Mapping of Media Information Literacy in Jordan

Commissioned under the Networks of Mediterranean Youth Project (Net Med Youth) with the support of the "Youth Empowerment" project
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Disclaimer

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Glossary

MIL AREAS

Access to Information: a fundamental human right and an integral part of the fundamental right of freedom of expression. The right of citizens to access information held by public bodies.

Citizen Journalism: refers to the ability of people, using digital media, to interact with and reshape news and content by providing their own information, comment or perspective.

Critical Thinking: the ability to examine and analyze information and ideas in order to understand and assess their values and assumptions, rather than simply taking propositions at face value (c.f. also reflective thinking).

Cybersecurity: collective for a broad range of issues from IT security, via information or content security, to security against Internet misuse and cybercrime.

Digital Literacy: the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. It also refers to the ability to understand and use information in multiple formats from a wide range of sources when presented via computers, or to a person's ability to perform tasks effectively in a digital environment.

Disinformation: is false information that is deliberately created or disseminated with the express purpose to cause harm. Producers of disinformation typically have political, financial, psychological, or social motivations.

Fake News: in the UNESCO publication "Journalism, fake news and disinformation" it is stated that: It avoids assuming that the term 'fake news' has a straightforward or commonly- understood meaning. This is because 'news' means verifiable information in the public interest, and information that does not meet these standards does not deserve the label of news. In this sense then, 'fake news' is an oxymoron which lends itself to undermining the credibility of information which does indeed meet the threshold of verifiability and public interest – i.e. real news. (page 6)

Freedom of Expression: a fundamental human right. It is used to indicate not only the freedom of verbal speech but also any act of seeking, receiving and imparting information, regardless of the medium used. The freedom of the press is a corollary to this right and essential to the building and supporting of communities and civil society.

Hate Speech: any communication that incites hatred of a defined group of people because of their collective characteristics (ethnicity, gender, sexuality, etc.). Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence.

Information and Communication Technologies (ICT): all technical means used to handle information and facilitate communication, including computer and network hardware, as well as necessary software. ICT includes telephony, broadcast media, and all types of audio and video processing and transmission. It stresses the role of communications (telephone lines and wireless signals) in modern information technology.

Media: physical objects used to communicate, including mass media (radio, television, computers, film, etc.). Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values and where editorial accountability can be attributed to an organization or a legal person. In more recent years the term 'media' is often used to include new online media.

Media and Information Literacy (MIL): the essential competencies (knowledge, skills and attitudes) that allow citizens to engage effectively with media and other information providers and develop critical thinking and life-long learning skills for socializing and becoming active citizens.

MIL Competencies: a set of competencies that empower citizens to access, retrieve, evaluate, understand, use and create information and media content in all formats and sources, using ICTs in a critical, ethical and effective way. The MIL competencies are composed of knowledge, skills and attitudes.

Misinformation: is information that is false, but not intended to cause harm. For example, individuals who do not know a piece of information is false, may spread it on social media in an attempt to be helpful.

OTHER TERMINOLOGY

Donors: for the purpose of this study, donors are parties that donate money on a semi-regular basis and usually encompass a good sum of money.

Donations: for the purpose of this study, donations refer to money given in small amounts but by a larger number of people, generally anonymously.

Sponsors: are parties that provide capital in return for having their names mentioned as sponsors to enhance their saliency and image.

Investors: are parties that provide capital in exchange for shares in an organization.

Preface

The world is undergoing a digital transformation that is altering the way people consume and deal with information. According to Forbes, 90% of the data in the world has been created in the last two years. In fact, individuals across the globe create a collective 2.5 quintillion bytes of data each day[1].

With this overwhelming increase in the amount of data, people are now being exposed to unprecedented amounts of information and subseque ntly, a myriad of different opinions. As such, it becomes more important than ever to educate and train people on how to navigate in the world of infobesity and provide the necessary tools that allow people to not only become skillful interpreters of information but also adept creators of content.

For this reason, UNESCO has been on the forefront of promoting media information literacy (MIL) in countries across the globe. This is in line with UNESCO's mission to empower citizens as well as to facilitate social, scientific and economic progress.

Jordan is amongst the countries that have taken a keen interest in the field of MIL. In fact, on the 19th of November 2018, the government included MIL in its roadmap for the future of the country, where it seeks to maintain its citizens' right to know. While there have been strides in the field of MIL in Jordan, UNESCO aims to coordinate MIL efforts in the country and determine areas where it can advise and guide organizations to optimize resources.

In particular, the Networks of Mediterranean Youth (NET-MED Youth) project, implemented by UNESCO and funded by the European Union, aims to contribute to the creation of an enabling environment for young women and men in beneficiary countries to develop their competencies, exercise their rights and duties, and meaningfully engage as active citizens, particularly in decision-making relating to political, social, economic, educational and cultural policy and planning processes.

The "Youth Empowerment" project, implemented by UNESCO and funded by the European Union, aims at advancing MIL as a holistic response to foster safe and ethical use, consumption and production of media and internet among youth in Jordan.

As such, and in line with the aim of these two projects, UNESCO has collaborated with Ipsos to conduct a regional mapping exercise in Jordan to identify organizations that operate in the field of MIL to:
- understand the general landscape of MIL in Jordan to pinpoint areas in which UNESCO should intervene,
- identify different stakeholders that operate in the field of MIL and understand the scope of their work in terms of activities, region and target,
- determine the areas of MIL that are considered priorities by organizations,
- identify the key skills covered by the different initiatives and the nature of these activities,
- determine the challenges organizations are facing in implementing MIL.

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1. Forbes, How Much Data Do We Create Every day? The Mind-Blowing Stats Everyone Should Read by Bernard Marr, May 21st, 2018.

Study Approach

For the "Mapping of Media Information Literacy in Jordan" study, Ipsos utilized a phased approach that combined both quantitative and qualitative methodologies. The quantitative effort commenced first, to map out organizations working within the field of MIL and subsequently conducting interviews to understand organizations' scope of work and attitudes when it comes to MIL. The fieldwork for the quantitative phase of the study ran from September 2018 -October 2018.

Following this, a qualitative effort was undertaken and five organizations were chosen from the results of the quantitative mapping effort. This phase comprised of in-depth interviews that delved deeper in order to understand these organizations' overall perspectives and activities. The interviews were conducted during November 2018.

Quantitative Sample & Methodology

The quantitative effort comprised of 51 face-to-face interviews that ran for about 20 minutes. After starting with a preliminary list of organizations provided by UNESCO, Ipsos utilized a snowballing technique to map out subsequent organizations. This method entailed using qualified interviewees recommendations with regards to other organizations that operated in the same sphere.

The original lists provided by UNESCO, as well as all newly generated contacts through snowball sampling methodology, have undergone a thorough qualification process. The criteria of qualification set by Ipsos Jordan in collaboration with UNESCO, qualified organizations for the study. This included organizations that had conducted initiatives/ activities in any area that falls within the scope of MIL in the past 5 years. These areas were determined by UNESCO and included: media, media ownership, freedom of expression, access to information, media and information literacy, fake news, critical thinking, social media literacy, hate speech, ICT and internet security, digital literacy, misinformation, disinformation, citizen journalism and news literacy.

No. of Interviews	Profile
51	Organizations that work in an area of MIL*

It should be noted that not all organizations in the country have been mapped as some were not willing to partake in an interview. Those interviewed and included in the study are:

1. Abu Bannah Charity Association
2. Adam Training Center
3. Al Raya International Investment & Education Group
4. Baserah Charity Association
5. Bint Saadi School
6. Center for Defending Freedom of Journalists
7. Community Media Network
8. Enable Women Association
9. Farah Al Nas Radio Station
10. Forum of Women's Committees

11. Hayat FM
12. Human Rights Watch Association
13. Husna Radio Station
14. I Dare for Sustainable Development
15. Issam Al-Omari – Freelancer
16. Jordan Life Training Academy
17. Jordan Media Institute
18. Jordan National Commission for Education, Culture and Science
19. Jordan News Agency – Petra
20. Jordan Zad Website
21. Jordanian Female Media Center
22. Khatwat Amal Association
23. Leqaa FM
24. Life Skills Center for Training & Consulting
25. Ma'an Nashama Venue
26. Mede Arts
27. Mohammad Hafiz Jaber – Freelancer
28. Na'em Abdulhadi
29. Omar Arabiyat – Freelancer
30. Princess Sumaya University
31. Sahar Na'emat – Freelancer
32. Sahih Khabarak – Freelancer
33. Samiyah Kurdiyah – Freelancer
34. Sawt Aal El-Bayt Radio Station
35. Sawt Al-Janoub Radio Station
36. Sawt el Karak Radio Station
37. Search for Common Ground
38. Shahem Training Center
39. Tafilah Lights Association
40. Tafilah University Radio Station
41. Tafilah Women's Association
42. Tafilah Women's Union
43. Tahfeez Association
44. Technology & Engineering Body
45. The Ministry of Youth
46. Together We Plant a Smile

47. University of Petra - College of Economy
48. Yarmouk University - College of Media
49. Youth Commission – We Are All Jordan
50. Youth Without Borders
51. Zain Al-Sharaf Association

Quantitative Fieldwork and Control

Ipsos' approach to quality control and assurance started during the questionnaire development and scripting phase where Ipsos' programmers put the survey instrument through rigorous testing and quality control procedures prior to implementation, to ensure that there were no bugs or other issues with survey logic and script. Additionally, Ipsos' flagship computer aided personal interviewing platform (i-field) has been optimized to ensure real-time fieldwork quality assurance.

Fieldwork managers and supervisors conducted checks to ensure that all completed questionnaires were uploaded successfully, and 30% of respondents interviewed were called back to quality check the data. This involved asking the respondent a selection of questions from the survey instrument and checking to see whether the answers they provided matched those recorded in the survey program.

Additionally, Ipsos Jordan's quality control team continually monitored incoming data, flagging any data quality issues as they arose and notifying the local team of such so they could include these queries in their call-backs.

Finally, as a member of ESOMAR (The World Association of Research Professionals), Ipsos adheres to all research procedures and quality control standards specified by ESOMAR, as well as those stipulated by the IPSOS Group itself.

Qualitative Sample & Methodology

The qualitative effort carried out in-depth interviews with five high-profiled individuals who were the decision makers in organizations within the field of MIL. Three of the interviews conducted were with MIL Drivers and two were with MIL Supporters. The interviews ran between 1 – 1.5 hours in the comfort and freedom of the interviewee's home or office.

No. of Interviews	Profile
5	Decision makers and high profiled personnel within MIL organizations

Qualitative Fieldwork and Control

To conduct these interviews, Ipsos consistently utilized the most experienced interviewers and moderators available, not just in terms of knowledge of the methodology and/or subject matter, but those with a strong track record of conducting interviews and moderating focus groups on a wide variety of subject matter, and the ability to put participants at ease. All interviewers review ESOMAR rules, qualitative research protocols, quality control measures, and appropriate methods and receive training on ethics, confidentiality and data security regularly.

Executive Summary

The Mapping of Media Information Literacy (MIL) in Jordan study has shed light on the efforts being made within the field of MIL in Jordan. While it was previously known that there was MIL momentum building in Jordan despite the novelty of the field globally, this study took stock of the MIL activities of organizations who are active in this area. The results of the study revealed that organizations exhibit considerable enthusiasm for the field of MIL and consider the competencies that fall within its scope as paramount in building a society that is empowered to successfully navigate the increasingly complex media sphere and use this knowledge to further contribute to the societal, cultural, educational and scientific development. The explosion of data and the fact that the digital world is becoming increasingly integrated in societies' daily lives only adds to their urgency of disseminating MIL knowledge and hence propels these organizations further in their efforts.

Yet, despite the passion shared across all organizations, not all of them are equipped with equal resources and capabilities to implement MIL initiatives on the same scale. In fact, some organizations are leading the charge in developing initiatives and creating opportunities for the general populace to acquire skills in MIL areas; these are coined as MIL Drivers. These organizations consider MIL a cornerstone of their strategic vision and are actively working to realize their objectives.

On the other hand, there are MIL Supporters, who possess the desire to take MIL to the next level but are not as active or influential in this pursuit. While these organizations implement initiatives relevant to MIL, the impact of their efforts are more confined to certain segments of society, be it a virtue of their limited resources or their inclination to only involve individuals that are directly related to their organization's activities.

That said, MIL efforts in Jordan are not restricted to organizations alone. In fact, the government has also taken a particular interest in the area and have included MIL in the country's strategic road-map. Ultimately, it is the joint effort and collaboration between organizations and governmental entities that has facilitated the growth of the field in the country.

While there are different stakeholders involved, they all agree that hate speech and freedom of expression are crucial areas to prioritize, given that the internet and social media have exposed individuals to a wide set of varying opinions, beliefs, cultures among others. Another vital area of focus is equipping individuals with the skills to critically analyze the information they are bombarded with, especially that which has deliberately been altered to suit the source's agenda, by raising awareness on fake news and disinformation.

However, despite the strides made in Jordan in the field of MIL, these efforts are not without challenges; chiefly, funding and the lack of MIL material in Arabic. Yet even in the face of these difficulties, organizations are relentless when it comes to their mission of improving Jordanians' competencies under the areas covered by Media Information Literacy.
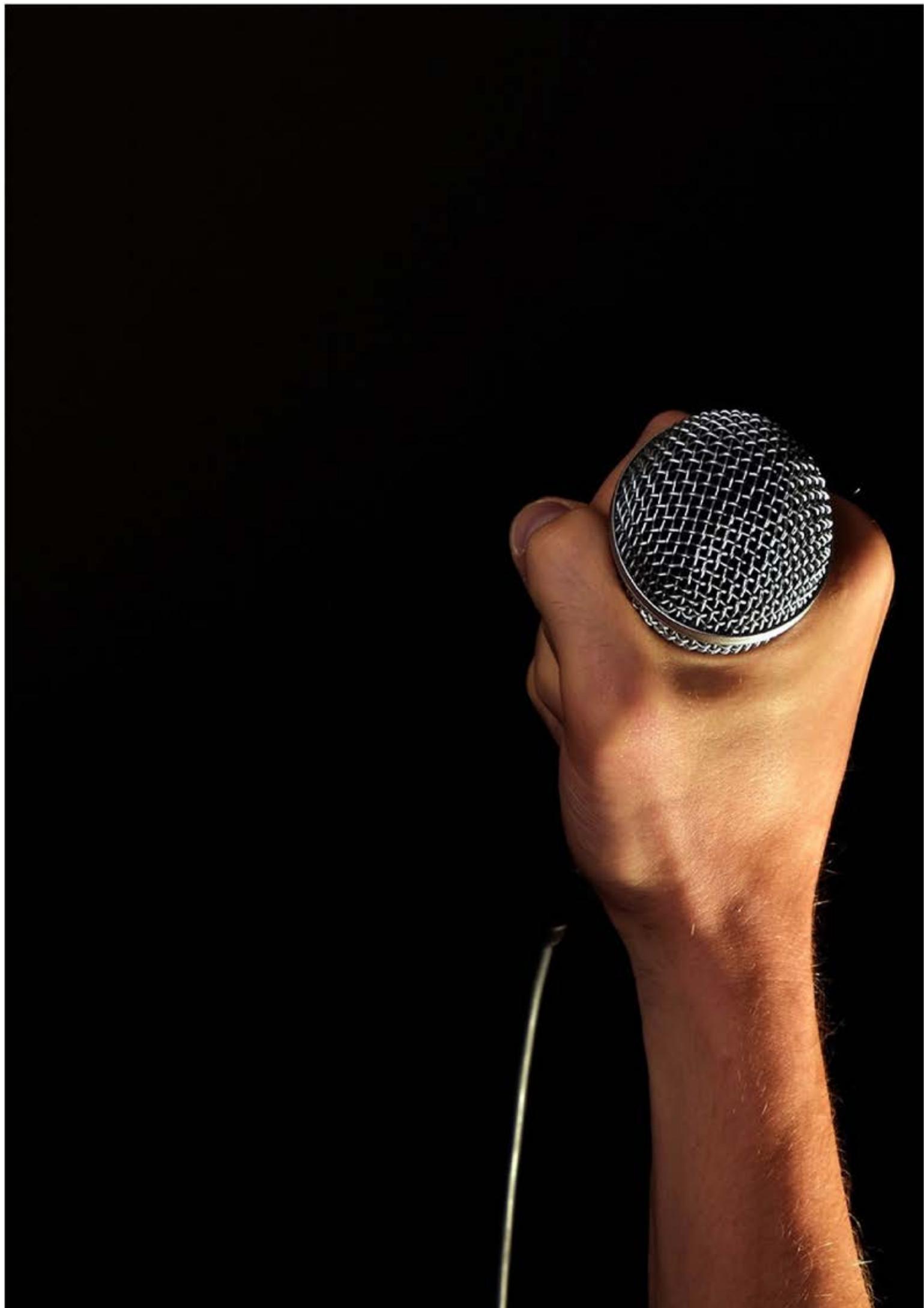
Introduction

People across the world are witnessing a dramatic improvement in their ability to access information. While some people are lacking information, others are flooded with print, broadcast and digital content. As defined by UNESCO, Media Information Literacy (MIL) includes a set of competencies to search, critically evaluate, use and contribute information and media content wisely, understand and manage one's rights online; combat online hate speech and cyberbullying; understand the ethical issues in communications; and, engage with media and ICTs to promote equality, free expression, tolerance, intercultural/interreligious dialogue and peace.

