Media Literacy: Empowering Youth Worldwide

By Paul Mihailidis

October 1, 2009

This report is the third in a series of three on the status of U.S. and international understanding of and funding for media literacy.

CIMA Center for International Media Assistance

NED National Endowment for Democracy
Supporting freedom around the world

The Center for International Media Assistance (CIMA), a project of the National Endowment for Democracy, aims to strengthen the support, raise the visibility, and improve the effectiveness of media assistance programs by providing information, building networks, conducting research, and highlighting the indispensable role independent media play in the creation and development of sustainable democracies around the world. An important aspect of CIMA's work is to research ways to attract additional U.S. private sector interest in and support for international media development.

CIMA convenes working groups, discussions, and panels on a variety of topics in the field of media development and assistance. The center also issues reports and recommendations based on working group discussions and other investigations. These reports aim to provide policymakers, as well as donors and practitioners, with ideas for bolstering the effectiveness of media assistance.

Marguerite H. Sullivan
Senior Director

Center for International Media Assistance
National Endowment for Democracy
1025 F Street, N.W., 8th Floor
Washington, D.C. 20004

Phone: (202) 378-9700
Fax: (202) 378-9407
Email: CIMA@ned.org
URL: http://cima.ned.org

About the Author

Paul Mihailidis, Hofstra University, New York

Paul Mihailidis is an assistant professor of journalism, media, and public relations at Hofstra University in New York, and the director of the Salzburg Academy on Media and Global Change. He is also a consultant to European Union-funded projects through Stockholm University in Sweden. Mihailidis's current research concerns the effectiveness of media education in teaching about media's roles and responsibilities in civil society. He has published on media literacy, global media education, journalism education, and new media influences on international education. Most recently, Mihailidis has created Make Media Matter with the Independent Film Channel, (www.ifc.com/makemediamatter), a social media literacy initiative aimed at empowering young adults to better understand media.

Mihailidis serves on the board of directors of the National Association for Media Literacy Education (NAMLE) and is the director of Media Education Initiatives for the International Center for Media and the Public Agenda at the University of Maryland.

Table of Contents

Preface 3

Executive Summary 4

Scope and Methodology 6

Overview: Media Literacy and Empowering Youth 7

The New Civic Education 9

Locating Media Literacy Initiatives for Youth Worldwide 10

Common Frameworks for Successful Media Literacy Initiatives at all Levels of Education: A Guideline for Support 24

Looking Ahead: Challenges to Supporting Media Literacy for Youth in Developing Communities 25

Recommendations 27

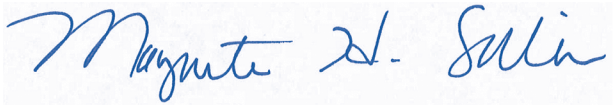
Endnotes 28

Preface

The Center for International Media Assistance (CIMA) at the National Endowment for Democracy (NED) commissioned this study of media literacy programs for youth as part of a three-part series looking at media literacy trends around the world. The purpose of this report is to examine initiatives directed at educating children and youths about the importance of media to a democracy while giving them the skills to analyze and produce information. The other reports in this series—*Media Literacy: Understanding the News* and *Media Literacy: Citizen Journalism*—are available for download at http://cima.ned.org/reports.

CIMA is grateful to Paul Mihailidis, an expert on media literacy with many years of experience in this field, for his research and insights on this topic. Any opinions or views expressed within this report are those of the author and do not necessarily represent CIMA or NED.

We hope that this report will become an important reference for international media assistance efforts.



Marguerite H. Sullivan
Senior Director
Center for International Media Assistance

Executive Summary

The Center for International Media Assistance (CIMA) at the National Endowment for Democracy commissioned a series of studies on media literacy worldwide, focusing on citizen journalists, the general public, and youth. This study highlights the role of media literacy initiatives for youth and young adults on a global scale. The aim is to shed light on how support for media literacy education can enable more effective responses to the challenges of educating youth about the role of media in democratic societies.

Media literacy is growing globally. At all levels of education, initiatives in media literacy are premised on teaching youth and young adults to consume media critically—from how media shape political messages to the increasing pervasiveness of advertising. Few would argue with the need to offer youth effective educational platforms to help them understand the role of information in an increasingly hyper media age.

The successful implementation of such platforms, however, depends on many variables. Governments must have the proper infrastructure and expertise to enable successful media literacy education initiatives for youth. Educators must have adequate training to teach media literacy. Schools must have the resources to engage students with media on a personal level. And educational bodies must have a framework from which they can produce positive outcomes in media literacy learning in classroom settings.[1]

These challenges are not small. With media growing and converging at ever-quickening rates, civil societies and civic dialogue are being influenced by media in new and unforeseen ways. Supporting media literacy education for youth can help prepare children and young adults for lives of active inquiry around media and for a better understanding of the ties between information, community, and democracy.

Government agencies, NGOs, foundations, and private developers looking to support civic and democratic endeavors in the developing world should be made aware of media literacy as a key educational component for developing stable democratic discourse. This report explores support and development of media literacy education and curriculum initiatives for youth in the developing world. It has two aims:

1. To describe existing media literacy education programming for youth and young adults and support for it;

2. To highlight for policymakers the essential need for media literacy education for youth and young adults as the next generation of citizens.

This report will also recommend the following approaches to enabling media literacy's growth inside and outside of the classroom. Policymakers, donors and implementers should:

- **Define the parameters for media literacy.** Media literacy education is seen as a rising priority globally. However, loose terminology and lack of funding allocation directly for specific media literacy programs has

kept it on the margins of education. To combat this, public and private funders should focus on defining terms for media literacy support.

- **Integrate media literacy education across the curriculum.** Media literacy taught from a young age can embed habits of inquiry in youth and young adults around civic issues. Initiatives for the classroom, however, remain marginal at best. Education ministries seeking to develop standards for media education should look to integrate media literacy pedagogy across existing curricula.

- **Recognize media literacy as vital to democracy and civil society.** Media literacy's outcomes must be seen as a key component for developing democracy in information societies. Donors should strongly support the development of specific goals for media literacy education around citizenship, democracy, and freedom of expression.

- **Create a consortium of supporters for media literacy and youth projects.** There are currently many media literacy curriculum initiatives in progress worldwide. To avoid "reinventing the wheel," funders should look for ways to adapt successful media literacy initiatives into existing education systems.

- **Support effective assessment of media literacy programs in the classroom**. One major hurdle for the development of media literacy initiatives for youth has been properly assessing what works. Few studies have assessed media literacy outcomes at any educational level. Rigorous assessment is one of the surest ways forward for developing consistent frameworks for successful media literacy initiatives for youth.

Scope and Methodology

This report examines programs and initiatives in media literacy for youth worldwide. The list of initiatives surveyed is not exhaustive but highlight successful and working programs in support of strengthening democracy in the developing world. To explore such programs, this report draws on the following key resources:

- The United Nations Alliance of Civilization Media Literacy Clearinghouse and University Consortium;[2]
- *Mapping Media Education Policies in the World: Visions, Programmes, and Challenges*, a joint publication of the United Nations Alliance of Civilization, UNESCO, and the European Commission;
- Curricular and educational initiatives from *The Salzburg Academy on Media and Global Change* partners and participating universities;
- Interviews with media literacy educators, supporters, scholars, and project leaders worldwide;
- Past research the author has conducted on media literacy education in the classroom.[3]

The term "media literacy" is relatively new, and it is often very loosely defined. Few of the agencies and organizations contacted for this research classified their support for media development and civic education as media literacy. Thus, this report looks beyond initiatives strictly labeled as media literacy to explore what works, how, and where foundational support can enable stronger media literacy growth in the developing community.

