

Towards a Media and Information Literacy Competency Framework in Myanmar



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Lead writer: Ramon Tuazon (Asian Institute of Journalism and Communication)

Writer: Ann Lourdes C. Lopez (Asian Institute of Journalism and Communication)

Editorial coordination: Mikel Aguirre Idiaquez (UNESCO), Naing Naing Aye (UNESCO)

Cover design: UNESCO

Graphic design: UNESCO and Nilar Win

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Introduction:

Towards a Media and Information Literacy Competency Framework in Myanmar

I. Overview

Media and information literacy (MIL) is defined as a “set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities” (UNESCO, 2013).

MIL brings together two distinct fields, information literacy and media literacy, and, more recently, has been described as a composite concept or an “ecosystem” consisting of additional elements such as news literacy, ICT literacy, digital literacy, films/cinema literacy, advertising literacy, and library literacy. Together, these elements present a combined set of competencies necessary for life and work today. As a composite concept, MIL encompasses learning, critical thinking and interpretive skills and addresses all types of media and all forms and formats of information resources.

MIL is gaining greater awareness and recognition in Myanmar in recent years among various sectors – government, mass media agencies, media NGOs, civil society, and the academe. Such recognition can be attributed to the realization that MIL competencies can address current global and national issues and concerns such as access to information, freedom of expression, and inter-cultural dialogue.

Hate speech, extremism, disinformation, and misinformation are among the most common forms of information disorder which has become pervasive in recent times. Social media (e.g., Facebook and YouTube), social messaging tools (e.g., WhatsApp, Messenger, Viber), and mass media are the dominant information disorder channels.

MIL has been recognized worldwide as the first line of defense and most sustainable mechanism against information disorder. MIL provides an alternative to regulation which can impose disproportionate action to the problems being addressed.

The concept of MIL was first presented in Myanmar during the *Seminar on Media and Information Literacy for Civil Society Organizations* held on 14-17 December 2015. It was convened by the UNESCO Myanmar Office. A series of seminar-workshops on the topic has been held since then.

References to MIL also found its way to the annual Media Development Conference convened by the Ministry of Information (MoI), UNESCO, and other International and national media development and freedom of expression organizations. In the *2017 6th Media Development Conference*, participants recommended the promotion of MIL as short and long-term solutions to address the spread of hate speech and fake news, both online and offline. In early 2018, the UNESCO Myanmar Office translated into the Myanmar language and printed the pioneering UNESCO MIL book *MIL Curriculum for Teachers*. The Office is working with Ministry of Information in supporting the development of MIL strategy in Myanmar and with the Ministry of Education to integrate MIL into the curriculum of Teachers Preservice Education.

At the global setting, UNESCO has taken the lead in developing and introducing MIL to various stakeholders. UNESCO's efforts started with the promotion of media education in the 1980s and information literacy in the 1990s. The "integration" of both concepts resulted in the definition of MIL as a composite concept. Throughout the years, various international declarations have been adopted on these related concepts. Among the most significant are the 1982 Grunwald Declaration on Media Education and the 2005 Alexandria Proclamation on Information Literacy.

The landmark UNESCO book *MIL Curriculum for Teachers* published in 2011 jump-started global initiatives to introduce MIL in teacher training curricula and resulted eventually in its integration in basic and higher education in many countries. UNESCO has since published various other books and references on MIL. To support MIL expansion, UNESCO created the online learning platform MIL CLICKS and started celebrating an annual MIL Week Celebration starting in 2016.

UNESCO's introduction of MIL has received favorable responses from various sectors globally. Many organizations have either "adopted" or "adapted" the MIL concept. The latter means enhancing or delineating the concept based on perceived differences in terms of context (sociocultural and political settings), needs of stakeholders, and areas of specialization.

Since the 2015 seminar-workshop, there have been continuing initiatives by various government agencies, NGOs, and the academe to introduce and institutionalize MIL in Myanmar through capacity building (e.g., training courses) and action programs. Among these government agencies are the Ministry of Information (MoI) and the National Management Degree College (NMDC). NGOs working on MIL include the Myanmar Book Aid and Preservation Foundation (MBAPF), Myanmar Information and Communication Technology for Development (MIDO), Myanmar Journalism

Institute (MJI), and *Phandeeyar*. Most of these initiatives have received support from bilateral organizations (e.g., DW Akademie, International Media Support, and USAID). Foreign governments have also supported MIL initiatives.

The Need for a Common MIL Framework

The prevalence of MIL initiatives of various sectors and organizations can lead to either a common understanding or the reverse, a confusion on the real meaning of MIL. While a common definition is ideal, it may not be realistic.

A common framework is a step towards situating MIL in Myanmar's unique context. The shared framework begins with common principles and prioritized elements of the MIL ecosystem drawn from universally set parameters, particularly by UNESCO. The agreed common or shared parameters will enable the different organizations to determine if indeed their current programs are MIL or not (using international standards) and to make necessary adjustments should there be an intent to be consistent with the universal and locally adapted concept of MIL.

Among the adopted common principles are Human Rights, Freedom of Expression and Freedom of Information, Democracy and Rule of Law, Inclusive and Sustainable Development, and Cultural and Interreligious understanding.

The "exercise" of arriving at a common framework in Myanmar's context involves finding the relevance of MIL to current and emerging development issues and concerns where MIL is expected to play a critical role by providing the competencies needed to address these issues and concerns. The framework covers how MIL initiatives can support attainment of the country's development vision and goals as defined in the Myanmar Sustainable Development Plan (MSDP) adopted by the Myanmar Government in 2018 as its national development road map. Meanwhile, among the national and local issues where MIL can play a key role are the democratic transition, national reconciliation and peace, and inter-cultural dialogue.

The common framework features an agreed set of competencies (desired and priority elements of the MIL ecosystem in the context of Myanmar) and performance criteria which a media and information literate individual and community must be equipped with. By identifying and agreeing on these competencies (MIL elements) and performance criteria, the possibility of missing out on important competencies and performance criteria is reduced, if not eliminated.

The UNESCO Global MIL Assessment Framework defines competency as “the ability of an individual to mobilize and use internal resources such as knowledge, skills, and attitudes, as well as external resources such as peers, libraries, tools, and institutions, among others, in order to solve a specific problem efficiently in real-life situation.” MIL competencies include observable outcomes on what people know (knowledge), what people do (skills), and how they use their potential (attitudes and values). On the other hand, the performance criteria details the activities, skills, knowledge, and understanding/attitudes that provide evidence of competent performance for each competency. There are a number of associated performance criteria for each competency (UNESCO, 2013).

The intended primary users of this Framework are MIL service providers, e.g., planners and managers of MIL programs/projects in Myanmar. They come from government agencies, international and national NGOs, academic institutions, and people’s organizations, among others. These service providers have specific intended audiences for their respective MIL programs and projects.

The different MIL service providers can specify their areas of specialization vis-à-vis the set of MIL competencies. This arrangement will reduce, if not prevent, overlaps in programming among the service providers. It can further encourage the service providers to enhance or upgrade their capacities and seek excellence in their respective areas of specialization. For example, a media company may specialize in both media literacy and news literacy. A professional ICT association can choose social media literacy, digital literacy, and computer literacy.

Identifying and agreeing on areas of specialization can promote collaboration among MIL service providers. A particular organization can focus on its program specializations with the understanding that other organizations can complement its offerings. Under this setup, each organization can invest in improving and expanding its programs/services with no fear of “competition.” Meanwhile, stakeholders requiring certain types of competencies can be referred to other (more appropriate) organizations.

A common framework and identification of areas of specialization by the different MIL service providers can promote sharing and exchange of learning resources. Each organization can call on the expertise of others to provide specialized learning resources while cognizant of proprietary rights.

II. Stages in Framework Development

A. Rapid Assessment of Current MIL Country Context, State of MIL Programs, and Mapping of MIL Providers

Framework development begins with a rapid assessment of Myanmar's unique sociocultural and politico-economic environment which highlights the need for MIL. The assessment defines the context inclusive of specific MIL needs and requirements of the country. It includes an initial attempt to find the relationship of media and information systems to the issues and concerns of the broader environment. The assessment, therefore, rationalizes the need for specific MIL competencies or elements for the country.

The rapid assessment describes how MIL initiatives are facilitated or constrained by existing or emerging issues and concerns. Does the current sociopolitical setting encourage the unhindered conduct of MIL programs in local communities? Does the current sociopolitical setting allow the people to practice their MIL competencies?

The rapid assessment essentially involved review of related literature such as recent research studies, situation reports, and country papers. Papers presented in previous MIL workshops convened by UNESCO Myanmar and other organizations provided valuable inputs. Relevant papers presented in the last three Media Development Conferences were among the documents examined. Highlights of the draft assessment report were also presented to participants of the Validation Workshop held on 18 July 2019. The participants identified additional issues and concerns which have been incorporated in the final report.

B. Common Myanmar MIL Framework Workshop Series

1. Common MIL Framework Components (Workshop 1)

Towards a Myanmar MIL Common Framework Workshop was organized by the UNESCO Myanmar Office on 23-24 May 2019. It was held at Summit Parkview Hotel in Yangon City. A total of 24 participants attended the workshop representing various government agencies, local nongovernment organizations, and international NGOs. (Please refer to *Appendix A* for List of Participants.)

At this workshop, each of the elements of the UNESCO MIL Ecosystem (also referred to as MIL Composite Concept) was presented and defined. Participants identified the MIL elements or components which are relevant to the country and classified them into first and second priorities. Criteria for

classifying included urgency of the need for the MIL competency (element), impact to society, and existence of local capability to provide competency training on selected MIL elements.

