Promoting Media and Information Literacy (MIL) in Hong Kong: A Network Model Strategy

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Abstract

As Hong Kong enters the knowledge society and marches towards the Web 3.0 era, media and information literacy (MIL) education will be fundamental to the city's young people.

The aim of this paper is to put forward a network model strategy to promote MIL in schools and the Hong Kong community. The model includes five parts: (1) the impetus to and launch of the network; (2) the configuration of the network; (3) the hubs of the network; (4) the communication of the network; and (5) the expansion of the network.

This paper explores the definition and components of MIL in the Hong Kong/ Chinese context. It also discusses the expected outcome of MIL at the personal, societal and global levels in Asia's World City.

Keywords: Media and Information Literacy (MIL), Hong Kong, Network Model Strategy, Knowledge Society, Web 3.0 Era, Changing Concept of Literacy.

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Media literacy has developed well in Hong Kong over the past 15 years. As Hong Kong enters the knowledge society and marches into the Web 3.0 era, some have advocated that media education in the city should be extended to media and information (MIL) education. Over the past two years, MIL has begun to gather momentum.

Hong Kong is unique in its development of media education. Over the past decade, the media literacy movement has been a multisource, voluntary grassroots movement that has expanded like a network; as media education evolves, the network expands too. Hence, this paper proposes a network model strategy to conceptualize the development of MIL education in Asia's World City.

This paper has three objectives: (1) to examine why MIL is important to Hong Kong; (2) to explore how local advocates are following a network model to promote MIL; and (3) to discuss the components of MIL and the expected outcomes of MIL in the Hong Kong/Chinese context.

Changing Concept of Literacy

Literacy has a close relationship with communication technologies (Lee, 1999a). Just as literacy requires the alphabet and phonetic technologies, the promotion of literacy requires print technology. Literacy has been defined as both a technological phenomenon and the ability to master the dominant mode of communication (Casaregola, 1988). A literate person should be able to communicate effectively with

the other members of a society in the dominant mode of communication and make sense of the world around them. Hence, changes in communication technology will lead to changing concepts of literacy.

Communication technologies went through revolutionary changes in the 1990s, the most significant involving the convergence of computer and media technologies. Communication scholars called it the "infomedia revolution" (Koelsch, 1995). Infomedia technologies such as interactive communication systems, digital TV, audio-visual players and electronic newspapers began to play important roles in people's lives. In the information age, television has given way to the Internet as the most influential medium (Slevin, 2000; Straubhaar & LaRose, 1996). Mantovani (1996) argues that in the new communication environment, members of a society communicate in a very different way; a literate person needs to learn not only the traditional language, but also multimedia and digital languages. By the end of the 1990s, there was already a call for expanding the concept of media literacy to "infomedia literacy" (Lee, 1999a). In Hong Kong, media education advocates began arguing that as the line between media and information technologies became blurred, a new concept of infomedia literacy should be introduced.

As the Internet advanced further, a number of new literary concepts were put forward, including ICT literacy, digital literacy, Internet literacy, new media literacy, multiliteracies, multimodal literacy and information literacy. Scholars around the world acknowledge that "we need a much broader reconceptualization of what we mean by literacy in a world that is increasingly dominated by electronic/digital media" (Buckingham, 2007, p. 53). While Livingstone (2004) discusses media literacy and the challenge of new information and communication technologies, Jenkins and his colleagues (2006) propose that a new form of literacy is needed for

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young people to confront the challenges of participatory culture.

Digital technologies blur the lines of literacy. There is a common understanding that the increasing convergence of contemporary media means that people need to acquire the skills and competencies of multiple literacies (Buckingham, 2007; Fahser-Herro & Steinkuehler, 2009; Johnson, 2006; Luke, 2007, Paul, 2006; Westby, 2010). In fact, a group of scholars who met in Britain in the early 1990s coined the term "multiliteracies" (New London Group, 1996), arguing that the Net Generation needs to become skilled in many forms of communication. Following this line of thinking, Kress' (2003) concept of multimodality is often cited in academic works. Kress argues that educators need to discover how young people communicate in all modes, including visual, audio, gestural and spatial modes in addition to oral and written text modes.

However, these authors and scholars did not systematically outline the detailed components of the new literacy concept or develop a measurement mechanism. Rather, that initiative was taken by UNESCO, which since 2003 has made an effort to develop MIL indicators for its member states (UNESCO, 2011; Wilson, Grizzle, Tuazon, Akyempong & Cheung, 2011). Media literacy and information literacy are conventionally seen as separate fields. UNESCO attempts to bring these two fields together as a combined set of competencies necessary for modern life in the digital world. Experts at UNESCO explore the conceptual relationship between information literacy and media literacy (Lau, 2010). They are also building the architectural components of the MIL indicators (Moeller, Joseph, Lau & Carbo, 2010). Hong Kong media educators are well aware of these developments. They are joining the UNESCO MIL project team to explore this new literacy concept and developing strategies to spread the idea of MIL.

