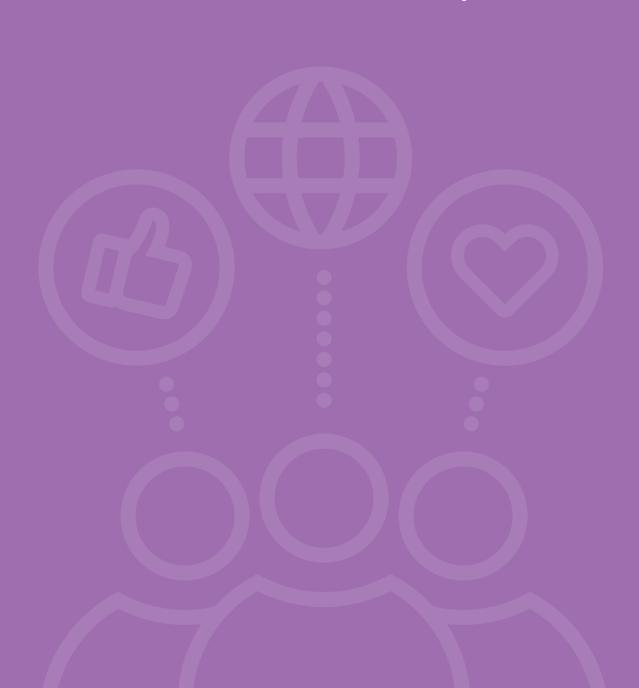**AMLA** | AUSTRALIAN
MEDIA
LITERACY
ALLIANCE

Towards a National Strategy for Media Literacy

National Consultation Report

The Australian Media Literacy Alliance

The Australian Media Literacy Alliance (AMLA) was formed in 2020 as an unincorporated group of organisations whose objectives in the area of media literacy are closely aligned. AMLA's vision is to enable a media-literate society that is equipped to face challenges and be able to seize the opportunities in a world increasingly defined by media and information abilities.

The founding members are:

- ABC Education (ABC)
- Australian Library and Information Association (ALIA)
- Museum of Australian Democracy (MoAD)
- National Film and Sound Archive of Australia (NFSA)
- National and State Libraries Australasia (NSLA)
- Queensland University of Technology (QUT)
- Western Sydney University (WSU)

Contact AMLA

Annabel Astbury, Chair
info@medialiteracy.org.au
https://medialiteracy.org.au/

Report Credits

Suggested Citation

Supported by:

Contents

Executive Summary

The Australian Media Literacy Alliance (AMLA) developed this document to outline a direction for the development of a national strategy for Media Literacy in Australia. It draws on a national survey of 3510 Australian adults about media use, attitudes and abilities as well as a consultation process involving six workshops across Australia conducted in September 2021. The consultation involved 121 people representing 89 organisations. As Media Literacy is already a focus of discussion for the review of the Australian Curriculum, the focus of the consultation was on out-of-school education and learning.

There are important overlaps between Media Literacy, Digital Literacy, Online Safety and Information Literacy but each of these has a distinct focus. Media Literacy is defined by AMLA as the ability to critically engage with media in all aspects of life. AMLA's Media Literacy framework is underpinned by six key concepts and questions that can be used to critically reflect on any media example. This approach received widespread support amongst the participants in the consultation.

The consultation process revealed strong agreement amongst the participants that there is an urgent need to make Media Literacy a priority for all Australians. The consultation participants argued this is needed to address a range of challenges including misinformation on digital platforms, rapid changes in the media and communications technologies, threats to our democracy and the establishment and rising distrust of mainstream media. There was agreement that Australia cannot afford the social or economic costs of media illiteracy.

Important insights were generated about priority groups who typically have lower levels of Media Literacy or lower levels of access to Media Literacy support, including people living in low-income households; people with a low level of education; people living with a disability; people living in regional Australia; older Australians; Indigenous Australians; and culturally and linguistically diverse Australians. Discussions concerning these groups confirmed the existence of a Media Literacy divide that needs to be addressed.

An important observation to emerge from the consultation process was that Media Literacy should be considered a lifelong process that receives attention and support throughout the life stages, including early education, primary and secondary schooling, post school education, adult education and in the later years of life. Along with this, it is essential to recognise that it is unlikely that Australians will develop Media Literacy skills if they have limited basic literacy skills.

A key theme to emerge from the consultation process was the need to understand that Media Literacy programs will be more successful if they are community-based and offered in ways relevant to those communities. There was also strong support for fostering community-based Media Literacy champions.

There was consensus that Media Literacy initiatives must be accompanied by government support for appropriate regulation of traditional and digital media, along with responsible practice by social media and other media companies, including robust self-regulation. Australians should be engaged in discussions about the need for regulatory change to ensure a media environment exists that all citizens can be part of and thrive in. It was also argued that Media Literacy must be fostered in a context where digital and traditional media are available, accessible and affordable for Australians.

It was agreed that a range of different kinds of Australian organisations and communities can be identified to foster Media Literacy and raise its profile across the country. There was strong consensus that a unifying framework is needed to bring consistency to Media Literacy efforts in very diverse settings. The consultations also called for guidance on Media Literacy through the development of resources, toolkits and networking opportunities.

This document provides a set of recommendations for further action towards the development of a national Media Literacy Strategy.

Recommendations

AMLA makes the following recommendations for the development of a national strategy for Media Literacy (the strategy).

Recommendation 1: The Australian Government should commit to developing and appropriately resourcing a strategy for the development of Media Literacy across all life stages, enabling the engagement of all levels of government and community.

Recommendation 2: The development of the strategy should include consultation with a broader range of stakeholders than has been possible for this current consultation. In particular, there should be further consultation with Indigenous Australians and Culturally and Linguistically Diverse communities.

Recommendation 3: The strategy should consider how the Australian Media Literacy Alliance can be resourced to create evidence-based materials, training packages and educational experiences based on its framework and appropriate for use in community contexts throughout Australia.

Recommendation 4: The strategy should focus on how community organisations can access funding, resources and support to develop community-specific Media Literacy experiences relevant to the communities they are part of and support. This should be guided by evidence-based strategies and a shared impact evaluation framework which could be co-developed with AMLA to ensure measurable success.

Recommendation 5: The strategy should outline how priority groups can be funded and supported, in recognition that a national strategy will only be of use if it pays attention to the specific needs of each of the priority groups. In addition, all sectors of the Australian community should have access to Media Literacy support to address Australians' lack of confidence in their own media abilities.

Recommendation 6: The strategy should clearly acknowledge the relationship between Media Literacy, Online Safety, Digital Literacy, and Information Literacy to avoid duplication and identify synergies between these priorities. The links to national and state priorities for foundational literacy development should also be outlined.

Recommendation 7: The strategy should outline the relationship between Media Literacy education in schools and community-based Media Literacy education and how these both contribute to life-long Media Literacy development.

Recommendation 8: The strategy should outline the relationship between Media Literacy and the broader media and communications context in Australia, including telecommunications infrastructure and its impact on digital inclusion, national regulation and industry self-regulation (including technology company initiatives to support an inclusive and positive media experience for all Australians).

