most of the personal information they wished to make public, they could no longer choose to hide their Facebook profile from a general online search. After a relatively low participation in the voting consultation with its users, Facebook soon after moved to remove the voting apparatus completely.¹⁹⁵

Without ignoring the other changes made to Facebook privacy policies at the time, the crux of the point here is how such decisions were made. Gunby noted that despite the 589,141 users who voted in opposition to the change, in comparison to 79,731 in favour, the vote was nullified because the minimum requirement of thirty- percent participation, 300 million users at the time, was not attained.

MIL can help to change potential apathy of citizens towards their critical engagement with information, media and technology. If citizens understand that privacy is not solely about personal violation, but rather how it is intertwined with human rights, freedom of expression, internet freedom, economic and social development etc., they might be more inclined to be more actively and critically involved.

Notwithstanding the potential for apathy regarding citizens' attention and actions in relation to their privacy, there is general consensus among researchers that citizens, including youth, have put value on their privacy. 'Nine out of ten Americans are concerned about the potential misuse of their personal information, and 77% say they are very concerned' (Westin 2001, cited in Dinev and Hart, 2004). 'Non-Net-users', those who are very hesitant or decide not to become more active users online, cited privacy issues as their biggest concern (ibid). And 80 percent of citizens in the United States felt that they have lost control over the collection and use of their personal information by companies (IBM, 1999 as cited in ibid). Perhaps it is a sense of helplessness that contribute to a lack of action on the part of some. This sense of a lack of control by citizens to hold the media, technological intermediaries, business and governments accountable merits more research. Yet research has also shown that youth are very active in social media, openly share large amounts of personal information online and have the largest digital footprint (Magnuson, 2011). There is a disconnect - how can this be explained? The sense of a lack of control might be symptomatic of a more systemic challenge for citizens, especially youth; where young people are kept on the margins of decision-making and discussion about serious social issues. Young people often do not

¹⁹⁴ See M. Gunby, 2012. Changes to Facebook Privacy Settings: An Information Literacy Perspective. <http://infospace.ischool.syr.edu/2012/12/19/changes-to-facebook-privacy-settings-an-information-literacy-perspective/>. Accessed on 8 August 2016

¹⁹⁵See also S. Gaudin, 2012.

recognize that they have agency or power in certain real life situations. Hartley (2009) in his illustration of the lack of agency that many teenagers experience in the schooling environment sums it up as follows: "it is therefore the environment from which many teenagers wish to escape, using their own untutored multimedia literacy to enjoy their own imaginative universe, where their private dreams can be elaborated with the aid of a corporate soundtrack [music streaming online] and stories with stories of wish-fulfilment, their fears expressed in songs... and peer-bonding advanced by means of various mobile devices [social media] from the Walkman to the iPhone."¹⁹⁶

it is therefore the very environment from which many teenagers wish to escape, using their own untutored multimedia literacy to enjoy their own imaginative universe, where their private daydreams can be elaborated with the aid of stories of wish-fulfilment, their fears expressed in songs of angst and romance, and their own stratagems for mischief and peer-bonding advanced by means of various mobile devices from Nikes to phones

Privacy in MIL for youth can address 'informal acculturation' of youth and more formal environments and social issues, concerns and opportunities. Here then MIL, with privacy embedded, goes beyond protecting youth from risks in certain informal and electronic and virtual environments, which can curtail their creativity, expression and vitality, to put the emphasis on empowering them with critical competencies. In this way, they are given agency potential to make informed decisions and taking constructive action over their interaction with technology, media and information.

¹⁹⁶ See J. Hartley, 2009, p. 29

CHAPTER 2

YOUTH PERSPECTIVES ON PRIVACY AND SAFETY ONLINE - SOME PRELIMINARY FINDINGS

Through a study carried out by Grizzle (2015), UNESCO surveyed the perspectives of young people aged between 14 and 25 on privacy and safety online. It is part of a larger study on citizens' response to MIL competencies, which started in 2015 and involves over 2,300 young women and men from over 100 countries.¹⁹⁷ Here, the value of MIL to underpin a critical civic engagement on privacy is illustrated. The research was equally concerned with youth self-reported behaviour online as well as their thinking on important social problems facing today's global society. A key research question was:

Are citizens' attitudes towards participation/engagement in democratic discourses and governance processes, on such issues as freedom of expression, freedom of information, intercultural and interreligious dialogue, quality media, gender equality, privacy, and hate, radical/extremist content online, different consequent to obtaining MIL competencies?

Methodology

The research was designed as a quasi-experimental study consisting of a pre-course questionnaire for youth, exposure to a MIL Massively Open Online Course (the learning intervention), which included discussion of the social issues mentioned above and a post-course questionnaire. Specifically, respondents were invited to complete the pre-course questionnaire. They then undertook a 10-week course on MIL, at the end of which they were asked to complete the post-course questionnaire. The MIL MOOC was designed by a group of experts. It was administered by the Athabasca University, Canada. Participants in the MIL MOOC who achieved a grade of 60% or higher received a certificate of competency from the university. Those who received lower grades were issued with a certificate of participation.

Other methods and tools such as journaling, forum discussion, tutors' observations, focus groups and interviews were employed. Below is a summary of the results from the

¹⁹⁷ See summary of overall research design, results from one other theme, youth response to radical and hate content online, etc. in J. Singh, P. Kerr and E. Hamburger, 2016.

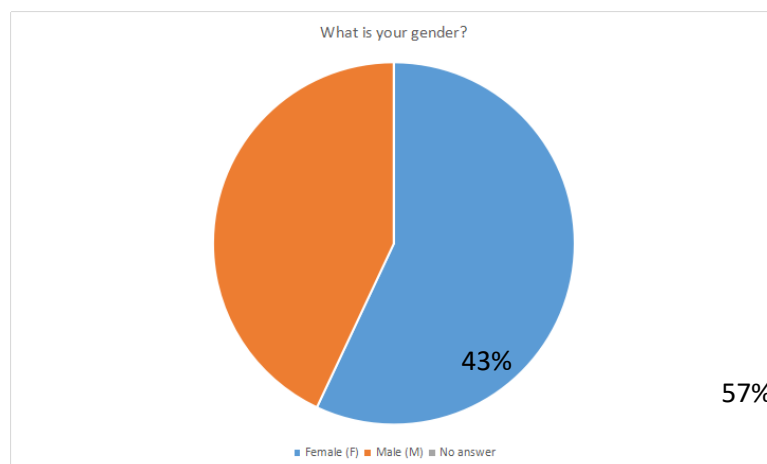
pre-course questionnaire on one of the seven themes investigated: youth attitudes to their privacy and security online. The response rate to the questionnaire was over 70%, representing 1,735 people in total, spread across various regions around the world. The results presented below are not disaggregated by gender but rather represent responses from the entire sample collectively. The sample was selected through a combination of intentional or purposive sampling and partly random sampling. In the recruitment process, institutional affiliation of respondents was explored by reaching out to organizations that are working with young people to recommend those who are likely to stay connected with the organization over the period of the study (intentional sampling). In addition, the survey and learning intervention was promoted to youth networks, organizations and MIL-related networks globally through online news, social media, etc. All those participants who registered for the course became the sample. The intervention was a MIL Massively Open Online Course (MOOC). It was administered in English, thus participants needed to have a certain level of fluency in English and necessary access to ICTs, including the internet. More detail on the demographics of the sample is provided in the first set of graphs and charts below. The results provided are indicators of youth perspectives on privacy issues. The character of the sample limits the drawing of generalities of the findings to a wider population of youth.

Extracts of the findings

Below are description and partial discussion of the findings.

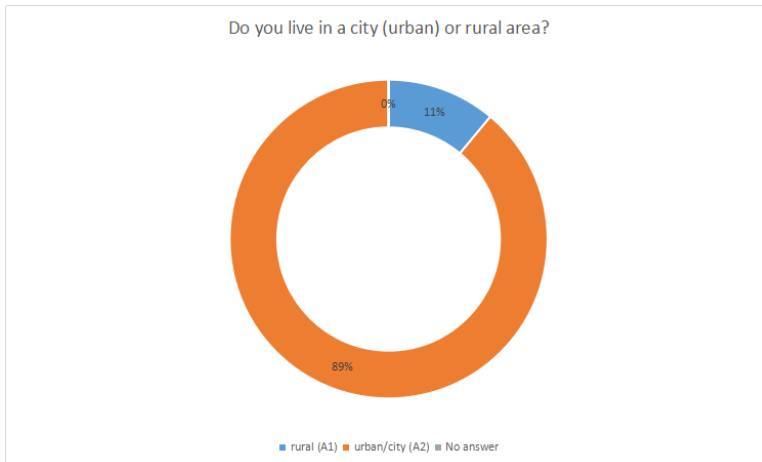
Demographic data

Chart 1.



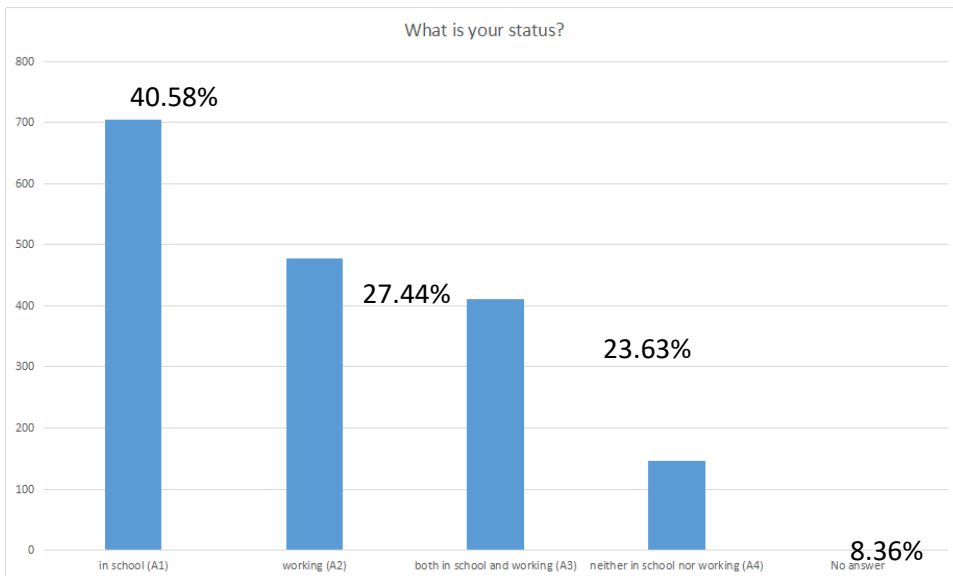
57% of the 1,735 respondents are female and 43% are male. This shows an almost equal level of interest between young girls and boys on the topic of MIL and its relevance to social and democratic discourses and critical civic engagement.

Chart 2.



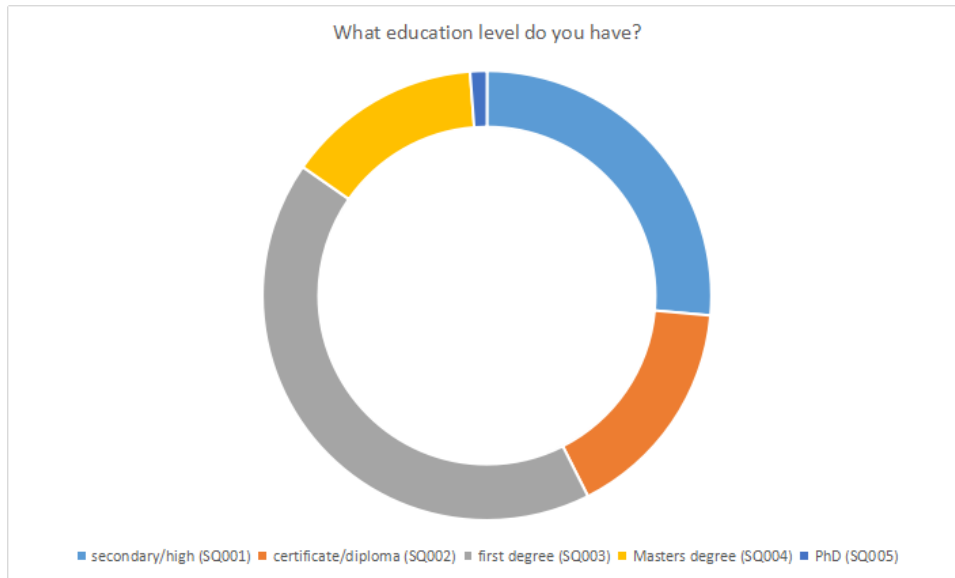
The majority (89%) of the respondents live in urban areas. People living in rural areas usually have more limited access to internet.

Chart 3.



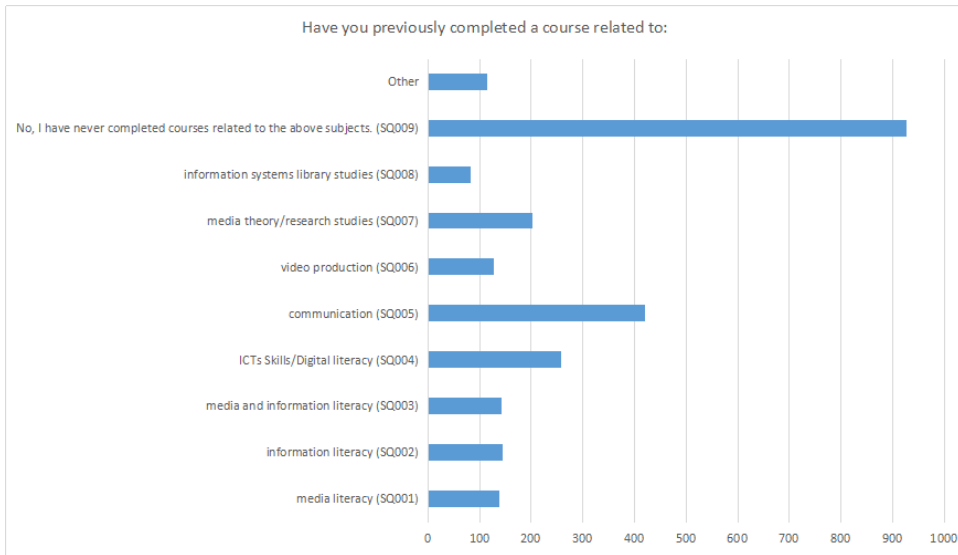
Of the respondents to the overall questionnaire 41% are in school, 27% are working, 23% are both in school and working, while 9% are neither in school nor working. Young people are interacting with media and technology irrespective of their status and levels of education, although further analysis is required to confirm if there are nuances related to occupational status.

Chart 4.



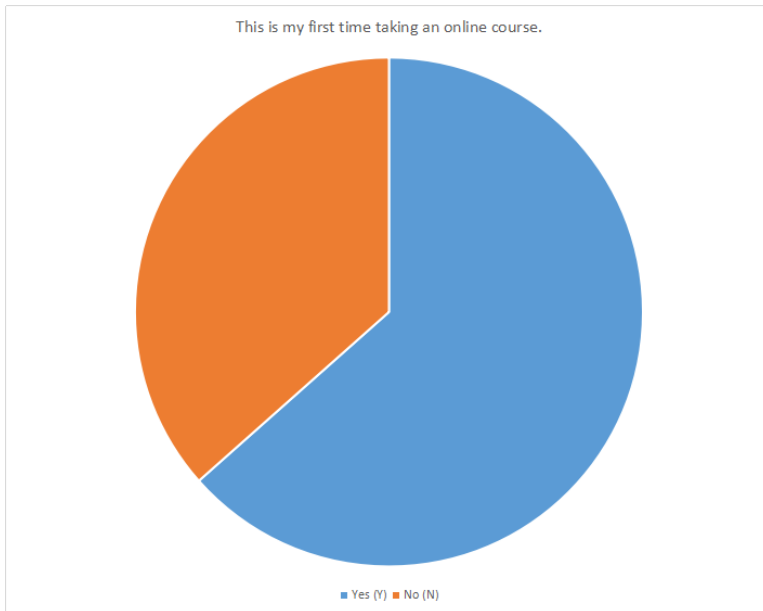
Of the respondents, 31% had acquired a secondary level education, 49% had a first degree, 19% certificate/diploma, 16% a master's degree, while 1 had a PhD.

Chart 5.



54% of respondents in this research had not completed a course related to MIL; 15% had previously done courses related to ICTs skills/digital literacy, while 25% had pursued a course in information literacy, media literacy or MIL. Two important inferences can be drawn here. Firstly, the young people surveyed are active and promising target groups for MIL training. And secondly, the fact that 40% of the young people surveyed have previously completed MIL-related training could indicate that once exposed, they are keen to undertake more or follow-up training in the area. It is also possible that there was the motivation of the incentive to receive a certificate from a recognized university that they might not have received for previous training undertaken.

Chart 6.



63% of respondents had never pursued an online course before. This is an indication of the potential reach of Massively Open Online Courses on MIL targeting youth, assuming the demographic has ongoing internet access.

Valuing personal privacy and that of others

Chart Key

SD = Strongly disagree

D = Disagree

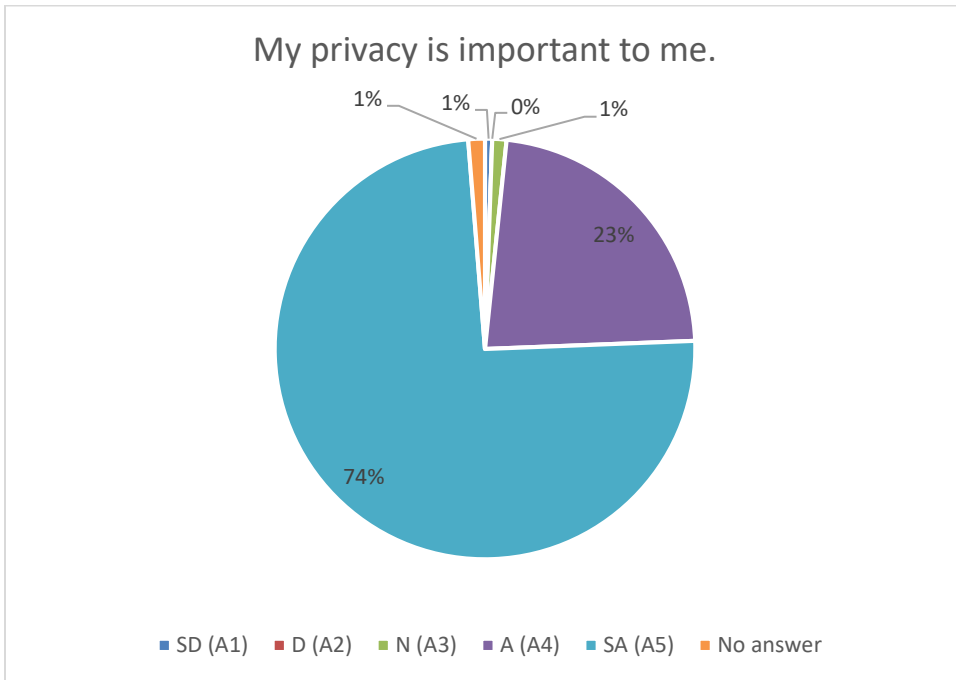
N = Neutral

A = Agree

SA = Strongly agree

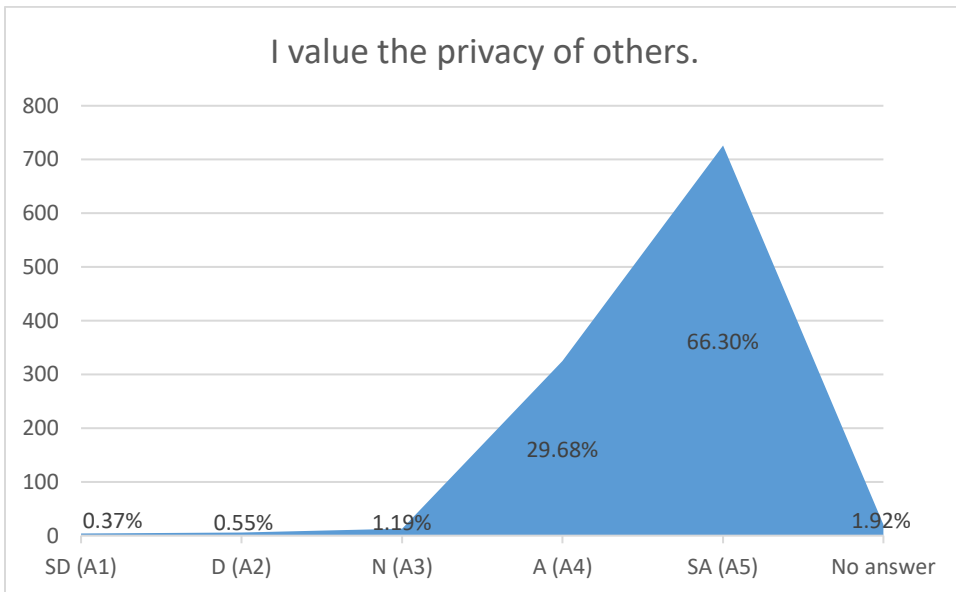
No answer = respondent had an option not to reply and chose to do so.

Chart 7.



The vast majority of the respondents indicate that personal privacy is important to them; 74% strongly agree' and 23% 'agree'. In related research studies, youth show varying levels of concerns about their privacy.¹⁹⁸

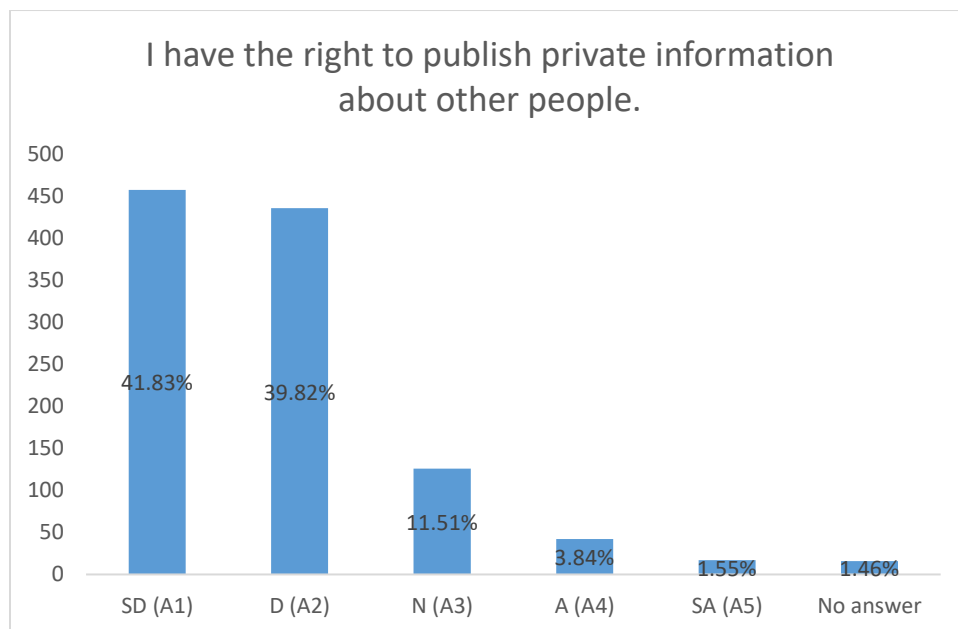
Chart 8.



¹⁹⁸ See: C. J. Hoofnagle, J. King, S. Li and J. Turow, 2010; G. Blank, G. Bolsover and E. Dubois, 2014; and C. James et al., 2009.

96% of youth surveyed note that they value the privacy of others. When set against the responses to the previous question, this has implications for young people’s attitude towards their own privacy vis-à-vis that of others. From the data in **Chart 7** and **Chart 8**, one can infer that young people claim to value their privacy equally to how they value the privacy of others.

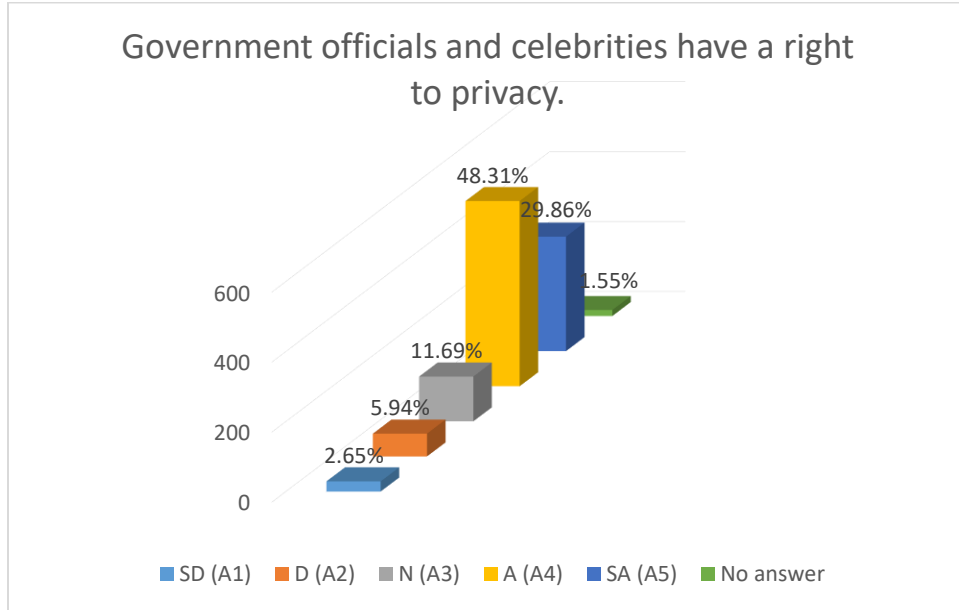
Chart 9.



Youth attitudes concerning valuing the privacy of others is relatively consistent with whether they think they have the right to publish private information about others. In **Chart 9**, 82% of respondents indicate that they do not have the right to publish private information about others. This is 14% lower than the 96%, in **Chart 8**, who value the privacy of others. This may suggest that some of the young people surveyed felt that they have right to publish certain private information about others even though they respect their privacy.

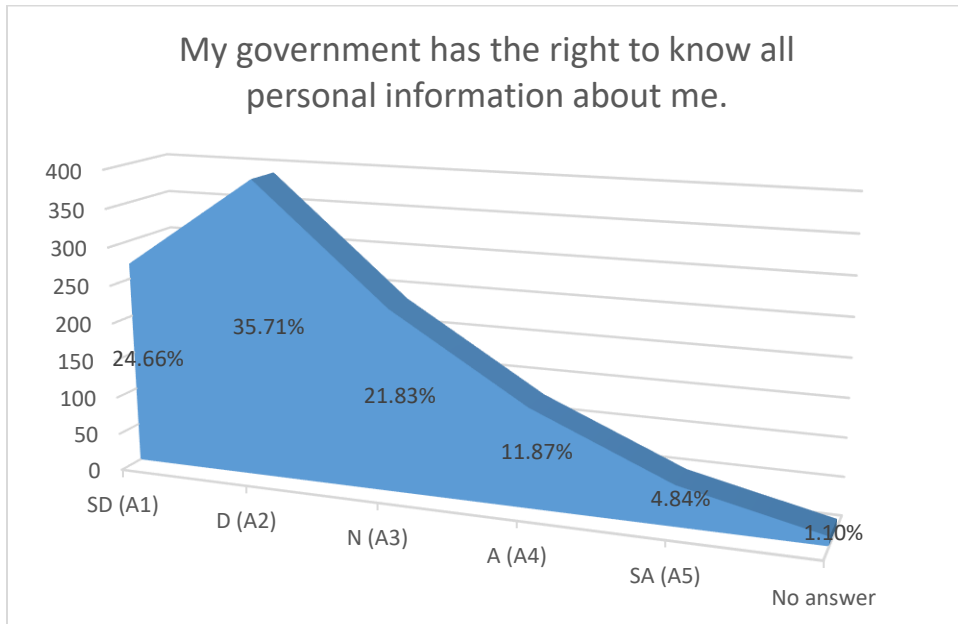
Personal privacy in connection with government and business

Chart 10.



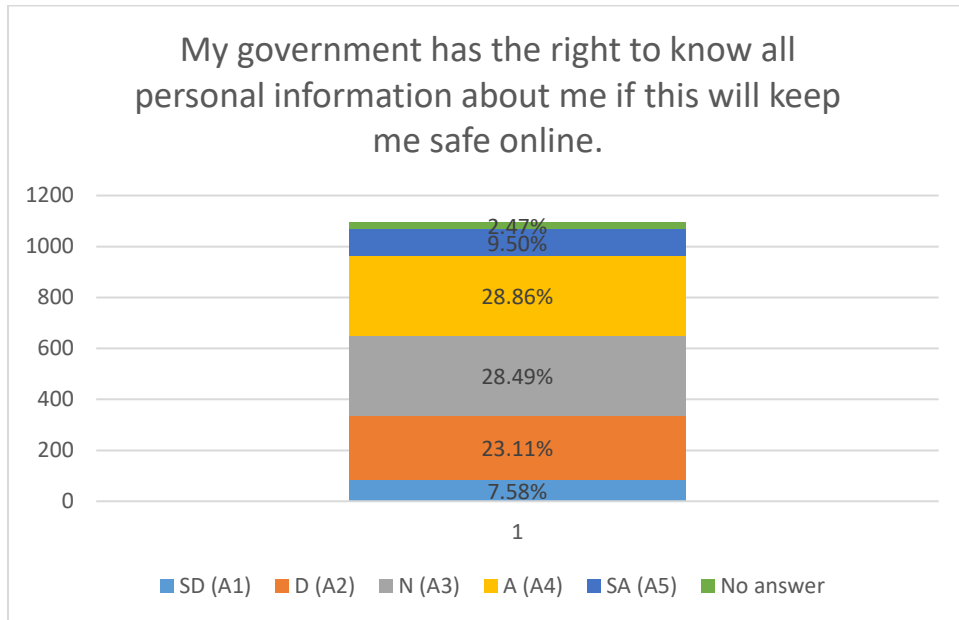
In a related question about the privacy of others, in this instance the privacy of government officials and celebrities, consistency was once again reflected. Of the young people surveyed, 78% believe that privacy should be afforded to government officials and celebrities. A question that could be asked here is whether the youth have a more nuanced understanding of what levels of privacy public servants, for instance, should have. A relevant example is whether government officials or public servants should publicly disclose their income and the sources of this income. It should be acknowledged that agreement to a right to privacy is not necessarily in contradiction to transparency about public officials, though the survey did not examine this issue.

Chart 11.



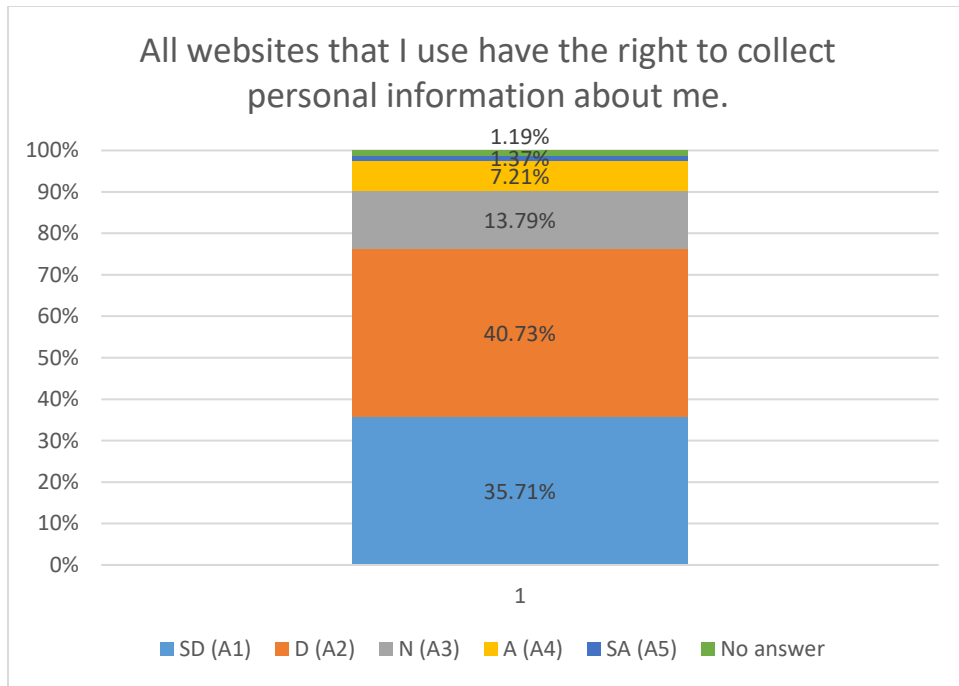
In this chart, 60% of respondents strongly disagree or disagree that their government has the right to know all personal information about them. However, a significant percentage - 37% - state that they are indifferent to, agree with or strongly agree with the idea of government access to all their personal information. One way to interpret these results is that some young people clearly have degrees of privacy. They may believe that governments should not collect certain personal information, while accepting at the same time that it is necessary for governments to access certain other personal information.

Chart 12.