Why is MIL Needed in Hong Kong?

Hong Kong is a media-saturated, technologically advanced city. The CEO of Yahoo! Hong Kong predicts that Hong Kong will enter the Web 3.0 era in four years. After the handover of sovereignty to China in 1997, the city has focused on developing its knowledge economy and transforming itself from an industrial society into a knowledge society. Educating competent knowledge workers is one of the major tasks of Hong Kong educators, and cultivating young people's MIL has become imperative.

Statistics show that Hong Kong is a regional media and communication hub (GIS, 2011). Although it is a small city, it publishes 19 daily newspapers and a total of 645 periodicals. On average, everyone in Hong Kong aged 12 to 64 reads at least 1.5 newspapers a day in print or online. More than 100 international media organizations are based in Hong Kong, including the Financial Times, the Wall Street Journal, the International Herald Tribune, the Economist, BusinessWeek, CNN, Time-Warner, AFP, Bloomberg and Thomson-Reuters. About 200 satellite TV stations are uplinked from 17 licensees. Due to the importance of digital convergence, the city has been working hard to upgrade its telecommunications infrastructure for many years. Hong Kong is now home to the world's first fully digitalized telecoms network. The broadband penetration rate is 85% for households and 100% for commercial premises, while the mobile phone penetration rate is already over 200%. There are 9,100 public Wi-Fi hotspots in Hong Kong, making it a world leader in the provision of public Wi-Fi infrastructure. There is a need to upgrade the regulatory framework on digital convergence, and a communications authority was established in early 2011 to regulate related developments.

As Chief Executive of Hong Kong Donald Tsang has stated, "We are known the world over as a dynamic business city – and business understands very deeply that timely, untainted and varied information is needed to make rational and educated business decisions" (GIS, 2011, p. 2). Financial services, trade and logistics, business services and tourism are major industries in Hong Kong, forming the backbone of the local knowledge economy. In the government's view, information has always been a currency, and it is important to keep that currency flowing rapidly and freely. Hence, safeguarding freedom of speech and cultivating media- and information-literate citizens are regarded as vital to Hong Kong's development.

Hong Kong is going to further develop its knowledge economy in the coming years. It has already formulated strategies for striding into six business areas with good potential for growth, including innovation and technology, education services, medical services, environmental technology and industries, testing and certification and creative industries. According to Tsang, "Innovation and technology, creative industries and education services in particular require the free flow of news, ideas and information to flourish" (GIS, 2011, p. 5). The government will certainly make further improvements to media and information systems in the territory as well as train media- and information-literate human resources.

Educational reform has been carried out in local schools since 2009. The new school curriculum puts emphasis on preparing students to become knowledge workers for the emerging knowledge society. The motto of the educational reform, "to learn how to learn," stresses the importance of cultivating young people as active learners rather than passive knowledge receivers. Nine generic skills are highlighted, including information technology, communication, critical thinking, creative, coordination, problem-solving, self-management, numeracy and study skills (Lee and Mok, 2005).

Local media education advocates suggest that media literacy training can contribute to all of these generic skills. Local educators recognize that knowledge workers are the vital foundation of a knowledge society, creating "value through their ideas, analyses, judgment, design and innovations" (Ariffin, 2003, p. 1). They are specialists with high levels of creativity, and they constantly adapt to change and innovation. It is necessary for knowledge workers to be good at critical thinking and independent problem solving. In particular, they must be ICT literate. Due to the importance of knowledge creation and management in this new society, for knowledge workers, media and information literacy is one of the most important 21st century skills.

While Hong Kong is transforming into a knowledge society, it is also moving towards the Web 3.0 era. According to local experts, Web 3.0 will be a read-write-execute Web (Tse and Kwan, 2008). Highly influential, the Web will serve people more effectively while also affecting their lives in every aspect. Web 3.0 has several characteristics, including networking computing, a worldwide database, intelligent Web for intelligent applications and wireless access. In the Web 3.0 era, wireless access through smart phones, iPads and tablets will be very common and most of the people in Hong Kong will be connected. The computer will understand the meaning of people's requests and provide search results and solutions to problems in a more accurate and efficient way. Through artificial intelligence, computers will analyze all of our online activities, raising privacy concerns. Yahoo! Hong Kong has already prepared for the provision of the Web 3.0 search service and the "push" advertising strategy to Netizens. To protect privacy, make constructive use of the Web and handle the power of the Internet, Hong Kong citizens need not only media literacy but also MIL.

