

## **Media and Information Literacy (MIL) Framework in Youth Civic Engagement in the Philippines (2021)**

by the Asian Institute of Journalism and Communication (AIJC) with UNESCO, the National Youth Commission, the National Council for Children’s Television, Out of the Box Media Literacy Initiative, the Philippine Association for Media and Information Literacy, Break the Fake Movement, and youth organizations from Luzon, Visayas, and Mindanao

### **All About YOUth: Ikaw Na! (It’s Your Turn!) Media and Information Literacy (MIL) Framework in Youth Civic Engagement in the Philippines**

#### **All About the Framework: What Guides Our Work**

##### **1. Background and Rationale**

- 1.1. The Media and Information Literacy (MIL) Framework in Youth Civic Engagement in the Philippines, titled *All About YOUth: Ikaw Na! (It’s Your Turn!)*<sup>1</sup>, is a strategy document that will help generate MIL engagement among youth organizations in the country, and stimulate national MIL-related policies in favor of the youth—individuals ages 15 to 30.
- 1.2. Young people in the Philippines need MIL policies and engagement to enhance their MIL competencies, including the ability to (1) ethically and effectively access, find, evaluate, and use the information they need; (2) understand the role and functions of online and offline media and information providers in a democracy; (3) critically evaluate, authenticate, and verify media content and information; (4) engage with media and information providers for learning, self-expression, and democratic participation; (5) communicate media content and information in an ethical, legal, and effective manner using appropriate channels and tools; (6) monitor the impact of the media content and information created and distributed; and (7) develop resilience to information disorder.
- 1.3. The need to empower young citizens with MIL has been recognized by the Philippine Department of Education (DepEd), which led to the regular offering of MIL as a core course in the Senior High School program starting in school year 2017-2018.
- 1.4. Beyond the classroom, however, young people need to continue enhancing their MIL competencies. As the heaviest users of social media, young people have also been recruited to troll armies that operate and manage the disinformation cyber highway.<sup>2</sup> Members of this population segment are commonly hired as content moderators, who remove unwanted images, videos, and messages from social media platforms such as Facebook, YouTube, Twitter—a job that comes with psychological costs and burdens.<sup>3</sup>
- 1.5. Moreover, amidst the coronavirus disease 2019 (COVID-19) pandemic, the world faces an “infodemic” or “disinfodemic”—the proliferation of wrong health information that impedes individuals’ capacity to make rational and informed decisions about their health and daily life.

##### **2. Synergies**

- 2.1. This document builds on the Philippine MIL Policy Framework developed by Ramon R. Tuazon and proposed by the Asian Institute of Journalism and Communication (AIJC) in 2017 (see Annex 1), which provides parameters for an ideal MIL policy environment in the country, and application outcomes to guide policy and strategy development for MIL program implementation. These outcomes include promoting freedom of expression and the right to

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<sup>1</sup> The title “All About YOUth: *Ikaw Na! (It’s Your Turn!)*” popularizes the framework and underlines the active role of young Filipinos in improving MIL in the Philippines through youth civic engagement. “Ikaw na” translates to “It’s your turn,” and is also commonly used as an expression of support or admiration for a job well done.

<sup>2</sup> Jonathan Corpus Ong and Jason Vincent Cabañes, “Architects of networked disinformation: Behind the scenes of troll accounts and fake news production in the Philippines.” The Newton Tech4Dev Network, (2018), <https://newtontechfordev.com/wp-content/uploads/2018/02/ARCHITECTS-OF-NETWORKED-DISINFORMATION-FULL-REPORT.pdf>

<sup>3</sup> Elizabeth Dvoskin, Jeanne Whalen and Regine Cabato, “Content moderators at YouTube, Facebook and Twitter see the worst of the web — and suffer silently.” Washington Post, (2019), <https://www.washingtonpost.com/technology/2019/07/25/social-media-companies-are-outsourcing-their-dirty-work-philippines-generation-workers-is-paying-price/>

