معهد الإعلام الأردني ◆ Jordan Media Institute

Media and Information Literacy in Jordan

Needs and Opportunities: A Public Policy Paper

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Introduction

This paper has been published as part of the "Media and Information Literacy (MIL) in Jordan" project, implemented by the Jordan Media Institute (JMI) in partnership with UNESCO, with funding from the European Union (EU). The document constitutes one of the components of the knowledge foundation on MIL in Jordan, to whose formation JMI is trying to contribute.

This public policy paper aims at providing a general information and knowledge referential framework for policy makers, planners, legislators, researchers and those interested in the subject, as well as for general dialogue in the field of MIL. It also seeks to highlight the importance of adopting MIL by both educational institutions and other civil society organizations and the significance of disseminating MIL principles throughout the economy and society.

Researchers who developed this paper benefited from the literature available in this field and the guidelines prepared by UNESCO on MIL policy and strategy. The paper's methodology also entailed reviewing relevant legislative and political frameworks, studying the educational system, analyzing gaps and reverting to good practices and experiments in this sphere.

Policy Brief

MIL has become a necessity for all societies. It is considered a basic element in education guided by technological and scientific change, which places many challenges before individuals regardless of their fields, backgrounds or gender, including students, workers and ordinary citizens. Due to the volume and quality of available information, the need arose for verification and evaluation, as the availability of this information by itself does not make individuals aware and knowledgeable about media and technology. Therefore, this paper on MIL seeks to provide knowledge and informatics support for decision-makers so they can contribute to creating a public opinion that supports the introduction of MIL in the Jordanian educational system. Political, educational, official, private and national institutions will benefit from the paper, especially decision and public policy makers, opinion leaders, civil organizations and media outlets.

According to UNESCO, "MIL is concerned with the ability to access the media and other information sources, to understand and evaluate critically their contents and functions, and to critically and ethically use them to create communications in a variety of contexts, including teaching and learning, self-expression, creativity and civic participation".

UNESCO's MIL Policy and Strategy Guidelines (Annex 1) cites Jesús Lau's description of media literacy in the 2006 'Guidelines on Information Literacy for lifelong learning' as referring to "the knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics."

Under the composite concept of media and information literacy is listed a series of areas that represent the MIL environment, namely, information literacy, digital literacy, media literacy, advertising literacy, news literacy, television literacy, cinema and games literacy, Internet literacy, computer literacy, freedom of expression literacy, libraries and museums literacy, and social communications media literacy.

UNESCO coined the term MIL as "an attempt to clarify the terminology and ensure a more holistic theoretical approach".

MIL subjects include dealing with social media networks, understanding contemporary advertising, freedom of expression, human rights, and inter-cultural dialogue.

The first part of the policy paper presents a general background of MIL, including the development of the international MIL movement with direct support from UNESCO, related concepts and their implications. Also featured is a general model of its conceptual framework and the main approaches to develop MIL policies within the context of international agreements and conventions related to human rights, citizenship, democracy, plurality, the right to access information, justice, equality and the empowerment of marginalized groups. In addition, the first part contains a presentation of the importance of MIL and its effects on social development, civil life, sustainable learning and the development of life skills among members of society .

The second part of the paper examines the status of Jordan with regard to MIL by analyzing the current situation and the gaps as compared with international frameworks presented by UNESCO in primary reference sources that were used beneficially. The legal framework was also analyzed through the Jordanian Constitution, Access to Information Law, Ministry of Education Law, Higher Education Law and other documents. Furthermore, this section covers the reasons and background that make MIL a necessity in Jordan, requiring its introduction into the educational system, with public policies and legislative frameworks reflecting this, as well as the agendas of civil society institutions and the public sector. In this context, the dimensions connected to MIL needs in the Jordanian setting were addressed.

First: MIL as a tool for developing and reforming education, and for transferring knowledge using technology.

Second: MIL as a tool for social inclusion.

Third: Bridging the political and social participation gap.

Fourth: Rationalizing societal culture to confront extremism and hate speech.

Fifth: MIL as a tool for empowering society to benefit from the demographic opportunity (The stage in a country's development when the ratio of dependents to workers is at its lowest).

The third part of the paper explores media and informatics consumption in Jordan, as well as the use of information sources and digital media platforms. The paper also presents some available indicators on the communication behavior of youth by comparing the time young Jordanians

spend every day in communicating with family members and friends within the framework of traditional upbringing and the time spent on the media and information sources.

The third section also presents a comprehensive national action framework for the purpose of introducing MIL in the Jordanian educational system, official curricula and non-formal education, under the heading "Working Towards MIL Integration". This framework identifies a general future outlook for national policies leading to a stage when:

"Jordanian citizens use media outlets, sources of information, and new media technologies effectively to enable them to move from the information society into the knowledge society; building on this foundation a society that respects pluralism, human rights and dialogue among nations, education systems and markets, as well as efficient and sustainable institutions that continuously work at improving the quality of life and public confidence in society."

On this basis, the following main national objectives were identified in the field of MIL policies :
1. Use the MIL perspective as a tool for effecting educational reform and building national human resources.
2. Improve Jordanian society's abilities, particularly the younger generation, in dealing with media outlets and sources of information.
3. Empower members of society and protect them from risks imposed by unprofessional uses and unsuitable content of media and information sources such as hate speech and calls for extremism and violence.
4. Empower members of society, particularly youth, with freedom of expression, critical thinking skills, creativity and innovation.
5. Contribute to improving Jordanians' abilities for more social involvement, as well as political, social, and economic participation.
6. Prepare society to benefit from demographic opportunities which Jordan has started to be involved in (change in the population hierarchy in favor of youth in productive ages).
7. Support gender equality efforts in Jordan and improve society's abilities to bridge the gap of women's political, social, and economic participation.
8. Continuously improve society's ability to develop the social capital, i.e. maintain public confidence and rationalize societal culture.
9. Reinforce the concepts of human rights and freedoms in society and enable Jordanians to express themselves, effectively participate in the democratic process and strengthen the concept of digital citizenship.

The national framework also lists the main proposals in the form of policy engines matrices in a number of fields:
- Education in public and private schools.
- Higher education and the university sector.
- Civil society institutions.
- Youth institutions and programs.
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The proposed national framework targets five main categories:

First: The national education system, which includes children in private and public schools, teachers, university students, and university professors).
Second: Youth institutions.
Third: Civil Society organizations.
Fourth: Representative institutions (parliament, municipalities, and local councils).
Fifth: Special groups (women and marginalized communities).

The paper incorporates appendices analyzing the gaps between the Jordanian case and required good practices. In addition, it features a general framework appendix for curricula that is based on three elements: integrating knowledge, skills, and directions adopted in the framework; achieving equality among citizens in the right to access information regardless of their sex, backgrounds or beliefs; identifying the objectives behind teaching MIL and standardizing its concepts among the parties involved.
The seven main qualifications a teacher should have in order to know the foundations of MIL are also examined. These are understanding the role of the media in a democracy, understanding the concept of the media and its uses, accessing information effectively, implementing new and traditional forms of democracy, identifying the social and cultural context of media content, encouraging students to follow the MIL curriculum and managing the necessary changes.

Importance and Theoretical Principles

The extensive proliferation of knowledge as well as information and news sources was accompanied by a parallel qualitative and quantitative development in the ways societies deal with this information within legal, social, economic, and educational frameworks. Related visions and strategies started to emerge, especially because of technological advances. Illiteracy was no longer restricted to the concept of reading and writing, and the need arose to eradicate the illiteracy of handling information, news and media outlets in general.

The roots of interest in media literacy go back to the second half of the 20th century, when a number of Western institutions became active in introducing "screen culture" into educational institutions. Meanwhile, the international community also became aware of the importance of rallying efforts and exchanging expertise on MIL concepts, sponsored by UNESCO. The Grunwald Declaration[1], issued at UNESCO's 1982 International Symposium on Media Education in Germany, highlighted that: 'Media education will be most effective when parents, teachers, media personnel and decision-makers all acknowledge they have a role to play in developing greater critical awareness among listeners, viewers and readers. The greater integration of educational and communications systems would undoubtedly be an important step towards more effective education".