A significant deviation from the original UNESCO MIL Ecosystem is the inclusion of Social Media Literacy in the Myanmar MIL Ecosystem. It should be pointed out that social media, particularly Facebook, plays a very significant role in Myanmar's media landscape. It is often said that "Internet in Myanmar is Facebook."



A plenary discussion on the proposed MIL Core Principles and Communication Values was conducted and consensus was arrived at on how to define each principle and value in the context of Myanmar. These principles and values reaffirm MIL's key role in strengthening democracy in a country undergoing political transition. The workshop participants also validated and added to the initial list of MIL stakeholders or audiences included in the workshop handouts.

Major outputs of the workshop were comments and inputs to the Draft Matrix on MIL Elements (Competencies) and Performance Criteria which were examined in terms of their relevance and applicability to the local setting.

2. MIL Framework Validation and Enrichment (Workshop 2)

The MIL Competency Framework: Validation Workshop was convened by the UNESCO Myanmar Office on 18 July 2019 at the Summit Parkview Hotel, Yangon. Twenty-three participants from 17 organizations attended. (Please refer to *Appendix B.*) The objective of the Validation Workshop was to review and approve amendments, including additional inputs, to the documents presented at the earlier workshop held on 23-24 May 2019 at the same venue. These documents are part of the envisioned Myanmar MIL Competency Framework.

An important decision made by the validation workshop participants was to set at 10 years old the minimum age of the intended audiences of the proposed MIL Competencies and Performance Criteria.

According to the workshop participants, at the age of 10, children are now very “techie.” They may have the technical skills to manipulate and navigate different electronic gadgets but may not have the needed attitudes and behavior for using new technologies especially in relating with other individuals. It is also important to inculcate MIL competencies and values at a young age, as imparting these competencies (including values) at a later age may be too late. It can be further rationalized that competencies for 10-year-old children can be easily adapted to older children and adults but must be tweaked according to their capabilities and societal expectations.

A review of the age distribution of the Myanmar population also indicates that about 27 percent of Myanmar’s population belong to the 0-to-14-year age group.

The performance criteria have been categorized into “basic” and “advanced.”



“Basic” refers to simple competencies expected of media and information literate individuals, and some require uncomplicated skill sets which children and young adults can demonstrate.

3. Survey of Organizations Engaged in Media and Information Literacy

A survey of organizations engaged in MIL work was conducted to provide a snapshot of MIL activities in the country. The survey used purposive random sampling. Of the 13 organizations invited to participate, of which 11 organizations sent their responses.

The survey covered the following areas: (1) Type of Organization/Agency, (2) Type of MIL Ecosystem Element, (3) Type of MIL Activity Undertaken, (4) Number of MIL-Related Programs/Projects per Year (2014-2019), (5) Number of MIL-Related Programs/Projects per Respondent, and (6) MIL Program/Project Intended Audience.

The survey results provided inputs in finalizing the framework documents and in validating some proposed framework parameters such as priority MIL elements or components, intended stakeholders/audiences, and areas of engagement.

III. How to Use the MIL Competency Framework for Myanmar

Upon the official adoption of the Myanmar MIL Framework, organizations engaged in MIL work are encouraged to adhere to the shared parameters set. The framework covers the following:

- MIL Core Principles and Communication Values
- Priority MIL Ecosystem (Competencies) in Myanmar
- Priority MIL Stakeholders (Audiences)
- MIL Competencies (Elements) and Performance Criteria

The organizations/agencies should revisit the philosophy and principles of their existing (and future) programs and projects and, if necessary, realign or redefine them along the core principles and communication values agreed in this framework document.

Considering that most of the organizations/agencies are engaged in capacity building (training) as shown in our survey, those which have not adopted

the outcomes-based (competency-based) education (OBE) approach may consider adopting this learning framework which includes well-defined performance criteria. This project already developed an initial (but comprehensive) list of competencies/performance criteria which they can adopt in planning their training programs. Note that organizations/agencies will select only the criteria which they think are applicable to their intended stakeholders/audiences, taking into consideration variables such as age, gender, and grade (school) level, among others.

As mentioned earlier in this report, there are ongoing initiatives to integrate MIL in formal education (including in-service and preservice training for teachers). The Matrix on MIL Competencies (Elements) and Performance Criteria can also define the desired outcomes that the Ministry of Education can set in terms of performance criteria.

The performance criteria, categorized as either basic or advanced, can also serve as a checklist for organizations/agencies in reviewing their existing training courses – to identify areas for specialization, additional teaching-learning areas, and future directions. Considering the extensive identification of criteria, a particular organization/agency may decide to concentrate only on particular area(s) and endeavor to achieve specialization on its choice(s). The performance criteria are “leads” to topics for inclusion in the training design.

The Matrix on MIL Competencies (Elements) and Performance Criteria is a “work in progress.” As organizations/agencies continue to engage in MIL capacity building, additional standards may be included and existing ones redefined consistent with global, national, and local needs and requirements. As new technologies and applications emerge, new MIL competencies and performance criteria may be needed.

The criteria can be used as measures of the level of media and information literacy of specific stakeholders/audiences. Selected appropriate standards can be processed and organized into research (survey) instruments and assessment tools.

Program/project planners and implementers can review the list of proposed stakeholders (audiences) and determine, individually or collectively, which of these groups and sectors are not participating in ongoing MIL interventions, e.g., training courses, information-education-communication materials, teaching-learning resources, research, and advocacy. Based on the list, the groups or sectors which are served, unserved, and underserved can be identified. Service providers are encouraged to develop MIL training courses for unserved and underserved groups and sectors.

The list can be revisited after two years or longer, to validate if the included groups and sectors should remain and to identify new groups and sectors which have to be added.

The documents included in this framework can be further popularized and, with additional content, packaged into teaching-learning resources and information-education-communication (IEC) materials. The former are for use in classroom settings, while IEC materials have wider uses including outside classrooms, e.g., training courses and orientation sessions.

Popularized and repackaged materials can be shared in the UNESCO MIL CLICKS and MIL Clearinghouse. MIL CLICKS stands for Media and Information Literacy: Critical Thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge and Sustainability. It is an online peer learning platform using Facebook (<https://www.facebook.com/MILCLICKS/>) enabled by browsing, playing, connecting, sharing, and socializing. The UN Alliance of Civilizations (UNAOC) and UNESCO developed the MIL Clearinghouse as a repository of teaching-learning resources on MIL.

This MIL Competency Framework can be a rich source for research agenda. In addition to measuring the level of MIL of specific groups or sectors, research topics include communication (media) behavior and habits, information needs, media effects, and MIL and culture. MIL service providers are encouraged to engage in research which seems to be a low priority based on the mini-survey conducted.

Government agencies including the Ministry of Education and Ministry of Information can use the MIL Competency Framework, especially the Matrix on MIL Competencies (Elements) and Performance Criteria, as inputs in developing an MIL Assessment Program which will measure the level of MIL competencies similar to practices of measuring basic and functional literacies.

This Framework can also serve as policy advocacy tool or input by the MIL service providers. Its various components can explain the importance of MIL, describe the competencies needed to operate in today's Knowledge Society, identify unserved and underserved MIL stakeholders, and clarify how MIL interventions can contribute in addressing current and emerging societal issues.

CORE MIL PRINCIPLES AND COMMUNICATION VALUES

I. Proposed Core MIL Principles

Human Rights

MIL is based on human rights. The UN Office of the United Nations High Commissioner for Human Rights (OHCHR) defines human rights as “rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.” The OHCHR further states, “We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.”¹

MIL adopts the human rights-based approach (HRBA), which identifies rights-holders and their entitlements and duty-bearers and their obligations and strengthens capacities of rights-holders to make their claims and of duty-bearers to meet their obligations (Grizzle, et al, 2013, p. 73).

Freedom of Expression and Freedom of Information

MIL equips citizens with competencies needed to seek and enjoy or practice the full benefits of fundamental rights and freedoms enshrined in Article 19 of the UN Declaration of Human Rights (Wilson, C., et al., 2011, p. 16).

Freedom of expression, which includes freedom of opinion and the right to information, is a fundamental human right upon which MIL is grounded. Article 19 of the Universal Declaration of Human Rights (1948) defines it thus, “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.”

The protection and promotion of the freedoms of expression, opinion and information help ensure accountability and transparency of authorities and institutions and check secrecy and corruption among the powers that be.

MIL also enables individuals to be cognizant of the provisions of Article 29 of the Universal Declaration of Human Rights which remind each one of his/

¹ What are human rights? Retrieved 14 May 2019 from <http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

her “duties to the community” and that the exercise of rights and freedoms shall be subject only to limitations as determined by law and “solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order, and the general welfare in a democratic society.”

MIL and Democracy

The Myanmar Sustainable Development Plan (MSDP) recognizes that the country is currently undergoing a critical democratization process and faces many opportunities and challenges along the way. According to the Plan, the foundation of all development strategies and action plans is the recognition that economic dividends emanate from the country being a democracy. The Plan further notes the need for a system based on individual rights and freedoms, and democratic space that “aligns incentives, allows spontaneous solutions to problems, promotes technological advancement, delivers public services according to demand, and expands choices and opportunities.” The Plan concludes that democracy, individual rights, and the rule of law are simultaneously the ends of policy (MSDP, pp. 3-4).

Media and information providers are vital to a democracy. They play critical roles such as watchdog of government; channels of information and knowledge for citizens to participate in governance and make informed decisions; facilitate informed debates among diverse social actors (stakeholders); and vehicle for cultural expression (Wilson, C., et al., 2011, p. 61.)