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- participation, responsible and ethical use and production of media and information, and child protection (especially from risks and threats emanating from media and information, including digital dangers, e.g., cyberbullying, identity theft, online predation).
- 2.2. As the framework calls for critical engagement between the government and youth-led civil society organizations, it proposes entry points for MIL integration based on the Philippine Youth Development Plan (PYDP) 2017-2022, which was created to strengthen the vision for Filipino youth as articulated by the National Youth Commission: "Enabled, involved and patriotic youth realizing their aspirations anchored on integrity and compassion." A companion document of the Philippine Development Plan (2017-2022), the PYDP emphasizes youth participation in society-building and aims to "coordinate all youth-related affairs of the government and civil society towards the realization of the government's 20@22 Social Development Agenda." Strengthening MIL competencies of young Filipinos will help contribute to the achievement of PYDP outcomes under the Plan's nine centers of participation—health, education, economic empowerment, social inclusion and equity, peace-building and security, governance, active citizenship, environment, and global mobility (See Annex 2).
  - 2.3. The nine centers of participation in the PYDP are aligned with the Sustainable Development Goals (SDGs), the blueprint of the United Nations for the improvement of human life, environmental protection, and economic and social progress. They are similar to the five domains within which the 17 SDGs are categorized—people, planet, prosperity, peace, and partnerships.<sup>4</sup> They are also consistent with provisions of the International Covenant on Economic, Social and Cultural Rights (ICESCR) of the UN, in the areas of health, education, standard of living,<sup>5</sup> and the Eight-Point Challenge of the Girl Scouts of the Philippines,<sup>6</sup> a program of activities to prepare young Filipinas "to face and cope with the changing times."
  - 2.4. This framework builds on the Framework and Action Plan for the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). It aligns with relevant proposed actions of GAPMIL in the area of cooperation with the Member States, namely, (1) offering assistance in articulating national MIL policies and strategies, and integrating these with existing policies, strategies and systems; (2) providing support in developing the relevance of MIL in local projects and government partnerships, especially in places where MIL is a novel or developing concept; and (3) assisting in setting and monitoring MIL goals and targets and providing MIL training for citizens.
  - 2.5. The framework is also aligned with the Youth Declaration on Media and Information Literacy<sup>7</sup> from Global MIL Week 2016, which emphasizes the youth's contribution to intercultural dialogue and prevention of violent extremism, online privacy, gender equality, freedom of expression and diversity of voices, and literacy for people with special needs.
  - 2.6. It likewise proposes actions aligned with recommendations for youth engagement in the Global Framework for MIL Cities<sup>8</sup> in terms of understanding media, and the Belgrade

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<sup>4</sup> Philippine Youth Development Plan, <http://nyc.gov.ph/pydp/>

<sup>5</sup> Ibid.

<sup>6</sup> Eight-Point Challenge of Girl Scouts of the Philippines, [https://girlscouts.org.ph/?page\\_id=9101](https://girlscouts.org.ph/?page_id=9101)

<sup>7</sup> Youth Declaration on Media and Information Literacy, [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/youth\\_declaration\\_mil.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/youth_declaration_mil.pdf)

<sup>8</sup> Global Framework for MIL Cities, [https://en.unesco.org/sites/default/files/global\\_framework\\_for\\_mil\\_cities.pdf](https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf)

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- Recommendations on Draft Global Standards for Media and Information Literacy Curricula Guidelines<sup>9</sup>, which describes key MIL competencies in the area of digital security, among others.
- 2.7. This framework aligns with the UNESCO MIL CLICKS social media initiative, which stands for “Media and Information Literacy: Critical Thinking, Creativity, Literacy, Intercultural, Citizenship, Knowledge, and Sustainability.” Proposed actions include the use of social media in helping citizens acquire MIL competencies through their daily online activities.
  - 2.8. The framework’s proposed actions are likewise aligned with the Philippine Media and Information Literacy Declaration: Championing MIL Among the Youth for Civic Engagement, released in November 2020 during the 1st International MIL Youth Virtual Summit organized by the United States-Philippines Exchange Alumni, the Philippine Association for Media and Information Literacy (PAMIL), Yabong Philippines, and the UNESCO MIL Alliance Asia-Pacific Chapter. The declaration listed 11 MIL principles that the summit organizers, partner organizations, and youth representatives agreed on, which encapsulate the definition and purpose of MIL, how it enables individuals to exercise their rights, how MIL can be integrated into different fields of study, and the importance of collaboration and partnership among MIL professionals and advocates across various sectors of society. The document also declared five MIL goals for the youth, which highlight youth empowerment through MIL and the creation of a network of young MIL advocates for collaboration and sustainability.
  - 2.9. The framework builds on MIL-related programs and projects of MIL advocates in the Philippines, such as AIJC, PAMIL, Break the Fake Movement, and the Out of the Box (OOTB) Media Literacy Initiative (see Annex 3).

### 3. Principles

The following principles underpin the framework.

- 3.1. The framework takes a **rights-based** approach, focusing on both MIL rights-holders and duty-bearers. It emphasizes respect for the fundamental rights in a democracy, including the rights of freedom of expression, freedom of information, press freedom, right to privacy, and participation.
- 3.2. The framework is **inclusive**, encouraging participation of youth without discrimination against race, ethnicity, gender, religion, socio-economic class, geographic location, culture, and political and ideological affiliation. In addition to English and Filipino, it promotes the use of the diverse local languages in the country in communicating MIL. It also calls for local contextualization of MIL lessons and promotion of Filipino identity and values.
- 3.3. The framework promotes a **participatory** planning and implementation process involving multiple stakeholders.
- 3.4. The framework **reaffirms the youth’s commitment to achieving the SDGs**.

### 4. Structure and Functions

- 4.1. The organizations involved in the development of the framework are the Asian Institute of Journalism and Communication with UNESCO, the National Youth Commission, the National Council for Children’s Television, Out of the Box Media Literacy Initiative, the Philippine Association for Media and Information Literacy, Break the Fake Movement, and youth organizations from Luzon, Visayas, and Mindanao (See Annex 4).
- 4.2. The Asian Institute of Journalism and Communication is the lead organization. It ensures the alignment of the framework with sustainable development issues. AIJC leads the drafting of the

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<sup>9</sup> Belgrade Recommendations on Draft Global Standards for MIL Curricula Guidelines, [https://en.unesco.org/sites/default/files/belgrade\\_recommendations\\_on\\_draft\\_global\\_standards\\_for\\_mil\\_curricula\\_guidelines\\_12\\_november.pdf](https://en.unesco.org/sites/default/files/belgrade_recommendations_on_draft_global_standards_for_mil_curricula_guidelines_12_november.pdf)

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framework in consultation with the relevant government entity responsible for youth, as well as selected youth organizations from Luzon, Visayas, and Mindanao. It will also propose the official adoption of the framework for dissemination to all youth organizations nationwide.