The 2003 Prague Declaration Towards Information Literate Societies, followed by the 2005 Alexandria Proclamation on Information Literacy and Lifelong learning, emphasized the importance of information awareness as a basic human right. In 2007, the Paris Agenda[2] was distinguished by its comprehensiveness on MIL in terms of its ability to be implemented by all stakeholders at the national, regional, and international levels. The 12 recommendations are

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[1] http://www.unesco.org/education/pdf/MEDIA_E.PDF
[2] http://www.nordicom.gu.se/sv/clearinghouse/paris-agenda-12-recommendations-media-education

distributed over four main fields: developing comprehensive media education programs at all educational levels; training teachers and raising awareness of the other stakeholders in the social sphere; developing research in higher education and creating exchange networks; activating international cooperation and mobilizing political decision makers.

In 2012, the Moscow Declaration on MIL issued at the International Conference on MIL for Knowledge Societies,[1] reiterated what was stated at previous international meetings, especially with regard to integrating MIL concepts at the national level in all educational, cultural, media, and informatics policies. What was also clear is the emphasis on the inevitability of educational systems adopting the structural and pedagogical reforms necessary to reinforce MIL, particularly integrating its concepts in curricula and evaluation systems for students, taking into special consideration lifelong learning, learning in the workplace and teacher-training programs.

The transformation in development concepts was basic and pivotal in September 2015 when the United Nations replaced the Millennium Development Goals with the Sustainable Development Goals, and member countries pledged to work at achieving the 17 goals[2] by the year 2030. In addition to the 4th goal, which seeks to "ensure inclusive and quality education for all and promote lifelong learning, the 16th goal emphasizes the right to press freedom and to "ensure public access to information". This goal also highlights the protection of "fundamental freedoms, in accordance with national legislation and international agreements" as one of the foundations for achieving peace, justice and strong institutions .[3]

In addition to UNESCO's support for media practitioners in developing countries, the agency has led international efforts aimed at achieving the universality of citizenship through what is called education for global citizenship. UNESCO describes this as a feeling of belonging to a wider society that transcends national borders; a feeling that brings up the common denominator among people and feeds on the areas of interrelationships between the local and global levels. Education for global citizenship is based on a number of relevant areas in terms of teaching human rights, education for peace, and education for international understanding. It is commensurate with the objectives of learning for sustainable development.

Achieving this vision, which calls for a permanent peace, requires commitment to providing four different types of education,[4] usually referred to as "the four pillars of education". These are learning for knowledge, learning for work, learning for survival, and learning for coexistence. Among the most important skills that are connected to these pillars are knowledge-based skills that permit the learner to think critically, systematically and creatively, including adopting a multi-vision methodology that recognizes the different dimensions and angles of issues. Here, media education meets with education for global citizenship in terms of preparing learners to deal with technologies and tools that deliver information them through official, unofficial, public and private media outlets.

[1] http://www.ifla.org/publications/moscow-declaration-on-media-and-information-literacy
[2] http://www.un.org/sustainabledevelopment/ar/
[3] http://www.un.org/sustainabledevelopment/ar/peace-justice/
[4] http://www.unesco.org/new/ar/education/resources/in-focus-articles/global-citizenship-education/

The "Second European for Media and Information Literacy Forum"[1] held in Latvia in June 2016 was the most recent after announcing the sustainable development goals, to build on what was discussed in previous forums and conferences regarding MIL. The Riga Recommendations on MIL in a Shifting Media and Information Landscape emphasized that MIL is a "life code that can underpin sustainable development". In addition, the participants recognized that this potential requires a media landscape characterized by the freedom of expression, press freedom, the right and access to information and the right to privacy. Here, individuals must have a system of qualifications and skills that make them capable of dealing with the advancements in technology and information, while maintaining the ethics and principles of using digital technology and media resources.

According to UNESCO's Media Development Indicators (MDI), MIL is concerned with the ability to access the media and other information sources, to understand and critically evaluate their content and functions, and then use them to create channels of communication in different contexts, including teaching, learning, self-expression, creativity and civic participation.

The 2012 Moscow Declaration, defined MIL[2] as a "combination of knowledge, attitudes, skills, and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal, and ethical ways that respect human rights". This means that media and information literate individuals are capable of using "diverse media, information sources and channels in their private, professional and public lives… They can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria". Therefore, MIL competencies transcend information and communication technologies to incorporate learning, critical thinking, analytical skills and rationalization which are not constrained by professional, societal and educational boundaries.

One should distinguish here between the concepts of "Media Literacy" and "Information Literacy" from UNESCO's point of view and that of countries that have gone a long way in adopting and institutionalizing MIL. The International Federation of Library Associations and Institutions (IFLA),[3] which was established in Scotland in 1927 and includes 150 states and over 1,500 members, defines information literacy as the practices of learning and teaching in all forms and sources of information. For a person to be described as possessing "information knowledge," he or she needs to know why, when, and how to use all these tools in addition to having the critical thinking skills .

The Japanese Education Ministry's definition of information literacy comprises four elements: "capability of judgement (evaluation), selection, organization, and processing of information as well as of information creation and communication; understanding of characteristics of information society, effects of information over society and human beings; recognition of importance of, and responsibility for information; understanding of foundation of information

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[1] http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/
[2] http://www.ifla.org/files/assets/information-literacy/publications/moscow-declaration-on-mil-en.pdf
[3] http://www.ifla.org/

sciences, learning of basic operation skills of information and information devices (particularly computer).[1]

Information literacy (IL) is vital for world economies, making it a basic element in education that is guided by technological and scientific change. This places many challenges before individuals from various areas and backgrounds, including students, workers and ordinary citizens. Due to the volume and nature of the information available to all spectra of society, the need arose to verify and evaluate it, since the availability of this information by itself does not render individuals aware and knowledgeable. Until 1990, the focus in information education was on developing research skills. It then started to evolve to include media literacy. Based on UNESCO's recommendation, many countries such as Britain, Australia and New Zealand started to implement this concept and adopt it in curricula to be taught in schools and universities.[2]

Media literacy (ML), however, refers to " the knowledge and skills necessary to understand all of the mediums and formats in which data, information and knowledge are created, stored, communicated, and presented, i.e., print newspapers and journals, magazines, radio, television broadcasts, cable, CD-ROM, DVD, mobile telephones, PDF text formats, and JPEG format for photos and graphics," according to Jesús Lau's description of ML in the 2006 Guidelines on Information Literacy for lifelong learning. [3]

UNESCO's MIL Policy and Strategy Guidelines' section on Selected definitions of IL, ML and MIL includes Susan D. Moeller's description of ML from *Media Literacy: Understanding the News:* "Media Literacy is about access to information: enabling citizens to use their rights of free expression, to defend their access to information, to secure their participation in the process of governing, and to help all voices be heard."

In order to identify the similarities and differences between the elements of media literacy and information education, Table 1 and Table 2 summarize the expected[4] outcomes from adopting IL and ML in educational policies as follows:

Table (1): Key Outcomes of Information Literacy

Define and Articulate Information Needs	Locate and Access Information	Access Information Critically	Organize Information	Ethically use Information	Communicate Information	Use of ICT Skills for Information Processing

Table (2): Key Outcomes of Media Literacy

Understand the Role and Functions of Media in	Understand the Conditions under which Media can Fulfill their	Critically Evaluate Media Content and in the light of	Engage with Media for Self-Expression, Intercultural Dialogue and Democratic	Acquire and Use Skills (including ICTs) Needed to Produce User-

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[1] Muir A., Oppenheim C., 2001: Report on developments world-wide on national information policy
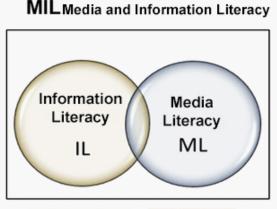[2] http://unesdoc.unesco.org/images/0019/001929/192971a.pdf
[3] http://milunesco.unaoc.org/wp-content/uploads/2012/05/mil-policyguidelines.pdf page 181
[4] http://milunesco.unaoc.org/wp-content/uploads/2012/05/mil-policyguidelines.pdf page 50

Democratic Societies	Functions	Media Functions	Participation	Generated Content

The following Figure (1) explains the relationship between information literacy and media literacy under the umbrella term of media and information literacy.

