

Media and Information Literacy in Jordanian Universities

An Analysis of Curricula and a Proposed National Action Framework

Dr. Basim Tweissi
Dr. Talal Al Zoubi



حقوق الطبع محفوظة للناشر

جميع حقوق الملكية الأدبية والفنية محفوظة لمعهد الإعلام الأردني عمان- الأردن
ويحظر طبع أو تصوير أو ترجمة أو إعادة تنضيد الكتاب كاملاً أو مجزأً أو تسجيله على أشرطة
كاسيت أو إدخاله على الكمبيوتر أو برمجته على إسطوانات ضوئية إلا بموافقة الناشر خطياً

Copyright © All rights reserved, **Jordan Media Institute**

No part of this publication may be translated,
reproduced, distributed in any form or by any means, or stored in a data
base or retrieval system, without the prior written permission of the
publisher

Table of Contents

Executive Summary	2
MIL: Conceptual Framework	3
The MIL Movement	4
The Importance of Introducing MIL in Universities and Youth Institutions	7
The status and availability of MIL courses in Jordanian universities	9
Analysis of Curricula and Study Programs at Al-Hussein Bin Talal and Al al-Bayt Universities	12
Results and Recommendations	16
Proposals	19
Suggested Way Forward: General Framework for Integrating MIL in University Curricula	20
Proposed Procedures in the Higher Education Framework.....	22
General Objectives of MIL University Curricula.....	23

Executive Summary

This report seeks to examine the existence of Media and Information Literacy (MIL) concepts in university curricula in Jordan and identify the potential for universities to offer a bachelor's degree on two levels. The first is general and entails integrating MIL concepts into some disciplines in local universities, while the second is more specific and targets teacher-training colleges through offering a course in this field.

The study consists of four main themes:

1. What is the importance of MIL in university education?
2. What is the importance of MIL in youth institutions?
3. Are MIL concepts and principles present in study plans of Jordanian universities?
4. An executive action framework to introduce MIL in university curricula.

The report used three instruments to gather and analyze information: Reviewing literature in this field and identifying the best practices. This tool was used to answer the questions raised in the first and second themes. The report also utilized the analysis of study programs, description of courses and plans for teaching staff to address the third theme. In this context, a sample was taken of the study programs at Al-Hussein Bin Talal and Al al-Bayt universities.

The report sought to answer the following questions:

1. Which courses at the Educational Sciences faculties of these two universities contain MIL concepts?
2. Which courses include MIL concepts at the Arts and Literature faculties in both universities?
3. What material can be added to the study programs in the Educational Sciences and Arts and Literature faculties of these universities, and in which bachelor's degrees can it be incorporated?
4. What MIL concepts can be introduced to the aforementioned faculties from the perspective of experts and specialists, and in which courses can they be integrated?

Three experts were selected to undertake these tasks. The results revealed the following:

- The lack of any integrated material related to MIL in study programs offered at the Education Sciences faculties in Al-Hussein Bin Talal and Al al-Bayt universities.
- The lack of any material related to MIL in study programs offered at the Arts and Literature faculties of both universities, except for a few concepts at the International Relations and Library Science departments in Al-Hussein Bin Talal University.

The report presents a national action framework following a review of UNESCO's Global MIL Assessment Framework, which provides its member states with "assessment tools to evaluate the extent to which their country is ready and able to provide citizens with the necessary MIL competencies" at the individual, societal, and institutional levels, and to assess the available resources, infrastructure and environment. This is the means to test the readiness of a country to adopt initiatives in this field.

The framework comprises six fundamental components:

1. For the Higher Education Council to call on private and public Jordanian universities to adopt the MIL philosophy and teach it as part of general courses.

2. Establish a general curriculum framework for a MIL course, whether as part of university requirements or in relevant teacher training colleges. This framework would include the introduction of MIL concepts into courses offered in the study plans.
3. Establish MIL departments in Jordanian universities.
4. Prepare a group of faculty members to teach this course in their own universities, in direct coordination with the university administration and the concerned college deanships.
5. Initiate a program to monitor and evaluate national efforts in this field through the formation of a steering committee that assesses the coverage of MIL in universities and issues periodic reports.
6. Establish a specialized scientific center which links literacy with media and information.

MIL: Conceptual Framework

Academic and educational institutions in many areas of the world have transcended the traditional definition of literacy, which for a long period of time revolved around the ability to read and write, towards more knowledge, skills and competencies required by an individual to be able to live in the modern world. In 2005, the New Media Consortium (NMC) defined literacy as "a set of cultural competencies and social skills that young people need in the new media landscape."¹

The roots of interest in media education go back to the early years of the 20th century when a number of higher education institutions became active in introducing "screen culture" and dealing with films and television. In this context, it is possible to understand a comment made by Marshall McLuhan, a Canadian professor and philosopher, towards the end of the 1960s: "The best way to reduce the addiction to television is literacy."² At that time, when journalism colleges and departments were flourishing around the world, UNESCO contributed to enhancing university education in this field in several parts of the world, particularly in developing countries. In 1982, UNESCO articulated the need to prepare young people to live in a world characterized by the power of images and written and audio messages.³

The media literacy concept can be summarized as the curriculum through which people are taught how to deal with media and information sources, and to critically evaluate their content.

Among the most prominent conceptual frameworks of media literacy was presented by the Ontario Association for Media Literacy (AML) in 1989: "Developing a critical understanding of the mass media, its methods and effects, for the purpose of increasing student understanding of how the media operates, to create content, and provide them with the special abilities to establish the media content."⁴

¹ Jenkins, H., Clinton, K., Purshotma, R. & Weigel, M. (2006). *Confronting the Challenges of Participatory Culture: Media Literacy for the 21st Century*. (www.digitalllearning.macfound.org). Retrieved: 5/2/2007

² *Marshall McLuhan (1967) The Medium is the Massage: An Inventory of Effects with Quentin Fiore, produced by Jerome Agel; 1st ed.: Random House; reissued by Gingko Press, 2001*

³ Center for Media Literacy (2003). *Canada's Key Concepts of Media Literacy*. (http://www.medialit.org/reading_room/article210.htm). Retrieved: 18/1/2007).

⁴ Dennis, E. E., Martin, J. D., Wood, R., & Madison, M. (2010). Information and communication technology (ICT) in education in five Arab states.

