



1945 – UNESCO's post-war mandate

“Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed”

Preamble to the Constitution of UNESCO

- Promote the free flow of ideas by word and image
- Maintain, increase and spread knowledge

... to contribute to peace and security



Context for information literacy from 1960

- Digital revolution (ICT, Internet) - “computer literacy”, “digital literacy”
- Media revolution - “Media literacy”
- Long-standing challenges faced by school librarians and teachers to work together to find better ways of teaching students
- Development of e-learning and distance education technologies
- The 21st century’s competitive and changing environment



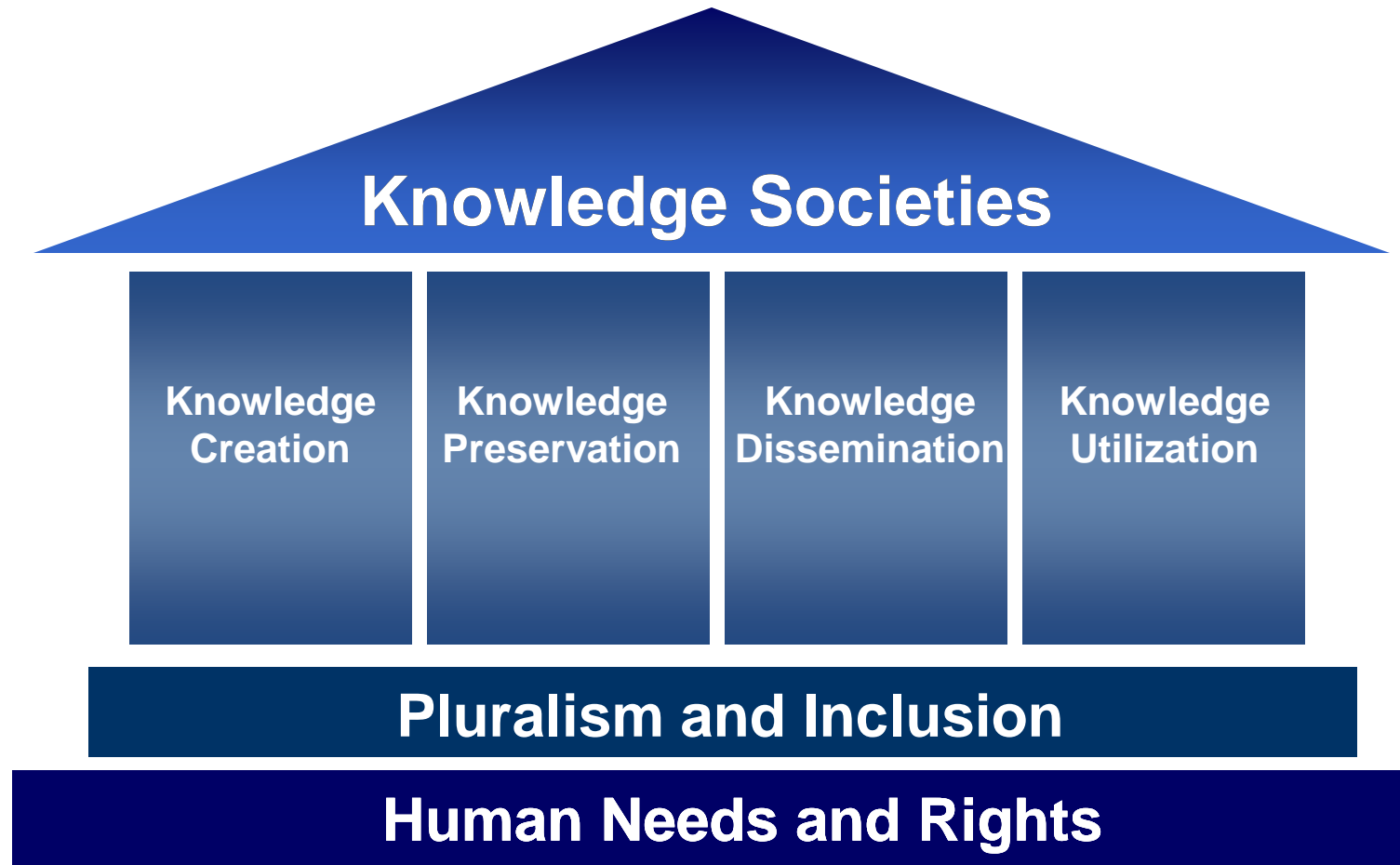
Importance of
information literacy and
life-long learning skills
to learn how to learn



UNESCO's Vision and Strategy



Building inclusive Knowledge Societies





Defining information literacy

“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 in all nations.”



