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**Triad "Civic, Information and Media Literacy" in the Context of UNESCO's New Initiative Media and Information Literacy Curriculum for Teachers prepared by UNESCO**

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## **Summary**

*The report will be dedicated to the analysis of terminological equivalents of civil, information and media literacy in Russian language. Similarities and differences between the analyzed definitions of such concepts as "civil literacy", "legal literacy", "juridical literacy", "political literacy", "legal culture", "person's information culture", "media culture" will be shown. Peculiarities of semantic translation of these terms will be as well pointed. Results of the given analysis are the basis of researches in Media and Information Literacy Curriculum for Teachers prepared by UNESCO.*

*It was solved that separate aspects of civil literacy are reflected in this Curriculum, but there is an imbalance of the sections on media literacy and information literacy: media literacy dominates and information literacy is less presented.*

*Pilot involvement of the Curriculum in Russia and other countries needs its adaptation and the answer to the question "Who must provide a civil, information and media literacy: librarians, lawyers, teachers, journalists and how to do it?"*

*The barriers that prevent the formation of civil, information and media literacy in Russia are highlighted, among them are: lack of a unified approach to understanding of the essence of information, civil and media education, the predominance of technocratic approach focused mainly on eliminating computer illiteracy of citizens; spontaneity of information, civil and media education in Russia; shortage of qualified teachers in providing the civil, information, media education; shortage of guidelines.*

*In the conclusion of the report some prospects for the promotion of ideas of civil, information and media literacy in Russia will be defined.*

**Why literacy has become multiple?** The word "literacy" in the Russian language has no plural, and previously it had no c Now, searching the word "literacy" in the Russian information portal in the field of science, technology and education eLIBRARY.ru. I found 67 kinds of literacy! Even with the elimination of synonyms, alphabetized list of a number of literacies was impressive. It included 57 kinds of literacy: from Algorithmic, Hygienic to Science, Teaching, Visual and Written. Of course, in this row was the triad of "civil, information and media literacy," which is the subject of my research.

The extension, detailing the concept of literacy are not unique in Russia. This, in particular, by the theme of the joint meeting of Sections "Literacy and Reading and Information Literacy, Libraries promoting twenty-first century literacies at the 75th IFLA General Conference and Assembly (Milan, 21-28 August 2009).

Why is a single concept of a "literacy" was subjected to such "fragmentation" and led to Multiple Literacy ? The most important reason for this is the dynamism of modern life and increasing volatility of the world. Changes that characterize the present stage of civilization, differ radically from those that occurred in the past. They are characterized by continuity, swiftness, globality. They concern the entire planet and virtually all sides of human life and society. There is formation of information society and new economy - the economy of knowledge, which is based on global information technology, the rapid development of information and communication technologies (ICT). For the first time in human history, generations of things and ideas change now more rapidly than the generations of people.

Important consequence of these changes is realization that today we cannot say about literacy as something established and completed. All the dynamic transformation, continuously taking place in modern life, modern people requires constant updating the existing knowledge [7]. In practice, in real life it is very difficult. Therefore, in the early 1980s, many developed

countries with high educational and cultural level of the population, faced the paradoxical phenomenon of functional illiteracy. Functional illiteracy is not adequate to the traditional notion of literacy. Functional illiteracy is the inability of an employee, citizen of effectively carrying out their professional or social function, regardless of their education [6]. According to experts, the annual loss because of functional illiteracy around the world is in billions of dollars. There is an increasing number of man-made disasters, accidents at work and at home due to this social phenomenon [3]. Recognizing the seriousness of the problem, many countries have developed national programs to combat functional illiteracy.

The term of functional illiteracy is inextricably linked to its antonym, functional literacy. Functional literacy is a person's ability to enter into a relationship with the environment and quickly adapt and function in it, the ability to solve problems of life in various fields based on applied knowledge necessary to all in rapidly changing society [11]. It is a way of social orientation of a person, integrating the multi-faceted relationship with the formation of human activity. It is a factor contributing to people's participation in social, cultural, political and economic activities as well as lifelong education [2]. The term "functional literacy" reflected not only the integration of the two notions, function and literacy, but also the urgent need for society to change ideas about education and educational outcomes by strengthening their practical orientation and activity character. For this reason, the concept of "literacy" has significantly expanded its borders and developed different types of literacy: computer, environmental, legal, etc.

Since the mid-twentieth century, the problem of literacy has been paid great attention to by international organizations: 1990 was declared by UNESCO International Literacy Year, and the UN in 2002 proclaimed the period 2003-2012 Literacy Decade in a broad sense.