The report is qualitative in scope and approach, relying mostly on interviews, background literature, and general scouting of programs and initiatives in media literacy and youth. The recommendations herein should serve as a starting point for more direct dialogue and support for media literacy initiatives in developing countries that aim to provide youth with the tools to use media for greater empowerment and active civic participation in democratic societies.

Overview: Media Literacy and Empowering Youth

In Bhutan, the world's newest democracy, the Center for Media and Democracy has made media literacy a priority. Through the creation of an after-school media literacy club for secondary students, it has provided a space for students to discuss the media they use, the media content they create, and their voice in Bhutan's new government.[4]

On the other side of the world, in Mexico City, Iberoamericana University is fast at work developing a weeklong media literacy summer program for high school students. The program is meant to create dialogue around the media's framing of global events. The program has garnered early success but still hinges on "educational authorities to decide the final implementation," said program director Manuel Guerrero, an Iberoamericana professor.[5]

In these countries and in many others around the world, educators, organizations, and agencies are developing new ways to teach youth and young adults about media. Such developments are a natural response to the rapid growth of media as a central facet of youths' lives. The result has been a steady growth of media education programs. The term increasingly common for such initiatives is "media literacy."

Definitions of media literacy range far and wide, but common attributes include the ability to access, evaluate, analyze, assess, comprehend, review, critique, and produce information from a variety of media.[6] The basic objective of media literacy education is to learn to deconstruct and analyze media messages. Common outcomes associated with media literacy are critical thinking and an understanding of media's role in community, government, and civil society.[7]

While media literacy is growing globally, its relative lack of a unified framework and approach has kept its progress on the margins of education in both developed

Working Definition for Media Literacy and Global Citizenship

Media literacy education aims to prepare students to become:

- *Good Consumers*—by teaching them how to understand, analyze, evaluate, and produce media messages;
- *Good Citizens*—by highlighting the role of media in civil society and the importance of being an informed voter and a responsible, aware, and active participant in local, national, and global communities.

and developing communities. "Educators around the world have been championing media education and media literacy for well over two decades," wrote Marc Scheuer, director of the United Nations Alliance of Civilizations, "but in most countries policy-makers shaping national education programmes have just recently become aware of the need for media literacy."[8]

Successful media literacy initiatives in the United States and Europe have been developed with little collaboration. Newer media literacy efforts in Africa, Asia, and the Middle East must deal with issues in their education systems around access, civic voice, freedom of expression, and information as a basic human right.

Clearly there should not be a one-size-fits-all approach to media literacy education, but media literacy initiatives must be based on a unified understanding of the outcomes associated with them. Only then will supporting agencies begin to understand media literacy's potential to help engage youth with lives of active and inclusive citizenship.

Media developers understand the difficulties of implementing media literacy in educational settings in parts of the world where it is a relatively foreign term. Said UNESCO officer and media developer George Papagiannis about the challenges to developing media literacy education in Africa: "In the developing world, media literacy is unheard of, and this is a critical impediment to the development of political systems that rely on an informed and active electorate loaning power to officials who are responsible to the people and must be held accountable through an active and independent media sector."[9]

In Nigeria, Namibia, Qatar, and many other developing countries, media literacy efforts are being cultivated through schools, private organizations, and agencies supporting educational programs. However, a disconnect remains apparent between those initiatives and the funding committees looking to support democracy building, civic capacity, and good governance. Media literacy is the bridge to such activities. Integrating media literacy into education can develop habits of inquiry around media and information in individuals from an early age.

The New Civic Education

Media literacy courses in schools can teach students to value access to information and work to develop students' critical capacities in comprehension, analysis and evaluation. They also can show them how important it is for citizens to actively engage with—and even contribute to—both traditional and alternative forms of media, as studies of K-12 students in the United States have documented.

What has become apparent is that relatively few media literacy programs actually result in students' greater engagement in civil society. Many—perhaps even most—programs teach students important and core skills of critical thinking and analysis in regards to how media frame the news.

But while the assumption has been that such teaching will lead to students becoming "better" citizens, a recent study of American students conducted by the author of this study[10] has shown the reverse to be true: Unless students are specifically taught about the basic rights of free speech and free press in the context of their media literacy courses, they may become more cynical and disengaged about their social institutions, including the government and media.[11]

In developing countries, civic disengagement can be a symptom of the oppression felt by children and young adults struggling to find access to civic institutions and motivation for civic participation. When information is manipulated or misrepresented, apathy and frustration are likely responses. Media literacy education that includes lessons about citizenship and freedom of expression can mitigate these attitudes.

Making the connections between media literacy, freedom of expression, and civic engagement can reposition media literacy as the core of new civic education.

Making the connections between media literacy, freedom of expression, and civic engagement can reposition media literacy as the core of new civic education. This can help supporters of good governance see media literacy as an educational response for the information age.

In the survey of media literacy initiatives for youth worldwide that follows, a majority of the programs share a civic bond: working to use media for enhancing civic engagement.

Locating Media Literacy Initiatives for Youth Worldwide

The following section highlights a wide range of current media literacy efforts targeted at youth and young adults worldwide. While the list is by no means exhaustive, it provides an overview of what initiatives are underway, how they are supported, and what they aim to accomplish. The list is broken down into two parts: regional and global. The regional section focuses on media literacy development in specific countries, highlighting the developing world. The global section highlights organizations developing media literacy programs and platforms not tied to a location or setting, but rather created for adoption across borders and education levels.