To enable citizens to engage with media and information sources, MIL equips them with competencies to access information on: (a) functions of media and information sources in democratic societies; (b) conditions under which news media and information providers can effectively perform their functions; and (c) how to evaluate the performance of these functions by assessing the content and services provided (Wilson, C., et al, p. 16).

Rule of Law

The MSDP recognizes that the rule of law is the fundamental principle which underpins democratic governance. The Plan notes that in Myanmar, weaknesses in the rule of law place a heavy burden upon the people, particularly those who are poor and vulnerable (MSDP, p.12).

To establish the rule of law in the country, the MSDP seeks “to make the law more transparent and consultative, producing legislation that is in the interest of all the people, administered fairly and impartially, with respect for human rights, and without discrimination so that no person is above the law and every person may benefit equally from its administration” (MSDP. P. 12).

MIL upholds the basic principle of the rule of law.

The World Justice Project (WJP),² a US-based organization working to advance the rule of law around the world, defines this principle as a system in which the following four universal principles are upheld:

- The government and its officials and agents as well as individuals and private entities are accountable under the law.
- The laws are clear, publicized, stable, and just; are applied evenly; and protect fundamental rights, including the security of persons and property and certain core human rights.
- The process by which the laws are enacted, administered, and enforced is accessible, fair, and efficient.
- Justice is delivered timely by competent, ethical, and independent representatives and neutrals who are of sufficient number, have adequate resources, and reflect the makeup of the communities they serve.

MIL and Sustainable Development Goals

The 2030 Agenda for Sustainable Development consisting of 17 Sustainable Development Goals (SDGs) was adopted by world leaders in September 2015. These Goals, which universally apply to all, call all countries to mobilize efforts to end all forms of poverty, fight inequalities, and tackle climate change, while ensuring that no one is left behind.

In August 2018, the Union of Myanmar adopted the Myanmar Sustainable Development Plan 2018-2030. The Plan serves as the overall development framework “for coordination and cooperation across all ministries, and all States and Regions to forge a common path towards the emergence of a prosperous, peaceful and democratic Myanmar” (MSDP, p iii). The Plan responds to both local developmental needs and the global sustainable development agenda and aligns MSDP action plans with global SDG targets (MSDP, p.2). The Plan’s three pillars are linked with the UN SDGs: Pillar 1:

² What is the Rule of Law? Retrieved 6 May 2019 from <http://worldjusticeproject.org/what-rule-law>

Peace & Stability; Pillar 2: Prosperity & Partnership, and Pillar 3: People & Planet (MSDP, pp 4-5).

Media and Information Literacy can facilitate citizens' understanding, support, and engagement in achieving the 17 SDGs. Access to information and knowledge is necessary to ensure informed actions and decisions. MIL competencies enable every individual to have the power to actively participate in pursuing these goals, particularly Goal 16: Promote Just, Peaceful, and Inclusive Societies.

A related goal is 16.10 - "Public access to information and fundamental freedoms in accordance with national legislation and international agreements." An indicator for assessing progress (or not) in achieving Target 16.10, as agreed by the UN Statistical Commission reads: "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".

Meanwhile, *The 2016 Khanty-Mansiysk Declaration: Media and Information Literacy for Building a Culture of Open Government* concluded, among others, that:

MIL facilitates the achievement of the following United Nations Sustainable Development Goals: 16.5, the substantial reduction of corruption and bribery in all their forms; 16.6, the development of effective, accountable, and transparent institutions at all levels; 16.7, responsive, inclusive, participatory, and representative decision-making at all levels; and 16.10, public access to information and protection of fundamental freedoms in accordance with national legislation and international agreements.

Inclusive Development

MIL promotes inclusive development, which covers all people regardless of socioeconomic status, gender, ethnicity, age, or disability. As UNDP puts it, “Development can be inclusive...only if all groups of people contribute to creating opportunities, share the benefits of development and participate in decision-making.”³

Inclusiveness in MIL includes pursuing universal access to new information and communication technologies, thereby narrowing if not eliminating the wide digital divide present in many societies. Access to technology, comprising both new and traditional technologies, facilitates access to information and knowledge.

Inclusive development also means recognizing the right of all individuals and groups, especially the marginalized and vulnerable, to engage or participate in content planning, production, dissemination, and exchange. MIL empowers individuals and sectors to acquire competencies needed to undertake these activities to express their creativity and exercise their communication rights and freedoms.

Cultural and Interreligious Integrity, Reconciliation, and Social Harmony

Where there is pluralism or a multiplicity of cultures, MIL enables intercultural and interreligious dialogue that allows the expression of various cultural and religious identities, builds trust and cultural understanding, and enables people to live together in the midst of cultural differences.

MIL nurtures cultural competencies needed for intercultural interaction. Through intercultural and interreligious dialogues, citizens are able to define their own cultural and linguistic identities and, at the same time, meaningfully interact with other cultural groups in a “process of negotiated, authentic, free and open communication” (Grizzle, et al, 2013, p. 158).

Specifically, MIL provides competencies which enable individuals to look critically at how issues and events are “re-presented” by media (mass and new media) in images and content through such characteristics as race, gender, sexuality, age or class. Sometimes, representation leads to stereotypical

3 Inclusive Development. Retrieved 12 April 2019 from http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_inclusive_development.html

or oversimplified representations leading to labeling or stereotyping of individuals or cultural groups. In some cases, it is the interpretation of the recipient (i.e., viewer, reader, or listener) that creates these labels or stereotypes. In addition, MIL enables recipients to be sensitive to negative or undesirable representation especially those which build pride and prejudice towards “different others.”

Distinct MIL programs can contribute to the UN Strategy and Plan of Action on Hate Speech adopted on 22 May 2019. The Plan calls for the integration of a hate speech perspective into UN strategies, programs, and messaging to counter and address hate speech including its root causes and drivers.

The Plan of Action describes Hate Speech as “any kind of communication in speech, writing or behavior, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, color, descent, gender or other identity factor.”

Lifelong Learning

Lifelong learning lies at the core of MIL. Lifelong learning may be broadly defined as learning that is pursued throughout life; it is learning that is flexible, diverse, and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e., post-compulsory education). This definition is based on the four pillars of education for the future proposed by the *Delors Report* (UNESCO, 1996).⁴

As stated in the Alexandria Declaration of 2005, “Media and Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion of all nations.”

According to the MSDP, Myanmar’s most invaluable asset is its citizens. MSDP Goal 4 is Human Resources & Social Development for a 21st Century Society, and a major strategy is to improve equitable access to high quality lifelong educational opportunities. The country’s National Education Strategic Plan (2016-2021) defines what needs to be done to promote more equitable access and higher quality outcomes for students (MSDP, p. 41).

4 What is Lifelong Learning. Retrieved 30 April 2019 from http://www.llcq.org.au/01_cms/details.asp?ID=12

II. Proposed Communication Values

Culture of Reconciliation and Peace

Myanmar prioritizes national reconciliation and Union-wide peace among its overall development goals. MSDP Goal 1 focuses on the political dimensions underpinning the achievement of Union-wide peace and stability and recognizes the essential and reinforcing roles played by open, inclusive and well-governed institutions, adherence to the rule of law and respect for human rights, and the adoption of inclusive and conflict-sensitive approaches to socioeconomic development and services provision (with a particular focus on marginalized and vulnerable groups) as a bridge towards trust, social cohesion and, ultimately, peace (MSDP, p. 8).

As stated by UNESCO,⁵ “The culture of peace and non-violence is a commitment to peace-building, mediation, conflict prevention and resolution, peace education, education for non-violence, tolerance, acceptance, mutual respect, intercultural and interfaith dialogue and reconciliation.” It consists of “values, attitudes and behaviours that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations.”

Gender Equality and Equity

MIL supports gender and development by promoting values such as gender equality and equity; gender-fair society where women and men share equally in responsibilities, power, authority, and decision-making; and gender sensitivity or the ability to recognize gender issues and different perceptions and interests arising from their different social position and gender roles. MIL enables citizens to redefine the gender bias of media content and processes by addressing issues related to gender stereotyping, gender subordination, sexism, violence (physical, sexual, and psychological) against women, and marginalization.

Balance Between Freedom and Responsibility

MIL affirms that freedoms and responsibilities of citizens exist side by side, that citizens should know and exercise their rights and responsibilities equally. Thus, citizens have fundamental, inalienable rights that are theirs

5 Culture of Peace and Non-Violence. Retrieved 8 May 2019 from <http://en.unesco.org/cultureofpeace/>

to claim and use. At the same time, they should recognize and fulfill their responsibilities, such as respecting the rights of others to privacy, not jeopardizing the security of others, being aware of copyright and intellectual rights, and respecting the human rights of others (Grizzle, et al, 2013, p. 59).

Pluralism and Diversity

Pluralism means media and information content production and distribution emanate from varied sources and platforms providing audiences or users with a variety of choice. Each choice can be distinct or dissimilar. The distinction can be in terms of ownership and control (e.g., state, public, commercial), mainstream or community (including ethnic) media. Pluralism can be facilitated by the presence of multiple platforms especially with the emergence of online/digital media.

Diversity can refer to the presence of varied or differing “voices” and content (messages and images) representing geographic, cultural, religious, political, and socioeconomic variances. The objective is to provide accurate, balance, and adequate representation to all consistent with freedoms of expression and information.

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THE MIL ECOSYSTEM IN MYANMAR

UNESCO regards Media and Information Literacy (MIL) as a composite concept consisting of two major components or elements, i.e., media literacy and information literacy and other related components. Altogether, they are referred to as the MIL Ecosystem.