- 4.3. The government entity consulted in the framework development process is the National Youth Commission, established by virtue of Republic Act 8044 or the Youth in Nation-Building Act of 1995. Now an attached agency to the Department of the Interior and Local Government (DILG), NYC formulates policies, programs and projects that seek to develop and harness the potential of the youth to become an active partner in nation-building. It is responsible for disseminating the framework among youth organizations across the country.
- 4.4. Thirty (30) youth organizations based in Luzon, Visayas, and Mindanao have been invited to participate in the preparation of the framework and establish an informal network of young MIL champions in the country. As this initiative started during the COVID-19 pandemic, these youth organizations have coordinated the initial implementation of proposed actions in the framework remotely, through the internet and text messaging. They will expand their virtual network by inviting other youth organizations in their respective communities to participate in the implementation. The network of young MIL champions created by these youth organizations will decide on and identify:
  - 4.4.1. A national steering committee composed of youth organization representatives responsible for monitoring the implementation of proposed actions, and facilitating coordination with AIJC, the National Youth Commission, and UNESCO;
  - 4.4.2. Regional focal points who will coordinate actions in their region; and
  - 4.4.3. Operational partners in each region to be invited to implement actions on the ground, including local government units, government agencies, civil society organizations, formal and non-formal academic institutions, media organizations, and business groups.

### **#Goals: What We Want to Achieve**

The framework aims to achieve the following main goals and specific objectives through an inclusive, participatory process, with youth organizations taking the lead.

#### **5. Main Goals**

- 5.1. Generate MIL engagement among youth organizations in the country.
- 5.2. Stimulate national MIL-related policies in favor of youth organizations, and help ensure MIL sensitivity of national policies especially those related to education, technology, and gender, among others.

#### **6. Specific Objectives**

- 6.1. Identify sustainable development issues primarily related to how, through information, media, and technology, youth organizations can engage in peace building, intercultural dialogue, have access to information, help tackle misinformation and disinformation, and exercise freedom of expression, gender equity and equality,<sup>10</sup> and democracy.
- 6.2. Present concrete ways by which MIL may be integrated into the action plans of youth organizations, including policy advocacy activities.
- 6.3. Utilize modern technologies and social media to provide fast, convenient, and accessible strategies to reach the youth and increase their recognition of the importance of MIL.
- 6.4. Present monitoring and evaluation indicators for the adoption of the MIL Framework in Youth Civic Engagement.

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<sup>10</sup> UNFPA defines gender equity as “the process of being fair to women and men.” This leads to gender equality, which “requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards.”

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### The Way Forward: How to Reach Our Goals

7. Proposed Online Actions	8. Proposed Offline Actions
<p>7.1. Plan, implement, and sustain a social media campaign on MIL, and put up social media pages for it on social media apps like Facebook, Instagram, TikTok, and Twitter, with common campaign hashtags.</p> <p>7.2. Produce vlogs on YouTube and livestreamed webinars on Facebook and Instagram, where professionals and experts from relevant industries (e.g., journalists, editors, media experts) discuss MIL-related topics (e.g., news production, media ethics, media safety issues, online privacy, intellectual property, data protection).<sup>11</sup></p> <p>7.3. Produce vlogs and one-minute videos on popular topics with diverse young talents/content creators from different backgrounds, including in-school, out-of-school, and working youth across genders and geographical locations, persons with disabilities (PWDs), and indigenous peoples (IPs).</p> <p>7.4. Produce vlogs, one-minute videos, and social media campaigns on fact-checking common misconceptions about various topics aligned with the PYDP, such as sexual and non-sexual risk-taking practices, sexual health and rights, HIV/AIDS, mental health issues, education, workers’ rights, LGBTQIA+ issues, PWDs, IPs, elections, calamities, the environment, and pandemic-related issues (e.g. health myths, vaccine hesitancy).</p> <p>7.5. Produce social media cards, memes, animations, and parodies of popular movies to communicate lessons on MIL.</p> <p>7.6. In partnership with memory institutions, including libraries, museums, and archives, create a crowd-sourced repository of compelling MIL-related online resources such as comics, graphic novels, short stories, web articles, and e-books, accessible via social</p>	<p>8.1. Produce printed learning kits and flyers on MIL-related topics<sup>14</sup> in the local context and language, especially for the youth in far-flung areas without internet access and/or mobile signal.</p> <p>8.2. Organize MIL clubs in schools in coordination with MIL teachers nationwide.</p> <p>8.3. Organize events (e.g., newsroom visits) for in-school and out-of-school youth where professionals and experts from relevant industries (e.g., journalists, editors) discuss MIL-related topics (e.g., news production, media ethics, media safety issues).<sup>15</sup></p> <p>8.4. Collaborate with theater and other folk media groups in organizing community theater/folk media workshops for in-school and out-of-school youth on basic playwriting, directing, acting, creative musical/dance theater, and visual arts, and encourage production of plays and folk media on MIL-related themes, such as freedom of information, tackling misinformation and disinformation, online privacy, intellectual property and data protection, peace and cultural diversity, gender equity and equality, environmental protection, and democracy. Filipino identity and values may also be promoted through theater and folk media.</p> <p>8.5. Collaborate with young artists, poets/spoken word artists, and musicians/rappers in creating artwork, literature, and music focusing on specific MIL-related themes.</p> <p>8.6. Organize events for in-school and out-of-school youth on workers’ rights and responsibilities, including occupational health and safety, gender equity and equality in the workplace, and human trafficking prevention,<sup>16</sup> and formalize, with the help of local government and partners, career guidance services for in-school, out-of-school,</p>