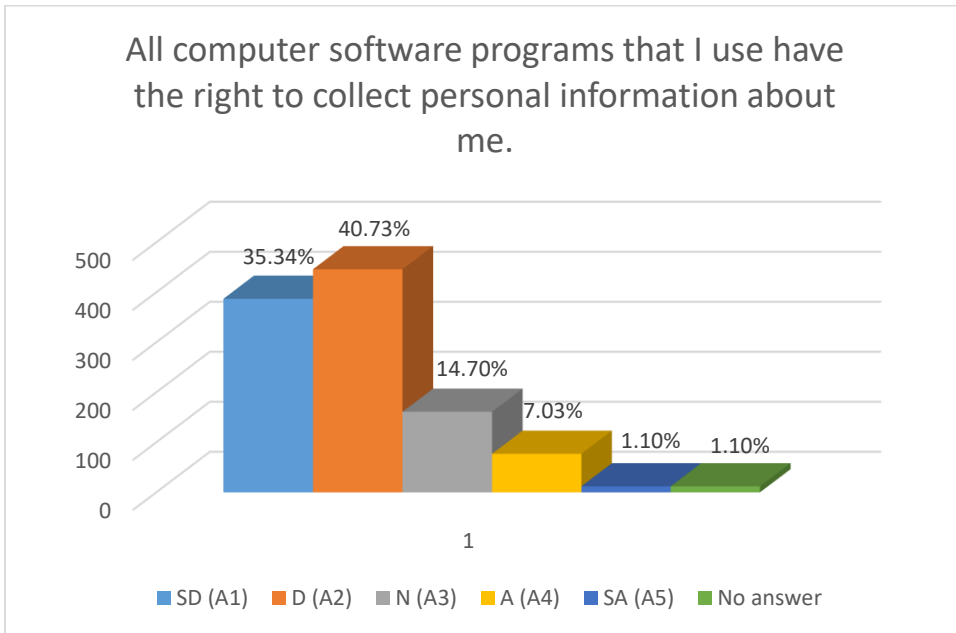
In relation to the statistics in **Chart 11**, there is evidence here that the respondents' attitude surrounding governments accessing their personal information shifts when their security or safety comes into the equation. When asked whether government has the right to know information about them if this will keep them safe online, 38% strongly agree or agree, 31% disagree or strongly disagree and 28% are neutral. In this survey question, the means by which government would know or collect information was not specified (See **Chart 20** for an observation of a further shift in attitude when a suggestion is about how governments should collect information is made).

Chart 13.



Young people feel more negatively about the rights of websites collecting their personal information during use, than they do in regard to governments collecting their personal information - 76% strongly disagree or disagree with websites collecting their personal information. A statistically significant proportion - 21% of respondents – say they are neutral or strongly agree with this practice of organizations through their websites.

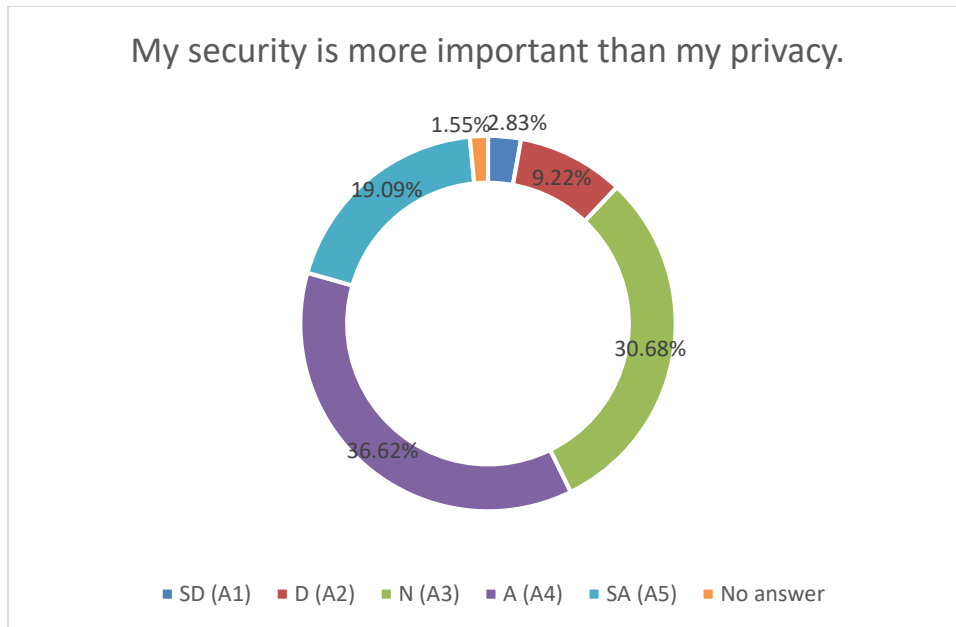
Chart 14.



The attitude of the youth surveyed in connection with their privacy while using websites is congruent with how they feel about computer programs collecting their personal information during use. One could deduce that they view websites (which are remotely and publicly hosted) as just as intrusive as computer programs, which are more frequently resident on the digital devices they use.

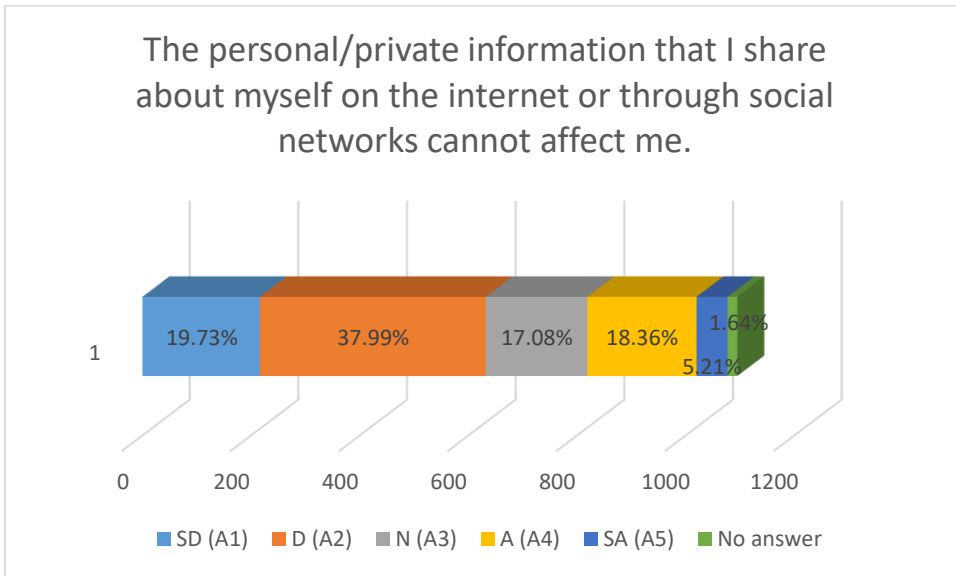
Privacy vis-à-vis security and safety

Chart 15.



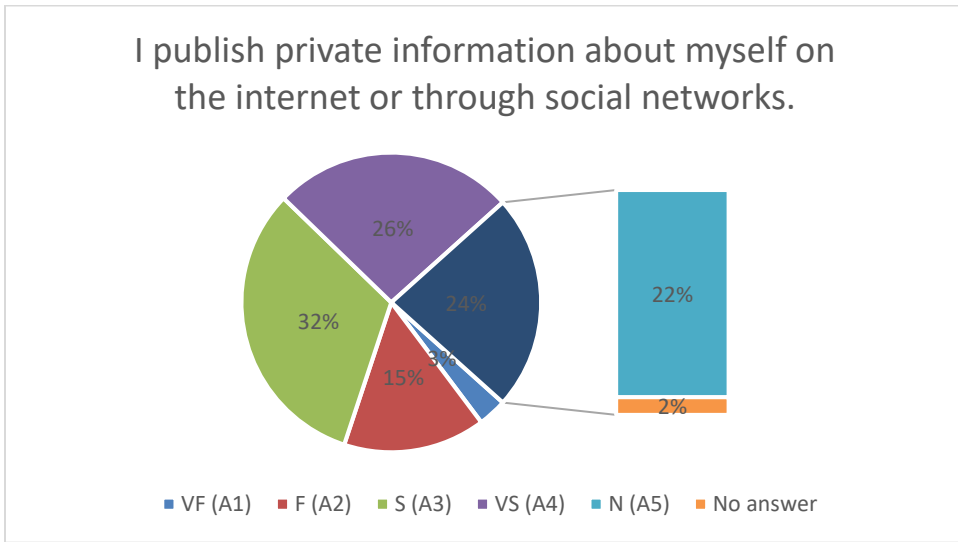
Recalling the findings about governments holding personal information about young citizens, it is clear that young people make the link between their privacy and security. Just over half of the youth surveyed - 55% - place a higher priority on their security than their privacy. An important figure - 31% of youth surveyed - are either not sure whether privacy or security is more valuable to them, or view them as being equally salient. Further research is needed to investigate how youth understand 'security' – as referring to their information security, or to their physical security that should be ensured as part of the state's protection of rights (e.g. to individual life, to property, to not be bullied, to anonymity) and the state's responsibility to protect national security (which is not the same per se as individual physical safety and security).

Chart 16.



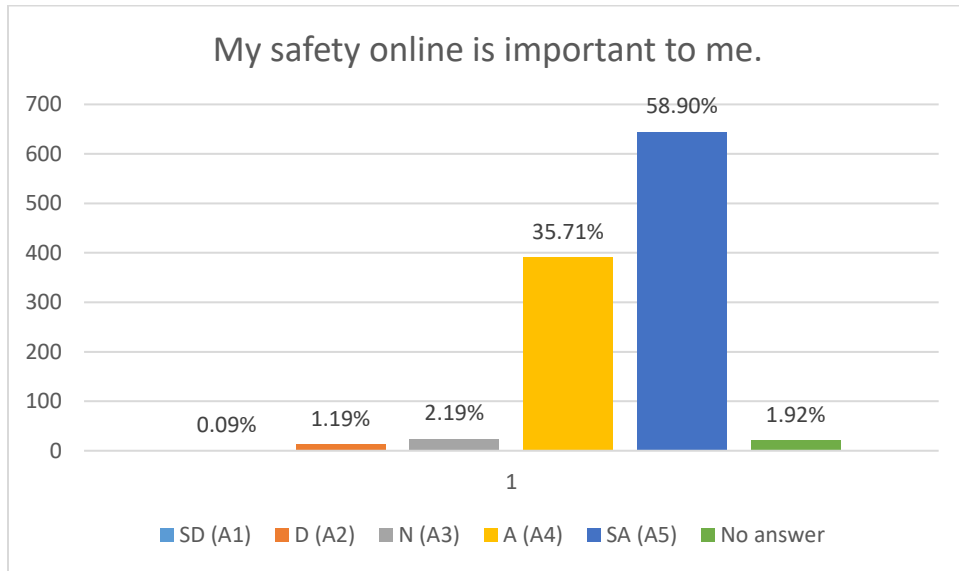
Of the young people surveyed, 58% report that they think the personal information they share on the internet can affect them; 24% reported that the information they share on the internet cannot affect them. The latter percentage indicates that a significant proportion of the sample are not cognizant of the potential risks in sharing certain personal information online. Despite the 58% of youth reporting awareness of such risk in **Chart 16**, **Chart 17** shows many of them are still sharing personal information online.

Chart 17.



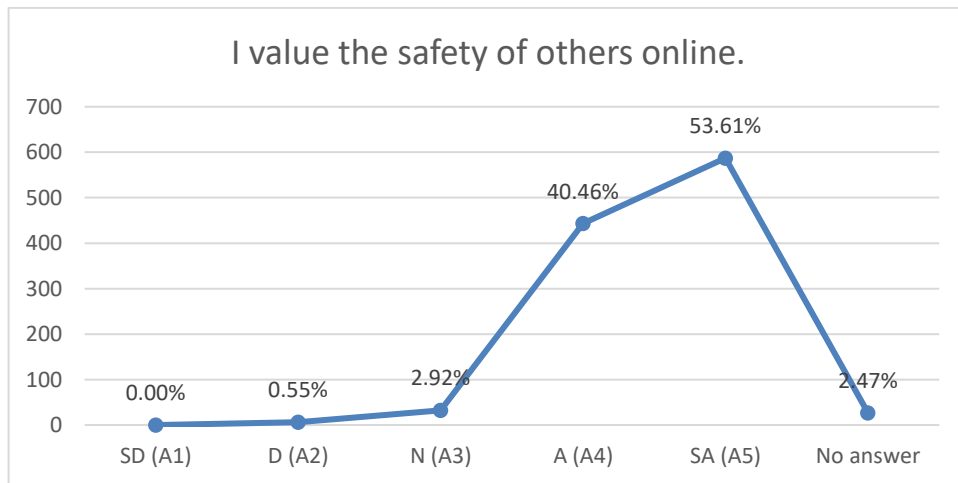
Of the youth surveyed, 22% say they never share personal information online, 50% say they do so very frequently to sometimes/seldom and 26% say they do so very seldom. The statement was intended to consider personal information shared online whether or not it is done via social media, in particular.

Chart 18.



A significant percentage of the youth surveyed – 36% - only agree (as opposed to strongly agree) that their safety online is important to them. Further research is needed as to whether the third who do not feel strongly on this are basing their response on a belief that there is not a risk as such.

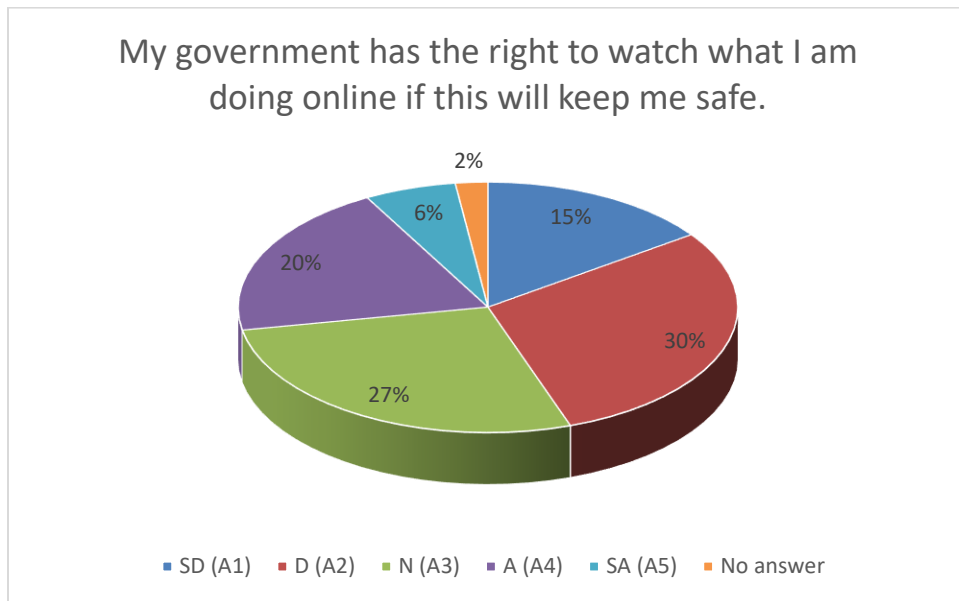
Chart 19



In **Chart 18** and **Chart 19**, respondents reported that they place similar value on their safety and that of others online - 95% place high value on their safety online and 94% report that they value the safety of others online. It should be noted, however, that

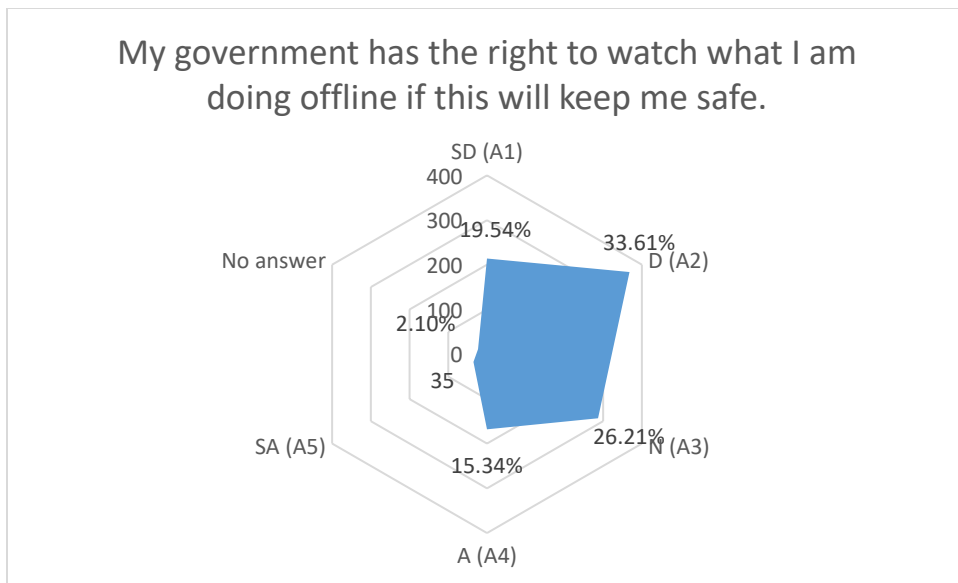
when it comes to the safety of others, the youth surveyed placed a slightly lower value on this, which is evident in the 5% difference in those that strongly agree. Here again, it should be acknowledged that the answers here depend entirely on how respondents understand the concept of safety. Further research is recommended to get a more granular view.

Chart 20.



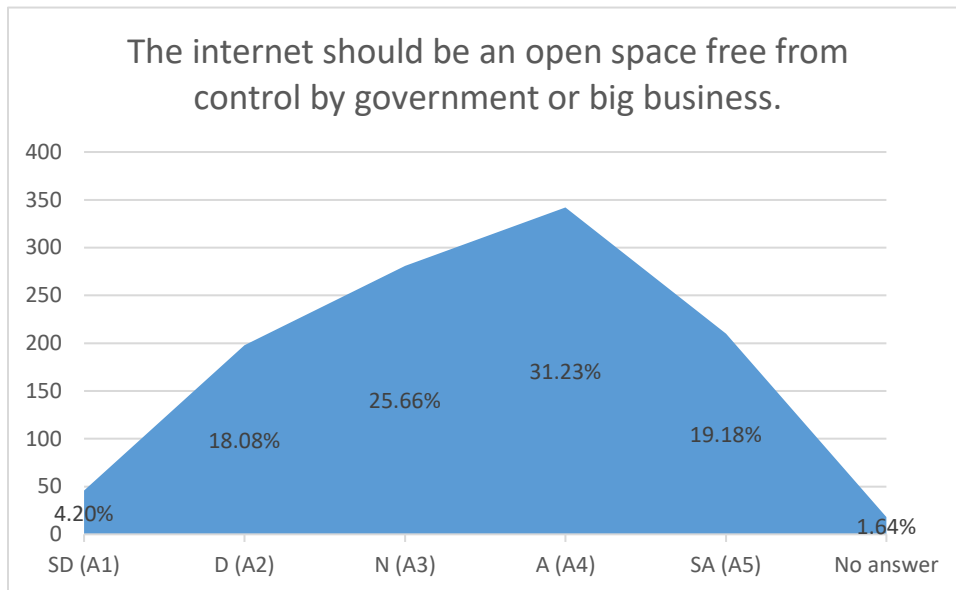
Under half of youth surveyed - 45% - strongly disagree or disagree with their safety online being a justification for government watching what they are doing online; 27% are neutral to this proposition, while 20% agree and 6% strongly agree. In this survey question, the means by which government would know or collect information was specified. In comparison to **Chart 12**, there is an observed further attitude shift in the young people surveyed when it was suggested that government has the right to **watch what they do online** if this will keep them safe. This suggests that attitudes towards privacy is in constantly in flux depending on the context (see also **Chart 21** for further observations when the situation shifts from online to offline).

Chart 21.



Of the youth surveyed, 53% of youth disagree or strongly disagree with their government watching what they do offline - even if this will keep them safe; 26% are neutral to this proposition. Further research is needed to see whether young people doubt that government surveillance is in fact with good intentions, and the possibility that this could colour their response. In comparison to **Chart 20**, there is an even greater attitude shift (increase in disagreements) in the young people surveyed when it was suggested that their government has the right to watch what they do *offline* if this will keep them safe.

Chart 22.



Close to half of those surveyed - 48% - are neutral, disagree or strongly disagree with a free and open internet, while 50% strongly agree or agree that the internet should be an open space free from governments' and big businesses' control. Several inferences could be drawn from this information. Firstly, some may see the necessity for some levels of regulation and self-regulation online. It is suggested that some others are cognizant of the inevitable role of government and commercial internet and technological intermediaries in this process. Secondly, some youth may be of the opinion that there are freedom of expression, democratic and privacy risks if the internet is controlled. Thirdly, most may not be aware of their role, and that of civil society in general, in pursuing a multistakeholder governance of the internet, centred on democratized communication and information platforms. The complexity of these considerations highlights the indispensability of a holistic approach in articulating privacy in MIL. Privacy in MIL makes it clear that freedom and openness are not incompatible with some regulation and self-regulation. These controls can in fact exist to protect and promote freedom and openness, as opposed to a 'wild west' of bullies, spies, censors, slander, etc. This shows the complexity of understanding the range of issues and debates about privacy in MIL.

Chart 23.

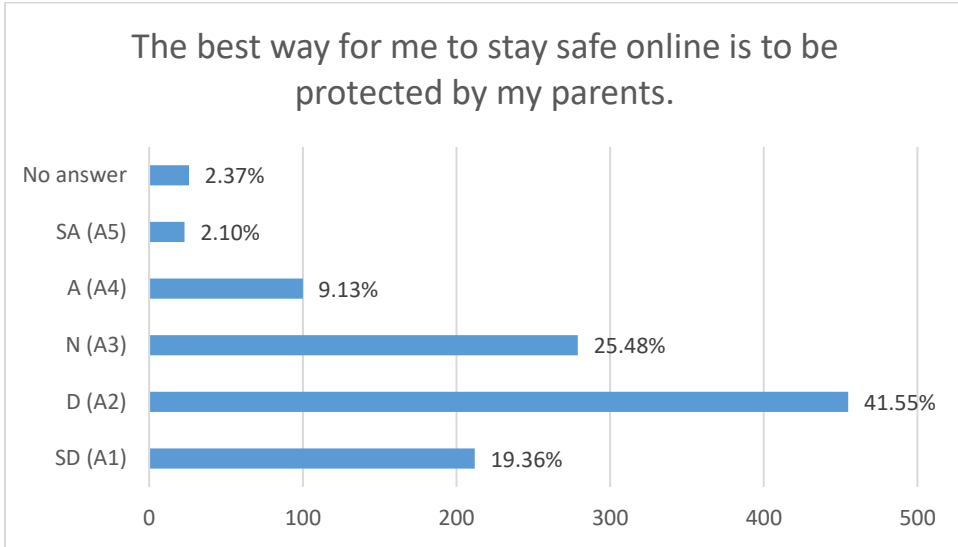


Chart 24

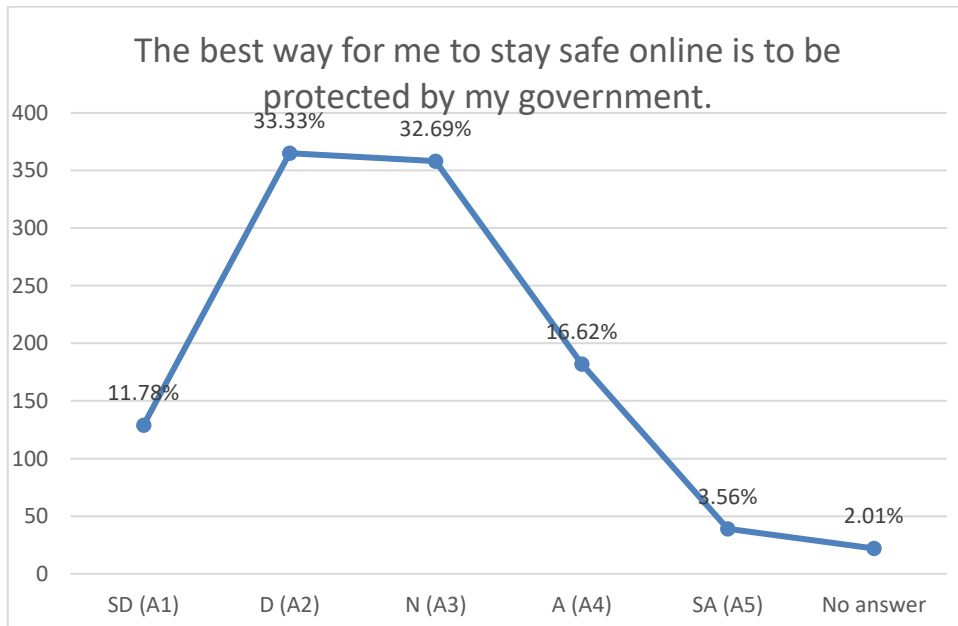
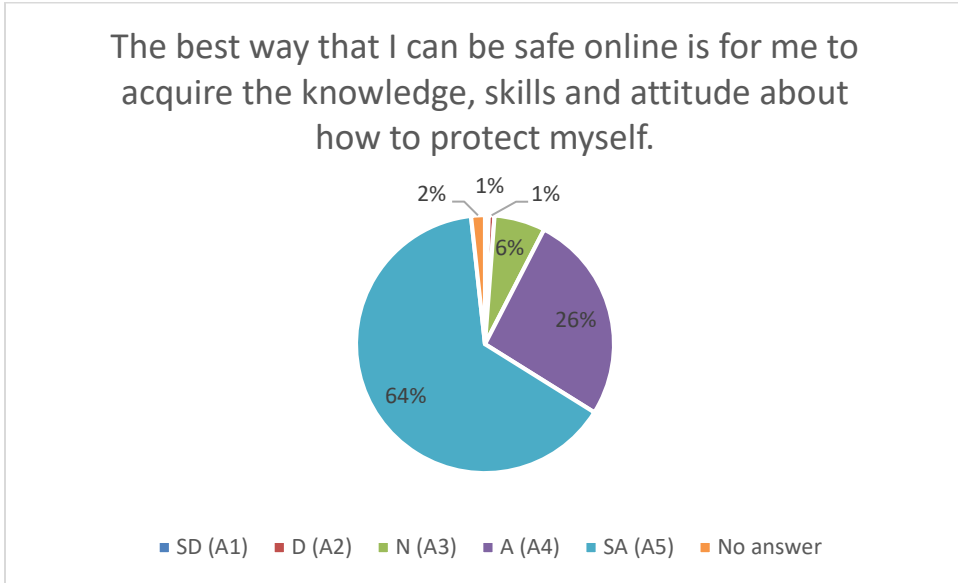


Chart 25.



Based on **Chart 23**, **Chart 24** and **Chart 25** above, a majority of young people surveyed do not subscribe to family protection as the most effective means to stay safe online, with a notable level of indecision (25% neutral) on this proposition. Indecision is higher with regard to governments as the best source of protection online (33% neutral). A heavy emphasis - 90% - is placed by the youth surveyed on self-empowerment through the acquisition of information, media and technological competencies.

Actions to stay safe, protect privacy and advocate for privacy online

Chart Key

VF = Very frequently

F = Frequently

S = Seldom

VS = Very seldom

N = Never

No answer = respondent had an option not to reply and chose to do so.

Chart 26

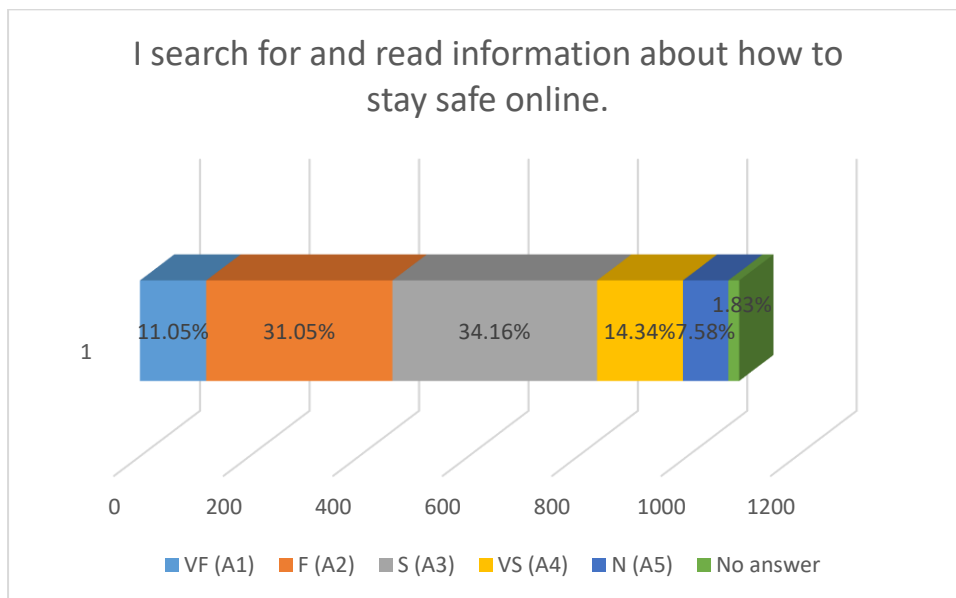
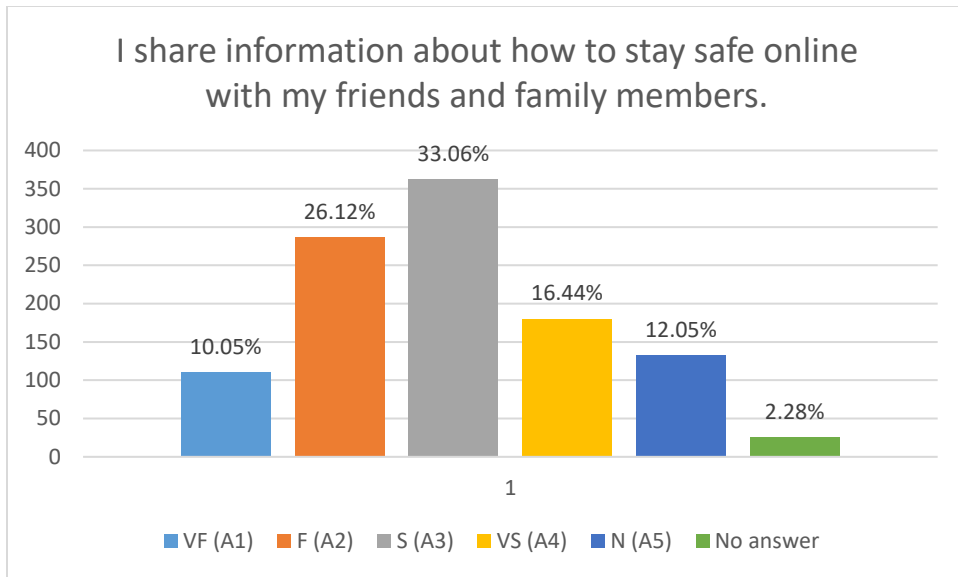
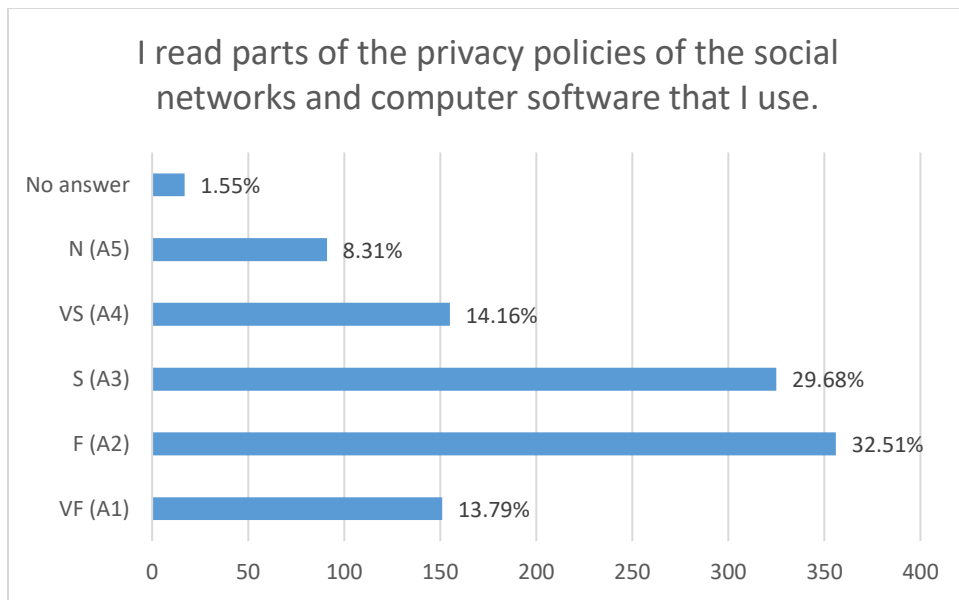


Chart 27.



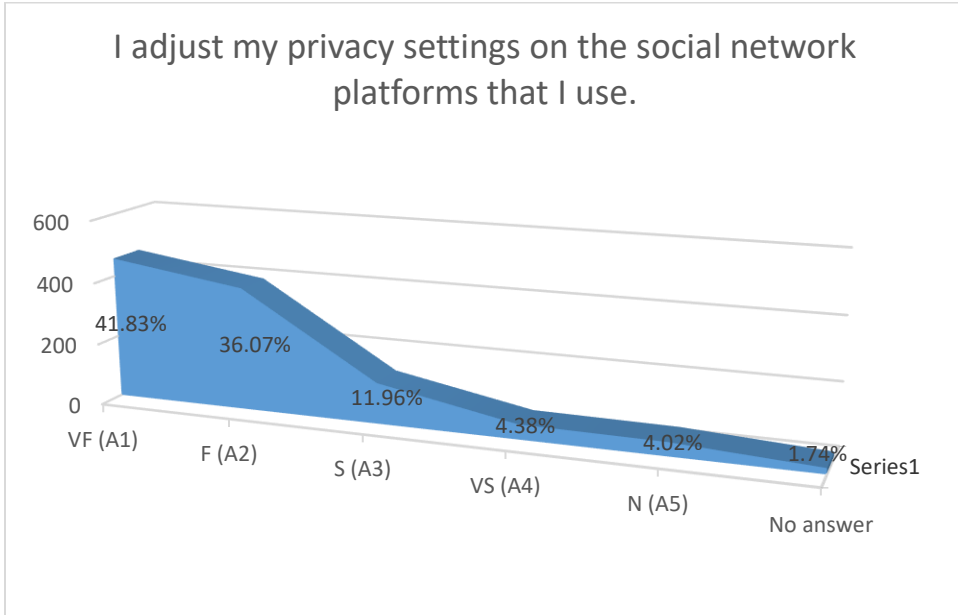
Of youth surveyed, 42% report that they very frequently or frequently search and read about how to stay safe online (**Chart 26**); 36% say that they share related information with their family members and friends (see **Chart 27**); 56% of youth are neutral or very seldom or seldom search for and read safety related information. This finding requires additional exploration into how different respondents may understand safety and how these different understandings may impact on their understanding of the nexus with privacy and other rights.