Functional literacy is a situational characteristic defined differentiated for each country with specific cultural, educational and regional development. The Russian Sociological encyclopedia provides the following composition of functional literacy: language literacy, computer and information literacy, legal literacy, civic literacy, financial literacy, environmental literacy. Professional and special aspects of functional literacy are outlined: management, PR, business planning, new technologies, etc [11].

Thus, variability, heterogeneity, pace of social and technological processes, characteristic for modern information society, demanded for human ability to adapt quickly to rapidly changing external environment. The need for a person to act in a constantly changing environment has led to the emergence of a new capacious concept of "functional literacy," which consists of different kinds of literacy, including civil, information and media literacy.

**How does the Russian terminological triad field "Civil, Information and Media Literacy" look?** In order to answer these questions, I conducted the analysis of the most commonly used in Russian-language publications terms. These results are presented in Table 1.

Table 1. The list of the basic terms used in the Russian literature on civil, information and media literacy

<b>Keyword forming the term</b>	<b>The term of the triad and related terms (conditional synonyms)</b>		
	<b>Civic literacy</b>	<b>Information literacy</b>	<b>Medialiteracy</b>
<b>Literacy</b>	Civic-legal	Librarian-bibliographical literacy	Audoivisual literacy
	Political literacy	Internet literacy	Visual literacy
	Legal literacy	Information computer literacy	
	Legal, public and political literacy	Computer literacy	
	Juridical functional	Network literacy	
	Electoral literacy	Digital literacy	
	Ecological legal literacy		
	Juridical literacy		
<b>Culture</b>	Civic culture	Librarian bibliography culture	Videoculture
	Legal culture	Information culture	Visual culture
	Juridical culture	Person's information culture	Cinemavideo culture
		Reading culture	Mediasign culture

			Mediaculture
			Photography culture
			Screen culture
<b>Competency</b>	Civic competency	Information competency	Media competency
	Standard and legal competency	Information&computer competency	
	Legal competency	Competency in the sphere of Information Communication Technologies	

The results show that the conceptual and terminological apparatus in this field has not yet fully formed and is in development. All the basic terms of the triad are polysemantic and interpreted in different ways, many of them are difficult to distinguish within their semantic boundaries. For example, if the terms "legal" and "law" can be considered functionally interchangeable, then between the terms "legal literacy" and "civic literacy" you cannot put an equality sign, despite their semantic proximity. In the "legal literacy" semantic components are the dominant notion of the "right," "law," "responsibility to the law," and "civic literacy" added to them the concept of "civil society," "individual rights and freedoms," "man's responsibility to civil society."

The table shows that within each of the three directions of the triad are used as "broad" and "narrow" terms, reflecting the separate areas of civil, information and media literacy. The term "civic literacy" in Russia was less common than the term "Legal Literacy" and "Legal Culture." In general, the Russian-language literature is characterized by more active use as a basic element terminology of the word "culture": "legal culture," "information culture." Evidence of this is to incorporate the concepts of "legal culture," "information culture," "personal information culture" in encyclopedias and dictionaries, in contrast to the term "civic literacy" and "information literacy" that did not spread wide in Russia. The exception is the sphere of media,

which actively used the terms "media literacy," "media education", also widely presented in the reference books. It should be noted that analyzed in this article are three types of literacy to appropriate types of education: civil or legal, informational, and media education.

Each of the types of literacy, which collectively form functional literacy, reflects its own specific features, allowing a person to practice, to solve vital problems, whether protection of their civil rights, health care, change of occupation, etc. However, in information society no form of literacy can be successfully developed if a person does not have knowledge and skills necessary to work with information. Therefore, information literacy and personal information culture make unique immunity against functional illiteracy, allowing man to maintain professional competence and effectively perform social functions. In this case skills of critical analysis and personal critical thinking acquire particular importance.

**What is done in Russia to promote the triad "Civil, Information and Media Literacy"?:**

First of all, we should note the differences in historical traditions of information, and civic education and enlightenment in Russia. If information education in Russia has deep historical roots, development of civic education has short history and is associated with post-Soviet period of development. In the Soviet period in schools of the USSR there was a required course "Fundamentals of the Soviet State and Law." In the early 1990s due to the dramatic socio-political changes in Russia, necessitated by radical updating of legislation, this teaching was discontinued. The idea, as civic, informational, and media education organized today in the educational institutions of Russia, gives Table 2.

Table 2.