<sup>11</sup> Global Framework for MIL Cities, [https://en.unesco.org/sites/default/files/global\\_framework\\_for\\_mil\\_cities.pdf](https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf)

<sup>14</sup> Content may include comprehensive and culturally appropriate sexual health and rights education.

<sup>15</sup> Global Framework for MIL Cities, [https://en.unesco.org/sites/default/files/global\\_framework\\_for\\_mil\\_cities.pdf](https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf)

<sup>16</sup> Philippine Youth Development Plan, <http://nyc.gov.ph/pydp/>

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7. Proposed Online Actions	8. Proposed Offline Actions
<p>media and cloud storage, which can also serve as a platform for collaboration among users.</p> <p>7.7. Organize a social media campaign on voter registration<sup>12</sup> and voter education, as well as orientation activities about running for and voting in local and national elections.<sup>13</sup></p> <p>7.8. Establish an online network of counselors who can provide psychosocial support to young people experiencing cyberbullying and other media-related problems.</p> <p>7.9. Conduct an online education campaign, through social media, about citizens' rights and responsibilities, and how the youth can exercise their right to express their views and opinions through online and offline platforms within the limits prescribed by existing laws.</p> <p>7.10. Fact-check media campaigns and online articles that advance a certain propaganda, commercial interest, or personal initiative to damage the persona of individuals, especially children and young people, and organizations.</p> <p>7.11. Tap the online portals of memory institutions in the country—libraries, museums, and archives—as platforms for sharing the content on MIL produced by the youth and MIL advocates.</p>	<p>and working youth, including PWDs and indigenous peoples.<sup>17</sup></p> <p>8.7. Organize workshops for IP youth on documenting, nurturing, and practicing their indigenous knowledge systems and practices.<sup>18</sup></p> <p>8.8. Conduct sessions on comprehensive, culturally appropriate sexual health and rights education in communities.</p> <p>8.9. Conduct an offline education campaign, through text messaging, about citizens' rights and responsibilities, and how the youth can exercise their right to express their views and opinions through online and offline platforms within the limits prescribed by existing laws.</p> <p>8.10. Organize events, such as hackathons and innovation challenges, that stimulate interest among the youth to devise strategies, think creatively, and come up with solutions to key issues in media and information literacy. These may include art, literature, journalism, learning methodologies, outreach strategies, scientific processes, web and mobile applications, machine learning algorithms, artificial intelligence systems, blockchain solutions, and data analytics.</p> <p>8.11. Partner with memory institutions—libraries, museums, and archives—in documenting and sharing the content on MIL produced by the youth and MIL advocates.</p>

### 9. Follow-up Mechanisms

- 9.1. Streamline the PYDP document, focusing on in-depth discussions and education campaigns regarding the PYDP outcomes related to MIL listed in Annex 2, to deepen the youth's appreciation of and engagement with the objectives of the MIL-related initiatives.
- 9.2. Prepare a directory of the national steering committee, regional focal points, and partners, including the youth organizations that committed to implement the actions in the framework.
- 9.3. Develop and implement a donor framework to support the proposed actions.
- 9.4. Prepare a work plan and monitoring and evaluation indicators for the implementation of the proposed actions in 2021, and carry out the evaluation in 2022.
- 9.5. Engage the Sangguniang Kabataan (Local Youth Council) officials in the promotion, implementation, and monitoring and evaluation of the framework at the local level.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Ibid.

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### Annex 1

#### Proposed Philippine MIL Policy Framework (2017)

In the section on synergies, it was discussed that the MIL Framework in Youth Civic Engagement in the Philippines builds on the **Philippine MIL Policy Framework developed by Ramon R. Tuazon and proposed by the Asian Institute of Journalism and Communication (AIJC) in 2017 (see Figure 1)**, which provides parameters for an ideal MIL policy environment in the country.

The proposed framework also shows the need to interrelate communication and information sub-sector policies. These subsectors include mass media, social media, telecommunications, and information and communication technologies. Memory institutions such as libraries, museums, and archives are also included.