Pioneering UNESCO MIL publications identified 12 elements of the MIL ecosystem. These include media literacy, social media literacy, information literacy, news literacy, digital literacy, internet literacy, computer literacy, library literacy, cinema literacy, archival literacy, advertising literacy, and freedom of expression/freedom of information literacy (please refer to Figure 1. UNESCO MIL Ecosystem).



Figure 1. UNESCO MIL Ecosystem (MIL as a Composite Concept)

During the two workshops convened by UNESCO Myanmar Office for the purpose of crafting an MIL Framework for Myanmar, representatives of various sectors and agencies in the country identified nine elements or components of the MIL ecosystem which they believe are applicable and relevant to local setting. These elements, according to their perceived degree of importance, are media literacy, social media literacy, information literacy, news literacy, digital literacy, internet literacy, computer literacy, library literacy, and online games literacy (please see Figure 2. A Comprehensive MIL Ecosystem in Myanmar).

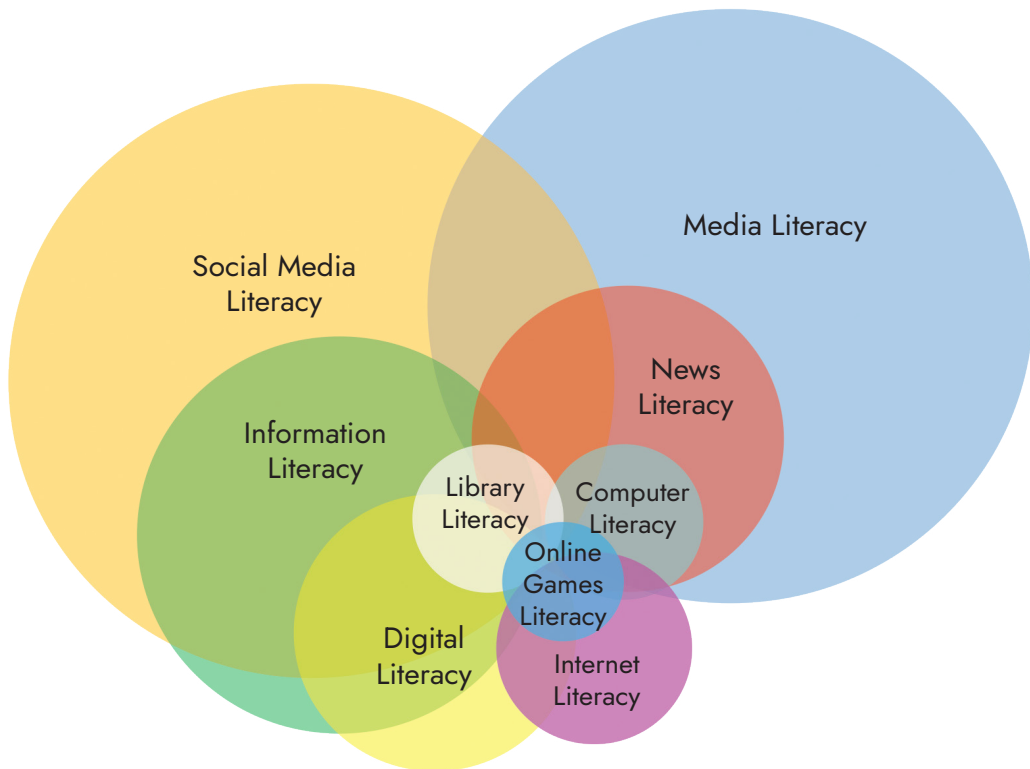


Figure 2. A Comprehensive MIL Ecosystem in Myanmar

Note that the workshop participants have added social media literacy to the earlier UNESCO ecosystem. The reach, prevalence, and impact of social media are not as pronounced when the ecosystem was originally presented by UNESCO in 2011 as they are today, especially in the context of Myanmar society. *The Rapid Assessment of the Communication Environment of Myanmar: The Need for Media and Information Literacy* (2019) confirmed the

importance of social media literacy as it cited various studies which strongly recommended for such initiative considering the impact of irresponsible and unethical use of social media to the country's social fiber and democratic dividends.

Of the nine MIL elements relevant to Myanmar, five were singled out as priority MIL elements. These are, according to their perceived degree of importance, media literacy, social media literacy, information literacy, news literacy, and digital literacy (please refer to Figure 3. Priority Elements of the MIL Ecosystem in Myanmar).

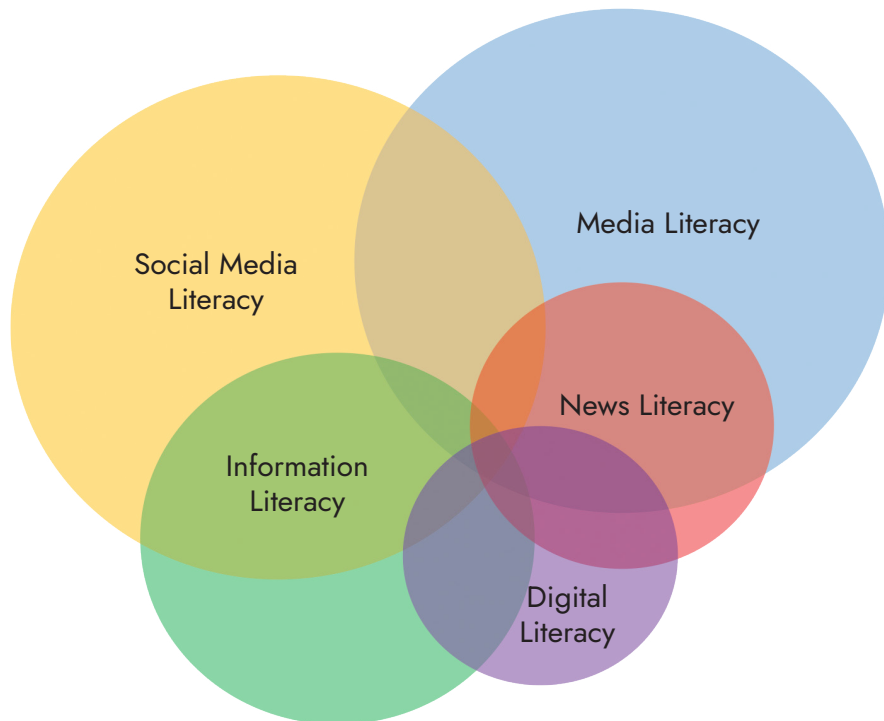


Figure 3. Priority Elements of the MIL Ecosystem in Myanmar

The workshop participants agreed to include digital games literacy in the digital literacy component recognizing that children and adults are becoming heavy users of online games although the participants recognize that digital (online) games have both positive and negative consequences.

Participants in the two workshops mentioned earlier rationalized the bases for their selection of the five priority MIL components. First, these elements

have relevance and impact on the daily lives of ordinary Myanmar citizens. These elements, and the competencies they provide, can be applied to activities they are regularly engaged with.

Second, the MIL elements and competencies they constitute, address individual and societal needs. This observation is validated by the results of *the Rapid Assessment of the Communication Environment of Myanmar: The Need for Media and Information Literacy*. This study identified and examined issues and opportunities in Myanmar's communication media environment which rationalize the introduction of MIL interventions in the country. It is part of the project *Towards a Common MIL Framework for Myanmar*.

Third, MIL agencies/organizations admitted that they have limited capacities, resources, and even competencies to engage in different programs and projects for all MIL elements. A review of the results of the Survey of Organizations Engaged in Media and Information Literacy (2019) would show that these MIL elements are the common MIL elements the organizations are engaged with (see Table 1. Type of MIL Ecosystem Element).

Table 1. Type of MIL Ecosystem Element

MIL Element	Number of Organization (n=11)
Media and Information Literacy	7
Media Literacy	6
Information Literacy	6
Digital Literacy	6
News Literacy	5
Internet Literacy	5
Computer Literacy	4
Library Literacy	2
Mobile Information Literacy	2
Film/ Cinema Literacy	1
Games Literacy	1

According to the workshop participants, the priority MIL elements in Myanmar should be revisited and if necessary, revised or updated regularly, depending on broader development setting of the country. This highlights that MIL should not be introduced in a vacuum but responsive to current and emerging societal needs.

PRIORITY MIL STAKEHOLDERS IN MYANMAR

MIL stakeholders refer to individuals, groups, and sectors who need capacity building in MIL to enable them to practice MIL competencies needed in fulfilling their individual (personal), family, community, and societal obligations.

The term stakeholder is synonymous to audience, but the former is preferred to emphasize that the intended “audiences” of MIL programs/projects have duties and obligations to ensure the success of MIL programs/projects. Stakeholders also connote active engagement or participation in MIL initiatives rather than just being passive recipients of these initiatives.

The list of priority MIL stakeholders in Myanmar is categorized into nine (9) sectors. The initial listing of MIL stakeholders was one of the major outputs of the *Promoting MIL in Myanmar: Towards a Common MIL Framework Workshop* held on 23-24 May 2019. The listing was further enhanced during the *MIL Competency Framework: Validation Workshop* convened on 18 July 2019 where additional sectors were added.

The list was enriched by the results of two related research studies conducted as part of the Myanmar MIL Framework Project, i.e., *The Rapid Assessment of the Communication Environment of Myanmar: The Need for Media and Information Literacy* and *The Survey of Organizations Engaged in Media and Information Literacy*.

The Rapid Assessment identified and examined issues and opportunities which rationalize the introduction of MIL interventions in the country. These issues, challenges, and opportunities were examined in terms of the types of MIL competencies (or elements of the MIL ecosystem) needed to address them. In examining these current and emerging issues and opportunities, the actors, and therefore stakeholders, involved were identified. The Rapid Assessment identifies the MIL requirement in given situations and the competencies needed from the actors or stakeholders involved in these situations.