Part I: Regional

Africa

NIGERIA

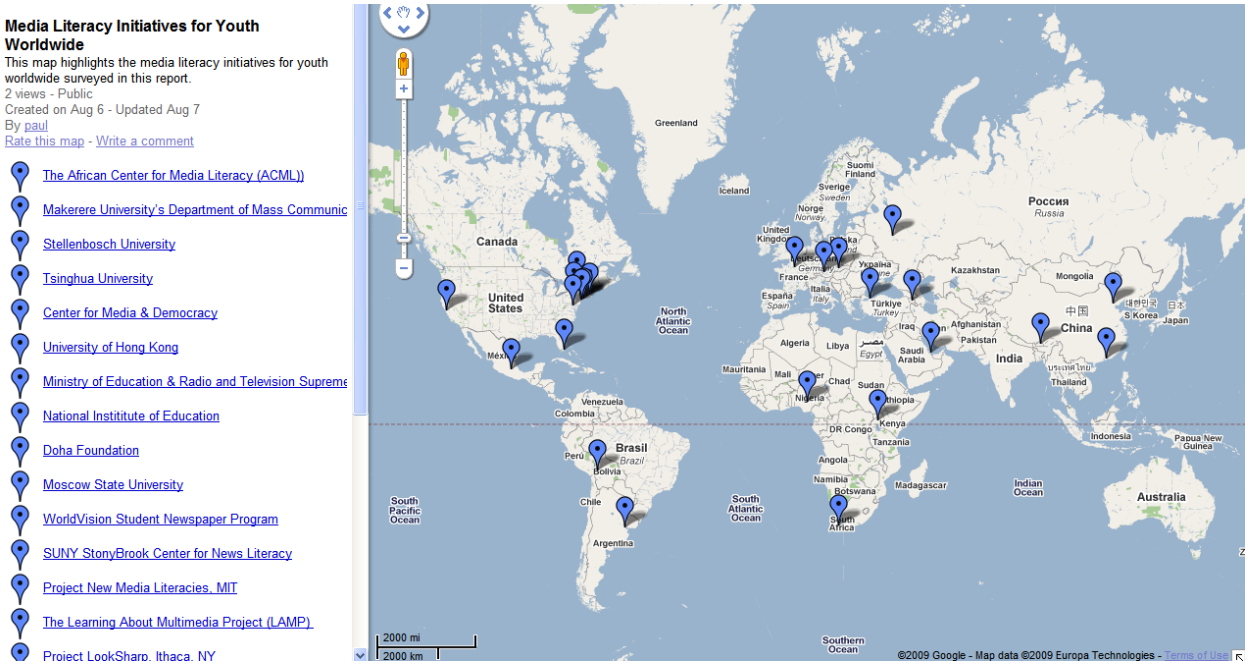
"[The African Center for Media Literacy (ACML)] seeks to raise awareness among children, teachers, adults, parents, and policymakers of children's rights and the value of children's participation in community and national development," says Chido Onumah, founder and director of ACML, a project of the Youth Media & Communication Initiative.[12] Located in Abuja, Nigeria, ACML is working with the Nigeria Union of Teachers to integrate media literacy curricula and projects into secondary schools and higher education.

Through the development of curricular guides full of lessons, resources, exercises, and other educational content, the center plans to train K-12 teachers throughout Nigeria in basic media literacy classroom strategies, concepts, and technologies. According to Onumah, ACML's purpose is threefold:

- To create a platform for all media literacy activists and provide guidelines for the integration of media literacy into the school curriculum for secondary and college level teachers across Nigeria and Africa;
- To make students more empowered media users by helping them make decisions about what to listen to or watch, especially when there is no adult supervision;
- To help promote democratic engagement through media literacy for young people in Nigeria.[13]

Onumah said ACML's initiatives around integrating media literacy curricula into Nigeria's school systems are "investing in the future of Nigeria/Africa and its democracy by building aware young people who are able to play an active role in democracy and development, ask questions, reflect on information, and become critically engaged and aware of media's role in society."[14]

While ACML has yet to begin evaluation strategies around its program, it continues to look at ways to assess the value of its work and integrate its materials into the



Media literacy initiatives for youth worldwide

Nigerian community at large. ACML has had early success in developing curriculum guides for secondary schools and is working with Nigerian education officials to lay the groundwork for teacher training in media literacy education.

SOUTH AFRICA

In South Africa, Professor Lizette Rabe, chair of the Department of Journalism at Stellenbosch University, sees media literacy as a way to refine how schools prepare journalists for lives of active inquiry. Working diligently to incorporate media literacy into her journalism program, Rabe believes it is a necessary component to understand the "media platforms that are … morphing under our feet."[15] Rabe envisioned a media literacy component to the core journalism curriculum as "the point of departure, because journalists need to have a thorough understanding of our mediated/mediating world."[16]

Despite her efforts, finding support for media literacy work in educational settings remains difficult. Why? "Because," she said, "those in decision-making positions do not understand the critical importance of media literacy."[17]

Part of the problem with integrating media literacy into South African education, Rabe believes, is the lack of awareness of the term and its use in K-12 education in South Africa. There is no analogous term for media literacy, and the concept has barely been introduced to the country at large.[18]

UGANDA

At Makerere University's Department of Mass Communication, one of UNESCO's 12 African centers of excellence in journalism, Professor George Lugalambi, the department chair, plans to integrate media literacy across all levels of education in Uganda. Stated Lugalambi: "My objective is to develop a full-

Regional Highlight—UNESCO's Freedom of Expression Toolkit

In early 2008, UNESCO convened a group of experts to begin discussions about a freedom of expression toolkit for secondary school students. The meeting included more than 20 experts representing five continents. UNESCO's goal for the toolkit was to use typical curricular practices such as exercises, activities, and case studies to sensitize young people to what it means to have freedom of expression and to the role that media literacy plays in understanding information.

"The idea was not to generate interest in media careers," said George Papagiannis, UNESCO program officer and head of the freedom of expression toolkit initiative, "but rather to develop an understanding of the important role media plays as an institution in free and open societies."[19] The toolkit was designed to be offered both as an entire course and as a resource for teachers, who can choose thematic areas and complementary activities for their classrooms. The toolkit is available free online,[20] and a version of the curriculum will be printed and distributed in 2010 to parts of Africa and the developing world with high barriers to Internet access.

UNESCO's initiative aims to develop an understanding of media's contributions to civil society, public discourse, empowerment, and power sharing. In the context of UNESCO's initiative for Africa, media literacy education is premised on:

- News consumers relying on the media to seek truth;
- Citizens' reliance on the media to provide a fair and comprehensive account of events;
- Individuals' access to diverse and independent sources of information as a basic human right.[21]

"Anything less and the process falters," explained Papagiannis.

While the freedom of expression toolkit was funded through UNESCO's regular program budget, similar funding for media literacy initiatives for youth are next to nonexistent in the developing world. Papagiannis explained:

> Ministries of education, usually with the smallest of budgets, put their resources in areas that they know best and feel will do the greatest good. Of course, that is language arts, math, and science. Another failure is within the media development community, which nearly always focuses attention on media professionals and regulatory frameworks, spending little to no time on young media consumers who are an essential part of this process … In more than a decade of media development work, I cannot remember an instance in which a media development project included a media literacy component.[22]

While barriers to entry make UNESCO's toolkit difficult to implement in some regions in Africa, it does provide a starting point for integrating media literacy curricula, content, and platforms for youth throughout the region.

fledged media literacy program for different audiences in Uganda—including students in universities and high schools and various public actors."[23]

Funded in 2008 with a Ford Foundation grant, Makerere's efforts are premised on participation in the Salzburg Academy on Media and Global Change [see below for information about the academy]. Lugalambi and his team have remodeled the syllabuses of their capstone courses to incorporate media literacy frameworks. New content includes exercises, activities, and case studies around access to media as a basic human right; the power of media to build civil society; media production; global dialogue through media; culture and stereotypes; and individual empowerment through understanding media.

"We drew primarily on the global media literacy curriculum and lesson plans made in Salzburg," said Lugalambi. Media literacy content has allowed Makerere to redirect its program to focus more directly on the ties between media, citizenship, and freedom of expression.

Asia

BHUTAN

In Bhutan, media literacy has been made a priority by at least one group. The newly formed Center for Media and Democracy aims to work "with youth and users of media to enhance critical thinking skills that will lead to a more media literate society as the foundation for a more vibrant public space in the newly founded Bhutanese democracy," according to the center's Web site.[24]

The center's director, Siok Sian Pek, works to help refine and build curriculum for primary and secondary schools through after-school clubs and meetings. "We just started our first media literacy club in a high school this month. We meet once a week. This is an opportunity for us to refine our curricular initiatives and build relationships with schools," Pek said.[25]

"Media education in China not only has little to do with actual needs of the society but also is not relevant to media realities and the journalism industry."