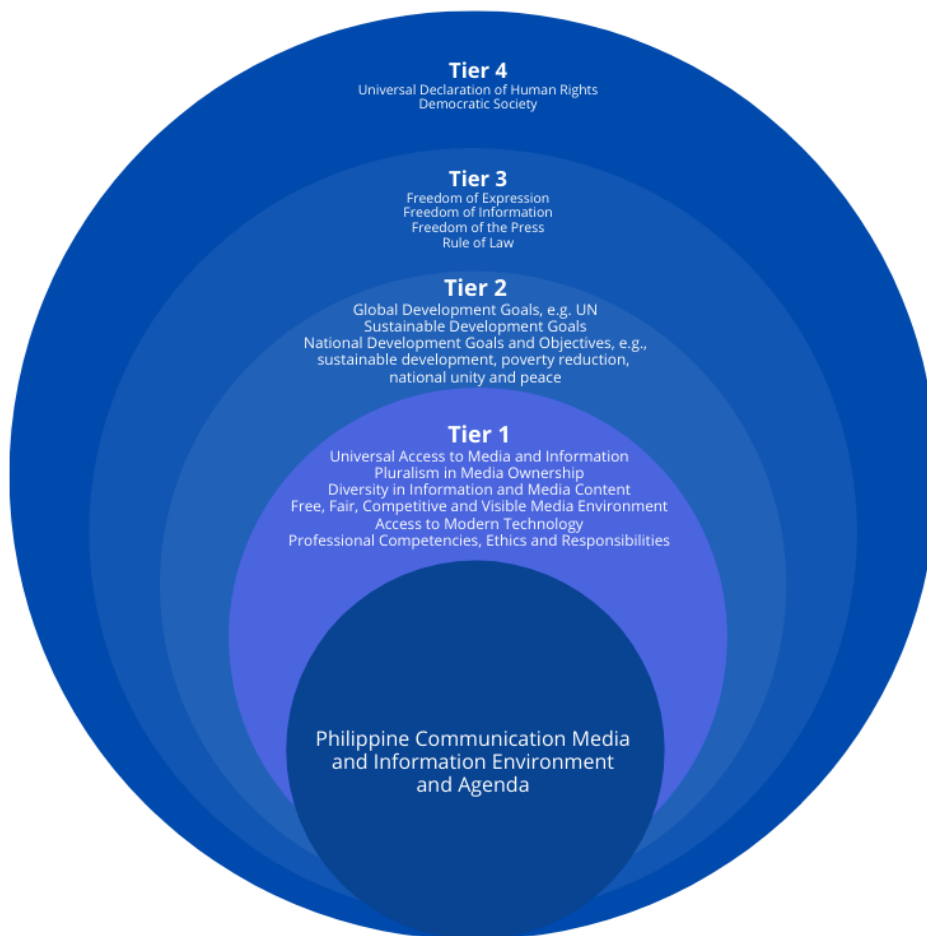


Figure 1. Philippine MIL Policy Framework (2017) developed by Ramon R. Tuazon and proposed by the Asian Institute of Journalism and Communication.

The parameters of the proposed framework include universal principles and international legal requirements while recognizing unique national requirements and conditions. The proposed framework

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is aligned with the *UNESCO Media Development Indicators: A Framework for Assessing Media Development*.

The Philippine communication media and information environment and agenda are represented by the **innermost circle**. The media and information environment in the country is dynamic, influenced by various interdependent factors identified in the four tiers or outer circles. These factors also impact on the media and information legal environment. The media and information agenda is included to indicate that policymaking is a continuous process of adapting to changes and challenges in the MIL environment within and outside the country.

**Tier 1** identifies desired qualities of a national MIL environment which media and information laws and policies should promote. Drawn from the UNESCO MDI Framework, they serve as a checklist or benchmark on whether current or proposed media and information laws and policies have concrete or specific provisions supportive of the desired conditions.

Communication media and other information providers in the Philippines do not operate in a vacuum. They are affected by, as much as they impact on, national and global developments. **Tier 2** illustrates that Philippine media and other information sources must aim to contribute to national development goals as well as globally-agreed development goals. National development goals include sustainable economic development, reduction of poverty especially in the rural areas, and achievement of peace and national unity. Global development goals include the UN Sustainable Development Goals and other international commitments such as participation in disaster risk reduction, climate change adaptation, and disarmament.

Communication media and other information providers in the Philippines can adequately perform their “mandates” only in a democratic society characterized by a free, independent and autonomous environment. This is emphasized in **Tier 3** which identifies Freedom of Expression, Freedom of Information, Freedom of the Press, and the Rule of Law as indispensable requirements or conditions. These conditions help ensure transparency, accountability, and good governance. While the media must operate in such a setting, its role, especially that of the news media, in promoting and pursuing democracy cannot be overemphasized. Existing and future media laws should highlight the role of news media in strengthening democracy.

Finally, **Tier 4** situates the entire framework within the context of the UN Declaration of Human Rights (UNDHR) and a democratic society. Freedom of Expression, Freedom of Information, and Rule of Law (cited in Tier 3) are fundamental elements of UNDHR and are necessary requirements in enjoying other democratic freedoms and rights such as freedom of association and freedom of assembly. As articulated in Article 19 of the UNDHR: *“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontier.”*

The elements in Tier 1 to Tier 4 can be considered the qualities of a “desired vision” for the Philippine media system.