Figure (1): Relationship between Information Literacy and Media Literacy[1]

Among the relatively new concepts that is connected to the media and informatics concepts is Digital Literacy, described by UNESCO (as quoted from the Digital Education, Libraries, and Public Policy) as the ability to use information and communication technology to create, understand, evaluate, and deliver digital information. Reading and writing skills are foundation skills, while real digital education requires both knowledge and technical skills.

There is also the News Literacy concept, interest in which started over the past few years, with institutions being established in various countries that are interested in spreading awareness on its importance and serious nature. These include the News Literacy Project[2] in the United States and the Radio Television Digital News Association[3], which defines news literacy as possessing 21st century skills and critical thinking skills to analyze and judge the credibility of news and information, and to distinguish between facts, opinions and assertions in media outlets that we consume, create, and publish. Such skills can be taught effectively by consolidating them within curricula using the investigative trend at all study levels, since this is a necessary element to limit illiteracy in contemporary society.

The rapid and extensive spread of tablets and smart devices that followed personal computers and laptops, in addition to social media sites of all types and forms, contributed to the emergence of the Screen Literacy concept, which is closely connected to the concept of MIL, as per what

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[1] Adapted from Figure 1.6:ML+IL=MIL in UNESCO's MIL Policy and Strategy Guidelines

[2] http://www.thenewsliteracyproject.org/about

[3] http://www.rtdna.org/

was discussed earlier. When addressing this from an educational perspective, we note that are two types of education: Formal, which takes place in educational institutions in accordance with specific programs and whose outcomes can be measured; and Non-formal education, which takes place on the street and at home, with friends and from different types of media outlets. The outcomes cannot be measured and identified directly, but can be organized through institutionalizing MIL in educational institutions.

The Importance of Spreading MIL

Recognizing the significance of preparing individuals at an early age to live in a world where authority is for the image, sound and word, the adoption institutionalization and regulation of MIL received widespread attention in various countries.

Four scenarios can be distinguished to depict the existence of Media and Information Literacy within nations with corresponding levels of vision for the implementation of MIL.[1]

Scenario 1: MIL is unknown and underdeveloped - Within five years, key government, memory institutions, media and information sector, community stakeholders, and education sector will be introduced to MIL as a concept. Small scale MIL projects in schools, universities, community organizations and libraries will be developed and piloted.

Scenario 2: MIL is emerging and quite novel as a concept - Within five years, government agencies, media and information sector, community organizations, libraries and other memory institutions and the education sector will develop a strong awareness of MIL, its importance and the value it can add to civic, economic and cultural participation. The implementation of MIL programs will begin in the formal education sector and through community organizations, memory institutions and other groups.

Scenario 3 - MIL is established within specialist programs and some citizens benefit from access to these initiatives - Within five years, MIL programs will be available to a broad range of citizens through community organizations and groups, particularly libraries (public, school, academic, national) and through specific formal education opportunities. Community MIL 'champions' and educators will be identified and provided with support to develop MIL programs. Evidence of the benefits of MIL programs will be used to inform future MIL policy and strategy development.

Scenario 4: MIL is widely understood and MIL programs are available to most citizens - Within five years, MIL programs will be ubiquitous and all citizens will have access to them. Research, innovation and experimentation will identify ways to implement MIL projects in new ways to respond to changing technological, social, cultural and institutional contexts and to integrate MIL into all aspects of society.

When taking a comprehensive look at these scenarios it can be concluded that countries that have reached the fourth level enjoy a high degree of democracy and respect for diversity, and that

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[1] UNESCO's MIL Policy and Strategy Guidelines Page 103

their citizens have the feature of global citizenship. Meanwhile, countries at the first level still have a long way to go before they arrive at the right concepts and practices in democracy, respect of the privacy of others and their right to express their opinions and to political participation.

It is feasible here to examine MIL's advantages and benefits as a composite concept that encompasses knowledge, skills and attitudes that enables citizens to:

1. Understand the role and functions of media and other information providers in democratic societies
2. Understand the conditions under which these functions can be fulfilled
3. Recognize and articulate the need for information
4. Locate and access relevant information
5. Critically evaluate information and the content of media and other information providers, including those on the Internet in terms of authority, credibility and current purpose
6. Extract and organize information and media content
7. Synthesize or operate on the ideas abstracted from content
8. Ethically and responsibly communicate one's understanding of created knowledge to an audience or readership in an appropriate form and medium
9. Be able to apply ICT skills in order to process information and produce user- generated content
10. Engage with media and other information providers, including those on the Internet, for self-expression, freedom of expression, intercultural dialogue and democratic participation[1]

Reflecting on the above points, we find that MIL reinforces individuals' ownership of a system of knowledge, skills and qualifications that enable them to use different media and information sources and channels in their private, public, and professional lives. This indicates that MIL is not restricted to ICT skills, but includes learning, critical thinking and analytical skills that surpass professional, educational and societal restrictions by using oral, printed and digital methods.

Due to the importance of the education sector, it is necessary to point out the specific benefits of integrating MIL in educational programs:

1. There is need for change in education. In this case, MIL plays a pivotal role in effecting the required change, since the use of ICT alone provides only one opportunity, while combining it with MIL can build bridges connecting learning that takes place in the classroom environment with learning that takes place in the digital space.
2. MIL provides teachers with enhanced knowledge to empower future citizens.
3. MIL strengthens educational outputs by providing citizens with the necessary qualifications for full participation in political, economic, and social life.

Regarding the relationship of MIL with development, it is useful here to highlight important international initiatives sponsored by UNESCO and other development agencies that are closely related to MIL. Among these are initiatives directly related to education, such as "education for all". Some are to do with the media, while others are related to libraries and open source software as Figure (2) shows:

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[1] UNESCO's MIL Policy and Strategy Guidelines Pages 13 and 14

One of the objectives of the Global Alliance for Partnerships on MIL (GAPMIL) is to "reposition MIL by articulating key strategic partnerships to drive MIL development globally and its application to eight key development areas":

1. Governance, citizenship, and freedom of expression.
2. Access to information and knowledge for all citizens.
3. Development of media, libraries, Internet and other information providers.
4. Education, teaching, and learning - including professional development.
5. Linguistic and cultural diversity as well as intercultural and interfaith dialogue.
6. Women, children and youth, persons with disabilities and other marginalized social groups.
7. Health and wellness.
8. Business, industry, employment and sustainable economic development.
9. Agriculture, farming, wildlife protection, forestry and of natural resources conservation.[1]

Figure (2) Significant International MIL Initiatives[2]

MIL Strategy and Policy

Adopting MIL requires a clear strategy and policy that is specified and comprehensive, which is something UNESCO outlined and helped countries adopt.
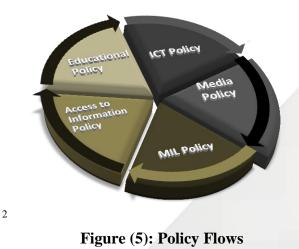
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[1] UNESCO's MIL Policy and Strategy Guidelines Page 62
[2] Adapted from Figure 2.2 in UNESCO's MIL Policy and Strategy Guidelines

Those setting MIL strategies and policies should take into consideration that the process involves two parties: those who have rights and include male and female citizens, students, teachers and civil society groups, and those who are responsible, namely, the government, media institutions, libraries, museums, education institutes and civil society actors, as well as other information providers, including those on the Internet.

The application of MIL policies and strategies can follow a theoretical or developmental framework that uses a number of interrelated approaches[1] as follows:

❖ **Convergence Approach**: This entails cooperation and partnerships between the concerned government ministries to guarantee the compatibility of developmental policies at the national level. Figure (5) illustrates the different areas of government that UNESCO recommends for embedding MIL:

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Figure (5): Policy Flows

❖ **Human Rights-Based Approach:** All governments recognize the value of human rights principles in governance and development. It is important to draft MIL policy within this framework to guarantee consistency and harmony between overlapping policies. This approach does not only focus on human rights as such, but also on the use of its standards and principles in directing MIL development.