**The organization of civic, information and media education in educational institutions of Russia**

<b>Civic education</b>	<b>Information education</b>	<b>Mediaeducation</b>
<b>Secondary schools</b>		
<p>"The world around us (people, nature, society)," as compulsory educational discipline in I - IV grades</p> <p>"Social Studies" as a compulsory educational discipline in VI - IX grades</p>	<p>Informatics and ICT "as a mandatory academic discipline in III-XIV grades</p>	<p>Elective courses in media education</p>

<b>Specialized secondary schools (colleges)</b>		
"Social Studies" (including economics and law) as a mandatory academic discipline	The course "Fundamentals of Computer Science" as a mandatory academic discipline	Individual elective courses on media education
<b>Higher education institutions</b>		
Training course "Legal Basics," "Law" as mandatory disciplines	<p>Training courses "Computer Science" and "Introduction to Major" as required academic subjects</p> <p>Training Course "Fundamentals of personal information culture", "Information Culture", "Information culture of a specialist" and others with optional.</p> <p>The introduction of these courses is determined by the Academic Council of the university, courses determined by the decision of the Academic Council of the university.</p>	Specialization "Media Education", introduced in 2002 by the Ministry of Education of Russian Federation in the framework of pedagogical education majors. Introduced mainly in pedagogical universities.

In the activities of educational institutions in Russia each direction of the triad has its own specifics and problems to be solved. So, compulsory information education is characterized by technocratic approach. It mostly focuses on the study of personal computer and ICT, to the detriment of the most complex intellectual (cognitive) skills of students associated with the search, processing, comprehension and critical analysis of information. However, the practice of information training of citizens of Russia is much richer and cannot be reduced only to eliminate computer illiteracy. Significant role in this activity have libraries that use the for information

education library classes, library tours, book fairs, "Information Days," publication of bibliographies, etc. In recent years, libraries have tendency to implement systematic approach to information education through the introduction of the course "Principles of Personal Information Culture," "Schools of information culture," etc.

Media education is carried out mainly in educational institutions. In contrast to the information and legal education, of media education is not compulsory in general education system, and is optional. In addition to comprehensive school, media education programs are implemented in the system of additional education.

Problems of development of civil (legal) education are associated with the need to bring it into line with new political, social and economic realities of the post-Soviet Russia, including, above all, legal reform and radical change in the law [10]. Update of the objectives, contents and forms of civil (legal) education are due to the necessity of building the democratic legal state and civil society development, education and social responsibility to the citizens of Russia. The main difficulty of civil (legal) education modernization lies in the fact that, in accordance with the historical traditions Russia has always been characterized by a strong state and authoritarian ruling and human rights have never formed the basis of domestic public policy and were not a priority at the level of public consciousness [1]. According to the experts [5,8], as we update our legislation and accumulation of relevant law enforcement, it is becoming more and more obvious as the gap between the new democratic laws and the low level of legal consciousness of the population. It is worrying factor that puts the problem of formation of legal consciousness and legal culture in the rank of state policy priorities. A very important document, which stimulates the development of civic education, was "Principles of State Policy of the Russian Federation in the sphere of legal literacy and legal consciousness of citizens, " approved by the President of the Russian Federation, 04.05.2011 [9].

In addition to educational institutions a great contribution to the development of civil, informational, and media education and awareness is made by libraries, which provide users with informative training and information resources. Libraries provide universal access to information in the public domain. First of all, it is legal and official information. For example, based on public libraries, Program of nationwide network of public legal information centers was implemented. The centers of legal information are available for free access to legal information in electronic form. In Russia they're called "public legal information centers" (PLIC), in CIS countries and abroad as "centers of public access to legal information of the Russian Federation." PLICs are open virtually in all major public libraries, regional and municipal levels, as well as on the basis of numerous schools, universities, public and government agencies. Annually, more than one million people uses their services, which indicates a large demand for



centers among the population and authorities of all levels. Currently, according to the official web portal of legal information in Russia has 25737 PLIC and 124 abroad [12].

Great work on the development of civic literacy is made by the Russian Foundation for Legal Reforms. It realized the project "Legal education at school." The aim of the project is the creation of an educational program on the law for grades 7-11 and provide conditions for its wide implementation in general schools. The project published educational-methodical set of "Fundamentals of legal knowledge," training videos, conducted training of teachers to the teaching of law, appropriate manuals [10].