The Vienna Congress, which was held in 1999 under the title "Educating for the Media and the Digital Age", concluded that media education "deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology."¹

In 2007, the European Commission declared that media literacy expresses the ability to access media content and evaluate it critically.² Moreover, the Center for Media Literacy (CML) in the United States proposed that "media literacy is a methodology to access, analyze, and evaluate information, and participate in the creation of media content in all of its forms."

Meanwhile, the concept of information literacy, which existed in libraries for some time, "is concerned with teaching and learning about the whole range of information sources and formats. To be 'information literate' you need to know why, when, and how to use all of these tools and think critically about the information they provide," according to the International Federation of Library Associations and Institutions (IFLA), which has over 1,500 members in 150 states.

UNESCO developed the concept of "media and information literacy," which is an umbrella term to explain a combination of information, communication, technology and media competencies. This composite concept incorporates a number of areas, including computer literacy, digital literacy, information literacy, Internet literacy, library and archiving literacy, and news literacy. UNESCO expert Alton Grizzle describes MIL as referring to the basic competencies (knowledge, attitudes and skills) that permit people to engage effectively with information providers and media content, and to develop a critical mind and the continuous learning skills necessary to become effective in their societies.³

The MIL framework is considered the basis for reinforcing access to information and knowledge, as well as freedom of expression and quality education while enabling individuals to self-protect from potential challenges like fake news, hate speech, radical and extremist content, cyberbullying and intolerance. It is related to the skills and attitudes necessary to evaluate the work of media and information providers, whether on the Internet or within society. It is also related to evaluating and producing media content. MIL aims at enabling individuals to benefit from their right to freedom of opinion and expression, and to defend their right to access information. It equips individuals and communities with the capacities necessary to participate effectively in information systems, the media and ICT. MIL also helps develop critical thinking, which creates effective citizens who participate in their communities (Moeller et. al. 2011).

The MIL Movement: Role of Universities and Youth

Over three centuries have passed since mass media appeared in Europe and the United States, while the profession of journalism - based on education, training, regulation, and professional ethics - was recognized in the last quarter of the 19th century.

² Europe, C. (2007). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM (2007), 569

³ Grizzle, A., Moore, P., Dezuanni, M., Asthana, S., Wilson, C., Banda, F., & Onumah, C. (2014). *Media and Information Literacy: Policy and Strategy Guidelines*. UNESCO.

There is a clear connection between the development of MIL on one hand and the level of democracy, freedoms and political participation on the other. The more democratic political systems are, the more opportunities are available to develop MIL. There is also a clear relationship between the development of MIL and the prevailing ownership pattern of media outlets in a country. In societies that liberalize the sector and allow for individual and private ownership, we find that media organizations favour meritocracy and invest in training their staff. This requires the establishment of colleges and academic departments. Meanwhile, in societies where media ownership belongs to the state and is not generally commercial, personal proficiency of the human element is not, in most cases, the standard for selection and appointment.¹

The MIL movement started with the aim of protecting citizens from the negative effects of media content, and this stage was called the protection stage.²

Table (1) illustrates the contribution of universities and higher education institutions in the emergence of the media literacy movement during the defense and protection stage, in addition to some major landmarks. Data show the prominent position of universities and research centers in developing awareness and progress towards spreading media education.

Table (2) shows the main milestones during the empowerment stage, when the relationship between the audience and mass media became part of daily life.

The outlook towards this kind of literacy expanded, thus empowering individuals to become critics who control the interpretation of what they see or watch, instead of falling victim to media content.. On this basis, the role of media literacy evolved, transforming the consumption of media content into a robust critical process that helped individuals become aware of the nature of these messages and understand their role in building perspectives on the reality they live in.³

Table (1)
Chronology
Main Historical Landmarks Related to Media and Information Literacy

1912	The University of Missouri, Columbia establishes the first school of journalism in the world on an academic basis.
1919	The first academic program to teach journalism in Britain offers a diploma from London University.
1919	First academic program to teach journalism in German universities.
1935	First program to teach journalism in the Arab world at the American University of Cairo
1922	French National Convention for film literacy
1933	Establishment of the British Film Institute, which included a special section for film literacy.
1940-1950	Five US universities offer elective courses in film literacy
1955	Professor Marshall McLuhan develops the first university course in media literacy,

¹ Tom Dickson. Mass Media Education in Transition: Preparing for 21st. Century. Lawrence, Erlbaum Association Inc., 2000

² Wikimedia (2006). Media Literacy. (http://en.wikipedia.org/wiki/media_literacy).

Retrieved: 10/2/2007

³ Al-Saleh, Badriddin (2007). An Introduction to Integrating Information Technology in Media Education Learning: A Proposed Offer for Saudi Teaching, First International Conference for Media Education, Al-Riyadh.

	giving it the title "Media Culture".
1956	Establishment of the Society for Education in Film and Television in the UK and the emergence of the "Screen Education" concept.
1958	"Newspaper in the Classroom" in secondary schools, sponsored by the US Union of Newspaper Publishers.
1963	Cinema Education courses for teachers in France.
1966	Establishment of the Journalism, Information, and Youth Union in France.
1966	Inauguration of the first academic center specialized in media literacy in Southampton University.
1967	Establishment of the first council for teaching film and television in schools and universities in Russia.
1970	The media literacy movement starts to mature in the United States, reaching dozens of universities.
1970	UNESCO initiatives to support teaching media and media literacy begin.
1975	Establishment of the Film Literacy Institute in France, dedicated to reinforcing media literacy in universities.
1976	Journalism Week launched in secondary schools, and becomes an annual event in France.
1978	Launch of "The Media Curriculum Now" project, designed in Iowa University's education resources center with the purpose of teaching media literacy skills in universities and secondary schools.
1970-1980	Emergence of courses on film and screen culture in schools in France, Britain, and the United States.
1982	The Grunwald Declaration is issued at the International Conference on Media Education in Germany, a platform which called for strengthening of UNESCO initiatives
1983	The French Ministry of Education establishes a Communication Center between education and the media
1986	Ontario, Canada, becomes the first English-speaking province where media literacy is mandatory in curricula
1988	Media education becomes part of the national curricula in England and Wales.
1999	Media Education becomes mandatory in all Canadian schools.