UNESCO considers MIL as a whole and includes a combination of competencies that every citizen should have to navigate a knowledge society. It lies at the core of freedom of expression and information as it empowers citizens to:

- understand the functions of media and other information providers,
- critically evaluate their content,
- make informed decisions as users and producer of information and media content.

Based on the definition above, the areas that fall within MIL are as follows:

- Media and Information Literacy
- Media
- Media Ownership
- Freedom of Expression
- Access to Information
- Fake News
- Critical Thinking
- Social Media Literacy
- Hate Speech
- ICT and Internet Security
- Digital Literacy
- Misinformation
- Disinformation
- Citizen Journalism
- News Literacy

UNESCO continuously strives to promote and advance the field of MIL in Jordan and provide support to organizations which are expending energy to develop the competencies of the Jordanian people in this area. That said, UNESCO is a neutral partner whose part in these efforts falls under an advisory role. On that note, UNESCO has founded a MIL Coordination Group to help coordinate the efforts of organizations operating in MIL. Furthermore, UNESCO monitors these efforts on a regular basis and intervenes where necessary to align MIL activities with the Jordanian government's two-year work-plan and UNESCO's vision for MIL.

Chapter 1

General Landscape

1.1 MIL Landscape in Jordan

Jordan has been proactive when it comes to MIL and the efforts being made in the field. As aforementioned, MIL is now part of the government's two-year plan where the goal is to establish that part of citizen's rights is the right to know as per law. In that regard, the government launched the 'Haggak Tiraf' (You Have the Right to Know) platform in 2018 and is supporting MIL initiatives being conducted by organizations[2]. Due to the novelty of MIL in the country, organizations are covering a vast array of areas that fall under its umbrella in an attempt to cover a little bit of everything.

However, the government's involvement is not the only factor that has led to current level of MIL efforts in the country. Organizations of various backgrounds have stepped up and have made developing people's MIL competencies an important aspect of their organization's goals and objectives. Numerous initiatives have been conducted in various areas of MIL, across all regions in Jordan and these were tailored for different segments of society. Due to these efforts, organizations believe that their collective efforts are creating an impact in Jordan. That said, they still strive for improvement and are willing to collaborate with one another and the government to ensure that citizens can not only understand media, but also wield it in a productive manner.

1.2 Disparity in MIL Efforts

In Jordan, the capabilities to promote MIL vary widely from one organization to the next. Not all organizations are equipped with the same tools nor do they all possess equal capacities, and as such, the scale of their MIL initiatives differ. For this reason, and after an in-depth analysis, organizations were categorized into two groups based upon the scope of their operations within the field of MIL; MIL Drivers and MIL Supporters. MIL Drivers are those organizations for which MIL constitutes a key part of their scope of work and has a significant reach within the country. Hence, their operations are instrumental in spreading and maturing the field of MIL in Jordan.

Conversely, MIL Supporters are organizations that have a clear interest in the field of MIL, and conduct occasional initiatives, but their sphere of influence is more limited. In addition, some conduct initiatives that fall under MIL by virtue of certain competencies falling under their scope of work, and not necessarily driven by the goal of disseminating MIL among the community. That is not to say that these organizations do not play an important role in developing the competencies of people in Jordan. Rather, their operations compliment the efforts being undertaken by the MIL Drivers.

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2. Renad Aljadid, ˈGovˈt launches 15 right to knowˈ app in bid to combat rumoursˈ, Nov 22,2018, The Jordan Times

For organizations to qualify as MIL Drivers, they had to adhere to the criteria below:

- The organization scored MIL either a 9 or 10 based on how important the field is to their organization's goals
- The organization is aware of other organizations working in the field of MIL.
- The organization targets segment of society is more encompassing (not restricted to specific groups such as media professionals, journalists and/ or media students).
- The organization conducts initiatives that extend beyond their organization's scope of work. In other words, colleges of media in universities that only conduct MIL initiatives for their media students, do not qualify.
- Two of the past three initiatives completed by the organization were related to the field of MIL.
- Freelancers working within the MIL sphere were excluded.

Seeing as how MIL is a relatively new field that encompasses many competencies that are not all purely under the MIL umbrella, the line between what falls under MIL can overlap with other fields. Therefore, a qualitative criterion was also utilized to classify organizations.

Chapter 2

MIL Drivers

2.1 Characterization of MIL Drivers

As it currently stands, Amman is home to the majority of MIL Drivers, with very few organizations operating outside the capital even in big cities like Irbid or Zarqa. However, as the report will later reveal, that is not to say that their reach is limited to Amman, but for these organizations, being present in the capital brings about its own set of advantages.
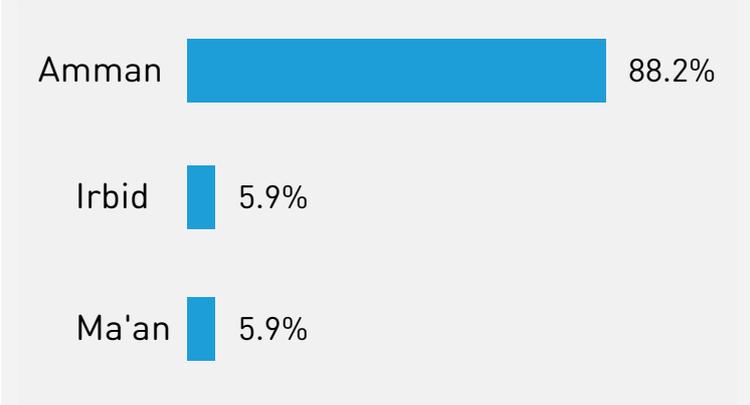
Figure 1: Location of Headquarters of MIL Drivers

Generally, Amman tends to be more progressive than other areas in the Kingdom and is also home to most media outlets in the country. With that in mind, being present in the same vicinity of other organizations operating within the same field facilitates partnerships and collaborations between different stakeholders.

That said, given the fact that disseminating knowledge of MIL to the general public has become more important than ever, as stated by MIL Drivers, it comes as no surprise that almost half of the MIL Drivers in the country are non-profit organizations. Nonetheless, the field is not exclusive to non-profit organizations. In fact, private, governmental and educational entities are also playing an active role within this sphere as well.

Figure 2: Classification of MIL Drivers

Finally, one important thing to note is that despite the integral role that MIL Drivers are playing within this field, they are not necessarily large in size, with almost 60% of organizations being classified as SOHOs or small organizations.
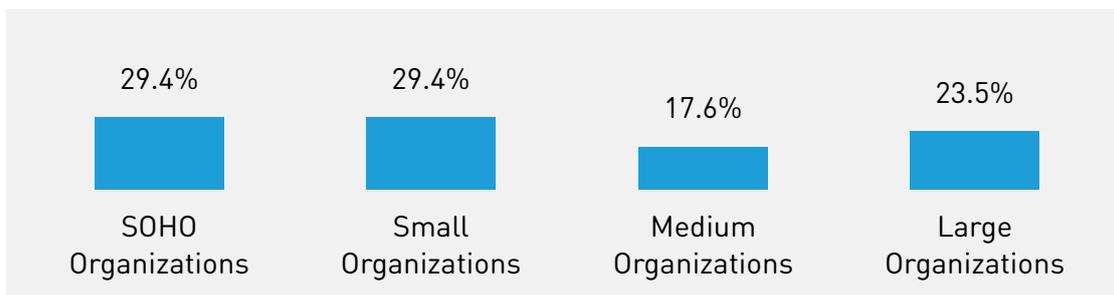
Figure 3: Size of MIL Drivers

*The size of organizations was classified based on the number of full-time employees they have employed. The division below is based on the statistics released by the Department of Statistics of Jordan:

Number of Full-Time Employees	Size of Organization
1 – 5	Small Office Home Office (SOHO)
6 – 15	Small
16 – 49	Medium
50+	Large

Figure 4: Guide for Organization Sizes

2.2 Target Segments

Generally, MIL Drivers have better access to resources that allow them to extend their reach. As such, initiatives undertaken by MIL Drivers tend to target more segments in society when compared to those of MIL Supporters. In fact, while the majority of MIL Drivers are based in Amman, rather than focusing on local communities, their efforts in promoting MIL were found to span nationwide.
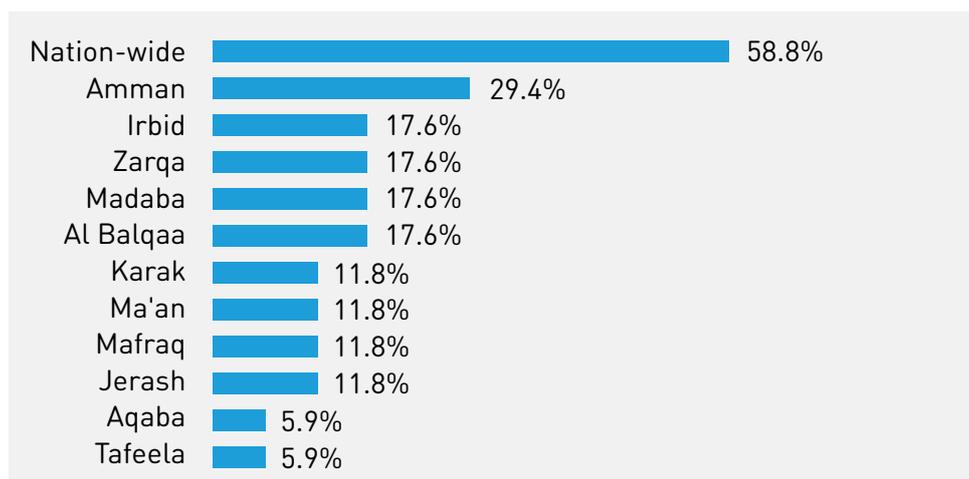
Figure 5: Regions Covered by MIL Drivers

Unsurprisingly, Jordanian youth were observed to be the main beneficiaries of MIL Drivers' efforts within the field of MIL. Such attention is definitely warranted given the segment's sheer size and the important role they will play in shaping future generations. That said, given MIL Drivers' firm belief that MIL should be an integral part of any curricula, many are focusing their efforts specifically on university students

in the hopes of fostering a generation of graduates that are skillful creators and producers of information.

With goals of realizing long term change, it would also make sense that MIL Drivers were found to be focusing on yet another very important segment of society: Educators. Disseminating knowledge of MIL to this segment allows educators to further spread that knowledge to those under their study. It's important to note that such initiatives are not only restricted to instructors within the field of Media, but also includes educators in general. Efforts exerted on this segment further iterate the fact that MIL Drivers share the vision of having MIL as part of the official curriculum for schools and universities across Jordan.

Employees are also a great segment of interest, whereby it was cited that almost 50% of MIL Drivers target employees in one way or the other. However, even though employees constitute an important segment, there is a slight tendency to conduct initiatives for those in Amman more so than those residing in other regions. That said, opportunities for employees across the kingdom still exist through some nation-wide initiatives.

Regardless of this segment, however, MIL Drivers extend support to both private and public entities alike. Additionally, many are also focusing on marginalized communities namely Syrian refugees seeing as now they make up a substantial portion of the population.

2.3 Scope of Media Information Literacy

As a whole, the study showed that the field of Media Information Literacy is an extremely significant part of MIL Drivers' goals and was rated an average of 9.9/10 on a scale of importance. Consequently, MIL Drivers cover a wide scope of areas within the field and work towards ensuring that their initiatives address different aspects of media information illiteracy throughout the country.
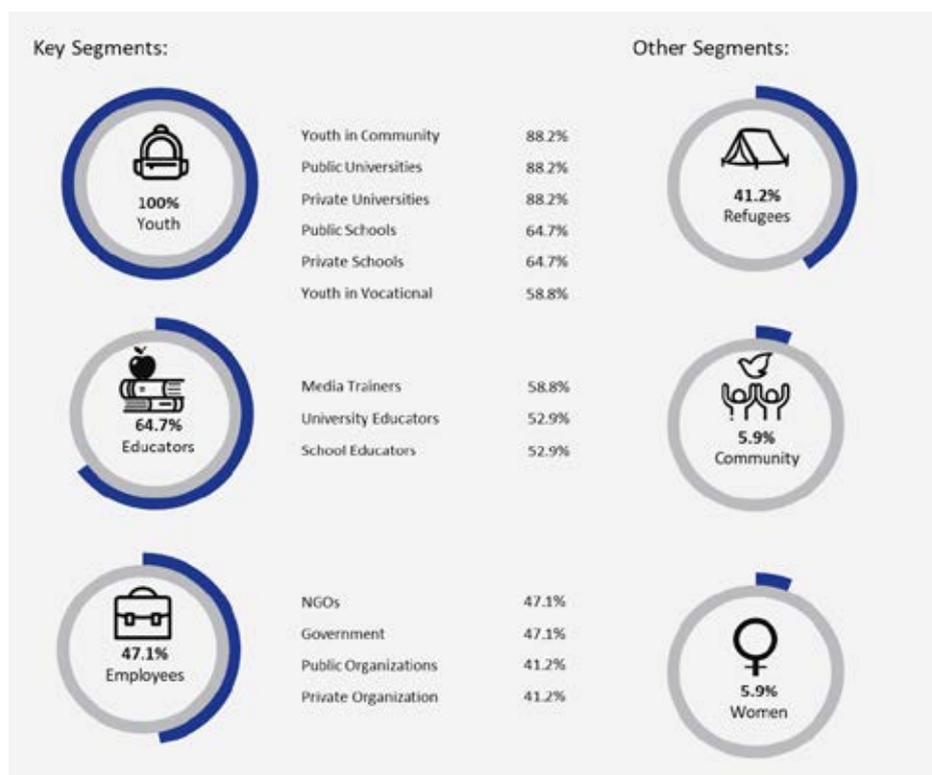
Figure 6: MIL Drivers - Target Segments

Media	100.0%
Media and Information Literacy	94.1%
Social Media Literacy	100.0%
Media Ownership	88.2%
Freedom of Expression	94.1%
Hate Speech	88.2%
Critical Thinking	94.1%
Citizen Journalism	88.2%
Access to Information	94.1%
ICT and Internet Security	94.1%
Digital Literacy	94.1%
News Literacy	94.1%
Fake News	94.1%
Misinformation	94.1%
Disinformation	88.2%
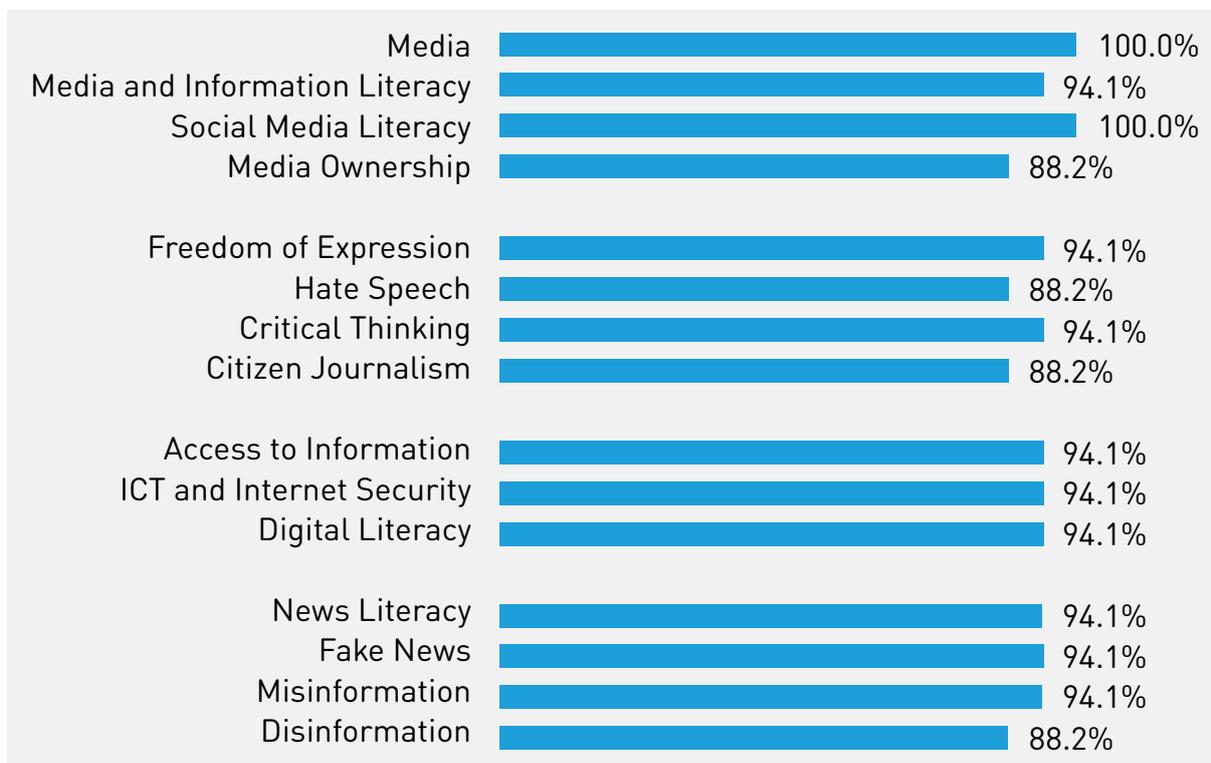
Figure 7: MIL Areas Coverd by MIL Drivers

The findings showed that that areas covered by organizations working within the field of MIL cover two broad topics; navigating information on the one hand and creating content on the other. The former covers a range of topics that include digital and news literacy while the latter is more concerned with topics like freedom of expression and citizen journalism. It is worth noting however, that given that areas that fall under MIL tend to be hugely interlinked, coupled with the fact that in Jordan, this field is still in its inception phase, it comes as no surprise that most organizations tend to not be specialized in one area; and instead, try to cover a little bit of everything.