— Li Xiguang, dean of the journalism school at Tsinghua University in Beijing

CHINA

At Tsinghua University in Beijing, the dean of the journalism school, Li Xiguang, is using media literacy to help prepare future journalists in China for lives of rigorous and quality reporting, something he thinks is lacking in China's formal education. "Media education in China not only has little to do with the actual needs of the society but also is not relevant to media realities and the journalism industry."[26]

In response, Li has turned to media literacy. Through the creation of a seminar on media literacy, 30 young scholars from across Tshinghua gather weekly to discuss the role of media education in helping to fuel reform in China's civil society. The students involved in the seminar are co-writing a textbook on media literacy to be used by future Tsinghua students. The aim, according to Li, is to build a course focused on providing skills for future media practitioners and on grounding youth in

critical thought and understanding about media's role in defining issues and setting agendas.

HONG KONG

Over the last decade, media literacy education in Hong Kong has flourished. According to C.K. Cheung, a member of the education faculty at the University of Hong Kong, three main factors have facilitated such growth: "the emphasis on civic education since Hong Kong's return to China Sovereignty, the introduction of information technology … and the recent review of the curriculum."[27]

The confluence of these three movements in Hong Kong has allowed media literacy to enter discussions on education at administrative levels. Hong Kong government agencies and universities have been working together to introduce curriculum materials and resources for core subjects in primary and secondary education. While media literacy has not been introduced as a stand-alone subject in the school system, great strides have been made in integrating it into existing curriculum.

Middle East

QATAR

In early 2008 in Doha, experts and educators convened for the first exploratory meeting on media literacy in Qatar. With support from the Doha Foundation, individuals came with the intent to define how media literacy education could be integrated into primary and secondary schools throughout the country. The meetings, while at some points contentious about base understandings of the term media literacy, "were helpful in that the discussions brought together many NGOs already in the area to sit in the same room and talk about media literacy in Qatar," according to David Burns, a Salisbury University professor who has taught media literacy in the Middle East and was a participant in the meetings.[28]

The meetings in Qatar were based on existing Western models of media education. "The task is a difficult one," said Burns, "not only because media literacy is a term with such wide application, but also because there are so many stakeholders at the table." He added, "Media literacy is about more than just analyzing media messages, and a barrier to entry in the public school system is that there are many different official bodies who believe they should have a say in the implementation."

Integrating entire media literacy courses and/or curricula nationally involves many hurdles, including how media literacy should be taught, by whom, where, and for what purpose. Qatar's meetings marked a turning point for the Middle East. Recognizing such an educational need is an important first step, and having various officials and supporting agencies at the table is vital. Without frameworks for media literacy, however, the difficulties to define agendas around its implementation may continue to stifle its growth in Qatar.

TURKEY

In the 2006-07 school year, the first media literacy curriculum appeared in Turkish schools. Middle school students were offered an elective course in media literacy as part of their core education options. The initiative was a joint venture between the Turkish Ministry of Education and the Radio and Television Supreme Council

(RTÜK—Radyo ve Televizyon Üst Kurulu), a regulatory body for public communication throughout Turkey. Together, these two organizations convened a series of meetings with teachers, media literacy experts, and administrators to define media literacy parameters for the Turkish K-12 education system and to work to integrate entire media literacy courses into the K-12 curriculum.

With RTÜK, the Ministry of Education, universities, and NGOs invested in developing media literacy in Turkey; they likely will begin to build teacher training modules and find ways to create communities of practices around media literacy.

One fundamental barrier to this development, noted Nezih Orhon, of the communication faculty at Anadolu University in Turkey, is the lack of any inquiry into outcomes of media literacy education on any level, "There are almost no empirical studies directly related to media literacy and media education in Turkey."[29] Orhon calls for "more research on evaluation and effectiveness" of media literacy in the classroom.

Such growing pains are common in media literacy initiatives for youth worldwide. However, Turkey has managed to create partnerships with stakeholders that could eventually enable complete media literacy modules across all levels of education. "At last," notes Orhon, "Turkey, with its projects in media literacy and media practices, can be a significant example for countries around the region."[30]

Turkey, with its projects in media literacy and media practices, can be a significant example for countries around the region.

Eastern Europe

SLOVAKIA

In Bratislava, the Slovakian Ministry of Education, Ministry of Culture, and the Pedagogical Institution have teamed up to support the integration of media literacy into K-12 education nationwide. The Slovak approach to media literacy has been one of integration, explained Keith Hughes from the information office at the U.S. Embassy in Bratislava, which is partnering with the Slovakian government on this initiative. "Media literacy is not taught as a class by itself," Hughes said, "rather, it's taught in religion classes, ethics, language, journalism, and so on. The approach is one that tries to make media literacy a part of the school dialogue across the curriculum."[31]

The media literacy curricula are developed at universities in Slovakia in conjunction with the Pedagogical Institution, and subsequently offered to teachers as part of continuing education and professional development. While the curriculum has begun to integrate into the classroom in elementary and secondary schools, it still remains a work in progress. "There is a need to train teachers on how to use and implement media literacy in the classroom," said Hughes, "right now this is still optional. It's a good start, but we still need to do more."[32]

Slovakia has no timetable for its media literacy efforts. The Ministry of Education is supporting the initiative, and hopes to ensure media literacy education is integrated

in K-12 education throughout Slovakia. However, at a base level, the hurdles to develop media literacy originate with the translated definition of the term itself, Hughes said: "I think the translation has to do with 'media fluency,' or 'overcoming': it's not as direct as 'media literacy.'"[33]

RUSSIA

In Russia, media freedom is a hot-button issue. From the slaying of journalist Anna Politkovskaya in 2006, to the Kremlin's ongoing crackdown on independent journalists, media freedom remains a sensitive topic nearly two decades after the collapse of the Soviet Union. Past attempts to confront the Kremlin have not yielded much progress; however a new approach is now underway. A group of Moscow city lawmakers have teamed up with Moscow State University to develop a media literacy program for schools throughout Moscow.[34] The intention is to cultivate media literacy in Russia from a young age.

The proposed course aims to "teach high school students to analyze, compare, and criticize advertisements, news stories, and TV reports from a variety of sources."[35] While yet to be approved on the state level, this initiative signifies a new approach: one based on educating the future citizens about media and society.

Media literacy pedagogy commonly advocates that empowering the individual will help hold media accountable for their actions through informed public choice. In Russia, this approach seems revolutionary in many ways, and according to Yelena Vartanova, dean of Moscow State University's journalism school and the project chair, media literacy education is the key to preparing more "informed consumers and responsible citizens."[36]

ARMENIA

In the city of Talin, World Vision "supported the establishment of a student newspaper to increase student participation in community life and to raise urgent child protection issues in the region."[37] Students from the Talin School requested a teaching plan around building a newspaper because their voices were going unheard.

Media literacy education is the key to preparing more "informed consumers and responsible citizens."

Equipment was supplied, and guidance was provided for students to learn the basic writing and editing skills, along with media education around journalism and accuracy. The initiative was supported initially by World Vision volunteers in the area, but soon after, it was run as an autonomous news organization, without oversight from teachers or administrators. This independence empowers the students to learn, to develop their own information, and reflect on the role of media in giving them voice in the community.[38] Further, by targeting a specific issue—in this case child protection—students in Talin use media literacy to be activists for social justice.