Table (2)
Main MIL Milestones during the Empowerment Stage

1999	UNESCO conference on "Educating for the Media and the Digital Age" held in Vienna
2003	Information Literacy Meeting of Experts, organized by the US National Commission on Library and Information Science and the National Forum on Information Literacy, with the support of UNESCO, held in Prague
2004	Media literacy becomes part of mandatory curriculum in 50 US states
2005	High Level Colloquium on Information Literacy and Lifelong Learning

	held in Alexandria, Egypt
2007	UNESCO Paris Agenda – 12 recommendations on developing media literacy
2011	UNESCO publishes MIL Curriculum for Teachers
2011	Global MIL Week Celebrations initiated
2012	The International Conference Media and Information Literacy for Knowledge Societies issues Moscow Declaration
2013	Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) launched during the Global Forum for Partnerships on Media and Information Literacy
2013	UNESCO publishes MIL Policy and Strategy Guidelines and Global MIL Assessment Framework
2015	Ninety countries have introduced MIL in schools and universities.

The Importance of Introducing MIL in Jordanian Universities and Youth Institutions

Young Jordanians of university age constitute the largest social category that use media, information and technology. Surveys on the use of contemporary media sources indicate that this segment of the population, especially in societies that are witnessing political, economic and social transitions, needs to be empowered through MIL to deal with media and information providers, including those on the Internet.

Young Jordanians live in an information age, at a time when traditional institutions restrict their capacities and freedoms and do not pay them sufficient attention. They find a way out of this alienation and marginalization by expressing themselves on the new platforms available online, particularly social networking sites. Besides being affordable and free of direct control, these websites allow for anonymity. This has led to abnormalities such as cultural and verbal violence, hate speech and extremist religious and political narrative..

According to a 2015 survey by NET-MED Youth, 72% of Jordanians aged between 18 and 29 years own laptops, 72% have an Internet connection at home and 96% use computers at home. The majority of Jordanian youth (95%) use the Internet for for chatting, while 83% use the web for watching videos and 49% for online games.¹

In terms of the viewing content, 86% of this age group watch music videos, 77% watch comedies, 62% watch religious videos, 42% watch drama series, 43% watch sports and 43% watch the news.

A vast majority (92%) of university students access the Internet and social media websites for between one and two hours every day using computers, and perhaps for longer periods, through smart phones. A total of 93% of young Jordanians use the Internet, followed by WhatsApp at 91%. Meanwhile, 83% watch television from 2 to 3 hours in general.²

¹ UNESCO, NET-MED Youth, Jordan youth media perception survey ages 18- 29 (2015)

² UNESCO, NET-MED Youth, Jordan youth media perception survey ages 18- 29 (2015)

Among those who watch TV, 32% do so for entertainment purposes, while 23% depend on TV as a source of news, compared to 71% who rely on the Internet as a news source. Moreover, 13% of youth rely on the television to search for educational opportunities and 9% for job opportunities.¹

According to indicators, Jordanian youth spend at least 5 to 6 hours every day engaging with traditional and new media. Other surveys arrived at double these figures. A study by Ipsos in 2014 and an Arab Social Media report by Dubai Media College the same year, reached the conclusion that young people in several Arab countries, including Jordan, spend 6 to 8 hours using media sources. Youth aged between 18 and 29 years constitute 70% of social network users. Young Jordanians are among the survey sample who believe that the Internet has the most effect on identity, global citizenship and religion.²

Table (3)
Time university students spend with friends and family on a normal day

92%	50%	70%	23%	35%	48%	33%
Spend from 1 to 2 hours talking face to face with friends and colleagues.	Spend less than half an hour talking face to face with their father.	Spend less than half an hour talking face to face with their mother.	Spend less than 10 minutes talking with their parents.	Spend less than 30 minutes talking face to face with siblings.	<u>Spend less than one hour chatting face to face with siblings</u>	Spend 10-20 minutes a day on voluntary work

Table (4)
Time Jordanian university students spend on traditional and new media on a normal day

27%	54%	89%	40%	82%	50%	83%
Spend less than 1 hour reading a book; 52% do not read books.	Spend one hour listening to the radio	Spend from 1 to 1.5 hours on a smart phone	Spend less than one hour listening to music.	Spend from 1 to 3 hours watching TV.	Spend from 1 to 1.5 hours using WhatsApp	Spend from 1 to 2 hours on the Internet in general.

The age composition of Jordanians and population growth in the Kingdom is considered a case that calls for an in-depth examination from the perspective of the digital gap and the development of Arabic web content. In 2014, the volume of Arabic content on the web did not exceed 3 per

¹ UNESCO, NET-MED Youth, Jordan youth media perception survey ages 18- 29 (2015)

² Dubai Media College, Arab Social Media Report, 2014.

cent of the overall volume of online content, according to speakers at the second Arabic Digital Content Conference in Amman.

The demographic composition is tilting in favor of 18-21 year olds. The changing age composition also indicates the beginning of a shift to what is called the "demographic opportunity," 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 modernization. But if the demographic opportunity arrives when education systems, markets and institutions are unprepared, it may be turn out be a curse instead of a "demographic blessing", creating further complications due to possible economic and social distortions.

Young people constitute the majority of the Kingdom's 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. If used properly and wisely, it can be transformed into a digital blessing that provides a real opportunity to develop Arabic digital content and knowledge formation.

It is also attractive to all parties of the media and information value chain (outlet owners, content developers and operators).

Benefiting from the "demographic blessing" stage and transforming it into a digital blessing is largely connected to building the capacities of young people and empowering them with competencies acquired through MIL, so they can "seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals".²

The status and availability of MIL courses in Jordanian universities

An analysis of curricula in Al-Hussein Bin Talal and Al al-Bayt universities revealed that integrated material related to MIL does not exist in study programs offered at their Education Sciences and Arts and Literature faculties, with the exception of a few concepts at the International Relations and Library Science departments in Al-Hussein Bin Talal University.

¹ <http://www.internetworldstats.com/stats5.htm>

² UNESCO MIL Curriculum for Teachers

However, other universities and institutions in Jordan do offer journalism, media and communications technology specializations at both the undergraduate and post graduate levels as illustrated in Table (5) and Table (6).

Jordan has witnessed tangible progress in the higher education sector, with the establishment of universities and scientific research centers. The number of Jordanian universities increased from one university in 1962 to 30, of which 10 are public and the rest private, distributed across all the governorates of the Kingdom.