**What barriers hinder the development of civil, information and media literacy in Russia?** Information education, media education and civic education in Russia are based on a sufficiently powerful theoretical basis, people in many cities in Russia carried out scientific research, published specialized periodicals (traditional and electronic), defended dissertations, held scientific conferences. However, the study [4] indicates that the development of civic, informational, and media education in Russia are developed in parallel, weakly interacting with each other. All three of these directions are in Russia without the interaction of scientists lawyers, librarians, media professionals, educators. There is a lack of coordination, consistency and focus in the activities of Russian libraries to form civil, information and media literacy.

Barriers to the development of civil, information and media literacy in Russia are:

- lack of a unified approach to understanding the nature of information, civil and media education
- lack of coordination in the activities of educational institutions and libraries for the development of civil, information and media literacy,
- shortage of qualified teachers, and library and information personnel, media educators, lawyers, teachers, journalists, teachers, possessing modern pedagogical technologies of formation of the civil (legal) information literacy;
- shortage of teaching and learning publications which are necessary for the organization of information, civil society and media education..

**What is the purpose of UNESCO new curriculum for training teachers of Media and Information Literacy ( MIL) ?**

In 2010-2011 UNESCO and IFLA have taken a number of measures aimed at integrating the concepts of "information literacy" and "media literacy." Very important initiative was the publication by UNESCO in 2011 of the curriculum for training teachers of media and information literacy [16].

As noted in the preface to this program by J. Karklins, Assistant Director-Genera Communication and Information UNESCO, "First, it is forward looking, drawing on present trends

toward the convergence of radio, television, Internet, newspapers, books, digital archives and libraries into one platform – thereby, for the first time, presenting MIL in a holistic manner. Second, it is specifically designed with teachers in mind and for integration into the formal teacher education system, thus launching a catalytic process which should reach and build capacities of millions of young people" [16, p.11].

This program is based on a system approach to understanding the questions of media and information literacy. The purpose of the program is not only to equip teachers with competences in the field of media and information literacy, but also provide knowledge on technology for their broadcast among the trainees. Currently, curriculum published by UNESCO in English only.

Russia was the first country, which was to discuss the problems of adaptation and a pilot run. On December 12, 2011 in Moscow, the international expert meeting on adaptation for Russia of UNESCO Curriculum on media and information literacy for teachers. The organizers of the meeting were the Federal Agency for Press and Mass Communication, the UNESCO Office in Moscow, the Russian Committee of UNESCO Information for All Programme, Interregional Center of Library Cooperation, Information Literacy Section of IFLA.

The meeting had the following objectives:

- discussion of adaptation and a pilot run of UNESCO Curriculum in educational institutions that train teachers and librarians in Russia, to develop recommendations for organizations that work in Russia;
- promote the development of optimal solutions in this field for the developed countries and developing countries.

**As reflected in the triad "Civil, Information and Media Literacy" in the new UNESCO Curriculum for training teachers of Media and Information Literacy?**

As the name implies, the UNESCO Curriculum is not directly applied to the sphere of civil literacy. However, as shown by my analysis, it raises questions related to civil literacy. This, in particular, analysis shows a glossary of the Curriculum, which includes definitions of terms such as:

Citizenship	Freedom of expression
Citizenship (active)	Freedom of information
Citizen civic journalism	Freedom of speech
Citizen civic responsibility	Freedom of the press
Democracy	Participation (civic participation)
Human rights	Public interests

To determine the balance of representation of sections of media and information literacy in the Curriculum, I analyzed the ratio of modules and blocks. The analysis of the Curriculum in

terms of relationships and balance sections of media literacy and information literacy are presented in Table 3, which also allows you to get an idea of the Content of the Curriculum.

Table 3.

**The ratio of sections of media literacy and information literacy**

<b>No of the module</b>	<b>Media literacy</b>	<b>Information literacy</b>
<b>1.</b>	<b>Citizenship, freedom of expression and information, access to information, democratic discourse and lifelong learning</b>	
	<b>Blocks</b> 1. The concept of media and information literacy (MIL) 2. MIL and participation in public life 3. Interaction with the media and information providers. 4. MIL: training and learning	
<b>2.</b>	<b>Understanding the news, media and information ethics</b>	
	<b>Blocks</b> 1. Journalism and society 2. Freedom, ethics, and responsibility 3. How news are made: analysis of criteria 4. The process of creating the news: going beyond the boundaries defined by the words “who, where, when, why, and how.”	
<b>3.</b>	<b>Representation in Media and Information</b>	
	<b>Blocks</b> 1. News presentation and image force 2. Professional codes of diversity and representation. 3. TV, films, publishing the books 4. Music videos (video) and representation 5. Digital editing and computer retouching	