That said, social media literacy is an area that receives quite a bit of attention from all MIL Drivers. Such interest is warranted given the public's reliance on social media as a primary source of information and a platform for self-expression. With social media and the age of infobesity, people are now being bombarded with information from various sources, even when they do not actively seek it out. Thus, media literacy has become more crucial than ever, at the risk of becoming a victim of this digital era. Among the research sample, there was a consensus that there is a common and dangerous precedent among the Jordanian general public to trust information shared on social media platforms and participate in spreading this content without verifying or critically analyzing this content or its source.

According to organizations interviewed, the increased reliance on social media has come at the expense of traditional platforms such as newspapers, official TV channels and governmental sites, whose purpose is now shifting from being news outlets to solely a means of verification.

Adding to that, there was further agreement by organizations that one of the main reasons why traditional news outlets are losing traction is that they are perceived to be delivering dated news. When it comes to newspapers in particular, people are bothered by the slow process of receiving information, thus, dependency on this medium is decreasing drastically. However, it is worth noting that this is not the only issue traditional news outlets face. Even when news sites and pages have an online presence, mainstream media sources are not favored due to the lack of exclusivity which leads to redundancy.

2.4 Media Information Literacy Priorities

While social media receives a lot of attention from MIL Drivers, it is interesting to see that social media literacy does not make its way onto MIL Drivers' list of top priorities. That is not to undermine the importance of this area. On the contrary, Drivers realize that the proliferation of social media has led to the emergence of other pressing issues that merit attention in their own right. This is indicative of MIL Drivers who have a better grasp of MIL and hence prioritize by-products of social media in order to give people the opportunity to easily find, share and be exposed to information.
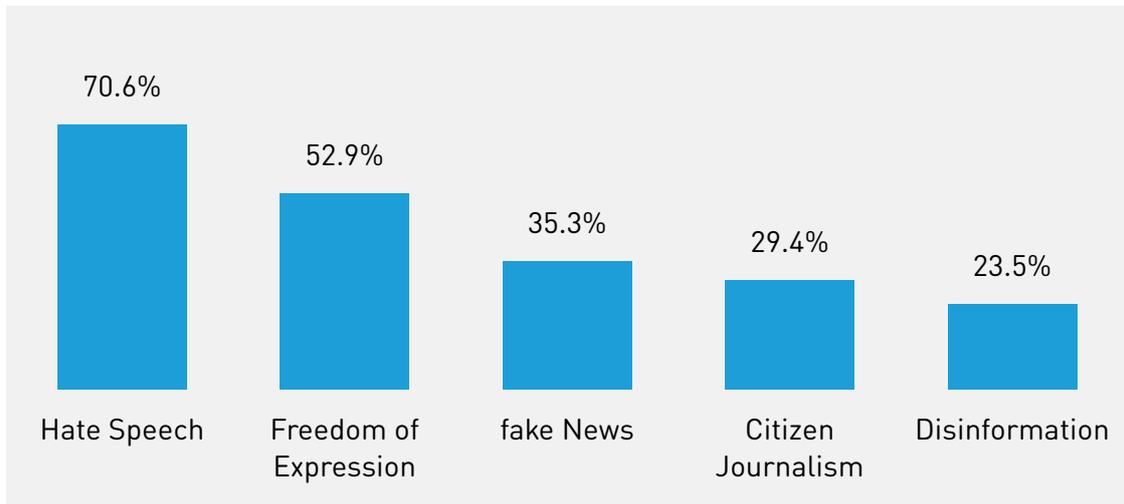
Figure 8: Priorites of MIL Drivers

To expand upon this, social media is becoming the main platform for people to share their views on numerous subjects. Individuals are raising their voices, becoming more opinionated and are utilizing social media as a springboard to express their thoughts and ideas. For this reason, a large percentage of MIL Drivers consider hate speech and freedom of expression as some of the main areas with which they should focus their efforts.

As such, although it has become increasingly more important to educate people on how to navigate social media, it is even more paramount to give them the tools to critically evaluate what they receive. This is a particular challenge as many people post and share information without reviewing sources, catalyzing the spread of rumors. This phenomenon is not just focused on political or economic news, rather, lifestyle and health topics as well. Therefore, several MIL Drivers stated that while they have initiatives which pertain to correcting fake news, they are working towards expanding their scope to incorporate such topics as well. For these reasons, MIL Drivers also prioritize initiatives that improve people's competencies in discerning real news from fake - working towards a society that is adept at evaluating content.

Taking this a step further, MIL Drivers focus on training people to understand the underlying biases in the information they receive and become aware of disinformation. Societies must have the competencies to separate fact from fiction, regardless of the motivation behind it to drive intellectual curiosity, acceptance of other opinions and respecting right to free speech. This is connected with fostering increased social cohesion, promoting cultural tolerance and ensuring that people's rights are not impeded upon.

When focusing on the areas covered by these initiatives, it is clear that MIL Drivers focus on a wide array of skills that fall within the field of MIL. Once again, in line with their priorities, we see a tendency for these organizations to cover skills relating to critically evaluating information on the one hand, and skills relating to creating content on the other. It is worth noting that since combating hate speech is a priority for many of these organizations, in recent initiatives many are focusing on tackling the issue on a fundamental level by challenging radicalization.

Skill	Percentage
Fostering Creativity	80.0%
Challenging Radicalization	78.0%
Interaction with Providers	78.0%
Generating Media Content	74.0%
Freedom of Expression	74.0%
Media Consumption	74.0%
Evaluating Media Content	66.0%
News Literacy	66.0%
Understanding Media Industry	64.0%
Critical Thinking	64.0%
Online Security	62.0%
Navigating Through Media	60.0%
Civic Participation	58.0%
Ads vs. Pro Media	56.0%
Other	4.0%

Figure 9: Skills Disseminated Through the Past Three Initiatives by MIL Drivers

2.5 Scope of Operations

MIL Drivers conducted initiatives regularly. That said, the duration of initiatives depended on several factors: scope of the initiative, target audience, skills focused upon, budget allocated etc. Continuously, it has been cited that MIL Drivers cover a larger scope and possess a country-level vision regarding MIL. Therefore, a good number of initiatives lasted for a period of 6 – 11 months as a by-product of these organizations' long-term goals within the field of MIL.

Duration	Percentage
1 Day	4.5%
2 days to 1 Week	22.7%
More than 1 Week Up to a Month	11.4%
More than 1 Month to 3 Months	11.4%
More than 3 Months to 6 Months	11.4%
More than 6 Months to 11 Months	36.4%
1 Year and Up	2.3%

Figure 10: Duration of the Past Three Initiatives Conducted by MIL Drivers

These initiatives have a substantial range, and many continued for a relatively long period of time. The budgets allocated to these initiatives reflect this breadth of coverage, where 40% of the past three initiatives had a budget of over 26,000 Jordanian Dinars (32,500 Euros).However, these organizations do not consider funding a problem, rather, this was listed as one of their main challenges. While there are several parties that are willing to act as donors for these organizations, the lack of sustainable and continuous funding inhibits their progress and makes it difficult to conduct initiatives that are more ambitious.
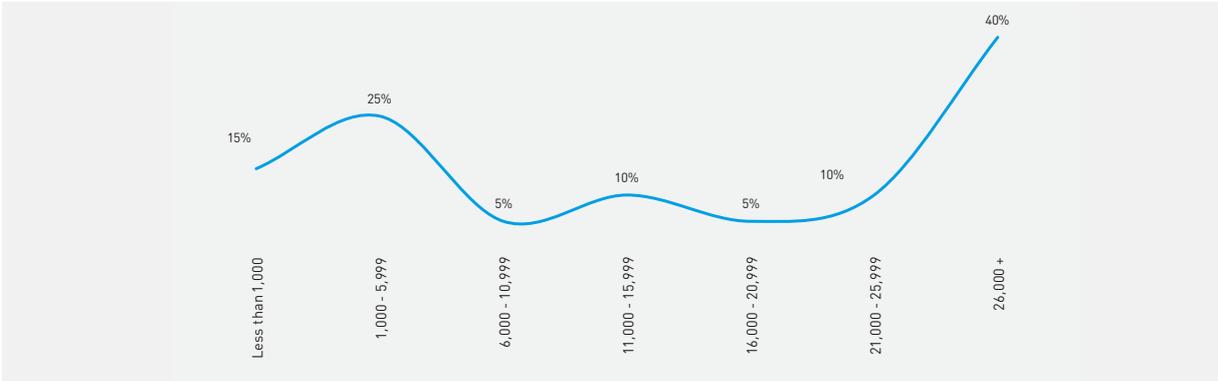
Figure 11: Budget Allocated for Past Three Initiatives by MIL Drivers

While there is a noteworthy dependency on donors, nearly half of MIL Drivers depend on paid services to finance their operations and initiatives. On that note, paid services can differ from the domain from which the budget is secured to run initiatives. Some organizations request a course fee for MIL initiatives, while others such as universities sometimes use different revenue sources such as student fees to provide self-funding for implementation of MIL initiatives without charging participants.

The ability to attract donors comes from the fact that MIL Drivers have a considerable reach, are more well known and as such, are seen as reliable and trustworthy organizations to support. This does not mean that organizations depend on only one of these sources, but it has been cited that nearly a quarter rely on both paid services and donors to fund their operations and initiatives.
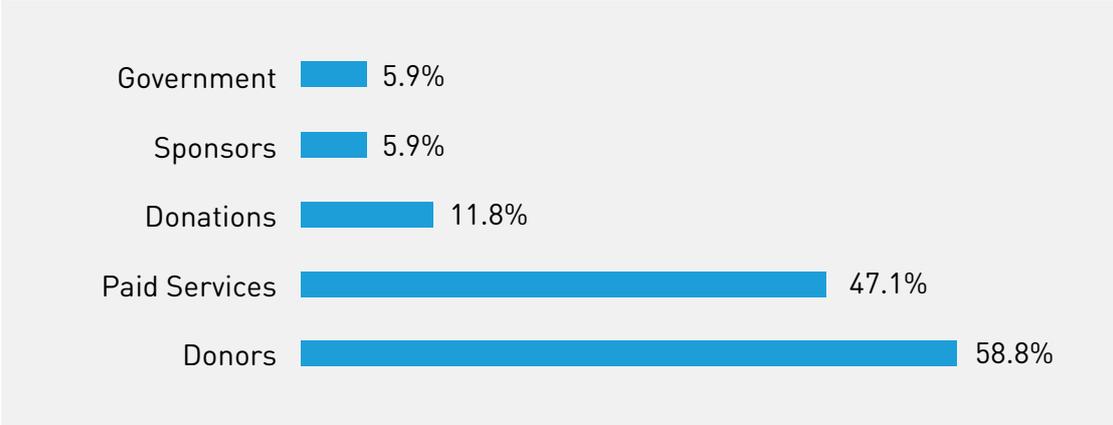
Figure 12: Sources of Funding for MIL Drivers

2.6 Initiative Advertisement Mediums

Since organizations working on MIL understand the influence and reach of social media platforms better than anyone does, it comes as no surprise that MIL Drivers are relying on these platforms to advertise their initiatives. It can also be observed that Radio and SMS messaging are also popular methods through which they advertise.

Moreover, while it seems that not many advertise via newspapers and TV, the percentage of MIL Drivers that do so is substantial, especially when compared to MIL Supporters. This is due to the fact that they have more financial resources available to them, and as such, have the means to invest in advertising initiatives through more expensive means.
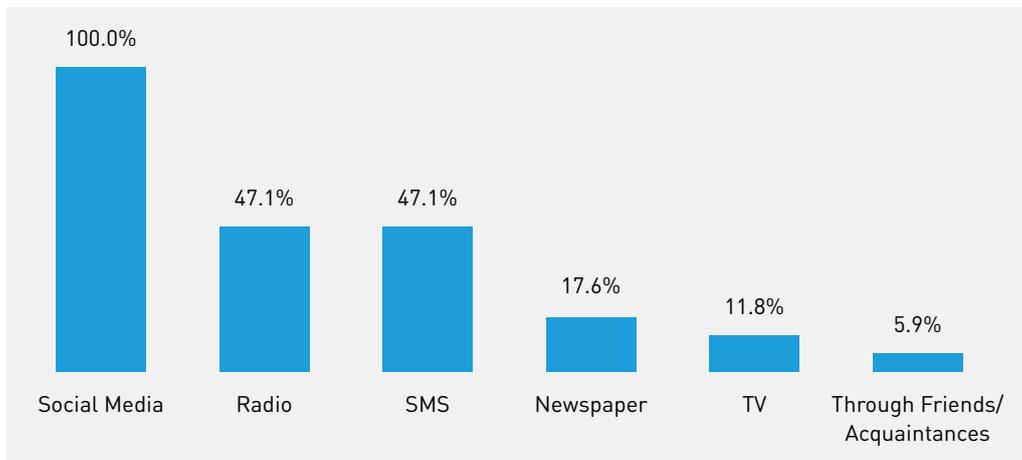
Figure 13: Advertisement Medium Utilized by MIL Drivers

2.7 Deep Diving into Type of Initiatives

Initiatives conducted by MIL Drivers take many forms. While workshops are the most commonly used format, it was found that MIL Drivers have better access to resources which allow them to launch more elaborate initiatives such as events, TV/ radio programs. That said, it is also worth noting that the qualitative interviews also revealed that some organizations struggle occasionally with issues like the lack of enthusiasm from parties they are working with, delays in the work process as well as finding material and information to report on.