1. Introduction: towards a national strategy for Media Literacy

This document outlines guiding principles for the development of a national Media Literacy strategy for Australia. Internationally, there is a great deal of focus on Media Literacy as a response to urgent issues such as misinformation and its impacts on democracy; the emergence of digital and social media as key players in our media and information systems; and implications of digital media for the maintenance of fair and equitable societies.

The 2021 *Australian Senate Inquiry Report Into Nationhood, National Identity and Democracy* recommends that the Australian Government should work with the Australian Media Literacy Alliance, through a co-design process, to develop a national strategy to tackle fake news and misinformation. Prior to this inquiry, the Australian Competition and Consumer Commission (ACCC) *Digital Platforms Inquiry Final Report* (2019) recommended that 'a Government program be established to fund and certify non-government organisations for the delivery of digital media literacy resources and training' and that 'the Terms of Reference for the review of the Australian Curriculum scheduled for 2020 should include consideration of the approach to digital media literacy education in Australian schools'. The Australian Government has since accepted both recommendations[1].

This report draws on research into Media Literacy amongst young people[2] and adults[3],[4] in Australia, conducted as part of the Australian Media Literacy Alliance's (AMLA) aim to provide an evidence-based approach to Media Literacy.

To complement this research, AMLA hosted six workshop consultation events across Australia in September 2021 to gather insights from a range of organisations and agencies with an interest in promoting Media Literacy in Australia. The COVID-19 pandemic meant the events scheduled for Canberra, Sydney and Melbourne were conducted online while events in Brisbane, Hobart and Perth were conducted in person.

Through these six events, we were able to learn from the insights and experiences of 121 people, representing 89 organisations. The participants discussed the research findings of AMLA's adult media literacy survey, shared their expertise and ideas, and together explored what is needed to accelerate the development and implementation of a national Media Literacy strategy for Australia. Specifically, the participants were asked to discuss:

- the case for seeking to improve Media Literacy and why it is worthy of the efforts of a diverse range of stakeholders

- the Media Literacy strengths and needs of different groups of people in Australia and the types of strategies and actions that are most needed to improve the Media Literacy of priority groups

- the organisations that could be involved in delivering Media Literacy programs to adults and to young people (outside of the school system)

Through these discussions, we identified several themes which inform the sections of this report. Most importantly, the workshops confirmed: 1) that the cost of media illiteracy is too high for us as a nation to fail to address; and 2) that the challenge of improving Media Literacy is too complex for individuals, families and communities to address themselves.

---

[1] See the Government response and implementation roadmap https://treasury.gov.au/publication/p2019-41708

[2] Notley, T., Dezuanni, M., Zhong, H.F. & Chambers, C. 2020, *News and Young Australians in 2020: How young people access, perceive and are affected by news media*, Research Report, Sydney, Western Sydney University and Queensland University of Technology

[3] Notley, T., Chambers, S., Park, S., Dezuanni, M. 2021, *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

[4] Park, S., Lee. J. Y., Atkinson, S and Su, J. (2021). *Media Literacy in Australia: A Qualitative Study*. Canberra: News & Media Research Centre, University of Canberra.

An ongoing, comprehensive and coherent national strategy for Media Literacy in Australia is required to deliver Media Literacy opportunities that will appeal to, and be appropriate for, diverse groups and communities. This must not entail a 'quick fix' involving short-term, fragmented projects. Rather we need a coordinated, informed and networked approach to Media Literacy that starts by identifying all major stakeholders and a set of needs and aspirations. AMLA's aim is for Australian governments at local, state and federal levels; industry; and the not-for-profit sector to use these insights and perspectives to contribute to a national strategy for Media Literacy.

2. Defining Media Literacy

Media Literacy has existed as a concept in Australia and internationally for several decades and has historically been applied to media such as print media, film, television and advertising, well before the emergence of digital media and digital technologies.

Media Literacy is essential for effective, ethical and safe media engagement. It refers to the ability to create, use and share media and to critically reflect on this engagement. Media Literacy is now widely recognised as a form of literacy that is essential for full participation in society. As outlined in section 5 below, Media Literacy needs to build on foundational literacy and numeracy skills, including basic reading and writing skills.

AMLA defines Media Literacy as the ability to critically engage with media in all aspects of life. A person who is 'critical' from a Media Literacy perspective:

- Reflects on their own and others' engagement with media;

- Is curious about and enquires into how media are made;

- Understands techniques used to create and communicate with media; and

- Understands the different ways media influence and impact society.

Media Literacy complements Digital Literacy, Information Literacy and Online Safety knowledge and skills – and all four are required for successful and safe participation in a digital

world. Figure 1 below shows the close connection between these four types of knowledge and skills. In any one situation, one or more of these areas may require more emphasis or may be more pronounced. Importantly, though, they should work in concert with each other.
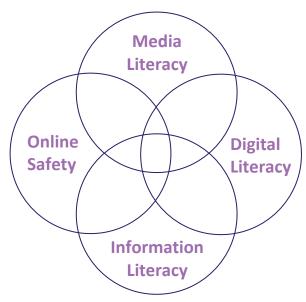

Figure 1: The interconnections between Media Literacy, Digital Literacy, Information Literacy and Online Safety.

'Should we be aligning media and digital literacy strategies more? We know a lot about digital literacy access and skills through the ADII (Australian Digital Inclusion Index) report.'

Tasmanian participant

Type of knowledge and skill	Applied to the example of Facebook
Digital Literacy focuses on the skills and knowledge required to access and use digital technologies.	A Digital Literacy perspective would look at the skills and knowledge required to access and successfully use Facebook to connect to people, post information about ourselves (including images), access the Facebook Marketplace and so on.
Information Literacy is the ability to independently locate, evaluate, and use information.	An Information Literacy perspective would consider which available information on Facebook is of a high standard and how credible it is. This includes knowing where high quality information can be found on the platform, how its quality can be judged and how it can be used for specific purposes.
Online Safety focuses on issues such as online hate and abuse, bullying, the protection of personal information and online scams.	An Online Safety perspective would focus on issues such as online hate speech and abuse on Facebook, bullying on the platform, the protection of personal information, and online scams that may be encountered on Facebook.
Media Literacy encourages people to ask critical questions about the media using a set of six concepts.	A Media Literacy perspective would ask critical questions about Facebook, such as: • How can we identify misinformation? How do we know if we can trust a source of information? • How are people and places portrayed in particular Facebook groups? • How can we make sure local Facebook groups are fair and ethical? We would also ask other questions based on the six 'key concepts' outlined below. Importantly, these critical questions can be asked while accessing information, making and sharing content (such as social media posts), or when sharing other people's content.

For any example of media (an advertisement, a news story, a film or television program, a YouTube video, video game or a social media post), we can ask questions based on **six key concepts**, listed on the right. Importantly, these concepts can be used in many situations, depending on the context, purpose and desired outcome. In addition, they can be applied in both media production and consumption contexts. That is, media producers (including everyday social media participants) can ask themselves versions of these questions to reflect on the media they are producing for other people to consume. Asking these questions is a crucial step to becoming media literate.