North America

The following list of initiatives surveys successful media literacy work on all levels of education, both in and out of the

classroom. This list is not exhaustive, but offers a snapshot of how media literacy has penetrated educational environments in the United States and Canada.

- *Center for News Literacy, The State University of New York at Stony Brook, Stony Brook, NY*—With support from the John S. and James L. Knight Foundation, in 2007 Howard Schneider, dean of the Stony Brook School of Journalism, launched the Center for News Literacy. The center was launched with the ambitious goal of teaching 10,000 Stony Brook students—across all disciplines—how to effectively "read" the news. Entering its third year of existence, the Center for News Literacy has reached nearly half its student teaching goal and has also launched a summer institute for high school teachers to show them how to incorporate news literacy materials into their classrooms. The center is also developing innovative curricular materials for primary and secondary schools, to be available online and at no cost.

  Link: http://www.stonybrook.edu/journalism/NYTNewsLiteracy.html

- *The LAMP (Learning About Multimedia Project), Brooklyn, NY*—Brooklyn College Professor Katherine Fry and LAMP Executive Director D.C. Vito are working to "address the lack of basic media literacy education in New York City schools and communities."[39] The LAMP has raised support from the community, the state of New York, and media organizations, to offer free workshops on media literacy in schools and in public spaces to help "young people, parents, and teachers make sense of the media barrage they encounter in their daily lives."[40] The LAMP's approach to media literacy is based on engagement with families, especially parents, so that media literacy learning can be integrated into the dialogue at home as well as in the classroom.

  Link: http://www.thelampnyc.org/

- *Project New Media Literacies, Cambridge, MA*—With a MacArthur Foundation grant to explore the world of digital media and learning, Henry Jenkins formed the Project New Media Literacies (NML) at the Massachusetts Institute of Technology. Project NML works with middle and high school teachers to find the best ways to "equip young people with the social skills and cultural competencies required to become full participants in an emergent media landscape and raise public understanding about what it means to be literate in a globally interconnected, multicultural world."[41] Through the creation of a learning library and teacher strategy guides, the initiative is based on enabling student expression and participation as means for media literacy learning outcomes.

  Link: http://newmedialiteracies.org/

- *Project Look Sharp, Ithaca College, Ithaca, NY*—At Ithaca College, Professor Cyndy Schiebe and colleagues build curriculum kits for K-12 education based on how the media handles such topics as elections, conflict, history, and the environment. The kits, available for free online and in hard copy

format, have been downloaded tens of thousands of times, offering lesson plans, slide shows, teacher curriculum guides, resources, and exercises. The aim is to provide educators easy, hands on, and integrative materials for the classroom.

Link: http://www.ithaca.edu/looksharp/

- *Know the News, LinkTV, San Francisco, CA*—With support from the Knight Foundation, the award winning online television program, LinkTV, launched an educational initiative called *Know the News (KTN)* that approaches media literacy from a production standpoint. KTN is an online remixing tool that allows students to repurpose news clips from around the world to create their own stories, adding their own narrative. By enabling user participation, students learn the ethics of editing, and the limitations of news production worldwide. KTN has partnered with universities and high schools around the world to integrate its remixer into the classroom. It has created learning guides for teachers, available for free online, that can be used to accompany the media literacy tool.

  Link: http://knowthenews.tv

- *The Media Education Lab, Temple University, Philadelphia, PA*—Temple University's Media Education Lab, founded by media literacy scholar Renee Hobbs, has become a leading voice in media literacy initiatives across the United States. Its main project to date has been creating My Pop Studio (http://mypopstudio.com/), an interactive online gaming experience for girls aged 9-14. In addition to teaching girls about media use through games, the lab has focused on copyright issues in media literacy and on general research to help define best practices in media use for adolescents.

  Link: http://mediaeducationlab.com/

- *The News Literacy Project, Bethesda, MD*—With a network of more than 100 current and former journalists, the News Literacy Project partners with English, history and social studies teachers (as well as after school media clubs), to teach students about why news matters. Journalists from all media industries visit high school classrooms, teaming up with teachers to integrate media literacy exercises and lessons into existing curricula. As executive director and former Pulitzer Prize-winning journalist Alan Miller wrote, "The project is bringing active and retired journalists into middle schools and high schools to encourage students to seek verified information on any medium or platform. Journalists are joining forces with teachers to do so through a core curriculum, their own compelling stories, hands-on exercises, videos, and the use of new media."[42] The project is funded by the Knight Foundation.

  Link: http://www.thenewsliteracyproject.org/

- *Media Awareness Network, Ontario, Canada*—Conceived in 1996, the Media Awareness Network (MNet) is one of Canada's pioneers in media literacy education. Focusing on providing teachers and adults with the tools necessary to teach youth about

the pervasive role of information in their lives, MNet offers lesson plans, teacher training seminars, educational resources, and research for educators and parents across all levels of education. According to co-Executive Director Jane Tallim, "Our philosophy is to be, to the greatest extent as possible, a public good. We have developed a network of supporters throughout ministries of education, and public outlets that offer funding and support for our work in media literacy nationwide."[43] MNet has been funded by the Canadian Government, Canadian broadcasters, and through private donations.

Link: http://www.media-awareness.ca/

South America

ARGENTINA

On the cutting edge of media education globally, Argentina is one of the first nations in South America to create a media education program as state policy, dictated by the Argentine Ministry of Education. Wrote Roxana Morduchowicz, director of the Ministry of Education's Schools and Media Program, "With these [media] principles and foundational tenets, the Argentine Ministry of Education has decided to insert this area as public policy and create the School of Media Programme…the programme is coordinated nationally and in each of the country's 24 provinces."[44]

Dictating media literacy initiatives nationally allows for movement into the schools. The Schools and Media Program in Argentina concentrates on four areas for developing media education for the classroom:

1. Teacher training courses and workshops;
2. Special initiatives for schools (contests, events, etc. promoting media);
3. Activities, especially for students using media;
4. Community projects that go beyond classroom walls.[45]

Argentina is one of the first nations in South America to create a media education program as state policy.

While such progress can be found in few other places in South America or across the globe, Argentina's success has not been without challenges. "Schooling began with Gütenberg and has therefore always been closer to print culture than to images. Pictures and visual culture have generally been underestimated," Morduchowicz said. "It comes as no surprise that one of the main obstacles to systematic insertion of media education may be to break through many teachers' negative associations with screens."[46] Morduchowicz recommends stronger teacher training early in the process.

Another media literacy initiative focuses on developing media literacy for higher education in Argentina. At the Pontificia Universidad Católica de Argentina (UCA) in Buenos Aires, a team of faculty and students have created a media literacy agenda for its four-year journalism program. Cecilia Balbin, a member of the faculty at UCA and

coordinator of this media literacy agenda, says the goal of media literacy is "to create a genuine sense of community, where dialogue is possible beyond any barriers."[47]

UCA is taking a route familiar to most other educational bodies: it is integrating media literacy concepts and curricula into its foundational courses in public communication, and media and society, among others. UCA, as Balbin explained, is trying to build a community of concerned individuals around media literacy. Starting with faculty and graduate students, UCA hopes to eventually have all its students become part of a media literacy curriculum.