❖ **Empowerment Approach:** The widespread proliferation of information, media, the Internet, and other information providers requires increasing concentration on empowering people with skills, attitudes, and knowledge that enable them to interact with the content in all forms of media effectively and critically. The digital age requires a shift from the "protectionism only" approach to a focus on citizens' empowerment. This does not necessarily mean discarding protection, but emphasis should be on empowerment. Stressing on protection alone may result in excessive restrictions being imposed on media outlets and information providers. Moreover, children who are unprepared to be critical of media and information

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[1] http://milunesco.unaoc.org/wp-content/uploads/2012/05/mil-policyguidelines.pdf page (20-22)
[2] Based on Figure 2.1 in UNESCO's MIL Policy and Strategy Guidelines

will be more vulnerable to potential negative effects of information and media content, and less able to benefit from opportunities when they become adults.

❖ **Knowledge Societies Based Approach**: In 2003, UNESCO advocated for strengthening strategies that graduate from "Information society" to "Knowledge Societies". The following Figure (6) lists four principles that underpin the development of equitable knowledge societies and the role of MIL in achieving them.
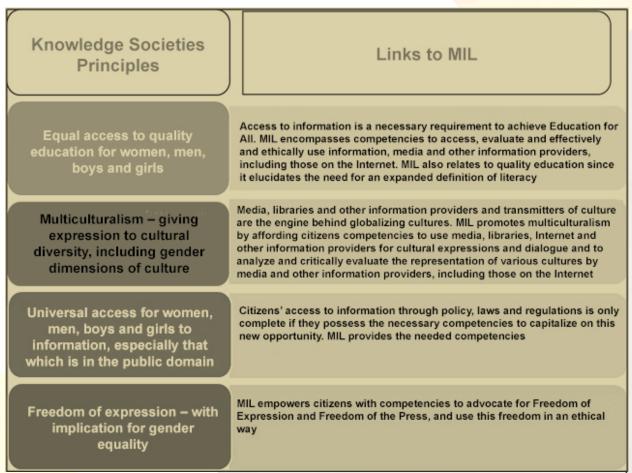
Knowledge Societies Principles	Links to MIL
Equal access to quality education for women, men, boys and girls	Access to information is a necessary requirement to achieve Education for All. MIL encompasses competencies to access, evaluate and effectively and ethically use information, media and other information providers, including those on the Internet. MIL also relates to quality education since it elucidates the need for an expanded definition of literacy
Multiculturalism – giving expression to cultural diversity, including gender dimensions of culture	Media, libraries and other information providers and transmitters of culture are the engine behind globalizing cultures. MIL promotes multiculturalism by affording citizens competencies to use media, libraries, Internet and other information providers for cultural expressions and dialogue and to analyze and critically evaluate the representation of various cultures by media and other information providers, including those on the Internet
Universal access for women, men, boys and girls to information, especially that which is in the public domain	Citizens' access to information through policy, laws and regulations is only complete if they possess the necessary competencies to capitalize on this new opportunity. MIL provides the needed competencies
Freedom of expression – with implication for gender equality	MIL empowers citizens with competencies to advocate for Freedom of Expression and Freedom of the Press, and use this freedom in an ethical way

Figure (6): Principles Governing the Knowledge Societies and their Relationship with MIL[1]

❖ **Cultural and Linguistic Diversity Approach**: The issue of cultural and linguistic diversity is crucial in drafting MIL strategies and policies in an increasingly globalized world. Cultural diversity, understood as plurality and multiplicity of cultures, is mainly concerned with ensuring universal human rights, freedom of expression, and democratic participation. Hence, cultural and language diversity are vital resources for MIL policies and strategies in terms of how they are expressed through language, education and communication. MIL

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[1] Table 1: MIL and its link to Knowledge Societies - UNESCO's MIL Policy and Strategy Guidelines

enables effective strategies towards linguistic diversity through language policies that promote multilingualism in communities and empower local and vernacular languages. Furthermore, MIL articulates the right to education, which ensures the diversity of learners' needs, particularly among minorities, allowing people with cultural differences to live together.

Gender and Development Based Approach: A gender and development-based approach in formulating MIL policies and strategies recognizes that men and women do not have the same access to information, media and technology, in terms of use, operation, and ownership, and this must change. It also means that more attention should be given to marginalized groups at the national level to change this imbalance. There is no doubt that the proliferation of media and new technology, as well as the emergence of social media in many areas of the world, have provided numerous sources for access to gender related information and knowledge. While inequality and gender stereotypes still exist in social structures and people's minds, which media and information providers can either propagate or ameliorate, gender-sensitive MIL polices can address the inequalities.

Following are examples of policy statements proposed in the MIL guidelines[1]:

- MIL programs will provide opportunities for empowerment and increased democratic participation by involving citizens in the creative production of media and information content, and through providing them with the knowledge, attitudes and skills necessary to critically use and engage with media and other information providers.
- MIL programs will promote social inclusion and aim to reduce the "participation gap" between citizens who are involved in the creation and critical use of media and information content and those who are not. MIL programs will promote gender equality and women's empowerment, and provide opportunities for participation by diverse communities, including indigenous communities, people living with disability, and children, and youth living in poverty.
- MIL programs will provide specific education and training to develop individuals' media and information competencies (knowledge, skills and attitudes), and create knowledge of and expertise in a broad range of media and information sources.
- MIL programs will identify economic benefits associated with media, memory institutions, and other information providers, including those on the Internet. They will also stress how the expert development of skills, knowledge and attitudes related to media and information can lead to new opportunities for commerce and trade and the development of new industries.
- MIL programs will take advantage of the cultural opportunities provided by media and information technologies by facilitating intercultural dialogue and developing mutual understanding.
- MIL programs will identify the sustainability opportunities for media and information technologies and will demonstrate how they can be used to promote education about sustainable development and provide opportunities for sustainable development practices.

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[1] MIL Policy and Strategy Guidelines/ page 26

We summarize what was presented above on the formulation of MIL policies and strategies by noting that certain factors can help decision-makers develop MIL policies. These can be identified in the challenges that the approaches presented above entail. Figure (7) summarizes these factors.

Figure (7): Factors that Help Decision-Makers Develop MIL Policies[1]
The Necessity of MIL in the Jordanian Case

There is no doubt that introducing MIL in educational systems and the frameworks of various societal activities is a necessity that acquired the satisfaction of many societies around the world. At this point in time, the importance of MIL increases for Arab societies which are witnessing consecutive crises and many weak educational indicators, as well as dealing with communication and technology outlets, the media, and information sources.

In this section, the study will attempt to present the reasons and background that make MIL a societal necessity for Jordan and require its integration in the educational system. Public policies and legislative frameworks should reflect this need, as well as the agendas of civil society institutions and the Jordanian private sector.

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[1] Adapted from Figure 3.1 – Factors mitigating MIL polices and strategies - MIL Policy and Strategy Guidelines Page100

First: MIL to Develop and Reform Education, and as a Tool to Transfer Knowledge using Technology

Information and Communications Technology (ICT) is today considered the most prominent and important tool to increase access to education and enhance its quality by using advanced teaching and learning methods, improving learning outcomes and reforming the administration of educational systems.[1]

The vast investments and resources employed in the field of ICT to over the past two decades in many countries in the Global South, including Jordan, managed to increase use. However, the benefits of using ICT in Jordan to improve the quality of education and its outputs are still limited, and there is tangible evidence of this, including:
- Weak or scarce consolidation of ICT in education curricula and activities.
- After the first generation that witnessed the introduction of ICT in the educational system entered the labor market, the use of computers in the workplace was the lowest among Jordanians at 20%.[2]
- The proliferation of computers in Jordanian households over the past two decades, the development of its users' abilities, and the spread of Internet access stood at 70%, while the use of smartphone technology reached 65% of Jordanian families. This proliferation, which makes Jordan among the best countries of the Global South, did not result in social and cultural change in favor of development or the modernization of society.
- Although there are limited indicators regarding ICTs' contribution to improving the work environment, investment opportunities and the emergence of entrepreneurial businesses, these expectations receded in the past decade despite the presence of 19 departments and colleges in Jordanian universities teaching computer science, engineering and other ICT-related fields.[3]

MIL provides the solution to benefit from ICTs. Learning that is connected to understanding the values, concepts and skills surrounding the new information society facilitates the process of benefiting from ICTs and renders education based on it an effective tool for modernization and improvement of people's quality of life.