The intake of these institutions increases in accordance with expansions and preparations as demand for higher education grows, especially where scientific, technical, computer science and communications specializations are concerned. The number of students at the bachelor's degree level reached 266,489 including 138,620 females. Students at the master's and PhD levels reached 22,409, at a rate of 8.3%. The total number of university students reached 290,333. The number of non-Jordanian students reached 37,345, representing 12.86% of the total number of university students.¹

In 2016, seven educational institutions offered journalism, media and communication specializations, six of which offer programs at the bachelor's degree level and four at the master's

University	Affiliation	Governorate	Specializations	Year Established	Capacity	# Regular Students
Yarmouk	Government	Irbid	Journalism	1980	224	293
			Radio and TV	College in 2008	265	346
Petra	Private	Amman	Journalism and Media	1991	522	432
Middle East	Private	Amman	Journalism	2008	200	78
			Radio and TV	2008	155	130
Al-Zarqa'	Private	Al-Zarqa'	Journalism and Media	2010	200	167
Philadelphia	Private	Amman	Journalism	2012	139	17
Jadara	Private	Irbid	Media and Communication Technology	2008		

degree level as Table (5) and Table (6) illustrate. These comprise one public university and 5 private universities. One institution is registered as a not-for-profit private institution, namely, the Jordan Media Institute.

These universities are located in the central region, the capital Amman and its suburbs, and in the northern region. Three traditional programs are offered at the bachelor's level, namely, journalism, radio and television, and public relations and the media. None of the southern region universities offer journalism and media programs.

¹ <http://www.mohe.gov.jo/ar/pages/Statistics.aspx>

All these programs are accredited by the Higher Education Accreditation Commission, which identified the capacity for each program at 1,705 students.¹ However, the number of those actually accepted in these universities at the beginning of the first semester of the 2014-2015 academic year stood at 1,463. In other words, supply is greater than demand at the undergraduate level.

Table (5)

The status of media and journalism education in Jordanian universities: bachelor’s degree

- *Source: Higher Education Accreditation Commission, 2015*

In higher education specializations, four programs are restricted to the master’s degree, three of which are specialized in media studies, and one in journalism and modern media. All these programs are recent. The first is the Jordan Media Institute program. The Institute was established in 2009. Currently, four educational institutions offer these programs. Table (6) shows that the capacity set by the Higher Education Accreditation Commission is 238 students.

Table (6)

The status of media and journalism education in Jordanian universities: master’s degree

University	Ownership	Governorate	Specializations	Year Established	Capacity	No. of Students
Yarmouk	Government	Irbid	Media	2010	82	<u>123</u>
Petra	Private	Amman	Media	2013	40	35
Middle East	Private	Amman	Media	2010	66	66
Jordan Media Institute	Not-for-Profit	Amman	Modern Journalism and Media	2009	50	50

- *Source: Higher Education Accreditation Commission, 2016.*

These institutions employ 57 faculty members of various academic ranks in mass communication, journalism, and media studies specializations. However, a shortage of PhD holders in these specializations was noticed after the scholarship program was suspended. A more severe shortage exists in certain specializations such as digital media and TV broadcasting, and these institutions resort to Arab universities to hire academics.

¹ Higher Education Accreditation Commission in Jordan. Official letter dated 2 January, 2015.

Table (7)
Faculty Members in Journalism and Mass Communication

University	Faculty Members					
	PhD Holders			Master's	Different Ranks	Total
	Prof.	Associate Prof.	Assistant Prof.			
Yarmouk	5	3	7		8	23
Philadelphia	1		1		1	3
Middle East	2		8	1		11
Petra	2		9	2	3	16
Al-Zarqa'	1		4	1		6
Jordan Media Institute	1	1	3	2	1	8

- *Source: Ministry of Higher Education, University Websites (2016).*

Table (8)
Equipment, Facilities, and Publications

University	TV Studio	Radio Studio	News Room	Equip. Library	Magazine or Newspaper	Specialized Library	Website	Radio
Yarmouk	Available	Available	Available	Available	Available	Available	NA	Available
Philadelphia	NA	NA	NA	NA	NA	NA	NA	NA
Middle East	Available	Available	Available	Available	NA	NA	Available	NA
Petra	Available	Available	Available	Available	Available	NA	NA	NA
Al-Zarqa'	Available	Available	Available	Available	NA	NA	NA	NA
Jordan Media Institute	Available	Available	Available	Available	Available	NA	NA	NA

- *Source: Higher Education Accreditation Commission, 2016.*

Analysis of Curricula and Study Programs The Cases of Al-Hussein Bin Talal and Al al-Bayt Universities

In order to examine the courses in the bachelor's and master's study programs at the Education Sciences and Arts and Literature faculties of Al-Hussein Bin Talal and Al Al-Bayt universities in terms of MIL concepts or media in general, this study attempted to answer the following questions:

1. Is there material that addresses MIL directly or indirectly in the study programs of the Education Sciences faculties at Al-Hussein Bin Talal and Al Al-Bayt universities?
2. Is there material that addresses MIL directly or indirectly in the study programs of the Arts and Literature faculties at both universities?
3. Which courses and MIL concepts can be added to the study programs of both faculties in the two universities, and in which bachelor's degrees can they be incorporated?

4. Which MIL concepts can be included in the the study programs of the Education Sciences and Arts and Literature faculties at Al-Hussein Bin Talal and Al al-Bayt universities from the points of view of experts and specialists, and in which courses should they be added?

The importance of studying the status of these colleges stems from the fact that they are specialized in preparing teachers, and thus provide the opportunity to shed light on the issue of MIL in Jordanian universities, and how they address study programs in various specializations, whether in science or humanities institutions.

This analysis was restricted to the curricula of the Education Sciences and Arts and Literature faculties at Al-Hussein Bin Talal and Al al-Bayt universities for the 2015-2016 academic year. The Education Sciences faculty at Al-Hussein Bin Talal University comprises three departments: Class teacher, kindergartens and special education. The Arts and Literature faculty has 8 departments: Arabic Language and literature, English language and literature, international relations and strategic studies, library science, information technology, geography, history, Islamic studies, and French language and literature.

The Education Sciences faculty at Al al-Bayt University includes four areas of specialization: Class teacher, child education, special education, and physical education. The Arts and Literature faculty comprises 5 departments: History, Arabic language and literature, English language and literature, French language and literature, and modern languages.

To achieve the objectives of the study, a descriptive analytical investigative method was adopted. This included analyzing bachelor's degree programs that were prepared based on accreditation standards for specializations in the Education Sciences and Arts and Literature faculties at Al-Hussein Bin Talal and Al al-Bayt universities. The areas of specialization totaled 20, as Table (9) shows. An analytical investigative study was also performed on the content of the courses in each of these programs, together with a description of the material included in them in terms of concepts related to MIL.