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### **Annex 2**

#### **Selected Outcomes of the Philippine Youth Development Plan Related to Media and Information Literacy**

Strengthening MIL competencies of young Filipinos will help contribute to the achievement of selected outcomes under the nine centers of participation in the Philippine Youth Development Plan—health, education, economic empowerment, social inclusion and equity, peace-building and security, governance, active citizenship, environment, and global mobility.

These outcomes are as follows.

1. Health
  - a. Youth who make informed and responsible decisions against engaging in sexual risk-taking practices
  - b. Youth who make informed and responsible decisions against engaging in non-sexual risk-taking practice
2. Education
  - a. Youth who are highly literate and who efficaciously seek and use information
3. Economic empowerment
  - a. Youth who know and exercise their rights, responsibilities and welfare as Filipino workers
4. Social inclusion and equity
  - a. Youth with disabilities who realize their full potential
  - b. Indigenous youth who are as immersed in their indigenous culture as they are in Philippine society
  - c. LGBTQIA+ youth who are protected from, and who are able to address and prevent sexual orientation and gender identity discrimination against them
5. Peace-building and security
  - a. Youth who are able to address and prevent violence and human rights violations against them
6. Governance
  - a. Youth who are empowered to exercise their right of suffrage responsibly and right to run for elections
7. Active citizenship
  - a. Youth who are engaged in the production and appreciation of Filipino arts and culture
8. Environment
  - a. Youth who practice responsible environment-friendly, and climate/disaster resilient lifestyle
9. Global mobility
  - a. Youth who undergo training and got hired locally will be able to share their experiences, learnings, and knowledge acquired with other youth
  - b. Youth who are protected from, and who can address and prevent human trafficking

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### **Annex 3**

#### **MIL Programs and Projects of MIL Advocates in the Philippines**

The Media and Information Literacy (MIL) Framework in Youth Civic Engagement in the Philippines builds on MIL-related programs and projects of MIL advocates in the country, such as the Asian Institute of Journalism and Communication (AIJC), the Philippine Association of Media and Information Literacy (PAMIL), Break the Fake Movement, and the Out of the Box (OOTB) Media Literacy Initiative.

This annex provides a brief overview of these organizations' MIL programs and projects. For more information, please visit the websites indicated below.

#### **Asian Institute of Journalism and Communication (AIJC)**

[www.aijc.com.ph](http://www.aijc.com.ph)

Established in 1980, AIJC has a record of over 40 years in the communication field with its Graduate School for communicators and journalists, its Professional Development Program, and its Research, Policy, and Advocacy unit that pushes for policies and implements programs that address various development issues. MIL is among the advocacies of AIJC.

In 2011, then AIJC President Ramon Tuazon co-authored the MIL Curriculum for Teachers published by UNESCO. Subsequently, AIJC pushed for the Department of Education's integration of MIL in the curriculum, and in school year 2017-2018, the regular offering of MIL as a core course in the Senior High School program started. The Institute has since conducted MIL projects and capacity building programs in the Philippines and abroad, including training for MIL teachers and youth organizations.

#### **Philippine Association of Media and Information Literacy (PAMIL)**

[www.pamil.ph](http://www.pamil.ph)

PAMIL is a SEC-registered non-stock, non-profit professional organization of MIL educators, trainers, advocates, and practitioners who are committed to promote MIL as a lifelong learning skill in a knowledge-based economy and media-saturated Filipino society. It has conducted webinars and annual national fora on MIL since 2019, and spearheaded the 1st International MIL Youth Virtual Summit in 2020.

#### **Break the Fake Movement**

[breakthefakemovement.com](http://breakthefakemovement.com)

Break the Fake Movement is an "Independent Alliance of Young Professionals Committed to Fighting Against Fake News," with a vision to "have responsible digital citizens who are using critical thinking in consuming media content, and use this to enable wise and smart decision-making." Its mission is to equip Filipinos with basic online literacy tools and skills.

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### Out of the Box (OOTB) Media Literacy Initiative

[www.ootbmedialiteracy.org](http://www.ootbmedialiteracy.org)

Out of the Box (OOTB) Media Literacy Initiative, founded in 2014, is a non-government organization that works to mainstream media literacy practices in the Philippines through campaigns, workshops, and educational resources. Below are some of their projects.

Lookout Bootcamp	This is a 2- or 3-day training on media and information literacy for teachers, students, and other media literacy advocates.
Teacher Training	This is a whole-day training specifically for teachers. The topics depend on the needs of the teachers but mostly revolving around how to better teach critical media literacy to students using local resources and creative activities.
Media Literacy Workshop – School Tour	This is a whole-day workshop for high school or college students. The topics usually include the business of media, news literacy, and digital literacy.
Spoof Ads Competition	This is a competition among high school students in which they would need to come up with “spoof” advertisement. Prior the competition, students are invited to a 1-day workshop on media literacy and advertising.
Suri at Pili	This project is conducted prior elections. We go around schools to talk about media and the elections.
#IWASFAKE E-Learning Platform	This is our latest project which aims to provide localized and contextualized resources for teachers, students, and parents on mis/disinformation, especially amidst the “infodemic” surrounding Covid-19.
MediaX	This is an in-depth video series that discusses representation and other pertinent media issues.
MIL in Action	This is another video series that showcases a particular teacher’s MIL lesson through documenting his/her day and interviewing him/her.