- **Institutions**: who made this media and why did they make it?

- **Audiences**: who was this media made for and how are they likely to respond to it?

- **Representations**: how are people, places or ideas portrayed in this media, and what are the impacts of this?

- **Technologies**: what technology was used to produce, access and circulate this media? Does the technology gather personal data from users?

- **Languages**: how does this media communicate using image, sounds and written text?

- **Relationships**: what kind of relationships are being fostered through the distribution and use of this media?

These questions will have very different answers, depending on the media example, but asking and answering them forms the basis for more successful media experiences and the development of Media Literacy. The questions can be asked during the process of consuming, sharing or creating media. They can also be integrated as part of any Digital Literacy, Information Literacy or Online Safety learning programs.

A key concepts approach avoids giving learners step-by-step 'checklists', an approach many information and news literacy activities have used. A checklist approach tends to tell learners what to do, step-by-step, in a normative way, often by providing a list of things they should avoid or should not do. Instead, a core concepts approach supports learners to ask critical questions in a more holistic way about media production and engagement, regardless of the context, to ensure they are making informed decisions. Each key concept becomes a lens through which to think critically about the media from a different perspective.

Media Literacy for both news and information and entertainment media

Importantly, the key concepts and associated questions can be used in many different contexts. AMLA suggests that it is just as important for Australians to develop a critical orientation towards entertainment media as it is to think critically about news and information. For instance, while it is important to be able to fact-check news and information and to identify and reject misinformation, it is also important to be able to identify gender and race stereotypes in the media. The *Adult Media Literacy In Australia* survey and report shows that adult Australians strongly believe that entertainment media play an important role in shaping their understanding of themselves and the world around them. The flexibility of the key concepts approach allows the development of knowledge and skills in relation to any media experience.

Use of the term 'Media Literacy' in community contexts

The workshop participants told us that although Media Literacy is an important framework for responding to media, the use of the term itself might not always be useful in community

contexts. They suggested that Media Literacy is an unfamiliar term and that community members might not be attracted to programs and activities promoted via the term.

> 'Media Literacy sounds so formal - what else can it look and sound like, that speaks to different people?'
>
> *Victorian participant, Museum sector*

Many participants argued that existing community arts, youth arts, technology programs and so on provide an opportunity to include Media Literacy activities, without the specific use of the term 'Media Literacy'. In addition, participants argued that even where new activities are developed in new contexts, they may implement robust Media Literacy activities without specific use of the term.

> '[It is] important to define Media Literacy through what it empowers communities to do (e.g. having a voice in democracy, upsetting power structures in information media), rather than through the pitfalls we need to learn to avoid (misinformation, fake news).'
>
> *New South Wales participant, Community services organisation*

Delivering Media Literacy

Along with the feedback that Media Literacy should be relevant and accessible to communities, participants argued that Media Literacy programs should be delivered in fun and engaging ways that connect to community members' passions and interests. There was feedback that while the Media Literacy concepts and associated questions provide an important structure for Media Literacy, they are unlikely to engage participants. For this reason, resources and toolkits developed to support Media Literacy efforts should emphasise opportunities for engaging and enjoyable experiences.

> 'No matter where you live, or who you are, Australians should have high levels of Media Literacy enabling them to participate in society in an informed, productive and joyous way.'
>
> Queensland participant, Community services sector

> '[We need] a purposeful, adaptable, engaging campaign that harnesses people's interest in seeking information out (and being wary of authenticity!) into a personal toolkit that helps them navigate this very complex world'.
>
> *Tasmanian participant*

3. The benefits of a media literate society

Responding to rapid media, technological and ecological change

One of the key messages emerging from our consultation workshops was a desire to recognise the benefits of a media literate society. There was strong agreement that Media Literacy was not just important for individuals, but also for society as a whole. For instance, we know that healthy democracies allow the free and open exchange of ideas and debate. The internet and associated online and mobile platforms have, however, irrevocably changed how people receive and share information. News and information is now delivered through multiple channels and is re-written and re-posted with multiple authors and consumers along the way. It is produced and circulated across a rapidly evolving 24-hour cycle, often as events evolve, leaving little time for producers, let alone audiences to check sources, claims or opinions. Many workshop participants suggested that in recent years there has been an erosion not only in civic discussion, but also in the ability of the 'mainstream' media to garner the trust of community members.

> 'It's important to understand the ways Media Literacy can improve the daily lives of all Australians but not just through education on misinformation but for civic engagement and empowerment'.
>
> *Victorian participant, Media organisation*

> 'Trust and relationships matter…capacity or capability isn't just on the 'consumer' side. There are lots of great organisations creating media and promoting Media Literacy, and relationship building is fundamental to trust across communities'.
>
> *Australian Capital Territory participant, Higher education sector*

> '…All aspects of society, whether consumers of the media or producers of the media and government, have a responsibility to discern which [media and misinformation] impacts the overall health and well-being of our society'.
>
> *New South Wales participant, Community organisation*

Society also benefits from Media Literacy when the power of digital media can be used to keep citizens informed in times of crisis. Many of our participants argued that we are living through a period of rapid ecological change due to climate change and that we will experience increasingly volatile weather conditions with more regular impacts on our communities. As a result of such changes, it is important to have a well-informed society who can access trusted information and respond appropriately to poor quality information and media content which seeks to cause harm. Participants reflected on the role of traditional news media during the COVID-19 crisis, noting that trust in media cannot be developed during a crisis, but must be established over time.

The benefits of acquiring Media Literacy are also important on an individual level. We all use media in our daily lives for information, entertainment, and to communicate with others. Used effectively and well, digital media allow us to communicate in unprecedented ways, enhance our learning and educational opportunities, create new kinds of business opportunities, and stay connected with family and friends.

> 'It's also about people's confidence in their own ability to find information and participate, and the impact that confidence can have on people and communities. I like that concept of 'agency''.
>
> *New South Wales participant, Community organisation*

The costs of media illiteracy

The corollary of the benefits of having a media literate society are the social and economic costs associated with low levels of Media Literacy. Our participants emphasised that there are individual and societal costs, including an economic cost that is yet to be determined.

We know from the *Adult Media Literacy In Australia* report that there is a close association between low levels of Media Literacy and disadvantage. This is outlined in greater detail in section 4. The survey results suggest that low levels of Media Literacy compound disadvantage for 'at risk' groups who have less confidence in using media to enhance their lives. The emergence of digital media has resulted in some individuals being left behind. Despite the rapid growth in media technology uptake and use over the past 10 years, it appears from our research that[5] Media Literacy has not increased at a rate to keep up with sophisticated changes. This means citizens have been either left to learn on their own, or face increasing levels of social, cultural and economic exclusion or threats to their livelihood.

The consultation participants pointed out that Australia has been challenged by misinformation and the spread of conspiracy theories on social media platforms during crises such as the 2019/2020 bushfire season and during the COVID-19 pandemic. Australian research[6] shows that misinformation was widely disseminated during these events. There is evidence[7] that this has had an impact on vaccination rates in response to COVID-19; extending lockdowns in some circumstances.