Second: MIL as a Tool for Social Inclusion

MIL is an effective tool that works at improving opportunities for social compatibility and mutual understanding.   The press and the radio have been used earlier to produce societies that are more cohesive, agree on broad common objectives and are respectful of diversity, as was the case in the United States.

Jordan has a largely diverse society which continued to grow due to over six decades of waves of refugees. While Jordanians were able to accommodate the diversity, more efforts are needed to

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[1] www.uis.unesco.org/library/Documents/ICTguide11_Tec2_ARpdf
[2] Department of Statistics (DoS) and the Ministry of Information and Communications and Technology (MoICT). Survey on ICT Use in homes.
[3] Report by Intaj Society - 2014

strengthen cohesion, bridge gaps and overcome vulnerabilities that have become more evident on social and digital media platforms.

Third: Closing the Political and Social Participation Gap

Learning the skills of sharing information and producing and sharing media content is considered the main feature of the ICT revolution. Events and transformations witnessed across the world over the last decade emphasize that this participation pattern now contributes to limiting the level, content and size of participation by individuals in the various aspects of life, foremost of which is social and political participation. It is well known that participation is considered the solid basis for development and modernization when expanding the responsibility base.

The quality of dealing with information and news improves the opportunities for political participation at the election and public levels. In addition, information and media culture plays a role in improving people's ability to accept equality and strive for it, specifically gender equality, women's empowerment, and providing opportunities for participation by diverse communities.

How can we guarantee that each child can acquire the skills and experience to become a full participant in the social, cultural, and economic future of society? MIL today specifies this method through which generations with more readiness to participate positively, and which are productive, can be brought up. Credit goes to instilling knowledge and culture for participation based on evaluation and selecting critical thinking and ideas.

Jordan suffers from a multi-dimensional participation crisis, both in the political and socio-economic spheres. This is evident in low voter turnout, which did not exceed 37% in the 18th parliamentary elections, and 57% in the 17th parliamentary elections. The low levels of participation in representative institutions such as municipalities and associations, as well as membership in political parties and civil society institutions continues. Meanwhile, women's economic participation is at critically low levels, standing at 14%, compared to 30% at the Arab level and 50% at the international level. Participation in other sectors such as voluntary and non-profit work stands at only 1.5% compared to an international average of 5.5% .

Integrating MIL in the educational system and other institutions is expected to bring about important changes by bridging the participation gap in Jordanian society and helping direct efforts aimed at this objective. These include improving society's efficiency in accepting participation through a more just process of receiving information, ideas and knowledge. This will lead to creating attitudes that are more amenable to accepting equality and understanding the role of participation in building the economy, enhancing the quality of life and raising the level of public confidence in society.

Fourth: Rationalize Societal Culture in Confronting Extremism and Hate Speech

Social media websites have become one of the open platforms today that facilitate the participation of both young and old people. Media outlets and sources of new information,

alongside traditional media platforms, currently dominate a large part of people's time. In the aftermath of the political struggles witnessed in the Middle East and North Africa region, as well as other areas, these websites have turned into effective tools for spreading extremism and hate speech. Numerous reports indicate that terrorist organizations use these outlets as traps to capture young people, in addition to spreading their extremist ideologies. Based on the results of a survey of Jordanian youth attitudes in 2015, about 8% of young people feel close to one of the terrorist organizations.[1] Although these results indicate a low percentage, they are considered serious, since other surveys in 2013 and 2014 showed higher percentages.

Young Jordanians are surrounded by a flow of information. At a time when traditional educational institutions deprive them of expression and do not provide them with real attention, youth find a way out of the alienation and marginalization in the new platforms available online, particularly social media. It seems that the abilities of these websites are not restricted to providing affordable services, as they are free from direct censorship and even conceal their identity. These features facilitate the flow of radical political and religious views, hate speech, trolling and misogyny. MIL contributes to a large extent in developing individuals' abilities to examine, evaluate, and accept or reject media messages, since it makes the younger generation more immune to political and ideological propaganda. Media and information literate individuals are able to distinguish between political and ideological content and objective news and information, rendering them more aware and alert regarding extremist messages.

Fifth: MIL as a Tool to Empower Society for the Demographic Opportunity

The demographic opportunity is the stage in a country's development when the ratio of dependents (children and the elderly) to workers is at its lowest. This stage, if wisely invested, could form the gateway to enter into modernization. But if the demographic opportunity arrives when education, rehabilitation, market and institution systems are unprepared, it may be a curse instead of a blessing, creating further complications due to possible economic and social distortions. The demographic opportunity is considered the third stage out of four demographic transition stages[2] through which societies pass. In this stage, fertility rates start to recede which leads to lower population growth, and the age composition changes, tilting towards productive members of the population (15-65). Individuals tend to save, the dependency rate decreases, and economic growth opportunities rise as the size of the labor force increases.

Experiences of other societies indicate that this stage may present an actual opportunity or a huge challenge that leads to more economic, social, and political imbalances unless accompanied by policies that invest in and exploit this demographic transition and guarantee a continued drop in fertility rates. Appropriate social and economic policies that focus on the productivity of youth and women should be adopted.[3] This requires parallel policies in population communication that

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[1] Jordanian Youth Survey, Center for Strategic Studies, University of Jordan, 2015.
[2] Demographic transformation stages are: 1) Mortality and fertility rates are high and the overall population growth rates are low. 2) Mortality rates tend to decrease and fertility rates continue to increase. General increase in population growth. 3) Population growth rates recede and there are changes in population composition. 4) Large increase in population who are of the retirement age which raises the dependency rate.
[3] Higher Population Council, Policies Document, 2009.

work at creating a culture that is friendly towards this transformation and leads to behavior change.

Young people constitute the majority of the population, with Jordanians aged below 29 years accounting for 69% of the total populace. Hence, they belong to the "Internet age" and most of them are connected to the Internet, regardless of their educational, geographic, religious and political backgrounds. The Middle East region , including Jordan, is considered among the areas with the highest Internet penetration, standing at 57% in mid-2016, compared to the international average of 49.3%.[1]

Using new technologies is considered a deep-rooted habit among young Jordanians and their preferred method of communication is through the Internet. These young Internet users tend to spend a portion of their income on media consumption, exceeding the ratio spent by older people. They are more capable of producing new and diverse content and their potential for entrepreneurship, as well as social, cultural, and political creativity is higher than any other segment of the population. This demographic blessing, which Jordan is heading towards over the next ten years, is amenable to change. It can be transformed into a real opportunity to develop and build trends among youth if used properly and wisely.
It is also attractive to all parties of the media and information value chain (outlet owners, content developers and operators).

Benefiting from the demographic opportunity and transforming it into a blessing is largely connected to developing the capacities of youth in the field of MIL, and empowering them to deal properly and equitably with media outlets and information providers, in addition to content production and participation, as well as evaluate the quality of this content .

Media Consumption and the Use of Information in Jordan: Solid Foundation, Fragile Use

Jordanian society is witnessing a prolonged stage of social, economic, cultural and political transition, which began at the end of the 1980s. Transformation stages are usually characterized by the emergence of the stability gap, and what Samuel Huntington calls "the crisis of the modernization stage." In this stage, society's demand for information and its consumption increases, as does people's connection to media outlets and sources of news.

First: Use of ICT
Recent official figures issued by Jordan's Telecommunications Regulatory Commission (TRC)[2] indicate that Internet users in the Kingdom exceeded 5.9 million by the end of the first quarter of 2016. This includes 3rd generation and 4th generation technology which entered the local market at the beginning of the current year, as well as broadband. Furthermore, the TRC figures showed that the cellular phone subscription base increased, with more than 11.5 million subscriptions registered at the end of the first quarter of 2016, **a** penetration rate of 147%. Exceeding the 100% mark does not mean that all residents have and use cellular phones, but rather that some subscribers own more than one cellular line.