In order to facilitate the dissemination of MIL knowledge to their targets, MIL Drivers clearly favor videos and booklets, which are quick to read and easy for attendees to take home with them for future reference. Moreover, MIL Drivers commonly provide attendees with toolkits, a group of resources, ranging from intellectual to physical, so that they have the equipment required to apply the knowledge they learn. Overall, MIL Drivers are flexible when it comes to the provision of resources, where 88% of MIL Drivers sometimes utilize existing sources on MIL while 94% produce their own to tailor them to suit the needs and objectives of their initiatives.
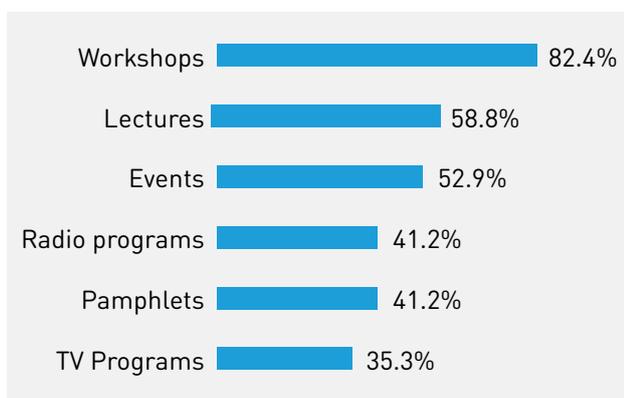
Figure 14: Types of MIL Initiatives
Conducted by Drivers
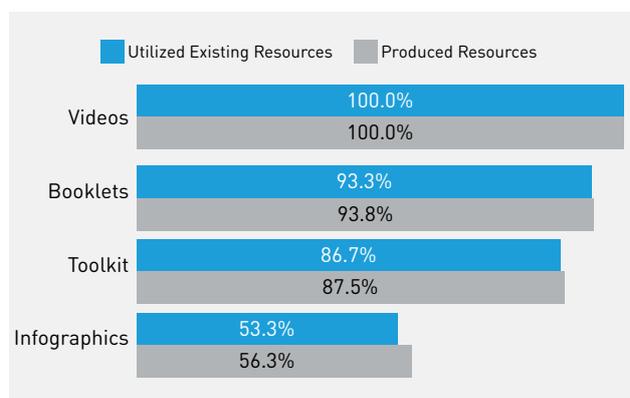
Figure 15: Resources Utilized and
Produced by MIL Drivers

The subsequent evaluation of initiatives is an important aspect for continuous improvement, and on average, MIL Drivers utilize three methods to assess the performance of their initiatives and efforts. Even though MIL Drivers monitor aspects such as number of website visitors on a continuous basis, the majority of evaluation methods they were observed to utilize are post-initiative reviews and surveys. In addition, a good number of MIL Drivers use metrics that also evaluate the success of their pre-initiative activities. For instance, the ratio of attendees to registrations depicts the organization's success in attracting people to register for their initiatives and also their ability to retain their interest.
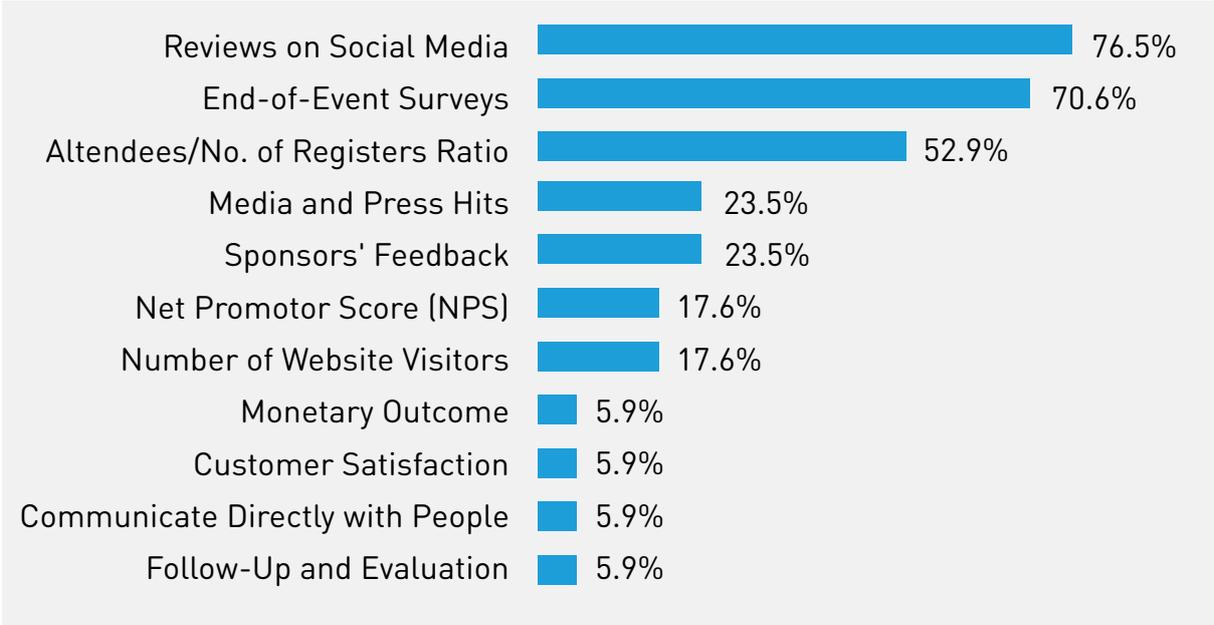
Figure 16: Evaluation Methods Used by MIL Drivers

Overall, the evaluation methods utilized depend on the scope of an organization's activities as well as the type of initiative. Sponsor's feedback, on the other hand, also has significant weight when looking at the success of certain events.

2.8 Research & Collaboration within the Field of MIL

Even with MIL being such an important part of their goals, only around a third of MIL Drivers conduct research on the matter. That said, the majority of those who do conduct research, publish their findings in some form or another.
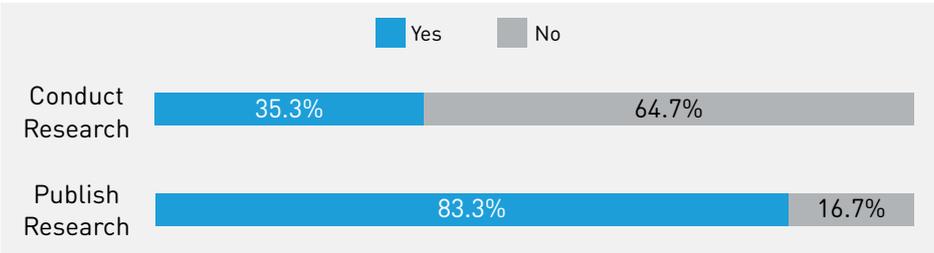
Figure 17: MIL Drivers› Research Activities

MIL Drivers know other organizations working in the field, mostly through collaborating with each other and usually within the realm of education related collaboration, such as working together to generate resources.
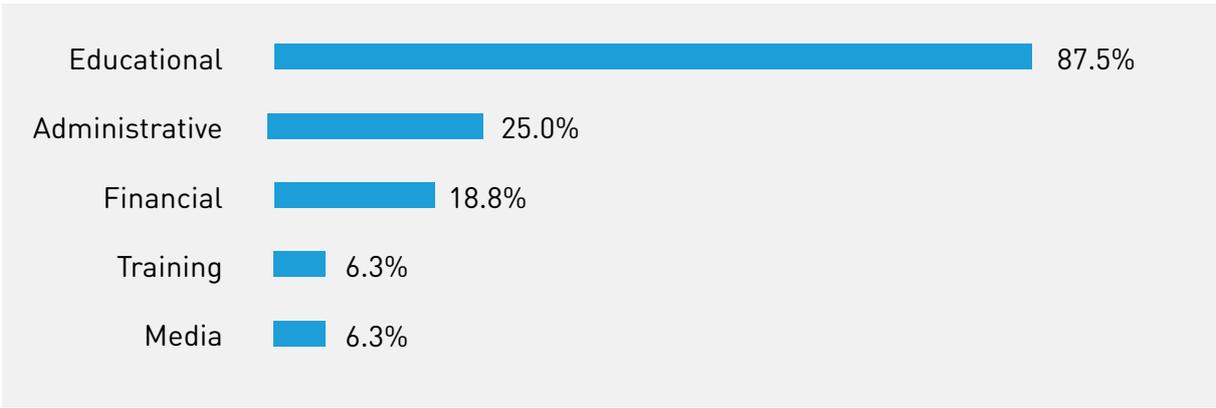
Figure 18: Type of Collaborations Conducted by MIL Drivers
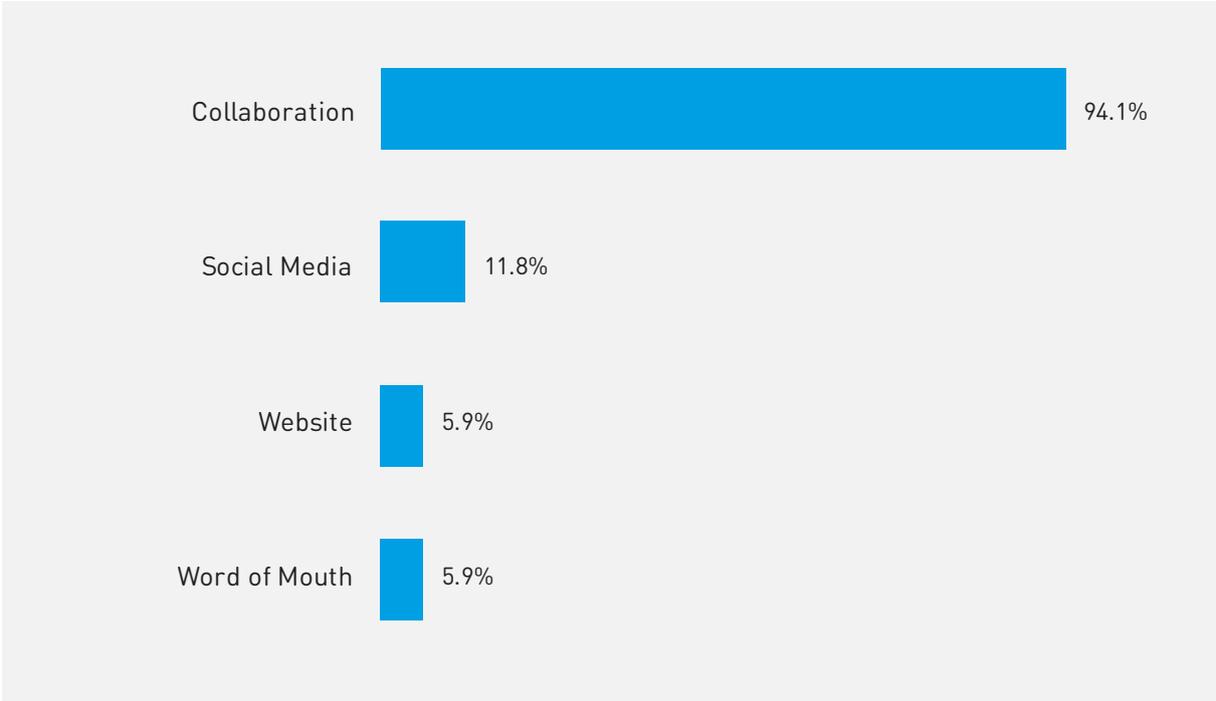
Figure 19: Means by Which MIL Drivers Know Other Organizations Working in the Field

Chapter 3

MIL Supporters

3.1 Characterization of MIL Supporters

The scope of MIL initiatives for the majority of MIL Supporters is confined to the geographical area they operate within; therefore, dispersion across other communities in Jordan is more prevalent than with MIL Drivers. As a result, MIL Supporters can be found in other governorates such as Tafilah and Ma'an, whereby the organizations target segments of those communities. Despite this, Amman proves to be a popular location to establish headquarters, especially amongst freelancers, while Zarqa cites a low concentration of Supporters despite being one of the larger cities in the country.
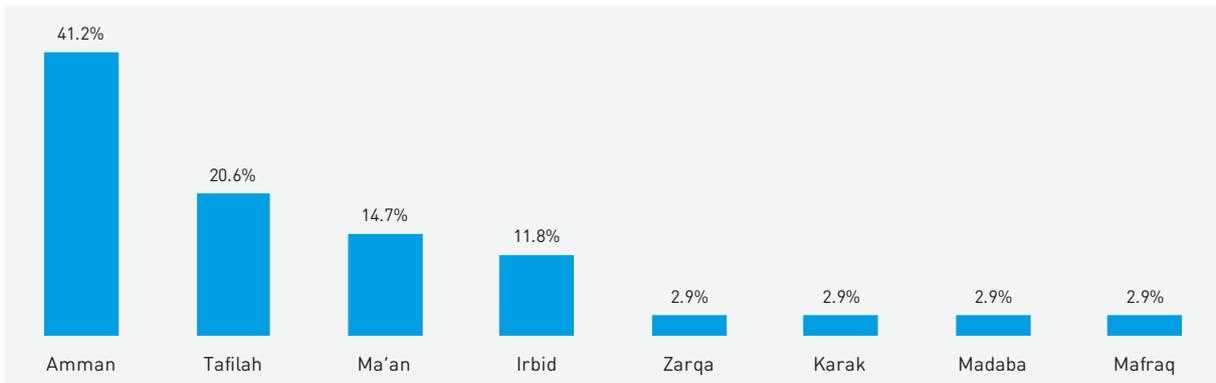
Figure 20: Location of Headquarters for MIL Supporters

Seeing how many of these organizations have a smaller scope, most of them are also small in size, whereby 67.9% of organizations have less than sixteen full-time employees. This further leads to MIL Supporters instilling the support of volunteers in running their initiatives; an average of 28 volunteers. The presence of volunteers is expected, given that a good percentage of MIL Supporters are not only small, but also Not-For-Profit. Moreover, several individuals with skills and competencies in the field work as freelancers, mainly conducting workshops and lectures as well as participating in radio segments as speakers.
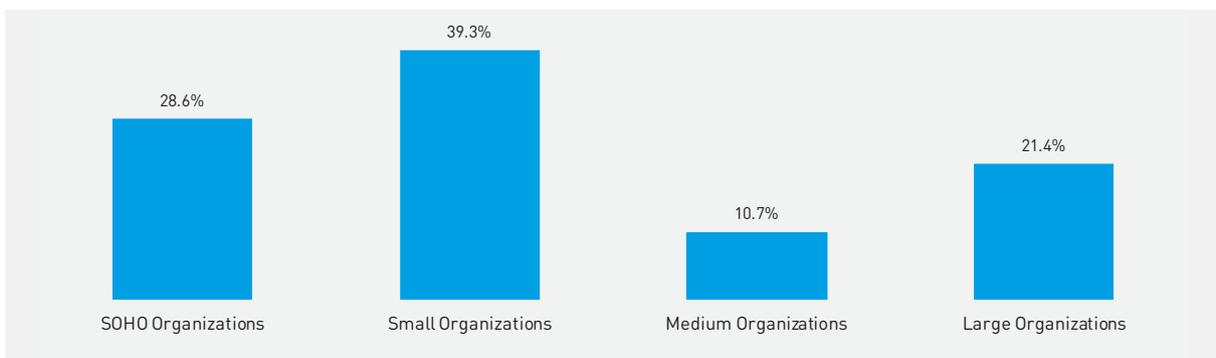
Figure 21: Size of MIL Supporters

*The size of organizations was classified based on the number of full-time employees they have employed. The division below is based on the statistics released by the Department of Statistics of Jordan:

Number of Full-Time Employees	Size of Organization
1 – 5	Small Office Home Office (SOHO)
6 – 15	Small
16 – 49	Medium
50+	Large

Figure 22: Guide for Organization Sizes (2)
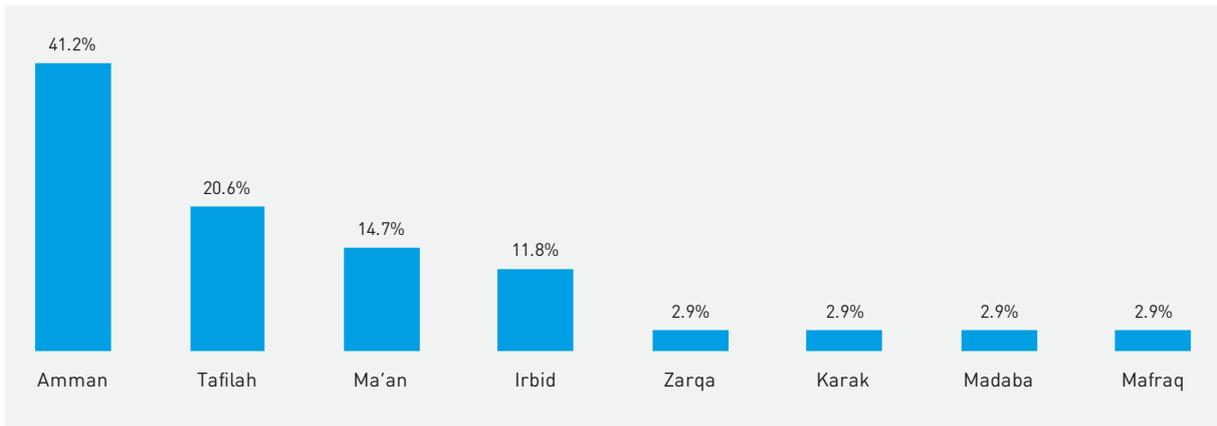
Figure 23: Classification o MIL Supporters

3.2 Target Segments

As aforementioned, MIL Supporters were found to mostly operate within their usual sphere of influence, whereby only a few extended their scope or coverage outside of the region they work within, focusing their efforts on marginalized communities.