<b>4.</b>	<b>Languages of media and information</b>	
	<p><b>Blocks</b></p> <ol style="list-style-type: none"> <li>1. Reading the media texts and informational texts.</li> <li>2. Means of communication: printed news and broadcasted on radio and TV news</li> <li>3. Genres of films and narration.</li> <li>4. Shooting with the use of different perspectives and angles to transfer the basic idea</li> </ol>	
<b>5.</b>	<b>Advertising</b>	
	<p><b>Blocks</b></p> <ol style="list-style-type: none"> <li>1. Advertising, revenue, and regulation</li> <li>2. Public service ads</li> <li>3. Advertising is a creative process</li> <li>4. Advertising and political arena</li> <li>5. Transnational advertising and superbrands</li> </ol>	
<b>6.</b>	<b>New and traditional media</b>	
	<p><b>Blocks</b></p> <ol style="list-style-type: none"> <li>1. From traditional media to new media technologies.</li> <li>2. The use of new media technologies in society: mass and digital communication.</li> <li>3. The use of interactive multimedia tools, including electronic games in the classroom</li> </ol>	
<b>7.</b>	<b>The Internet: Opportunities and Challenges</b>	
	<p><b>Blocks</b></p> <ol style="list-style-type: none"> <li>1. Youth in the virtual world</li> <li>2. Challenges and risks.</li> </ol>	
<b>8.</b>	<b>Information literacy and library skills, literacy</b>	
		<p><b>Blocks</b></p> <ol style="list-style-type: none"> <li>1. Concepts and fields of application of information literacy.</li> </ol>

		2. Learning environment, and information literacy. 3. Digital information literacy.
<b>9.</b>	<b>Communication, media and information literacy and learning: the final module</b>	
	<b>Blocks</b> 1. Communication, teaching and learning. 2. Theories of learning and MIL. 3. Managing the changes in schools to create a favorable environment for MIL at schools.	
<b>10.</b>	<b>Audience</b>	
<b>11.</b>	<b>Media, technology and the global village</b>	
	<b>Blocks</b> 1. Ownership of the media in today's global village. 2. Socio-cultural and political aspects of the globalized media. 3. The transformation of information into a commodity. 4. The growth of alternative media.	

Analysis of the data in the table suggests the following:

1) Actually to information literacy is dedicated the only module of eleven, module number 8, "Information literacy and library literacy."

2) Common for the two sections (media and information literacy) are three modules: module 1 'Citizenship, freedom of expression and information, access to information, democratic discourse and lifelong learning," module 7 "Opportunities and Challenges of the Internet," module 9 "Communication, MIL, and training."

In general, presented in Table 3 data shows clear predominance in the Curriculum of media literacy section and presence of a sharp imbalance in the presentation of the two sections at the expense of the presentation of material on information literacy.

**What are the prospects for the use of the UNESCO Curriculum on media and information literacy for Russia and other countries?** In the opinion of all present at the meeting experts for further use of the Curriculum it is required to eliminate the imbalance in the

presentation of partition of information and media literacy. In addition, the practical application of the UNESCO Curriculum, of course, requires taking into account of national specifics, socio-political and economic level of development of the country, that is, adaptation. All present at the meeting experts noted the complexity and urgency of adapting the Curriculum developed by UNESCO. This is explained by the fact that virtually there is no country in the world, where would the formation of information and media literacy was carried out deliberately, from the unified position. So far, both of these fields, information and media education, were conducted independently, in parallel, almost without intersecting. These two areas are usually located in the jurisdiction of various social institutions: educational institutions and libraries, respectively, by representatives of different professions: teachers, professors of colleges and universities, librarians. Belonging to different occupational groups, of course, raises the question of terminology barriers and the need to create a unified conceptual and terminological apparatus in the field of information and media literacy.

At a meeting in Moscow, civic literacy and its reflection in the Curriculum were not discussed, but my analysis has shown that they were partially affected. In my opinion, the UNESCO curriculum made the first attempt to integrate the major components of the functional literacy of modern man: civic, information and media literacy. This is a very good experience, which is the basis to each country to develop a single platform for their programs, taking into account the historical and national traditions in the field of civic, informational, and media education.

In conclusion, it should be emphasized that the development of the triad "civic, information, and media literacy" contributes to solving the global problem of functional illiteracy, ensures that people get the skills necessary for personal development, acquiring new knowledge and technologies, successful performance of professional and social responsibilities.

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