The Survey of Organizations Engaged in MIL covered 11 organizations in Myanmar, selected through purposive random sampling. The respondents were selected because they are known to be engaged in MIL work. Among the information sourced from the survey is the intended audiences of the MIL programs/projects of the respondents. The information gathered either validated or enhanced the initial list of stakeholders prepared for the initial workshop. What are the uses of this listing?

The listing serves as a checklist for MIL service providers on stakeholders who should be reached by different MIL programs. The listing and the survey results provide information on stakeholders who are currently being reached (served) and not reached (underserved or unserved) by current MIL programs/project. These programs include education and training, research and documentation, linkages and networking, and policy advocacy.

The listing should enable MIL service providers to select the stakeholder(s) they are willing and capable to work with for various reasons, e.g., stakeholder is part of their natural constituents, working with specific stakeholder is part of their mandate, and stakeholder is a current or potential network member.

MIL service providers are reminded that the key in effectively empowering or capacitating their identified stakeholders with MIL competencies is knowing who they are – given their demographic and psychographic profiles and their distinct MIL competency needs. Profiling also includes knowledge of stakeholders' or audiences' media and information habits and preferences, information needs, and information seeking and sharing behavior and practices. Profiling stakeholders is a requirement in planning and managing audience-centered MIL programs and projects.

The list of priority stakeholders in this report is by no means complete but merely reflects the priority stakeholders today, given the current sociocultural, political and economic settings. There is a need to regularly review the listing – to add or delete sectors/groups included in the current list, depending on the prevailing and emerging needs of Myanmar society.

INITIAL LIST OF MIL STAKEHOLDERS

EDUCATION SECTOR

- » Basic education students
- » Out-of-school children and young people
- » Public and private school teachers
- » Monastic school teachers
- » Curriculum planners and writers
- » Teacher training institutions/colleges officials
- » Myanmar Literacy Resource Centre (MLRC) Coordinators

MARGINALIZED SECTORS

- » Ethnic communities
- » Ethnic (traditional) leaders
- » Internally Displaced Persons
- » Girl children and women
- » Lesbian, Gay, Bisexual, Transgender (LGBT) members
- » Persons with Disabilities (PWDs)
- » Urban and rural poor

RELIGIOUS SECTOR

- » Religious leaders

JUDICIAL SECTOR

- » Judiciary (judges from township court to Supreme Court of the Union)
- » Lawyers (inclusive of Advocates and Higher Grade Pleaders)

SECURITY SECTOR

- » State Security Forces
 - * Police
 - * Military (Tatmadaw)
 - * Border Guard Forces
- » Non-State Security Forces
 - * Ethnic armed groups
 - * Militias

COMMUNICATION MEDIA SECTOR

- » Government Information Officers/PR Officers
- » Editors
- » Journalists (including Photojournalists)
- » Communication researchers
- » Social media influencers

MEMORY INSTITUTIONS

- » Librarians
- » Archivists
- » Museologist

GOVERNMENT SECTOR

- » Ministry of Education officials
- » Ministry of Information officials
- » Ministry of Defense officials
- » Ministry of Home Affairs officials
- » Ministry of Transport and Communications Officials
- » Ministry of Religious Affairs and Culture officials
- » Union Election Commission Officials
- » Union Peace Commission officials
- » Union Civil Service Board
- » National Reconciliation and Peace Center officials
- » Members of Parliament (Union and State)
- » Civil Servants (Government Employees)

OTHER SECTORS

- » National/Local nongovernment organizations
- » International nongovernment organizations
- » National and state/regional political parties

MIL COMPETENCIES (ELEMENTS) AND PERFORMANCE CRITERIA MATRIX

A major section of the MIL Competency Framework for Myanmar is *the MIL Competencies and Performance Criteria Matrix*.

It consists of the MIL ecosystem elements with each element broken down into specific performance criteria. UNESCO defines MIL as a “composite concept” consisting of different elements which form the MIL ecosystem. The two primary elements are media literacy and information literacy.

As discussed in the MIL Ecosystem in Myanmar, representatives of various sectors and agencies engaged in MIL in Myanmar identified nine elements of the MIL ecosystem which they believe are applicable and relevant to the local setting. These elements, according to their perceived degree of importance, are media literacy, social media literacy, information literacy, news literacy, digital literacy, internet literacy, computer literacy, library literacy, and online games literacy. Each competency or element is defined in the Matrix.

Of these nine MIL elements, five were singled out as priority MIL elements. These are, according to their perceived degree of importance, media literacy, social media literacy, information literacy, news literacy, and digital literacy.

Each MIL competency or element needs to be translated into performance criteria, i.e., observable or demonstrable outcomes expressed or manifested in terms of knowledge, skills, and attitudes. According to UNESCO (2013), performance criteria details the activities, skills, knowledge, and understanding/attitudes that provide evidence of competent performance for each competency. There are a number of associated performance criteria for each competency (MIL element).

The performance criteria listed in the matrix are initially categorized into basic and advanced. Basic refers to simple indicators expected of media and information literate individuals. They require uncomplicated skill sets. In some cases, they are innate to an individual. Note how children at a young age are able to navigate electronic gadgets on their own without instruction. On the other hand, “advanced” demands complex skills set acquired through additional training or education. The categorization is flexible as users may decide to re-classify specific criteria depending on the profiling of their audiences.

A total of nine competencies, with 76 basic and 114 advanced performance criteria, are included in the *MIL Competencies and Performance Criteria Matrix*. The distribution is summarized below:

MIL Element/Competency	Number of Competency Criteria	
	Basic	Advanced
Media Literacy	10	14
Information Literacy	13	22
News Literacy	8	20
Social Media Literacy	11	18
Digital Literacy	11	15
Internet Literacy	10	9
Computer Literacy	3	4
Library Literacy	6	5
Online Games Literacy	4	7
TOTAL	76	114

The performance criteria are admittedly very diverse as the intent is to provide a comprehensive list from which MIL service providers can select the relevant and appropriate measure for their intended stakeholder or audience. These service providers may even add to the list if they have identified and tested other criteria based on their past or ongoing MIL programs/projects especially for marginalized groups.

Framework users are encouraged to adapt these standards according to the situations and requirements of marginalized groups such as indigenous population or ethnic group, people with disabilities, and people living in geographically isolated and disadvantaged areas (GIDA).

What are some of the immediate uses of the Matrix? The following are suggested applications:

- Provide inputs to strategic educational reform, e.g., curriculum areas, innovations
- Delimit the program thrust(s) of MIL service provider in terms of organizational expertise vis-à-vis MIL elements
- Outline topics for a syllabus on an MIL subject in basic education or teacher training
- Delineate the scope or coverage of an MIL training course for a specific MIL element (competency) for a specific stakeholder
- Describe the end-results or outcomes of formal and nonformal MIL courses/programs
- Define the specific topics of teaching-learning materials for specific type of MIL element (competency)
- Outline the specific topics of information-education-communication (IEC) materials for specific type of MIL element (competency)
- Develop measurable performance indicators based on desired MIL skills set
- Update and enrich regular basic and functional literacy mapping at the national and subnational levels (by incorporating MIL-related indicators)
- Plan MIL research and policy agenda

As mentioned earlier in our Introduction, the Matrix is a “work in progress.” As organizations/agencies continue to engage in MIL work (e.g., capacity building, research, and advocacy), additional performance standards may be included and existing ones redefined consistent with global, national, and local needs and requirements. As new technologies and applications emerge, new MIL competencies and performance criteria may be needed.

MIL COMPETENCIES AND PERFORMANCE CRITERIA

Compiled by Ramon R. Tuazon, Asian Institute of Journalism and Communication

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
1. Media Literacy		
<p>DEFINITION</p> <p>The ability to access, analyze, evaluate, create, and act, using all platforms of mass communication (e.g., television, print, radio, etc.). It involves understanding and using mass media, including an informed and critical understanding of media, the techniques they employ, and their effects.</p>	<p>Understand the role and functions of media in democratic societies (e.g., check & balance, transparency, platform for the public to express their views and opinions)</p>	<p>Evaluate critically media content using such criteria as accuracy, sensitivity (e.g., culture and religion), creativity, technical quality (e.g., quality of writing, editing, design, production) etc.</p>
	<p>Understand the conditions under which media functions can be fulfilled, i.e., press freedom, access to information, competent journalists and media workers, etc.</p>	<p>Assess media representation of reality from a particular ideological or value perspective and therefore become sensitive to stereotyping and prejudices perpetuated by media.</p>
	<p>Know the UN Human Rights especially freedom of expression and freedom of information (especially Articles 19 and 29 of the Universal Declaration of Human Rights)</p>	<p>Understand how media ownership (e.g., commercial, state, and public serve) impacts on journalism processes (e.g., news sourcing and writing) and content (e.g., news stories)</p>
	<p>Know common media representation, including stereotypes of and prejudices against specific groups, communities, and sectors (e.g., religion, gender, ethnicity, political ideology)</p>	<p>Know how cognitive biases warp perceptions of reality.⁶</p>

⁶ A cognitive bias is a mistake in reasoning, evaluating, and remembering which occurs when one holds on to his/her preferences and beliefs regardless of contrary information. There are 24 types including confirmation bias or finding ways to support existing beliefs and dismissing information that conflicts with them; in-group bias happens when one favors those who belong his/her group; and halo effect when our judgment is influenced by how we like someone.

