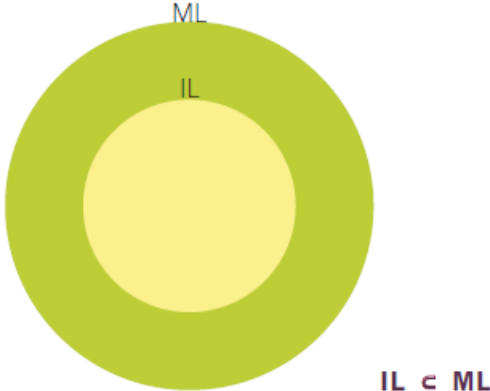
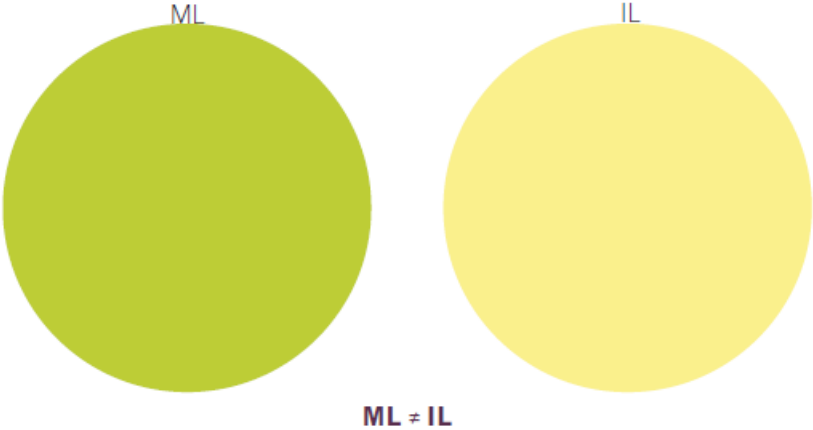


Figure 1.3: IL is a part of ML



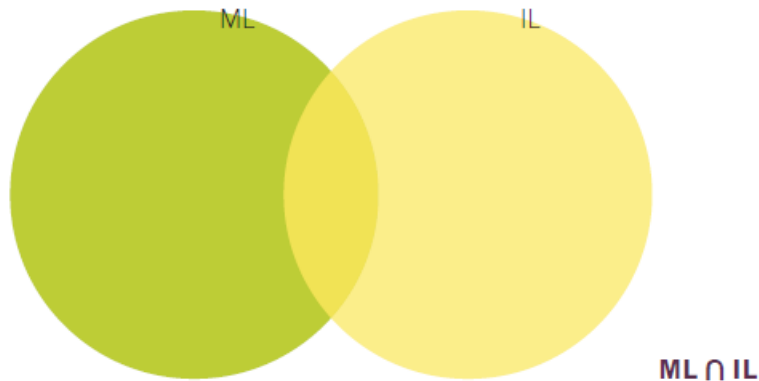
Some actors in the field see media and information literacy as distinct and separate fields (→ See Figure 1.4). Other experts²⁹ acknowledge that there is a level of intersection or overlap between ML and IL but maintain that certain distinctions remain (→ See Figure 1.5).

Figure 1.4: ML different from IL



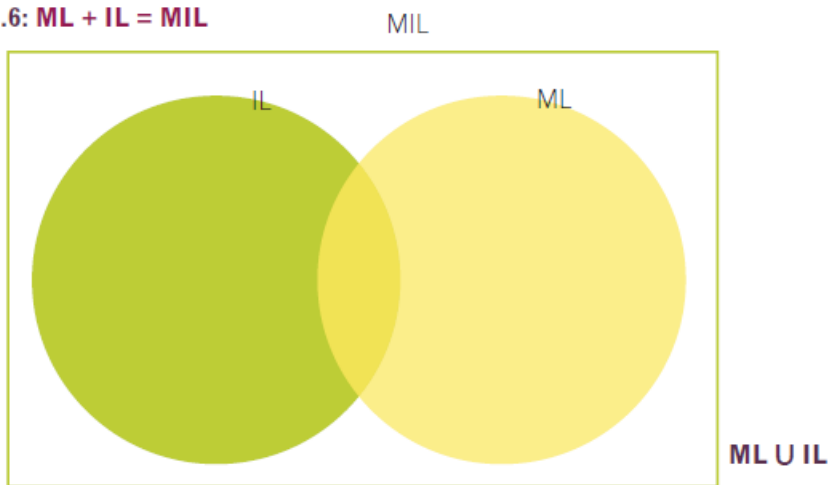
29 Livingstone, S., Couvering Van, E. and Thumin, N. (2008). Converging traditions of research on media and information literacies: disciplinary, critical and methodological issues. In: Coiro, J., Knobel, M., Lankshear, C. and Leu, D. J. (eds.). *Handbook of research on new literacies*. New York, USA: Routledge, Lee A. (2013). Literacy and competencies required to participate in knowledge societies. In Lee A., Lau J., Carbo T. and Gendina N. (2013): *Conceptual Relationship of Information Literacy and Media Literacy in Knowledge Societies*. World Summit on the Information Society (WSIS). Paris, France: UNESCO. Catts, R., Lau, J., Lee, A. Y. L., and Chang, H. H. (2012). Theoretical and conceptual framework for media and information literacy (MIL) Indicators. Draft paper submitted to the Communication and Information Sector. Paris, France: UNESCO.

Figure 1.5: ML intersects with IL



In Figure 1.6 below, UNESCO envisages the combination of all the competencies encompassed by ML and IL, thereby merging these two formerly distinct areas under one umbrella term: Media and Information Literacy (MIL). It is thus crucial that, as we seek to empower children, youth and citizens, in general, media and information literacy is considered as a composite concept including interrelated media and information competencies (knowledge, skills and attitudes).

Figure 1.6: ML + IL = MIL



Media Literacy plus Information Literacy equals Media and Information Literacy. This forward-looking approach harmonizes the field and stresses the need for a multi-perspective theoretical approach. It is harmonizing because it encapsulates the many notions of related literacies. These include: library literacy, news literacy, digital literacy, computer literacy, Internet literacy, freedom of expression and freedom of information literacy, television literacy, advertising literacy, cinema literacy, and games literacy (→ See Figure 1.7). As technologies develop, new terms emerge, such as the coinage of the term social networking literacy illustrates. It is also worth noting that social literacies such as scientific, global, political, family, financial and cultural literacies are widely discussed. Media and information literacy underpins all of them.