'I think it's important to equip Australians to adequately fact-check and define and decode misinformation. The political and democratic implications of a more media literate population are huge'.

Victorian participant, Community organisation

There is also a genuine concern about how 'bad actors' and conspiracy groups have hijacked the promotion of 'critical thinking' for nefarious purposes. Some groups accuse the mainstream media of producing 'fake news' and suggest that citizens should question everything they are being told, including scientific information about vaccinations, telecommunications infrastructure such as 5G, and climate science. AMLA strongly rejects examples of anti-science approaches driven by bias and often instigated by a desire to manipulate the truth rather than encourage critical thinking.

'People may think they are promoting Media Literacy but are actually falling into disinformation e.g. anti-vaxxers on Facebook claiming to "question everything".

Western Australia participant, Higher education sector

Some of the participants suggested that it would be beneficial to measure the fiscal implications of low levels of Media Literacy in Australia. Beyond the financial impacts that can result from disinformation during a pandemic and other crises, there are further economic impacts resulting from low levels of Media Literacy in Australia. For instance, a successful response to online scams requires both Online Safety and Media Literacy skills and knowledge. Many scams use sophisticated media techniques in an attempt to confuse or misguide consumers or small business operators. Numerous similar examples may be factored into the cost of media illiteracy for Australian society.

'Media Literacy is important for the functioning of our community and democracy. While a more media literate community benefits us all, we also need to be aware of the ways poor media literacy is leveraged by certain groups'.

Western Australia participant, Higher education sector

---

[5] Notley, T., Chambers, S., Park, S., Dezuanni, M. 2021, *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

[6] Keller, Tobias, Graham, Timothy, Angus, Dan, & Bruns, Axel (2020) #ARSONEMERGENCY: Climate change disinformation during the Australian bushfire season 2019-2020. In *Selected Papers in Internet Research 2020: Research from the 21st Annual Conference of the Association of Internet Researchers.* Association of Internet Researchers (AoIR), United States of America.

[7] Graham, Timothy, Bruns, Axel, Zhu, Guangnan, & Campbell, Rod (2020) *Like a virus: The coordinated spread of Coronavirus disinformation.* The Australia Institute, Canberra, A.C.T.

4. Priority groups and barriers to Media Literacy

In November and December 2020 AMLA supported the design of a national survey of adult media literacy. The research team surveyed a sample of 3,510 adult Australians to understand the different types of media they use, the value they place on different media activities, their confidence in their own media abilities and their access to Media Literacy support. This included two additional samples, comprised of two minority population groups that are often under-represented in surveys: Australians whose first language is not English and Indigenous Australians. For the former group, the survey was offered in the five languages most widely spoken in Australia.

We encourage those with an interest in Media Literacy in Australia to read the report on the survey's findings to gain further insight into the 'state of play' for adult media use and Media Literacy as of late 2020. For this report, three of the survey's key findings are most notable:

- The majority of Australians aged 18 and over report having a low level of confidence in their media abilities. We asked respondents to imagine that a friend needs help with 12 different types of media tasks (examples included 'Find information they need online', 'Take different types of shots when taking photographs or videos', 'Choose an appropriate video game for their eight year old child'). Overall, less than 50% of Australians feel confident about their ability to perform 10 of the 12 media abilities we listed.

- Almost half of Australians said they have either no support (30%) or only one source of support (17%) to assist them with their media participation.

- Australians who experience disadvantage have much less confidence and fewer sources of support than more advantaged Australians, as outlined in the priority groups below.

The survey results indicate that the following groups should be considered priority groups for Media Literacy interventions. These results also

'rang true' to the participants in our consultation workshops, as indicated in the quotations below.

People living in low-income households

People living in low-income households are more than twice as likely (43%) to have **low overall confidence in their own media ability** when compared to those living in high-income households (21%). The largest gaps in confidence are in relation to their ability to '*Find information they need online (e.g. health, information, finding a job)*' and to '*Make a decision about what information to share online*'. At the same time, this low-income group is **less likely to report that help was available to them when they had difficulty using media** (33%) when compared to those from high-income households (42%).

> 'It is critical to empower under-represented communities to tell their own stories/ curate their own narratives'.
>
> *New South Wales participant, Arts community organisation*

People with a low level of education

Of the adults surveyed who did not complete secondary school, over half (56%) have a **low overall confidence in their own media ability**, compared to just 24% of those with a tertiary degree. The largest gaps are for tasks such as '*Finding information they need online*', '*Deciding what information to share online'* and '*Checking if information they found online is true*'. When it comes to finding help, people with a low level of education **have access to fewer sources of support** and are significantly less likely to use online sources of support than the general population.

> 'I'm interested in strategies to provide media literacy understanding to those groups that are resistant and untrusting of education. Equity for me is important and these groups/individuals are the ones that are more at risk of abuse and being taken advantage of.'
>
> *Victorian participant, Media education organisation*

People living with a disability

People who have a long-term health condition or impairment that limits their everyday activities are **more likely to have a low overall confidence in their own media ability** (48%) when compared to people without any such impairment (33%). This group is also **more likely to have had no sources of support in helping them use media** throughout their lives and to report that help is not available when they get 'stuck' using media.

> 'People with a disability need to be given the tools to not just engage with media and online content, but to see themselves authentically represented within it, so that they are empowered to have a critical, active and socially engaged voice'.
>
> *New South Wales participant, Social services sector*

People living in regional Australia

People living in regional areas are **more likely to have lower overall confidence in their own media ability** (41%) when compared to those living in metropolitan areas (34%). This gap is most pronounced when it comes to people's confidence to '*Understand social media data collection policies*' and '*Checking if a website can be trusted*'. Despite having lower overall levels of confidence, regional Australians are also more likely to believe that they do not need any help when using media. Compared to the general population, they also **have less access to support with their media use from friends and family.**

> 'Particularly working with regional communities, it needs to be joyous, fun and event-based. Lots of regional communities are struggling with young people moving away, older people having to move to bigger regional centres or metropolitan ones to access health/education services, so celebrating the community that is there is crucial.'
>
> *Australian Capital Territory participant, Media organisation*

Older Australians

Less than 7% of Australians aged over 74 have a high level of confidence in their own media abilities, with **younger Australians almost five times more likely to be highly confident in their use of media**. Senior Australians' media confidence is particularly low in activities such as '*Managing privacy settings*' and '*Finding information they need online*'. When it comes to accessing help, Senior Australians are more likely to turn to friends and family but still **have access to fewer overall sources of support than younger Australians.**

> 'Information is moving to a for-profit model, and seniors are not perceived to be a significant economic force and, as a result, are not given a voice unless this is the result of a deliberate effort'.
>
> *Victorian participant*

Indigenous Australians

In our research, no differences emerged between Indigenous and non-Indigenous Australians when it came to the level of confidence in their own media abilities. This may be influenced by the survey sample of Indigenous Australians overall having a higher level of education and income than is representative of the Indigenous population. This finding warrants further investigation since it does not align with other research into Indigenous media and digital literacy, for instance data available in the Australian Digital Inclusion Index. When it comes to support for engaging with media, our findings do suggest that **Indigenous Australians are more likely to report that help with media is not available to them when they need it**. They also have a much greater awareness of their need for help, with just 6% reporting that they '*Don't need help*' compared to 16% of Australia's non-Indigenous population.

