

DRAFT as of 31 October 2020

by the Asian Institute of Journalism and Communication
with inputs from the National Youth Commission, the National Council for Children’s Television,
and the situation analysis with participating youth organizations

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!)*¹, 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.
- 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 and authenticate 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; and (6) monitor the impact of the media content and information created and distributed.
- 1.3. The need to empower young citizens with MIL has been recognized by the Philippine Department of Education, which led to the regular offering of MIL as a core course in the Senior High School program starting 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.² 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.³
- 1.5. Moreover, amidst the coronavirus disease 2019 (COVID-19) pandemic, the world faces an “infodemic”—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 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 participation, responsible and ethical use and production

¹ 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.

² 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>

³ Elizabeth Dwoskin, 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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- 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).
- 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, 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.⁴ 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,⁵ and the Eight-Point Challenge of the Girl Scouts of the Philippines,⁶ 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 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 Literacy⁷ 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 Cities⁸ in terms of understanding media, and the Belgrade

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

⁵ Ibid.

⁶ Eight-Point Challenge of Girl Scouts of the Philippines, https://girlscouts.org.ph/?page_id=9101

⁷ Youth Declaration on Media and Information Literacy, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/youth_declaration_mil.pdf

⁸ Global Framework for MIL Cities, 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 Guidelines⁹, 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.

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. Respect for the rights of freedom of expression, freedom of information, press freedom, and participation are emphasized.
- 3.2. The framework is **inclusive**, encouraging participation of youth without discrimination against gender, religion, socioeconomic group, geographic location, culture, and political 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, UNESCO, the National Youth Commission, and 10 youth organizations from Luzon, Visayas, and Mindanao (See Annex 3).
- 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 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 youth organizations based in Luzon, Visayas, and Mindanao are 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 will coordinate 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:

⁹ 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

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- 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, nongovernment organizations, 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.

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, access to information, tackling misinformation and disinformation, freedom of expression, gender equity and equality,¹⁰ 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. Present monitoring and evaluation indicators for the adoption of the MIL Framework in Youth Civic Engagement.

The Way Forward: How to Reach Our Goals

7. Proposed Online Actions

- 7.1. Plan, implement, and sustain a social media campaign on MIL, and put up social media pages for it on Facebook, Instagram and Twitter, with common campaign hashtags.
- 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).¹¹
- 7.3. Produce vlogs on popular topics with diverse young talents from different backgrounds, including in-school, out-of-school, and working youth across genders and geographical locations, persons with disabilities (PWDs), and indigenous peoples.
- 7.4. Produce vlogs on fact-checking common misconceptions about various topics aligned with the PYDP, which have also created polarization among the youth, such as sexual and non-sexual risk-taking practices, education, workers’ rights, PWDs, indigenous peoples, elections, and the environment.
- 7.5. Produce social media cards and memes that teach MIL in compelling ways.
- 7.6. Produce parodies of popular movies to communicate lessons in MIL.
- 7.7. 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 media and cloud storage.

¹⁰ 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.”

¹¹ Global Framework for MIL Cities, https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf

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- 7.8. Organize a social media campaign on voter registration and facilitate registration of new/first-time voters.¹²
- 7.9. Establish an online network of counselors who can provide psychosocial support to young people experiencing cyberbullying and other media-related problems.
- 7.10. Conduct an online education campaign, through social media, about citizens' rights and responsibilities in relation to the Anti-Terrorism Act of 2020, and how the youth can protect themselves as they continue to exercise their right to express their views and opinions through online and offline platforms.

8. Proposed Offline Actions

- 8.1. Organize MIL clubs in schools in coordination with MIL teachers nationwide.
- 8.2. 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).¹³
- 8.3. 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 theater, creative 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, and democracy. Filipino identity and values may also be promoted through theater and folk media.
- 8.4. Collaborate with young artists in creating murals, posters and slogans designed around specific MIL-related themes.
- 8.5. Organize contests that promote collaboration among poets/spoken word artists/young musicians/rappers on compositions focusing on specific MIL-related themes.
- 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.¹⁴
- 8.7. Formalize, with the help of local government and partners, career guidance services for in-school, out-of-school, and working youth, including PWDs and indigenous peoples.¹⁵
- 8.8. Organize workshops for IP youth on documenting, nurturing, and practicing their indigenous knowledge on systems and practices.¹⁶
- 8.9. Organize orientation activities about running for and voting in local and national elections.¹⁷
- 8.10. Conduct an offline education campaign, through text messaging, about citizens' rights and responsibilities in relation to the Anti-Terrorism Act of 2020, and how the youth can protect themselves as they continue to exercise their right to express their views and opinions through online and offline platforms.

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.

¹² Ibid.