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### Annex 4

#### Directory of Key Partners

##### Participating Youth Organizations

Name of Youth Organization	Location	Organizational Email Address	Organizational Social Media Handle
1. Highlight the Impact. Forward, Youth Volunteers (High FYV) Inc.	Agdahon, Passi City, 5037 Iloilo (Visayas)	teamhighfyv@gmail.com	<a href="https://www.facebook.com/HighFYV/">https://www.facebook.com/HighFYV/</a>
2. Youth Advocates for the Philippines	Taft Avenue, Malate, Manila 1004 (Luzon)	advocatesforthephilippines@gmail.com	<a href="https://www.facebook.com/YouthAdvocatePH/">https://www.facebook.com/YouthAdvocatePH/</a>
3. ASEAN Youth Advocates Network (AYAN)	Taft Avenue, Malate, Manila 1004 (Luzon)	contact@aseanyouthadvocates.org	<a href="https://www.facebook.com/ASEANYouthAdvocates">https://www.facebook.com/ASEANYouthAdvocates</a>  <a href="https://www.facebook.com/AYANPhilippines">https://www.facebook.com/AYANPhilippines</a>
4. Lanao Youth Council Inc. (LYC)	Brgy. Malimono Marawi City, Lanao Del Sur (Mindanao)	lanaoyouthcouncil@gmail.com	<a href="https://www.facebook.com/lanaoyouth2007/">https://www.facebook.com/lanaoyouth2007/</a>
5. Youth Empowering Youth (YEY) Initiative in Negros Occidental Inc.	Dona Aurora Road, Tanguib Bacolod City (Visayas)	yeyinitiative2013@gmail.com	<a href="https://www.facebook.com/YEYInitiative/">https://www.facebook.com/YEYInitiative/</a>
6. Pag-asa Youth Association of the Philippines (PYAP)- Bulacan Chapter	Guinhawa, City of Malolos, Bulacan (Luzon)	pyapbulacan@gmail.com	
7. United Leaders of the Philippines	Intramuros, Manila (Luzon)	ulp062020@gmail.com	<a href="https://www.facebook.com/unitedleadersph/?tn=%2Cd%2CP-R&amp;eid=ARCHMMIw5VMWxuPUQNpWGaVbzGK1Vxjrtk2CkDJ1Gb7ChNbIrcX9Jh6rkX3yA9tMZ5Y0ABAV1GYjzcf">https://www.facebook.com/unitedleadersph/?tn=%2Cd%2CP-R&amp;eid=ARCHMMIw5VMWxuPUQNpWGaVbzGK1Vxjrtk2CkDJ1Gb7ChNbIrcX9Jh6rkX3yA9tMZ5Y0ABAV1GYjzcf</a>
8. United Diwata Familia	Intramuros, Manila (Luzon)		
9. San Jose Del Monte Free College Entrance Exam Review Guild (SJDm FCEER)	San Jose Del Monte, Bulacan (Luzon)	sjdmfceerguild@gmail.com	<a href="https://www.facebook.com/fceerguild/">https://www.facebook.com/fceerguild/</a>
10. Youth for Earth Society (YES)	Pililla, Rizal (Luzon)		<a href="https://www.facebook.com/YESforEarth/">https://www.facebook.com/YESforEarth/</a>