In fact, their focus is directed more towards the public sector across all segments, since it is believed by a good percentage of MIL Supporters that individuals in the public sector have fewer opportunities to develop their skills. Unfortunately, while some organizations want to contribute more to the public sector, complicated procedures and hierarchal approval bureaucracy was reported, making working with the public sector increasingly difficult.
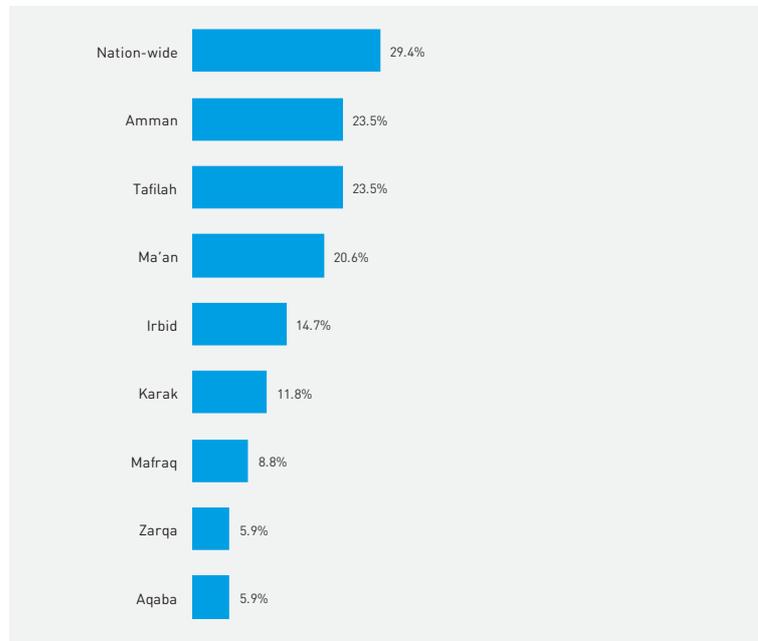
Figure 24: Regions Covered by MIL Supporters

MIL Supporters' focus on marginalized segments also drives some organizations to target females, especially those who require assistance and may not have the resources to enhance their abilities. As it stands, some organizations were established specifically for the purposes of aiding women in local communities, some as charity organizations and others as associations working towards the betterment of society. It can be seen that youth have once more been considered the most important target group, as with MIL Drivers. And while the distribution of efforts across different youth segments mirrors that of MIL Drivers, fewer MIL Supporters are able to target as many sub-segments as MIL Drivers can.

Regardless of MIL Supporters' limited geographical reach and smaller scope, several MIL Supporters have a grander vision than what they are currently capable of implementing and would willingly expand their efforts, if given the opportunity to do so.
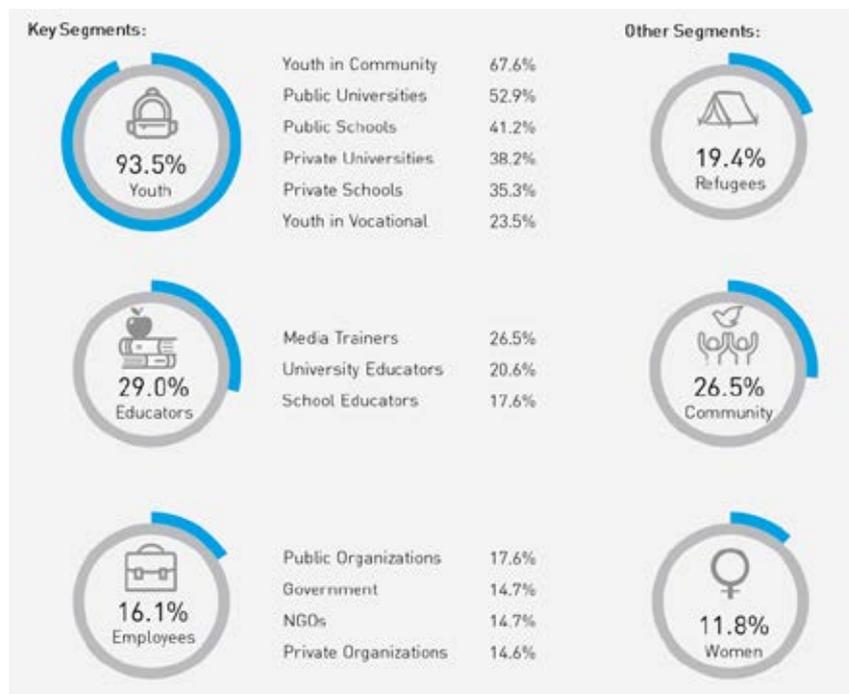
Figure 25: MIL Supporters: Target Segments

3.3 Scope of Media Information Literacy

As a new and trending field, MIL Supporters show a lot of enthusiasm for MIL and strive to become better equipped to disseminate MIL knowledge. Therefore, MIL Supporters have rated the field of MIL as a 9.2/10 on a scale of importance as per their goals and objectives.

Some MIL Supporters tend to cover a little bit of everything, while others remain within their organization's scope of activities, some of which are media outlets that do not extend their influence to the general populace.
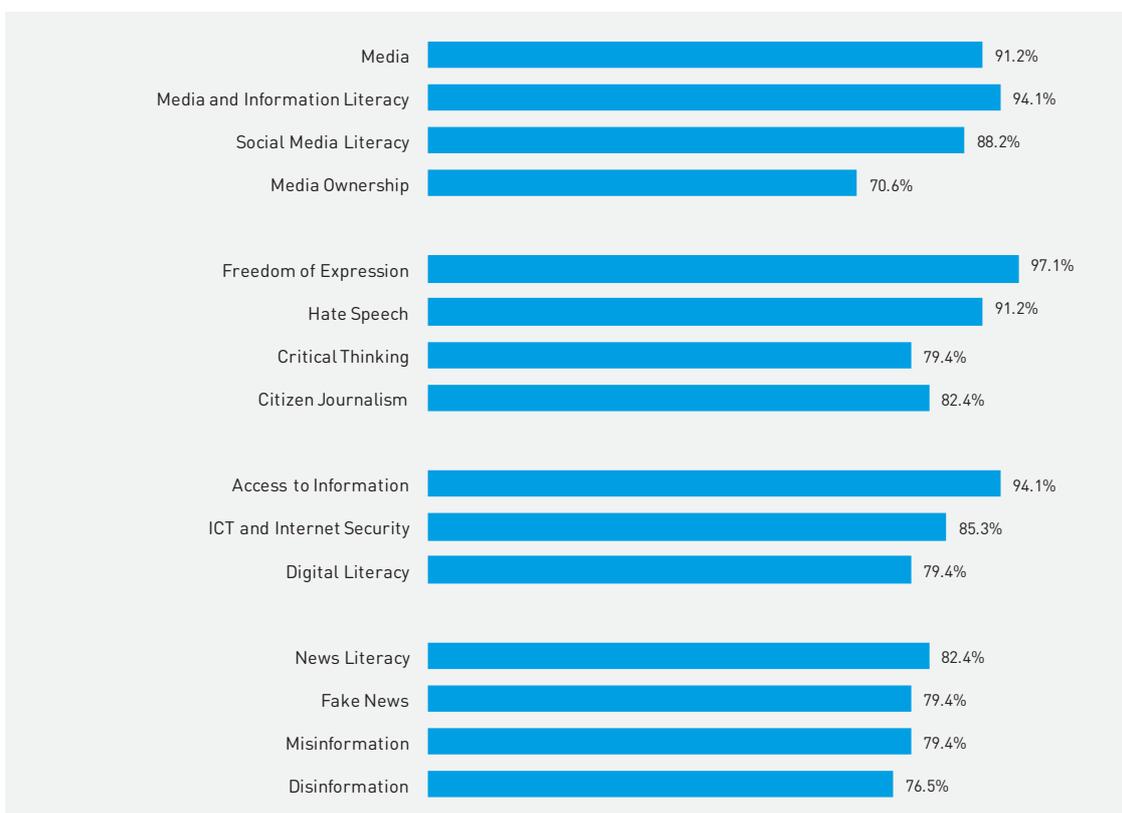
Figure 26: MIL Areas Covered by MIL Supporters

3.4 Media Information Literacy Priorities

While their passionate intentions are clear, MIL Supporters are scattered when it comes to setting priorities. This is due to the fact that most of these organizations conduct MIL initiatives by virtue of their scope of operations, rather than due to a well-defined plan tailored explicitly to MIL. For many, their goals are more orientated towards serving the community, and therefore, conduct MIL initiatives because many of the competencies that fall under the field are significant in today's world. Several others delve into MIL because they are media outlets, such as radio stations listed under a college of media at universities.
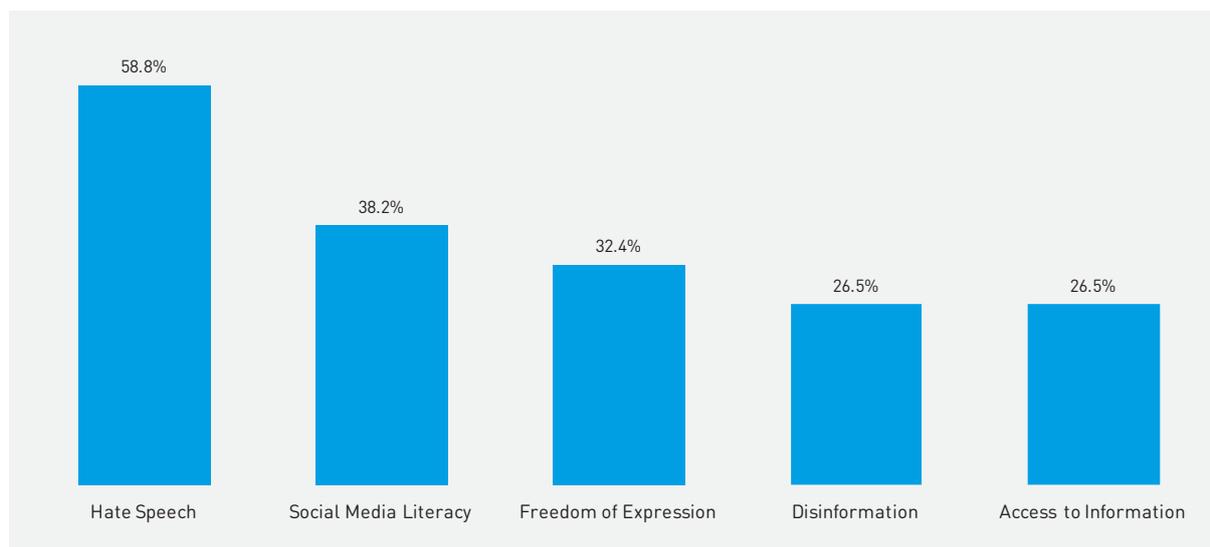
Figure 27: Priorities of MIL Supporters

That said, nearly half of all MIL Supporters agree that tackling hate speech is vital, as indicated by the fact that the overwhelming majority of them cover freedom of expression and hate speech through their initiatives. As mentioned, the rise of the digital era has exposed individuals to people with backgrounds and opinions that differ from their own and those within their immediate social bubble. Hence; similar to MIL Drivers, MIL Supporters reported the paramount importance of ensuring that people acquire the skills and state of mind to interact in this open environment.

Social Media Literacy is also deemed a priority by MIL Supporters, due to its rising popularity and high penetration in Jordan. Compared to MIL Drivers, more focus is given to the platform itself, rather than the resulting phenomena and behaviors that stem from the use of social media. This is not to say that there is no attention paid to these areas. In fact, hate speech, freedom of expression and disinformation are also priorities for several MIL Supporters, but their initiatives lean more towards the ability to use social media to foster creativity and encourage civic participation as indicated by the skills covered in their past initiatives.

When it comes to the last three initiatives implemented, it was found that the majority of MIL Supporters ensure that it is not just competencies that they were building, but rather, instilling the drive in their targets to utilize these acquired skills for the betterment of their communities. That said, their initiatives have a modest scope and encompass a smaller array of skills than their MIL Drivers counterparts.
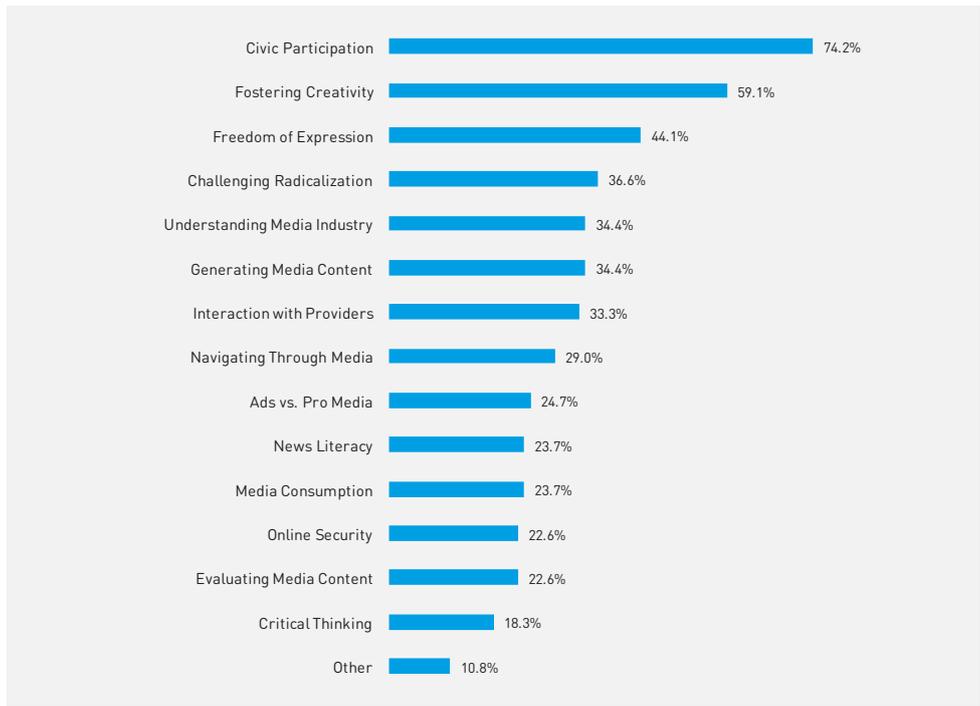
Figure 28: Skills Disseminated Through the Past Three Initiatives by MIL Supporters

One reason that was cited by MIL Supporters for this; is that many of the skills falling under MIL are more academic in nature, and that with their lack of expertise in certain areas as well as their inability to recruit said expertise as easily, this can be difficult. As such, it can be observed that while disinformation and evaluating information are cited as priorities for many, the reality is that evaluating media content and critical thinking are the skills that are touched upon the least. Irrespective of the challenges faced by these organizations and the narrower focus of others, MIL Supporters strive to cover what they can and ensure that their target audience and attendees leave having gained valuable knowledge and skills. Moreover, with marginalized communities being one of the key segments in the eyes of MIL Supporters, their initiatives are geared towards people who generally have a lower education level, and are more entrenched in the basics.

3.5 Scope of Operations

Due to the fact that MIL Supporters conduct initiatives with limited scope, it comes as no surprise that despite their modest capital reserves dedicated to MIL, the majority of initiatives are short term (lasting on average a month or less). Some initiatives do extend for a longer period of time such as radio programs or courses.
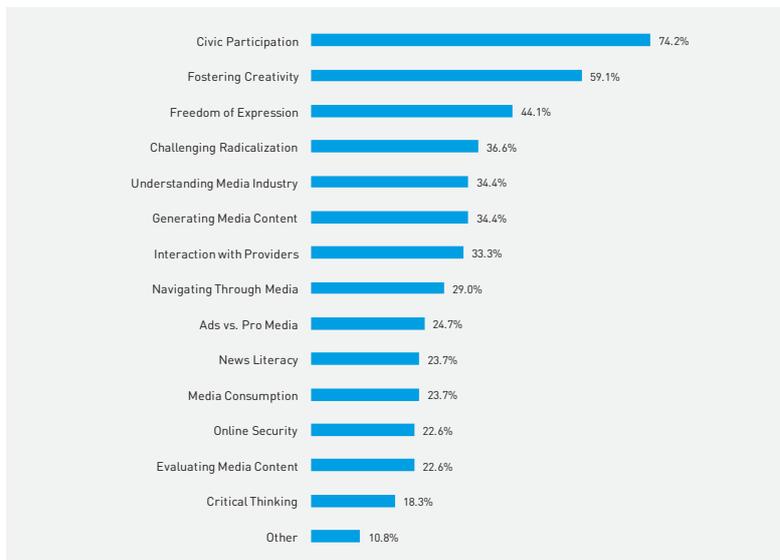
Figure 29: Duration of the Past Three Initiatives Conducted by MIL Supporters

Not all organizations work purely in the realm of MIL and so a sizable portion organize initiatives only when an area of MIL coincides with their activities. As a result, the majority of initiatives implemented by MIL Supporters have a budget that does not exceed 6,000 JDs (7,500 Euros) as the budget available on an overall organization level is modest for many MIL Supporters. That is not to say, however, that large scale MIL initiatives are not implemented on an occasional basis. For some organizations, the budget set aside for MIL is limited by virtue of other areas the organizations are working towards, but they invest a sizable amount in initiatives that are MIL focused from time to time.
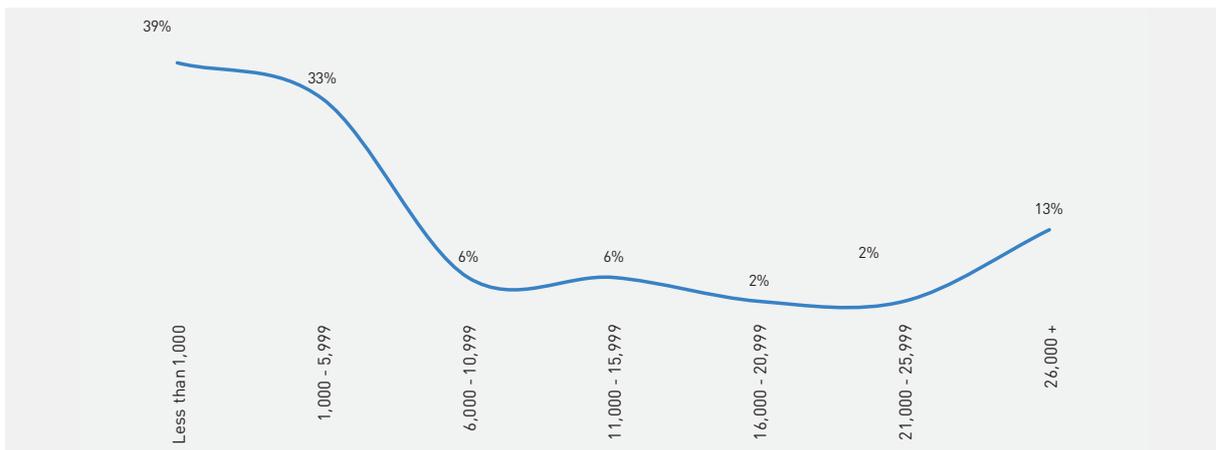
Figure 30: Budget Allocated for Past Three Initiatives by MIL Supporters

When it comes to implementing these initiatives, MIL Supporters face several challenges; with funding challenging as a central issue. While many are able to raise capital through providing services and courses for a fee, the majority operate as not-for-profit, and as such, depend on other sources for financing of their initiatives. Although some organizations are supported by donors, quite a few organizations lean towards small donations and sponsors to aid them. This raises a problem as funding from these parties is not consistent, resulting in it being difficult to conduct MIL initiatives on a sustainable level.