Chart 28.



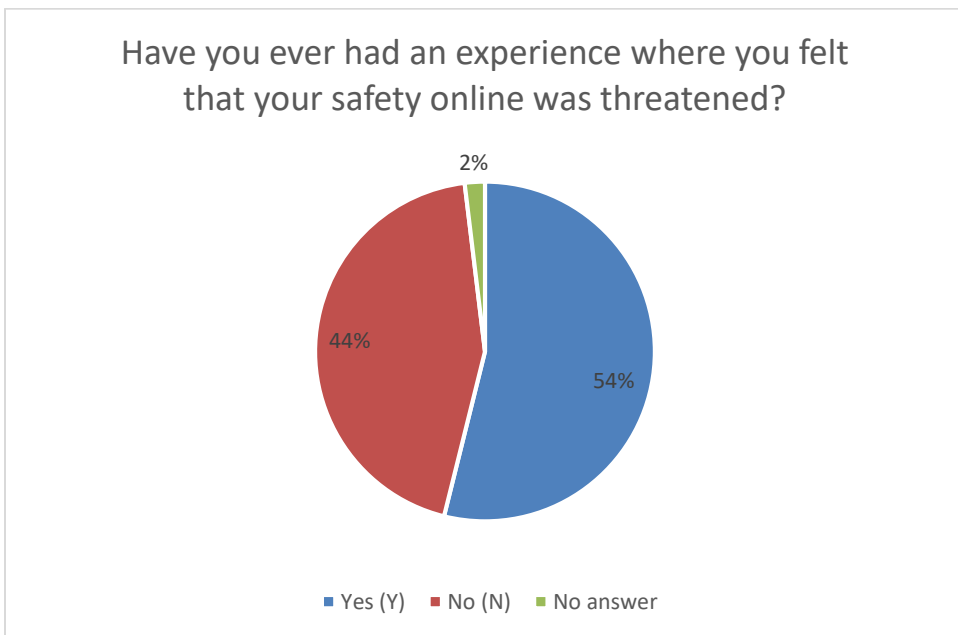
When asked about their practice in reading privacy policies of social networks and computer software, less than half of youth surveyed - 46% - reported that they frequently or very frequently read parts of these policy documents. Further research could further investigate whether even this 46% decide to stop using the given network or software after reading the policy and whether this has any relation to privacy. For instance, PokemonGo has intrusive privacy provisions, yet these are not disincentives for many users.

Chart 29.



A large percentage of respondents - 78% - indicate that they very frequently or frequently adjust their privacy settings online.

Chart 30.



More than half of the youth surveyed state that they have had experiences where they felt their safety online was threatened; this is despite the fact that 78% of them indicated that they very frequently or frequently adjust their privacy setting online (See **Chart 29** above). Clearly, safety online goes beyond privacy. In other words, one's safety could still be threatened despite taking certain privacy precautions. One example is that people can be bullied online or offline irrespective of their privacy level.

Chart 31.

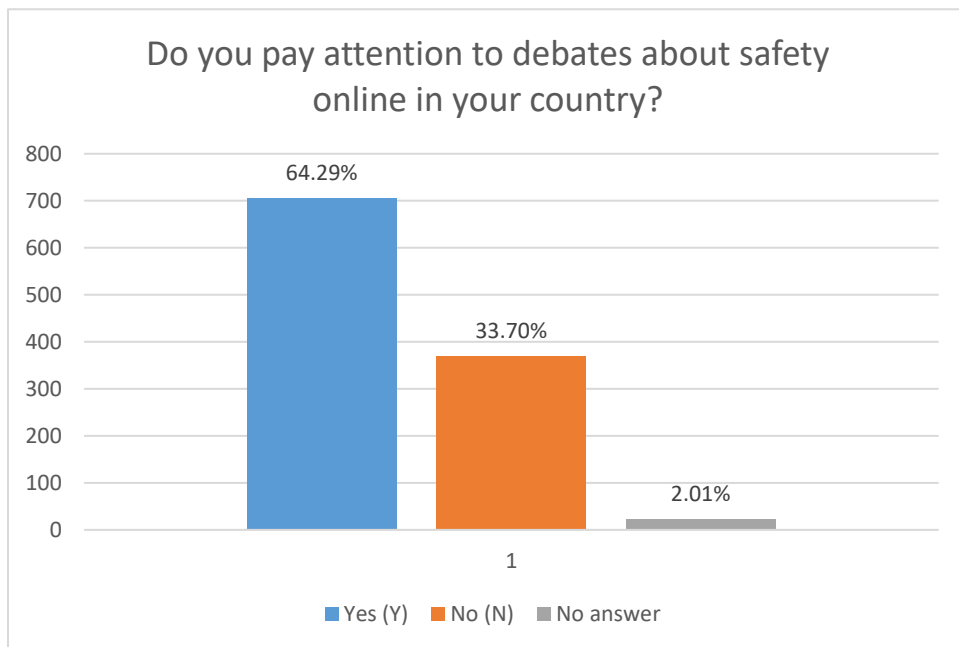
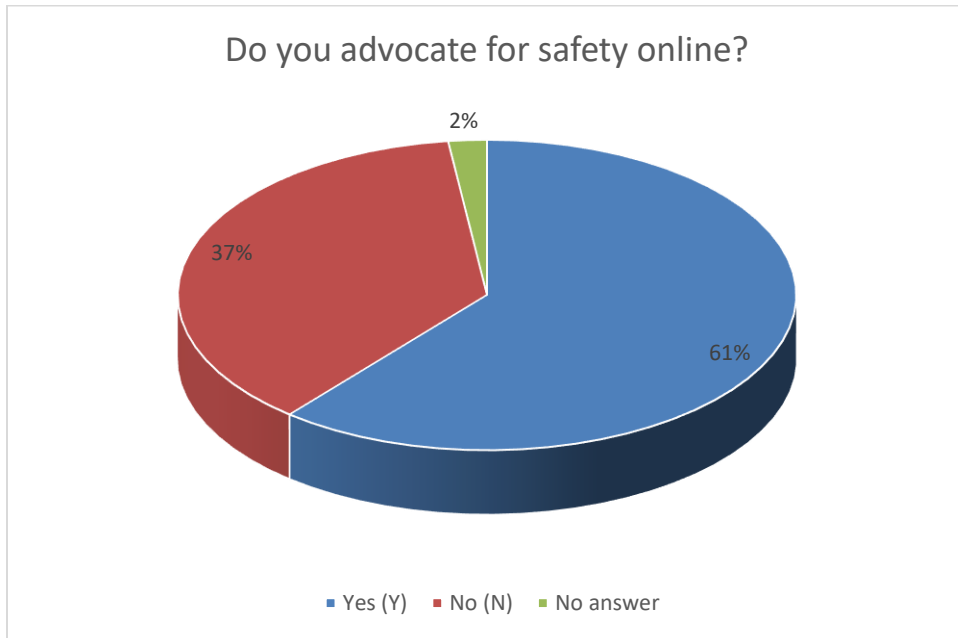


Chart 32.



From **Chart 31** and **Chart 32** above, 64% of youth surveyed are attentive to debates about safety online and 61% state that they advocate for internet safety.

FIVE LAWS OF MEDIA AND INFORMATION LITERACY AS HARBINGERS OF HUMAN RIGHTS

A LEGACY OF RANGANATHAN'S FIVE LAWS OF LIBRARY SCIENCE

Alton Grizzle & Jagtar Singh

The reflections offered here on the relevance of Ranganathan's legacy, implying his vision for Media and Information Literacy (MIL) in the digital age, follow five basic movements. The number five chosen here is congruent to Ranganathan's Five Laws of Library Science. Movement one considers a simple interpretation of Ranganathan's Laws in the digital age and the similarity to UNESCO's thrust towards building knowledge societies and "Internet Universality". Movement two draws attention to information and media literacy or media and information literacy in the digital age – a necessary convergence. Movement three sketches for the first time, Ranganathan inspired Five Laws of Media and Information Literacy (MIL). Movement four calls for librarians, and library and information scientists to be guardians of media and information literacy or information and media literacy – which juxtaposition is preferred by the stakeholders – leading to the change that Ranganathan would want to see. Finally, Movement five outlines some of the actions being implemented by UNESCO to realise media and information literacy for all. We conclude by suggesting that we should create a movement around Ranganathan's dreams by engaging youth in India and throughout the world in media and information literacy for all as a nexus of human rights.

Keywords: Media and information literacy, sustainable development, S. R. Ranganathan, five laws of media and information literacy, empowering youth with MIL, UNESCO and MIL conferences

Relevance of Ranganathan's Legacy

Books and libraries are metaphors of the memory of mankind. Both facilitate 'Meeting of Minds' ... for it is Minds that we should focus upon people, inter-acting, sharing and creating knowledge, and giving kick-off to change. This is what UNESCO stands for. Meeting of Minds and 'Unity of Minds' even in the face of differences is what Ranganathan represents sine die. In fact, Ranganathan was the man, the visionary, the leader, the scholar, the unifier, the teacher, and the librarian of librarians. That is why he is known as "Father of Library Movement in India." But let us be more inspired by the dream that he actually lived. And yet what better way to renew and to sustain the passion, vision and purpose of what Ranganathan represents than through the lives of those who were born and live a generation after him and even the generations to come. The fact that through the "Meeting of Minds" we contemplate the relevance of Ranganathan's legacy in the digital age means that we should recognize that his feats have great significance for librarians, library and information scientists, media and communication professionals, technology experts and by extension for all people. He believed in putting knowledge to work. This is reflected in his first law of library science: "Books are for Use." The belief is echoed in Goal 4 of the Sustainable Development Goals (SDGs). (Singh, Grizzle et al, 2015, p.19). Goal 4 reads as under:

Ensure inclusive and equitable quality education and promote lifelong opportunities for all.

Also relevant is Goal 16 which is about peace and inclusive societies, access to justice for all and accountability in turn encapsulate right to information and universal access to information for all.

The basic function of the institutions of education and information providers is creation and dissemination of knowledge. This is done by supporting research, offering various courses of study dealing with the task of gathering, curating, analysing information and knowledge, and engaging people. Ranganathan's Five Laws of Library Science are pre-conditions for the creation and dissemination of knowledge. The only thing we need to do today is to replace the term 'books' with knowledge and 'readers' with prosumers (a term for a person who uses knowledge and information to create new knowledge and content).

Five Basic Movements

The reflections that are being offered here on the relevance of Ranganathan's legacy, implying his vision for Media and Information Literacy (MIL) in the digital age, will follow five basic movements. You might have already figured out why we have chosen the number five? It is purposeful and simple. It is congruent with Ranganathan's Five Laws of Library Science. Movement one considers a simple interpretation of Ranganathan's Five Laws of Library Science in the digital age and the similarity to UNESCO's thrust

towards building knowledge societies and “Internet Universality”. Movement two draws attention to information and media literacy or media and information literacy in the digital age – a necessary convergence. Here we borrow Sastri’s (as cited in Navalani & Satija, 1993, p. xi) characterization of Ranganathan as of Ekavakya – a fundamental Vedic principle. Its basic premise is the unity of entire knowledge. Movement three sketches for the first time, Ranganathan inspired Five Laws of Media and Information Literacy. Movement four calls for librarians, and library and information scientists to be guardians of media and information literacy or information and media literacy – which juxtaposition is preferred by the stakeholders – leading to the change that Ranganathan would want to see. Finally, Movement five outlines some of the actions being implemented by UNESCO to realise media and information literacy for all. We conclude where we started by suggesting that we should create a movement around Ranganathan’s dreams by engaging youth in India and throughout the world in media and information literacy for all as a nexus of human rights.

Movement One – Ranganathan’s Five Laws: Lens of Rights-based Knowledge Societies

A simple search of the Internet unearthed some cool and insightful applications of Ranganathan’s Five Laws in the current information, media and technological landscape or the digital era¹. The laws are placed parallel to e-books, iTunes, blogs, listeners, Netflix, Photoshop, Google Map, Blackboard (Electronic White Boards), EasyBib, digital repositories, etc. Whether for fun, commercial purposes or more conceptual frameworks, these appropriations of Ranganathan’s Five Laws illustrate exciting prospects. One set of Laws reads:

1. E-books are for reading
2. Every listener his iTunes
3. Every blog a reader
4. Save the time of the listener
5. The Internet is a growing organism.

Another reads:

1. Netflix is for watching
2. Every artist his Photoshop
3. Every Google Map, its traveller
4. Save the time of the traveller

5. The Web is a growing organism

Yet another reads:

1. Blackboard is for studying
2. Every student his/her EasyBib
3. Every digital repository its researcher
4. Save the time of the researcher
5. The ICT Toolbox is a growing organism.

Whether these are for fun, commercial purposes or serious conceptualization is not of relevance here. Frankly speaking, we all use these approaches to transmit the indispensability of information and libraries to all citizens. We suggest a conceptual framework that Ranganathan would have also envisioned. Firstly, one could de-construct the meaning of a book or connotation of a book. As Navalani and Satija, 1993, x) note, Ranganathan not only articulated new terminologies to illustrate his visionary ideas he also “gave connotation of every term” in his work. In that same spirit, we have defined a book as a Container of Knowledge, because this is what it is in literal terms. In this sense, the following present day interpretation of Ranganathan’s Five Laws of Library Science is proposed with regard to human rights approach.

Table 1 Ranganathan’s Five Laws from A Rights Perspective

Ranganathan’s Five Laws of Library	A Present Day Interpretation	Relevant Arguments/ Questions Based on
Books are for Use	Knowledge is for Use	Ethical use of knowledge? Open
Every Reader His/Her Book	Every User of Knowledge to gain	All should have free access to information
Every Book its Reader	All Knowledge its User	People have a right to diverse and inclusive information and knowledge, as well as

Save the Time of the Reader	Enhance the Well-being of User of Knowledge	People have the right to human development enabled by access to
Library is an Evolving Organism	Knowledge is Dynamic, ever Growing	People have the right to sample, analyse and build on existing information and

Knowledge represents both new and old. Just as Ranganathan’s Five Laws of Library Science have been and will be relevant for all times to come, so also will knowledge transcend all times. Subsequent to the idea of Information Society of the first World Summit on Information Society led by the International Telecommunication Union and UNESCO is the term Knowledge-based Society. UNESCO promotes Knowledge-based Societies founded on four principles³:

1. Quality Education for All
2. Freedom of Expression
3. Universal Access to Information
4. Multilingualism in Cyberspace which also connotes Cultural Diversity.

Framing education as the acquisition and use of knowledge, quality education for all, and right to information and universal access to information is a reflection of Ranganathan’s belief in books for all or library services for all. “Every Reader his/ her Book” and “Every Book a Reader” means a diversity of information and knowledge for all, freedom of choice and freedom of expression. Multilingualism and cultural diversity are inseparable from knowledge creation, storage and dissemination. Ranganathan’s Five Laws of Library Science were embraced by him and he practiced this fourth principle through his life and work. As an “Oriental Scholar” he connected knowledge with the East and West to give birth to a new science, known as Library Science.

In connection with the Internet, driven by digital technologies, UNESCO has articulated a new and complementary framework to highlight what the organization calls Internet Universality (Books Universality). Ranganathan would have embraced the Internet as a new container of knowledge as is evident in his Fifth Law, “Libraries is a Growing Organism.” This new container of knowledge is not the one that replaces books but rather complements them. A symbiotic relationship exists between these two containers.

“For the Internet to fulfil its historic potential, it needs to achieve full-fledged “Universality” based upon the strength and interdependence of the following: the norm

that the Internet is Human Rights-based (which in this paper is the substantive meaning of a “free Internet”), the norm that it is “Open”, the norm that highlights “Accessible to All”, and the norm that it is nurtured by multi-stakeholder Participation.” In this framework, the four basic cardinal principles are summarized by the mnemonic R – O – A – M (Rights, Openness, Accessibility, Multi-stakeholder) [p.1].

Movement Two – Maximizing the MIL Ecology through “Minimalism”

Now how do we achieve Ranganathan’s universality of books and thus libraries and the proposed UNESCO Universality of the Internet? There are some obvious ways, policies, regulations, laws, innovation, public – private sector partnerships et al. Many examples happening in India and worldwide could be demonstrated. Ranganathan himself was a pioneer of the Model Public Library Bill. Recently, the M. S. Swaminathan Research Foundation (MSSRF) and the Bill and Melinda Gates Foundation have initiated the International Network of Emerging Library Innovators (INELI) India Project. It is befitting that UNESCO has joined in support of this initiative focusing on engaging illiterate women in libraries and Community Information Centres.

Another crucial way to pursuing universality of these two containers of knowledge, books and the Internet is through what UNESCO calls media and information literacy for all or information and media literacy for all. Ranganathan was the quintessential luminary of media and information literacy – we will say MIL for short just because it is simpler to pronounce, aids faster reading and brevity. He was a man of profound knowledge who knew how to simplify complexities.

Let us now recall and reflect briefly on what MIL is from UNESCO’s perspective and share some of the theoretical debates concerning this field. MIL is not just a body of knowledge, much of which is borrowed from the field of information, library, media and technology, but MIL is a way of thinking and doing – teaching and learning (cf. Grizzle and Wilson. 2011). This is what makes Ranganathan’s Five Laws of Library Science so transcendental – he intended them to be so and lived them as a way of thinking and doing – teaching and learning – creating, storing and disseminating knowledge.

We are now in the second movement of this narrative and speaking about media and information literacy (MIL), we now wish to explain the reason for this: as we all know, historically, media literacy and information literacy are treated as separate fields and embrace several notions of literacy, but now UNESCO is promoting MIL as a composite concept.

Learning Outcomes of Information Literacy

These include:

1. Defining and articulating information needs,
2. Locating and accessing information,
3. Organising information,
4. Making ethical use of information,
5. Communicating information, and
6. Using ICT skills for information processing.

Learning Outcomes of Media literacy

These are:

1. Understanding the role and functions of media in democratic societies and development,
2. Understanding the conditions under which media can fulfill its functions,
3. Critically evaluating media content in the light of media functions,
4. Engaging with media for self-expression and democratic participation, promoting intercultural and inter-religious dialogue, equality, peace, rights, countering hate and engaging in sustainable development;
5. Reviewing skills (including ICTs) needed to produce user-generated content.

Given that Ranganathan was himself a man of mathematics, using the concept of sets theory, we shall show the conceptual relation and theoretical debates between IL and ML. In fact, in his fundamentals, Ranganathan was as precise as is the discipline of mathematics and as deep as is the subject of philosophy.

There are several schools of thought emerging about the relationship between these two converging fields. Firstly, in some quarters information literacy is considered the broader field of study with media literacy subsumed in its domain. For others, media literacy is considered as the broad field of study and information literacy seen as a component in it. In both scenarios the field that is subsumed is normally treated with less importance than the “larger” field (cf. Grizzle and Torras, 2013).

Some actors in the field see them as distinct and separate fields. Other experts acknowledge that there is a level of intersection or overlapping between ML and IL, but maintain that certain distinctions remain.

UNESCO proposes that we take the union or the complete set of media and information competencies offered by ML and IL; thereby, combining these two formerly distinct areas under one umbrella term: Media and Information Literacy (MIL). It is crucial that as we seek to empower children, youth and citizens, in general – to universalize books and the Internet - media and information literacy must be considered as a whole, which includes a combination of interrelated media and information competencies (knowledge, skills and attitudes). Information Literacy plus Media = Media and Information Literacy. This forward-looking approach harmonises the field and might possibly relax the theoretical debate. It is harmonising because it encapsulates the many notions of related literacies or multi-literacies. These include: library literacy, news literacy, digital literacy, computer literacy, Internet literacy, Freedom of Expression and Freedom of Access to Information literacy, television literacy, advertising literacy, cinema literacy, games literacy and perhaps soon we will be hearing about social networking literacy (ibid).

This composite approach to MIL is formulated in broad competencies⁵ as depicted in Figure 1 below.

Figure 1A



Figure 1B



The arrangements in Figure 1A & 1B are inspired by the theory of minimalism credited to Carl Andre who was said to have changed the history of sculpture. He arranged a pile of blocks on the floor in different shapes. “His most significant contribution was to distance sculpture from processes of carving, modeling, or constructing, and to make works that simply involved sorting and placing⁶.” This metaphorically has implication to media and information literacy as a composite concept. Given the proliferation of different terminologies and conceptualization of competencies necessary for all people in the 21st century, UNESCO’s attempt is to reduce these to a minimum of MIL, by

identifying, sorting and arranging related competencies in simple and easy to be understood forms.

Power of Technology

This proposed conceptual model of MIL is the thrust behind UNESCO's MIL strategy and to be encouraged globally. The importance of all forms of media and other information providers such as the Internet, libraries, archives, museums etc., is recognized. This approach is also progressive because it draws on the convergence of telecommunication and broadcasting and among many forms of media and information providers. Through common delivery platforms and common access devices, one can access radio, television, games, digital libraries and archives, all in one place; for instance, on a smartphone. Finally, it is forward-looking because the integration of MIL in the education systems (formal and non-formal) or engendering MIL as a critical civic education movement demands a unified rather than a fragmented strategy; thereby presenting a clearing ecology of the field to policy makers, educators and other stakeholders (cf. *ibid*). MIL should not be reserved only for the elites, for university students, but should be afforded to all citizens, everywhere across frontiers. It is an extension and nexus of human rights. Ranganathan would have marshalled the unity of converging literacies and promotion of MIL for all. As Sastri characterizes Ranganathan, as mentioned earlier, he was of Ekavakya:

“a fundamental Vedic principle. Its basic premise is the unity of entire knowledge.” Sastri writes “An Ekavakya mind, such as Ranganathan, hungers after understanding and assimilation of the newly unleashed forces, and defies hollow conventions and practices; and is willing to participate in the novel and the stimulating⁷.”

He continues: “Ekavakya not only fired and excited intensely his imagination, but it was a source of inspiration which changed his very attitude and his very spirit. He started thinking and talking, teaching and preaching in that language.” (*ibid*) How powerful is that? We are called to Ekavakya in the diffusion of MIL for all!

Movement Three – Five Laws of Media and Information Literacy

Movement three sketches for the first time the Ranganathan inspired Five Laws of Media and Information Literacy. As we travel towards the universality of books and the Internet in tandem, through media and information literacy for all as nexus of human rights, what then could be perceived as the Five Laws of Media and Information Literacy? We explain below:

1. **Law one** – Information, communication, libraries, media, technology, the Internet as well as other forms of information providers are for use in critical civic engagement and sustainable development. They are equal in stature and none is more relevant than the other or should be ever treated as such.

2. **Law two** – Every citizen is a creator of information/knowledge and has a message. They must be empowered to access new information/knowledge and to express themselves. MIL is for all – women and men equally - and a nexus of human rights.
3. **Law three** – Information, knowledge, and messages are not always value neutral, or always independent of biases. Any conceptualization, use and application of MIL should make this truth transparent and understandable to all citizens.
4. **Law four** – Every citizen wants to know and understand new information, knowledge and messages as well as to communicate, even if she/he is not aware, admits or expresses that he/she does. Her/his rights must however never be compromised.
5. **Law five** – Media and information literacy is not acquired at once. It is a lived and dynamic experience and process. It is complete when it includes knowledge, skills and attitudes, when it covers access, evaluation/assessment, use, production and communication of information, media and technology content.

Movement Four – Guardians of MIL

Based on these Five Laws of Media and Information Literacy, *Movement four* calls for librarians and library and information scientists, and media, communication and journalism professionals as well as all people to be guardians of media and information literacy or information and media literacy – whichever juxtaposition is preferred – leading to the change Ranganathan would want to see.

Guardian here is taken as a metaphor. A guardian “is a person who has the ‘legal authority’ (and the corresponding duty) to care for the personal and property interests of another person, called a ward⁸.”

If librarians and library and information scientists, and media, communication and journalism professionals are to be guardians of MIL for all, then this will require new curricula and new training for both groups.

Movement Five – Some UNESCO MIL Interventions

In the end of these muses, Movement five outlines some actions being implemented by UNESCO to realise media and information literacy for all.

UNESCO’s comprehensive programme covers curricula and resource development, guidelines for policy and strategy articulation, capacity development including through Massively Open Online Course (MOOC), monitoring and assessment, networking, research and youth engagement.

- UNESCO has prepared a model *Media and Information Literacy Curriculum for Teachers available in 13 languages*. The MIL curriculum was designed in

an international context, through an all-inclusive, non-prescriptive approach and with adaptation in mind. Placing MIL in the formal school curricula will build a bridge between what children and youth learn in the classroom (the formal education) and what they learn in their world – a virtual one (the non/informal formal education settings). UNESCO is working with countries around the world to adapt the curricula and to integrate MIL in teacher education.

- Achieving media and information literacy for all will require the formulation of national policies and purpose-driven programmes. As part of its overall MIL strategy, UNESCO has published *Media and Informational Literacy Policy and Strategy Guidelines*. These guidelines offer a harmonized approach, which in turn enables Member States to articulate more sustained national MIL policies and strategies. The role of MIL to promote peace is the central theme of this document.
- On the basis of this resource, UNESCO supports its Member States to adapt these guidelines to local realities through open and inclusive national consultations. The end goal is the preparation of national MIL policies and strategies that are integrated with policies, regulations and laws relating to access to information, freedom of expression, cultural and religious freedom, media, libraries, education, and ICTs. Pilot projects are going on in countries such as Nigeria, Philippines, India, Lebanon, Serbia, Turkey etc. UNESCO is partnering with the EC to apply both tools in countries in Eastern Europe and Lebanon.
- To ensure monitoring and assess MIL, UNESCO developed the Global Media and Information Literacy (MIL) Assessment Framework which provides a conceptual and theoretical framework for MIL, and introduces the rationale and methodology for conducting an assessment of a country's readiness and existing competencies on MIL at the national level. It also includes practical steps for adaptation of its recommendations at national level. It is being piloted in Brazil, Colombia, Ecuador, Grenada, Guatemala, Honduras and Peru.
- In the area of networking, UNESCO and partners launched the Global Alliance for partnerships on Media and Information Literacy (GAPMIL). It is a groundbreaking effort to promote international cooperation to ensure that all citizens have access to media and information competencies. Close to 500 organizations from over eighty countries have agreed to join forces and stand together for change. Regional GAPMIL Chapters have been established in all regions of the world.

Forthcoming Conferences

At the time of writing the UNESCO Communication and Information Sector was preparing for the following three forthcoming international conferences:

- Youth and Social Media: Fight against Violence and Extremism, 20–21 September 2016, being organized with the National Commission of Lebanon and UNESCO's Beirut Office, and
- Internet and the Radicalization of Youth: Preventing, Acting and Living Together, 31 October-01 November 2016, being organized in concert with the Government of Quebec,
- UNESCO Euro-Arab Dialogue, 03–04 November 2016, Paris,
- Global Media and Information Literacy Week, 02-05 November 2016, being organized in cooperation with the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL), and United Nations Alliance of Civilizations (UNAOC), and with a feature event Sixth MILID Conference at Sao Paulo, Brazil.

Intercultural dialogue, interreligious radicalization and human solidarity are central themes of these events. These events are expected to contribute to identifying and sharing best practices, as well as developing a programme for international cooperation in the development of policy guidelines, capacity-building, and innovative responses. The centrality of MIL to capacitate all people to counter intolerance, hate, radical and violent extremist views is elevated as urgent.

UNESCO has also developed Guidelines for Broadcasters to Promote MIL and user-generated Content.

In the area of research, UNESCO and UNAOC have established the first International University MILID Network, UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue (UNESCO-UNAOC-UNITWIN) with members from all regions of the world. The UNESCO-UNAOC-MILID UNITWIN seeks to ensure that the collective knowledge and expertise are developed through mutual dialogue, understanding and respect. In conclusion, we refer to the movie "A Beautiful Mind" – made about John Nash, a mathematician like Ranganathan. John Nash and Alicia Nash, his wife, died tragically recently, may their soul rest in peace. Russell Crowe, the actor that plays the role of John Nash still lives.

Ranganathan had a beautiful mind. We all have beautiful minds – we were all given beautiful minds by nature. We still live. We must think and conceptualize like Ranganathan. In his Five Laws of Library Science, his message is quite clear. The Five Laws of Media and Information Literacy are clear. It is about promoting the use of knowledge, ensuring equity of and massive affordable access to information, liberating

knowledge from the clutches of the commercial interests, making information and knowledge accessible to one and all in user-friendly formats, and facilitating progress and sustainable development. If we make a careful analysis of the Five Laws of Library Science, we find that these laws are the five pillars of media and information literacy and intercultural dialogue, creative commons and the open education resources (OER). In fact, Ranganathan's Five Laws are the first flag bearers of the relay race of "Knowledge for All", and the Five Laws of Media and Information Literacy are the present flag bearers of the same egalitarian philosophy. Let us join this race passionately. Tiffany Shlain shares via a YouTube video that the Internet is a vast resource with one trillion web pages and 100 trillion links. If we consider neurons as web pages and communication between neurons (synopsis) as links – we shall find that an adult brain has 300 trillion links. But remember, the brain of a child has a quadrillion links, 10 times the links on the Internet. Focus on the impact of media and technology on citizens must be balanced with an equal focus on how women and men of all ages can shape information, media and technology for sustainable development. This is what media and information literacy is about. It is about shaping minds that are more powerful than the media and the entire Internet. We need to shape minds that will create change – sustainable change! Then we can literally change and shape development. In the video, Tiffany Shlain noted, "Attention is the brain's greatest resource. Let us pay attention to what we are paying attention to, so that we can set the foundation for world-wide empathy, innovation and human expression." – We add to this TRUTH and BROTHERHOOD (cf. Grizzle. 2015)!

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Notes

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MEDIA AND INFORMATION LITERACY AGAINST ONLINE HATE, RADICAL, AND EXTREMIST CONTENT

SOME PRELIMINARY RESEARCH FINDINGS IN RELATION TO YOUTH AND A RESEARCH DESIGN

Alton Grizzle & Jose Manuel Perez Tornero

The growing number of terrorists' attacks around the world, and war and conflicts, especially in the Middle East and Africa has increased attention to the phenomena of radicalization and incitement to hate, violence and extremism. There is sufficient empirical evidence to highlight the correlation between hate speech and the phenomenon of radicalization. It is also evident that the exponential growth of social media and the Internet is leading to a multiplication of the phenomenon and its impact. Despite, there is not a clear consensus about how to counteract the negative impacts of online hate speech through a systemic strategy. One thing seems certain, education and awareness can counteract the negative effects of hate speech. In this context, promotion of media and information literacy plays a crucial role.

This paper presents a preliminary research design in order to propose empirical evidence to help build a systematic strategy to counter hate speech online. After briefly reviewing the main findings of research on the subject, we present the first results of a survey aimed at young people relating media and information literacy and exposure to the contents of hate and intolerance.

The paper presents some preliminary research findings on the perspectives of 614 young women and men, aged 14-25, about online hate, radical and extremist content. It highlights their self-reported knowledge, attitudes and practices. This work is part of a larger study on citizens' response to media and information literacy competencies which involves over 2,000 young women and men from over 100 countries which started in 2015. 61% of those surveyed reported that they have been exposed to radical and extremist content online accidentally. 14% gave a neutral response. 56% say they ignore these content when they encounter them. 56% of respondents encounter hate content

on Facebook, 14% on YouTube and followed by Twitter, 8%, This paper suggests some key implications and actions.

Keywords: Media and information literacy, violent extremism, five laws of media and information literacy, online hate speech, online radicalization, cyberhate, extremism, the Internet, social media

Introduction

There is broad consensus on the fact that “the exponential growth of the Internet as a means of communication has been emulated by an increase in far-right and extremist websites and hate-based activity in cyberspace”. (Banks, 2010). Social media networks such as Facebook have experienced in recent years an exponential growth. At the same time, there has also been a growth in radicalized groups that use the Internet as a system to promote violent radicalization (Awan, 2016).

There is an evident upward trend. In 2009, the Simon Wiesenthal Center released the report, Facebook, YouTube +: How Social Media Outlets Impact Digital Terrorism and Hate, which notes, “there is a surge of 25 per cent compared to the past year on the growth of “problematic” social networking groups on the Internet.” The report was based on “over 10,000 problematic websites, social networking groups, portals, blogs, chat rooms, videos and hate games on the Internet which promote racial violence, anti-semitism, homophobia, hate music and terrorism.” (as cited by Jaishankar, 2008). MediaSmarts, following a similar report of Simon Wiesenthal Center in 2012, pointed to over 14,000 problematic online spaces¹. According to the report, “Social networking is increasingly the weapon of choice for.... terrorists and that there has been a 12% increase to 14,000 problematic social networks websites, forums, blogs, twitter, etc².” This was an increase of up from 11,500 in 2011.

In a study carried out by Hawdon, et al (2015), approximately 53 per cent of Americans, 48 per cent of Finnish and 39 per cent of British those surveyed reported that they were exposed to hate content online. While in Germany 31 per cent reported such encounter.

At the same time, recent research has clearly shown that the access to content “used to stereotype groups (...) centered on race or ethnicity, has increased. And that this phenomenon has impact especially on young people (Costello, M., Hawdon, J., Ratliff, T., & Grantham, T., 2016 and Matti Näsi Pekka Räsänen James Hawdon Emma Holkeri Atte Oksanen, 2015)

Moreover, there have been numerous international institutions and governments that have tried to raise awareness and define policies that counteract the negative effects of online hate speech. In this context, it should be noted that there are efforts made by UNESCO (Brennan, 2015), the European Union (EC, 2016), the US and many governments in different countries. A few examples are considered here.

