**Topic 3: Purpose of Information & Literacy or Notion (Idea) of ILM:**

IML is a combination of information literacy and media literacy. The purpose of being information and media literate is to engage in a digital society; one needs to be able to use, understand, inquire, create, communicate and think critically. It is important to have capacity to effectively access, organize, analyze, evaluate, and create messages in a variety of forms.

The basic idea of IML is Empowerment of people through information and media literacy is an important prerequisite for fostering equitable access to information and knowledge, and building inclusive knowledge societies. Information and media literacy enables people to interpret and make informed judgments as users of information and media, as well as to become skillful creators and producers of information and media messages in their own right.

UNESCO’s mission in this area consists of fostering (promoting) information and media literate societies by encouraging the development of national information and media literacy policies, including in education. A particular focus will be on training teachers to sensitize them to the importance of information and media literacy in the education process, enable them to integrate information and media literacy into their teaching and provide them with appropriate academic methods and programs.

An essential element of the strategy is the integration of libraries into the programs as they provide an environment with resources and services for free and open learning and play a key role in people’s life-long learning. The various levels of media literacy include:

• feeling comfortable with all existing media from newspapers to virtual communities; actively using media, though, inter alia, interactive television, use of Internet search engines or participation in virtual communities, and better exploiting the potential of media for entertainment, access to culture, intercultural dialogue, learning and daily-life applications (uses) (for instance, libraries, podcasts);

• having a critical approach to media as regards both quality and accuracy of content (for example, being able to assess information, dealing with advertising on various media, using search engines intelligently);

• using media creatively, as the evolution of media technologies and the increasing presence of the Internet as a distribution channel allow an ever growing number of Europeans to create and disseminate images, information and content;

• understanding the economy of media and the difference between pluralism and media ownership;

• being aware of copyright issues which are essential for a "culture of legality", especially for the younger generation in its double capacity of consumers and producers of content (European Commission, 2007).