> 'Media Literacy for Indigenous communities is really about tackling disadvantage, giving people opportunities to access information so that they are able to get out of the situation they are in. We are dealing with very remote and regional people. Sometimes they don't even have the infrastructure to get that information. So being media literate is very important for them.'
>
> *Victorian participant, media organisation*

Culturally and Linguistically Diverse Australians

Culturally and Linguistically Diverse Australians represent a wide range of socio-economic backgrounds with significant variation in the barriers they face to full participation in society[8]. While our survey shows that this group overall have higher levels of confidence in their own media abilities than the general population (both for younger and older age groups), this likely reflects the non-representative nature of the sample in the research and may well mask significant areas of need for specific groups (for example, for those people not fluent in English; low-income households; or new migrants or refugees). However, we do find that this diverse group are more likely to encounter offensive content on social media and are also more likely to take action to respond to offensive content than people who do not identify as Culturally and Linguistically Diverse. Overall, this group has lower levels of confidence in their ability to understand social media data collection policies and to create media. When they get 'stuck' using media, this group are more likely to have access to support and are more likely to rely on friends/family or online sources than non-Culturally and Linguistically Diverse adults.

> 'We need to clearly and comprehensively map the cultural infrastructure of the [culturally and linguistically] diverse communities, particularly low-income and low-education communities to understand the methods we can use to develop the strategy.'
>
> *New South Wales participant, Higher education sector*

Overcoming the 'Media Literacy divide'

The priority groups outlined above, with the exception of Culturally and Linguistically Diverse Australians, have all been identified in the Australian Digital Inclusion Index[9] as being disadvantaged across the three indicators of Access, Affordability and Ability in relation to digital inclusion – they are on the 'wrong side' of the digital divide. These groups experience a lack of access to digital technologies (internet connections and devices such as computers and

there is a need to address Australia's 'Media Literacy divide' along with the 'digital divide'

hand held devices); they spend a disproportionate amount of their income on being connected and accessing technology; and they have less confidence in their digital skills.

During the consultation workshops, many participants mentioned issues of digital inclusion hand-in-hand with Media Literacy challenges. They noted that Australians without basic connectivity, such as an internet connection and/or access to devices, were unlikely to develop the Media Literacy knowledge and skills required to fully participate in society. From this perspective, there is a need to address Australia's 'Media Literacy divide' along with the 'digital divide'.

> 'The need for equitable access to support in Media Literacy is both critical and challenging. Those who need it most are perhaps the very people who have the most deficit accessing it and even being aware of its value'.
>
> *Western Australia participant*

Importantly, AMLA believes the Media Literacy of all Australians should be enhanced. After all, in the national survey of adult Australians, it was not just the priority groups who lacked confidence in their media abilities. However, there is an urgent need to address the needs of those who are most disadvantaged. As outlined in section 6 below, it is also important to consider separate plans for priority groups. A strong message relayed in the consultation was that a national strategy will only be of use if it pays attention to the specific needs of each of the priority groups.

---

[8] Park, S., Lee. J. Y., Atkinson, S and Su, J. (2021). Media Literacy in Australia: A Qualitative Study. Canberra: News & Media Research Centre, University of Canberra.

[9] Thomas, J, Barraket, J, Wilson, CK, Holcombe-James, I, Kennedy, J, Rennie, E, Ewing, S, MacDonald, T, 2020, Measuring Australia's Digital Divide: The Australian Digital Inclusion Index 2020, RMIT and Swinburne University of Technology, Melbourne, for Telstra.

'[The] strategy would need to be as diverse as the audience it was trying to reach. Communities could be engaged by showing them how to be in command of the media which they consume.'

Australian Capital Territory participant, Education sector

5. Learning, literacy and Media Literacy across life stages

An important message we received from the national consultation sessions was that Media Literacy needs to be considered in relation to the range of opportunities Australians have to learn and develop literacy knowledge and skills throughout their lives. As many participants noted, it is difficult to develop sophisticated Media Literacy skills if foundational literacy skills are missing.

In addition, participants argued that Media Literacy initiatives in formal schooling should be considered as a foundation for Media Literacy for adults. It is therefore important that significantly more Australian children and young people have Media Literacy opportunities in school than is the case today. Research previously supported by AMLA[10] shows that only one in five young Australians (aged 8-16) reported learning to think critically about news media in the twelve months before they were surveyed.

'All pre-service teachers should learn about and understand Media Literacy so they can impart it into schools and communities.'

Victorian participant, Higher education sector

The point was strongly made that literacy development is a necessary and fundamental focus in the early years of schooling and that programs such as 'First Five Forever' in Queensland (and equivalents in other States) aim to ensure that all children have an opportunity to develop foundational literacy skills to prepare them for school. The consultation participants also told us that if adult Australians have poor literacy skills, they are likely to have poor Media Literacy skills. Along with this, we heard that culturally and linguistically diverse Australians may be proficient with Media Literacy in a language other than English (but not in English).

If we take these points together, along with the understanding that older Australians have some of the lowest levels of Media Literacy in the community, Media Literacy must be seen as a life-long pursuit. It is closely aligned to developing foundational literacy skills and building a foundation in Media Literacy during the formal years of education (Figure 2).

To reinforce the concept of Media Literacy as an ongoing pursuit, many of our participants argued that Media Literacy is not something to be mastered as an end-point, rather that it needs to be continually developed. As new technologies and new media forms emerge, it is necessary to master new skills and knowledge. A national strategy for Media Literacy must be aware of, and adaptable to, the changing media landscape and new challenges and issues as they emerge.

'Older Australians are often silent and forgotten in Media Literacy simply due to the practical issues they face with access and ability to navigate Media Literacy'.

Victorian participant, Social services sector

'Access to tech is only part of the solution. The education of the community is the key! (And the hard bit)'.

Western Australian participant

'It is critical that we frame Media Literacy in the National Curriculum in a way that makes it relevant to all teachers (including possibly being a cross-curriculum priority) and giving an infrastructure within school systems to unpack Media Literacy for students – at this stage they do not really know what it is. Young people become older people – so teaching them these key skills will be useful into the future'.

Australian Capital Territory participant, Community services sector

---

[10] Notley, T., Dezuanni, M., Zhong, H.F. & Chambers, C. 2020, *News and Young Australians in 2020: How young people access, perceive and are affected by news media*, Research Report, Sydney, Western Sydney University and Queensland University of Technology
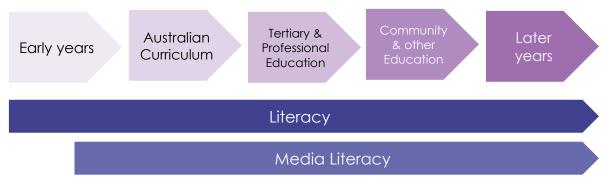
Figure 2: The relationship between life stages, Literacy and Media Literacy.