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Evaluate critically media content using such criteria as accuracy, sensitivity (e.g., culture and religion), creativity, technical quality (e.g., quality of writing, editing, design, production) etc.,	Understand what constitutes hate speech as described in the UN Strategy and Plan of Action on Hate Speech (May 2019). ⁷
	Know and understand commonalities and differences among diverse groups/sectors (culture, religion, gender, socioeconomic class)	Recognize that international law prohibits the incitement to discrimination, hostility, and violence which may lead to or include terrorism or atrocity. International law also does not require States to prohibit hate speech that does not reach the threshold of incitement. ⁸ Incitement involves explicit and deliberate efforts at triggering discrimination, hostility, and violence.
	Know Myanmar laws and regulations related to mass media, telecommunications and their compliance with international standards	Understand and articulate international declarations, protocols, and plans of action related to promotion of inclusion, diversity, and pluralism, e.g., UN Strategy and Plan of Action on Hate Speech 22 May 2019; Human Rights Council Resolution 16/18 2011; The Rabat Plan of Action 2012; and The Beirut Declaration on Faith for Rights.

7 The UN Strategy and Plan of Action on Hate Speech describes hate speech as “any kind of communication in speech, writing or behavior, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality, race, color, descent, gender or other identity factor.”

8 ICCPR Article 20; Convention on the Prevention and Punishment of the Crime of Genocide Article 3.

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Know and understand the Code of Ethics, Canons of Good Taste, and similar professional and ethical guidelines	Discern techniques to infuse representation in text, images, sound (including music), acting, lighting
	Know requirements and procedures in reporting perceived violations of legal, professional and ethical media standards	Distinguish persuasive techniques, including public relations and advertising
	Call out or flag (report) media companies for perpetuating, promoting, and tolerating hate speech, intolerance, radicalism and extremism	Define manifestations of media violence, e.g. aggression, intimidation, fear, and desensitization
		Discern whether media content promotes international war crimes such as torture and cruel, inhuman or degrading punishment, aggression, crimes against humanity ⁹ and war crimes which occur in the context of an armed conflict as specified in Article 8(2) of the Rome Statute of the International Criminal Court.
		Produce and share counter and alternative media narratives (of peace, inclusion, equality, and intercultural dialogue)

9 Systematic attack on a civilian population involving specified acts such as, terrorism, extermination, enslavement, torture, deportation or forcible transfer of population, imprisonment or other severe deprivation of physical liberty, persecution, rape and sexual violence, enforced disappearances

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Accept, respect and value differences in multicultural and multi-faith societies; differences of opinion as well as in the form of differences of identities
		Practice openness to and respect and tolerance for differences among diverse groups/sectors (culture, religion, gender, socioeconomic class)
2. Information Literacy		
<p>DEFINITION</p> <p>The ability to define and articulate information needs; locate and access information; assess, evaluate, and organize information; effectively use information; and communicate information in various formats.</p>	Recognize information needs	Access information using appropriate, accurate, credible information sources
	Articulate information needs	Manage references for information used such as formatting footnotes and bibliographies using a particular style guide
	Locate information needed	Know how to index information content using traditional and digital methods
	Access information using different platforms, channels, gadgets and mobile apps	Understand the lifecycle of information content
	Invoke right to information/ freedom of information	Understand and respect authorship and right of authors

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Organize information in terms of various organizational patterns, e.g., chronology, cause and effect, problem and solution, pro and con, comparison and contrast, general to specific, specific to general	Distinguish between public domain information and proprietary information (copyright, trademarks)
	Retrieve stored/archived information using traditional tools and/or digital technology	Discern different types of censorship of information content
	Know and apply information ethics	Distinguish different types of information disorder, i.e., disinformation and misinformation ¹⁰
	Evaluate critically information using such criteria as accuracy, timeliness, relevance, sensitivity (e.g., culture and religion), technical quality (e.g., quality of writing, editing, design, production), etc.	Understand representation of reality in information products from a particular ideological or value perspective and therefore become sensitive to stereotyping and prejudices being perpetuated.
	Respect proprietary information (copyright, trademarks)	Know how cognitive biases warp perceptions of reality.
	Know national laws related to information sourcing, production, and dissemination (e.g., access to information, privacy, copyright) and international standards related to these laws	Know and understand commonalities and differences among diverse groups/sectors (culture, religion, gender, socioeconomic class).

¹⁰ UNESCO (2018). Journalism, Fake News and Disinformation: Handbook for Journalism Education and Training. Paris: UNESCO

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Understand what constitutes hate speech as described in the UN Strategy and Plan of Action on Hate Speech (May 2019).
	Know common stereotypes of and prejudices against specific groups, communities, and sectors (e.g., religion, gender, ethnicity, political ideology presented in different information products)	Recognize that international law prohibits the incitement to discrimination, hostility, and violence which may lead to or include terrorism or atrocity. International law also does not require States to prohibit hate speech that does not reach the threshold of incitement. ¹¹ Incitement involves explicit and deliberate efforts at triggering discrimination, hostility, and violence.
	Store/archive information using traditional facilities and/or digital technology	Distinguish persuasive techniques, including public relations and advertising
	Produce information using various channels, platforms and formats	Discern techniques in infusing media representation in text, images, sound (including music), acting, lighting
	Know how to call out or report sources of information disorder	Understand and articulate international declarations, protocols, and plans of action related to promotion of inclusion, diversity, and pluralism, e.g., UN Strategy and Plan of Action on Hate Speech 22 May 2019; Human Rights Council Resolution 16/18 2011; The Rabat Plan of Action 2012; and The Beirut Declaration on Faith for Rights.

¹¹ ICCPR Article 20; Convention on the Prevention and Punishment of the Crime of Genocide Article 3.

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Apply fact checking techniques and tools
		Produce and share counter and alternative narratives (of peace, inclusion, equality, and intercultural dialogue)
		Monitor and analyze how audiences respond to information received and the effects/impact
		Practice openness, to and respect, and tolerance for differences among diverse groups/sectors (culture, religion, gender, socioeconomic class)

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
3. News Literacy		
<p>DEFINITION</p> <p>The ability to use critical-thinking skills to analyze and judge the reliability of news, differentiating among facts, opinions, fiction, and assertions in the media that are consumed, created, and distributed. (Radio Television News Directors Foundation and coursera.org)</p>	Know what makes news (what are the news values)	Identify professional and ethical issues involved in news gathering and reporting
	Understand the role and functions of the news media in democratic societies, e.g., checks and balance mechanism, fourth estate, public information for transparency and participation	Monitor and analyze how audiences respond to news received and the effects/ impact
	Know and understand the Journalist’s Code of Ethics, Canons of Good Taste, and similar professional and ethical guidelines	Know and understand commonalities and differences among diverse groups/sectors (culture, religion, gender, socioeconomic class) in news sourcing and presentation
	Recognize the importance of and practice editorial independence	Practice openness, to and respect, and tolerance for differences among diverse groups/sectors (culture, religion, gender, socioeconomic class) in news sourcing and presentation
	Aware of cultural, religious, and gender sensitivities in terms of languages and images used in news stories	Know requirements and procedures in reporting grievances and perceived violations of professional and ethical standards
	Understand the importance of advertisements in media and information platforms	Identify news framing devices used (e.g., syntactical devices such as front page, headlines, statistics; rhetorical devices such as metaphors, depictions, visual images)

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Call out news sources for disseminating information disorder	Distinguish different types of information disorder, i.e., disinformation and misinformation
	Call out news media companies for perpetuating, promoting, and tolerating hate speech, intolerance, radicalism and extremism	Verify authenticity of photos, videos, and audios
		Discern different types of censorship of news content
		Distinguish news from public relations and advertising messages
		Understand what constitutes hate speech as described in the UN Strategy and Plan of Action on Hate Speech (May 2019).
		Recognize that international law prohibits the incitement to discrimination, hostility, and violence which may lead to or include terrorism or atrocity. International law also does not require States to prohibit hate speech that does not reach the threshold of incitement . Incitement involves explicit and deliberate efforts at triggering discrimination, hostility, and violence.

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Discern whether news stories promote international war crimes such as torture and cruel, inhuman or degrading punishment, aggression, crimes against humanity and war crimes which occur in the context of an armed conflict as specified in Article 8(2) of the Rome Statute of the International Criminal Court.
		Understand and articulate international declarations, protocols, and plans of action related to promotion of inclusion, diversity, and pluralism, e.g., UN Strategy and Plan of Action in Hate Speech 22 May 2019; Human Rights Council Resolution 16/18 2011; The Rabat Plan of Action 2012; and The Beirut Declaration on Faith for Rights.
		Distinguish real and accurate news story from different forms of information disorder (disinformation and misinformation) ¹²
		Know how algorithm works and its impact on news dissemination and sourcing including echo chambers
		Know how cognitive biases warp perceptions of reality.
		Apply fact checking techniques and tools
		Engage in citizen journalism

12 UNESCO (2018). Journalism, Fake News and Disinformation: Handbook for Journalism Education and Training. Paris: UNESCO

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
4. Social Media Literacy		
<p>DEFINITION</p> <p>Specific set of technical, cognitive and emotional competencies that are required when using social media to search for information, for communication, content creation and for problem-avoiding and problem-solving, in both professional and social contexts. (European Schoolnet. Social Media Literacy for Change)</p>	Know how to set up an account on social networking sites	Know how to manage settings, including privacy, on social media accounts.
	Find information on social networking sites used	Install personal data and privacy protection on social media accounts
	Produce and upload social media content responsibly and ethically	Adhere to community standards (guidelines) on social networking sites used
	Know community standards (guidelines) on social networking sites used	Know how algorithm works and its impact on information processing, including the creation of echo chambers
	Able to navigate social networking sites used	Apply critical thinking skills when analyzing content on social media
	Know different types of threats and risks emanating from online contacts, e.g., identity theft, phishing, grooming, bullying, harmful advice, profiling, disclosing private information.	Demonstrate language and image sensitivity (cultural, religious, gender, political) in producing, uploading, liking, sharing social media content
	Know different types of threats and risks emanating from online content, e.g., age inappropriate content, illegal content, incitement to harm, infringement of human rights, privacy, copyright infringement	Distinguish different types of information disorder (i.e., disinformation and misinformation) uploaded or shared in social media
	Demonstrate understanding of the outcomes of posting content on social media including reach and possible influence on other people	Apply fact checking techniques and tools