BOLIVIA

According to Dean Owen, director of executive communications for World Vision, Bolivia has created a program to "develop technology capacities in children across Bolivia and to connect them in a national partnership to exchange knowledge, encourage leadership and creativity, and promote local development."[48]

Bolivia's program gathers approximately 40 youths and teenagers per session, teaching them to use new media technologies for expression, self-esteem, rights, and nutrition, among other topics. Students apply their new skills to create multimedia presentations on these issues. The presentations are recorded and uploaded to an Internet portal where their work is shared with peers in similar projects around the world.

According to a press release, this project will include 3,600 students from Bolivia and is aimed at motivating "children to learn life skills and to exchange ideas and opinions with their peers. This interaction develops a greater appreciation for collaboration and, ultimately, helps develop life-long learners."[49]

MEXICO

At Iberoamericana University in the heart of Mexico City, Professor Manuel Guerrero and a team of students are developing media literacy summer workshops for high school students and their parents. While Guerrero has successfully implemented a media literacy syllabus into Iberoamericana's School of Communication, realizing media literacy for youth in K-12 education is proving somewhat more difficult. Said Guerrero, "For high school courses, we have organized some pilot seminars and developed content and curricula, but since we need the collaboration of external authorities to implement this work, we are still pursuing our options."[50]

Nevertheless, Iberoamericana has worked to develop syllabuses for secondary and college-level education around media literacy. In addition, the project has designed a Web site for "Spanish-speaking people to participate and profit from our media literacy materials," said Guerrero.

Iberoamericana hopes to continue to develop its media literacy work, but Guerrero noted that there is no funding or activity in Mexico around media literacy, and this has limited the time and energy the university can devote to such projects. Funders, Guerrero believes, are too busy dealing with issues that they believe are of more pressing importance: crime, health, poverty, etc. Noted Guerrero, "Until they see media literacy as part of that purview, funding will remain nonexistent."

Part II: Global

For three weeks every summer, more than 50 students and a dozen faculty members from 15 universities worldwide gather in Salzburg, Austria, to explore media's role in global citizenship and civil society. The primary outcome of the Salzburg Academy on Media and Global Change is a student-created curriculum on global media literacy.[51] This curriculum is founded on the notion that civic responsibility requires individuals to have an understanding of media's necessary role in society and an awareness of the ways in which media influence cultural ideologies both locally and globally.

The Salzburg Academy curriculum is premised on connecting media literacy skills to civic voice. The lesson plans are offered in each of the two parts of the curriculum: critical thinking and critical skills, and freedom of expression.

Part One—Critical Thinking and Critical Skills

1. how to **identify** what "news" matters
2. how to **monitor** media coverage
3. how to **understand** the media's role in shaping global issues

Part Two—Freedom of Expression

1. **defend** freedom of expression / defend freedom of the press
2. **promote** media literacy by being responsible communicators
3. **motivate** media to cover news better

The curriculum was created for secondary and college-level educators. The academy lesson plans are available worldwide and can be downloaded at no cost. They are created by a global community for a global community, offering a new way to engage youth with media.

The Salzburg Academy is based on the idea that, "students in both the developed and the developing world need to understand the different ways media shape our world—and the essential roles media can play in fostering civil society and ensuring transparency and accountability," according to Stephen Salyer, president and CEO of the Salzburg Global Seminar.[52] In this sense, the academy uses media literacy to connect cultures across borders and other divides.

The Salzburg Academy is supported by funding from the Knight Foundation, the Ford Foundation, the United Nations Alliance of Civilizations (AoC), and other region-based funders. Partners of the Academy include the AoC, UNESCO, the World Association of Newspapers, LinkTV, and Omnicom.

The United Nations Alliance of Civilizations Media Literacy Clearinghouse

In November 2006, a report of the AoC recognized a need for the development of media literacy education globally. The AoC launched a series of media literacy projects for youth, researchers, educators, and policymakers worldwide. According to Jordi Torrent, project manager for the AoC media literacy initiative, "the AoC aims to normalize and implement media literacy education programs within national education systems and curriculum programs worldwide."[53] Three specific projects anchor the AoC media literacy agenda:

1. A multilingual media literacy education clearinghouse—Conceived as a global repository of information on best practices, resources, organizations, and events, the clearinghouse "receives approximately 17,000 unique visits per month," said Torrent. The site has become a key portal for media literacy activities globally.

2. A publication titled *Mapping Media Education Policies in the World: Visions, Programmes and Challenges*—The text offers chapters from 18 media literacy experts worldwide, concerning programs, research, and policy initiatives in the field of media education.

3. The creation of a UNESCO UNITWIN (University Twinning) AoC Chair in Media Literacy and Cross-cultural Dialogue—A network of universities will focus on developing initiatives to use media literacy to combat cultural stereotypes, which fuel social polarization and conflict.

What distinguishes the AoC's media literacy efforts? "The AoC is a truly multilingual and global in scope," Torrent said. "Further, the AoC does not aim to compete with or replicate existing media literacy initiatives, but rather to further strengthen them." Such a collaborative approach has enabled the AoC to strengthen media literacy awareness globally through its "Group of Friends," a network of more than 100 countries and international agencies.

Funded by voluntary contributions from the AoC's Group of Friends, AoC offers media literacy curricula, resources, and a diverse range of content for educators, researchers, parents, and youth globally. It has created a space, free of charge, in which a global media literacy community can share best practices and new ideas, and collaborate to help media literacy penetrate more classrooms and communities.

"My sense is that newspapers are generally ignored in the most recent iterations of media literacy work."

— Aralynn McMane, director of youth readership development at the World Association of Newspapers

The World Association of Newspapers—Newspapers in Education

The World Association of Newspapers, based in Paris, works to develop media literacy habits in youth worldwide. At the core of its mission is the Newspapers in Education (NIE) program, which "promotes schools and newspapers working together to provide training for teachers about how to effectively use newspapers in the classroom," said Aralynn McMane, director of youth readership development for the association.[54]

NIE is based on a network of global partners who work with local K-12 schools to integrate newspapers into existing curricula and courses. "Our own work puts a great deal of emphasis on developing countries," said McMane, "where newspapers, schools, and democracy

have the greatest to gain from such partnerships." NIE's mission is to use media literacy instruction with newspapers as a means to improve citizenship. Countries on six continents have adopted NIE's core concepts, which they use to formalize educational plans and agendas that teachers, schools, and education ministries can adapt to their local needs. NIE's classroom approach is integrationist, "something a teacher can incorporate as he or she likes to support existing curricula. NIE's curricula are not an add-on," stressed McMane.

Funding for NIE has come internally from the World Association of Newspapers and from a host of private and organizational donors. But the key to the success of NIE's work in the developing world has stemmed from small donations from newspaper outlets themselves. Said McMane, "In the poorest countries, we ask publishers to donate unsold copies, and teachers ask students to find newspapers where they can. A newspaper a few days old still has a lot to teach." NIE's educational content is offered at no cost.

To McMane, media literacy is now needed more than ever. As for NIE's focus on newspapers? Media literacy efforts seem to be leaving them behind when, in most parts of the developing world, they are still large, influential, and growing: "My sense is that newspapers as, by far, the largest employers of journalists and the producers of the core news that other media use, are generally ignored in the most recent iterations of media literacy work," McMane said.