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[1] http://www.internetworldstats.com/stats5.htm
[2] http://www.trc.gov.jo/

The ICT In-House Use survey for 2015, implemented by the Ministry of Information and Communications Technology (MoICT) in cooperation with the Department of Statistics (DoS), revealed that 69.2% of families have Internet connection at home, compared to 68.9% the previous year. The ratio varied between urban and rural areas, with the survey showing that mobile broadband was more widely used to connect to the Internet, followed by WiMax The survey data also revealed that most Internet users are within the 20-24 year age group, students and university graduates (bachelor degrees and above).

The ICT Ministry issues a report on Jordan's rank in the Global Information Technology Report, which includes the Networked Readiness Index, every year in four sub-indexes according to which country performance is based. These are the Environment subindex, Readiness subindex, Technology Use subindex and the Impact subindex. In the Readiness subindex, which comprises three pillars, the report showed, in general, a retreat in Jordan's rank as table (3) below illustrates:[1]

Table (3): Jordan's Rank in 2014 and 2015

No.	Indexes	Rank 2014	Rank 2015	Type of Change
		148	143	
	Readiness	48	81	Dropped
1	Infrastructure and digital content	88	96	Dropped
2	Affordability	6	70	Dropped
3	Skills	38	44	Dropped

Second: Jordanians' Media Consumption

Jordan has a traditional media structure and a rapidly-growing digital media structure. There are 7 daily newspapers and 45 television channels, 44% of which are Jordanian. The rest are Arab and foreign channels broadcasting from Jordan. Forty-one radio stations broadcast from Jordan, 30 of which belong to the private sector. The TRC listed 230 specialized news websites at the end of 2015.

Little information is available about the public's use of media outlets, since studies and surveys performed in this field are limited and irregular.

The consumption rate of daily newspapers in Jordan is low and dropping. Currently (2016), there is one daily newspaper per 1.3 million of the population (1:1.3 million). Although there are no sources to verify the volume of newspaper penetration and distribution figures, expert estimates put newspaper distribution in Jordan over the past 5 years at a maximum of 200,000 copies, or a distribution rate of 1:46. In other words, 46 Jordanians have one copy of a daily newspaper.

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[1] Jordan's rank in the Global Information Technology Report 2014/2015, Ministry of Information and Communications Technology. http://www.moict.gov.jo/studies/GITR/GITR2015.pdf

The latest UNESCO studies (MDI 2015) show that the Jordan Television tends to represent the government's message, compared to the concept of "public service broadcast," whereby primary news coverage is given to government news and official activities.[1]

Many studies arrived at the result that the number of Jordan TV viewers is falling, with the percentage of Jordanians watching Jordan TV channels dropping from 37% in 2012 to 36% in 2013.[2] However, Jordan TV continues to maintain its leading position among Jordanian channels and has the highest viewing ratio as the primary source for local news.

Studies show that 90% of Jordanians watch television, indicating that television is still the first source of news for Jordanians, while 30% of them listen to radio stations.[3]

In the 2015 Jordan Youth and Media Survey, prepared by the Net-Med Youth Project implemented by UNESCO, it was evident that the Jordan TV had the highest percentage of viewership among youth (24%), compared with Ro'ya channel, which registered 20%.[4]

Jordan has three types of radio stations classified according to ownership patterns and objectives. The first is public radios, followed by private radios, then community and local radio stations. Although there is no legal recognition of the third category, it exists. The results of a listener survey indicate that stations broadcasting the holy Koran and religious programs have the most listeners, followed by entertainment and music stations.[5]

The stiff competition resulting from the emergence of a large number of regional television stations resulted in the receding ability of the Jordan Radio and Television Corporation (Public Television Service) in the last decade severely affected the ability of the Jordan TV to preserve its viewership. Center for Strategic Studies surveys which measured the rate of audience confidence in television show that there was a severe drop of audience confidence in Jordan TV as a primary source for local news. According to an aggregated table prepared for the purpose of this study, illustrated in Figure (8), the ratio of those who have confidence in Jordan TV stood at 52% in 2002 , dropping to 45% in 2009, and further to 34% in 2011.

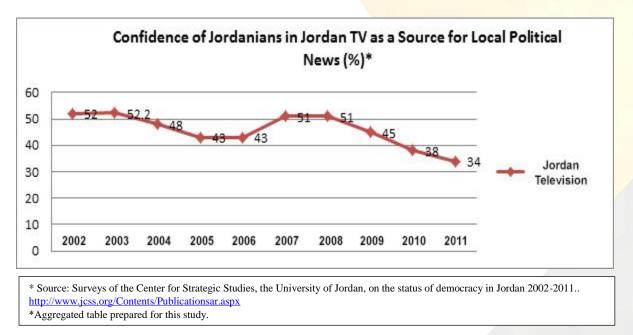[1] UNESCO, IPDC, Assessment of media development in Jordan indentures **MDI** , 2015
[2] IPSOS Stat Surveys for Marketing Studies and Research, 2012-2013.
[3] IPSOS Stat Surveys for Marketing Studies and Research, 2012-2013.
[4] UNESCO, Net-Med youth project, Jordan youth media perception survey ages 18- 29, (2015)
[5] IPSOS Stat, 2012-2013 (op cit).

Figure (8)

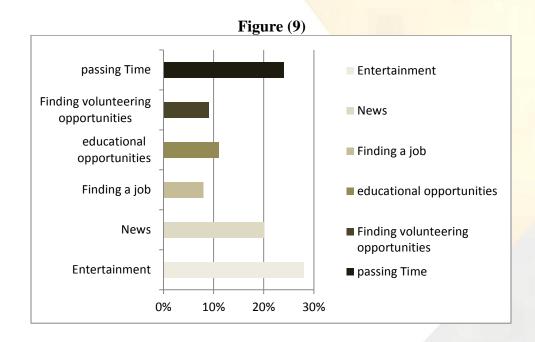Confidence of Jordanians in Jordan TV as a Source for Local Political News (%)*

As Figure (9) shows, 28% of young Jordanians watch television for entertainment purposes, while 24% rely on television as a source of news, as opposed to 71% who resort to the Internet as a news source. Furthermore, 11% of youth depend on television to look for educational opportunities, while 8% depend on it to search for job opportunities.

In view of the connection between modern video and television production that could be transformed into Internet video, 86% of Jordanian youth watch these videos, mostly songs and comedy clips, while 62% watch religious programs, 44% watch drama, 43% watch sports and 31% watch talk shows. [1]

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[1] UNESCO Net-Med youth, Jordan youth media perception survey ages 18- 29, 2015

Figure (9)

Regarding the position of television broadcasting, total concentration remains on the capital, and the governorates' share is limited,[1] with 19 Jordanian television channels, 18 of which are owned by the private sector and one by the public sector. No channels broadcast from the governorates.[2] While the Jordan TV provides limited television services in some governorates, only one television channel has offices in certain governorates.

The above consumption and use indicators clearly indicate the decline in Jordanian society's reliance on traditional media outlets in favor of digital and social media.

Jordan witnessed a large-scale influx of refugees over the past two decades as a result of the situation in Iraq and the Syrian crisis. The number of Syrian refugees in Jordan reached 1.4 million in 2015, of whom 620,000 are registered at the UN Refugee Agency (UNHCR), according to official Jordanian sources. This means that Syrian refugees resulted in a forced increase of about 20% in the population. According to studies conducted between 5 December 2013 and 5 January 2014, media coverage focused on refugee affairs constituted only 5% of the content. In another study in December 2014, it was evident that the coverage of refugee issues was about 8% of the media content.[3]

So far, no radio or television broadcast directed at refugees takes into consideration the deep population dimension. General broadcasts were only allocated on radio or television, with specific periods earmarked for refugees, while some local radio stations tried to launch limited and non-sustainable programs.[4]

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[1] UNESCO, IPDC, Assessment of media development in Jordan indentures MDI, 2015
[2] Al-Amad. Ibid
[3] Al-Finiq Center for Economic Studies, "Syrian Refugees in the Daily Jordanian Newspapers, 2013.
[4] Jordan Media Institute, "Human Rights Violations in Jordanian Media Outlets Study, 2014

Political and Legal Framework for Introducing MIL in Jordan

The text of the five paragraphs of article 15 of the Jordanian Constitution is compatible to a large extent with the fundamentals and foundations of MIL, which were examined in the theoretical section. Paragraph 1 prepares the ground for the need and inevitability of work to draft a strategy for MIL so that people can be prepared and qualified to respect the foundations of freedom of opinion and expression. If practices on the ground afford people the freedom of opinion and expression within the confines of the law and the rules of behavior, Jordan's future in media and information is promising. Although connecting all paragraphs with the law is important for the purpose of regulating media content and respecting people's rights and privacy, the dysfunction in implementing laws, in some cases, place restrictions on media practitioners, journalists and citizens.