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Create and share content for social media without violating copyright laws and community guidelines	Know how cognitive biases warp perceptions of reality.
	Report content posted on social media which violates community standards (guidelines)	Know and understand commonalities and differences among diverse groups/sectors (culture, religion, gender, socioeconomic class)
	Call out social media companies (internet intermediaries) for perpetuating, promoting, and tolerating hate speech, intolerance, radicalism and extremism	Discern whether social media content promotes international war crimes such as torture and cruel, inhuman or degrading punishment, aggression, crimes against humanity ¹³ and war crimes which occur in the context of an armed conflict as specified in Article 8(2) of the Rome Statute of the International Criminal Court.
		Understand what constitutes hate speech as described in the UN Strategy and Plan of Action on Hate Speech (May 2019).
		Understand and articulate international declarations, protocols, and plans of action related to promotion of inclusion, diversity, and pluralism, e.g., UN Strategy and Plan of Action on Hate Speech 22 May 2019; Human Rights Council Resolution 16/18 2011; The Rabat Plan of Action 2012; and The Beirut Declaration on Faith for Rights.

13 Systematic attack on a civilian population involving specified acts such as, terrorism, extermination, enslavement, torture, deportation or forcible transfer of population, imprisonment or other severe deprivation of physical liberty, persecution, rape and sexual violence, enforced disappearances

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Pursue, promote, and maintain offline-online work-life balance and relationships
		Develop, maintain, respect, and protect one's authentic identity and reputation
		Pursue, promote, and maintain cyber health and safety (e.g., mental and physical)
		Accept, respect and value the differences in multicultural and multi-faith societies; differences of opinion as well as in the form of differences of identities
		Practice openness to and respect and tolerance for differences among diverse groups/sectors (culture, religion, gender, socioeconomic class)

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
5. Digital Literacy		
<p>DEFINITION</p> <p>The ability to communicate or find information from the Internet or online. It involves the effective use of digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication, expression, collaboration, advocacy, etc. It enables an individual to engage with online communities and social networks while adhering to behavioral protocols. It includes awareness and critical understanding of issues emerging from access to and use of digital technology.</p>	<p>Understand digital rights which are broadly defined as the rights of individuals to access and use computers and other electronic devices including the right to access, use, create and publish digital media. Other human rights relevant are freedom of expression, right to privacy (and data protection), and fair use of digital copyrighted materials.</p>	<p>Understand how digital technology impacts on our socio-cultural (including family relationships and community lives), economic (livelihood and employment), and political lives.</p>
	<p>Aware of different types of digital devices, e.g., Desktop PC, laptop, tablet, Smartphones, digital cameras, bar code scanners, handheld devices, optical storage devices, GPS systems, etc.</p>	<p>Use collaborative tools and applications, e.g., MS Office365, Google Docs, sheets and slides, Stormboard (brainstorming platform), Kahoot!, Quizlet (collaborative quizzes), Google hangouts, Skype (live online meetings), SnagIt (live screen sharing tool)</p>
	<p>Use various types of digital devices, tools, platforms, and applications</p>	<p>Use digital preservation tools (e.g., Google drive, Onedrive, Dropbox, Apple Cloud) and techniques (e.g., storage redundancy, SQL databases, archiving through compressed folders (zip), hard drive cloning/imaging)</p>
	<p>Utilize digital devices for communication using text, online video or audio, social media (including messaging)</p>	<p>Know and understand digital research methods and processes</p>
	<p>Use digital devices and channels for collaboration across political, social, cultural boundaries</p>	<p>Engage in digital learning opportunities using digital apps, services, and tools.</p>

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Find, evaluate, manage, curate, organize and share digital information	Interpret and analyze digital data using data analysis/ analytics and similar tools/ techniques
	Use spreadsheets, databases and similar tools to collate, manage, and use digital data	Visualize and popularize digital data/information
	Know ethical guidelines in data collection and use, e.g. respect for copyright (keep away from plagiarism and pornography).	Know legal, ethical, and security guidelines in data collection and use
	Know different types of digital risks and threats	Know how algorithm works especially in the collection and use of personal data
	Engage in digital writing, digital imaging, digital audio and video, digital editing, etc. to design and produce digital content/materials	Know and understand digital planning and production process
	Use basic digital safety features in electronic devices (computers, mobiles, cameras and recording) including privacy settings	Evaluate critically digital data/ information using accuracy, provenance, relevance, value, and credulity as criteria
		Identify different types of digital threats to physical safety including intimidation and harassment, e.g., doxing ¹⁴

¹⁴ To “dox” means to find and publish, usually with malicious intentions, private or identifying information about an individual.

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
		Identify different types of digital threats to security of material (e.g., notes, videos, contact details) and technical measures to ensure material security including remote data storage (e.g., “in the cloud” on sites such as Dropbox or Google Docs, on web mail services such as Gmail or Yahoo, or on hosted social networking services such as Facebook); Virtual Private Network (VPN), which sends all internet data to and from one’s computer via a dedicated computer elsewhere on the internet, called a VPN server; and use of strong passwords
		Know availability and functions of electronic safety applications
		Use digital security technologies including anonymity and encryption tools
		Know and apply rule of copyright and open alternatives, e.g., creative commons
		Reference digital works using appropriate referencing standards

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
6. Internet Literacy		
<p>DEFINITION</p> <p>A subset of digital literacy. It involves the following: (1) the ability to communicate on the Internet appropriately; (2) the ability to address illegal and harmful contents on the Internet appropriately; and (3) the ability to protect one’s privacy and perform security measures for one’s safety.</p>	Aware of online presence and footprint	Adhere to online safety behaviors and practices (online safety culture)
	Know right to online privacy	Use (basic) online safety tools and software
	Practice respect for right to online privacy	Know different types of threats and risks emanating from online contacts, e.g., identity theft, phishing, grooming, bullying, harmful advice, profiling, disclosing private information.
	Know and respect digital rights, e.g., right to online privacy and freedom of expression	Know different types of threats and risks emanating from online contents, e.g., age inappropriate content, illegal content, incitement to harm, infringement of human rights, privacy, copyright infringement
	Know different internet communication tools , e.g., email, chat, messaging, browsers	Identify different types of online threats to integrity and security of online material and technical measures to ensure material security including remote data storage (e.g., “in the cloud” on sites such as Dropbox or Google Docs, on web mail services such as Gmail or Yahoo, or on hosted social networking services such as Facebook); Virtual Private Network (VPN), which sends all internet data to and from one’s computer via a dedicated computer elsewhere on the internet, called a VPN server; and use of strong passwords

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Use different internet communication tools	Develop, maintain, respect, and protect one's authentic identity and reputation
	Use online business to business (B2B) transactions, e.g., internet selling/ marketing, internet shopping, banking, etc.	Pursue, promote, and maintain holistic (e.g., mental and physical) health and safety
	Know the benefits and risks involved in engaging in online B2B	Pursue, promote, and maintain work-life balance including online-offline life balance
	Use online learning platforms and tools	Call out internet intermediaries for perpetuating, promoting, and tolerating hate speech, intolerance, radical-ism and extremism
	Do online research navigation	
	Call out internet intermediaries for violations of ethical standards	
7. Computer Literacy		
<p>DEFINITION</p> <p>The ability to use desktop or laptop computers to perform a number of tasks such as writing (encoding); storing, accessing, and processing data; calculating or computing numbers; and communicating via connections that support e-mail or a web-page. It involves a range of skills from basic computer programming to advanced problem solving.</p>	Properly use, operate, and maintain CPU, monitor, keyboard, mouse, disk drive, hard drive, flash drive, and printer.	Explain the functions of CPU, monitor, keyboard, mouse, disk/flash drive, hard drive, flash drive, and printer
	Know how to create and regularly change secured passwords	Know the types of software available (public domain, shareware, and copyright) and to select the appropriate software to be used

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
	Demonstrate knowledge and skills in keyboarding, word processing, and desktop publishing (including opening, saving, and printing files/ documents)	Demonstrate an understanding of databases and ability to create databases and to use databases to organize, analyze, interpret data; and create reports from data-bases (e.g., documents, multimedia project, web pages)
	Know indications that a computer is infected with a virus; how to prevent and cure getting a computer virus	
8. Library Literacy		
<p>DEFINITION</p> <p>Includes knowledge of the services available through a library, an understanding of the array of resources available, knowledge of how information is organized and, through this, an understanding of the best means of finding it.</p>	Understand library policies and procedures and the rules of book circulation	Utilize the OPAC (Online Public Access Catalog)
	Know open shelf reading	Navigate electronic resources and library databases
	Know how to search and retrieve library information resources	Know basic preservation and conservation of library materials
	Utilize the card catalogs	Manage references such as formatting footnotes and bibliographies using a particular style guide
	Utilize reference sources such as dictionaries, encyclo-pedias, almanacs, atlases, etc.	Practice ethical and responsible use of information tools and resources
	Recognize and respect copyright and intellectual property	