3.6 Initiative Advertisement Mediums

With limited budgets comes limited advertisement expenditure. Therefore, MIL Supporters resort to cheaper methods to spread the word about their initiatives, mainly through social media. As a result, these organizations are more selective in the medium through which they are willing to invest in advertisement and it becomes clear that radio is more popular amongst them.
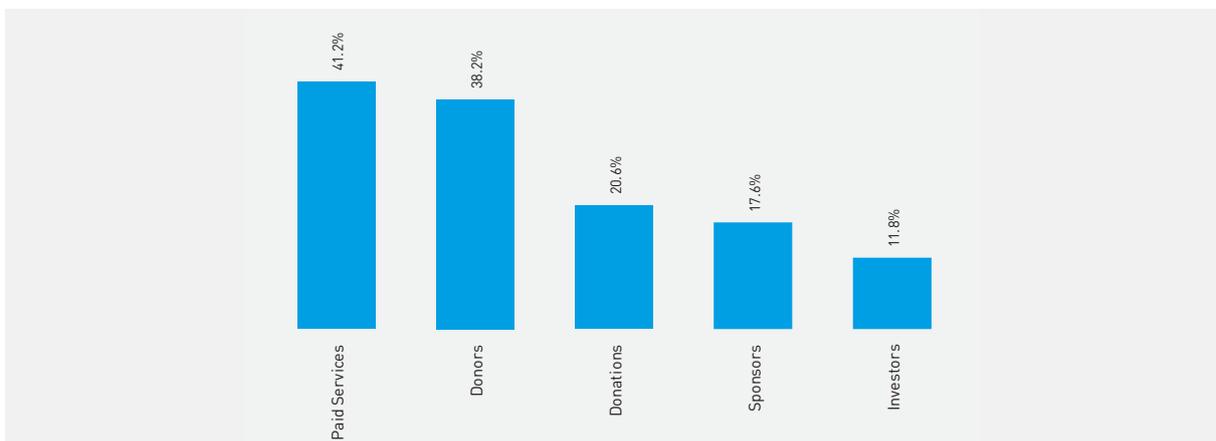
Figure 31: Sources of Funding for MIL Supporters
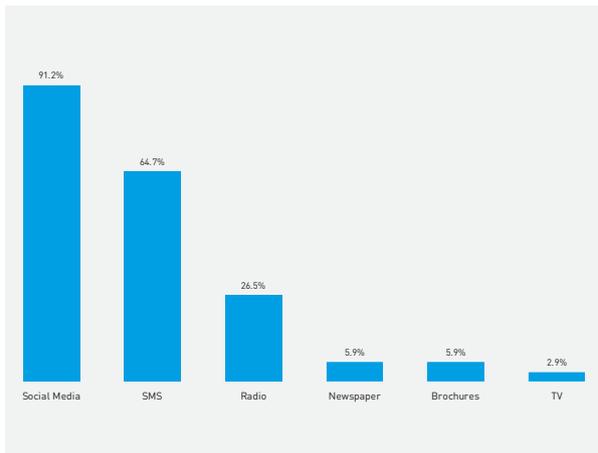
Figure 32: Advertisement Medium Utilized by MIL Supporters
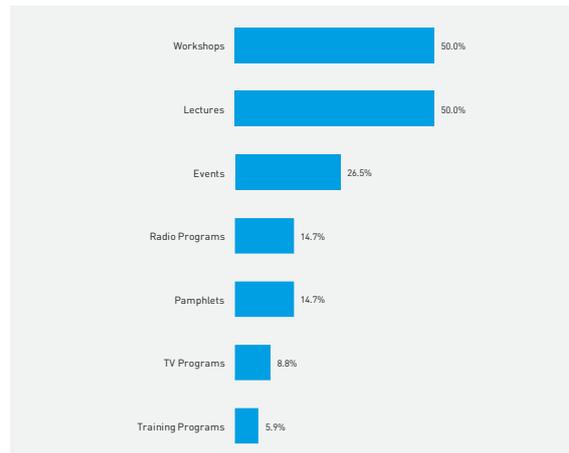
Figure 33: Types of MIL Initiatives Conducted by MIL Supporters

3.7 Deep Dive into Type of Initiatives

The budget was found to also restrict the types of initiatives MIL Supporters can implement in their efforts. Large scale initiatives such as events and segments on media platforms are more out of reach for some of the organizations. However, the larger dependency on workshops and lectures is also a consequence of the scarcity of MIL resources in Arabic, making it more challenging to diversify their approach to conducting initiatives.
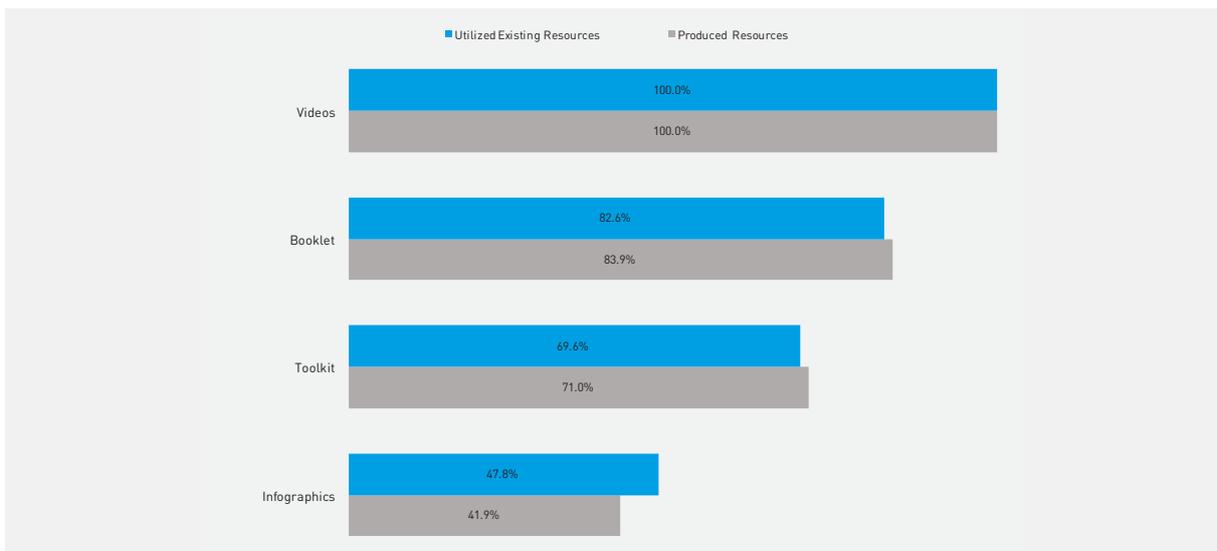
Figure 34: Resources Utilized and Produced by MIL Supporters

In an attempt to bypass this lack of material in Arabic, the majority of MIL Supporters reported a high preference to produce their own resources rather than utilize existing ones. Whether through videos, booklets or infographics, MIL Supporters do their best to make it easier for individuals to absorb the skills and knowledge imparted through their initiatives.

Post-event evaluation methods take front and center, yet few use scientifically proven KPIs such as Net Promoter Scores to measure an initiatives' success. It is good to note, however, that several organizations look at pre-event metrics to assess their ability to attract and retain interest.

Moreover, collaboration between organizations working on MIL is quite common, and generally takes on an educational nature, which allows the organizations to know more about others working in the same field and share expertise.

Figure 35: Evaluation Methods Used by MIL Supporters

3.8 Research & Collaboration within the Field of MIL

Continuously, it was found that not all MIL Supporters work within the field of MIL since the field is not an independent part of their organization's strategic vision, rather, is a subcategory of their overall objectives. Even with that, some organizations conduct and publish research about topics within the field of MIL.

Figure 36: Research Activities of MIL Supporters
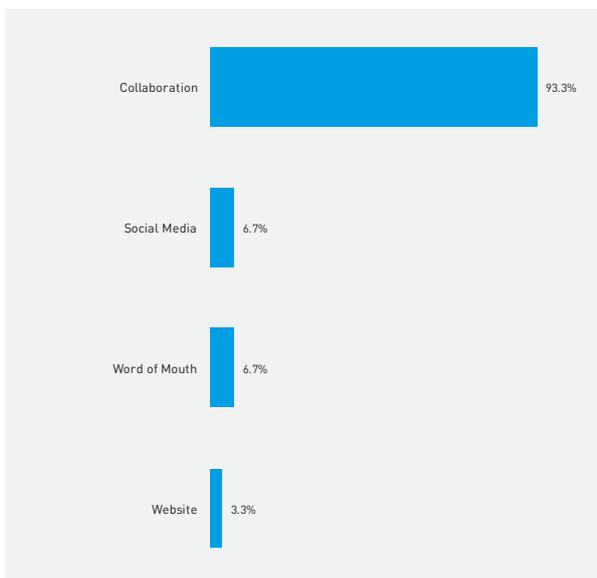
Figure 37: Means by Which MIL Supporters Know Other Organizations Working in the Field
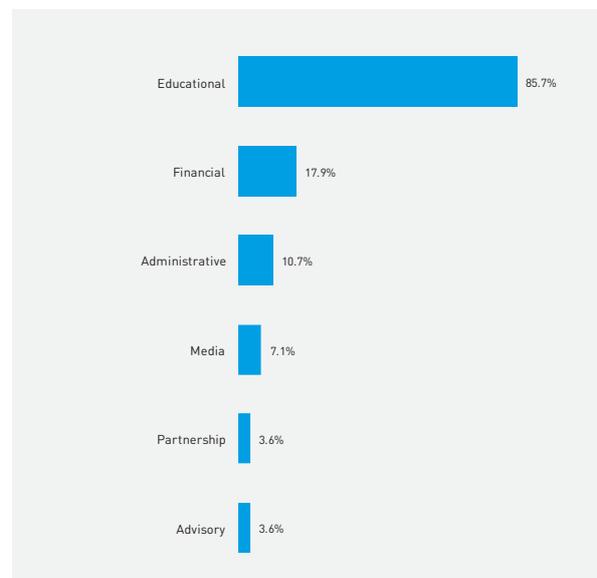
Figure 38: Type of Collaboration Conducted by MIL Supporters

Chapter 4

Comparative Overview

4.1 Priorities

While in Jordan, MIL is still a relatively new field, MIL Drivers have a better understanding of the intricacies of the field when compared to MIL Supporters. This is evident in the fact that their priorities tend to be more focused based on what they believe is important, while MIL Supporters' initiatives are more scattered across the different areas of MIL.

MIL Supporters' lack of focus is in part attributed to the fact that MIL does not fall under their main scope of work, but rather that their initiatives conducted within this field tackle areas that complement the organization's main mission, for instance, women's empowerment. For MIL Drivers on the other hand, MIL constitutes a bigger part of their organization's core mission and as such, initiatives carried out aim to improve people's competencies in key areas of MIL; not just hot topics, making their priorities more aligned with one another.
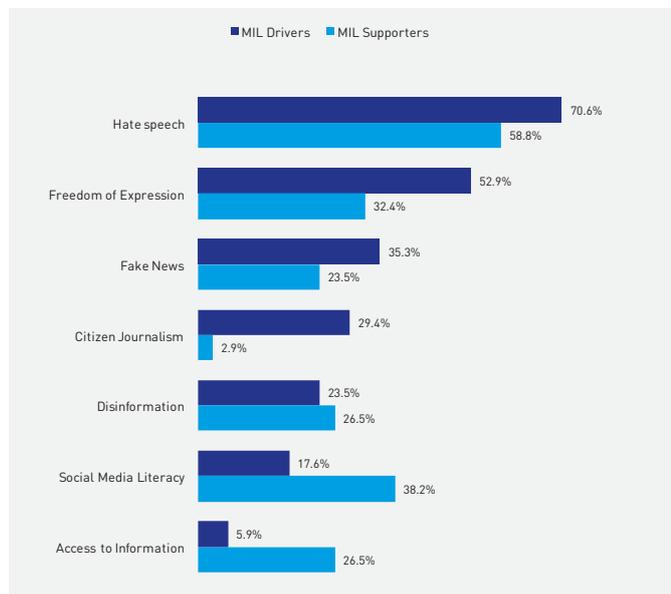
Figure 39: MIL Priorities Comparison

This overarching goal of MIL Drivers results in them putting more weight on the implications and behaviors that are a by-product of the digital era, while MIL Supporters concentrate more on the tools that are elementary such as social media or how to access information using different sources. That is not to say that MIL Supporters do not prioritize key by-products like freedom of speech and hate speech, but that their efforts gravitate more towards training people on how to access these platforms and enabling citizens to critically analyze and comprehend the information. This is also attributed to the fact that MIL Supporters mostly work in less urbanized areas and with marginalized segments who tend to generally have less academic expertise.

Yet, when it comes to MIL Drivers, there is a deeper understanding of the field, hence that it's not only important to give citizens the skills they need to deal with the digital era, but to also give them the tools to utilize this medium to speak their minds through citizen journalism. Essentially, MIL Drivers want to empower Jordanian society by giving citizens a voice. Together, MIL Drivers and Supporters complement each other. MIL Supporters lay the foundation by developing participants' basic skills while MIL Drivers utilize their resources to cover interacting with the digital world once they are immersed in the environment.

However, this does not imply that MIL Drivers and Supporters are completely misaligned. As globalization expands and the borders between countries start to become more blurred, organizations tend to be in agreement that hate speech should be a main area of focus. In addition, both MIL Drivers and Supporters consider freedom of expression and disinformation principal aspects that must be addressed. Such a focus serves to ensure that Jordanian society is empowered and ultimately propelled towards advancement.

4.2 Skills Covered

MIL Drivers cover a wider array of MIL areas through their initiatives as they have more access to resources. The difference in availability of resources is not just restricted to financial resources, but also access to expertise, knowledge and connections with larger institutions in Jordan. Yet, MIL Supporters work with what they have and do what they can with the smaller amount of resources at their disposal. In fact, one of the MIL Supporters' foremost challenges is finding the required expertise. Looking at three previous initiatives, we can see that there are fewer skills covered per initiative conducted by MIL Supporters as a result, while their initiatives are as encompassing as their capacity and facilities allows.

MIL Drivers ■ **MIL Supporters**

Skill	MIL Drivers	MIL Supporters
Fostering Creativity	80.0%	59.1%
Challenging Radicalization	78.0%	36.6%
Interaction with Providers	78.0%	33.3%
Freedom of Expression	74.0%	44.1%
Generating Media Content	74.0%	34.4%
Media Consumption	74.0%	23.7%
News Literacy	66.0%	23.7%
Evaluating Media Content	66.0%	22.6%
Understanding Media Industry	64.0%	34.4%
Critical Thinking	64.0%	18.3%
Online Security	62.0%	22.6%
Navigating Through Media	60.0%	29.0%
Civic Participation	58.0%	74.2%
Ads vs. Pro Media	56.0%	24.7%
Other	4.0%	10.8%

Figure 40: Skills Covered Comparison

The discrepancy between them when it comes to skills tackled through their initiatives is not simply restricted to the breadth of skills covered, but also the degree of alignment with their set priorities. With a narrower focus that is pinpointed to specific objectives, the skills covered by MIL Drivers mirror that of their priorities. They do not lose sight of their aims and have the luxury and capabilities to decide upon which areas to tackle at a given time.