The Ministry of Education Law

The current law on the general education system is the Ministry of Education Law number 3 for the year 1994.[1] This law is composed of 47 articles that address definitions related to the educational system and the national and human foundations. They cover the philosophy of education, its objectives and principles, and articulate the ministry's functions and tasks, educational courses for students and the skills, qualifications, and knowledge they should have in the secondary and elementary stages. Media literacy is not mentioned in any of the Ministry of Education Law articles, which is expected considering the relatively recent concept of media education in general. The skills, qualifications, and knowledge students require for developing their media abilities were emphasized, which provides the legally-incubating environment for adopting the concept of media literacy. Meanwhile, information literacy, including dealing with information, is referred to under technology education.

It is feasible to examine some examples from the Ministry of Education Law in view of what was presented and discussed on MIL and its indications and reflections on sustainable development, peace, cultural dialogue, and reinforcing the concepts of democracy, particularly the UNESCO perspective:

- In article 4, and under the heading "General Objectives," point 5 mentions that the student, at the end of the education stages, becomes a citizen capable of openness to human cultures and the good values and directions they encompass.
- The same article on general objectives, which specify what a student is expected to be able to do at the end of the education stages, features three consecutive points. Point (H) stipulates "conscious absorption of technology and acquiring skills in dealing with it, to produce it, develop it and utilize it for the service of society." Point (I) stipulates "collection, storage, retrieval and processing of information; using it to explain phenomena; expecting different options for events and making decisions in various fields." Finally, Point (J) stipulates "critical objective thinking and following the scientific method in observation, research, and problem-solving." It is clearly evident that the three points imply the concepts of MIL.

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[1] http://www.moe.gov.jo/MenuDetails.aspx?MenuID=91#_Toc255474696

- In Article 5, and under the title "Educational Policy Foundations," Point C emphasizes: "the importance of political education in the educational system, and dedicating and practicing the principles of participation, justice, and democracy."
- Also in Article 5, under the title "Educational Policy Principles," Point D stipulates "directing the educational process in a manner that develops the citizen's personality to be able to analyze, criticize, take initiative, innovate, practice positive dialogue, and reinforce the values derived from Arab and Islamic human civilization."
- In the same article, Point G emphasizes "the concept of comprehensive experience including professional and technological experiences". This point indicates that concentrating on technological experience is connected to information illiteracy and the use of computers, without referring to dealing with the Internet or research and investigative skills, although there is a clear emphasis that the experience must be comprehensive.

After examining a sample of the Ministry of Education Law, and in view of the huge and rapid development in technology, the digital world, electronic education and social media platforms of all types, it is safe to say that the basic legal environment is suitable and provides the legal framework for adopting MIL in the Ministry of programs and its curricula, and its curricular and non-curricular activities. There is no doubt that the presence of a supporting environment prepares the foundations for taking procedural steps related to building strategies and drafting policies regarding MIL within the framework of the Jordanian state's value system and its priorities, resources, and social and economic challenges that its faces in accommodating UNESCO's general framework.

Higher Education and Scientific Research Law

The Higher Education and Scientific Research Law number 23 for the year 2009 and its amendments is composed of 15 articles.[1] In the law, higher education refers to education that covers a minimum period of one whole academic year after the general secondary level or its equivalent. Higher education institutions include universities, community colleges, middle colleges, and similar institutions.

In spite of the fact that MIL is not specifically mentioned among the higher education objectives, item (C) refers to the democratic method and the freedom of opinion and expression. Moreover, Item (D) stipulates providing the academic, research, psychological and social environment that supports creativity, excellence, innovation and thinking skills. Item E mentions promoting interest in the national heritage and culture, as well as international cultures, and paying attention to the general culture of learners, while Item (G) refers to building a national technical scientific nucleus capable of developing scientific research and producing technology. From what was examined earlier about MIL fundamentals, it is possible to say that the legal environment is appropriate and provides the legislative framework for adopting MIL in Ministry of Higher Education and Scientific Research programs, whether through required courses or university requirements.

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[1] http://www.mohe.gov.jo/ar/GovPapers/23-2010.pdf

In addition, items (K) and (L) of the higher education and scientific research objectives are compatible with one of the most important elements of successful MIL integration, represented in cooperation and networking with other public sector institutions and private sector companies, due to the diversity of those involved from the media, information, technological and developmental sector, and the diversity of targeted citizens in terms of gender, age, and economic and social background.

Access to Information Law

The United Nations General Assembly adopted the right for access to information in its resolution number 59 for the year 1946, which declares that "freedom of information is a fundamental human right and is the touchstone of all the freedoms to which the United Nations is consecrated." It was defined as "the human right to safe access to information in the public domain and the duty of this domain to provide this information." Jordan was the first Arab country to ratify a law guaranteeing the right to access information in 2007.

According to the Access to Information Law number 47 for the year 2007, all citizens have the right to resort to any public or official institution and request information in accordance with the format approved by the relevant institution or ministry. The law defines information as any data in written, image, chart, audio, symbol or table form; in addition to uploaded or stored databases in electronic or any other form. In article 13 of the law,[1] the right to access information was constrained in some cases where an official is prohibited from providing citizens with information and personal files related to individuals' educational, medical, employment, accounts, bank transfers or professional secrets records.

In spite of the right to access information, the law is void of any text on penalties that can be imposed by the Information Council on an official who refuses to provide information. In addition, it does not clarify whether the council's decision is binding or non-binding, since an official has the right to accept or refuse the application within 15 days after its submission.[2]

Information Systems Crimes Law

This law was issued in 2010 and is composed of 17 articles. Article 2[3] defines the words and terms related to the law:

- Information System: A set of programs and tools designed to create, send, receive, process, store or manage data or information electronically.
- Data: Figures, letters, symbols, shapes, sounds and images that have no significance on their own.
- Information: Data that have been processed and have a significant meaning.
- Internet: A link between more than one information system to acquire and exchange data and information.

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[1] http://www.medialegalsupport.jo/?q=ar/node/61
[2] Internet study titled "The Right to Access Information: The Jordanian Experience."
[3] http://www.medialegalsupport.jo/?q=ar/node/63

- Website: A place where information on the Internet is available through a specific address.
- Permission: The authorization granted by the concerned official or the competent judicial authority to one or more persons or the public to access or use information systems, websites or the Internet in order to view, cancel, delete, add, change, re-disseminate data or information, block access, or stop the hardware operation , change a website or cancel or modify its contents.
- Software: A set of orders and technical instructions intended to accomplish a task that can be implemented using information systems.

The law details a group of penalties for crimes listed according to articles 3,4,5,6,7,8,9,10,11, and 12, ranging from a financial fine to temporary hard labor in case of facilitating terrorist acts or contacting a group, organization, or association that carries out terrorist acts or promote their ideas or finance them.

In 2015, the amended Cyber Crimes Law number 27 came into effect. Article 11 stipulates that "Any person who intentionally sends or resends or publishes data or information via the Internet or an information system or the website of any information system, encompassing slander, defamation, or contempt for any person, shall be punished by imprisonment for a period of not less than three months and by payment of a fine of not less than one hundred (100) Jordanian Dinars and not more than two thousand (2,000) Jordanian Dinars."

Although the law did not address slander and libel crimes committed in contravention of the provisions of article 11 of the Cyber Crimes Law through websites and social media sites, the Law Interpretation Bureau decided in 2015 that those crimes are not subject to this article or Article 114 of the Criminal Courts Procedures Law.[1]

Looking at the Access to Information Law, the Information Systems Crimes Law and the amended Cyber Crimes Law, we find that the legal frameworks regulating the process of acquiring, generating, transferring, publishing and exchanging information on the Internet, including websites and social media networks, are in place and observe the privacy of individuals, although there are some restrictions and penalties that do not render the issue absolute. This has positive and negative aspects, but there is no doubt that the presence of such laws supports the development of a strategic process and formulation of policies related to MIL, since their items are among the main references in MIL.