Participants recognised the need for different approaches to delivering Media Literacy experiences to children and young people who can be reached through the formal education system and adults, who rely on opportunities in public institutions and within the community. Several ideas were put forward about this, as outlined in the next section.

6. Community-based solutions for Media Literacy

One of the clearest messages AMLA took away from the national consultation process was that Media Literacy needs to respond to community contexts. We heard time and again that community-based and grassroots approaches provide the most effective way to introduce critical thinking about the media and to develop media-related abilities.

Trust also emerged as a key theme across the workshops. Several participants suggested that trust and community are frequently intertwined, particularly in vulnerable or 'at risk' communities. It was pointed out that in many communities, family is at the centre of trust and that individuals are more likely to trust people known to them, rather than well-meaning outsiders. A lack of trust in media also emerged as a Media Literacy consideration, with many participants suggesting this is related to those individuals and groups who perceive a lack of representation in the mainstream media. In this context participants emphasised the importance of being able to tell your own stories as a community as part of Media Literacy efforts.

'There is a lack of trust in mainstream media, negative stigmas in underrepresented communities, and inability to see yourself represented in the media'.

New South Wales participant, Social service sector

'It's interesting to think about how the groups most at risk of low Media Literacy levels overlap with those often underrepresented in both news and entertainment media'.

Victorian participant, Media education organisation

'Above all, the most important thing seems to be about how to help people to think, question, debate, discuss. So it is about communication, connection, community. This in turn will help people to be more critical when they consume media (and also when they produce it too, I suppose).'

Western Australian participant, Community services sector

Approaches to Media Literacy that promote local stories were suggested by many participants as a way to connect local communities and media representation. A lack of local news was identified as an emerging problem for communities around the country with the closure of many local news organisations. This was considered to be a problem during crisis situations where a lack of trust in mainstream media compounds the difficulties experienced by community members. Several participants argued, for instance, that misinformation during the COVID-19 crisis has been made worse by a lack of locally produced stories.

Implied in this response is the understanding that Media Literacy should promote participation in media production and the development of media skills and self-publishing amongst community members including print, audio and video production. That is, Media Literacy should

go beyond critical reflection about media produced by other people to include active participation in the media production process. There was a consensus across the consultations that it is necessary to empower communities to tell their own stories and this is a key Media Literacy objective.

One recurring suggestion put forward by participants across the workshops was a need to promote community champions or ambassadors to promote Media Literacy. It was emphasised that familiar faces would help to ensure the uptake of programs in specific communities. Another suggestion was to use existing and local infrastructure which is familiar to community participants, such as community centres, local news publications or online community groups. Overwhelmingly, the message was that it is important to present Media Literacy programs in familiar and trusted ways, and that the approach should reflect the lived experience of the target audience.

'We need an intersectional approach informed by the lived experience/real lives of people in the focus population groups'.

Victorian participant, social services sector

Cultural appropriateness was another key theme to emerge in the workshops. Numerous participants argued that Indigenous and Culturally and Linguistically Diverse communities have specific challenges related to Media Literacy that require careful planning and sensitive implementation of programs.

'Young people from CALD backgrounds need to be engaged from a non-deficit perspective'.

Victorian participant, Media organisation

Language also emerged as an important aspect of this conversation and the point was made that translating content and programs from English into another language does not equate to making content culturally meaningful or relevant. It was pointed out that during the response to COVID-19 in culturally diverse communities, the presence of community leaders filled a gap that was not addressed by government agencies, and this was successful because these leaders were well informed and trusted in their own community.

Participants also cautioned that Indigenous communities are not monocultural. Therefore, Media Literacy programs for Indigenous Australians should take into account the highly diverse circumstances experienced by Indigenous Australians.

'I would like to hear from individuals and communities on what their experiences are. For example, I represent the Indigenous community and I pretty much come from a middle class background. So, although I know and I represent the challenges, hearing the stories from them directly is very important.'

Victorian participant, media organisation

7. The role of government and industry

AMLA's *Adult Media Literacy in Australia* survey and report, and the consultation process undertaken for this report indicate that Australians expect government and industry to play a role in the provision of a national Media Literacy strategy. They also expect governments and industry to provide a fair and effective policy and regulatory context to complement and support Media Literacy and to engage with the public on this.

	Schools	Users	Government	Technology / Media Companies
The spread of misinformation on social media	4%	23%	25%	47%
The collection of Personal Information	1%	13%	38%	48%
Racially sensitive content on television	5%	9%	29%	56%

Table 1: Participants who had already indicated issues that they believed needed addressing were then asked to place in order those organisations they believed should be held responsible for addressing each issue.[11].

The national survey showed adult Australians expect government and technology/ media companies to show leadership in dealing with

[11] Notley, T., Chambers, S., Park, S., Dezuanni, M. 2021, *Adult Media Literacy in Australia: Attitudes, Experiences and Needs*. Western Sydney University, Queensland University of Technology and University of Canberra.

issues such as the spread of misinformation on social media, protecting privacy when collecting personal information and limiting racially sensitive content on television. There was little expectation from the survey respondents that users should have primary responsibility. At the same time, in other parts of the survey, respondents overwhelmingly supported Media Literacy education in schools and the development of Media Literacy amongst adults. This suggests that while Media Literacy is seen to be important, there is an expectation that government and industry will complement Media Literacy with both government imposed and self-regulation (Table 1).

The consultation process reinforced the importance of reliable infrastructure and appropriate regulation. It was pointed out that in times of crisis it is essential that individuals are able to access information through reliable infrastructure that must be provided by the government or the private sector, and that information must be regulated during a crisis to ensure it is reliable.

> 'Every rural community needs credible info. We should recognise that news media is part of emergency critical infrastructure. Having regulated, independent, high quality and verified info is really important in crises.'
>
> *Victorian participant*

Consultation participants called on government and industry to help by introducing regulation, and to assist with the development of Media Literacy directly, through awareness raising and the development of tools that can be used at the community level. These kinds of efforts are already occurring internationally. AMLA's auditing of international Media Literacy programs shows that media organisations around the world, especially news organisations, have long recognised the value of a Media Literacy society by investing in initiatives that support Media Literacy. For instance, many news media organisations provide sustained and ongoing philanthropic support for large, national news literacy initiatives, mostly with a focus on school children. National broadcasters around the world have invested in training and support to create more inclusive media environments by training citizens to create their own media stories, an activity that is also a primary focus for community media and community arts organisations. More

recently, social media companies have provided funding opportunities for Media Literacy efforts and have invested in advocacy or educational initiatives that aim to increase the ability of citizens to make informed decisions about the reliability and quality of information and information sources, or about the implications of privacy and profile settings.