In Pakistan, the government has adopted new policies and measures to reform its education system, media and security sector and economic development to an effort to counter violent extremism (Mirahmadi & Ziad, 2015). The Government enacted its first “integrated National Internal Security Policy, which acknowledges the CVE role of the civilian government, the military, civil society stakeholders (including religious leaders, educational institutions, and the media). [Mirahmadi & Ziad, 2015, p. 5]” An inspiring initiative in Pakistan, Youth Voices: Innovative Ideas on Youth and Extremism explored youth thinking radicalization and violent extremism, its causes, complexity and potential solutions. The essays written by Pakistani youth were adjudged by experts via a national essay contest. Such engagement of youth is similar to the findings of the youth survey described in this paper.

In the Horn of Africa, an action agenda development included planned actions to empower civil society, the media, and the private sector. Support is foreseen for support for media practitioners with professional to develop and train them on awareness raising and sensitization to countering violent extremism. The aim is to inspire communities through alternative narratives and sports, arts, and cultural programs³.

The United Kingdom, Counter Extremism Strategy⁴ purposes to protect people from the harm caused by extremism. It is based on a fourfold approach. This covers countering extremist ideology; building a partnership with all those opposed to extremism; disrupting extremists’ effort to create division and opposition to rule of laws in communities; and building more cohesive communities by addressing identity issues and embracement of common values.

Most governments and international stakeholders involved in countering hate, radicalization and extremism identify social media and online spaces as primary tools being used by radical and extremist groups. As the UK strategy notes, “Increasingly extremists make sophisticated use of modern communications, including social media, to spread their extreme ideology and attract recruits in large numbers⁵” (ibid p.11).

UNESCO is contributing to tackling radicalization and extremism on several fronts. The Organization notes, “It is not enough to counter violent extremism --- we need to prevent it, and this calls for forms of ‘soft power’, to prevent a threat driven by distorted interpretations of culture, hatred, and ignorance⁶.” Recent initiatives of the organization include empowering youth to build peace and launch of UNESCO’s first Teacher’s Guide

on the Prevention of Violent Extremism through education. In the area of media and technology, UNESCO promotes media role to counter extremism. The publication “Countering Online Hate Speech” gives an overview of the dynamics characterizing hate speech online and some of the measures that have been adopted to counteract and mitigate it, highlighting good practices that have emerged at the local and global levels.

In this context and although not yet exists empirical evidence, all recognize that education and media and information literacy are a key element to combat hate speech online. For instance, the European Commission recognizes that is crucial to “Countering terrorist propaganda and hate speech online: fighting threats, strengthening critical minds and encouraging civil society engagement”. And, at the same time, “supporting media literacy: The Safer Internet Digital Service Infrastructure funded under the Connecting Europe facility allows National Safer Internet Centres to raise awareness among children, parents and teachers, of the risks children may encounter online and to empower them to deal with these risks” (EC, 2016). This media and information literacy effort must be applied to both formal and informal education, compulsory education, and lifelong learning should embrace media and information literacy.

However, from our point of view, the traditional and formal educational modalities (face to face classes, textbooks and examinations) are not sufficient because of limitations in scope and the slow pace of take-up. It seems that in the virtual world, we live in, is necessary, therefore, to initiate educational strategies that utilize the new possibilities offered by the web, such as networks and mobile devices. It is quite clear that all these new media must be appropriated or exploited to promote MIL. The reality is that there are not many experiences in this field nor are there many studies that have been developed on this subject. In this sense, the purpose of this text is to make way for a research design that allows orchestrating actions against hate speech, radicalization and extremism online using the opportunity that the virtual context offers to education.

Aim of the Research Project

It is against this backdrop that this paper, based on an ongoing research, outlines an approach that will contribute to more empirical knowledge on citizens’ response to personal, social, economic, political and cultural challenges and opportunities online and offline after having acquired MIL related competencies through different kinds of Massive Open Online Courses (MOOCs).

In this context, it is necessary to develop methodologies to measure the impact and evaluate the benefits of the competencies acquired through these courses by learners. In light of the dearth of research in this field and especially since longitudinal studies are almost non-existent, we need to develop innovative techniques to recognize and validate citizens’ interaction with MIL courses in the medium and long term.

This paper tries to contribute to the designing of pedagogical strategies in order to create and produce online courses on MIL oriented to counteract the hate, radical and extremist content online. Below are some research questions being investigated.

Key Research Questions

1. Are citizens' attitudes towards participation/engagement in democratic discourses and governance processes, on such issues as freedom of expression, freedom of information, quality media, gender equality and privacy, inter- cultural and interreligious dialogue, and exposure to online hate, radical and extremist content online and offline different consequent to MIL competencies?
2. How do citizens respond to personal research needs in light of MIL competencies and do they become more critical of information and media content?
3. Are citizens' responses to MIL reflected in particular attitudes toward cultural dialogue, respect for differences, global citizenship and promotion of peace?
4. Which is the more effective design for a MIL on-line course?
5. How do learners respond to different on-line courses of different designs?
6. Which are the most important changes that an on-line course can provoke on the students?
7. How is it possible to measure and evaluate the impact of a MIL on-line course?

Hypothesis

After exposure to MIL on-line courses, participants will improve their general attitude as citizens who possess certain levels of MIL competencies.

This change of attitude will lead them to respond differently to personal, social, economic, political and cultural challenges and opportunities on and offline.

A Preliminary Research Methodology

Research design

The research is ongoing. It employs a combination of quantitative and qualitative approaches which will include elements of quasi-experiment.

The methodology includes two kinds of tasks:

- Designing and creating the on-line courses.
- Evaluating and analysing citizens' response to the MIL competencies achieved as well as their responses to different designs of the on-line courses.

For designing the courses, the research uses the **Instructional Design Methodology and multimodal resources** (Chen and Williams, 2009).

For evaluating and analysing the impact, **quantitative and qualitative approaches** are applied. These approaches involve:

- On-line Survey
- Journaling and Assignments
- Discussion Forum
- Deep Interview
- Focus groups
- Ethnography action-based research/Participatory research method
- Discourse analysis

The research is a longitudinal study into citizens' response to MIL competencies. It is inspired by similar longitudinal studies carried out by researchers such as Hobbs and Frost (2003); Quin and McMahon (1995) and Cheung (2011) but with different focuses. The research involves assessing the basic MIL competencies of two separate groups of young persons [*Treatment Group 1 and Treatment Group 2*] (pre-course) and their attitude towards selected social and political challenges and opportunities. They will then be exposed to training on MIL through massive open online courses of different designs (*Intervention 1 and Intervention 2*). Their responses to the acquisition of these competencies will be evaluated (post-course, See Figure 1 below). Through a panel study approach, the research involves two other groups of young persons from the same population (Control Group 1 and Control Group 2) who are not exposed to either of the *Interventions*. They are invited to complete the same survey instrument used with *Treatment Group 1 and Treatment Group 2*, at different points in time. The panel study will be compared with the trend study (See Table 1 below).

Figure 1

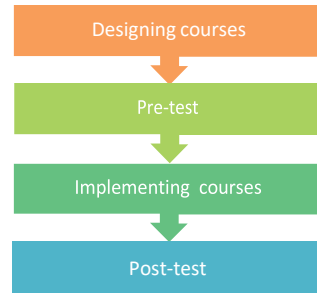


Table 1

RESEARCH	ACTION 1	ACTION 3	ACTION 3	COMPARISON of
<i>Treatment Group 1</i>	Pre-course survey	Intervention 1 (MIL MOOC 1)	Post-course survey	Pre and post responses + test for internal validity. Feedback from participants to
<i>Panel Group 1</i>	Instance 1 of survey	-	Instance 2 of survey	Responses from both instances + test for internal
COMPARISON				
<i>Treatment Group 2</i>	Pre-course survey	Intervention 2 (MIL MOOC 2)	Post-course survey	Pre and post responses + test for internal
<i>Panel Group 2</i>	Instance 1 of survey		Instance 2 of survey	Responses from both instances + test for internal

The pre-course questionnaire tries to ascertain the level of MIL competencies of the citizens involved and their attitudes toward selected social, personal, political and cultural issues as outlined in the relevant research questions. It is administered using an online survey instrument designed by the researchers⁷.

The post-course survey is done using the same survey instrument. The post- course survey will be applied three times over an eight-year period with the same sample of

respondents to ascertain changes in their responses over time. Additionally, it will assess citizens' response to different design modalities of the online MIL courses.

The administration of the courses is conducted by universities. The researchers were part of a team that designed Intervention, MIL MOOC 1 and participated as teachers and tutors on the courses. The instructional design of the courses offered relevant dimension described in the research questions.

Intervention 1 (MIL MOOC 1) was administered on the platform of Athabasca University⁸. Intervention 2 (MIL MOOC 2) will be administered by the Autonomous University of Barcelona. It is being prepared and is a redesign of MIL MOOC 1 based on feedback from the participants in Treatment Group 1. Both Interventions are based on the conceptualizing of MIL as a composite concept as espoused by UNESCO⁹ and have a common curricular base. However, the different media and tools employed will allow analysis of the different impact of the diversity of pedagogical design.

Sample design

The researchers employ a combination of intentional or purposive sampling and random sampling. The researchers have contemplated the potential challenge to trace and locate participants for future assessments, which is essential to this research. Therefore, in the recruitment process, institutional affiliation of respondents is explored by reaching out to organizations that are working with young people, that will recommend persons who are likely to stay connected with the organization over the period of the study (intentional sampling). In addition, the survey and Intervention (MIL MOOC) was promoted to youth networks, organizations and MIL related networks globally. This is intended to help with tracking respondents over a relatively long period. The organizations will also be asked to assist and commit to the entire research process.

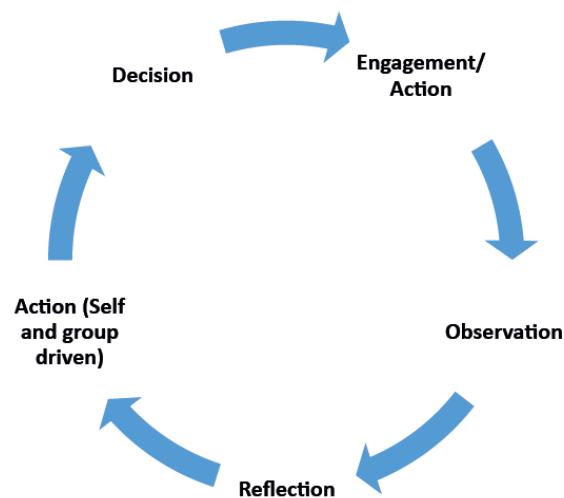
Random sampling will be employed for follow-up aspect of the research such as deep interviews and focus groups with participants. An element of intentional sampling will still be applied to ensure a balanced mix of participants with different degrees of engagement in the Interventions and possible from different regions.

The researchers are aware that "experimental research" is contested in many quarters, given its psychological connotations, abstracting people from their environments and subjecting them to 'experimental', laboratory-like 'test' environments. Also, 'behavioural change' studies are also highly debated, as they are also seen as largely psychological and require direct observation¹⁰.

To address these concerns, the research is being done in the context of social change, recognising that individuals and organizations exist within a large society and are influenced by many external factors. It is for this reason that surveys will be used to assess participants' responses to socio-political issues. These responses may not

necessarily be behavioural. The choice of a quasi-experimental design will generally offer less control, that is lower internal validity and enable a more real- life setting/approach, which implies higher external validity (Kamerer, 2013). Additionally, the research supplements the quasi-experimental aspect (quantitative) with a qualitative methodology such as focus groups and ethnographic action-based approaches (EABA) or participatory research, interviews and discourse analysis. Figure 2 summarises the EABA that is being employed in this research.

Figure 2



Adapted from Ethnographic Action Research Handbook, UNESCO 2003.

Participants were invited to take a conscious decision to be involved in this course and research; to actually engage in the course and its activities over a 2-3-month period; to reflect on their **engagement/action**; and to document their thoughts, experiences and possibly their self or group driven action (responses) consequent to their involvement in the process. This participatory process is facilitated as follows:

- the lead researcher serves as one of the tutors along with other experts and practitioners for **participatory observation**;
- the researchers set up and moderate discussion forum and intercultural exchange by participants, enabling reflection and documentation of their **engagement/ action and self or group driven action** (responses). The first discussion forum is linked to the MIL MOOC 1. This also provides opportunity for participatory observation on the part of the researchers;

- the researchers designed a **'private' journaling tool** for all participants (they agree to share their journal with the researchers at the end of each module to receive rewards of supplemental points toward their final grade);
- youth participants are invited to complete quizzes, assignments and projects.

Description of main research tool and responses from Treatment Group 1

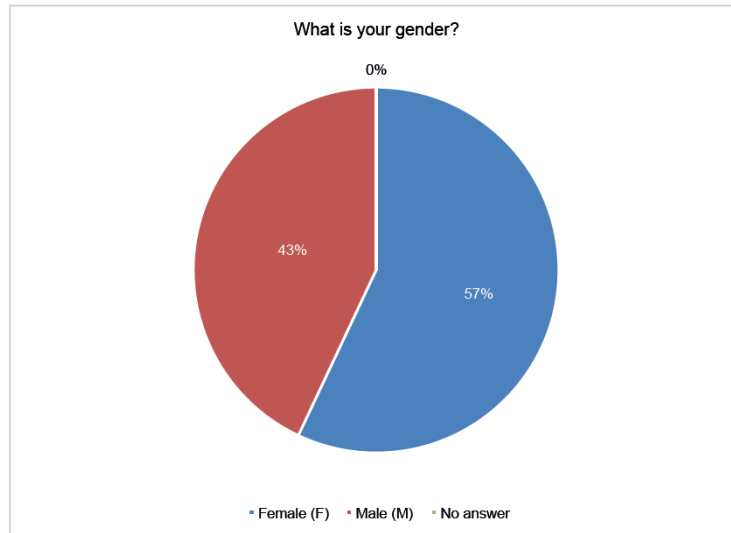
The main research tool is a survey of over 200 variables which cover 8 themes: freedom of expression, freedom of information, intercultural dialogue, interreligious dialogue, quality media, gender equality, privacy, and hate, radical, extremist content online. The eighth theme, hate, radical, extremist content online, which is the subject of this paper was completed anonymously by respondents to protect their identity.

Over 2,000 young people engaged in the training (Intervention 1) from 120 countries. Respondents were between ages 14-25 years. 1735 young persons completed the questionnaire. Of this number, 614 young people completed the section on hate and radical content online anonymously. Consequent to the anonymous completion of reference theme, the demographics data presented below are based on the 1735 young person who completed the overall questionnaire.

Summary of Findings – based on pre-course questionnaire (Section on Youth Perspective on online hate, radical and extremist content)

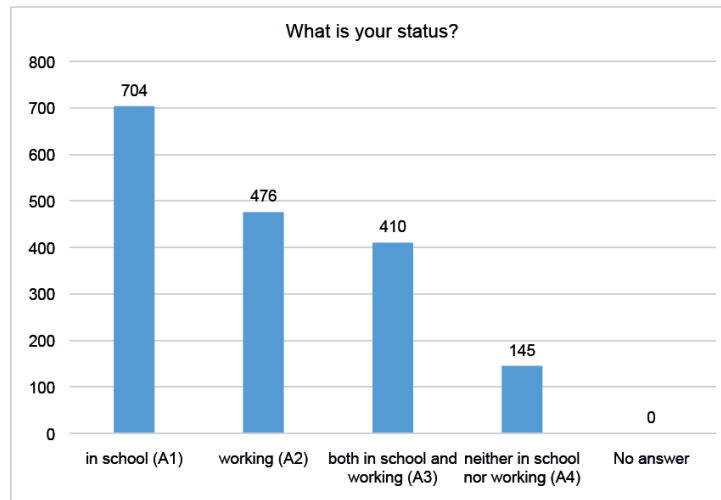
It necessary to reemphasize here that demographic and other related general information about the respondents as presented in Figures 1 - 5 are extracts from a more comprehensive slate of questions to achieve brevity in this preliminary presentation of findings. They are based on the young persons that completed the overall questionnaire and not only the section in connection with their responses to online hate, radical and extremist content. We are then simply extrapolating this demographic data on the sample that actually completed the reference section of the questionnaire anonymously.

Figure 3



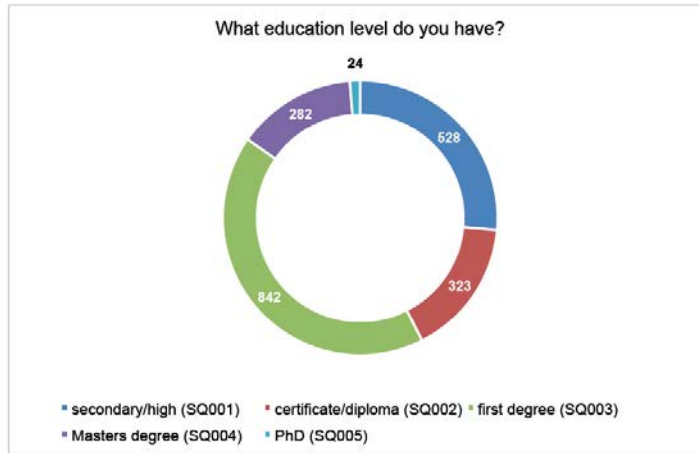
57% of the 1735 respondents are female and 43% are male. This shows an almost equal level of interest between young girls and boys on the topic of media and information literacy and its relevance to social and democratic discourses and critical civic engagement.

Figure 4



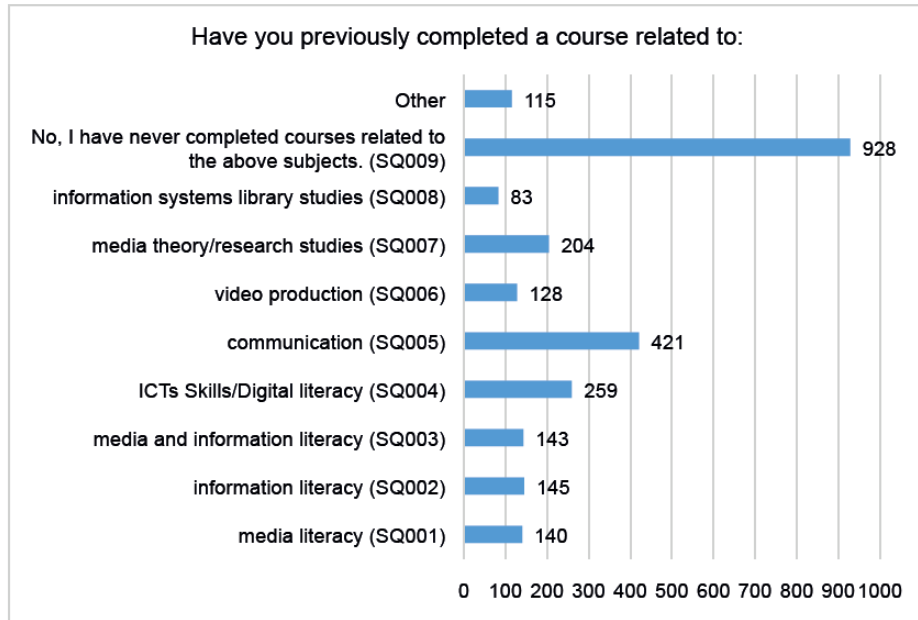
41% of the respondents to the overall questionnaire are in school. 27% are working. 23% are both in school and working while 9% are neither in school nor working. Young people are interacting with media and technology irrespective of their status and levels of education.

Figure 5



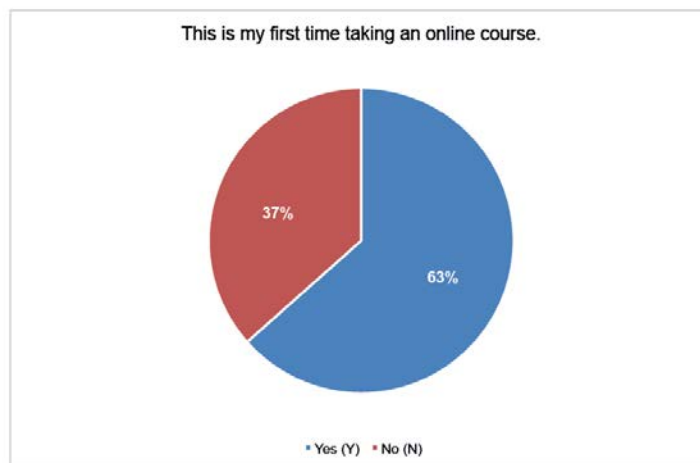
31% of respondents acquired a secondary level education. 49% had first degree, education, 19% certificate/diploma, 16% master's degree, while 1 had PhD.

Figure 6



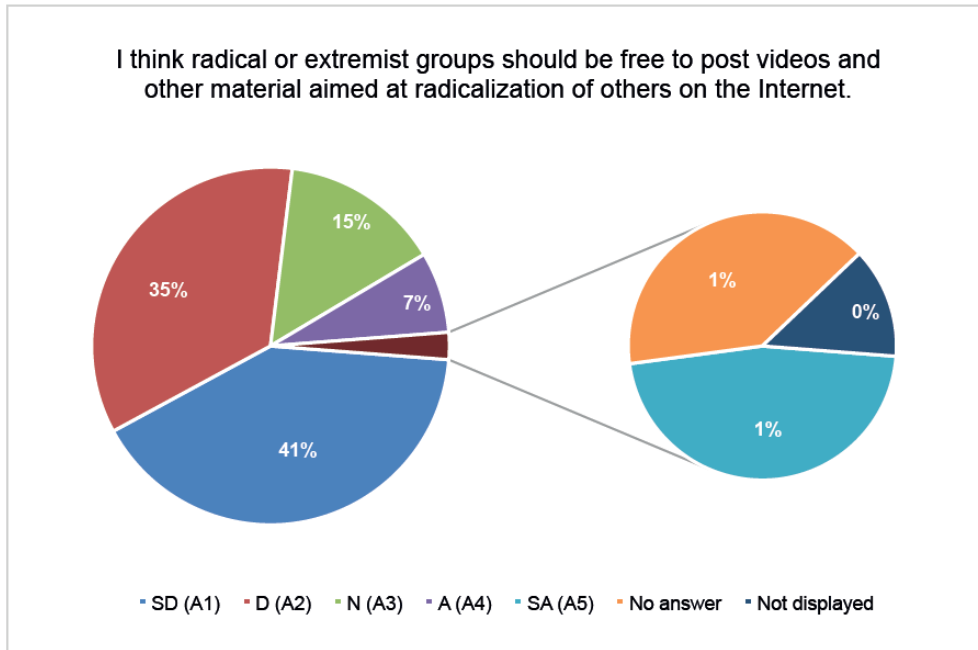
54% of the young persons in this research had not completed a course related to media and information literacy. 15% had previously done courses related to ICTs skills/digital literacy while 25% had pursued a course in information literacy, media literacy or media and information literacy. Two important inferences can be drawn here. First, young people are active and promising target groups for media and information literacy (MIL) training. And two, the fact that 40% percent of the young people surveyed have previously completed MIL related training could indicate that once exposed, they are desirous of more or follow-up training in the area. Perhaps too there was the motivation of the incentive to receive a certificate from a recognized university that they might not have received for previous training they undertook.

Figure 7



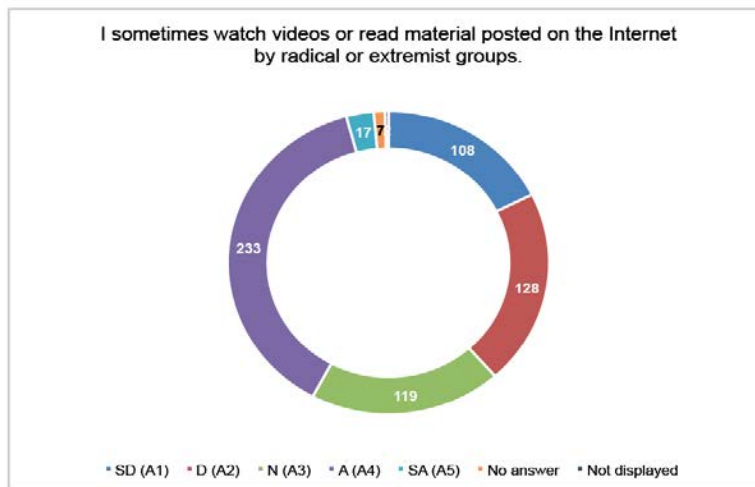
63% of young persons surveyed had never pursued an online course before. This is an indication of the potential reach of Massively Open Online Courses on MIL targeting youth.

Figure 8



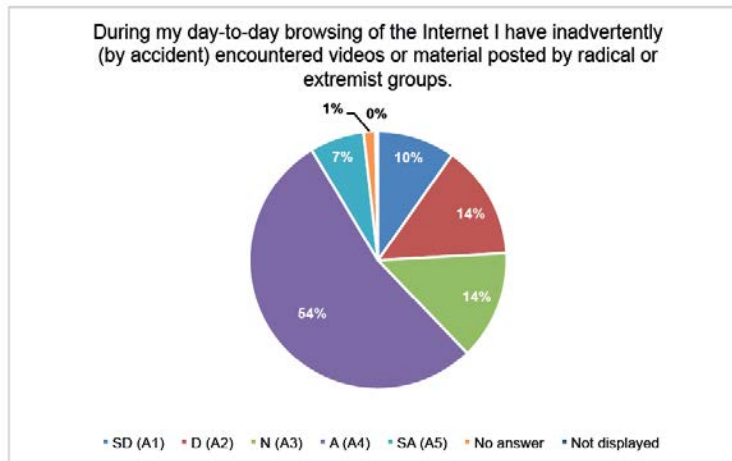
41% and 35% of the 614 respondents that completed the section on online hate, radical and extremist content strongly disagreed and disagreed, respectively, with radical or extremist groups having the freedom to post content online aimed at radicalizing others. 14 percent were neutral on this proposition while 7% agreed. The latter two pieces of data combined is 21% of youth and a significant number who either are not sure if such freedom should be allowed, do not care, or agree that radical and extremist groups also have the right not to be censored. There are implications here as how young people might view censorship of radical and extremist content as a potential danger that could lead to other forms and levels of censorship.

Figure 9



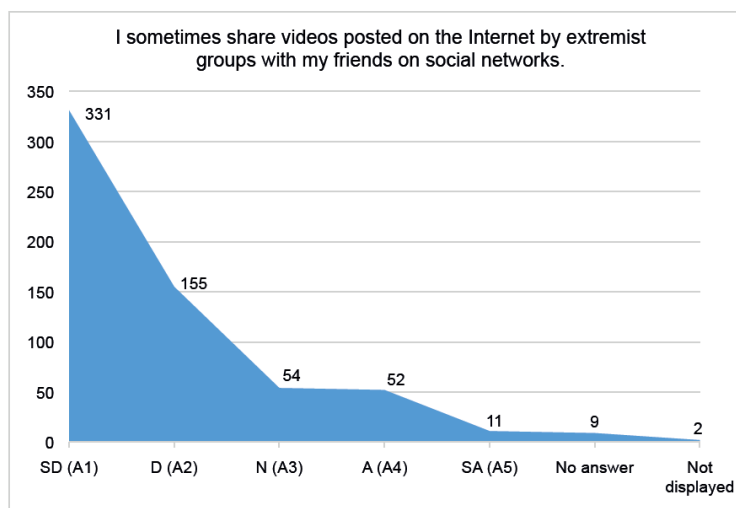
In Figure 9, 37% of the young people surveyed strongly disagree or disagree that they watch radical and extremist content online. 19% gave a neutral response and 41% agreed or strongly agreed that they sometimes watched or read extremist content online.

Figure 10



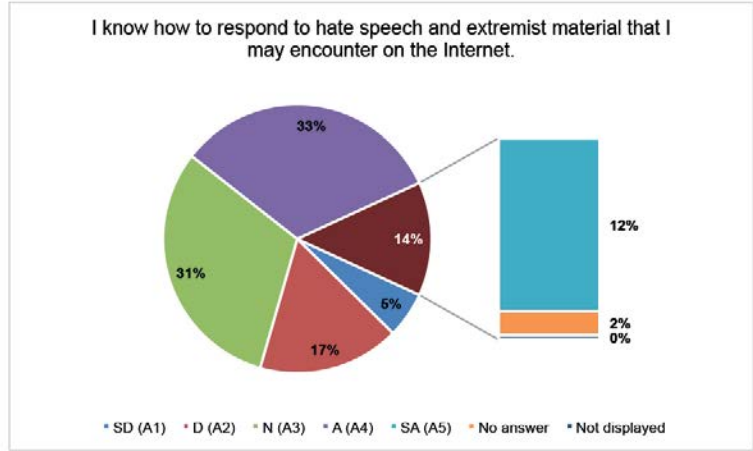
70% of youth surveyed strongly agree or agree that they accidentally encounter videos or material posted by radical and extremist groups. 13% gave neutral response to this proposition. 25 % disagreed or strongly disagreed. It is clear that the majority of young people with access to the Internet are actually watching/reading/listening to radical and extremist content. Though these are reported accidental encounter, the challenge still remains as to how through media and information literacy we can reduce this demand.

Figure 11



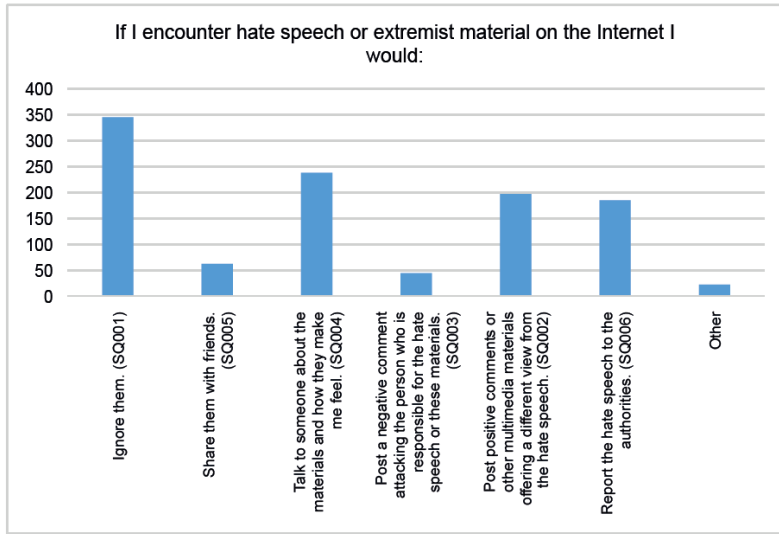
When the veil of accidental exposure is removed respondents were less overt in admitting to sharing videos and materials online that were posted by extremist's groups. The vast majority, 76% strongly disagreed or disagreed, 11% chose to stay silent through either a neutral response of or no answer. Despite the fact that the questionnaire was being completed with full anonymity, only 8% of youth surveyed readily agreed that they share such content. An element of fear of repercussion may be implied here.

Figure 12



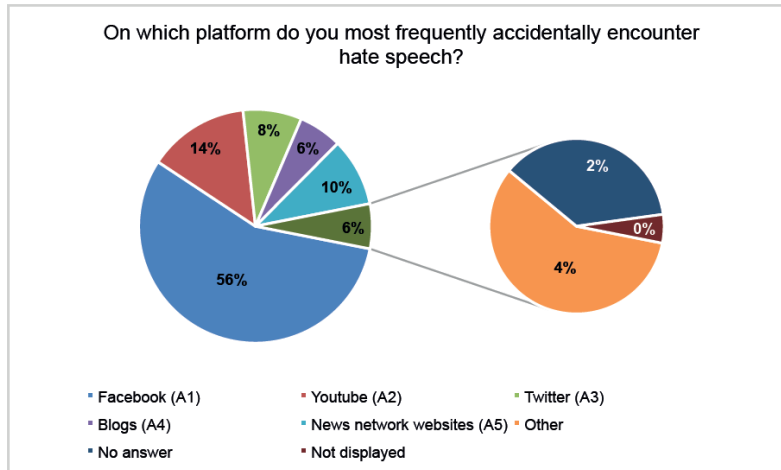
Over half of youth surveyed, despite their levels of education, reported that they do not know how to respond to hate and extremist material they encounter online – 54% (6% strongly disagree, 17% disagree, and 31% neutral). Here in lies evidence to support the urgent need for education on this topic. 44% of youth indicated they strong agree or agree that they know how to respond to hate and extremist content online.

Figure 13



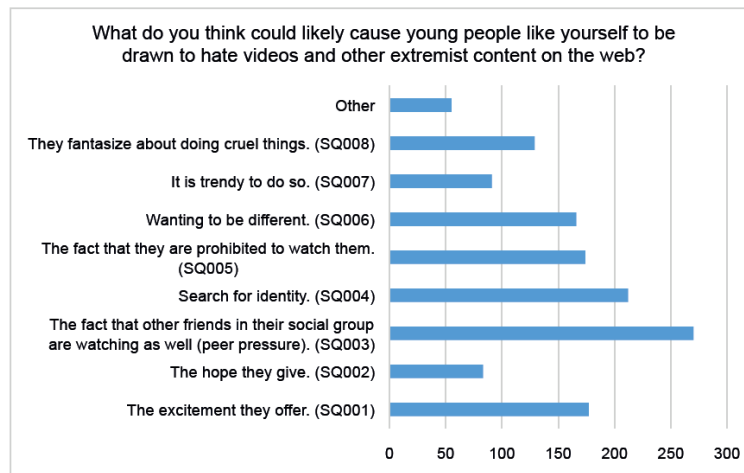
The question above is hypothetical in nature. It sought to ascertain what young people would do rather than what they actually do when they encounter radical and extremist content online. Yet the findings are salient. If we relate the findings in Figure 10 to the ones here in Figure 13 we could observe some confirmation about youth knowledge on how to respond to radical and extremist content online. 56% of youth surveyed said they would ignore, 10% would share them with friends, and 7% would post negative comments attacking the person who posted the hateful material.