NIE thinks about media literacy as a way to help students in areas where access to information is harder to come by. As a result, finding ways to incorporate newspapers into the classroom can develop habits of inquiry in youth from an early age. From there, McMane said, media literacy can "create fully literate, active citizens with a clear grasp of democratic values and the role and limits of news media in safeguarding democracy."

Common Frameworks for Successful Media Literacy Initiatives at All Levels of Education: A Guideline for Support

Each of the media literacy education initiatives listed above rests upon the same premise for educating youth: media is at the center of understanding civil society, democracy, and free expression. These initiatives all take unique paths to engage youth and young adults with learning about media, but they share ideals that such goals are met.

The following list of common attributes provides a guideline that may help agencies structure support for media literacy in developing communities:

- Successful programs penetrate education systems through collaboration with schools, teachers, and administrators via clubs, classroom visits, or shared curricula.
- Successful programs have in common an emphasis on student engagement with media in an interactive and dynamic way—empowerment through production, interaction, and dialogue.
- The explicit learning outcomes center on active and engaged citizenship. Media analysis was not the end goal.
- Most programs model their media education programs around integrating media literacy education content into existing school curricula.
- Instead of reinventing media literacy with each new initiative, programs focus on adapting existing media literacy practices in new settings.
- Most media literacy youth initiatives develop and disseminate their materials at no cost to the students.
- Programs have better success rates if they partner with NGOs and ministries of education.
- Teacher training is central to successful media literacy initiatives in schools.
- Successful media literacy programs are a way to combat social problems and human injustices, such as finding ways to use media literacy as a tool for human rights. This is another way to garner support for media literacy efforts.

Looking Ahead: Challenges to Supporting Media Literacy for Youth in Developing Communities

Despite its growth worldwide, there still exist considerable challenges to a sustained place for media literacy in education initiatives for youth and young adults.

Successful media literacy initiatives to date largely remain on the fringes of the classroom. Few have penetrated ministries of education and core school curricula. Until there is agreement in a country for a national need to implement media literacy, it will remain on the margins of education, reaching only a small percentage of the youth population.

In developing countries, where access is not guaranteed and educational systems are wrought with problems beyond what media literacy can cure, there are larger fundamental challenges to find ways to enable media literacy for youth. The community is one place to start, as are after-school clubs and Internet centers. However, media literacy stands little chance to make headway in communities where strong civic and social structures are not in place.

Media literacy for youth spans a wide range in terms of what constitutes a media literacy initiative, what outcomes are associated with it, and in what context it is implemented. While this is in no way a detriment to the overall growth of media literacy, it has led to a lack of a common framework and structure for media literacy efforts.

For programs with a broad mission, like the United Nations' AoC, broad interpretations of media literacy work to their benefit. Said Jordi Torrent, "AoC's approach to media literacy is wide and inclusive. We partner with organizations that prefer to identify the field as *information literacy* or even *news literacy."*[55]

Instilling healthy habits of inquiry through media literacy can enable individuals, from a young age, to uphold the social and civic structures that will provide them future opportunities for prosperity, peace, and progress.

Within educational systems, however, a common framework for media literacy can help supporting agencies clearly identify media literacy initiatives focused on empowering individuals to participate in communities, democracies, and global citizenship at large.

Beyond definitional issues, support for media literacy initiatives is not seen as a priority in developing countries. "In developing countries the urgent and immediate issues always receive funding before the medium- and long-term plans," said Cecilia Balbin of Pontificia Universidad Catolica, in Argentina.[56] Media literacy's

benefits are not immediate and are hard to assess in terms of quantifiable outcomes. Supporters have little evidence with which to assess the success of their investments. In the developing world, with steady demand for supporting social and civic programs, media literacy is not yet a priority. Manuel Guerrero from Iberoamericana University in Mexico City said media literacy support is nonexistent throughout Mexico "both because the concept is new and because the priorities of possible funders are concentrated on other areas, like regional development, fighting poverty, and the like."[57]

The challenges for media literacy are wide but not insurmountable. As media become more central to the development of youth in civil and democratic society, funders should begin to see media literacy education for youth as an essential part of democratic development, along with alleviating poverty, reducing violence, and improving healthcare. Instilling healthy habits of inquiry through media literacy can enable individuals, from a young age, to uphold the social and civic structures that will provide them future opportunities for prosperity, peace, and progress.

Recommendations

The following recommendations can enable support for media literacy's sustained growth in developing countries worldwide.

- Donors should see media literacy as a key component of democratic and civic assistance in developing countries.
- Donors should see media literacy as central to supporting freedom of expression, good governance, and social justice.
- A flexible framework clearly defining the foundations of media literacy should be created by a global contingent of media literacy scholars and educators to assist donors looking to support media education work.
- A consortium of supporting agencies for media education and youth should be created to further expose media literacy as a new tool for democratic assistance.
- A global body of media literacy experts should be convened with the task to assist in placing and evaluating media literacy initiatives. This global body should furnish regular reports for funders on new media literacy work region by region.
- Clear outcomes for media literacy and youth education must be demanded by supporting agencies and donors.
- Support should be directed at teacher training seminars, workshops, and outreach around media literacy in the classroom.
- Supporting agencies need to define the parameters for media literacy so that it is not confused with other media development efforts, or lost in support for civic projects not specifically including media literacy.
- The creation of regional media literacy centers, connected but run autonomously, should be supported to work to promote media literacy initiatives regionally.
- Donors should seek to support partnerships between schools and media outlets that help bring media resources into classrooms.
- Support should be directed toward the creation of a media literacy movement specifically for the developing world that is based on connecting skills to citizenship and good governance.
- Assistance should be provided to support community outreach for parents and families to help spread media literacy youth education in the home.
- Measures for evaluation must be built into all grants for media literacy.

Endnotes

[1] Because the term is rather vague and encompassing, frameworks for media literacy are often subject to wide interpretations. Educators and scholars have adopted the term to satisfy a wide variety of initiatives around media. This report will attempt to stratify frameworks for developing support for media literacy and youth, especially in developing countries.

[2] The United Nations Alliance of Civilization Media Literacy Clearinghouse was used to locate certain global initiatives and projects specifically targeting media literacy and youth. For more information, please see: http://www.aocmedialiteracy.org/index.php?option=com_frontpage&Itemid=1

[3] A brief version of this research was presented at the World Association of Newspapers in October 2008 in Paris, France. The paper can be downloaded at: http://www.wan-press.org/article17925.html

[4] Sioksian Pek (director, Center for Media and Democracy, Bhutan) in e-mail correspondence with the author, May 24, 2009.

[5] Manuel Guerrero (faculty, Iberoamericana University, Mexico) in interview with the author, May 25, 2009.

[6] The most common definition of media literacy in the U.S. is "the ability to access, evaluate, analyze, and produce media in all forms" from: Patricia Aufderheide, *Aspen Media Literacy Conference Report - Part II* (Queenstown, MD: Aspen Institute, 1993), http://www.medialit.org/reading_room/article356.html.

[7] For information on basic media literacy principles and outcomes, the National Association for Media Literacy Education (NAMLE) offers a comprehensive guideline called the *Core Principles for Media Literacy*, available for viewing at: http://namle.net/core-principles.