> 'Funding, trust in genuine grassroots organisations and affirmative measures need to be put in place for genuine (and efficient!) engagement with the particular communities we are hoping to reach'.
>
> *Australian Capital Territory participant, Museum sector*

> 'Whatever is rolled out must be funded! Too often organisations are tasked with rolling out programs with no thoughts on how they go about doing the work. Funding and proper assistance need to be provided'.
>
> *Western Australia participant*

In Australia, the Australian Broadcasting Corporation and News Corp Australia both host ongoing national news Media Literacy projects that support school students to create news stories and/or to critically analyse news content. However, very few initiatives by news organisations seek to support adult news and information literacy, though we are aware of a fact-checking advocacy initiative to be rolled out across social media in 2021 by the Australian Associated Press (AAP).

In addition, many governments around the world have made significant commitments through policy and funding to develop the Media Literacy of citizens. For example, the Netherlands Government has funded public institutions since 2008 to implement a national framework that focuses on supporting all citizens to become media literate[12]. In Finland the National Audiovisual Institute (KAVI), established in early 2012, has a statutory duty to promote media education in Finland while Media Literacy is now integrated into the national curriculum across all years starting at early childhood education[13].

In recognition of the increasing role of Media Literacy in society, in 2021 more than 200 countries (including Australia) endorsed a resolution in the United Nations General Assembly that emphasises media and information literacy

---

[12] See https://www.mediawijzer.net/about-dutch-media-literacy-network/

[13] See https://medialukutaitosuomessa.fi/mediaeducationpolicy.pdf

as an imperative public need[14]. The resolution encourages member States to enhance cooperation on media and information literacy at the global, regional and national levels.

> 'We want to achieve access to a range of media and technologies, so Media Literacy is not impacted by access alone. Language barriers, regional insolation and cultural barriers need to be addressed so a wide range of channels is important'.
>
> *Tasmanian participant, Media organisation*

8. Towards a national approach to Media Literacy

An affirming outcome of the national consultation process was unanimous support for AMLA's Media Literacy framework. There was clear support for AMLA's definition of Media Literacy, including the underlying key concepts and competences. A number of participants also commented on the clarity of how AMLA shows the relationship between Media Literacy, Digital Literacy, Online Safety and Information Literacy. The participants confirmed that these features provide a sound basis on which to develop a national approach to Media Literacy.

There was robust discussion about the priorities for Media Literacy interventions, with some participants being more inclined to focus on approaches such as fact-checking of news media; some placing emphasis on the need to link Media Literacy to citizenship and empowerment; others arguing for a responsive approach that meets the specific needs of communities; and others suggesting the most important focus was fair and accurate community representation and using Media Literacy to provide communities with a voice.

In some of the workshops, Media Literacy benchmarks (or a focus on the characteristics of Media Literacy at different life stages) was promoted as an important priority. It was suggested that community organisations would require assistance with identifying ways to evaluate the success or lack of success of Media Literacy programs. Some argued that benchmarks could provide a set of goals for organisations to use when planning programs. One suggestion was that the characteristics of Media Literacy at different stages of achievement would be beneficial.

While the consultation process showed strong support for community-based and 'ground up' responses to Media Literacy, there was also strong support for the provision of frameworks and resources from government, and for a consistent approach and framework such as the one developed by AMLA to ensure progress can be monitored and evaluated.

9. Building a network and resources for Media Literacy

One of the liveliest sessions during the consultation sessions was the discussion about building a network of organisations and communities to support Media Literacy and the need for resources to support programs.

Participants had little trouble naming organisations that could and/ or should be included in the future development of a network of Media Literacy supporters and providers. In broad terms, these included various government departments at the local, state and national level (indicating that Media Literacy requires a multi-level and cross-government response); academic institutions and the education sector; mental health agencies and organisations; community resource centres; peak bodies that represent specific groups and sectors; the library sector; the not-for-profit sector; foundations and community groups such as men's sheds; large multinational

---

[14] Resolution A/RES/75/267, https://undocs.org/en/A/RES/75/267

technology, communications and entertainment companies; and sectors that benefit from media literate consumers and customers such as banks and the health sector.

An important observation was that the Media Literacy network might be further expanded if additional consultation with smaller organisations can take place. It was noted that the consultation process reported in this document primarily involved larger organisations with salaried staff who could attend as part of their professional role.

'Library networks are the coalface of access and training, of engaging with the web and media'.

New South Wales participant, Museum sector

'There are 1000+ Neighbourhood Centres and Houses across Australia. They could be places where people reflect on media use, get assistance to access media and make digital connections'.

Queensland participant, Community services sector

'There needs to be a multi-agency, intersectional and integrated approach to Media Literacy education, involving expertise from many industry/expert groups and delivery via media, educational institutions and communities and cultural institutions.'

Victorian participant, social services sector

'Organisations that interact with people we are talking about, that don't usually participate in conversations about Media Literacy, are key to building understanding, support, access and trust'.

New South Wales participant, Media education organisation

'Smaller community initiatives could be part of a groundswell that is shared across networks.'

Tasmanian participant

Many participants also called for practical resources to support the implementation of Media Literacy in the form of program outlines, toolkits, and engaging materials such as videos and interactive resources. A number of participants, including practising teachers, suggested that existing school-based curriculum materials could be adapted for use in community organisations. To this end, it was suggested that the professional association Australian Teachers of Media (ATOM) could play a key role in assisting with the development of learning materials. Other teacher professional associations also have a lot to offer, particularly English, History and Science teacher organisations.

A clear message from the consultations is that there is a need to build on existing infrastructure and opportunities. Many participants pointed out that schools and libraries offer existing infrastructure and resources to address Media Literacy and that these should be leveraged as frontline responses to Media Literacy. Along with this, participants suggested that cultural institutions such as public broadcasters, museums, galleries, and collecting agencies might be supported to promote Media Literacy. Existing local infrastructure in the form of community support agencies and venues were also touted as possible venues for Media Literacy activities.

10. Appendix

Consultation process

To steer the consultation process, an organising group was formed by AMLA members who volunteered to organise and host consultation workshop events with in-kind support from their organisation. AMLA members were able to offer workshops in six cities: Brisbane, Sydney, Canberra, Melbourne, Hobart and Perth. Initially all six events were planned as face-to-face workshop events. However, COVID-19 restrictions changed during the organising process and three events were instead hosted online. The face-to-face consultation workshops were full day events, while the online consultations were three hours in duration. The consultation process was approved by the Western Sydney University Ethics Committee as part of the 'Adult Media Literacy in Australia' research project (HH13889).

To ensure rich and deep engagement, the event organisers agreed that each event should have no more than 25 participants. To develop an invitation list, local organisers for each of the six events considered organisations who had a presence in their city or who may be able to travel to the event. The online events were also able to include organisations from across their state, although one of these online events became a national event that included organisations and participants from the Northern Territory, from across Victoria and New South Wales and from Western Australia. Organisations already delivering Media Literacy initiatives at scale were prioritised on invitation lists as were social service organisations who provide support to the communities and groups that were identified as having a lower level of access to Media Literacy support. The organising group also tried to include peak bodies who serve the communities AMLA has identified as having lower levels of Media Literacy.