Table (9)
Study sample from universities and colleges for each specialization in faculties offering a bachelor's degree

No.	Public University	College	B.A. Specializations of the College	# of Specializations
1.	Al-Hussein Bin Talal	Educational Sciences	Class Teacher	3
			Kindergartens	
			Special Education	
		Arts and Literature	Arabic Language and Literature	8
			English Language and Literature	
			International Relations and Strategic Studies	
			Library Science / Information Technology	
			Geography	
			History	

			Islamic Studies		
			French Language and Literature		
2.	Al al-Bayt	Educational Sciences	Class Teacher Specialization		4
			Physical Education		
			Special Education		
			Child Education		
			History		
		Literature and Humanities	Arabic Language and Literature		5
			English Language and Literature		
			French Language and Literature		
			Modern Languages Department		
			Italian - English		
			Spanish - English		
	Total	4			20

The study plans for each specialization consist of a number of courses. The minimum number of credit hours to obtain a bachelor's degree according to the specialization accreditation criteria is 132 credit hours, distributed as follows:

Table (10)
Distribution of Study Plan Requirements for Bachelor's Students at Al-Hussein Bin Talal University and the Number of Accredited Credit Hours for Each Requirement

No.	Type of Requirement	No. of Credit Hours	No. of Credit Hours According to Requirement	
			Required	Elective
1	University Requirements	27	15	12
2	College Requirements	21	18	3
3	Specialization	81	72	9
4	Free Course	3	3	---
	Total	132	108	24

Table (11)
Distribution of Study Plan Requirements for Bachelor's Students at Al al-Bayt University and the Number of Accredited Credit Hours for Each Requirement

No.	Type of Requirement	No. of Credit Hours	No. of Hours per Requirement	
			Required	Elective
1	University Requirement	27	15	12
2	Faculty Requirement	21	18	3
3	Specialization	81	72	9
4	Free Course	3	3	---
	Total	132	108	24

In order to analyze the methodological frameworks and study plans in the targeted universities and colleges, a special tool was developed similar to the Delphi method.¹ This technique is based on expert evaluation in the field of specialization and related areas, so as to arrive at a consensus or relative agreement through a number of evaluation rounds. Hence, the opinions were taken of 15 faculty members specialized in the media and literacy fields from various Jordanian universities in order to identify the relevance of courses and their descriptions to MIL concepts. This was carried out over a number of rounds and proposals were accepted with regard to which requirements and study programs can incorporate these courses in the Education Sciences and Arts and Literature faculties. The experts were also requested to identify the MIL concepts they propose to add in material and courses, and specify the material and courses that could accommodate these concepts.

To implement this, the following steps were taken:

1. An examination of all study plans for the bachelor's specializations at Al-Hussein Bin Talal University's Education Sciences faculty. Faculty members teaching these courses prepared plans in their area of specialization, with courses spread over 15 to 16 weeks during the semester, at the rate of 3 hours a week. The experts were asked to identify the material and concepts related to MIL mentioned in each plan and prepare a report on them. The plans were then rotated, with each plan being evaluated by another group to reach a consensus on the evaluation.
2. The same methodology was followed at the Arts and Literature faculty at Al-Hussein Bin Talal University, and the B.A. study programs at the Education Sciences and Arts and Literature faculties at Al al-Bayt University.
3. The experts were requested to propose a list of course titles belonging to the MIL package that can be added to study programs at the Education Sciences and Arts and Literature faculties at both universities.
4. They were also asked to identify the material listed in various plans that can incorporate MIL concepts under the titles, semesters or units, and to connect them horizontally and vertically with the concepts, as well as to prepare a list of these concepts and the courses they can be integrated in.

This analysis addresses the results of the field study on three levels: The first is to identify the status of study plans and their relevance to MIL. In order to answer this question, study programs were analyzed for seven bachelor's. degree specializations at Education Sciences faculties. Three of these specializations are offered in Al-Hussein Bin Talal University: class teacher, kindergartens, and special education; and four are taught at Al-al-Bayt University: class teacher, physical education, special education, and child education. These plans were presented to a group of experts in this field, who were requested to scrutinise the courses separately and cyclically in accordance with the previously mentioned procedures.

¹ The Delphi method or Delphi Technique is, in essence, a group of procedures to obtain and analyze the opinions of a group of experts. It seeks to reach a consensus opinion regarding the issue or subject under consideration, based on the experience gut instinct of the experts. The group decision of the experts on an issue is formed from a personal vision or outlook, but is considered more significant than an individual opinion, and hence its results are more objective. Turoff, M. ,The Design of a Policy Delphi, in *Technological Forecasting and Social Change* , vol 2, N.2, 1970,pp . 149-171

Results and Recommendations

Courses related to MIL were identified in terms of the concepts or study units dealing with issues relevant to media and information sources, as well as the production of content, which was analyzed. Issues related to the freedom of expression, citizenship, dialogue and research and information collection skills were also identified, as well as courses that address contemporary digital skills.

MIL in Education Sciences Faculties

After all the forms presented by the experts were downloaded, results showed that no material directly related to MIL was present in specializations offered at Al-Hussein Bin Talal University's Education Sciences faculty, neither in university and faculty required and elective courses, nor in subsidiary and free courses. There are 73 required and elective courses in all bachelor's specializations in the various departments.

The results also showed that no MIL courses exist in the class teacher, child education and special education specializations at the Education Sciences Faculty at Al-al-Bayt University.

In view of these results, the study plans committees at the Education Sciences faculties of both universities have full authority to design curricula in accordance with each faculty's vision, message and objectives. In addition, they are entitled to address these plans by adding one or more MIL courses according to the university elective requirements, which are divided into three packages as follows:

- Humanities Package.
- Social Sciences and Economics Package.
- Science and Technology, Agriculture and Health Package.

MIL in Arts and Literature Faculties

After examining the bachelor's specializations at the Arts and Literature faculties of Al-Hussein Bin Talal and Al Al-Bayt universities, the results of the analysis show that none of the courses have material directly related to MIL.

MIL in study plans

To ascertain the presence of MIL concepts indirectly in study plans, an analysis was made on two levels in bachelor's degree courses at both faculties. The first comprised elective and required university and faculty requirements, while the second covered the study programs, as well as a description of the bachelor's degree material and faculty members' plans.