[8] Marc Scheuer, "Forward," in *Mapping Media Education Policies in the World: Visions, Programmes, and Challenges* (New York: United Nations Alliance of Civilization in cooperation with Grupo Comunicar, 2009), http://unesdoc.unesco.org/images/0018/001819/181917e.pdf, 7.

[9] George Papagiannis (program associate, UNESCO), in interview with the author, May 2009.

[10] Paul Mihailidis, "Beyond Cynicism: How Media Literacy Can Make Students More Engaged Citizens," *World Association of Newspapers (WAN)* (Paris, France, November 5, 2008), http://www.wan-press.org/article17925.html.

[11] The right to freedom of expression and freedom of information is also recognized as a human right under Article 19 of the Universal Declaration of Human Rights and recognized in international human rights law in the International Covenant on Civil and Political Rights (ICCPR). The ICCPR recognizes the right to freedom of speech as "the right to hold opinions without interference. Everyone shall have the right to freedom of expression."

[12] Chido Onumah (founder and director, African Center for Media Literacy), in interview with the author, May 2009.

[13] Ibid.

[14] Ibid.

[15] Lizette Rabe (Professor and Chair, Department of Journalism, Stellenbosch University), in interview with the author, May 25, 2009.

[16] Ibid.

[17] Ibid.

[18] Rabe, in e-mail correspondence with the author, May 25, 2009.

[19] Papagiannis, interview, May 2009.

[20] UNESCO toolkit curriculum can be downloaded at: http://www.salzburg.umd.edu/salzburg/new/index.php?q=unesco (free user registration required)

[21] Papagiannis, interview, May 2009.

[22] Ibid.

[23] Lugalambi, in e-mail correspondence with the author, June 10, 2009.

[24] Bhutan Centre for Media & Democracy, "Mission," *About the Centre*, http://www.bhutancmd.org.bt/aboutus.php.

[25] Pek, interview, May 24, 2009.

[26] Li Xiguang, "Destructive Progress: Journalism Education in China," *Alliance of Civilizations Media Literacy Clearinghouse Magazine* (United Nations, 2008), http://www.aocmedialiteracy.org/index.php?option=com_content&task=view&id=62&Itemid=31, 3.

[27] C.K. Cheung, "Education Reform as an Agent of Change: The Development of Media Literacy in Hong Kong during the Last Decade," in *Mapping Media Education Policies in the World: Visions, Programmes, and Challenges* (New York: United Nations Alliance of Civilization in cooperation with Grupo Comunicar, 2009), http://unesdoc.unesco.org/images/0018/001819/181917e.pdf, 95.

[28] David Burns (professor, Salisbury University, Maryland), in interview with the author, May 2009.

[29] Nezih Orhon, "Media Education in Turkey: Toward a Multi-Stakeholder Framework," in *Mapping Media Education Policies in the World: Visions, Programmes, and Challenges* (New York: United Nations Alliance of Civilization in cooperation with Grupo Comunicar, 2009), http://unesdoc.unesco.org/images/0018/001819/181917e.pdf, 219.

[30] Ibid., 223.

[31] Keith Hughes (public information officer, U.S. Department of State), in interview with the author, June 2009.

[32] Ibid.

[33] Ibid.

[34] Fred Weir, "Moscow's Plan: Teach students to see through Kremlin spin," *Christian Science Monitor Global News Blog* (June 1, 2009), http://features.csmonitor.com/globalnews/2009/06/01/moscows-plan-teach-students-to-see-through-kremlin-spin.

[35] Ibid.

[36] Ibid.

[37] Dean Owen (director of executive communications, World Vision), in e-mail correspondence with the author. Quote in reference to a World Vision Press Release, "Students Initiate Newspaper to Boost Child Rights Protection in Talin, Armenia" (September 24, 2008).

[38] Ibid.

[39] Learning About Multimedia Project (LAMP), "About Us" (Brooklyn, NY), http://www.thelampnyc.org/about.

[40] Ibid.

[41] Project New Media Literacies, "New Media Literacies," *Massachusetts Institute of Technology (MIT) Comparative Media Studies Program*, http://newmedialiteracies.org.

[42] Alan Miller, "Overview," *Program*, The News Literacy Project, http://www.thenewsliteracyproject.org/program.

[43] Jane Tallim (co-executive director, Media Awareness Network), in interview with the author, May 2009.

[44] Roxana Morduchowicz, "When Media Education is State Policy" in *Mapping Media Education Policies in the World: Visions, Programmes, and Challenges* (New York: the United Nations Alliance of Civilization in cooperation with Grupo Comunicar, 2009), http://unesdoc.unesco.org/images/0018/001819/181917e.pdf, 182.

[45] Ibid., 184.

[46] Ibid., 186.

[47] Cecilia Balbin (faculty, Pontificia Universidad Católica, Argentina), in interview with the author, June 2009.

[48] Owen, in e-mail correspondence with the author, June 2009.

[49] Ibid.

[50] Guerrero, interview, May 25, 2009.

[51] Salzburg Academy on Media & Global Change, "Global Media Literacy: A New Curriculum," http://www.salzburg.umd.edu/salzburg/new/media-literacy-curricula.

[52] Stephen Salyer, "Press Release," 2008 Salzburg Academy on Media and Global Change.

[53] Jordi Torrent (project manager, United Nations Alliance of Civilization Media Literacy Initiative), in interview with the author, June 2009.

[54] Aralynn McMane (director, Young Readership Development, World Association of Newspapers), in interview with the Author, June 2009.

[55] Torrent, interview, June 2009.

[56] Balbin, interview, June 2009.

[57] Guerrero, interview, May 25, 2009.

Advisory Council
for the
Center for International Media Assistance

David Anable
Chief Executive
The Principia

Patrick Butler
President
Butler Consulting, Inc.

Esther Dyson
Chairman
EDventure
NED Board Member

William A. Galston
Senior Fellow, Governance Studies
The Brookings Institution
NED Board Member

Suzanne Garment
President
Suzanne Garment, Inc.
NED Board Member

Karen Elliott House
Former Publisher
The Wall Street Journal

Ellen Hume
Annenberg Fellow in Civic Media
Center for Media and Communication Studies
Central European University

Jerry Hyman
Senior Adviser
President, Hills Program on Governance
Center for Strategic and International Studies

Alex S. Jones
Director, Shorenstein Center
Kennedy School of Government

Susan King
Vice President, External Affairs
Director, Journalism Initiative, Special Initiatives and Strategy
Carnegie Corporation of New York

The Honorable Richard Lugar
U.S. Senate

Eric Newton
Vice President/Journalism Program
Knight Foundation

Adam Clayton Powell III
Vice Provost for Globalization Annenberg School for Communication
University of Southern California

Monroe E. Price
Director, Center for Global Communication Studies
Annenberg School for Communication
University of Pennsylvania

The Honorable Adam Schiff
U.S. House of Representatives

Kurt Wimmer
Partner
Covington & Burling LLP

Richard Winfield
Of Counsel
Clifford Chance US LLP

Center for International Media Assistance

National Endowment for Democracy
1025 F Street, N.W., 8th Floor
Washington, D.C. 20004

Phone: (202) 378-9700
Fax: (202) 378-9407
Email: CIMA@ned.org

URL: http://cima.ned.org

CIMA Center for International Media Assistance

NED National Endowment for Democracy
Supporting freedom around the world