Competency	Performance Criteria	
	Basic Literacy	Advanced Literacy
9. Online Games Literacy		
<p>DEFINITION</p> <p>Knowledge of the types and range of online games and the ability to access and use them ethically and critically for optimum benefit</p>	Know different types of online games e.g., education, leisure and entertainment, and work	Develop or improve online social skills (including virtual friends)
	Identify and play age-appropriate (e.g., topics, themes, language, and visuals) online games	Recognize danger and harm caused by online games on health and wellness (physical and psychosocial)
	Know different types of online entertainment games popular among children and youth (e.g., DOTA, World of Warcraft, Yangon Taxi Racer, Rolling Ball)	Know elements of virtual violence and their effects, e.g., desensitizing
	Know and experience benefits of online games, e.g., creativity, coordination/association, inventiveness, teamwork, being goal-oriented, etc.	Know manifestations of online games addiction
	Know how to keep tab of expenses when engaging in online games and determine if one is already over-spending	Maintain or pursue a balanced online-offline life

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**Towards a Myanmar MIL Common Framework
23-24 May 2019
Directory of Participants**

Mikel Aguirre

UNESCO

Tin Zar Aung

Internews

Naing Naing Aye

UNESCO

Jenny Domino

Article 19

Thuu Won Hane

Yone Kyi Yar

Seng Hkawn

UNESCO

Yaung Htang

UNESCO

Hnin Nu Nu Naing

Myanmar ICT for Development (MIDO)

Nang Siam Khual

Hlegu Education College

Myint Kyaw

Myanmar Journalism Institute (MJl)

Dr. Zin Mar Kyaw

National Management Degree College (NMDC)

Nang Pye Phyo Kyaw

National Management Degree College (NMDC)

Ann Lourdes C. Lopez

Asian Institute of Journalism and Communication (AIJC)

Zaw Myo Min

Phandeeyar

Aung Zaw Myo

Mote Oo Education

Kyaw Min Oo

Myanmar Book Aid and Preservation Foundation (MBAPF)

Kyi Kyi Htoo Sah

Local Resources Center (LRC)

Kaung Hset Shein

Local Resources Center (LRC)

Aung Myat Soe

Mote Oo Education

Yin Yin Swe

Thingangyun Education College

Lae Lae Thinn

Myanmar Journalism Institute (MJI)

Ye Htet Thu

Yone Kyi Yar

Dr. Thida Tin

Ministry of Information (MoI)

Tet Htun Toe

Ministry of Information (MoI)

Ramon R. Tuazon

Asian Institute of Journalism and Communication (AIJC)

Hsan Win

Ministry of Information (MoI)

**Towards a Myanmar MIL Common Framework: A
Workshop
18 July 2019
Directory of Participants**

Mikel Aguirre

UNESCO

Nilar Linn Aung

Capacity Building Initiative (CBI)

Tin Zar Aung

Internews

Naing Naing Aye

UNESCO

Kay Khine Oo

Capacity Building Initiative (CBI)

Thuu Won Hane

Yone Kyi Yar

Seng Hkawn

UNESCO

Yaung Htang

UNESCO

Dr. Thant Thaw Kaung

Myanmar Book Aid and Preservation Foundation (MBAPF)

Nang Siam Khual
Hlegu Education College

Nang Pyae Phyo Kyaw
National Management Degree College (NMDC)

Dr. Zin Mar Kyaw
National Management Degree College (NMDC)

Eva Mehl
DW Akademie

Hnin Nu Nu Naing
Myanmar ICT for Development (MIDO)

Kyaw Min Oo
Myanmar Book Aid and Preservation Foundation (MBAPF)

Kyi Kyi Htoo Sah
Local Resources Center (LRC)

Yan Htaik Seng
BBC Media Action

Yin Yin Swe
Thingangyun Education College

Aye Min Thant
Phandeeyar

Lae Lae Thinn
Myanmar Journalism Institute (MJI)

Dr. Thida Tin
Ministry of Information (MoI)

Ramon R. Tuazon
Asian Institute of Journalism and Communication (AIJC)

Khin Chaw Ye
Ministry of Information (MoI)

GLOSSARY

Cognitive Bias	A mistake in reasoning, evaluating, and remembering which occurs when one holds on to his/her preferences and beliefs regardless of contrary information. There are 24 types including confirmation bias or finding ways to support existing beliefs and dismissing information that conflicts with them; in-group bias happens when one favors those who belong his/her group; and halo effect when our judgment is influenced by how we like someone.
Competency	The ability of an individual to mobilize and use internal resources such as knowledge, skills, and attitudes, as well as external resources such as peers, libraries, tools, and institutions, among others, in order to solve a specific problem efficiently in real-life situation. (UNESCO Global MIL Assessment Framework, 2013)
Comprehensive MIL Ecosystem in Myanmar	Elements or components of the MIL ecosystem which are believed to be applicable and relevant to the Myanmar setting. These elements are media literacy, social media literacy, information literacy, news literacy, digital literacy, internet literacy, computer literacy, and library literacy.
Computer Literacy	The ability to use desktop or laptop computers to perform a number of tasks such as writing (encoding); storing, accessing, and processing data; calculating or computing numbers; and communicating via connections that support email or a web page. It involves a range of skills from basic computer programming to advanced problem solving.

Digital Literacy	The ability to communicate or find information from the Internet or online. It involves the effective use of digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication, expression, collaboration, and advocacy, among others. It enables an individual to engage with online communities and social networks while adhering to behavioral protocols. It includes awareness and critical understanding of issues emerging from access to and use of digital technology.
Disinformation	Deliberate (often orchestrated) attempts to confuse or manipulate people through delivering dishonest information to them. It is frequently organized, well-resourced, and reinforced by automated technology (Journalism, Fake News & Disinformation, UNESCO 2018).
Hate Speech	The UN Strategy and Plan of Action on Hate Speech describes hate speech as any kind of communication in speech, writing or behavior, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are, in other words, based on their religion, ethnicity, nationality race, color, descent, gender or other identity factor.
Information Disorder	A system involving disinformation and misinformation. UNESCO adds mal-information, information that is based on reality but used to inflict harm on a person, organization, or country (UNESCO 2018).
Information Literacy	The ability to define and articulate information needs; locate and access information; assess, evaluate, and organize information; effectively use information; and communicate information in various formats.
Internet Literacy	A subset of digital literacy. It involves the following: (1) the ability to appropriately communicate on the Internet; (2) the ability to appropriately address illegal and harmful content on the Internet; and (3) the ability to protect one's privacy and perform security measures for one's safety.

Library Literacy	Includes knowledge of the services available through a library, an understanding of the array of resources available, knowledge of how information is organized and, through this, an understanding of the best means of finding information.
Media and Information Literacy (MIL)	A set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities. (UNESCO, 2013)
Media Literacy	The ability to access, analyze, evaluate, create, and act, using all platforms of mass communication (e.g., television, print, radio). It involves understanding and using mass media, including an informed and critical understanding of media, the techniques they employ, and their effects.
MIL Competency Framework for Myanmar	Consists of the following components: Core Principles and Communication Values, MIL Ecosystem in Myanmar, MIL Stakeholders, and Competency and Performance Criteria Matrix. A framework is a step towards situating MIL in Myanmar's unique sociocultural, economic, and political context.
MIL Ecosystem	MIL as a composite concept consisting of elements such as media literacy, information literacy, news literacy, ICT literacy, digital literacy, films/cinema literacy, advertising literacy, and library literacy. Together, these elements present a combined set of competencies necessary for life and work today.
MIL Service Providers	Agencies/organizations engaged in MIL work including capacity building (education and training), teaching-learning materials development, research, and advocacy. These agencies/organizations can be government, non-government organizations, academic institutions, people's organizations, and media agencies.

MIL Stakeholders	Individuals, groups, and sectors that need capacity building in MIL to enable them to practice MIL competencies needed in fulfilling their individual (person-al), family, community, and societal obligations.
Misinformation	Misleading information created or disseminated without manipulative or malicious intent (UNESCO 2018).
News Literacy	The ability to use critical-thinking skills to analyze and judge the reliability of news, differentiating among facts, opinion, fiction, and assertions in the media that are consumed, created, and distributed. (Radio Television News Directors Foundation and coursera.org)
News Media	Print, broadcast, and online companies (and their convergence) engaged in the delivery of news to the general public or specific target audiences.
Performance Criteria	Details the activities, skills, knowledge, and understanding/attitudes that provide evidence of competent performance for each competency, There are a number of associated performance criteria for each competency. (UNESCO Global MIL Assessment Framework, 2013)
Priority Elements of the MIL Ecosystem in Myanmar	MIL elements perceived as priority in the Myanmar setting because of their degree of importance. These are media literacy, social media literacy, information literacy, news literacy, and digital literacy. MIL service providers are encouraged to prioritize capacitating citizens on these MIL elements or competencies.
Social Media Literacy	Specific set of technical, cognitive and emotional competencies that are required when using social media to search for information, communicate, create content, and problem-avoid and problem-solve, in both professional and social contexts. (European Schoolnet. Social Media Literacy for Change)

UNESCO is the only UN agency with a specific mandate to promote freedom of expression. The UNESCO Project Office in Myanmar implements projects to guarantee this fundamental right and its corollaries, press freedom and freedom of information, as enshrined in Article 19 of the Universal Declaration of Human Rights.

Through its different lines of work in the field of communication and information, UNESCO in Myanmar promotes freedom of expression, access to information, intercultural dialogue, as well as strengthens the quality of journalism. Through media and information literacy, UNESCO empowers the self-expression and participation of women, youth and members of marginalized communities.



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