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[1] http://bit.ly/2akfv52

The proposed national framework for spreading MIL education in Jordan emanates from national efforts to introduce reforms in the human resources sector, reflected at this stage by two documents. The first is the Jordan 2025 Vision launched in 2015, which aims at developing current economic and social policies, based on providing equal opportunities for all, reinforcing the rule of law, increasing participation and achieving sustainability. The second is the National Strategy for Human Resources Development, launched under the auspices of His Majesty King Abdullah II in September 2016. The essence of reforms and opportunities provided by the MIL perspective in view of these two documents are evident in four basic approaches:

- Developing human resources through the reform of the elementary, technical, vocational and higher education sectors.
- Enhancing realization of the need to effect reforms in societal culture sources that represent the social capital (rebuilding confidence in society) in confronting manifestations of extremism and close-mindedness, and developing the values on which Jordan was established, foremost of which are tolerance, diversity, plurality and respect of the other.
- Improving Jordanians' quality of life.
- Working to make Jordan a habitat for MIL in the Arab World.

VISION
Jordanian citizens use media outlets, sources of information, and new media technologies effectively to enable them to move from the information society into the knowledge society, building on this foundation education systems, markets, and efficient and sustainable institutions that work at continuously improving the quality of life and public confidence in society.

National Objectives

The MIL perspective will help to achieve the following reform and developmental objectives:
1. Improve the capacities of Jordanian society, particularly the younger generation, in dealing with media and information sources.
2. Empower members of society and protect them from the dangers posed by unprofessional use and inappropriate content of media and information sources, such as hate speech and calls for extremism and violence.
3. Empower members of society, particularly youth, with free self-expression, critical thinking skills, creativity and innovation.
4. Contribute to improving the Jordanian public's capacities for further social integration, as well as political, social, and economic participation.
5. Prepare society to benefit from the demographic opportunity (The stage in a country's development when the ratio of dependents to workers is at its lowest).
6. Support gender equality efforts in Jordan and improve society's capacities in bridging the gaps in women's political, social, and economic participation.
7. Continue to improve Jordanian society's ability to develop the social capital, i.e. maintaining public confidence and rationalizing societal culture.

8. Reinforce the concepts of human rights and freedoms in Jordanian society, enabling it to express itself, effectively participate in the democratic process, and strengthen the notion of digital citizenship.

Targeted Groups

Policies supporting MIL in Jordan require targeting society as a whole. Within the framework of specific program work, this document proposes the following categories:

First: The National Educational System:
  - Students in public and private schools.
  - Teachers
  - University students.
  - University faculty.

Second: Youth Care Institutions.

Third: Civil Society Institutions

Fourth: Representative Institutions (Parliament, municipalities, local government councils).

Fifth: Special groups (women, marginalized communities).

Scopes of Work

First: Education Field

1- Adopt a general policy that supports MIL. This means the presence of a national vision in this field supported by a political will, which is translated into strategic policies and plans. These should support the capacities of decision-makers to understand the general environment of the educational process and its relationship with information and media sources, which enables them to take the appropriate decisions and conduct comparisons, follow-up, and evaluation.
2- Develop national curricula, manuals and tools that support the introduction of MIL into the educational system.
3- Introduce MIL concepts in the form of study units within national and social education textbooks for the seventh and eighth grades in public and private schools.
4- Prepare a national plan to train and build national capacities in MIL through two courses. The first, targeting teachers in general, to eliminate media and information illiteracy, and the second to develop specialized capacities among teachers through offering a science degree in MIL in teacher-training colleges.
5- Form a consultative committee to oversee the preparation of the guiding principles for MIL, as well as the relevant strategies and policies, with the participation of representatives from the Ministries of Education, Higher Education, ICT, Culture, Youth and Finance, the private sector, National Library, Higher Council for the Affairs of Persons with Disabilities, family and women groups, civil society institutions, JMI, and the Amman UNESCO office. A specialized technical committee representing the same

parties will be entrusted with the task of preparing the executive plan and supervising its implementation, for both formal and non-formal education programs.

Second: Higher Education and Universities

1- The introduction of MIL into study plans in Jordanian universities through two tracks:

– The first will target all university students by offering required and elective courses, which could start with a pilot course as part of the college requirements.

– The second will introduce MIL in teacher-training colleges by establishing programs that offer scientific degrees (diploma, bachelors, masters) in MIL. These sections are also to teach media education to teachers before their service, and plan to offer training programs in media education to teachers during service.

This task is of utmost importance in order to reform and develop the performance of education science colleges in Jordanian universities. They could combine more than one perspective in developing their capacities in this field, most importantly informatics and contemporary ICT. In this framework, it is proposed that development starts at Al al-Bayt University in the north and Al-Hussein Bin Talal University in the south, to be followed at a university in the central region (University of Jordan).

2- Training and Capacity-Building Plan: A clear national plan will be developed to build the capacities of faculty members in Jordanian universities. The five-year plan targets about 100 faculty members from the Educational Sciences, Arts, Humanities, and Information Technology faculties. This group is required to be the critical mass for leading change and effecting the transformation in universities at the axes of preparing teachers and university students in general. Gradual development will represent the work methodology so that it targets half the universities in the first year, numbering around 10, to be followed by another 10 the following year.

3- The establishment of a specialized scientific center that connects education to media and information. Headquartered in one of the universities, this center would work to develop the connection between education and MIL. It is preferable if this is adopted by one of the universities or institutions specialized in media, along the same lines as international experiences, where these centers encourage scientific research, increasing community awareness and developing general and educational policies in this field.

There are numerous examples in other countries where higher education institutions contributed to developing MIL practices. Some of them are in the United States and Canada, where McGill University completed a program in media education from which most schools in North America benefit. Switzerland also took the initiative to establish a mass communication education center. France, for its part, established a center to connect education to communication outlets (CLEMI).

Third: Civil Society:

Support initiatives by civil society institutions aimed at society in general that seek to offer specialized programs to eliminate media and information illiteracy and are based on lifelong education.

These programs are divided into the following categories:

1. Special groups and segments that require attention and care, whereby MIL contributes to enabling them to achieve their political and economic rights. Among these groups are women, people with disabilities and communities living in remote areas.
2. Effective Groups and Actors: Empowering these groups with capacities, skills and knowledge in MIL will reflect on society as a whole. This category includes parliamentarians, mayors, heads of local councils, trade union leaders, directors of civil institutions and policy-makers in general.
3. Media organizations, libraries and technological intermediaries such as Internet service providers and social media that can assist nationally and could also formulate their own self-regulatory policies regarding MIL.

Fourth: Youth Institutions and Programs:

Introduce specialized MIL programs to activities in youth institutions. In this respect, general policies covering young people are geared for launching programs in this field :

1. Launch a national program in MIL in for boys and girls in 60 youth centers around the Kingdom.
2. Introduce MIL concepts and some skills in programs directed at youth as part of quality plans such as the National Anti-Extremism Plan and others to confront violence in student communities.

Suggested MIL Road Map:

Following are some proposed steps that can be taken during the next three years which constitute a preliminary road map on the way forward towards national MIL policies. The following steps stem from national goals and seek to engage key stakeholders and target groups:

1. Ensure sustainable public interest in MIL, as well as political will to support the endeavor, through media campaigns; and continue advocacy efforts with public policy makers in the fields of education, youth and media.
2. Draft a three-year strategic plan to integrate MIL into school and university curricula, and a two-phase action plan.
3. Draft a plan to introduce MIL programs into activities of out-of-school youth centers.
4. Secure funding for the action plan and identify the implementing agencies and their roles.
5. Establish a unit to manage and oversee the plan's implementation that includes implementing agencies and beneficiaries of the programs to ensure constant coordination.
6. Establish a committee to monitor and evaluate the plan with key performance indicators.
7. Issue quarterly progress reports for the concerned parties and an annual one for the general public.

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