Figure 14



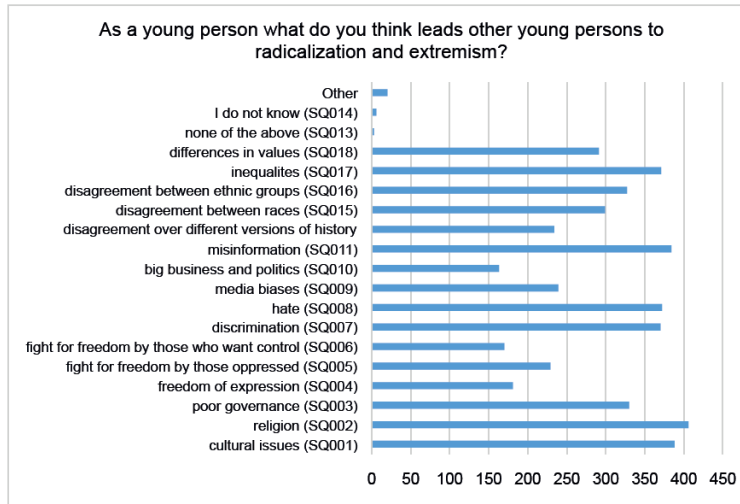
Facebook is the most popular platform where hate content is “accidentally” encountered by youth, 56% of youth gave this response. This is followed by YouTube with 14%, News networks website, 9% and Twitter, 8%. Social media spaces are where youth are experiencing hate and radical content.

Figure 15



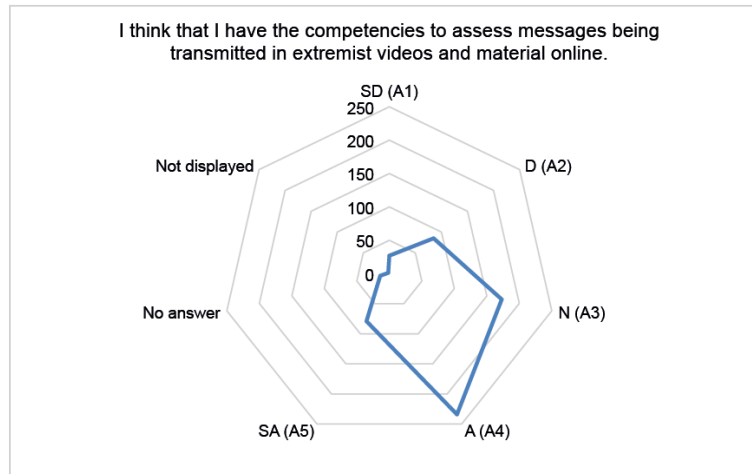
Like other questions above, percentage of responses is in connection with option for multiple selections in some cases. Based on the perspectives of youth surveyed, peer pressure (44%), search for identity (35%), curiosity and excitement (28% and 29%), and a desire to be different (27%) are high among the reason why young people may be drawn to hate and extremist content online.

Figure 16



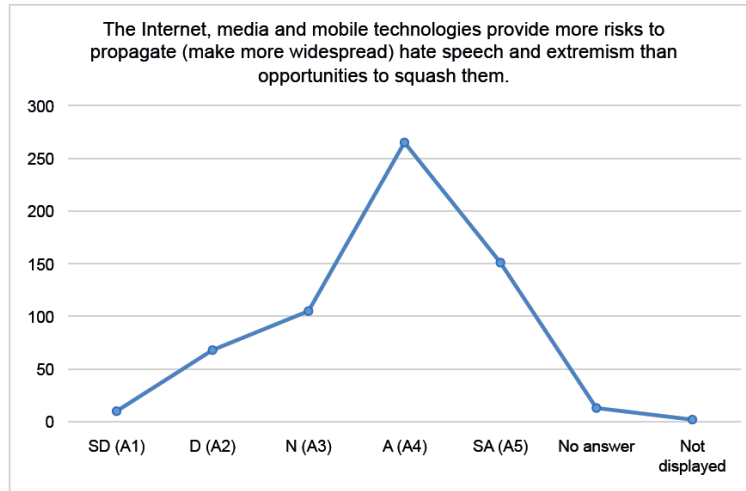
Based on youth perspectives, in figure 14 there is an evident cluster of responses and indication of the multiplicity and multivariate, interconnectedness and complexity of factors that lead other young persons to radicalization and extremism. Religion, cultural issues, misinformation, inequalities, hate and discrimination were the most frequent reasons cited in that order of significance. Again there is an evident clustering of responses as was the case for the related question in Figure 15.

Figure 17



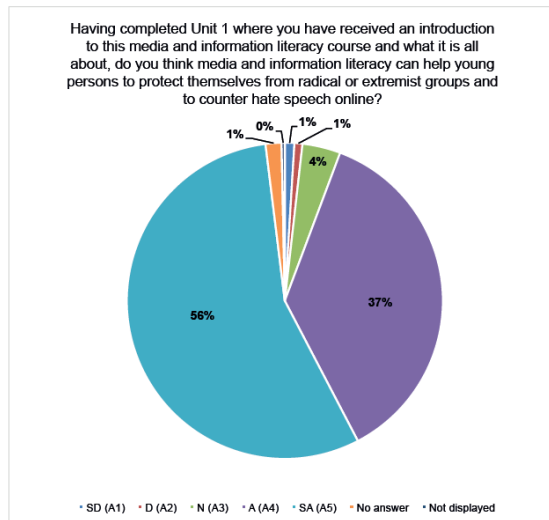
Half of youth surveyed, 50% indicated that they believe that they have the competencies to assess messages being transmitted in extremist videos and material online. Slightly less than half, 45% were either neutral, disagreed or strongly disagreed that they possessed such competencies. The application of MIL training comes into light here.

Figure 18



68% of youth surveyed indicated agreement to the proposition that the Internet provides more opportunities for the propagation of hate and extremism than opportunities to counter these. 17% were neutral and 12% noted disagreement with this proposition. This has serious implications in respect to the position of MIL for empowerment versus protection; whether the Internet provides more opportunities for good or for bad.

Figure 19



The vast majority of youth surveyed, 92%, embraced the idea that media and information literacy competencies can help to empower young people to protect themselves from radical and extremist groups and to counter hate speech online.

SUMMARY OF FINDINGS, RECOMMENDATIONS, AND CONCLUSION

Preliminary Findings

- 54% of the young persons in this research had not completed a course related to media and information literacy.
- 63% of young persons surveyed had never pursued an online course before.
- 41% and 35% of the 614 respondents that completed the section on online hate, radical and extremist content disagree with radical or extremist groups having the freedom to post content online.
- 41% agreed or strongly agreed that they sometimes watched or read extremist content online.
- 70% of youth surveyed strongly agree or agree that they accidentally encounter videos or material posted by radical and extremist groups.
- Over half of youth surveyed, despite their levels of education, reported that they do not know how to respond to hate and extremist material they encounter online – 54%.
- 56% of youth surveyed said they would ignore, 10% would share them with friends, and 7% would post negative comments attacking the person who posted the hateful material.
- peer pressure (44%), search for identity (35%), are high among the reason why young people may be drawn to hate and extremist content online.
- Religion, cultural issues, misinformation, inequalities, hate and discrimination were the most frequent reasons cited by youth, in that order of significance, as to what leads youth to radicalization and extremism.
- 68% of youth surveyed believe that the Internet provides more opportunities for the propagation of hate and extremism than opportunities to counter these.
- 92% of youth embraced the idea that media and information literacy competencies can help to empower young people to protect themselves from radical and extremist groups and to counter hate speech online.

It's unequivocal that more education on how to respond to hate, radical and extremist content online is urgently needed. Such intervention should target especially youth. However, the conceptualization, design and implementation of educational interventions should not be based only on expert advice and leadership. Given the rich insight from youth about their knowledge, attitude and practice online when they encounter hate, radical and extremist content, they should be critically engaged in the design and roll-out of education-related initiatives. The term education is used broadly to cover actions and actors in and out of school to cut across multiple disciplines and include awareness raising and advocacy in informal settings, community spaces, as well as online.

In this context, increasing the efficacy of development interventions to tackle hate, radicalization and extremism online should be a focal point. To do this, stronger bridges must be built across media and information literacy, intercultural and interreligious competencies, global citizenship education and basic education. Narrowly focused approaches may serve to increase awareness but fail to lead to the acquisition of knowledge, skills and attitudes needed to empower people to take action for change.

Young people are being exposed to hate, radical and extremist content online both purposefully and accidentally. Social media is a dominant space of such exposure. Countermeasures must then also increase in social media and not only in traditional spaces such as school and work. Young people are convinced that media and information literacy could help them to protect themselves as well as to counter hate, radical and extremist content online. Offline delivery of MIL related courses is necessary and must continue but there is evident need and potential for a proliferation of Massive Open Online Courses on MIL (MIL MOOCs) in multiple languages and designs. MIL MOOCs can be structured and administered through institutions with rules about time for completion, assessment, etc. They should also be self-paced where people can pursue them with more flexibility and based on self-interest and motivation.

In connection with youth accidental encounter of hate, radical and extremist content online, less structured but equally purposeful imparting of MIL competencies through social media is a necessity. It is for this reason that UNESCO has launched the MIL CLICKS social media movement. MIL CLICKS stands for Media and Information Literacy, Critical Thinking and Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability. In addition, there is a purposeful pun on the mnemonic to communicate millions (mil) of clicks as well as that MIL works, it goes well (it clicks). MIL CLICKS is about clicking critically, wisely and creatively when on the Internet. Its purpose is to expose people, and citizens, to MIL competencies in their normal day-to-day use of the Internet as they click to watch, play, listen, search, connect, socialize, create and advocate. Readers of this paper are encouraged to see more information on the UNESCO website and join the movement.

The design, focus and positioning of MIL courses become crucial if people are to apply MIL competencies to tackle online hate, radical and extremist content. MIL courses should enable all people to understand that reducing supply of hate, radical, and extremist content online through censorship is neither feasible nor effective. Reducing the demand for this type of content and crowding it out with more peaceful, diverse and inclusive¹¹ content through MIL provides a more sustainable solution. Furthermore, censorship should be a last resort and based on international standards so as not to risk accusation that freedom of expression is being curtailed (cf. Bleich, 2014). MIL courses should also promote the effectiveness and power of choice; the effectiveness of choosing not to watch or engage with non-edifying content. Too often people feel or are led to believe that they have no choice when it comes to certain content online or in electronic media. Finally, from the findings above, a significant number of young people proposed to just ignore online hate, radical and extremist content when they encounter them. MIL courses should highlight that inaction to hate and radical content is dangerous so too is fighting hate with hate. Ignoring such content could lead to them becoming the dominant narratives online. Responding to hate content with attacks and insult will only breed more hate and intolerance.

MIL courses should focus more on the positives of media and Internet and not only the negatives. It is evident from the findings that young people are more aware of the challenges that Internet and the media bring but less knowledgeable of their power to promote, peace, tolerance, love, dialogue, research, knowledge creation and problem solving. This repositioning of MIL is paramount in addressing online hate, radical and extremist content. In this same spirit, young people need to be exposed to more positive youth mentorship online. This requires a purposeful investment of resources. The findings above revealed that young people view peer pressure as the most prominent reason that they engage with on hate, radical and extremist content. Undoubtedly positive online spaces and mobile applications exist to meaningful engage youth. The issue is that these need to be mainstreamed as trendy, relaxing and playful.

MIL programmes must be uniquely designed to target youth in rural and remote communities whether online or offline. Too often actors make the error to design MIL courses that places emphasis on the luxury of access to technology and even media.

Hate and radical content online is on the increase and will not go away. Systematic and sustainable approaches are needed in the ambit of MIL:

- National MIL policies and strategies
- National Curricula on MIL and radicalization plus integration in formal education
- Monitoring and assessment frameworks

UNESCO actions include MIL curricula, policy guidelines, assessment framework, guidelines for broadcasters, MIL MOOCs, the Global Alliance for Partnership on MIL (GAPMIL), MILID University Networks, research, capacity building for teachers, educational institutions, youth and youth organizations and social media strategy.

Below are two statements from two of the young persons who pursued the Intervention 1 (MIL MOOC 1) of this ongoing research.

“You know this course is changing my life, my perception, and correcting certain myopic views of mine. I am just so glad and I so wish I can educate every child so they won’t grow with certain stereotyped perception and ignorance.” (Iredumare Ojengbede Opeyemi)

“The greatest medium of information propagation is our individual attitudes. How do we show of ourselves? ...Let’s start with working on ourselves, building our relevance and striking a balance not to create the [same] problem we are fighting against...” (Yvonne Imenger Sender)

Note

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- 3 Countering Violent Extremism and Promoting Community Resilience in the Greater Horn of Africa: An Action Agenda May 2015. http://www.globalcenter.org/wp-content/uploads/2015/05/HOA_CVE_Action_Agenda_lo.pdf. Retrieved on September 30, 2016.
- 4 Counter-Extremism Strategy. This Command Paper (Cm 9148), has been published to replace the Command Paper (Cm 9145) presented to Parliament on 19 October 2015. Retrieved on September 30, 2016. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/470088/51859_Cm9148_Accessible.pdf.
- 5 Ibid (p.11)
- 6 <http://en.unesco.org/preventing-violent-extremism>. Retrieved on September 30, 2016.
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- 8 <http://elab.lms.athabascau.ca/>. Retrieved on September 30, 2016.
- 9 Wilson, C., Grizzle, A et al (2011) Media and Information Literacy Curriculum for Teachers. UNESCO, Paris
- 10 See debate on HIV and AIDS and behaviour change.
- 11 Countering Online Radicalization in America: Executive Summary, National Security Program Homeland Security Project (2011)

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Measuring Media and Information Literacy: Implications for the Sustainable Development Goals

Alton Grizzle

In January 2015, the Leadership Council of the Sustainable Development Solution Network released a seminal draft report on proposed indicators and a monitoring framework for the Sustainable Development Goals (SDGs). As the world embarks on measuring and monitoring the SDGs, the level of information and media competencies of all citizens around the world must also be measured to help to stimulate their involvement in sustainable development. This article suggests that there is an urgent need for media and information literacy (MIL) or information and media literacy revolution (whichever juxtaposition is preferred by the reader). It describes MIL in the context of development. Drawing on existing research and frameworks it considers the what, why, and how of MIL measurement. It intersperses implications for the SDGs and ends with a focused section on further implications, recommendations and actions for further research.

Keywords: media and information literacy, development information, sustainable development goals, measurement, assessment, UNESCO

Introduction

Communicating development to citizens and their participation in the development processes necessitate that development is communicated in manner understandable to the public. Mr Ban Ki Moon, Secretary-General of the United Nations in his synthesis report, the Road to Dignity by 2030 notes, "...making our economies inclusive and sustainable, our understanding of economic performance, and our metrics for gauging it, must be broader, deeper and more precise...to realize the sustainable development agenda, we also need measurable targets and technically rigorous indicators."¹ He goes on to say that if people are to be at the centre of development, development progress must go beyond Gross Domestic Product.

The seminal draft report on proposed indicators and a monitoring framework for the Sustainable Development Goals (SDGs) of the Leadership Council of the Sustainable Development Solution Network², a global initiative for the United Nations, has attracted much attention from the development community. The subtitle of the report reads, “Launching a data revolution for the SDGs”. The world has been witness to the information age for over two decades. UNESCO’s introduction of the concept of “Knowledge Societies³” at 2003 World Summit on Information Society (WSIS) would suggest that citizens of the world have been experiencing the knowledge age (the author’s twist on this concept) for more than a decade now. This would indicate a certain progression towards the age of wisdom, the age of innovation, and the age of finding that there is a God or one may add finding that there is no God⁴. Then why the sudden turn again to “Big Data”? The astronomical advances in technology and exponential growth in digital storage capacities and speed have caused a sort of fixation and obsession with the massive amount of data that exist and is being collected. A “data revolution for the SDGs” means more data about development. Many experts, including a chapter in this 2015 MILID Yearbook have been calling for “data literacy”. It is unequivocal that we need more new, precise and measureable data on development for 21st Century. Yet, an Internet search for the term “Development Information” yielded 2,450,000 pages⁵. The world is already standing under a Niagara Falls of development information and data⁶. With citizens at the centre of development, what competencies must they possess to have even a basic understanding of how the SDGs will be measured and monitored and how these relate to their lives? For the purposes of this article, by measuring media and information literacy the author means assessment and monitoring media and information literacy levels among citizens and the extent to which countries possess the necessary expertise or human resources, pedagogical material, access to information, media and technology, and policies to ensure media and information literacy for all⁷.

Media and Information Literacy and Development

Before delving into how to measure media and information literacy (MIL), let us first consider what MIL is? MIL is a “Big Tent⁸”, a composite concept that covers all competencies related to media literacy and information literacy buoyed and anchored by digital or technological literacy.

I offer a simple but not simplistic proof that “media literacy” = “information literacy” = “digital literacy” driven by a common denominator, technology.

The following simple mathematical equation would help:

$$\text{If } M = X, I = Y$$

$$L = Z \text{ and}$$

X, Y and Z are equal,

Then, M=I= L, taken together is MIL, media and information literacy with technology embedded.

The Table 1 below illustrates and illuminates the point well. In the table X = competencies of media literacy⁹; Y = competencies of information literacy¹⁰ and Z = competencies for digital literacy¹¹.

Table 1. Broad media and information literacy competencies as described from various sources

	X (Media Literacy)	Y (Information Literacy)	Z (Digital Literacy/ ICT Literacy)	Comments on Broad Competencies
1.		Define information needs		
2.	Able to access and media, information	Effectively access information from variety of sources	Access – knowledge about being able to collect or retrieve. get access to	Symmetry exists
3.	Basic skills to use the Internet and computers	Knowing how to use computers, technology or the Internet to access information	Access – be able to open software, sort out and save information on computers, simple skills to use computers and software, download different types	Symmetry exists
4.	Critically analyse media text	Critically evaluate and reflect on information, its nature, accuracy,	Evaluate –be able to check, evaluate make judgment about, the quality relevance, objectivity,	Symmetry exists
	X (Media Literacy)	Y (Information Literacy)	Z (Digital Literacy/ ICT Literacy)	Comments on Broad Competencies
5.	Distinguish between media content	Differentiate between different types of information	Integrate – interpreting and representing information or be able to compare and put together different types of	Symmetry exists
6.	Recognize importance to rely on	Define information needs	Recognize the importance of information and communication technology	Symmetry exists

7.	Critically analyze media systems for ownership and concentration	Recognize and assess ethical, legal, social, economic, and political issues	Critical evaluation of information sources	Symmetry exists
8.	Explore information and critical search for	Design investigative methods and search strategies	Same as Access above. In addition, Search – know about and how to get access to information	Symmetry exists
9.	Citizens participation activities such as intercultural	Seeking and using information for self-learning, lifelong learning, participatory	Communicate – “be able to communicate information and express oneself through different mediational means”	Symmetry exists
10.	Cooperation and collaborative work and	Use information for problem solving and decision making	Cooperation and interaction through networked environment such as the Internet, social	Symmetry exists
11.	Media production skills, creativity and user genera-	Synthesize new idea to generate new knowledge, story or ideas	Create ability to produce, sample, remix, adapt, create, design, invent, author, different forms of information as multimodal	Symmetry exists
12.		Know how to organize, preserve and store information	Manage or Classify – being able to organize information according to	Symmetry exists

Of course these competencies may vary from context to context or expert to expert. As Livingstone (2004) pointed out; “how media literacy is defined has consequences for the framing of the debate, the research agenda, and policy initiatives” (ibid, p.5; see also Fedorov, 2015, p. 11-16 for similar discussion). In functioning knowledge societies, there is consensus that citizens of all ages need information literacy competencies to cope with continuous social, economic and cultural changes there is less agreement on which set of competencies priority should be placed (cf. Virkus, 2011). However a closer analysis of Table 1 reveals that there is more agreement than departures on what are the key competencies. Symmetry exists across almost all the competencies though primarily from different viewpoints and standpoints with diverging yet converging emphases. These ever converging emphases are often crowded out by “noise channels¹²” of communication on MIL. In sum, these “divconverging” emphases are information and information and library studies; media and media, communication and

journalism studies; and finally the digital and information and technological studies (see Livingstone et al., 2009 for similar analysis).

It has been mentioned earlier that development information must be communicated simply to all citizens to ensure their understanding and participation. It now applies to MIL to address why it should be measured. The MIL competencies detailed above have been compared to basic literacy (numeracy, reading, writing etc.) by many experts (ibid; see Lau, 2009). Media and information literacy is literacy (Grizzle, 2014). The importance of literacy to development needs no further evidence in this the 21st Century. Figure 1 illustrates the connection between MIL and development. A basic triangle that everyone can identify with, “While media [and information] literacy is deemed crucial for the development and sustainability of a healthy democratic public sphere, it is often forgotten as a precondition when discussing democracy and development” (Martinsson, 2009, p. 3).

Figure 1. The Thrust of MIL

Sustainable development, good governance, intercultural and interreligious dialogue, freedom of expression, equality etc.



Media and other Information providers

including those on the Internet

Source: Grizzle, Moore et al., (2013)

Measuring the SDGs

Now that the “what” of and “why” MIL should be measured have been established and before exploring “how”, let us consider a snapshot of deliberations underway to measure the SDGs. As is the case with measuring any concept, phenomenon or object, measuring sustainable development also starts with the question of what to measure. At the time of writing this article, the international development community was finalizing agreement on 17 development goals¹³. They range from poverty, hunger,

Media and information literate citizens

health, education, gender equality, environment, infrastructure, peace and inclusive societies to international partnerships for development.

In January 2015, the Leadership Council of the Sustainable Development Solution Network (SDSN) released a seminal draft report on proposed indicators and a monitoring framework for the SDGs. The stated purpose of the indicators is:

...management (to stay on course), and accountability (to hold all stake- holders to the SDGs). For management purposes, the indicators need to be accurate and frequent, reported at least once per year (p. 124).

They will enable track of the SDGs at local, national, regional, and global levels. The target groups for use of these indicators are local and national governments, “civil society can use them for operational, monitoring, and advocacy purposes,” and businesses. In short all stakeholders. The 17 SDGs are each described, furnished with an indicator(s) and linked to five other cardinals which are: rationale and definition of the indicators, disaggregation, comments and limitations, preliminary assessment of current data availability by Friends of the Chair and potential lead UN agency or agencies. An example ‘verbatim example’ of Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels – is provided below for illustration.

In the January 15, 2015 version of the report an extract of Goal 16 reads as follows:

Indicator 99: [Indicator on freedom of expression, peaceful assembly, association] – to be developed

Rationale and definition: The ability to express oneself freely, to assemble peacefully, and to associate are enshrined in the Universal Declaration of Human Rights and form an important part of achieving peaceful and inclusive societies. Possible indicators for freedom of expression include measures of press freedom, such as censorship, perceptions of press independence, and intimidation, harassment or imprisonment of journalists.¹⁹² Indicators on freedom of peaceful assembly and association include measures of whether these freedoms are guaranteed in law and respected in practice.¹⁹³

Disaggregation: To be determined.

Comments and limitations: To be determined.

Preliminary assessment of current data availability by Friends of the Chair: To be determined.

Potential lead agency or agencies: To be determined (p. 100).

In the March 20, 2015 version the extract now reads as follows:

Indicator 93: Existence and implementation of a national law and/or constitutional guarantee on the right to information

Rationale and definition: This indicator helps assess whether a country has a legal or policy framework that protects and promotes access to information. Public access to information helps ensure institutional accountability and transparency. It is important to measure both the existence of such a framework and its implementation, as good laws may exist but they may not be enforced. This can be simply due to a lack of capacity, more systematic institutional resistance, or a culture of secrecy or corruption. 234 Furthermore, exceptions or contradictory laws, such as government secrecy regulations, can erode these guarantees.

Disaggregation: TBD.

Comments and limitations: It is also important that public access to information be timely, accessible, user-friendly and free of charge, though this is beyond the current scope of the indicator.

Preliminary assessment of current data availability by Friends of the Chair: TBD.

Primary data source: International monitoring (p. 179).

Whether the latter or former formulation holds in the final version of the indicators, media and information literate citizens would be aware that laws guaranteeing access to information and/or freedom of expression is a necessary but not sufficient step towards achieving open, inclusive, accountable and transparent sustainable development. All citizens require media and information literacy competencies to effectively and ethically capitalize on the opportunities and navigate the challenges attendant to free access to information and freedom of expressions (cf. Grizzle, Moore et al., 2013; see also Martinsson; Panos, 2007). The SDSN recommended that relevant SDG indicators be disaggregated according the following dimensions: sex and gender, age, income, disability, religion, race, ethnicity, familial descent or indigenous status, economic activity, spatial disaggregation (e.g. by metropolitan areas, urban and rural, or districts), and migrant status.

Measuring the SDGs will generate a huge amount of development information; most of which will be understood by experts. Some will find its way into academic research again mostly targeting the well-educated. Yet this information will be sampled and adapted by the media and other information providers, including those on the Internet, in the form of news, articles, talk shows, videos, animation, etc. At whatever level the development information will be assimilated, MIL or information and media literacy will be critical to enable all citizens to understand and critically analyze it (the development information) irrespective of how it is communicated. Furthermore, even at the stage of articulation of the SDGs and their indicators, despite the wide consultation, achieving

media and information literacy for all would enable even wider consultation and involvement of the masses in determining priorities and setting targets. At the moment of writing, the media, ICTs and freedom of expression are largely marginalized in the proposed SDGs despite mounting evidence of their centrality to development¹⁴ (see also Banda, 2014¹⁵).

The next section tackles how to measure MIL.

Measuring Media and Information Literacy

There is consensus among MIL experts that more research needs to be done to affirm the impact of MIL on societies (Frau-Meigs, 2006; Buckingham, 1998; Casey et al., 2008; Dovy & Kennedy, 2006 as cited in Grizzle & Calvo, 2013).

Kamerer (2013) noted, “While media literacy education advocates have published abundantly, there are relatively few data-based studies...” (ibid, p.15). In the main, empirical studies are related to media and information literacy techniques such as interpersonal interventions; assessing the effectiveness and impact of MIL school programmes as well as non-formal initiatives; MIL and health such as drug or alcohol abuse and eating habits; and research habits or information seeking behaviour of students and citizens in general (cf. ibid; see also Pariera, 2012; Singh & Horton, 2013 in Carlsson & Culver, 2013).

Hobbs and Frost (2003) undertook a long term study on media literacy in secondary schools in the United States of America. The research was carried out over a one year period, in a quasi-experimental design, to assess the acquisition of media literacy by a group of grade eleven students at the Concord High School. Along with the quasi-experimental design, other methods such as inter-views with students and teachers and classroom observations were used. Data were collected on the entire population of 293 students in this treatment school and random sample of 89 students from the control school. The treatment group was exposed to a year-long programme in media literacy programme which focused on specific competencies. Students who were exposed to the media literacy programme and received pre-test and post-test were compared to those who did not do the media literacy course but also received pre-test and post-test. The researchers found that, for reading and comprehension, the group that did the media literacy course scored higher than those of the control group. Statistically significant differences were shown between the two groups’ ability to listen and identify the main ideas of television news broadcast. In sum, the “results indicate that media-literacy instruction improves students’ ability to understand and summarise information they learned from reading, listening and viewing” (ibid p. 344; see also Kamerer, 2013). Hobbs and Frost adapted the model used by Quin, McMahon and Quin (1996) which was the first school-based long-term research on media literacy education. The study

was conducted in Australia and involved a sample of 1500 students (Kamerer, 2013, p. 16).

In a short term research, over six months, Cheung (2011) carried out a study of the impact of media education on students' media analysis skills. He employed what he calls a "multi-method, multi-source data collection strategy." Evidence from different methods were then triangulated. This consisted of both qualitative and quantitative methods such as, document analysis, interviews, classroom observation, and "diary writing in the form of reflection sheets" (ibid

p. 58). The sample was made up of three groups of schools, School A, B, and C – each group had similar characteristics. 151, 153 and 164 secondary school students were selected from each group of schools, respectively. Cheung administered a questionnaire as the pre-test and post-test. He used ten 40 minute media education lessons over a three month period. The lessons covered media messages from advertisement songs, television games shows, movies, and comics. The research findings revealed significantly higher overall scores for students in School A and B after the media education lessons in comparison to scores before the intervention. An interesting detail of the findings showed that "female students scored significantly higher and demonstrated significantly greater improvement in overall skills than male students", where media messages bore personal relevance to them as females (ibid p. 65).

It is necessary to consider empirical studies about information literacy in line with the proposed analysis for assessment to move from two separated fields, media literacy and information literacy, to a new convergent field, media and information literacy.

In a study of information literacy on the web, Pariera (2012) set out to ascertain, in the main, whether participants depended more on textual or visual cues to determine credibility of health information on the web. The perceptions as to whether or not the website was credible were compared between those websites with appealing designs of high quality, and those with perceived poor design quality (ibid p. 37). Websites were specifically designed for the purposes of the study. The sample consisted of 75 undergraduate students pursuing a course in psychology at a private US university. The research divided the sample into two different experimental groups – low credibility group (LCG) and high credibility group (HCG) – and carried analysis between and within the groups. In general, based on certain characteristics, the LCG was considered as below average information seekers and the HCG as above average information seekers. Participants in each group were shown a website of low design quality and one of high design quality. Both groups were exposed to the same websites. In addition to design, high credibility textual cues such as author name, author credentials and affiliation, date of publication, references, and no advertisements (ibid p. 41) were featured. The research showed that "participants in the low credibility group ranked both websites as

equally credible, despite the difference in design quality. Participants in the high credibility group, however, ranked the high design website as more credible... overall, when viewing a website with traditional high credibility cues, a good design will bolster the credibility rating but cannot compensate for a lack of credibility cues. This indicates that textual cues (or lack of them) are more important than visual cues” (ibid p. 44).

Kamerer (2013) noted that one of the most frequent applications of media literacy to research is in relation to how “the media form images of health and body image” (ibid p. 16). He cited many media literacy scholars in health education research. Irving, Dupen and Berel (1998, referred to in Kamerer, 2013) gave short one-off training to high school girls on how attractiveness is represented by media. The study showed that students who were exposed to the study “were less likely to internalize a thin beauty standard” and showed lower perceived realism of the types of beauty images portrayed by the media (ibid p.16; see also Wade, Davidson & O’Dea, 2003; Watson & Vaughn, 2006; Austin & Johnston, 1997 for similar studies relating to media literacy and health) [cf. Grizzle, 2014].

Comparing and Contrasting Media and Information Assessment Frameworks

Two of the leading international development organizations working on MIL, UNESCO and the European Commission, have developed or commissioned the development of MIL assessment frameworks and studies.

Table 2. Comparison of two MIL frameworks based on eight key dimensions

Critical Dimensions of the Frameworks	UNESCO MIL Assessment Framework¹⁶	European Commission Study and Assessment Criteria for Media Literacy¹⁷ (ML)
	This assessment framework is being piloted. UNESCO’s Gene- ral Conference requested need to “develop the critical abilities of	This assessment framework has been tested and some results provided. It has developed and applied under European Com- mission Directive. ¹⁸

Context	<ul style="list-style-type: none"> • Global in scope. • An overall focus on development. • Literacy in the context of 21 Century and sustainable development. • Lifelong learning and citizens participation in sustainable development. 	<ul style="list-style-type: none"> • European/regional scope. • An overall focus on business and society, economy and globalization. • Advances in technology and social networks and the effects of these and traditional mass media on the European economy and citizens, citizens' participation in
Purpose/Objectives	<ul style="list-style-type: none"> • Provide evidence-based information to improve governments capacity to design and implement MIL. • Provide tools that can be used for assessments of competencies among citizens including students, young people, teachers and other professionals. • Promote self-assessment by national governments of 	<ul style="list-style-type: none"> • Promote critical thinking and skills and awareness with a more general objective of free speech, right to information and intercultural dialogue. • Provide the Commission with criteria to measure M. • Provide an actual assessment of the 27 EU countries.
Interdisciplinary approach	It employs an explicitly stated interdisciplinary approach to MIL conceptualization and assessment. Firstly, it adopts a definition of basic literacy which must be broader than reading, writing and arithmetic.	It does not consider an explicit interdisciplinary concept of MIL in its context/rationale. However "interdisciplinarity ¹⁹ " is evident in the broad competencies and indicators (what the UNESCO framework calls, 'performance
Type of learning domains	Competencies covers knowledge, skills and attitude related to MIL – cognitive, psychomotor, and affective.	Competencies covers knowledge, skills and attitude related to MIL – cognitive, psychomotor, and affective.
Broad assessment levels	Employed a two-tiered approach; Tier One – <i>MIL Country Readiness</i> and Tier 2 – <i>MIL Competencies</i> .	Identifies two dimensions of ML to be assessed: the first dimensions Individual Competencies and the second, Environmental Factors .

<p>Broad Assessment Categories/Competencies/Components of the Frameworks at each level</p>	<p>At the Tier One level main categories of indicators for country readiness assessment are: 1) Is MIL integrated in education? 2) Do national MIL policies and strategies exist? 3) Are media and quality information readily available to public? 4) Overlap- ping with category 3, assesses whether citizens actually access and use information, media and technology, and E) (multi-stakeholderism' is</p>	<p>The dimension Environmental factors is equivalent to country readiness in the UNESCO framework and consists of: 1) media availability/penetration (including cinema), 2) availability of media education²⁰ 3) media literacy policies, 4) media industry and their role in promoting ML..</p> <p>The dimension Individual Competencies is equivalent to MIL</p>
<p>Assessment Process/Methodology/Use of the Frameworks</p>	<ul style="list-style-type: none"> The process entail simple and complex steps such as establishing national committee and teams, prepare plan, adapt tools, collect, process, analyze and dissemination of data. Use of statistical modeling and Computer Assisted Testing. Outcome of assessment at the Tier One level can be that country readiness is Favourable, Favourable/Balanced or 	<ul style="list-style-type: none"> No detailed step by step process for use of this MIL assessment framework was given but was implicit in certain aspects of the methodology used to carry out the pilot assessments and centered on the use of various tools created. Outcome of the assessment for both dimensions can be that the individual and environment is at a Basic, Media
<p>Tools/Instruments provided</p>	<p>At the Tier One level three questionnaires are provided, one each for national context, teaching institutions, and individual.</p> <p>At the Tier Two level comprehensive MIL competency matrix is provided with 113 performance criteria covering the three broad competencies</p>	<p>Questionnaire for experts in connection with Environmental Factors; 22 indicators are used for this dimensions.</p> <p>An assessment tool, connected to both dimensions that can be used to select certain indicators and weight them according to relevance to illustrate the overall</p>

There are similarities but noticeable and important difference in perspectives across all critical dimensions of the two frameworks. While further discussion on this comparison is warranted, the scope of this article does not permit more in depth analysis. The author will publish this analysis in a future paper. Other broad-based and multiple

nations MIL assessments have been carried out in Europe drawing on both frameworks described above. The European Cooperation in Science and Technology (COST) Network and ANR TRANSLIT21 and the European Media Education Research Study²² (EMEDUS). Both studies involved MIL or ML assessment in European countries. The former focused on MIL Policies in 29 countries, investigating cardinals such as conceptualization of MIL (linking media literacy, information literacy, computer literacy and digital literacy), policy frameworks, training, resources, funding and evaluation. The latter focused more on media literacy curricula and education policies in 27 Europe countries. Fedorov (2015) undertook a comprehensive research of media literacy environment or country readiness in Russia, based on his own analytical frameworks. UNESCO has also supported preliminary assessment of MIL levels among teachers²³ in the Caribbean, Africa and Asia. Finally, UNESCO supported MIL assessment among university students²⁴ in 12 Asian countries.