¹³ Global Framework for MIL Cities, https://en.unesco.org/sites/default/files/global_framework_for_mil_cities.pdf

¹⁴ Philippine Youth Development Plan, <http://nyc.gov.ph/pydp/>

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

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- 9.2. Prepare a directory of the national steering committee, regional focal points, and partners.
- 9.3. Prepare a directory of the expanded network of youth organizations that committed to implement the actions in the framework.
- 9.4. Develop and implement a donor framework to support the actions in the framework.
- 9.5. Prepare a work plan and monitoring and evaluation indicators for the implementation of the proposed actions before the end of 2020, and carry out the evaluation before the end of 2021.
- 9.6. Engage the Sangguniang Kabataan officials in the promotion of the framework, implementation of the work plan, and monitoring and evaluation of MIL actions at the local level.

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Annex 1

**Proposed MIL Policy Framework
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The Proposed MIL Policy Framework (see Figure 1) provides parameters for an ideal policy environment in the Philippines. 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. Also included are memory institutions such as libraries, museums, and archives.

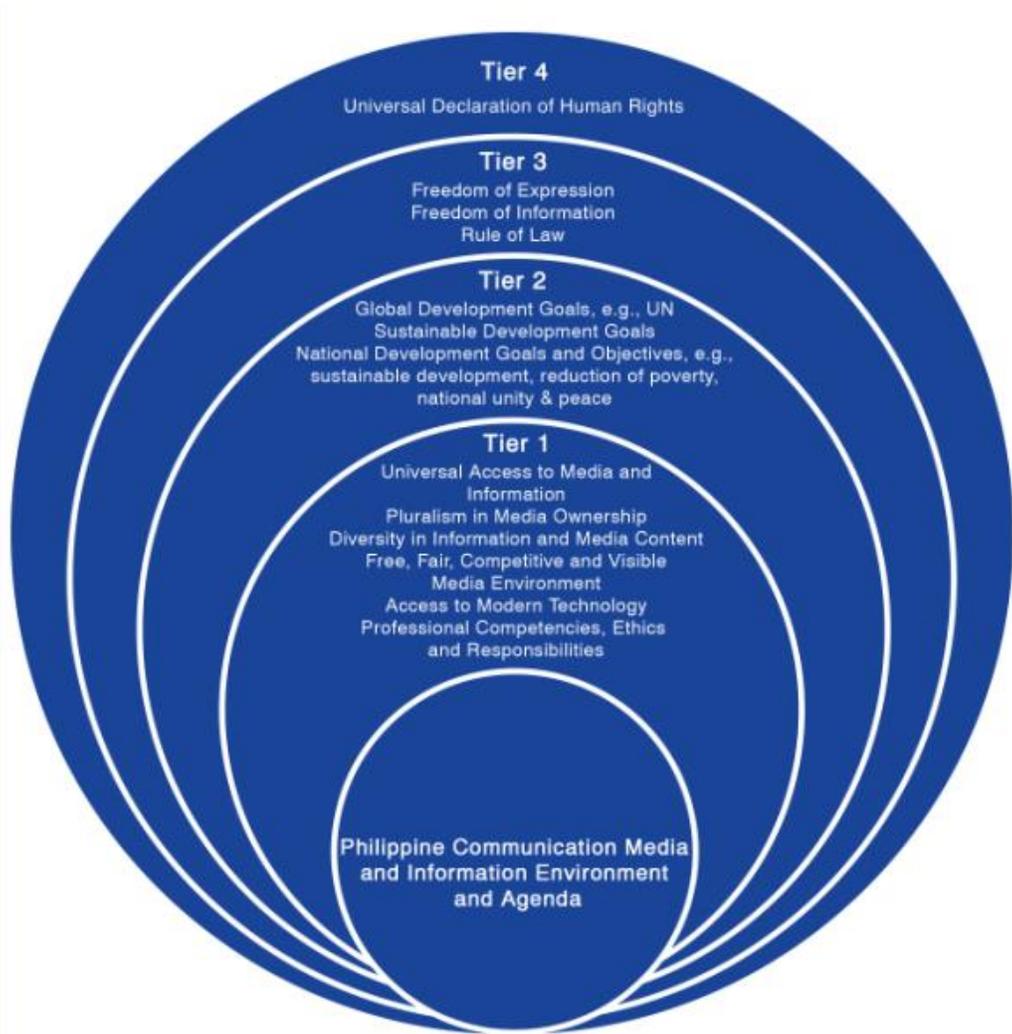


Figure 1. Proposed MIL Policy Framework.

The parameters of the proposed framework include universal principles and international legal requirements while recognizing unique national requirements and conditions. The proposed framework is a take-off from the *UNESCO Media Development Indicators: A Framework for Assessing Media Development*.

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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 free, independent and autonomous environment. This is emphasized in **Tier 3** which identifies Freedom of Information, Freedom of Expression, and Rule of Law as indispensable requirements or conditions. These conditions help ensure transparency, accountability, and good governance. While 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). 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

Directory of Key Partners

Participating Youth Organizations

Name of Youth Organization	Name of Representative	Organizational Email Address	Organizational Social Media Handle

(Full list of participating youth organizations to follow)

Implementing Partners

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	https://www.facebook.com/AIJCMLA/
National Youth Commission	Mignonette Reposar	info@nyc.gov.ph	https://www.facebook.com/nationalyouthcommission