Media and Information Literacy for Empowerment

Professor Asha Kanwar
President & CEO
The Dominance of Social Media

- “4.48 billion people currently use social media worldwide, up more than double from 2.07 billion in 2015
- The average social media user engages with an average of 6.6 various social media platforms
- Globally, the average time a person spends on social media a day is 2 hours 24 minutes”

Social Media in the Developing World

In developing countries, the “social media penetration are
• Nigeria at 13%
• Ghana at 20%
• South Africa at 37%
• India at 29% ; Kenya at 17%

However, even in these countries “social media usage is increasing year on year by at least 1%, with India in particular increasing the highest by 6% since 2019”.

Source: https://www.lancashirebusinessview.co.uk/latest-news-and-features/how-is-social-media-used-around-the-world
“The unfolding of the COVID-19 pandemic has demonstrated how the spread of misinformation, amplified on social media and other digital platforms, is proving to be as much a threat to global public health as the virus itself. Technology advancements and social media create opportunities to keep people safe, informed and connected. However, the same tools also enable and amplify the current infodemic that continues to undermine the global response and jeopardizes measures to control the pandemic.”

Fake News
Awareness among Gen Z and Millennials

What about adults, senior citizens, marginalized communities, semi-literate population?
false news stories are 70% more likely to be shared than true stories

six times longer to reach 1,500 people

Using social media appropriately

BRIDGING

BONDING
Focus of Media and Information Literacy

• How to differentiate between a true, authentic news and false news
• How to share and spread the factual news
• How to stem the flow of false news
### COL’s Approach to M&I Literacies

<table>
<thead>
<tr>
<th>Level</th>
<th>Type</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Functional</td>
<td>Transmission of information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved Knowledge</td>
</tr>
<tr>
<td>II</td>
<td>Interactive</td>
<td>Improved Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capacity to interact with other stakeholders</td>
</tr>
<tr>
<td>III</td>
<td>Critical</td>
<td>To negotiate and access rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To get empowered</td>
</tr>
</tbody>
</table>

Health Literacy Using Community Radio
Lifelong Learning for Farmers

• COL’s L3F programme uses information and communication technologies to build the capacity of farmers and links this process with social and financial capital building
Learning in L3F

Self-directed & self-determined through vertical and horizontal sources
Every one rupee invested, the farming community got a return of Rs 16
1% increase in empowerment 2.3% increase in profit.
**Framework**

**Information** - analysed data often presented in a form that is specifically designed for a given understanding or decision-making task and transmitted to/received by agents.

**Knowledge** - subsequent absorption, assimilation, understanding and appreciation of that information. Knowledge is information incorporated in an agent's reasoning and made ready either for active use within a decision process or for action. It is the output of a learning process.

**Wisdom** - is considered as meta-knowledge, knowledge mobilized to acquire new knowledge and update it. From a philosophical angle wisdom refers to the evaluation of knowledge vis-à-vis the norms, values and morality.

**Empowerment** - “the expansion in people’s ability to make strategic life choices in a context where this ability was previously denied to them”
L3F Capacity Building: 9 questions

1. Who created the information?
2. What is the background of the creators of information?
3. Where and when was it created?
4. How long will the information be relevant, valid and accurate?
5. Who validated the information?
6. Who else might be interested or has similar knowledge?
7. Where was it applied or proved to be useful?
8. What other sources of information are closely related?
9. How to test and validate some of the concepts?

Terra, J.C., Terezinha Angeloni, (2002). Understanding the difference between Information Management and Knowledge Management
http://providersedge.com/docs/km_articles/Understanding_the_Difference_Between_IM_and_KM.pdf
### Learning from Farmer’s social media network

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>no new practices</td>
<td>8.8</td>
</tr>
<tr>
<td>learnt some new practices</td>
<td>49.5</td>
</tr>
<tr>
<td>learnt many new practices</td>
<td>34.5</td>
</tr>
<tr>
<td>Total</td>
<td>92.7</td>
</tr>
<tr>
<td>Missing</td>
<td>7.3</td>
</tr>
<tr>
<td>Total (n-386)</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Sharing in Farmer’s social media network

<table>
<thead>
<tr>
<th>Frequency of sharing</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>have not shared</td>
<td>18.7</td>
</tr>
<tr>
<td>occasionally</td>
<td>38.9</td>
</tr>
<tr>
<td>regularly</td>
<td>32.1</td>
</tr>
<tr>
<td>Total</td>
<td>89.6</td>
</tr>
<tr>
<td>Missing</td>
<td>10.4</td>
</tr>
<tr>
<td>Total (n-386)</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Implementing the Learning

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>implemented no practices</td>
<td>32.4</td>
</tr>
<tr>
<td>implemented some practices</td>
<td>51.3</td>
</tr>
<tr>
<td>implemented all practices</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>92.0</td>
</tr>
<tr>
<td>Missing</td>
<td>8.0</td>
</tr>
<tr>
<td>Total (n-386)</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Empowerment Score

Uganda

Kenya

Estimated Marginal Means of empowerment_scale

Participants membership
- LIF Member
- Support group / SHG member
- Non-LIF / Non support group - SHG member

1.2.1 Participant’s gender
Towards Empowerment

Information  Knowledge  Wisdom  Empowerment

Though things diverse from divers sages' lips we learn, 'Tis wisdom's part in each the true thing to discern.

Couplet 423 of Thirukural, Tamil Poem by Thiruvalluvar written probably between 300 BCE to 5th century CE and translated by GU Pope in English during 1858

To discern the truth in every thing, by whomsoever spoken, is wisdom.
Post-Pandemic Media and Information Literacy: for the policy makers in Governments and Corporations

• Capacity building to capability development to assess the veracity and validity of information in social media
• Motivation to share the validated information
• Strengthening Open Source tools and techniques for online verification and validation
• Digital literacy to digital empowerment
Thank you