Conclusion and Implications for the Sustainable Development Goals

According to the World Bank “open development is about making [development] information and data freely available and searchable, encouraging feedback, information-sharing, and accountability²⁵...”The United Nations have made significant strides to get better at citizens’ engagement in development. A good example is the Massive Open Online Course (MOOC) on Citizens’ Engagement²⁶ launched by the World Bank. This article has proposed that citizens engagement in development and open development in connection with the SDGs are mediated by media and information providers including those on the Internet as well their level of media and information literacy. It is on this basis that UNESCO, as part of its comprehensive MIL programme has set up a MOOC on MIL²⁷. Measuring MIL has ramifications for measuring and monitoring the SDGs implementation. If we recall the SDG 16 referenced above, Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels, and its proposed indicators for instance right to information laws – it is necessary to accept that effective measurement of this SDG should go beyond the mere existence of access to information laws to measures citizens’ capacity to use these laws and their actual use of these laws.

A similar analysis can be carried for Goal 5, Gender Equality, and related targets.

UNESCO already developed and is monitoring these and other cardinals, which can make important contribution to monitoring the SDGs. In no specific order, these include (cf. Banda, 2015²⁸):

- Media and Information Literacy Indicators
- Gender-Sensitive Indicators for Media

- UNESCO Media Development Indicators
- World Trends in Freedom of Expression and Media Development:
- UNESCO Journalist Safety Indicators

The challenge before civil society actors is not to be blinded by the debate of media and the information industry, online and offline, as businesses versus development. That media and the information industry are businesses is irrefutable. That media and the information industry are also indispensable to sustainable development is still to be grasped by the masses. Hence, their apparent absence from the SDGs. Measuring and stimulating MIL among citizens can help to change this mind set.

More research is needed on MIL in societies and its impact on development. To this end UNESCO and UNAOC have set up the International University Network on MIL. UNESCO is taking step further and has joined forces with Nordicom to undertake a feasibility study to establish an International MIL Institute.

The author has learned from Tiffany Shlain via a Youtube video.²⁹ The Internet is a vast resource with one trillion of web pages and 100 trillion links. If we consider neurons as web pages and communication between neurons (synopsis) as links – one will find that an adult brain has 300 trillion links. But listen to this, brain of a child has a quadrillion links, 10 times the links on the Internet. Focus on impact of media and technology on citizens must be balanced with equal focus on how women and men of all ages can shape information, media and technology for sustainable development. This is what media and information literacy is about. It is about shaping minds that are more powerful than the media and the entire Internet. We need to shape minds that will create change – sustainable change! Then we can literally change and shape development. In the video Tiffany Shlain noted, “Attention is the brain’s greatest resource. Let us pay attention to what we are paying attention to so that we can set the foundation for worldwide empathy, innovation and human expression.”

Recommendations

- UNESCO calls on all UN agencies/programmes/funds, governments, and all development partners globally to collaborate with us to organise a Joint Development Cooperation/Donor Framework Meeting on Media and Information Literacy for Open and Inclusive Development in 2016. This will be a revolutionary step towards getting better at citizens engagements in the first year of the Post 2015 Development Agenda;
- All governments should articulate national MIL policies and strategies leading to national MIL targets and assessment/measurement of MIL;

- Organizations that will be monitoring the Sustainable Development indicators should integrate sub-indicators such as MIL indicators, media development indicators, and gender-sensitive indicators for media where these are relevant;
- More research should be undertaken on citizens' response to media and information literacy competencies in relation to, inter alia, personal, social, economic, political and cultural/interreligious challenges and opportunities;
- All governments should take steps to integrate MIL into formal, informal and non-formal education systems to ensure MIL for all. Media and information literacy is literacy.

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This article is connected to a research on citizens' response to media and information literacy competencies in relation to personal, social, economic, political and cultural challenges and opportunities on and offline after having acquired MIL related competencies through different kinds of on-line courses.

Notes

- 1 Road to Dignity by 2030, p. 37, www.un.org/.../reports/SG_Synthesis_Report_Road_to_Dignity_by_2030.pdf Accessed on 11 May 2015.
- 2 Indicators and a Monitoring Framework for Sustainable Development Goals: Launching a data revolution for the SDGs, <http://unsdsn.org/resources/publications/indicators/> Accessed on 11 May 2015.
- 3 Towards Knowledge Societies, Background Paper: From Information Society to Knowledge Societies (December 2003), www.unesco.org/.../HQ/CI/CI/pdf/wsis_geneva_prep_background_paper.pdf Accessed on 11 May 2015.
- 4 See http://www.systemswiki.org/index.php?title=Data,_Information,_Knowledge_and_Wisdom Accessed on 11 May 2015.
- 5 Google Search, <https://www.google.com/#q=%22Development+Information%22> accessed on 15 May 2015. For diversity I did two other searches on Bing, <http://www.bing.com/search?q=%22Development+Information%22&gs=n&form=QBRE&pq=%22development+information%22&sc=1-25&sp=-1&sk=&cvid=39636b740d52482da9a264a717a135ad>; Yahoo, https://search.yahoo.com/search;_ylc=X3oDMTFiN25laTRvBF9TAzlwMjM1MzgwNzUEaXRjAzEEc2VjA3NyY2h-fcWEec2xrA3NyY2h3ZWI-?p=%22Development+Information%22&fr=yfp-t-594; and DuckDuckGo, <https://duckduckgo.com/?q=%22Development+Information%22> which yielded the following results respectively, 1, 880,000, 2, 270,000, and no figure given. Accessed on 11 May 2015.
- 6 This statement was inspired by an anecdote about the need for media and information literacy given by Janis Karklins, Former Assistant Director-General for Communication and Information, UNESCO.
- 7 Inspired by Sonia Livingstones' use of the phrase 'media literacy for all'.
- 8 MIL was first called a "Big Tent" Sherri Hope, Director of the Media and Information Literacy Centre at Temple University in a concept note for the Global ML Week 2015.
- 9 These are actual competencies of media literacy taken from authoritative sources namely, Celot, P. and Pérez Tornero, J. M. (2010) *Study on Assessment Criteria for Media Literacy-Final Report*. European Association

of Viewers Interest, Brussels; Fedorov, A., *Media Literacy Education*. Moscow: ICO "Information for All". 2015. p. 577.

- 10 These are actual competencies of information literacy taken from authoritative sources namely, Horton, Jr., F. W. (2008). *Understanding Information Literacy: A primer*. UNESCO, Paris France; Information Literacy Competency Standards for Journalism and students and Professionals. Association of College and Research Libraries (ACRL). Approved by ACRL Board of Directors, 2011, USA. The publication is based on ACRL Information Literacy Competency Standards. Virkus, S., Information Literacy as an Important Competency for the 21st Century: Conceptual Approaches. In *Journal of the Bangladesh Association of Young Researchers* 03/2012; 1(2).

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- 11 These are actual competencies of digital literacy taken from authoritative sources namely, Erstad, O., (2010) 'Paths Towards Digital Competencies. Naïve Participation or Civic Engagement?' In Carlsson, U. (Ed.), *Children and Youth in the Digital Media Culture*, Gothenburg: Nordicom, The International Clearinghouse on Children Youth and Media. See also Digital Transformation: A Framework for ICT Literacy. A Report of the International ICT Literacy Panel. Educational Testing Service, www.ets.org/.../ictreport.pdf. Accessed on 15 May 2015.
- 12 Reflection of the Mathematical Theory of Information as applied by Shannon in his communication model to explain noisy communication channels or interference <http://www.mattheory.info/chapter1.html> Accessed on 15 May 2015.
- 13 They are listed in the introduction of this MILID Yearbook 2015 but can also be found at <https://sustainabledevelopment.un.org/sdgsproposal> Accessed on 11 May 2015.
- 14 Cross referenced from unpublished remarks, Remarks for the side event hosted by the Article 19 at CSW 2015, Fackson Banda 9 February, UN, New York, USA.
- 15 Why free, independent and pluralistic media deserve to be at the heart of a post-2015 development agenda Executive Summary of the Discussion Brief: "Free, independent and pluralistic media in the post-2015 development agenda: a discussion brief", Available at: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/post_2015_agenda_brief.pdf Accessed on 11 May 2015.

- 16 See Catts, R. and Lau, J. et al. (2013). UNESCO Global Media and Information Literacy Assessment Framework. UNESCO, France.
- 17 Celot, P. and Pérez Tornero, J. M. (2010) Study on Assessment Criteria for Media Literacy-Final Report. *European Association of Viewers Interest, Brussels*.
- 18 European Commission Audiovisual Media Services Directive, Article 12, http://europa.eu/rapid/press-release_IP-10-803_en.htm Accessed on 15 May 2015.
- 19 Word coined by author of this article – Measuring MIL: Implications for the SDGs.
- 20 A term used the European Commission and others interchangeable with media literacy. UNESCO abandon use of this term because it is often confused with higher level education, media studies or media and communication studies. UNESCO has coined the composite concept, media and information literacy.
- 21 See Frau-Meigs, Flores et al., 2014, <http://www.translit.fr/> Accessed on 15 May 2015.
- 22 See Tornero et al., 2014, <http://eumedus.com/> Accessed on 15 May 2015.
- 23 For a summary of the report from four Caribbean countries, see Shelley-Robinson, 2013 in *Media and Information Literacy and Intercultural Dialogue, MILID Yearbook 2013*, Edited by U. Carlsson & S. H. Culver, Gothenburg: Nordicom, The International Clearinghouse on Children, Youth and Media. The reports for Africa and Southern Asia are unpublished.
- 24 Singh & Horton, 2013 in *Media and Information Literacy and Intercultural Dialogue, MILID Yearbook 2013*, Edited by U. Carlsson & S. H. Culver, Gothenburg: Nordicom, The International Clearinghouse on Children, Youth and Media.
- 25 See official website of World Bank on Open Development, <http://www.worldbank.org/open/> Accessed on 15 May 2015.
- 26 See <https://www.coursera.org/course/engagecitizen> Accessed on 15 May 2015.
- 27 See <http://elab.lms.athabascau.ca/> Accessed on 15 May 2015.
- 28 Unpublished remarks, Remarks for the side event hosted by the Article 19 at CSW 2015, F. Banda 9 February, UN, New York, USA Listen to Tiffany

at <https://www.youtube.com/watch?v=zLp-edwiGUU> Accessed on 15 May 2015.

MIL, INTERCULTURAL DIALOGUE AND GLOBAL CITIZENSHIP

Alton Grizzle

When Bob Marley, a global cultural icon, wrote,

Could you be loved and be loved?

Could you be loved and be loved?

Don't let them fool ya,

Or even try to school ya! Oh, no!

We've got a mind of our own...

Love would never leave us alone,

A-yin the darkness there must come out to light¹...

One could argue that he was referring to **political systems, media systems, and information systems, technological systems or even education systems**

– when he said; *don't let them fool you.*

But perhaps Bob Marley also addressed us as individuals and society to be active, critical and ethical persons or citizens – when he said; *we have got a mind of our own.* Often, it is not external systems or others who fool us, we too fool ourselves when we choose not to acquire or use our critical and creative capacities. In this digital age, sometimes we fool ourselves in thinking that media and technologies give rise to more challenges than opportunities when clearly the benefits outweigh the drawbacks.

The theme for the Media and Information Literacy and Intercultural Dialogue (MILID) Yearbook (2014), *Global Citizenship in a Digital World* draws attention to an important phenomenon. Technological developments are driving global citizenship, which is a prerequisite for cultural diversity and a coexistence of cultures. The world is witnessing a huge shift in media and knowledge repositories explosion. The emergence of new forms of communication technologies has disrupted the traditional role of mass media and information institutions within development issues. New challenges and opportunities arise for intercultural dialogue due to the evolving global media system². This shift does not imply a displacement of the so called *Fourth Estate* but rather an

expansion of it into a *Fifth Estate*³ – giving greater agency and involvement to ordinary citizens. Digital communications are new tools for cultural expression as they enable citizens to participate more to shape new forms of cultural ties. Jenkins (2011) calls it a *participatory culture*. He writes, “Our focus here is not [only] on individual accomplishment but rather the emergence of a cultural context that supports widespread participation in the production and distribution of media”⁴.

Intercultural dialogue and global citizenship: rethinking *constructs* and *messages*

Intercultural dialogue, premise on global citizenship in the digital age, calls for media and information literacy (MIL) for all. Achieving MIL for all then requires both individual and collective actions; enabling individuals and communities to capitalize on cultural and other opportunities and challenges provided by media and technology to transform their lives.

One such collective action which is absolutely necessary and urgent to give greater impetus to MIL in the digital age is for all stakeholders to recognize that media literacy, information literacy, digital literacy, and social media literacy etc. have converged. All actors: NGOs, media, information, technology and education and cultural experts need to work together to ensure that MIL programmes, and enlisting MIL as a tool for intercultural dialogue, include all relevant competencies.

In the context of global citizenship in a digital world as a basis for inter-cultural dialogue, there are two implications of this convergence. Firstly, it calls for a repositioning of the hackneyed and famous statement “all media are constructs”⁵ on which most MIL programmes are built. Employing the whole range of MIL competencies implies greater recognition that media and technology are more than only cultural constructs. They are cultural enablers. Furthermore, some research studies and findings are also cultural constructs and enablers, as are many books and accounts of history. In addition, one’s individual religious, cultural, political and scientific beliefs include biases and can both inhibit and facilitate intercultural dialogue. MIL when coupled with intercultural competencies can empower citizens to effectively interact with media and technology as enablers of intercultural dialogue, while challenging the individual or personal beliefs that may inhibit intercultural dialogue.

The second proposed implication of the convergence mentioned earlier relates to Marshall McLuhan who said the “medium is the message”⁶.

In a digital world, is the medium the messages? Or, as an Al Jazeera reporter recently said “the media are the message”. The crux of global citizenship in a digital world is that *the message* is all citizens - as individuals and community people form or are able to

form and disseminate *messages*. Citizens have and can have greater control over *the message* than they think or admit that they do. People all over the world are then challenged to send positive cultural or intercultural messages and to counter potentially fictitious messages.

Sir Edmund Hillary famously notes that, “It is not the mountain we conquer but ourselves.”⁷ Experiencing a world of intercultural dialogue, mutual understanding and respect can be reached if individuals and communities are able to triumph over themselves.

Global citizenship in a digital age then moves the focus from media, technology, film etc. to a focus on individuals, communities and their interaction with information and knowledge. It is about how citizens effectively participate in development processes; engaging with media, information and technology to promote cultural exchange and tolerance, economic development, good governance, equality and peace.

As Ms Irina Bokova, Director-General of UNESCO said in her message on the occasion of World Day for Cultural Diversity for Dialogue and Development, May 21 “Culture is what we are. It embodies our identities and our dreams for the future. Cultures are mutually sustaining and contribute to the enhancement of humanity’s wealth and productivity. Such diversity is a well-spring for the renewal of ideas and societies. It holds great potential for growth, dialogue and social participation.”⁸

Culture diversity is also concerned with guaranteeing equal participation of women and men of all ages in cultural expressions and dialogue. Women still have less access to media and communications technology⁹. In a digital world, this invariably contributes to constraining their participation in cultural exchange¹⁰. MIL could be a potent tool to foster gender equality in all aspects of development, including intercultural dialogue¹¹.

Media (newspaper, radio, and television), libraries and new technology are a part of culture and society. It is widely accepted that these are transmitters of culture and engines behind globalising cultures¹². In countries of high media density, there is no aspect of society on which media and technology have not had an impact, albeit to varying degrees¹³. Media and other information providers can also be framed as social actors in and of themselves, with the power to motivate social development and social participation.

It is this interrelatedness of media, information and culture that makes more evident how interwoven media and information literacy and intercultural competencies are¹⁴. This is a core of the reflection in this publication, and relevant to the fundamental principles of UNESCO’s Constitution. In a globalized world with interconnected societies, intercultural dialogue is vital. Mutual understanding and full participation of everyone in the new global space must be considered as the basis of “Building peace in the minds of men and women”¹⁵.

Fostering freedom of expression to preserve intercultural dialogue and diversity

Another important core of the reflection in this publication is to envision intercultural dialogue and freedom of culture as freedom of expression (FOE). In the absence of FOE, intercultural dialogue and flows of cultures across borders can be curtailed. As is underscored in the UNESCO World Report on Cultural Diversity, “Cultural diversity... dictates a balanced representation of the different communities living together in a particular country, in accordance with the principles of the freedom of expression and the free flow of ideas”¹⁶. The digital world in which we live today favours content productions suitable for export thereby expanding markets and cultural industries. These industries are starting to balance more dominant flows that have challenged traditional cultural expressions (storytelling, dance, traditional games) and voices of marginalized populations. Illustratively, there is the flourishing and globalization of local cultural expressions such as the rise of the Latin American audiovisual sector (*telenovelas*), reggae music of Jamaica, the Nigeria audiovisual sector (Nollywood), the Indian cultural productions (Bollywood) and more recently the Chinese cinema (Chollywood).

In this sense, contrary to oft-held positions, globalization cannot be said to have had only a negative impact on the diversity of cultural content¹⁷. Therefore, it is not just globalization of culture but also globalization of cultures – in the plural sense – because many cultures have gone global. What is slowly evolving is a kaleidoscope of merging cultures; an intermingling of cultures enriching and strengthening each other; reinforced and kept afloat by the media, libraries and other information providers, including those on the Internet. MIL as a basis for FOE and freedom of culture can foster critical capacities and multiple perspectives of global citizens. MIL equips people to be more discerning and probing of the world around them, thereby becoming more self-aware and better able to appropriate the offerings of media and information for cultural exchange¹⁸.

Global citizenship requires a convergence of competencies

Global citizenship in the digital age calls for this marriage between intercultural, interreligious competencies (discussed further in the next section) and MIL competencies to realize intercultural and interreligious dialogue. The concept of “dialogue” assumes the participation of several players. It means that citizens have a key role in the reception of information, whether it is to critically evaluate the contents

of information or to promote accountability. Dialogue is part of the construction of self-identity and self-determination: it is by conversing with one another that we actualize our beliefs, that we reconsider our positions on tolerance and freedom¹⁹.

This merger of competencies opens up the opportunity for citizens, in a global and digital context, to consciously, actively, independently and collectively engage with technology, the media, libraries as well as information providers, including those on the Internet, through a three- stage process necessary to achieve intercultural dialogue:

4. Understanding the ethos of one's culture or religion and that of others. This is the spirit or the character of cultures; the thinking of those practicing that culture.
5. Through self-introspection and communal exchanges, learn to appreciate differences. This does not imply a necessity to accept or to choose to practice the differences in another culture. But at least one should embrace pathos – to empathize with the differences. Stages 1 and 2 are a combination of reflexivity and what Leeds-Hurwitz (2013) calls "Seeing from other perspectives/ world views, both how [they] are similar and different"²⁰.
6. Then through true and open dialogue agree on the logos – a common word or understanding that can lead to cultural exchange and cooperation²¹.

This relates to what Frau-Meigs (2013), refers to as "self-management as well as engagement" (p. 183). She uses the term "civic agency, as the capacity of human groups to act cooperatively on common issues in spite of diverging views"²².

Information, media and technology, when combined with MIL, are introducing opportunities:

1. To reduce intolerance and increase understanding across political or cultural boundaries.
2. For citizens from all around the world to easily communicate thus enabling more cultural exchange.
3. To understand that defending freedom of the press also refers to the protection of freedom of culture and religion. In this sense, MIL encourages a diversity of opinions.
4. For social vigilance and critical faculties at a time when anyone can post anything on the Internet. Some challenges if not effectively remedied by MIL could undermine the freedom of expression in virtual spaces.
5. To help overcome disinformation but also stereotypes and intolerance conveyed through some media and in online spaces.

6. To empower citizens with competencies to hold media and other information professionals accountable.

Interreligious dialogue: a dimension of intercultural dialogue

Religion is a part of culture. Interreligious dialogue is therefore central to the discussion in future MILID Yearbooks. However, religion is so sacrosanct to those who believe, that the representation of religion in media and information becomes an extremely sensitive topic. Like culture, religious beliefs and practices transcend countries and borders. In many countries, citizens, whether through face-to-face encounters or mediated by technology and media, are challenged to respond to or tolerate religious beliefs and practices that they may consider as foreign or as an invasion.

With so many conflicts around the world that are underpinned by religious differences and atrocities carried out in the name of religion, public discourse on interreligious dialogues becomes an imperative.

The media and new technologies can become important channels for religious conversation. They become vectors of information to those who believe and those who do not. However, who should drive this public discourse?

Should it be professional journalists, information specialists or researchers? Should it be dialogue only among those of a religious faith? Or should it be among those who believe and those who do not?

MIL challenges individuals and society to reflect on their own religious ideas and beliefs. It enables us to juxtapose our beliefs with that of others; to observe and respect differences and to find common grounds for tolerance.

Individuals and society must think about the authenticity and accuracy in which their religions are being represented, or perhaps not represented at all. Through a critical analysis of the representation, change can be effected and sensationalized misrepresentations can be corrected. Media and information literate individuals can identify whether only one aspect of an entire religion is being discussed continuously, thus not presenting a holistic image. They are able to recognize that basing knowledge or perceptions of a religion on only a small representation of the whole can be harmful – leading to misunderstanding, mistrust, and ultimately conflict.

MIL, by facilitating communications, presents new opportunities for the religious to make their faith understood to the general public.

Media and information literate citizens can advocate for equal treatment of the information for every religion in the media. They are aware that freedom of religion is synonymous to or is an extension of freedom of expression. In this context, they reflect on principles of liberty, of worship and tolerance and challenge stereotypes and hate speech transmitted online, in books or in the media. They are guarded against the fact that new and traditional media can be used as tools of radicalism and propaganda²³.

Finally, MIL should enable individual and societal reflection on situations where religious beliefs and practices contravene certain human rights.

UNESCO MIL and intercultural dialogue actions – some examples

UNESCO, in cooperation with UNAOC and many other partners, continues to champion MIL related intercultural activities. The MILID University Network is now firmly the research arm of the recently launched Global Alliance for Partnership on MIL (GAPMIL). GAPMIL is a global movement, a network or networks launched by UNESCO and other partners to drive MIL as tool for open and inclusive development, focusing on eight development areas. The GAPMIL Framework and Action Plan²⁴ describes its rationale, objectives and an exciting path for MIL as a catalyzing tool for change.

After three years, MILID Week, a joint initiative of the UNESCO-UNAOC MILID University Network is slowly taking traction. GAPMIL provides a huge platform for broadening of MILID Week activities across the world.

The UNESCO MILID Young Journalists/Information Specialists Exchange Programme is showing great promise. The programme is designed to enable contact with diverse cultures to foster broader international dialogue on MILID issues as well as the development of free independent and pluralistic media and universal access to information and knowledge.

As one student from the University of the West Indies, Jamaica whose brief fellowship was at the Sidi Mohamed Ben Adbullah University, Morocco wrote: “The intercultural dialogue session was definitely the highlight of my fellow-ship. This might be due to the fact that I was an active participant engaged in the process of sharing information about the Caribbean and also giving feed-back to questions, assumptions and misconceptions that participants had about the region...”²⁵

A second online MIL course was recently launched in cooperation with an associate member of the MILID Network, Athabasca University. The Massive Open Education Online Course is designed for young people and is centered on two themes, intercultural dialogue and gender equality.

Recognizing that to achieve MIL for all will require national policies, UNESCO has published *Media and Information Literacy. Policy and Strategy Guidelines*. This comprehensive resource is the first of its kind to treat MIL as a composite concept, unifying information literacy and media literacy. These guidelines offer a harmonized approach, which in turn enables stakeholders to articulate more sustained national MIL policies strategies, describing both the process and content to be considered. Cultural diversity is one aspect of the theoretical/development framework for MIL policy and strategy formulation described in this resource. Chapter 5 of the guidelines focuses on MIL as intercultural dialogue, and as Professor Ulla Carlsson, Director of the Nordicom, notes in her Preface, “this publication is of vital importance toward improving efforts to promote MIL on national and regional levels”.

A final example is the launch of a multimedia intercultural online MIL teaching resources tool. This will increase easy access for practitioners and teachers to OER and intercultural material, lesson plans etc., which are readily adaptable. This resource was realized through UNESCO’s partnership with the United Nations Alliance of Civilization and Filmpedagogerna.

Initiatives like these and many others around the world can marshal deep changes in dialogue and mutual understanding globally. MIL can contribute to open and inclusive development including intercultural dialogue. But it will only be accelerated if all stakeholders work together. The combined efforts of MIL practitioners in areas such as media, information, technology, education, and culture require a deeper “complementary”²⁶ rather than a competitive thrust. More research is needed and this MILID Yearbook of the MILID University Network offers a splendid opportunity. We hope to see more authors from the information and technological side of MIL in the future and more collaborative and trans-disciplinary research studies.

Conclusion

MIL for all is necessary to achieve intercultural dialogue and global citizen-ship in a digital world. MIL for all is possible. MIL for all is a must. We should reject the idea that it cannot be done. It is not too expensive. Literacy cannot be priced. The challenge before us is to keep pressing on and pushing until change comes.

It is true that many countries are still struggling to address basic literacy. However, basic literacy and MIL are not mutually exclusive. They are both necessary. One may even say that MIL is literacy.

Stakeholders, both rights holders and duty bearers²⁷, are challenged to help all citizens to recognize, as Benjamin Franklin writes, that “an investment in knowledge pays the best interest”²⁸.

Not that I can walk in his shoes but to paraphrase, we are challenged to help all citizens to pursue knowledge, truth, equality, justice, and mutual respect so that they can transform their minds and hearts and that of those around them. MIL and intercultural dialogue can help.

Notes

1 Bob Marley, “Could you be loved?” <http://www.bobmarley.com/> Accessed on 24 June 2014

2 Cross reference, Media and Information Literacy Policy and Strategy Guidelines edited by Grizzle and Torras Calvo, 2013, UNESCO, Paris

3 *The Fifth Estate* is a reference to the medieval concept of “three estates of the realm” (Clergy, Nobility and Commons) and to a more recently developed model of *Fourth estates*, which encompasses the media.

Al-Rodhan, Nayef R.F., “The Emergence of Blogs as a Fifth Estate and Their Security Implications” (Geneva: Slatkine, 2007); Stephen D Cooper (2006), *Watching the Watchdog: Bloggers as the Fifth Estate*, Marquette Books

4 In Jenkins, H (2006). *Confronting the challenges of participatory culture: Media education for the 21st century* (p. 6) - (Part One). Chicago, Illinois, USA: The MacArthur Foundation.

5 Eight keys concepts of Media Literacy, Ontario Ministry of Education (Ontario Association for Media Literacy). 1989. See online at: <http://www.medialit.org/reading-room/canadas-key-concepts-media-literacy> (Accessed on 26th of June 2014)

6 Marshall McLuhan (1964), *Understanding Media: The Extensions of Man*, McGraw-Hill; Marshall McLuhan (1967), *The Medium is the Message*, Penguin Books

7 Sir Edmund Hillary (2000), *View from the Summit: The Remarkable Memoir by the First Person to Conquer Everest*, Gallery Books; Reprint edition

8 Ms Irina Bokova, Director-General, on the occasion of world day for cultural diversity for dialogue and development, UNESCO, 21st may 2012. See online at: <http://www.iesalc.unesco.org.ve>

- 9 See the Global Media Monitoring Report, <http://www.waccglobal.org/>. See also the Global Report on the Status of Women in News Media, www.iwmmf.org/wp-content/uploads/2013/09/IWMMF-Global-Report-Summary Accessed on 29 June 2014
- 10 Hargittai, A & Walejko, G (2008), Participation Divide, Content Sharing in the Digital Age. In *Information, Communication and Society*, Volume 11, Issue 2
- 11 See Grizzle, A. 2014 In *A Scholarly Research Agenda for the Global Alliance on Media and Gender* edited by Vega Montiel, A.(2014), UNESCO/IAMCR, Paris
- 12 United Nations Research Institute For Social Development, Cees J. Hamelink, *New information and communication technologies, social development and cultural change*, June 1997
- 13 Cross reference, Grizzle, A (2012), Gender-Sensitive Indicators for Media, UNESCO, Paris. See also O. Güvenen, "The impact of information and communication technologies on society", *Journal of International Affairs*, 1998; Güvenen, O., and Akta, Z. (1993), *Globalization and Information System*, Ankara: State Institute of Statistics
- 14 See Intercultural Competencies: Conceptual and Operational Frameworks, 2013, UNESCO, Paris <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf> Accessed on 26 June 2014
- 15 Extract from UNESCO Constitution, <https://en.unesco.org/> Accessed on 25 June 2014.
- 16 UNESCO (2009), *World Report: Investing in cultural diversity and intercultural dialogue*. Paris, France: UNESCO, p. 22 Cross reference, *Media and Information Literacy Policy and Strategy Guidelines* (p. 164) edited by Grizzle and Torras Calvo, 2013, UNESCO, Paris
- 17 Idem
- 18 Cross reference, *Media and Information Literacy Policy and Strategy Guidelines* (p. 164-165) edited by Grizzle and Torras Calvo, 2013, UNESCO, Paris
- 19 Jacques, F. (1991), *Difference and subjectivity, Dialogue and Personal Identity*, Yale University Press
- 20 Leeds-Hurwitz, W. (2013), Intercultural Competencies: Conceptual and Operational Frameworks, (p 17 and 24), UNESCO, Paris <http://unesdoc.unesco.org/images/0021/002197/219768e.pdf> Accessed on 26 June 2014
- 21 Adapted from Hopko, T (2014) <http://www.youtube.com/watch?v=gYkDXxNh8xk>
On these three ideas: Dell Hymes' work on communication; Pearce, W. Barnett &

Kimberly, A. Pearce, (2004), 'Taking a communication perspective on dialogue', in Anderson, Rob; Leslie A. Baxter; & Kenneth N. Cissna, (Eds.), *Dialogue. Theorizing Difference in Communication Studies*, pp.39-56, Thousand Oaks, California: Sage Publications; Pearce, W. Barnett and Littlejohn, Stephen W. (1997), *Moral Conflict*, Thousand Oaks, California: Sage; Shawn J. Spano, *Public dialogue and participatory democracy*, Hampton Press, 2001

22 Dahlgren (2006) as cited by Frau-Meigs 2013, p. 183 in Carlsson and Culver (2013), *Media and Information Literacy and Intercultural Dialogue. Yearbook 2013*, The Inter-national Clearinghouse on Children, Youth and Media, Nordicom, University of Gothenburg, Sweden.

23 Cross reference, *Media and Information Literacy Policy and Strategy Guidelines* (p. 164-165) edited by Grizzle and Torras Calvo, 2013, UNESCO, Paris

24 Framework and Action Plan Global Alliance for Partnership on MIL (GAPMIL), <http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/> (Accessed on 26 June 2014)

25 Extract from unpublished project report

26 Word coined to mean complementary.

27 For a complete discourse on a human rights based approach to MIL policy and strategy formulation see, *Media and Information Literacy Policy and Strategy Guidelines* (p. 72-78) edited by Grizzle and Torras Calvo (2013), UNESCO, Paris Philosophy Blogger, <http://philosiblog.com/2013/01/17/an-investment-in-knowledge-always-pays-the-best-interest/> Accessed on 27 June 2014.

PRELIMINARY COMPARATIVE ANALYSIS OF MEDIA AND INFORMATION LITERACY IN THE MENA REGION

Alton Grizzle

Media and information literacy (MIL) is coming of age. It should no longer be overlooked by governments and policy makers of the world given the emerging huge body of academic literature supporting the relevance of MIL. MIL is a necessary subject of learning, a way of learning and self-awareness, self-guided socialization or self-regulation. It is a tool that can be applied to all forms of development issues and contexts. Finally, MIL is a set of 21st Century competencies that can ultimately lead to citizens' empowerment, self-expression and intercultural and interreligious dialogue.