At Al-Hussein Bin Talal University, the proposed study plan to obtain a bachelor's degree requires 127 credit hours, of which 21 hours (7 courses) are required and elective courses referred to as university requirements (6 hours, or 2 courses, are electives). The plan proposes 18 hours (6 courses) from which a student selects 2 subjects, which, when examined together with their description, were found to have no relationship to MIL. The university requirements are 12 credit hours (4 courses), of which 6 credit hours incorporate some MIL concepts. These are

"Introduction to Library Science" and "Art of Writing and Expression." However, a student chooses them from among 31 courses, meaning that the chances of selecting them are very low (2/31).

In Al al-Bayt University, the bachelor's degree requirements are 132 credit hours, of which 27 hours are university requirements and three are required courses. Six courses (18 hours) are not related at all to MIL. In the elective requirements, the university allocated 9 credit hours (3 courses) that a student can select from 38 proposed courses, only one of which is indirectly related to the package of MIL concepts. This is the "Democracy and Human Rights" course. Again, the chances of students selecting this course are very low (1/38).

According to the analysis, courses directly related to the MIL concepts package at the level of university requirements are non-existent in both universities, while those indirectly related are very weak, with one elective course in each university.

Turning to the required and elective courses in both universities, the Arts and Literature faculty at Al al-Bayt University requires 21 credit hours (7 courses), of which 15 hours (5 courses) are required, none of them directly related to the package of MIL concepts. However, there are two courses indirectly related to some knowledge and skills: "Computers for Humanities" and "Writing and Expression". Elective courses include 6 credit hours (2 courses) to be selected by a student from 18 proposed courses, none of them related directly or indirectly to MIL.

The analysis found that some subjects include MIL concepts indirectly in both faculties at Al-Hussein Bin Talal University, as explained in Tables (12) and (13).

Table (12)
Analysis of Study Plans for the Education Sciences Faculty at Al-Hussein Bin Talal University - Level II

Education Sciences Faculty	Course Title	Field	Nature of Educational Content
Class Teacher B.A. Program	Introduction to Research and Education Statistics	Information Literacy	General Knowledge
	Applications in Educational Computers	Digital Learning	General Knowledge Skills
	Design and Production of Educational Materials	Digital Literacy + Information Literacy	General Knowledge Skills
	Writing Skills and Teaching Methods	Information Literacy	Skills
	Reading Skills and	Information Literacy	Skills

	Teaching Methods		
	Thinking Methods	Media and Information Literacy	Knowledge Skills

Table (13)
Analysis of Study Plans for the Arts and Literature Faculty at Al-Hussein Bin Talal University - Level II

Arts and Literature Faculty	Course Title	Field	Nature of Educational Content
Bachelor's Program in English Language	Writing Skills	Media and Information Literacy	Knowledge and Attitudes
	Scientific Research		
Bachelor's Program in International Relations	Introduction to Media Communication and International Media	Media Literacy	Knowledge and Attitudes
	Scientific Research	Media Literacy	Knowledge and Attitudes
	Developmental Media	Media Literacy	Knowledge and Attitudes
Bachelor's Program in Modern Languages	Writing Press Texts (French)	Media Literacy	Knowledge and Skills
Bachelor's Program in Library Science	Introduction to Library Science	Information Literacy	Knowledge and Skills
	Information Information Community	Information Literacy	Knowledge and Skills
	Sources of Information	Information Literacy	Knowledge and Skills
	Introduction to Information Organization	Information Literacy	Knowledge and Skills
	Public Libraries	Information Literacy	Knowledge and Skills
	Information Technology in Libraries	Information Literacy	Knowledge and Skills
	School Libraries	Information Literacy	Knowledge and Skills

Bachelor's degree programs at Al al-Bayt University are restricted to the Faculty of Arts and Literature. All programs offered by the Educational Sciences Faculty are at the Master's level. Table (14) details courses included in study plans at the Arts and Literature Faculty which address some concepts related to MIL.

Table (14)
Analysis of Study Plans at Al al-Bayt Arts and Literature Faculty - Level II

Arts and Literature Faculty	Course Title	Field	Nature of Educational Content
University and College Requirements	Democracy and Human Rights	MIL	Knowledge Building Attitudes
	Computers	IL	Knowledge and Skills
	Information Systems Fundamentals	IL	Knowledge and Skills
	Writing and Expression	MIL	Knowledge and Skills
Bachelor's in History	NA	NA	Knowledge and Skills
Bachelor's in Arabic	NA	NA	Knowledge and Skills
Bachelor's in Modern Languages	Writing and Expression	MIL	Knowledge and Skills
	Conversation Skills	MIL	Knowledge and Skills
	Writing I	MIL	Knowledge and Skills
	Writing II	MIL	Knowledge and Skills
Bachelor's in English Language and Literature	Listening and Comprehending	MIL	Knowledge and Skills
	Conversation Skills	MIL	Knowledge and Skills
	Writing	MIL	Knowledge and Skills

Proposals

With regard to subjects that can be added to study plans at the Arts and Literature and Education Sciences faculties at Al-Hussein Bin Talal and Al al-Bayt universities, and to bachelor's degree requirements that could serve the MIL philosophy, the experts agreed on the following:

First: University Requirements

Due to the need to equip students with information and knowledge and develop their MIL competencies, university administrations should offer a specialized subject in this field as part of the university requirements. In this respect, it is proposed that the subject is offered in the form of a trial course as part of the humanities electives package for one or two years, then later be approved as part of the requirements after evaluating the results.

Second: Faculty Requirements

As the study programs offered by the Arts and Literature and Educational Sciences faculties are concerned with preparing teachers, it is proposed that a MIL course be added to the required faculty package.

Third: Incorporate MIL Concepts

The function of the university's curriculum and courses should reflect its role in spreading knowledge through teaching, then strengthening and scrutinizing knowledge using scientific research and studies, and marketing knowledge and experience through community service. Hence, it is necessary to plan for the content of these courses by encouraging faculty members, department heads and faculty council members to incorporate MIL concepts in the curricula, and to link these concepts with those of the course in order to highlight the role of the media and its importance.