“Alexandria Proclamation”

High Level Colloquium on Information Literacy
and Lifelong Learning, Egypt, November
2005



The 11 Stages of the Information Literacy Life Cycle

- 1. Realize that a need or problem exists that requires information its satisfactory resolution
- 2. Know how to accurately identify and define the information needed to meet the need, solve the problem, or make the decision
- ...
- 8. Know how to communicate and present the information to others in appropriate and usable formats and mediums
- 9. Know how to utilize the information to solve a problem, make a decision or meet a need
- ...
- 11. Know how to dispose of information no longer needed, and safeguard information that should be protected

“Understanding Information Literacy: A Primer”
Woody Horton, UNESCO 2007



Information literacy – A set of skills

Information literacy is the capacity of people to:

- Recognize their information needs
- Locate and access information
- Evaluate the quality of information
- Store and retrieve information
- Make effective and ethical use of information
- Create and communicate information

“Towards Information Literacy Indicators”
Catts and Lau, UNESCO 2008



Information literacy and oral traditions

- The notion of information literacy has merged in the context of an ICT driven information society.
- But in a society that depends upon an oral tradition to disperse information it is possible for a person to identify its oral information needs and be information literate to make effective decision.
- In some traditional cultures information is codified in a way that helps to maintain the accurate transmission of culturally sensitive information. Skills in creating and interpreting information are crucial to its transmission.
- However, the limited information sources available to a person living within an oral tradition will restrict their capacity to source alternate views and compete in a global economy.



UNESCO's mission and strategy

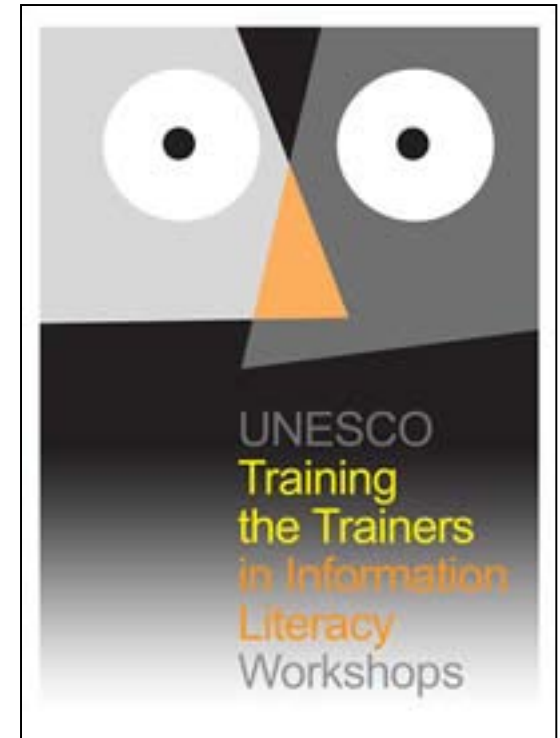
“Fostering the development of information literate societies”

- Integrating information literacy into national education policies – **Teacher-Training Curricula for Media and Information Literacy**
- Building capacity of information professionals - **Training-The-Trainers in Information Literacy project**
- Promoting the concept and raising awareness on the importance of information literacy - **Understanding Information Literacy: A Primer**
- Encouraging research to develop information literacy indicators – **Towards Information Literacy Indicators**
- Fostering international cooperation – **Information Literacy logo, International Information Literacy Resources Directory**



Training-the-Trainers workshops in Information Literacy

- University of the West Indies, **Jamaica**, 30 May - 1 June 2008
- IFLA 2008 World Congress, **Canada**, 8-9 August 2008
- Universiti Teknologi Mara, **Malaysia**, 11-14 August 2008
- University of Tallinn, **Estonia**, 21-23 August 2008
- Hacettepe University, **Turkey**, 3-5 September 2008
- University of Cape Town, **South Africa**, 4-6 October 2008
- Wuhan University, **China**, 21-23 October 2008
- Regional Library of Andalucia, **Spain**, 27-30 October 2008
- Bibliotheca Alexandrina, **Egypt**, 4-6 November 2008
- Punjabi University, **India**, 5-7 November 2008
- Pontifical Universidad Catolica Peru, **Peru**, 22-24 January 2009



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Integrating Media and Information Literacy (MIL) into Teacher-Training Curricula

- Refining and further specifying the objectives for this initiative
 - Are the curriculum and related syllabi to be for *all* trainee teachers, or only for those who will become subject specialists?
 - What is the scope of the term “curriculum enrichment materials”?
- Itemising course contents and competencies unique to MIL
 - What competencies are unique to MIL and thus distinguish the teaching of media and information literate teachers from that of others?
 - What are the core subjects underlying MIL and appropriate teaching practices that need to be included in the curriculum?
- Identifying underlying pedagogical issues
 - Is there a particular pedagogical approach that should inform the development of both the curriculum enrichment materials and those for teacher training?
 - How can difficulties inherent in translating a competency framework to a training framework be addressed?
- Appropriate conditions for implementation
 - How will the teacher trainers be prepared?
 - What is the duration of the proposed MIL courses in the selected pilot countries?
 - On what basis will the institutions be selected for trialling the MIL curriculum?



The way forwards is cooperation...

- International Federation of Library Associations and Institutions (IFLA)
- UNESCO Institute for Statistics (UIS)
- Universities and libraries around the world
- Individual information literacy experts