On the other hand, while MIL Supporters conduct initiatives that may be seen as more disjointed, their efforts consistently serve to support their local communities and encourage people to participate civically in society and give back to their communities. Moreover, with marginalized segments having less access to education, initiatives conducted by MIL Supporters tend to cover more basic skills.

4.3 Target Segments

The underlying mission for MIL Drivers and MIL Supporters differs as illustrated throughout this report. MIL Drivers' aspirations lie in disseminating MIL knowledge across the country and embedding it in Jordanian society. As such, one of their key target segments is educators. It is their aim to provide educators with the knowledge, tools and capabilities to further spread MIL to the youth of tomorrow and other segments. Through these efforts, more parties will be equipped to independently instill MIL knowledge, allowing for MIL to grow at a faster pace. In fact, many are pushing to have MIL become a mandatory part of curricula for schools and universities.
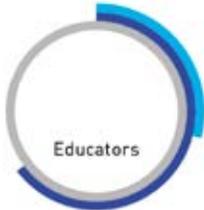
Figure 41: Target: Educators - Comparison

Figure 42: Target: Communities - Comparison

However, for MIL Supporters, their main purpose in relation to MIL is to support marginalized communities and segments in society that have less opportunities available to them for developing competencies in certain areas. Because of that, not only do we see that MIL Supporters are focusing more on the local communities and are conducting initiatives that are specifically targeted to women, we also see that there is more emphasis on the public sector, who are believed to be less fortunate. With MIL Drivers, there is no differentiation based on sector nor gender, an outcome of their wide scope that extends to numerous segments in Jordan. Nonetheless, it is worth noting that both parties are aligned on the importance of prioritizing youth, considering that they will be the force shaping future generations.

4.4 Budget

Zooming in on the scale of the past three initiatives, it is clear that MIL Drivers have larger budgets than MIL Supporters. In fact, the majority of MIL Supporters conduct initiatives that cost less than 6000 JDs, as opposed to MIL Drivers who had nearly half of their initiatives costing above 26,000 JDs.
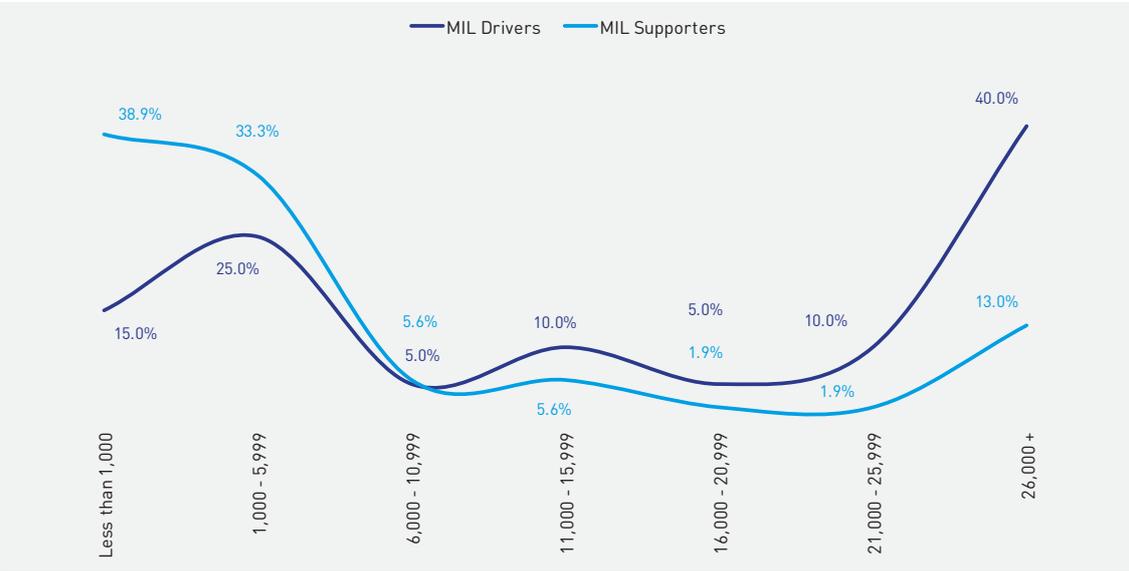
Figure 43: Past Three Initiatives Budget Comparison

As a virtue of their network and their standing within the field of MIL, Drivers are in a better position to secure funds from donors. Adding to this, several MIL Drivers are also collaborating with governmental entities to ensure that Jordan's roadmap for MIL is realized. As such, the government tends to be more involved with MIL Drivers than with MIL Supporters.

MIL Supporters are more likely to depend on sponsors and collective donations from smaller parties. Due to this difference in the funds available, MIL Drivers have the capability to branch out and diversify the types of initiatives they conduct, to a larger degree. Generally, MIL Drivers working in the media industry lean more towards TV and radio programs while others are more cemented in the academic world, and as such, have a penchant for conducting workshops and giving lectures on the topic.
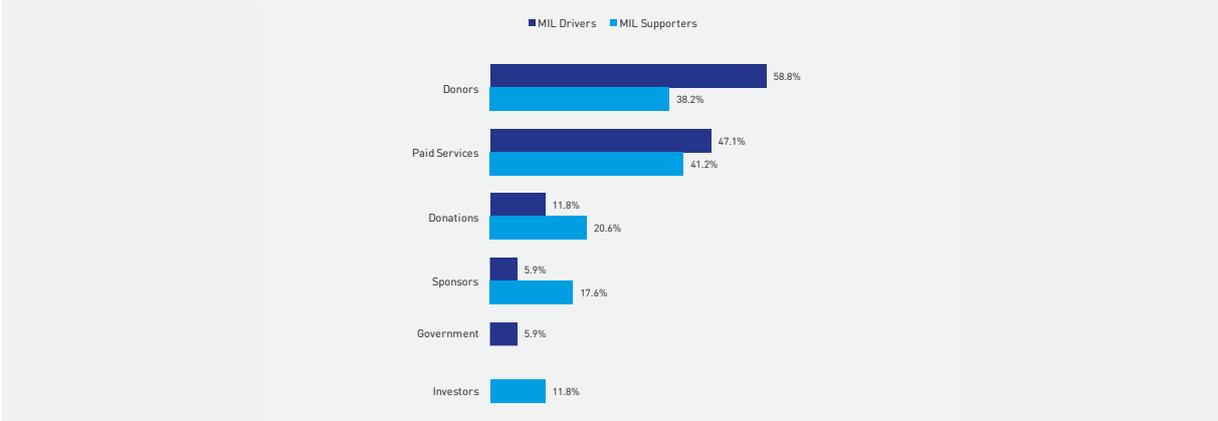
Figure 44: Sources of Funding Comparison
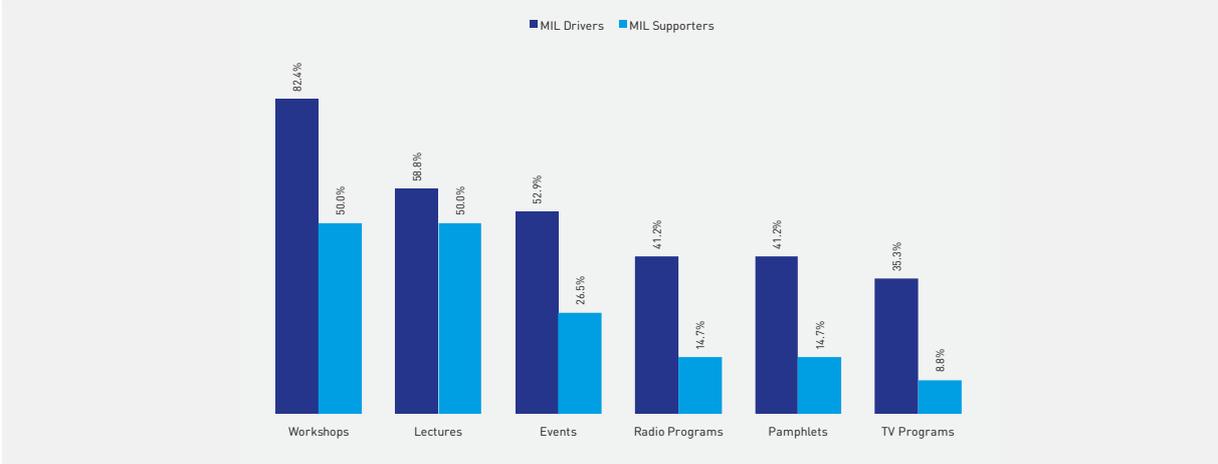
Figure 45: Methodology Comparison

4.5 Challenges

When it comes to challenges, despite having better access to finance, for MIL Drivers, funding continues to be a main challenge. After all, MIL Drivers have ambitious goals relating to MIL and as such, more capital is needed in order for them to be able to realize long-term changes and more nation-wide sustainable programs.

As the majority are local associations that depend on smaller third parties to fund their initiatives, funding for MIL Supporters is also a challenge. Their challenges do not end there, as MIL Supporters find it tedious to interact with the government, mostly due to the bureaucracy that can serve to complicate procedures, making it difficult to collaborate.
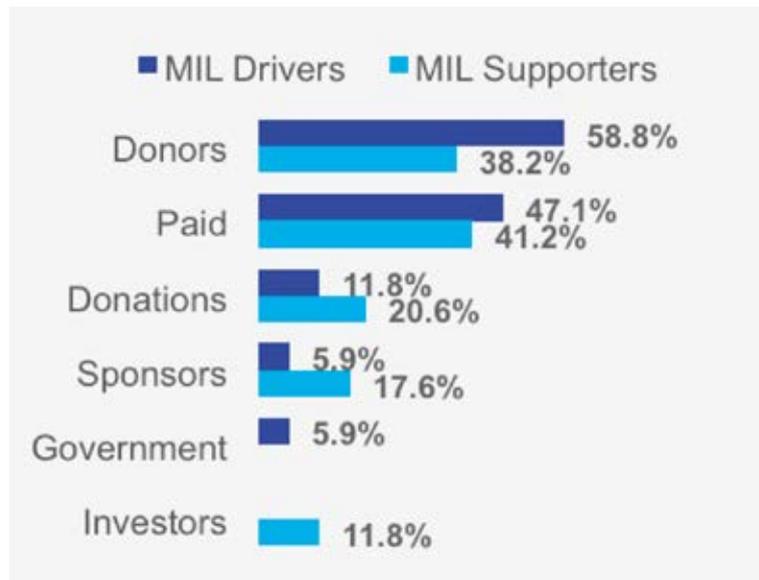
Figure 46: Lack of Funding as a Challenge Comparison

As per the qualitative findings, the language barrier presents an obstacle in transmitting MIL knowledge and limits the methods that can be used in their initiatives because MIL is a new field and there are not a lot of resources or material written and available in Arabic. This is a larger problem for MIL Supporters given their focus on marginalized communities. That is not to say that MIL Drivers do not realize the importance of creating MIL resources in Arabic in their quest to make MIL as part of educational curricula and an integral part of Jordanian society.

Human capital also impedes organizations' vision for their MIL efforts and initiatives. The tendency for enthusiasm to wane, project management to create delays and even termination of initiatives as well as the difficulty in finding capable resources that can work at the standard that organizations feel is required to facilitate their work in MIL, all contribute to the challenges faced by MIL organizations.

Appendix A

Quantitative Questionnaire

Good morning/ Good afternoon, my name is ------------ from IPSOS, an independent market research company.

We are currently conducting a series of interviews with businesses/establishments on behalf of UNESCO with the objective of better understanding your scope of work and operations. Your involvement will help us a lot to understand and comprehend more about the degree to which certain initiatives are being carried out in Jordan.

Please note that results from this study will be aggregated and reported anonymously, individual responses will not be highlighted. All of the information you give us will be treated confidentially.

Let me assure you we are not trying to sell you anything, we are only interested in your opinions

Could we please take a few minutes of your time to share your thoughts & opinions?

Firmographics

FG1 Gender
Single Response

Male	1
Female	2

FG2 Age
Single Response

Less than 18	1	POLITELY CANCL INTERVIEW
18-24	2	
25-34	3	
35-44	4	
45-54	5	
55-64	6	
64-and above	7	

FG3 Location of Business Organization
Single Response

Amman	1
Irbid	2
Zarqa	3
Karak	4
Maan	5
Aqaba	6
Madaba	7
Mafraq	8
Jerash	9
Tafilah	10
Al Balqaa	11

FG4 How many employees do you have in your organization? Can you please distribute the total number of employees into Full-Time and Part-Time Employees? May you also include the number of volunteers?

Single Response per Row
Sum of Part-Time and Full Time Employees Must Equal Total Number of Employees
If total number of full-time employees = 1 – 5 -> SOHO Businesses
If total number of full-time employees = 6 – 15 -> Small Businesses
If total number of full-time employees = 15 – 50 -> Medium Businesses
If total number of full-time employees = 50+-> Large Businesses

A	Total Number of Employees	Employee
B	Number of Part-Time Employees	Employee
C	Number of Full Time Employees	Employee
D	Number of Volunteers	

FG6 How long has this organization/establishment been operating (in years)?

Single Response – Numeric

FG7 Is your organization public or private? Single Response

Public	1
Private	2

FG8 Under what classification does your business fall? Single Response

Non-Governmental Organizations (NGOs)	1
Community Based Organizations (CBOs)	2
Civil Society Organizations (CSOs)	3
Education/ Academia	4
Not-for profit	5
Other: Specify	6

FG9 Does your business currently conduct, or has ever conducted in the past five years, any of the below initiatives to teach others about? List-Multiple Response

Code	Activity	Yes	No
1	Media	1	2
2	Media Ownership	1	2
3	Freedom of expression	1	2
4	Access to information	1	2
5	Media and Information Literacy	1	2
6	Fake news	1	2
7	Critical Thinking	1	2

9	Social Media Literacy	1	2
10	Hate speech	1	2
11	ICT and Internet security	1	2
12	Digital Literacy	1	2
13	Misinformation	1	2
14	Disinformation	1	2
15	Citizen journalism	1	2
16	News Literacy	1	2
17	None	TERMINATE	

FG10 Within your establishment, which of the following best describes your position?
Single Response
NOTE TO RESEARCHER: PLEASE READOUT

Director	1
Coordinator	2
Trainer	3
Other, Specify ( )	4

UNC_1 Do you mind sharing your organization/establishment name and contact information with UNESCO in order for them to contact you in the future? List, Single Response

No – I do not want to share information	1
Yes – I want to share information	2

MIL Perspective

People across the world are witnessing a dramatic increase in access to information and communication. While some people are lacking information, others are flooded with print, broadcast and digital content. Media Information Literacy (will be referred to as MIL from here on out) includes a set of competencies to search, critically evaluate (including verify), use and contribute information and media content -offline and online- wisely. It also covers how to: understand and manage one's rights online; combat online hate speech and cyberbullying; understand the ethical issues in communications; and, engage with media and ICTs to promote equality, free expression, tolerance, intercultural/interreligious dialogue, peace, etc.

UNESCO considers Media and information literacy as a whole and includes a combination of competencies (knowledge, skills and attitudes) that every citizen should have to navigate the knowledge society. It lies at the core of freedom of expression and information, it empowers citizens to:
- understand the functions of media and other information providers,
- critically evaluate their content,
- make informed decisions as users and producer of information and media content. For the remainder of the interview, we will use MIL to refer to the combination of Media Literacy and Information Literacy.