Suggested way Forward: General Framework for Integrating MIL in University Curricula

Unrest in the Middle East region over the past few years, coupled with the growth of political and religious extremism and its impact on young people, has demonstrated the urgent need for introducing MIL into educational systems in these societies. This takes place at a time when 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

Jordan has established its educational system on solid basis. Building on these bases, however, has witnessed a clear decline over the past two decades. The political and economic transformations over the last decade specifically have taken a toll on efforts to reform the general and higher education systems. The challenges facing the sector are numerous, ranging from education management to curricula, teaching and learning methods, testing systems, evaluation criteria and the role and status of teachers..² This hinders the introduction of MIL. It also proves that incorporating this course into the educational system will help the reform endeavour so that the education sector can resume its pioneering role in the region. In other words, Jordan now needs an initiative to introduce MIL in schools and universities, and to provide a model that could spread across the region. This is in harmony with the general philosophy of the National Strategy for Human Resources Development that centres on reforming the national education system.

This proposed national action framework was developed after reviewing UNESCO's Global MIL Assessment Framework, which provides its member states with "assessment tools to evaluate the extent to which their country is ready and able to provide citizens with the necessary MIL

¹ <http://www.internetworldstats.com/stats5.htm>

² Parliamentary Initiative and the University of Jordan: A Document on the Essence of Reform Policies Proposed in General and Higher Education and Its Procedural Recommendations (2015).

competencies” at the individual, societal, and institutional levels, and to assess the available resources, infrastructure and environment. This is the means to test the readiness of a country to adopt initiatives in this field.¹

The assessment framework, which defines MIL “as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create, as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way, in order to participate and engage in personal, professional and societal activities”, is based on a two-tier approach: Country readiness and MIL competencies targeting all citizens.

This proposed framework is based on the first tier, namely, the readiness of the Jordanian government to adopt MIL-related initiatives in the country based on national, regional and international indicators and data sources.

This tier consists of 5 categories:²

- MIL Education
- MIL Policy
- MIL Infrastructure
- MIL Access and Use
- Civil Society

1. MIL Education

The gradual introduction of MIL courses in the national educational system (schools, universities and institutions). Training programs for faculty members in this field. Specialized MIL programs at education faculties for teachers in universities.

2. MIL Policy

This means a national vision on MIL which is translated into policies and strategies that support the abilities of decision-makers to understand the general environment of the educational process and its relationship with information and media sources, enabling them to take the appropriate decisions, and also conduct comparisons, monitoring and evaluation.

3. MIL Infrastructure

This indicates the availability of an enabling and favourable environment for MIL as a country’s supply and coverage of media and information resources depends on its regulatory systems. These include media-related legislation governing ownership of media outlets, such as newspapers and broadcast channels. Although the “foundations of MIL knowledge, attitudes and skills can be developed without access to technology,” MIL programs should be “responsive to the availability of existing and emerging media and information technologies so that citizens can fully benefit from their use to actively participate in their societies”³.

¹ UNESCO 2013, *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies*, prepared by UNESCO Communication and Information Sector in close collaboration with UNESCO Institute for Statistics

² *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies*

³ UNESCO’s MIL Policy and Strategy Guidelines

4. MIL Access and Use

Measuring the state's ability in this field depends on a wide range of access-related indicators, such as mobile phones per 1000 people, Internet penetration, percentage of households with a radio or TV set, newspaper circulation rates, computer usage and the number of IT labs in educational facilities. However MIL is not only for people who have access to advanced technologies, but empowers all citizens, including marginalized groups, such as people with disabilities and ethnic minorities, who should have equal access to the necessary training and education resources in local languages. MIL is for all and a “nexus of human rights” as stated by one of UNESCO’s proposed Five Laws of MIL.

5. Civil Society

This means the state's readiness through the volume and effectiveness of its civil society institutions (non-governmental organizations) in the field of MIL. These stakeholders support the media and freedoms, and can provide training to the public to eradicate media and information illiteracy.

Proposed Procedures in the Higher Education Framework

First: Build an approach whereby the Higher Education Council calls on private and public universities to adopt a MIL philosophy and teach it as part of general university requirements.

1. The presence of a political will pushing in this direction will form the cornerstone on which to build this approach, which would support:
 - Facilitating legal and institutional procedures that, in turn, facilitate teaching MIL in higher education institutions in Jordan.
 - Adopting MIL gradually in order to arrive at the introduction of a course as part of a package of university requirements. This could start with approving it as a required subject in some faculties and as an elective university course.
 - Approval of the universities’ plan to introduce MIL by the Higher Accreditation Education Commission.
 - The internal legislative system in Jordanian universities is suitable and does not hinder the introduction of MIL.
2. Support the provision of financial allocations to facilitate the introduction of MIL in the educational system by:
 - A. Allocating financial resources in university budgets.
 - B. Drawing the attention of local and international organizations, which could contribute to providing knowledge, technical and financial support, to the seriousness of transformation into this track.
 - C. Submitting the national approach to introduce MIL into the educational system to the Ministry of Planning and International Cooperation for the purpose of inviting international assistance.

Second: Establish a general curricula framework for MIL in universities, to be presented as a required course as part of university requirements or elective subjects.

The curriculum framework is considered an example of results-oriented education that is based on criteria and defines the content to be taught in accordance with clear-cut and well-known standards governing students' requirements and abilities.

This framework is the first step to ascertain performance levels to be achieved by all students.

General Objectives of MIL University Curricula

The curriculum needs to fulfil the need for knowledge, directions and skills approved by global experiences over the past decades, most important of which are UNESCO literature and references, in three main interrelated areas¹:

1. Knowledge and understanding of media and information for democratic discourses and social participation.
2. Evaluation of media texts and information sources.
3. Production and use of media and information

The basic values that should be emphasised in the MIL curricula are:

1. Simplicity to facilitate understanding the content of media and other information providers such as the Internet, libraries, museums, and archives.
2. MIL works for the public good and in service of democracy, social participation and development.
3. Relevance to students' daily interaction with information and media sources.
4. The principles of freedoms and human rights, specifically the freedom of expression and access to information.
5. A multi-directional system to eradicate media and information illiteracy, which equips the students with the necessary knowledge, skills and attitudes.
6. Qualifications necessary for living in the 21st century and having to deal with the huge volume of information received from various sources.

Competencies Resulting from MIL in Universities²

A media and information literate person is able to:

1. Determine and articulate the nature, role and scope of information and media (content) through a variety of resources.
2. Search and locate information and media content.
3. Access needed information and media content effectively, efficiently and ethically as well media and information providers.
4. Retrieve and temporarily hold information and media content using a variety of methods and tools.