In marked similarity, the UNESCO *Education for All Global Monitoring Report 2006*, drawing on years of work of many academic scholars, proposes four ways to understand literacy and has evolved based on disciplinary traditions. First, literacy is considered a separate set of tangible skills such as reading, writing and numeracy, that is independent of context and that extends to skills to access information and knowledge. Second, literacy is viewed as reliant on context, going beyond acquisition of skills to bringing to the fore the use and application of these skills to real-life situations. Third, literacy is seen as a learning process. As persons learn, they gradually and actively become literate. In this sense literacy is both a means and an end. Finally, literacy is considered as 'text' or 'subject matter' – located in communication, politics and power that can take on multiple forms. Written language is one form of text through which learning is communicated. But there are other texts, such as oral communication, media (radio, television, and newspaper), technological, art and artifacts. Media and technology are associated with all four traditions of literacy. In the 21st Century, more than in any other period of history, learning, socialization, cultural exchange, political, and social activism are being mediated by media, technology, the Internet and the flood of information they bring. Media and information literacy can empower all citizens to understand what new dimensions media and technology bring to their experiences. In the 21st Century more than ever before, citizens are learning more about themselves and the world around them outside the classroom (Watt, 2012; See also Macedo, 2007). Media and information literacy is that bridge between learning in the classroom and learning that takes place outside of the classroom enabling both to enrich each other. This calls for new pedagogy of learning and a greater focus on non-traditional

literacy competencies. MIL is as relevant to the Middle East and North Africa as it is to every other region of the world.

Abu-Fadil (2007) wrote, “Media literacy and awareness have long been neglected in the Arab world... Media literacy as a subject is rarely taught in schools in any organized way and is often couched in vague terminologies within university courses that fail to address the *raison d’etre* of mass communication tools...” (p.1). Six years later, etching Lebanon and Qatar as case studies, she acknowledged that there is slow progress with respect to the existence and development of media literacy programs in the Middle East and North Africa and that “critical thinking is not embedded in the education systems of many of the countries [though many experts would agree that this phenomenon is common in all regions of the world]...” but many inventive educators and other actors are implementing projects that enable students to think critically and to explore multi-modal learning through multiple media platforms (Abu-Fadil, 2013). Watt (2012) cited Mihailidis (2009, p. 65) as arguing, “it is not enough to focus on media content alone, but also on citizens as the nexus of the information world.”

The articulation of MIL as an area that deserves the attention of the development community and national governments, the depth of awareness and implementation of MIL initiatives vary from region to region. The depth and breadth of what has changed in media and information literacy awareness and implementation in the Middle East/ North Africa since the first international meeting on media literacy in the region – the Riyadh International Conference on Media Education in March 2007 – is the subject of this chapter, and indeed this entire book. I first give a sketch of the media and information environment in the region. I then navigate a basic framework for a preliminary critical comparative analysis of MIL in the region using four questions:

- How do experts in the MENA region conceptualize MIL?
- What is the underlying rationale for MIL in the Arab States?
- Are these countries harmonizing the field?
- Do they have national policies and strategies on MIL?

Overview – demographics, information and media environments The Middle East and North Africa (MENA), often erroneously used interchangeably with the Arab States, covers the region that includes countries from northern and north-eastern Africa and southwest Asia². The Middle East includes Iran and Turkey, two non-Arab countries. The 22 countries in the MENA, according to the League of Arab States, in alphabetical order are Algeria, Bahrain, the Comoros, Djibouti, Egypt,

Table 1. Media Characteristics in the MENA Countries

Country	Population ⁸	Number of Radio		Proportion of household with Television ⁹	Proportion of household	Number of Newspaper titles ¹⁰
Algeria	39 667 000	17	760	34	60 (2009)	46 ... 17
Bahrain	1 377 000	97	209	5	32 (2013)	4 99 (2013) 6
Comoros	788 000	7	3	6 1
Djibouti	888 000	9	4	3	50 (2004)	1
Egypt	91 508 000	48	11 048	65	20 (2013)	64 97 (2013) ...
Iraq	36 423 000	8	11 395	55	...	28
Jordan	7 595 000	45	5 687	29	...	4 ... 4
Kuwait	3 892 000	87	132	18	...	13 ... 8
Lebanon	5 851 000	67	642	54	...	12 ... 15
Libya	6 278 000	22	41	22	...	12 ... 4
Mauritania	4 068 000	11	38	16	...	1 ... 3
Morocco	34 378 000	60	735	15	67 (2009)	8 100 (2011) 24
Oman	4 491 000	66	1 121	14	36 (2010)	13 94 (2011) 6
Qatar	2 235 000	97	208	12	25 (2013)	1 95 (2013) 5
Saudi Arabia	31 540 000	59	5 317	76	...	117 ... 12
Somalia	10 787 000	2	4	12	...	4
State of Palestine	4 668 000	1	3	... 3
Sudan	40 235 000	24	4 851	14	...	4 ... 22
Syria	18 502 000	27	1 760	55	...	44
Tunisia	11 254 000	45	947	47	67 (2012)	26 98 (2012) 10
United Arab Emirates	9 157 000	93	1 364	23	53 (2012)	15 95 (2012) 55
Yemen	26 832 000	19	12	9	...	3 ... 6

Radio stations, television stations¹⁰ and newspapers

Note: Readers should use this table carefully when making comparison given the unavailability of complete data from a single source and in some cases data are not available for the same set of dates.

Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Somalia, the State of Palestine, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. This configuration varies from source to source. For instance, the World Bank references a configuration that consists of 14 countries including Israel³. The United Nations Human Rights/Office of the High Commissioner for Human Rights lists 19 countries as part of the MENA region⁴. This configuration also includes Israel but excludes the Comoros, Somalia and Sudan and Djibouti.

The region has an estimated population of 416,000,000⁵. Approximately 20 per cent of the population of the MENA region, one in five people, are youth between the ages of 15 and 24 (Assaad and Roudi-Fahimi, 2007). The number of youth in the region stood at 95 million in 2005 (ibid). The youth population is almost evenly distributed across Arab countries ranging from 15 per cent to 23 per cent with only four countries having less than 18 per cent of youth as a percentage of their population. “The extent to which this large group of young people will become healthy and productive members of their societies depends on how well governments and civil societies invest in social, economic, and political institutions that meet the current needs of young people.” (ibid) Thirty-seven percent of the MENA population have access to the Internet⁶. At the time of this writing, the author could not find sources providing the number of archives in the region as a whole or by country. Public, academic and special libraries stood at over 47,364. Radio stations, television stations and newspapers stood at 584, 420 and 201, respectively in MENA (See details and sources in Table 1).

Conceptualization of MIL by experts in the MENA region

Those who follow my writings on information literacy, media literacy, digital literacy or media and information literacy would know that I go through pains to stress the necessity of a coherent approach, focusing on key commonalities and interrelated competencies, rather than a disjointed definitional approach. This is not to belabor a point but, the conceptualization of media and information literacy has direct bearing on how MIL programs are designed, implemented, monitored and ultimately their impact on the lives of youth, and citizens in general. In a September 2015 meeting with Dr. Fahad Sultan Alsultan, Deputy Secretary-General, King Abdul Aziz Centre for National Dialogue, he reminded me of the transformative potential of creating knowledge in a local language (in this case – Arabic) as opposed to simply translating knowledge or concepts from one language to another. Dr Alsultan is a senior representative from Saudi Arabia, which is one of the lead partners and supporters of UNESCO’s media and information literacy thrust in MENA. He was right. He also acknowledged that when translation of knowledge from one language to another takes place adaptation should be in the mix. By saying this he recognized that to create new knowledge, it is often necessary to borrow and adapt from other sources and languages. As Jenkins (Jenkins et al., 2009: posits, “most of the classics we teach in the schools are themselves the product of appropriation and transformation, or what we would call sampling and remixing.” As Professor Redouane Boudjema said in his chapter when reporting on ICTs and media literacy in Algeria, “Traditionally, knowledge and culture were at the core of several philosophical debates as well as various social, political and ideological conflicts. The current education systems and institutions were no exception. Since the second decade of the last century, mass communication has played at least a pivotal role in either overestimating or underestimating the importance of education.” All the authors of this book employed that approach here or in other articles written by them; they directly or

indirectly sampled and remixed concepts of information literacy, media literacy, digital literacy or media and information literacy in their discourses.

Jad Melki and Lubna Maaliki, Lebanon: Here and in and other academic writings a strong leaning to critical digital competencies, 'digital media literacy.' (See Melki, 2013)

Jordi Torrent, Morocco and Egypt: Presents MIL as a composite concept based on the UNESCO model.

Lucy Nusseibeh and Mohammed Abu Arqoub, Palestine: In this chapter, the authors focus primarily on media literacy. They propose that media literacy is teaching about how media work as well as how citizens can effectively engage with media. It is both protective and proactive. Protective in connection with enabling people to "analyze media content and read between the lines, understand the messages behind the images, and therefore become less vulnerable" and proactive to the extent that people are empowered to "to work creatively – not as technicians, but again in regard to content, so they can produce their own media messages." In their conceptualization, Internet literacy, citizen journalism as well as Master of Arts and Bachelor of Arts degrees in media are connected to media literacy.

Abdul Ameer Al-Faisal, Iraq: Abdul Ameer Al-Faisal in his chapter focused on information and an understanding of how information is created and disseminated as being central to development in Iraq. The author used the word information 41 times and information technology 9 times. He mentioned computer literacy only once in referring to the objectives of the National Information Technology Strategy in Iraq. While he highlighted the revolutionary impact that new technologies have had on media and freedom of expression in Iraq and the centrality of libraries and documentation centres – media literacy, information or MIL as concepts was not mentioned though evidently implicit in his arguments.

Redouane Boudjema, Algeria: The very title of this chapter suggests a particular focus. The author juxtaposes ICTs in education, media literacy and education and communication. He defines media literacy as "the process of optimally using means of communication in order to meet the goals stated in the state's education and communication policy. Another definition is that the process consists of teaching and training students as well as teachers on how to deal with media content selectively and consciously in order to avoid their negative impact, leading to an awareness in dealing with media messages and images."

Abdelhamid Nfissi and Drissia Chouit, Morocco: These authors note, "the potentials of media and information cannot be realized if people lack the ability to access, analyze, evaluate and create media content." They also posit that media and information literacy is "providing individuals with the skills and tools to critically evaluate, process and

interpret the content of messages, sounds and powerful images of our multimedia culture.” As they see it, information literacy and media literacy are natural transitions from basic literacy given the proliferation of media and technology. In their analysis, information literacy is being able to assess authority, credibility, and reliability of information, identify information needs in cyberspace, how to visit the relevant websites and to use ICTs effectively. Based on their experiences in teaching media studies and cyber culture in the Department of English, they see the necessity for the combination of information literacy and media literacy as media and information literacy (see also Nfissi, 2014 and Nfissi, 2013).

Samy Tayie, Egypt: While no particular reference is made to conceptualization of MIL in this chapter, in describing MIL activities in Egypt, the author alludes to the need for young people to understand media and to effectively use social media.

Yasar Durra, Jordan: The author made no reference to what MIL entails. Having first encountered the concept through the UNESCO MIL Curriculum, the concept quickly became central to the work of the Jordan Media Institute. He thus aptly used this umbrella concept to describe a series of activities related to youth engagement in political accountability, storytelling, simulation exercises for youth as a platform for opinion and expression, news in education, and, “mentoring and training journalists, journalism students and representatives of civil society organizations on the power of data to help make this dialogue more effective and informed.”

Naifa Eid Saleem, Oman: Dr. Saleem, based on her background in information sciences, places emphasis on the data and information aspect of MIL. She writes that there is a need to “provide citizens with the right skills and information or the so-called ‘Media and Information Culture’ covering knowledge as well as attitudes. Access to knowledge is about the data needed, their timing, how and where to get them, how to analyze them, criticize them, arrange them, and most importantly, how to use them ethically.” She outlines MIL as described by UNESCO and embraces MIL as a composite concept.

Magda Abu-Fadil, Lebanon: Magda Abu-Fadil used the term MIL throughout her discourse though she has used the terms media literacy and media education in other articles (Abu-Fadil, 2013). She ties MIL closely to journalism education and media ethics. She underlines the mixed media environment that exists in Lebanon, games, applications, animated cartoons, comic books, posters and street signs, newspaper, television, digital and mobile media, radio, and multimedia online and offline. Magda Abu-Fadil writes, “In Lebanon, MIL is tied to education, pedagogy, religion, and media in the general sense. Information is often brought in as an adjunct, with technology playing a supportive role.”

Carmilla Floyd and Gabriella Thinz, Tunisia: These authors, while using the term media and information literacy, did not offer a specific or explicit definition. However they

pointed to MIL as a tool for youth empowerment and civic engagement. They noted that MIL initiatives in Tunisia received inspiration from similar projects in Palestine, Belarus and Sweden where MIL is used to combat gender stereotypes, promote respect for human rights and “sustainable development that improves conditions for peace, stability...”

Other experts from the region have also presented important perspectives on MIL. Only two are noted here for the sake of brevity. Saleh (2011: 35) argues that media education (media literacy or MIL) should necessarily begin in primary school when fundamental knowledge skills and habits are formed. “Children must learn how to question the reliability and validity of decisions and to offer criticism and alternatives, as well as to understand that there exist other viewpoints, solutions or perspectives in addition to their own.” For Gomaa (2014: 33), media literacy or MIL includes being able to think critically, be creative, as well as “exercising one’s duties and rights as an active citizen rather than be [a subject] subjects of the state.” Moghtar, Majiid et al. (2008: 196) purports, “...Teaching information literacy does not merely involve library and bibliographic instructions or the ability to use different information sources effectively. It also includes teaching critical and analytical thinking skills regarding information, as well as the ability to generate new ideas from current information and prior knowledge. Most importantly, it includes what students will be able to know, think or do as a result...”

What is clear from the above analysis is that there are a variety of viewpoints about how MIL should be conceptualized in the MENA region. However one cannot help but notice the convergence and complementarity of perspectives offered. MENA is no different from the rest of the world in grappling with ensuring clarity to delineating the field and process of media and information literacy.

Underlying rationale for MIL in the Arab States

The purpose or rationale for media and information literacy is to some extent implicit in, or at the very least, grows out of the myriad of conceptualizations of the field. Based on the contribution of authors in this book, other sources, preliminary analysis of the findings of research that I am undertaking, MIL is treated as a means to achieve a broad spectrum of social, political, and economic development goals. On the other hand, it is also an end in itself, insofar as MIL enables people to acquire personal competencies, self-awareness, creativity and self-actualization (Grizzle, 2013)¹³. Some experts question the overemphasis of the ‘instrumentalization’ of MIL over citizens’ acquisition of these competencies for personal use, enjoyment and creativity (see Madrenas, 2014). Frau-Meigs (2011: 334) posits, “For now, media education [MIL] is seen as a kind of panacea by all partners (private, public and civic) but in many ways it is being instrumentalized as the sweet wrapper around the bitter pill of neo-liberal policies...”

These rationales include:

- Combatting stereotypes and promoting intercultural understanding (Saudi Arabia, Qatar, many Arab States) (See Abu-Fadil, 2007).
- Promoting press freedom and understanding of the news.
- Increasing access to information and easing the free flow of ideas (Qatar, Lebanon) (ibid).
- Combatting the influence of media in the lives of youth (Egypt) (See Tayie, 2011, 2013 and 2014; See also Saleh, 2009)
- Journalists needing digital skills to compete with the influx of news from outside and within the country (Lebanon)
- Enabling young people to use social networks for productive and development purposes other than entertainment (Lebanon, Egypt).
- Advocating for media ethics (Lebanon).
- For young people, challenging world views in media and being critical of the tendency towards monolithic secular and religious media in the Middle East (Lebanon, Egypt, Morocco, Palestine).
- Protecting and preserving local cultures and intercultural dialogue (Morocco, Saudi Arabia, and Egypt) (Nfissi, 2013 and 2014).
- Establishing a basis for citizen journalism (Tunisia, Egypt Jordan, Lebanon, and Qatar).
- Enhancing quality education (Algiers, Oman).
- Improving quality research and decision-making (Morocco, Algeria, Oman).
- Promoting peace and non-violence (Palestine, Egypt, and Tunisia).

Trends towards national policies on MIL in the MENA region

There is no country in the Arab States Region with a national policy on MIL. Countries like Morocco and Qatar are perhaps heading in that direction, given related decisions taken by these governments and national initiatives supported by them. However, most Arab States have related policies and laws based on constitutions and information and broadcast regulations. These include ICT policies and strategies, access to information laws, education policies, cultural policies (all countries in MENA), and media and communication policies and national youth policies. See Table 2 below.

Table 2. Strategies on Information-, ICT-, and media policies/media laws in the MENA Region

Country	National Information	National ICT Policies/Strategy	National Communication/ Media Policies/Laws
Algeria	Yes	Yes	Yes
Bahrain	Yes	Yes ¹⁵	Yes ¹⁶
The Comoros	N/A	N/A	N/A
Djibouti	N/A	Yes ¹⁷ (Evidence of this but not full version)	N/A online
Egypt	Yes	Yes ¹⁸	Yes
Iraq	N/A	In Draft or being prepared	Yes
Jordan	Yes ¹⁹	Yes	Yes
Kuwait	Yes	Yes	Yes
Lebanon	N/A	Yes ²⁰	Yes
Libya	N/A	N/A	N/A
Mauritania	N/A	Yes ²¹	N/A
Morocco	Yes	Yes ²²	Yes
Oman	Yes	Yes ²³	N/A
Qatar	Yes	Yes ²⁴	Yes
Saudi Arabia	Yes ²⁵	Yes ²⁶	N/A
Somalia	N/A	No ²⁷	N/A
State of	N/A	Yes	N/A
Sudan	N/A	Yes ²⁸	N/A
Syria	In Draft	Yes	N/A
Tunisia	Yes	Yes ²⁹	N/A
United Arab	No	Yes	N/A
Yemen	Yes	Yes	N/A

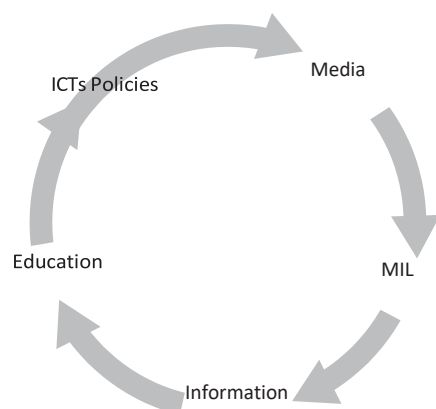
Source (if not indicated): National Profiles of the Information Society
<http://www.escwa.un.org/wsis/profiles.html>

A summary and analysis of as well as recommendations concerning media related laws in Bahrain, Kuwait Saudi Arabia, United Arab Emirate, Qatar, and Oman was carried out by the Doha Centre for Media Freedom and written by Dr. Matt J. Duffy³⁰. A broad analysis of these existing policies, strategies or laws is needed to ascertain the extent to which they cover elements to ensure media and information literacy for all. For instance, are there provisions in these policies that promote, direct and guide the design

and implementation of programs to enable citizens' acquisition of critical thinking competencies about information, media and ICTs? This is the subject of another paper and comprehensive research. However, contemplating these policies has implications for the future articulation of national MIL policies in the MENA region and elsewhere. One implication is whether these policies, strategies or laws are geared towards citizens' empowerment in contrast to a focus on institutions, business or government processes, opens the possibility for the articulation of media and information literacy policies. Menou (2002), for example gives an insightful analysis of how information literacy (IL) could be integrated in national ICTs policies referring to cases from Latin America.

While it is clear that citizens can be, and are often, reached through institutions, policies that serve institutions may not necessarily serve citizens. Media and information literacy policies should not be developed in isolation. Rather, they should be placed in the broader ecology and seen as an enabler to the efficacy of other related policies that may include youth, cultural and educational policies (Grizzle, Moore et al., 2013). Figure 1 below shows the interrelationship of various national policies. Purposeful collaboration across government ministries or entities is necessary to lead to multilateral policy development, a sort of crossing of policies that embeds MIL in relevant aspects of public policies (cf. idem). It is crucial to note here that national MIL policies and strategies are not only the remit of national governments. All information providers such as libraries, archives, media organizations, telecommunication organizations, publishers, Internet service providers, museums, etc., should engage in internal MIL policy formulation and outreach strategies to benefit their audiences and users.

Figure 1. UNESCO Media and Information Literacy Policy and Strategy Guidelines



Source: Grizzle, Moore et al., 2013.

The articulation and application of national/regional MIL policies and strategies should consider five interwoven approaches:

- 1) Convergence – a joined-up approach as described in Figure 1 above;
- 2) Rights-based approach – recognizing that MIL is a direct offshoot of the right to quality education, the right to access to information, the right to freedom of expression, and the right to peace and security;
- 3) A shift from a focus only on protecting citizens from potentially negative aspects of information, media and technology to empowering them to self-regulate as well as appropriate the benefits of the information, technology and media-driven age (Mihailidis, 2008);
- 4) Building an inclusive knowledge society/communication and information for development, including a culture and linguistic diversity approach.
- 5) A gender-based approach – underscoring equal access, participation and leadership of women and men in the information life cycle, media and technology development, and providing men and women equal access to MIL education (see detail analysis in *ibid*).

National strategies on MIL and their implementation

There are no systemized national MIL strategies. In the main, there are many important, but often fragmented, workshops and conferences. Pockets of success, mostly led by universities and in some cases libraries and NGOs, are highlighted here:

- MENTOR Project, Cairo University, Egypt – MENTOR International Media Education Association.
- Alexandria Library, High-level colloquium on information literacy and lifelong learning, Alexandria, Egypt.
- American University in Cairo, information literacy instruction labs³¹.
- Sidi Mohamed Ben Abdellah University, Morocco – International Institute on MIL.
- Birzeit University's Media Development Center, Palestine – Media Education (MIL) Program – Cooperation with Ministry of Education and development of materials for teachers and students³².
- Doha Centre for Media Freedom – MIL Program involving 10 per cent of public and private elementary schools in Qatar, with projections to implement it in all 150 elementary schools.

- Qatar University Library, Information literacy program and the Qatar chapter of the Information Literacy Network of the Gulf³³.
- MENTOR/Cairo University taking steps to set-up a Master of Arts in MIL.
- MIL Toolkit for the Arab States supported by UNESCO.
- Ministry of Education in Morocco leading the national integration of MIL in teacher education supported by UNESCO.

Magda Abu-Fadil conducted workshops at the Two Sacred Hearts School and International College for high school seniors (Lebanon), as well as for teachers and coordinators at International College (Lebanon), for teachers and coordinators of dozens of schools in Qatar, for journalists in Morocco, Tunisia and Mauritania, and in a remote media literacy (ML) program with the University of Missouri School of Journalism, to name a few.

- Information Literacy Program in a Private School in Lebanon³⁴.
- The Interactive Cultures research group is working in partnership with the US- based technology company Meedan on *Developing Citizen Journalists in the Arab region*, (Tunisia, Egypt Jordan, Lebanon).
- Maghreb network of media and information literacy (IL) experts launched by UNESCO³⁵.

Where governments are involved, there is evidence of possibly more sustained or long and broad-based MIL programs. This is evident in Qatar, through the government's MIL program at the Doha Centre for Media Freedom.³⁶

Are MIL Programs in These Countries Harmonizing the Field?

- Activities are generally either ML- or IL-related.
- In some cases, ML or IL includes digital/ICT skills.
- In a few cases, MIL is being considered (the use of the UNESCO MIL Curriculum for Teachers) in countries recently taking systematic actions to promote media and information literacy. These countries include Morocco, Egypt, Qatar, Lebanon, Tunisia, and Jordan.

Do many MIL experts/practitioners live and work in the region?

At the time of this writing, I was in the middle of initial analysis of research, one component of which was to ascertain the existence and levels of media and information literacy experts globally. The research explores criteria such a level and area of qualification, level and period of involvement in MIL, academic writings in MIL, etc. In

the MENA region, over 150 experts from various disciplines such information, media, communication, education and other practitioners, were invited to complete the questionnaire. Preliminary analysis indicated that library and information specialists, media and communication specialists, and journalists were the main drivers of media and information literacy education. With respect to experts who spend more than half their professional time on MIL-related activities, Table 3 depicts how the MENA region compares to the rest of the world.

Table 3. Arab States Compared to Other Regions on MIL Experts

MENA		Other Regions of the World	
Less than or equal to		Sub-Sahara Africa	
Less than		Latin America	
Less than		Asia Pacific	
Less than		Caribbean	
Less than		Europe	
Less than		North America	

Using the UNESCO Media and Information Literacy Policy and Strategy Guidelines and the Media and Information Literacy Assessment Framework as a basis, literature review of MIL in the MENA region, including chapters in this book, as well as preliminary analysis of the primary research that I am undertaking, Table 4 offers an initial classification of the take-up of MIL in MENA countries across four possible scenarios.

Table 4. Initial Classification of the Take-Up of MIL in MENA Countries

Scenario	Countries
MIL is largely unknown and	Bahrain, Libya, Iraq, Kuwait, Somalia, Sudan, Syria, the Comoros, Yemen, Mauritania
MIL is nascent and	Djibouti, Algeria and the United Arab Emirates.
MIL is somewhat established within specialist programs	Qatar, Jordan, Lebanon, Morocco, Saudi Arabia, Tunisia and Egypt.

Systemizing MIL in the MENA region and standing together through regional and international alliances

The future for MIL in the MENA region is dependent on all stakeholders, individuals, private and public organizations or institutions, international development organizations, and civil society in general. This preliminary analysis attempted to illuminate some first steps that should be considered such as a harmonized approach in conceptualizing and articulating MIL competencies, recognizing that there already exist related public policies in the MENA region on which MIL policies can be built, and the need to create consensus around MIL diffusion. There is undoubtedly meaningful experience in the region on which to build. A main challenge for the region – lack of policy – has been noted by Samy Tayie, a leading expert, in various regional and international conferences. A key starting point then is to raise the awareness about MIL among policy makers and educators and to strengthen concrete partnerships among actors in the region to accelerate MIL for all. This was the subject of the *Regional Forum on Media and Information Literacy (MIL) in the Arab States* in Cairo, Egypt, held April 22-23, 2015 and organized by UNESCO in collaboration with the League of Arab States, the Swedish International Development Cooperation Agency (SIDA), Al Ahram Canadian University, and the Egyptian National Commission for UNESCO.

It grouped some 140 participants from Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Sudan, Tunisia, Yemen, and the UAE. Participants included policy makers, curriculum experts, educators, and media and information experts. Ms. Zainab Al-Wakeel, Assistant Secretary-General of the Egyptian

National Commission for UNESCO, representing Prof. El Sayed Abdel-Khalek, Minister of Higher Education of Egypt, Dr. Haifa Abu Ghazaleh, the Assistant Secretary-General, League of Arab States, Dr. Farouk Ismail, President of Ahram Canadian University, underlined the importance of media and information literacy in the Arab states in the present social and political context. They also stressed the need to introduce literacies at an early stage of the students', and citizens in general, lives in schools and clubs, work, on the Internet or social media, and other places (cf.37).

In connection with enhancing partnerships among MIL actors in the region, in 2013 UNESCO launched the Global Alliance for Partnerships on MIL (GAPMIL) with three objectives: 1) articulating concrete partnerships to drive media and information literacy (MIL) development and impact; 2) enabling the MIL community to speak as one voice on certain critical matters, particularly as it relates to policies; and 3) further deepening the strategy for MIL by providing a common platform for MIL-related networks and

associations. A formal call for membership in the alliance was carried through an on-going survey in English, French and Spanish. While this is anecdotal, since then only 13 organizations from the MENA region have joined the alliance which now has over 600 members (See Table 5).

Table 5. GAPMIL Members from the MENA region

Name of Organization	City	Country
Doha Centre for Media Freedom	Doha	Qatar
Delta University for Science and	Mansoura	Egypt
Search For Common Ground Morocco	Rabat	Morocco
Zayed University	Abu Dhabi	United Arab
Supreme Council for Information and Communication Technology (ict QATAR)	DOHA	Qatar
Editore libri e comunicazione (Book International Centre of Film for Children and Youth (CIFEJ)	Cairo	Egypt
Petra University	Tehran	Iran
Al-Hussein Bin Talal University	Amman	Jordan
Hashemite University	Ma'an	Jordan
Regional Centre for Media and Information Literacy and Intercultural Jordan Media Institute	Zarqa	Jordan
	Amman	Jordan

The Arab States' Chapter of the Global Alliance on Partnerships on Media and Information Literacy was launched at the Forum. A detailed action plan for the Arab States GAPMIL Chapter was finalized along with committee members from 14 countries.

UNESCO has developed four vital international resources that, through adaptation, can help to systemize national MIL policies and programs in the MENA region. In the area of *curriculum*, there is the Media and Information Literacy Curriculum for Teachers. This is adaptable to all levels of society and is available in Arabic.³⁸ In the area of *policy and strategy*, countries can access the model Media and Information Literacy Policy and Strategy resource³⁹ which will be available in Arabic by the first quarter of 2016 through the UNESCO and Saudi Arabia Culture of Peace Project. In the area of *monitoring and assessment*, UNESCO has produced the Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies.⁴⁰ In the area of *teaching resources*, to make these more accessible to teachers and trainers, UNESCO has partnered with the United Nations Alliance of Civilizations (UNAOC), also in connection with the UNESCO and Saudi Arabia Culture of Peace Project, to set up an international online multimedia, intercultural MIL teaching resources tool. This online

platform, while available to the public, is still under development with components in Arabic, French, and other languages.

Finally, systemizing national MIL policies and strategies requires capitalizing on new forms and modes of educating citizens. To increase access to media and information literacy among youth in the Arab States, UNESCO has partnered with the American University of Beirut and is preparing the first Massive Open Online Course (MOOC) in media and information literacy in Arabic. It is an adaptation of an international MIL and intercultural MOOC developed by UNESCO. The Arabic version will include cooperation among many other universities in the MENA region. The reader of this article should recognize that the traditional information literacy part is not as rich as the traditional media literacy characteristic. This is due to a general absence of relevant literature. Attempts will be made to address this in a future article. This article and indeed the entire book, attempts to put stakeholders in the know about MIL in the MENA region. When one does not know and thus does nothing, a certain course of action is required. When one knows and still does nothing, other questions are raised. In June 2015, I was browsing through the latest book published by the renowned expert Paul Zurkowski, who coined the concept 'Information Literacy.' The book is titled, *Action Literacy – Empowering “We the People” in the information age*. During my reading of this book I learned of a new form of literacy called 'Action Literacy.' According to Zurkowski, Action Literacy means “the ability to transform good information into ethical action. Being action literate means that one’s ethical actions are firmly rooted in good information.” He goes on to say “the actions are helpful. The actions are good. Right actions are carried out even when difficult.” There are many inferences we could draw from this definition of action literacy.

Here, UNESCO and I propose two points for reflection:

One, Action Literacy is part of media and information literacy (MIL). When we are fully media and information literate we should take positive and purposeful actions concerning how we use, engage with, act upon the positive and negative impact of information, media and technology in our personal, economic and social life.

Two, armed with information about MIL in the MENA region, UNESCO encourages all stakeholders to consider the challenges facing the region. We first need the commitment of all players. We can do this together but we must first commit and take action.

Like the 13-year-old girl, who was determined to tackle cyberbullying by creating the innovation software, ReThink,⁴¹ we must rethink the relevance of media and information literacy in the MENA region and globally. We must take rapid and innovative actions to fuel change.

Notes

1. Editors note: Not in list of references.
2. An independent view of the Arab World website, <http://www.arableagueonline.org>. Accessed on September 7, 2015. (NB: This is not the official website of the League of Arab States. See <http://www.arableagueonline.org/remark>. The official website is <http://www.lasportal.org/ar/Pages/default.aspx> and there is no English equivalent).
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ENLISTING MEDIA AND INFORMATIONAL LITERACY FOR GENDER EQUALITY AND WOMEN'S EMPOWERMENT

Alton Grizzle

The importance of affording media and information literacy (MIL) competencies to women/girls and men/boys globally has received increasing attention and has been renewed over the past decade. MIL has been positioned as a basis for the ethical use of information, freedom of expression and freedom of information. It has been proposed as a tool to stimulate personal, social, economic, cultural and political development, and to enhance education. This contribution explores how MIL could be enlisted to promote gender equality in and through media. The concept of MIL is discussed from UNESCO's standpoint, drawing on what many experts call converging literacies. The contribution considers various applications of MIL to development. It presents a cursory look at what gender equality is by purporting gender as identity and as development, and highlighting UNESCO's definition of gender equality. It proposes how gender-sensitive MIL in respect to delivery and use of these competencies could enhance gender equality in and through media. The contribution ends with suggestions as to what gender-specific MIL programmes should entail and questions which should be addressed through empirical research.

Key words: Media and information literacy, UNESCO, gender equality, media, ethical use of information, freedom of expression, freedom of information.

The need to ensure media and information literacy for all citizens globally has received increasing attention and has been renewed over the past decade. International institutions such as UNESCO, the European Commission, the World Bank, the Arab League, the United Nations Alliance of Civilizations and the Organisation of Economic Cooperation and Development (OECD) have drawn attention to the need to promote public policies oriented to the development of media literacy and information literacy in all citizens (Frau-Meigs and Torrent, 2009).

Many countries, governments, donors, international development agencies and institutions are advocating, developing, and supporting activities, and in some cases

national programmes, to achieve this goal (See Pérez Tornero and Pi, 2010; Frau-Meigs and Torrent, 2009; Horton J., 2007; and Grizzle and Torras Calvo, 2013).

Three research questions are considered in this analysis:

1. What is Media and Information Literacy?
2. What are gender and gender-based approaches to development and how are they connected to media and information literacy?

How might media and information literacy empower citizens to advocate for gender equality in all aspect of development including in and through the media?

Media and Information Literacy: A Necessary Convergence

Media and information literacy is a term coined by UNESCO to encapsulate two converging fields of study, information literacy and media literacy (Grizzle and Wilson 2011). A pure definitional approach to explain what information literacy (IL) and media literacy (ML) are could lead to confusion. As Virkus (2011) notes, "Since [the] 1970s many definitions of IL have been offered and several overviews and analysis of the concept have been published" (p.17). She cited Herring (2006, par.8) who points to a plethora of definitions of IL as a clear indication of the lack of agreement on what the concept means.