An expert consultant (Ann Porcino) worked with the organising committee to design the workshop process to maximise the opportunity to learn from the participants. During the workshops, participants discussed research into Media Literacy in Australia, shared ideas about how to address challenges with advancing adult Media Literacy and considered what is needed to design and roll out a national Media Literacy strategy for Australia that will benefit all Australians. Participants were provided with a briefing document before the event that outlined key research findings and provided access to relevant background documents. During the workshops, the consultations invited participants to share their thoughts on:

- how Media Literacy relates to and impacts upon their own work and the communities they work with;

- the Media Literacy strengths and needs of various priority groups in Australia, with a focus on the needs of adults;

- the types of strategies and actions that are most needed to improve the Media Literacy of these priority groups;

- the process required to develop a national approach to delivering Media Literacy support for the benefit of all Australians; and

- the actors that should be involved in delivering Media Literacy programs to adults and young people (outside the school system).

Following the workshops, a research team from Queensland University of Technology (Professor Michael Dezuanni) and Western Sydney University (Associate Professor Tanya Notley and Dr Luigi Di Martino) analysed the outputs and data from each event. This data included transcripts of discussions, quotes and statements contributed by the participants and notes produced by workshop note-takers. These various data were then synthesised for each workshop event into a single document. Using this analysis the research team identified a number of key themes, which form the structure of this report. Key themes included experiences, ideas or proposals that were strongly felt and repeated across the events. Key ideas also emerged that may not have been common across the workshops but were considered very important to particular groups or organisations.

Following the analysis process, a meeting was hosted with the event organisers to allow them to provide input and feedback on the key themes as included in a draft report. All event participants were also invited to provide input and feedback on a draft version of the report.

Consultation Participants

We would like to thank all of the participants who gave us their time and provided important insights as part of this consultation process.

Aziz Abdul, Queensland University of Technology

Margaret Allen, State Library of Western Australia

Peter Anstee, Australian Teachers of Media

Annabel Astbury, ABC Education

Andrew Back, Parliamentary Education Office

Karlee Baker, Museum of Australian Democracy (MoAD)

Sam Boswell, Department of Education - Western Australia

Amanda Bower, Squiz Kids

Vicki Briggs, Statewide Services - Department of Education, Western Australia

Janette Burke, University of Tasmania

Jan Butler, Tasmanian Library Advisory Board

Susan Bye, Australian Centre for the Moving Image (ACMI)

Chris Cooper, Reset Australia

Katie Costello, Alannah and Madelaine Foundation

Lauren Curless, National Film and Sound Archive of Australia (NFSA)

Zahra Daneshfar, Umbrella Multicultural Community Care

Michael Dezuanni, Digital Media Research Center, Queensland University of Technology

Craig Donarski, Casula Powerhouse Arts Centre

Anna Draffin, Public Interest Journalism Initiative

Lisa Durstan, Polly Farmer Foundation

Karen Miller Ellis, Curtin University Library

Katie Ellis, The Centre for Culture and Technology, Curtin University

Christine Evely, Australian Centre for the Moving Image (ACMI)

Greg Ferrington, Neighbourhood Houses Victoria

Cesarina Fitzgerald, Kwinana Library

Jess Fleming, The Link Youth Health Service

Molly George, Alannah and Madelaine Foundation

Chloe Gordon, Australian Catholic University

Aimee Gust, Australia Teachers of Media (ATOM)

Kate Harris, National Film and Sound Archive of Australia (NFSA)

Keith Heggart, University of Technology Sydney

Vanessa Hyde, Curious Works Western Sydney

Liz Jack, National and State Libraries Australasia (NSLA)

Liz Jones, Good Things Foundation

Janine Kelly, The Australian Children's Television Foundation

Simon Knight, University of Technology Sydney

Claire Konkes, University of Tasmania

Michelle Kriening, Statewide Services - Department of Education, Western Australia Government

Friederike Krogrl, Department of Training and Workforce Development Western Australia

Anne Kruger, Firstdraft

Ross Latham, Libraries Tasmania

Amy Leiper, Community Broadcasting Association of Australia (CBAA)

Andrew Lowenthal, Engage Media

Anne Loxley, Information & Cultural Exchange (I.C.E.)

Laura Luna, Settlement Services International

Jasbeer Musthafa Mamalipurath, Institute for Culture and Society, Western Sydney University

Katie McAllister, Australian Broadcasting Corporation (ABC)

Vicki McDonald, State Library of Queensland

Lyn McGaurr, COTA

Sue McKerracher, Australian Library and Information Association (ALIA)

Steve McQuade, State Library of Western Australia

Brad Minchin, Australian Teachers of Media (ATOM), Western Australia

Aaron Minehan, National Library of Australia

Nikoleta Minns, Bus Stop Films

Awa Momtazian, Australian Baha'i Community

Moneth Montemeyer, Australia Teachers of Media (ATOM), Queensland

Chris Mundy, Queensland Families and Communities Association

Dale Murray, Life Without Barriers, Queensland

Shivali Nayak, ABC Learn English

Amy Nelson, Australian Broadcasting Corporation (ABC)

Dave Noonan, Media Professional

Tanya Notley, Institute for Culture and Society, Western Sydney University

Holly Nott, Australian Associated Press (AAP)

Daniel Nour Information & Cultural Exchange (I.C.E.)

A/Prof. Mathieu O'Neil, University of Canberra

Alison Oliver, Public Libraries Western Australia

Davan Ong, Bicultural and Learning Services Officer

Kim Osman, Queensland University of Technology

Sora Park, News and Media Research Center, University of Canberra

Amanda Paroz, Australian Parliament House

Chelsea Payne, Libraries Tasmania

Bharathi Pingali, Financial Wellbeing Worker, Uniting, Western Australia.

Anita Planchon, Libraries Tasmania

Ashleigh Pruitt, Office of Digital Government, the Government of Western Australia

Matt Ravier, National Film and Sound Archive of Australia (NFSA)

Harry Rolf, Australian Academy of Technology and Engineering

Astrid Scott, Australian Broadcasting Corporation (ABC)

Asmita Shrestha, Migrant Resource Centre

Cate Sims, Polly Farmer Foundation

Leigh Sinclair, St Patrick's Community Support Centre

Stephanie Smith, Museum of Australian Democracy (MoAD)

Daniel Smith, Legal Aid Western Australia

Elizabeth Spencer, State Library of Western Australia

Sarah Steed, Libraries ACT

Tamara Stephensen, Queensland Country Women's Association

John Stevens, Disability Advocate

Dennis Stokes, First Nations Media Australia

Cassandra Strakosch, Good Things Foundation Australia

Pauline Sullivan, Department of Infrastructure, Transport, Regional Development and Communications, Australian Federal Government

Esis Tawfik, Southern Migrant and Refugee Center

Molly Tebo, State Library of Western Australia

Izzy Tolhurst, Foundation for Young Australians

Kirrily Twyford, TasTAFE

Fiona Walker, Statewide Services - Department of Education, Government of Western Australia

Margaret Warren, State Library of Queensland

Diane Webb, Public Health Services, Department of Health

Lucy Whitehead, Geeveston Community Center

Maree Whiteley, Association of Independent Schools

Florence Williams, Care2Serve

Kathleen Williams, University of Tasmania