¹ UNESCO MIL Curriculum for Teachers

² UNESCO 2013, Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies, prepared by UNESCO Communication and Information Sector in close collaboration with UNESCO Institute for Statistics.

5. Understand the necessity of media and information providers in society.
6. Assess, analyse, compare, articulate and apply initial criteris for assessment of the information retrieved and its sources, as well as evaluate media and information providers in society.
7. Evaluate and authenticate information and media content gathered and its sources and media and information providers in society.
8. Synthesize and organize information and media content gathered.
9. Create and produce new information, media content or knowledge for a specific purpose in an innovative, ethical and creative manner.
10. Communicate information, media content and knowledge in an ethical, legal and effective manner using appropriate channels and tools.
11. Engage with media and information providers for self-expression, intercultural dialogue, democratic participation, gender equality, defending privacy, and advocating against all forms of inequality, hate speech, intolerance and violent extremism in an ethical, effective and efficient manner.
12. Monitor the impact of created and distributed information, media content and knowledge as well as use existing media and other information providers.

The general framework of the methodology should be based on incorporating ICT in all aspects of the educational process: Teaching, learning, curricula and administration. Hence, it is technology-oriented educational reform. Technology here does not refer to equipment, supplies, machines, networks, programs and other infrastructure requirements which are necessary for integration of MIL., but rather preparing students for a different world that is guided by technology and characterized by cultural and social transparency and economic competitiveness.¹

In other words, the MIL curricula should take digital literacy into consideration, even in managing the educational process, so that students gain the basic skills needed in the knowledge age² and use them in their daily lives. Hence, the skills required for work and daily life differ widely and qualitatively from those needed during the industrial era. Educational reforms thus call for what some literature refers to as 21st century skills.³

Third: Establishing Media and Information Literacy Departments in Jordanian Universities

Establish MIL departments at schools of education in Jordanian universities, i.e. teacher training colleges, through cooperation between these colleges and media faculties. In addition, staff these departments with faculty members to teach MIL to educators before service, with plans to offer training programs in MIL for teachers during service.

¹ Dr. Bardridin Al-Saleh. An Introduction to Incorporating Information Technology in Media Education: A Proposed Framework for Public Saudi Education. First International Conference for Media Education. Al-Riyadh, 2007.

² Trilling, Bernie & Hood, Paul (1999). Learning, Technology and Educational Reform in the Knowledge Age. Educational Technology, Vol.39(3), pp.5-17.

³ NCREL, North Central Regional Educational Laboratory (2003). 21st Century Skills. <http://www.ncrel.org/engage/skills/skills.htm> .Retrieved:29/9/2006.

This task is of the utmost importance, and could pave the way for reforming and developing educational sciences faculties in Jordanian universities.

In this context, it is proposed to start at Al-Hussein Bin Talal University in the southern region and Al al-Bayt University in the northern region. This can then be followed at a university in the central region (University of Jordan).

Fourth: Train a group of faculty members in Jordanian universities to teach this course in their universities in direct coordination with administration and deans of relevant faculties.

Establish a clear national track to build the capacities of faculty members in Jordanian universities over a five-year period. The plan targets 100 faculty members from the Educational Sciences, Arts and Literature, and Information Technology faculties. This group is required to be the critical mass for leading change and effecting the transformation in universities at the level of teacher-training colleges and university students in general. Gradual development will represent the work methodology so that it targets 10 universities in the first year, and another 10 the following year.

The the Jordan Media Institute is the entity most suited for executing this national plan, which will be implemented in cooperation with the relevant universities, the Ministry of Education, the Queen Rania Teacher Academy, and a network of international organizations with experience in this field, foremost of which is UNESCO.

Fifth: Initiate a program to monitor and evaluate national efforts in this field.

Spreading MIL in universities requires a permanent monitoring and evaluation framework for a number of reasons, most important of which is the sensitivity and importance of teaching MIL and the need for it to remain within an objective and balanced framework, due to the huge advancements witnessed by the tools for producing and spreading information as well as consumption patterns.

The sustainability of monitoring and evaluation necessitates asking the Higher Education Council to form a national steering committee representing the main stakeholders to undertake the task. According to UNESCO's Global MIL Assessment Framework, the members could be found among the following:¹

- Ministries of Education, ICT, Labor and Culture.
- Universities.
- Department of Statistics.
- The National Library Department, museums and archives.
- Information management institutions.
- Educational institutions.
- Private sector representatives from the media, IT, e-commerce and information sectors.
- Relevant civil society organizations.

¹UNESCO 2013, Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies, prepared by UNESCO Communication and Information Sector in close collaboration with UNESCO Institute for Statistics.

The existence of a committee at this level means the availability of a wide base of interest and participation in university policy-making, spreading MIL and providing guarantees that hold all parties accountable in sustaining and supporting this effort. In addition, the presence of this type of committee will provide the special value that the need for media culture and knowledge is a continuous learning process for life.

Sixth: Establishment of a specialized scientific center to connect education with media and information

The center's headquarters will be at one of the universities, and it will be concerned with developing and monitoring the connection between education and MIL. It is preferable that a university or a specialized media institute establishes this center along the lines of similar international entities, which work to encourage scientific research, raise societal awareness and develop public and educational policies in MIL.

There are numerous examples from other countries where higher education institutions contributed to developing MIL practices through such centers.

For example, McGill University in Canada established a program in MIL which most schools in North America benefit from. Switzerland also took the initiative to establish a mass communication training center, and France established a center for connecting education to communication methods (CLEMI).

Furthermore, UNESCO and the United Nation Alliance of Civilizations (UNAOC), launched the first international University Network on Media and Information Literacy and Intercultural Dialogue (MILID) in 2011 to promote media and information literate societies on a global scale. The initiative was launched during the First International Forum on Media and Information Literacy held in Fez, Morocco.

One partner of the MILID University Network is the Media and Information Literacy University Network of India (MILUNI), which was formed with the support of UNESCO in 2014. Other regional and national initiatives on MIL are to be set up under the UNESCO-facilitated Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) Action Plan.

Another example is the MIL University Network of Nigeria and the African Centre For Media & Information Literacy (AFRICMIL), which is “dedicated to a new vision of media and information literacy that will provide Africans with the skills required for effective participation in development activities, using creative media and providing opportunities for their increased positive presence in media and ICT”, according to its website.