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Name of Youth Organization	Location	Organizational Email Address	Organizational Social Media Handle
11. Sustainable Energy and Enterprise Development for Communities (SEED4Com)	Cebu (Visayas)	seed4com@gmail.com	<a href="https://www.facebook.com/SEED4Com">https://www.facebook.com/SEED4Com</a>
12. PLMun University Student Council	Muntinlupa City (Luzon)		<a href="https://www.facebook.com/universitystudentcouncilplmun/">https://www.facebook.com/universitystudentcouncilplmun/</a>
13. 2030 Youth Force in the Philippines Inc.	(Luzon)	youthforceph@gmail.com	<a href="https://www.facebook.com/YouthForcePH">https://www.facebook.com/YouthForcePH</a>
14. Association of Young Environmental Journalists (AYEJ)	(Mindanao)	info@ayej.org	<a href="https://www.facebook.com/ayej.org">https://www.facebook.com/ayej.org</a>
15. Bukidnon Tribal Youth Ambassadors (BTYA)	Bukidnon (Mindanao)		<a href="https://www.facebook.com/bukidnontribal.youthambassadors">https://www.facebook.com/bukidnontribal.youthambassadors</a>
16. Cebuano Youth Ambassadors, Inc.	Cebu (Visayas)	cebuanoyouthambassadors@gmail.com	<a href="https://www.facebook.com/CYACebu/">https://www.facebook.com/CYACebu/</a>
17. Negrosanon Young Leaders Institute	Bacolod, Negros Occidental (Visayas)	info@negrosanonyoungleaders.org	<a href="https://www.facebook.com/negrosanonyoungleadersinstitute">https://www.facebook.com/negrosanonyoungleadersinstitute</a>
18. New Leaders for Development (NLD) Youth	(Mindanao)	nldyouth.davor@gmail.com	<a href="https://www.facebook.com/nldyouth.davor">https://www.facebook.com/nldyouth.davor</a>
19. Peaceperity Philippines	(Luzon)	peaceperityph@gmail.com	<a href="https://www.facebook.com/peaceperityph">https://www.facebook.com/peaceperityph</a>
20. The Anluwagi Project	(Visayas)		<a href="https://www.facebook.com/TheAnluwagiProject">https://www.facebook.com/TheAnluwagiProject</a>
21. Yabong Philippines	General Santos City (Mindanao)	yabongph@gmail.com	<a href="https://www.facebook.com/YABONGPh">https://www.facebook.com/YABONGPh</a>
22. Youth for Peace Movement - City of Mati Chapter	City of Mati, Davao Oriental (Mindanao)		<a href="https://www.facebook.com/YFPMMATI">https://www.facebook.com/YFPMMATI</a>
23. Rainbird Philippines	(Mindanao)	ericsuan@rainbirdfoundation.org	<a href="https://www.facebook.com/Rainbird-Philippines-565961136775249">https://www.facebook.com/Rainbird-Philippines-565961136775249</a>
24. Dream of Hope Kawit Youth Organization	Kawit, Cavite (Luzon)		<a href="https://www.facebook.com/DreamofhopeKYO">https://www.facebook.com/DreamofhopeKYO</a>
25. I Am Hampas Lupa	Manila (Luzon)	iamhampaslupa@gmail.com	<a href="https://www.facebook.com/IAMHampasLupa">https://www.facebook.com/IAMHampasLupa</a>
26. Tacloban Peer Educators Association	Tacloban, Leyte (Visayas)	ahd.tacloban@gmail.com	<a href="https://www.facebook.com/PeerEdAssocTaclobanCity">https://www.facebook.com/PeerEdAssocTaclobanCity</a>

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Name of Youth Organization	Location	Organizational Email Address	Organizational Social Media Handle
27. Team Albay Youth Organizations (TAYO), Inc.	Albay (Luzon)	tayo.albay@gmail.com	<a href="https://www.facebook.com/TAYOIncOfficial">https://www.facebook.com/TAYOIncOfficial</a>
28. Youth for Peace Movement-Municipality of Lupon Chapter	Municipality of Lupon, Davao Oriental (Mindanao)		<a href="https://www.facebook.com/YFMPDOLupon">https://www.facebook.com/YFMPDOLupon</a>
29. iVolunteer Philippines	Taguig City (Luzon)	contactus@ivolunteer.com.ph	<a href="https://www.facebook.com/ivolunteerphils">https://www.facebook.com/ivolunteerphils</a>
30. YouLEAD Initiative, Inc.	Urduyeta City, Pangasinan (Luzon)	info@youleadinitiative.org	<a href="https://www.facebook.com/youleadinitiative/">https://www.facebook.com/youleadinitiative/</a>

### Partner Organizations/MIL Advocates

Name of Organization	Name of Representative	Organizational Email Address	Organizational Social Media Handle
Asian Institute of Journalism and Communication	Therese Patricia S. Torres	rpa@aijci.com	<a href="https://www.facebook.com/AIJCMLA/">https://www.facebook.com/AIJCMLA/</a>
Break the Fake Movement	Gabriel Billones Jr.	breakthefakeph@gmail.com	<a href="https://www.facebook.com/breakthefakeph">https://www.facebook.com/breakthefakeph</a>
National Council for Children's Television	Daisy Atienza	secretariat@ncct.gov.ph	<a href="https://www.facebook.com/NCCT.PH">https://www.facebook.com/NCCT.PH</a>
National Youth Commission	Mignonette Reposar	info@nyc.gov.ph	<a href="https://www.facebook.com/nationalyouthcommission">https://www.facebook.com/nationalyouthcommission</a>
Out of the Box Media Literacy Initiative	Sarah Isabelle Torres	outofthebox.advocacy@gmail.com	<a href="https://www.facebook.com/ootbmedialiteracy">https://www.facebook.com/ootbmedialiteracy</a>
Philippine Association for Media and Information Literacy	Arniel Ping	pamil.philippines@gmail.com	<a href="https://www.facebook.com/PAMIL.PH">https://www.facebook.com/PAMIL.PH</a>

### MIL in Youth Civic Engagement in the Philippines Project Team

Name of Organization	Name of Representative	Designation	Email Address
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	Ann Lourdes C. Lopez	Senior Director, Research, Policy, and Advocacy	<a href="mailto:ann.lopez@aijci.com">ann.lopez@aijci.com</a>
	Loregene M. Macapugay	Program Officer, Research, Policy, and Advocacy	<a href="mailto:lorie.macapugay@aijci.com">lorie.macapugay@aijci.com</a>