MIL1 Based on what has just been read and your organization's goals, how important is it to conduct initiatives in regards to this topic from 1-10? Single Response

Extremely Unimportant									Extremely Important
1	2	3	4	5	6	7	8	9	10

MIL2 You mentioned that your organization conducted the following activities, how effective do you think your organization was?
Single Response per Row
ONLY show activities respondent mentioned in FG9

Activity	Extremely Ineffective									Extremely Effective
Media	1	2	3	4	5	6	7	8	9	10
Media Ownership	1	2	3	4	5	6	7	8	9	10
Freedom of expression	1	2	3	4	5	6	7	8	9	10
Access to information	1	2	3	4	5	6	7	8	9	10
Media and Information Literacy	1	2	3	4	5	6	7	8	9	10
Fake news	1	2	3	4	5	6	7	8	9	10
Critical Thinking	1	2	3	4	5	6	7	8	9	10
Social Media Literacy	1	2	3	4	5	6	7	8	9	10
Hate speech	1	2	3	4	5	6	7	8	9	10
ICT and Internet security	1	2	3	4	5	6	7	8	9	10
Digital Literacy	1	2	3	4	5	6	7	8	9	10
Misinformation	1	2	3	4	5	6	7	8	9	10
Disinformation	1	2	3	4	5	6	7	8	9	10
Citizen journalism	1	2	3	4	5	6	7	8	9	10
News Literacy	1	2	3	4	5	6	7	8	9	10

MIL3 How often do you conduct MIL initiatives? Single Response

Monthly or less	1
Quarterly	2
Semi – Annually	3
Annually	4
Every 2 Years	5
More Than 2 Years	6

MIL4 Pick the top 3 most important of the following activities? Multiple Response (3 answers required) – Randomize

Code	Activity
1	Media
2	Media Ownership
3	Freedom of expression
4	Access to information
5	Media and Information Literacy
6	Fake news
7	Critical Thinking
9	Social Media Literacy
10	Hate speech
11	ICT and Internet security
12	Digital Literacy
13	Misinformation
14	Disinformation
15	Citizen journalism
16	News Literacy

MIL5 How effective do you think the efforts towards MIL in Jordan are in the following activities? Single Response per Row

Activity	Extremely Ineffective									Extremely Effective
Media	1	2	3	4	5	6	7	8	9	10
Media Ownership	1	2	3	4	5	6	7	8	9	10
Freedom of expression	1	2	3	4	5	6	7	8	9	10
Access to information	1	2	3	4	5	6	7	8	9	10
Media and Information Literacy	1	2	3	4	5	6	7	8	9	10
Fake news	1	2	3	4	5	6	7	8	9	10
Critical Thinking	1	2	3	4	5	6	7	8	9	10
Social Media Literacy	1	2	3	4	5	6	7	8	9	10
Hate speech	1	2	3	4	5	6	7	8	9	10
ICT and Internet security	1	2	3	4	5	6	7	8	9	10
Digital Literacy	1	2	3	4	5	6	7	8	9	10
Misinformation	1	2	3	4	5	6	7	8	9	10
Disinformation	1	2	3	4	5	6	7	8	9	10
Citizen journalism	1	2	3	4	5	6	7	8	9	10
News Literacy	1	2	3	4	5	6	7	8	9	10

Other Organizations in sector

OTH_1 What other organizations/entities do you know that conduct similar initiatives? Open – Multiple Response

Don't Know ?
Organization 1
Organization 2
Organization 3

ASK OTH_2 IF RESPONDENT DID NOT ANSWER 1 FOR OTH_1

OTH_2 How did you hear about these organizations? Multiple Response

ONLY show organizations respondent mentioned in OTH_1

	Social Media	1
	Website	2
Organization	Collaboration	3
	Word of Mouth	4
	Other: Specify	5

OTH_3 Have you ever collaborated with any of these organizations? Single Response per Row

ONLY show organizations respondent mentioned in OTH_1

Organization	Yes	No
Organization	1	2

OTH_4 For those organizations for which you have collaborated with, what was the nature of collaboration?

ONLY show organizations that were answered "Yes" in OTH_3

	Financial	1
	Educational	2
Organization	Administrative	3
	Other: Specify	4

Your Organizations Activities

OA_1 Who is/are your main target(s)? Multiple Response – Do Not Show

RECODE into new variable OA_1_G

1 – 6: Youth

7 – 9: Educators

10: Refugees

11 – 14: Employees

Youth in CBO/CSOs	1
Public School Children	2
Private School Children	3
Youth in Vocational Training	4
Student in Public Universities	5
Student in Private Universities	6

School Educators	7
University Educators	8
Media Trainers	9
Refugees	10
Employees in NGOs	11
Employees in Government Organizations	12
Employees in Private Organizations	13
Employees in Public Organizations	14
Other: Specify	15

OA_2 What region(s) fall under your scope of work? Multiple Response
If Nationwide is chosen in area, no other answer can be selected.

Nation- Wide	
Amman	
Irbid	
Zarqa	
Karak	
Ma'an	
Aqaba	
Madaba	
Mafraq	
Jerash	
Tafilah	
Al Balqaa	

OA_5 What is your approach/methodology for conducting/implementing MIL initiatives? List - Single Response per row

Code		Yes	No
1	Workshop	1	2
2	Lectures	1	2
3	TV Programs	1	2
4	Radio Programs	1	2
5	Pamphlets	1	2
6	Events	1	2
7	Other: Specify		

OA_6 Which methods are used to evaluate the success of MIL initiatives?

Do not show - Multiple Response

Net Promotor Score (NPS)	1
Reviews on Social Media	2
Media & Press Hits	3
End-of-event Surveys	4
Sponsors' Feedback	5
Monetary Outcome	6
Attendees/No. of Registers Ratios	7
Number of Website Visitors	8
Customer Satisfaction	9
Other: specify	10
Do Not Evaluate	11

INT_1 How many initiatives do you currently have underway? Single Response – Numeric

INT_2 How many do you have planned for the next year? Single Response – Numeric

INT_3 How many initiatives have you conducted in the past five years? Single Response – Numeric

INT_4 How do you advertise for your initiatives and programs? Multiple Response – Do Not Show

Social Media	1
Radio	2
SMS	3
TV	4
Newspaper	5
Other: specify	6

INT_5 What are the challenges that you face when conducting MIL initiatives? Multiple Response – Do Not Show

Lack of Funding	1
Low Awareness	2
Lack of Interest	3
Difficult to Reach Target	4
Other: specify	5

INT_6 Can you please provide me with the details of the last three initiatives you conducted?

Initiative Title	Type of Initiative	Target Audience	Area	Key Skill Tackled	Duration (days)	Donors	Budget (JD)	Status	Partner Organizations
	• Workshop • Lectures • TV Program • Radio Program • Pamphlet • Event • Other: specify	• Youth in CBO/CSOs • Public School Children • Private School Children • Youth in Vocational Training • Students in Public Universities • Students in Private Universities • School Educators • University Educators • Media Trainers • Refugees • Employees in NGOs • Employees in Government Organizations • Employees in Private Organizations • Employees in Public Organizations • Other: specify	• Nationwide • Amman • Irbid • Zarqa • Karak • Ma'an • Aqaba • Madaba • Mafraq • Jarash • Tafeela • Al Balqaa	• Fostering Creativity • Critical Thinking • Media Consumption • Civic Participation • Interaction with Media and Information Providers • Freedom of Expression • News Literacy • Advertisement vs. Professional media content • Creating, building and generating media content. • Challenging radicalization and hate speech through media. • Searching, finding, navigating, and using media content and services. • Understanding how the media industry works and how media messages are constructed. • Recognizing different types of media content and evaluating content for truthfulness, reliability and value for money. • Recognizing and managing online security and safety risks. • Other: specify		• None • Donor 1 • Donor 2 • Donor 3 • Donor 4 • Donor 5		• Planned • In Progress • On Hold • Completed • Terminated	• None • Partner Org. 1 • Partner Org. 2 • Partner Org. 3 • Partner Org. 4 • Partner Org. 5

SF1 What are your main sources of funding? Do not show – Multiple Response
ASK SF2 IF RESPONDENT ANSWERED 4 FOR SF1

Paid Services	1
Sponsors	2
Investors	3
Donors	4
Donations	5
Government	6
Other: specify	7

SF2 Who are your key donors? Open - Multiple Response

1	Prefer not to answer
2	Donor 1
3	Donor 2
4	Donor 3
5	Donor 4
6	Donor 5

OR_1 Do you conduct research in regards to MIL in Jordan? Single Response

Yes	1
No	2

ASK OR_2 IF RESPONDENT ANSWERS 1 FOR OR_1
OR_2 Do you publish the results of the research? Single Response

Yes	1
No	2

OR_3 Do you present any MIL related resources? Single Response

Yes	1
No	2

ASK OR_4 IF RESPONDENT ANSWERS 1 FOR OR_3
OR_4 What type of resources do you present? Multiple Response

Videos	
Infographics	
Brochure	
Toolkit	
Booklet	
Other: specify	

OR_5 Do you produce any MIL related resources? Single Response

Yes	1
No	2

ASK OR_6 IF RESPONDENT ANSWERS 1 FOR OR_5
OR_6 What type of resources do you produce? Multiple Response

Videos	
Infographics	
Brochure	
Toolkit	
Booklet	
Other: specify	

Appendix B

In-Depth Interviews Discussion Guide

The following is the basic guide that will be used during the in-depth interviews. Questions will be added, deleted or modified based on participants questions & answers.

Introduction:
1.Discussed Subject:
Moderator introduces self and states the purpose of discussion:
 To talk about various institutions that help educate the youth about media and information.

2.Procedure:
- Setup: open-ended discussion:
- Ideas are neither right nor wrong; people have different opinions
- Complete openness is encouraged and requested
- Rely on the moderator to keep the discussion on track
- Promise of confidentiality

3.Getting Acquainted
Moderator obtains the name of the participant and explain the method of dialogue adopted.

Profiling Respondents
Objective: This section aims at understanding individual s profiles and roles and their organization s mission.

Time: 15 minutes

Warm Up-Getting Acquainted
1. Tell me about yourself and your work. (Probe for: role, typical day at work, responsibilities, etc.)
2. How does your day look like at work?
3. What is your organizations mission? (Probe for: developing educational programs, trainings, etc.)
4. How does your role contribute to the overall organization s mission?
5. How do you fit in? What is your main objective?
6. Who is your main target segment? Which areas do you cover?
7. Within your profession, do you feel that there are some issues that challenge you as you go about your daily life within your working scope? Like what?

Awareness & Perceptions on Media & Information Literacy Initiative in Jordan
Objective: This section aims at exploring individual s awareness, perceptions and challenges towards media and information literacy in Jordan.

Time: 40 minutes

Note to moderator: Now I want to talk more about how people process information in Jordan and how informed they are about recognizing real/fake news, accessing information, etc.

7.In your experience, how do people in Jordan access their information?

8.What sources do they use? (Probe for: social media, radio, tv, etc.)

9.How do they validate their information? How do they know whats credible and whats not?

10.In your opinion, does this create problems in Jordan? How so?
     a. What types of problems may come as a consequence of non-credible sources?
     b. Are different segments of Jordanians more vulnerable to non-credible sources? Please explain. (Probe for: Students, youth, Ages, SEC s, areas in Jordan, etc.)

11.Do you often come across people facing these problems? How?

(Probe for: Nature of work, social interaction in everyday life, family, friends, peers, etc.) How involved are you when it comes to these issues, does your job require you to deal with people facing such issues? To what extent?

Note to moderator: let s talk more about the importance of educating the society in media and information

12.What does the term Media & Information Literacy mean to you? Tell me more.

13.Are there other terms for media and information literacy in Jordan? What are they?

14.What do you know about media and information literacy?

15.What do you think of it? Is it an important issue?

16.What are the functions of this effort that you are aware of?

(Probe for: Social Media Literacy, realizing fake news, Racism, freedom of speech, hate speech, misinformation, disinformation, etc.)

17.Who is responsible to tackle these issues?

18.What are the organizations? Who are the individuals that help in tackling these issues?

19.What are the activities/initiatives that they are conducting?

20.Are you aware of any of these programs/ activities? List some for me.

Note to moderator: for each program/activity/initiative mentioned, ask Q21 - 23

21.What s the main purpose of this initiative?

22.What areas in Jordan does this initiative cover?

(Probe for: Amman, Zarqa, Madaba, Irbid, Almafraq, Ajloun, Alkarak, Altafeeleh, Maan, etc.)

23.What do you think about it?

(Probe for: negative vs. positive perceptions, trustworthiness, transparency, importance, effectiveness, sustainability, etc.)

24.Have you seen an impact in community, town, or village as a result of its activities? Please explain.

25.Does your organization contribute to any of those initiatives? How so?

26.What is your role in these contributions?

(Probe for: lectures, trainings, director, coordinator, etc.)

Challenges

27.In your opinion, what are the challenges to implement such effort (MIL)? Tell me more.

(Probe for: funding, lack of interest, low awareness, etc.)

28.What is your approach/methodology to implementing media and information literacy initiatives? Tell me more.

29.How do you evaluate the success of these initiatives?

30.How many initiatives have you conducted over the past couple of years?

31.How many are you planning on conducting in the next years?

32.How do you advertise your initiatives/programs? (Probe for: TV, newspapers, radio, SMS, etc.)

33.What are your main sources for funding your initiatives and programs? (Probe for: donations, government, donors, investors, etc.)

Awareness Levels & Perceptions towards Media & Information Literacy Initiatives in Jordan

Objective: This section aims at understanding awareness levels and perceptions towards several organizations in Jordan when it comes to educating the society on media and information understanding.

Time: 30 minutes

Note to moderator: Now that we ve talked about the media and information literacy issues in Jordan, I want to talk to you about the organizations/individuals in Jordan that have primary roles in delivering resources to help educate the society especially the youth on such issues.

Awareness and Perception towards Organizations in Jordan

34.What are the organizations/institutions that you are aware of in Jordan that support and help people facing the problems we just discussed dedicated to MIL?

(Probe for: UNESCO, universities, youth institutes, schools, human rights initiatives, radio stations, etc.)

35.Who do they support/serve?

(Probe for: youth, students, public vs private universities, refugees, employees etc.)

36.I would like to know what you think about them in more detail.

(Probe for: Strengths & Weaknesses, Benefits & Drawbacks, Successes/failures, Services offered, Affiliations/activities, etc.)

37.How did you come to hear about these organizations and where did these perceptions come from?

(**Probe for:** Nature of work, Newspapers/Magazines, TV local or satellite, Radio, Social media: Facebook, Twitter, Instagram, Internet Websites/Blogs/Online News Sites local, regional, international, peers, family, specify if others etc.)

Previous/Current interaction/work with organizations.

38. Do you interact with any of the previously mentioned organizations? Please explain the kind of interaction? Why?

(**Probe for:** Nature of work requires interaction with these organizations/individuals, engaged in media and information education, etc.)

> a. Which organizations/individuals do you interact with?
> b. How often do you deal with/ interact with this organization/individual? Tell me more.
> c. What is the type of interaction/participation/work with this organization/individual? Tell me more.
> d. Tell me a little bit about this experience.

(**Probe for:** negatives/positives, causes participated in, type of organization participated in, etc.)

> e. After having interacted with this organization/individual, what do you think about it in terms of:
> Transparency, benefit to the community, accessibility, communication, creativity and areas covered.
> f. Do you feel that this organization/individual has an impact on your work? How?
> g. What about the community? After working with this organization/individual, do you feel that they have a positive impact on the community? How? Please tell me more.
> h. From your interaction with this organization/individual, what would you propose to enhance or change? Why?
> i. If you had a chance to enhance, change or optimize your contact/interaction with this organization/individual, what would it be? How? What for?

Note to moderator: Only ask people who mentioned different initiatives in Jordan

Positioning & Differentiation Technique

39. Now I want to ask you about the rest of the initiatives, initiatives that you haven t dealt or interacted with, in your opinion, which of them:

> a. Is the most/least effective? Why?
> b. Has done the most/least to benefit the community? Why?
> c. Is the most/least transparent? Why?
> d. Is the most/least accessible? Why?
> e. Communicates their activities the most/least with the public? Why?
> f. Is the most/least creative in their programs that they offer? Why?
> g. Is the most/least needed in Jordan? Why?
> h. Is the most/least widespread across the Kingdom? Why?

Demand Preferences & Optimization

40. With regards to the organizations mentioned above, is there anything in their services that you believe they should enhance, change or amend? Why or why not?

41. If so, what would you like to be enhanced, changed and/or amended? Why?

(Probe for: areas covered, target segments, communication efforts (raising awareness, etc.)

Final Thoughts, Future Expectations & Optimization
Objective: This section aims at identifying the general population s expectations towards organizations in the future.

Time: 10 minutes

42. In your opinion, what can be done to raise more awareness towards the MIL initiative?

43. Do you think enough organizations are offering sufficient sources to aid in the MIL initiative? How so?

44. Do you feel that such initiatives are improving in Jordan? Why/why not?

45. What would you like to change/improve/suggest in order to make the media and information literacy initiative more impactful and beneficial to the Jordanian society and to its recipients?

a. When it comes to educational and social organizations, how do you learn about them?

(Probe for: Newspapers/Magazines, Radio, TV, Radio, Social Media Platforms: Facebook, Twitter, Instagram, etc., Internet Websites/Blogs/Online News Sites local, regional, international, peers, family, professional platform, etc.)

b. In your opinion, how important do you think social networks are for such organizations to communicate with people? Why?
c. If an organization would like to communicate their different affiliations and activities, what are the mediums that you think are most effective? Why?

Note to moderator: thank respondent for his/her time and ask him/her if they have anything else to add