Consider the following definitions of IL below:

"Information literacy is a set of abilities requiring individuals to recognize when information is needed and to have the ability to locate, evaluate, and use effectively the needed information. Information literacy, on the other hand, is an intellectual framework for understanding, finding, evaluating, and using information - activities which may be accomplished in part by fluency with information technology, in part by sound investigative methods, but most important, through critical discernment and reasoning. Information literacy initiates, sustains, and extends lifelong learning through abilities which may use technologies but are ultimately independent of them.¹"

"IL is a new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure, and its social, cultural and even philosophical context and impact.²"

Both definitions are related but start from different vantage points. The definitions below for ML could bring even more confusion in the minds of the non-expert reader.

"Within North America, media literacy is seen to consist of a series of communication competencies, including the ability to access, analyze, evaluate, and communicate

information in a variety of forms, including print and non-print messages. Media literacy empowers people to be both critical thinkers and creative producers of an increasingly wide range of messages using image, language, and sound.³

This widely accepted definition of ML shares much commonality with the previous definitions of IL. It is on the basis of these terminological debates, and driven by the explosion of technology, that experts have argued that ML, IL and other related literacies are converging (See New London Group, 1996; Jenkins, 2006, Livingstone et al, 2008; Koltay, 2011 Koltay 2012, and Southard, 2011; See also Grizzle and Torros 2013). Beyond terminologies and the diverse accents given to various social, political and economic aspects of MIL, scholars and practitioners alike are turning to competency-based approaches to explain MIL. They attest to the multidimensionality of knowledge, skills and attitudes needed to deal with information, media, and technology – that these are similar in many sense, different in some and interrelated in all aspects. They give attention to the “critical – evaluative dimensions” which is necessary for all citizens to treat with authenticity of information, source reliability, misinformation, privacy, effective research, flood of messages through all forms of media and ethical use of media and information. Finally, they emphasize the new forms of participation, dialogue and citizens’ engagement ushered by new technologies and that can only be amplified and effectively appropriated through MIL (cf. Parola and Ranieri, 2010).

MIL, understood as a composite concept, encompasses competencies (knowledge, skills and attitudes) that enable citizens to⁴:

- Recognise and articulate a need for information and media
- Understand the role and functions of media and other information providers, including those on the Internet, in democratic societies
- Understand the conditions under which those functions can be fulfilled
- Locate and access relevant information
- Critically evaluate information and the content of media and other information providers, including those on the Internet, in terms of authority, credibility and current purpose, opportunities and potential risks
- Extract and organise information and media content
- Synthesise or operate on the ideas abstracted from content
- Ethically and responsibly use information and communicate one’s understanding or newly created knowledge to an audience or readership in an appropriate form and medium

- Be able to apply ICT skills in order to process information and produce user-generated content
- Engage with media and other information providers for self-expression, freedom of expression, intercultural dialogue, democratic participation, gender equality and advocating against all forms of inequalities.

The Scope of MIL and development

MIL has been positioned as an empowerment tool to enhance education and to stimulate personal, social, economic, cultural and political development (Hobbs, 1998; Hobbs et al, 2011; Matinsson, 2009; Carlsson, 2006; Tufte and Enghel, 2009; Horton, 2007; Catts, 2005; Torras Calvo, 2009; Perez Tornero and Varis, 2010, Lau and Cortes, 2009 in Frau-Meigs and Torent 2009 and other authors).

Kamerer (2013) noted that one of the most frequent applications of media literacy to research is in relation to how “the media form images of health and body image” (p. 16). He cited many media literacy in health education research. Irving, DuPen and Berel (1998) gave short one-off training to high school girls on how attractiveness is represented by media. The study showed that students who were exposed to the study “were less likely to internalize a thin beauty standard” and showed lower perceived realism of the types of beauty images portrayed by the media (p.16; See also Wade, Davidson, and O’ Dea, 2003; Watson and Vaughn, 2006; and Austin and Johnston, 1997 for similar studies relating to media literacy and health5).

On the side of information literacy many researchers have assessed the difference in information seeking behaviours of women and men in a personal and development context. Halder et al 2010, found that men “seem to reflect a broader range and more diversity when searching for information” than women (p. 245). The findings of the study also support other research conclusions that women “have a tendency to go to the root of a particular problem with persistence and depth” (p. 246; See also Steinerová and Šušol, 2007; Lim and Kwon, 2010). Other authors have explored information literacy and health (Seattle and King 1995; Hill, 2010; and Ku et al., 2007); information literacy and learning outcomes (Saunders, 2011; Lloyd, 2010; Torras Calva et al., 2009; and Lupton, 2008); information literacy, gender studies and politics (Broidy 2007, la Fond 2009; Weeg, 1997; and Kirk et al., 1994); and how women could be empowered through information literacy in a general sense (Farmer, 1997).

Other research where media literacy is enlisted as an empowerment tool relates to: conflict and violence, Scharrer (2009); media literacy and peace, Galan (2010); how children use new media in Egypt, Tayi (2010) and the examination of informal learning through an expanded empowerment model on aspects of media literacy such as comprehending news, creating a news broadcast and exploring pop culture, Hobbs, Cohn-Geltner and Landis (2012).

The question that needs to be posed at this point is what exactly empowerment of citizens through MIL is. The concept of empowerment is very hackneyed in the development field. It is so over-used that it is often cynically perceived as devoid of meaning. However empowerment is central to development, it is both a means and an end. Some authors conceive the term as a liberating idea where individuals and groups possess the power over their lives; a form of self-determinism. Other actors see empowerment as an extension of agency, an individual's or group's ability and freedom to decide on and make purposeful choices to fulfill their desired goal (See, Lawson 2011; Ibrahim and Alkire 2007 and Moser 20136).

The "World Development Report 2001: Attacking Poverty" frames empowerment by placing individuals as part of social, institutional and political structures and norms with which they must interact to have choices, use these choices and achieve desired goals⁷.

Like empowerment, MIL is both an outcome and a process, and is concerned with individuals and communities alike. The next section explores gender and gender-based approaches to development before contextualizing MIL as an empowerment tool to promote gender equality.

Gender and gender-based approaches to development

According to a thematic consultation, Addressing Inequalities – Post 2015 Development Agenda, "Gender-based discrimination and the denial of the rights of women and girls remain the single most widespread drivers of inequalities in today's world⁸."

The proliferation of media, the explosion of new technologies and the emergence of social media in many parts of the world have provided multiple sources for access to gender-related information and knowledge. While inequalities and gender stereotypes exist in social structures and the minds of people, media and other information providers, including those on the Internet, have the potential to propagate and perpetuate or to ameliorate these imbalances. Imparting MIL competencies to women/girls and men/boys will enable them to be critical about and challenge these stereotypes.

In illuminating how MIL could support gender equality, it is necessary to first consider what gender is. Some theories posit "an essential gender identity", construing women and men as innately and essentially different while others assume gender as a sociological and cultural concept (cf. Van Zoonen, 1995).

According to the UNESCO Priority Gender Equality Action Plan (2014-2021), "gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of

women and men. Gender equality is a human rights principle, a precondition for sustainable, people-centered development, and it is a goal in and of itself. UNESCO's vision of gender equality is in line with relevant international instruments such as the *Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)* and the *Beijing Declaration and Platform for Action*. It is also informed by the reflections concerning the post-2015 development framework⁹."

The concept of gender covers four different dimensions, which contribute to its complexity and why it generates so much debate. Gender is conceived as a sociological concept, a development approach, an operational strategy as well as an analytical method all at the same time. Gender as a sociological concept includes women and men, changes constantly and thus has no static definitions. Essentially, it is concerned with the social relations between men and women, who are based on values and norms learnt through culture and relate femininity and masculinity¹⁰.

Gender is also a development approach¹¹, similar to the human rights approach to development, namely the Gender and Development Approach (GAD). In the context of MIL with a focus on the empowerment of women and men, it is necessary to distinguish between GAD and the Women in Development Approach¹² (WID). The latter acknowledges women's productive and reproductive roles and attempts to expand their livelihood. It focuses only on women and is primarily concerned with establishing small micro-enterprises operated by women in their traditional roles and responsibilities. Therefore women are integrated into existing social and economic structures and processes, and in so doing, seen as stakeholders and beneficiaries of development. While WID has helped to draw attention to and recognize women's contribution, particularly to the agricultural economy, it "ignores the unequal power relations between men and women and the subordinate role of women, assuming that these will change automatically as women become fully-fledged economic partners¹³." Consequently it falls short in addressing inequalities, questioning the workings of institutions and pushing for the rethinking of certain development models (cf. Grizzle and Torras Calvo, 2013).

The GAD approach on the other hand emphasises realities about the status of women vis-a-vis men that are accepted globally and aims to advocate for:

- a redefinition of traditional roles and responsibilities attributed to women and men;
- an increase in and broader debate on access to and control over resources and how these and other inequalities retard development – with a focus on solutions;
- equal participation in decision making for men and women as well as the appreciation and social and economic recognitions of their contribution in public and private spheres;

- the involvement of men in the quest to transform social relations that lead to inequality. Aligning the GAD approach to gender-specific MIL policies and programmes demonstrates that:
- women and men do not have the same access to information, media and new technological platforms – in terms of use, operation and ownership – and that this should be changed;
- at the national level more attention should be given to the disadvantaged group to ensure that women and men have the same access to MIL competencies – as one way to change the imbalance noted above;
- men and women should participate equally in developing and implementing MIL policies and programmes.

What evidences are there about the involvement of men and women in knowledge societies and in the media? In a study carried out by Huyer and Hafkin (2007) who set out to assess gender trends in ICTs access and use, they found that comprehensive disaggregated ICT data did not exist in a large number of countries. Even where data were found, these were from isolated pockets of individual countries. Based on the available data, the researchers were able to conclude that women's participation in the information/knowledge society lagged behind that of men, especially in the poor countries of the world. For instance, less than 50% of Internet users were women in the vast majority of the countries reviewed. They pointed out that inequalities in use could hamper women's social and economic development even in countries where there is wide-scale penetration of ICTs. Among others, factors that impacted ICT use by gender include age, urban/rural location and what the researchers call ICT literacy. UNESCO places ICT literacy in the broader context of MIL as described above.

In developing countries, women are considerably more affected by obstacles to the access and beneficial use of ICTs. Socially and culturally constructed gender roles and relationships remain a cross-cutting element in shaping (or in this case, limiting) the capacity of women and men to participate on equal terms in the information society. For this reason, gender perspectives should be fully integrated into ICT-related research, policies, strategies and actions to ensure that women/ girls and men/boys benefit equally from ICTs and their applications¹⁴.

Gallagher (1980) and Fejes (1992) reviewed several seminal studies carried out by other researchers on stereotypes and found that women are underrepresented in the media, in staffing as well as in content¹⁵. Drawing on the summaries of Gallagher and Fejes, Van Zoonen (1995) vividly illustrated a dichotomy of gender representation in the media as seen in the list below:

Women	Men
Underrepresented	Overrepresented
Family context	Work context
Low-status jobs	High-status positions
No authority	Authority
No power	Power
Related to others	Individual
Passive	Active
Emotional	Rational
Dependent	Independent
Submissive	Resistant
Indecisive	Resolute

Fifteen years after the Beijing Declaration and Platform for Action, a global study carried out by the World Association of Christian Communication's Global Media Monitoring Project¹⁶ showed little changes in these realities. Only 24% of people seen or heard about in the news are women. Almost 48% of all stories reinforce stereotypical representations of men and women (cf. Grizzle and Torras Calvo, 2013).

How might media and information literacy empower citizens to advocate for gender equality in all aspects of development including in and through the media?

Gender-sensitive MIL in respect to delivery and use of MIL competencies could enhance gender equality in and through media. As Richards (2009) notes, "Youth media organizations that focus on girls have seen positive effects of gender-specific media [and information] literacy training – it changes girls' relationships to themselves, their bodies and each other. However, these organizations' effects are limited unless the field as a whole takes to heart the impact of media [and other information providers] on girls." (p.1)

Table 1 MIL for Gender Equality

MIL Competencies	Enlisting MIL as an empowerment tool for gender equality will enable
Recognise and articulate a need for information and media	<p>Recognise that there should be information about women/girls and men/boys in the media, books and in history</p> <p>Identify the absence of certain types of information about women. For instance, information about powerful women in history or</p>
Understand the role and functions of media and other information providers in democratic societies	<p>Understand and recognise the power and role of media and other information providers, including those on the Internet, to offer counterbalances or to reinforce gender inequalities.</p> <p>Call on the media and other information providers to make</p>
Understand the conditions under which those functions can be fulfilled	Advocate for freedom of expression, freedom of the press and their right to freely express
Locate and access relevant information	<p>Search for and retrieve gender-related information and knowledge.</p> <p>Use access to information laws to obtain government held information about equal treatment of women and their empowerment.</p>
Critically, evaluate information and the content of media and other information providers, including those on the Internet in terms of authority, credibility and current purpose and potential risks	Deconstruct media messages and analyse information to reveal links between sexism, gender stereotypes, and the promulgation of masculinistic male-centric status quo17.

Extract and organise information and media content	Based on their own experiences, local realities and research, gather relevant information that points to factors that hinder their
Synthesise or operate on the ideas abstracted from content	
Ethically and responsibly use information and communicate one's understanding or newly created knowledge to an audience or readership in an appropriate form and medium	While recognising and demanding their right to freely express themselves, accept that with rights comes certain responsibilities; for instance the responsibility not to
Be able to apply ICT skills in order to process information and produce user-generated content	Acquire agency in producing their own information and media content (on or offline) based on MIL competencies they acquire - content about women, that more closely resembles the realities of women and girls, and that
Engage with media and other information providers, including those on the Internet, for self-expression, freedom of expression, intercultural dialogue, democratic participation	Access and participate in mainstream media (public or private), community media, and the Internet as viable information sources and effective advocates of

Gender-specific MIL Programmes

The hundreds of global youth media organizations and library programmes reaching out to youth provide great potential to mainstream gender-sensitive MIL and enable more girls and boys to advocate for gender equality in and through media.

Most gender-specific media literacy programmes target youth and are, in essence, youth media initiatives. With reference to information literacy, these programmes are largely academic and therefore involve mostly adults. Day (2005) points out that, "the importance of information literacy for teens in an ever-increasingly digital age has gained the attention of librarians and other professionals. She further noted however that "existing research is heavily skewed towards the educational field, with public libraries playing second fiddle to school and university libraries in assuming responsibility for teens' information literacy."

Youth media programmes such as TVbyGIRLS, Reel Grrls, Beyondmedia Education and the Arab Women Media Centre offer gender-focused media literacy education (Richards Bullen, 2009; See also Lapayese, 2012). Through these programmes, young girls receive

training to develop their critical thinking by analyzing commercials, public service announcements and television shows, and to express themselves through creative and collaborative image, media and film productions.

UNESCO launched, in 2014, a self-paced online course targeting girls and boys aged 15 to 25. The course focuses on MIL as a tool to promote gender equality and covers related topics including intercultural dialogue¹⁸. From my research this gender-specific initiative, developed in conjunction with Athabasca University, is the only one of its kind that considers the whole range of MIL competencies described earlier.

The Gender and Media South African Network and Gender Links developed a seminal resource, *Watching the Watchdogs: a gender and media literacy toolkit for South Africa*, which formed the basis of a successful programme in the region. According to Davidson (2006) in her assessment of the initiative, the toolkit offers a “standardized yet flexible approach to gender and media literacy training, it creates a systematic approach to training that can be adapted to any community or organization in the region” (p. 9)

Femina¹⁹, an organization based in Tanzania, empowers youth and encourages discussion on the gender-related topics of economic empowerment, sexual and reproductive health and citizen engagement. Femina connects with young Tanzanians via its popular magazines and television shows, among other methods, to communicate information about these three themes. Using media to reach ten million youth in the area, the organization improves access to information to young men and women to help overcome gender inequality with respect to health as well as economic and democratic participation.

Gender-specific media and information literacy has also made its way into religion.

In Australia the See Me Media Literacy²⁰ Project involves the preparation of an interactive online media literacy curriculum resource aimed at addressing young people’s interaction with media portrayal of body image and gender roles. Through exposing young women and young men to media literacy competencies, the project raised awareness of narrow gender stereotypes in media and helped young people reject such stereotypes while offering counter narratives. The inclusion of girls and boys, as well as those from different religious backgrounds (Christianity and Islam) offers useful insights to a more sustainable approach to achieving gender equality and women’s empowerment.

Laypese (2012), describes an 18-month exploratory study that investigated how Catholic youths, particularly girls, respond to the teaching and learning of gender-specific media education (media and information literacy). The research focused on teachers’ perceptions and how they “understand the influence of gender-specific MIL on the educational experience of female Catholic students” (p.213). The methodology included

a training programme first for teachers who then delivered training to young girls, periodic interviews, and classroom observation.

While the results of this research might have benefited from deep interviews with the young girls involved in the study, the findings are still of relevance. As Mayes (2006) notes, applying the Interpretative Phenomenological Analysis approach to learning treats participants (in this case Catholic girls) as experts of their of experience and illuminates how they makes sense of their own experiences rather than focusing on an objective account as was the case in the Catholic youth study which focused only on the teachers' account.

Laypese noted that the eleven teachers involved in the study “were clear that the lessons on media education [media and information literacy], influenced the overall classroom learning experience... through the development of critical thinking skills and research aptitudes, and the reconfiguring of the teacher-student relationship” (p. 215). In an interview, one teacher concluded that based on her observation of the young girls:

“I finally can hear these girls talk in a passionate way. Once they get that thinking at a higher level can go beyond subjects like history, it’s like a light switch goes on. The way these girls can question media images and messages really empowers them to question other things they read in their textbooks and that they deal with in life as females” (ibid, p. 217)

On the side of information literacy, most gender-specific initiatives exist at the academic or higher education level. Virkus (2003), in an analysis of information literacy in Europe, quipped, “Information literacy development has been derived from user education and library instruction in the school context.” She cited several examples of related programmes of the 1980’s and 1990’s in countries such as the United Kingdom, Spain, Slovenia, Sweden and the Netherlands. Many cases at the higher education level were also described. None of them had any gen- der-specific dimensions. Virkus’ presentation on information literacy in Europe ten years later seems to suggest that information literacy has largely remained at the higher education level²¹.

One study examined the IL competencies of female students at four rural secondary schools in Bangladesh²². The researchers concluded that the majority of the female students lacked knowledge about the library and information resources available to them, such as the library catalogue, and how to best use these resources. As a result, a course on IL was developed and delivered by the Centre for Information Studies, Bangladesh (CIS, B) and United Nations Information Center (UNIC) - Dhaka. This training increased the female students’ awareness of different information sources.

As Cartridge and Bruce et al., notes, “the majority of information literacy (IL) research has been conducted within the confines of educational or workplace settings. Little to

no research has explored IL in community contexts.” (2008: p.110; See also Bruce, 1997 and Lloyd, 2005).

The authors call for *community information literacy (CIL)* which they defined as “the application of information literacy in community contexts (ibid, p. 111). However they focus more on a research agenda for CIL. This could imply the implementation of concrete CIL projects in communities, with research components embedded, and addressing development issues such as gender equality. However, these dimensions were not explicitly explored by them. The authors did flag the need for consideration of how appropriate strategies can lead to “high levels of IL, within a hi-tech context, across communities...” and how to “bring the informational needs and context to disempowered communities to the fore.” (p. 121)

Present information literacy and gender programmes are related to associations or networks of female experts and researchers; for instance, the Association of College & Research Libraries Women & Gender Studies Section²³. The Global Framework and Action Plan of the Global Alliance for Partnerships on MIL²⁴ provides some useful suggestions as what needs to be done to bring MIL to disenfranchised groups (See also Horton, 2007 with a specific focus on information literacy and Grizzle and Torras Calvo, 2013 for a broader MIL context).

Herein lies the opportunity to expand CIL to develop more community-based research and projects on MIL and gender as well as other development opportunities and challenges – contributing to fostering gender-sensitive MIL for all.

Conclusion and suggestions as to questions that should be addressed through empirical research

Enlisting MIL as a tool for advancing gender equality opens up a flood of opportunities for pragmatic development programmes as well as academic research necessary to furnish the evidence needed to drive public policies and resources allocation. Effective gender-specific MIL programmes should:

- Involve women/girls and men/boys
- Look beyond just the media or the Internet and consider books, political and education processes, interpersonal relations, religious beliefs and cultural practices
- Consider the whole range of MIL competencies
- Combine innovative and concrete empowerment projects with research
- Facilitate national, regional and international networking to create an MIL and gender movement
- Include both theory and practice

- Be linked to policy debates and formulation concerning women and media as well as MIL.

Focus not only on the potential negatives of media, technology and the flood of information they mediate but more on the opportunities they provide to give impetus to gender equality.

There is consensus among MIL experts that more research needs to be done to affirm the impact of MIL on societies (Frau-Meigs, 2006; Buckingham, 1998; Casey et al., 2008; and Dovy and Kennedy, 2006 as cited in Grizzle and Torras Calvo, 2013).

Questions for empirical research:

1. Are citizens' attitudes towards participation/engagement in democratic discourses and governance processes, on such issues as gender equality, freedom of expression and diversity in media, different consequent to MIL competencies?
2. How do citizens respond to personal research needs in light of MIL competencies and do they become more critical of information and media content about women?
3. Are citizens' responses to MIL reflected in particular attitudes toward the role of women in cultural expressions and the promotion of peace?
4. Can MIL help to reduce the vulnerability of women in cyberspace?
5. Do gender-specific MIL initiatives that consider the whole range of MIL competencies result in greater empowerment or agency for women and men of all ages?
6. Can a media and information literate society help to accelerate achievement of the national gender equality objectives?
7. What new theoretical or analytic frameworks are required to assess MIL, as well as to monitor the efficiency of national and international public policies in this area?
8. Are national MIL policies gender-sensitive?
9. To what extent do MIL policies and strategies formulation and implementation which ensure the involvement of women and girls result in greater impact at the community, national, regional and international levels.

Are gender equality activists more effective when they are media and information literate?

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GENDER AND THE MEDIA: ENABLING A GLOBAL MOVEMENT FOR CHANGE

Alton Grizzle

“Sustainable development, human rights and peace can only be realized if women and men enjoy expanded and equal opportunities to live in freedom and dignity. Equality exists when women and men have equal access to quality education, resources and productive work in all domains and when they are able to share power and knowledge on this basis. Gender equality must be seen as both a practical necessity and an ethical requirement.”

— Ms Irina Bokova, Director-General of UNESCO

“Men must teach each other that real men do not violate or oppress women – and that a woman’s place is not just in the home or the field, but in schools and offices and boardrooms.”

— Ban Ki-moon, UN Secretary-General

Introduction

Several decades of research, 1970s, 80’s and 90s have yielded the same results – women are underrepresented in media staffing at all levels, including in decision making and in media content. This is fact.

The 1995 formative Beijing Declaration and Platform for Action offered hope when it highlighted these issues surrounding gender and media and called for action among all stakeholders. Despite promising interventions around the world, almost 20 years later research still shows that there are noticeable but slow changes in respect to women’s role in media and technology. What is being done correctly? What strategy has not worked? What actions are yet to be taken? Should the gender and media critical area of concern of the Beijing Declaration be viewed through new lens?

UNESCO offers bird’s eye view of a way forward.

In this pivotal year of Post 2015 Development Agenda and the 20 Year Review of the Beijing Declaration, there is an urgency to sound the trumpet of time for change – real change. There is an urgency to unlock women’s role in media and technology which is a secret weapon to accelerate the achievement of other gender equality development goals. The perennial narratives must delve into a renewed paradigm to consider factors

such media as civil society, approaches to get better at promoting active citizenship, gender equality as a business model for media in 21 Century, and the collective role of the development community, including the United Nations.

An Anecdotal Illustration

I read of a popular anecdote concerning two men/friends who had an eye for the same woman. As the story goes, one outdid the other. I propose that in fact she chose one over the other. Both men went on to lead separate lives. The one whom she chose to get married went on to become the mayor of a very important city and other friend went into construction.

One day the Mayor and his wife was driving around the city to inspect major road construction that was being carried out and saw his past friend busy drilling away concrete on a side walk. He said to his wife, you should be glad that you got married to me or you would be with him – referring to the other friend. The woman replied, if I had married him, he would have been the mayor and not you.

The seemingly obvious moral behind this story is the frequently used statement that “behind every powerful man there is a powerful woman”. While this may be true and a statement to which most would agree, I suggest that it is quite stereotypical and archaic. Women are not behind men, they are equal to men. They are not just the mayor’s wife or the senator’s wife. They are mayors, senators, executives, Presidents and Prime Ministers themselves. Women and girls are as powerful as men and boys.

Women Empowerment and Media Development

There are arguably three waves of thinking about women and their empowerment since the 1900s into the 21st century. The first wave was that of women’s suffrage, a demand for the right to vote, 1845 to 1920. The second wave was that of social movements for women’s liberation, which advocated for a broad spectrum of social and cultural phenomena that hampered women’s freedom vis-à-vis that of men. These included issues such as images of women in advertising and media, unequal salaries and career opportunities. The third wave went beyond these issues of women to delve deeper into the question of gender roles of all people. Its concern is on how these roles can perpetuate inequality and constrain individual choice and expression.

As with the history of women, media have also evolved into what they are today, starting with the newspaper in the nineteenth century, radio in early 1900s, television, in the 1940s, and the explosion of new technologies in the 1990s. The development of media with respect to ownership, independence, pluralism and diversity can roughly be placed in four overlapping trajectories: Government controlled, private enterprises, pure public service models and community owned media. These four forms impact on levels of diversity in operation and content. [i]

There is a clear intersection between media development and women's empowerment. Media were explicitly implicated in the second and third wave of women's empowerment. Perhaps we need a fourth wave of how we think about women and their empowerment i.e. an era where more women and men – girls and boys combine efforts to promote gender equality in and through the media.

This is not to say that women should not advocate for themselves or that they should depend on men for activism. Rather, it is to say that women and men need to convert more men to activism for equality. The European Women's Lobby Groups discussion on, "Engaging men for Gender Equality" is a step in the right direction. A UN Women initiative calls it "He for She". The official website for this initiative notes, "Now it's time to unify our efforts. HeForShe is a solidarity movement for gender equality that brings together one half of humanity in support of the other half of humanity, for the benefit of all[ii]".

A new movement for such solidarity approach is need in the media because empowering women in and through media can and will catalyze the process to achieve gender equality. It is a secret weapon to accelerate the achievement of all other gender equality development goals. It cuts across all dimensions of gender equality and should not be ignored or marginalized. Without the means to communicate it will be more difficult for women to advocate for their rights, augment their role in political leadership, and access quality education.

What has been done so far and what is missing?

More and more journalists are trained to report of gender equality issues. Attempts are made at training media executives. Research studies have become more common place and accessible. Media monitoring initiatives are cropping up everywhere though more are needed.

There are many conferences on gender and media. Hundreds of youth media projects exist but perhaps not enough girl-specific media projects. Social media with its apparent openness and inclusiveness – have led to exciting projects and opportunities giving personal expression and connectivity to women and enabling to share ideas and debate serious issues, thereby breaking down social privilege and engaging in public discourse about matters of interest to them, as well as actively creating and disseminating knowledge.

There are important pronouncements from government officials and officials of the United Nations. All these are necessary and must continue.

But missing are broad-based leadership from the media themselves on gender equality, the sort of activism from citizens that is more critical – cultural change some researchers call it - international development policies that treat media development as central to

sustainable development and finally a combination of media internal regulations/policies, self-regulation, and government imposed regulations based on international standards particularly for public media.

To achieve gender equality in the media requires that citizens all around the world treat gender equality as freedom of expressions for half the world's population. Freedom of expression, by this I mean expression of all forms, and gender equality are just one huge orange cut in two. Advocacy for one in absence of the other slows advancement. It is like eating one side of the orange and hope that the nutrients received will be that of the whole orange.

Advocacy for freedom of expression and gender equality is of necessity advocacy for freedom of the press and open and free internet. There is no true gender equality without freedom of expression for women and men or real freedom of expression without gender equality.

The challenge faced by gender equality actors is that one is often blinded by the debate of media as business versus media as development. That media are business is irrefutable.

That media are also indispensable to social development is still to be grasped by the masses. The Beijing Declaration recognized this fact in the critical area of concern J – Women and Media Diagnosis. Many experts including leaders like Amartya Sen sees the expansion of freedom both as the primary end and primary means of development.

He calls for “social development – enhanced literacy, accessible and affordable health care, the empowerment of women, and the free flow of information – as necessary precursors of the kind of development most economists are concerned about, namely: increase in gross national product, rise in personal incomes, industrialization, and technological advance.” [iii]

A harsh reality is that while I write this article about how gender equality in and through the media should be achieved, media development and freedom of expression have not received the deserved attention in the proposed Post 2015 Sustainable Development Goals.

This leads to the second point of this article.

How can we get better at promoting active citizenship?

One solution to promote better active citizenship towards gender equality in and through the media and gender equality in general, which is implicit in the proposal that freedom of expression is gender equality, is that citizens should learn about media as an extension of civil society. That is, the role of media to function[iv] as

- channels through which citizens communicate
- a watchdog of democracy
- a platform to ensure diversity of voices
- a national voice
- a social actor

On one hand, as a social actor, the media is faced with the challenge to facilitate the free exchange of view and opinions in a society while at the same time avoid taking partisan views or stance on certain issues. On the other hand there is overwhelming evidence that media are not free from biases and often set the public discourse agenda.

This is where the role of citizens becomes ever crucial. For one, citizens must become more active in holding the media accountable. In the context of gender equality, as mentioned earlier the importance of media monitoring, the seminal Global Media Monitoring Project on the coverage of women in the media and the Global Report on the Status of Women in the News Media have brought greater attention to this topic in recent times.

However, it is not sufficient to just monitor and report while citizens continue to consume the masculinistic and stereotypical representation of women and men in media. It is a vicious cycle, citizens demand certain content and the media keeps pushing that content and vice versa.

Citizens must realize that they have the power to stop watching, stop listening, stop reading, stop buying, stop sharing gender biased content from the media. Citizens must realize that they have the power over media of all forms. This is form of critical advocacy as mentioned earlier. We must change the culture of how we interact with media and other information providers. The UNESCO Massive Open Online Course on media and information for young girls and boys seek to address this challenge. Over 2, 000 youth from all over the world are now pursuing this two-month course with has gender equality and intercultural dialogue as central themes.

To be effective in holding media accountable, citizens need to acquire media and information literacy competencies. Media and information literate citizens are able to critically analyze information and media content, assess the potential risks and opportunities of information and media content online and offline and equally importantly to effective engage with media and other information providers for good governance, freedom and advocacy against all forms of inequalities.

Enlisting MIL as a tool for advancing gender equality opens up a flood of opportunities for pragmatic development programmes as well as academic research necessary to

furnish the evidence needed to drive public policies and resources allocation. Effective gender-specific MIL programmes should:

- Involve women/girls and men/boys
- Look beyond just the media or the Internet and consider books, political and educational processes, interpersonal relations, religious beliefs and cultural practices
- Consider the whole range of MIL competencies i.e. covering media, information and technology with a focus on critical thinking and critical engagement
- Combine innovative and concrete empowerment projects with research
- Facilitate national, regional and international networking to create an MIL and gender movement
- Include both theory and practice
- Be dovetailed with media self-regulation to mitigate the dangers of too much government regulation of media;
- Be linked to policy debates and formulation concerning women and media as well as MIL[v]
- Focus not only on the potential negative s of media technology and the flood of information that they bring but tipping the balance to focus more on the opportunities they provide to give impetus to gender equality.

Media and information literacy can empower people to take action on gender equality in the media as they come to realize that they have the power over media. Advocates and experts or specialists of gender equality in and through the media must not be found guilty of focusing or talking only on the negative or stereotypical programming in the media. We will then do what we accuse the media of – always focusing on the negative. Here a few good stories

- A. “CNN Freedom Project” In 2011 CNN has joined the fight to end modern-day slavery by shining a spotlight on the horrors of modern-day slavery, amplifying the voices of the victims, highlighting success stories and helping unravel the complicated tangle of criminal enterprises trading in human life[vi]
- B. “Leading Women (Be Your Own Leading Woman)” The project was founded by two successful women - Janet Walkow and Christine Jacobs. To help women of all ages to find and define themselves and their inner leader, The Leading Women Project explores these concepts, draws on its founders’

leadership experiences and those of many other women. By sharing stories and creating a guide to help define their values and goals, two founders help women of all ages achieve true self-awareness and confidence as they write their unique script for the lives they want to lead – so they can be their own leading woman. [vii]

- C. “Bloomberg African Women to Watch” This project is a celebration of a new generation of African women, which is trying to close the gender gap and to shape the continent’s political, social and economic landscape. [viii]
- D. I invite all readers of this article to share other positive portrayal of women in the media through the comments section of this website. Let us model and promote the non-stereotypical media that we want to see.

The role of governments and public media and media self-regulation

Public policies which do not threaten free independent and pluralistic media are necessary to achieve gender-equality in the media. In this context, UNESCO launched a global survey of actions taken by governments to achieve gender equality in and through the media. This is shaping up to be another influential global report for the Beijing + 20 Review. All 195 Members and 10 Associate Members UNESCO have been consulted. The preliminary findings were presented during a side-event of the Commission for the Status of Women in March 2015.

The UNESCO’s Gender-Sensitive Indicators for Media is helping media to take leadership and ownership of the process – through independent internal policies.

Opportunity for the United Nations, bilateral development partners and private sector

The Media and Gender critical area of concern, Section J, of the Beijing Platform for Action has not received systematic global attention of the development community.

The groundbreaking Global Alliance on Media and Gender which was established through a partnership between UNESCO, UN WOMEN, WMO, the Islamic Educational, Scientific and Cultural Organization, the Government of Indonesia and many other partners offers much potential to give impetus to the gender and media objective of the Beijing Platform for Action.

All UN organizations, bilateral donors, and private sector partners are invited to commit to dialogue towards a Joint Development Cooperation Framework Meeting on Gender and Media from 7-8 December 2015 in Geneva. It will be followed by the first General Assembly of the GAMAG. Both event will coincide with the International Human Rights Day.

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