As mentioned above, Hong Kong media educators are well aware that literacy

has a close relationship with communication technology. As Hong Kong enters the new millennium, information technology is merging rapidly with communication technology. The definition of a literate person may need to change in the digital era, and literacy training for young people should be re-examined accordingly. Traditional literacy, media literacy, information literacy or ICT literacy alone are not enough to allow young people to cope with the rapidly changing media and information environment. In order to become critical prosumers as well as competent knowledge workers, young people have to receive multiliteracy training. MIL education fits the needs of Hong Kong society very well.

In the past, Hong Kong has played a significant role in bridging China with the world, contributing to the country's business, educational and cultural development in various ways. China has become a rising economic entity in recent years. If Hong Kong wants to maintain its significant role in national development, it has to strengthen its information capability so that it can move into the knowledge society smoothly along with other cities in China.

The Network Model

A bottom-up social movement, media education emerged in Hong Kong in the 1980s and developed rapidly after the handover to China in 1997. Compared with other countries, its development is very unique. In countries such as Israel or Argentina, the educational authority conducts media education as a top-down model. In other countries such as Taiwan, the Philippines and Japan, media education is promoted by one or two enthusiastic organizations and its development pattern resembles a "spoke wheel," with media education programs generated by one or a few powerful centers. However, media education in Hong Kong takes another form: it is

"a multi-source voluntary grassroots movement and it expands more like a network"

(Lee, 2003, p. 150).

The Media Education Net

Media education initiatives come from different sectors of Hong Kong society. Institutions involved in media education include schools, universities, youth organizations, media concern groups, religious organizations and media companies. All interested organizations interact with each other and form an informal network of media education that spreads out like a net. Each organization serves as one node, and organizations that are richer in media education experience or resources become the network hubs (Lee, 2002).

Over the past two decades, media education has been well established in Hong Kong, and the network keeps on growing. While Hong Kong has entered the Web 2.0 age, media education has shifted from media education 1.0 to media education 2.0, cultivating both critical media consumers and responsible producers (i.e., prosumers). As media and information technologies develop further, media educators have recognized the need to extend the media literacy concept to MIL.

Strategic Development of MIL

The most natural and efficient way to promote MIL is to use the existing media literacy network to launch the new initiatives. Hence, advocates actually use hubs to spread the idea and practice of MIL. To examine how the development of MIL in Hong Kong takes the form of a network pattern, we analyze the following aspects (see Figure 1):

(1) The impetus to the network (the social forces and agency efforts) and the

launching of the MIL net;

(2) The configuration of the network (the nature of the participating organizations).

(3) The hubs of the network (leadership and support);

(4) The communication of the network (the links among participating organizations and the sharing of resources); and

(5) The expansion of the network.

Insert Figure 1 about here

First, the major impetus to the development of MIL in Hong Kong is the convergence of media and computer technologies, or what Koelsch (1995) calls the "infomedia revolution." As mentioned above, by the late 1990s media literacy educators in the city had already put forward the new concept of "infomedia literacy," claiming it fundamental education for young people in the new information age. Table 1 shows that a number of published journal articles and conference papers argue that the new millennium demands a new concept of literacy (Lee, 2000, 1999a, 1999b, 1998a, 1988b & 1997). A 21st century youth must be able to critically and wisely handle media messages and information coming from all sources. A curriculum model of infomedia literacy was also proposed to promote infomedia literacy in schools, including components such as critical analysis, efficient searching, critical selection of information, knowledge of multimedia production and so on. Further, media educators in Hong Kong began to discuss the idea of combining media literacy and information literacy.

In the early 2000s, as Hong Kong started to move into the knowledge society and educational reform was underway, local media literacy practitioners realized the need

to extend the concept of media literacy to media and information literacy. From 2000 to 2002, a Media and Information Literacy Education Program (MILE) was conducted by Breakthrough, a well-known youth organization in Hong Kong. At a cost of HK$6 million, the two–year program was supported by the Quality Education Fund. It focused on the importance of active learning through media and information technologies and placed emphasis on cultivating young people's generic skills. Targeting students and teachers, but also involving parents and youth workers, the project comprised a wide range of media education programs and also operated a media resource center, established three main teacher-training programs and designed an evaluation scale (Breakthrough, 2001). Breakthrough regards media and information literacy as a significant quality necessary for young leaders in the 21st century. The MILE projects included (Breakthrough, 2003):

(1) A Media and Information Literacy Network – an Internet platform for MILE (http://mile.bt4u.com) that operate from September 2001 to December 2002 and was divided into different zones such as MILE resource center, MILE promotion corner, discussion zone, game zone and activities announcement corner;

(2) Media and information textbook series – the textbooks highlighted the skills of media and information searching, evaluation, organization and presentation;

(3) Camp and workshop series;

(4) Campus radio community program;

(5) Magazine publication;

(6) A portfolio VCD;

(7) Resource centers; and

(8) Train the trainer programs.

The MILE initiative was carried out effectively, with approximately 4,000

participants comprising 3,005 students, 143 parents and 795 teachers. A number of local students and teachers were already trained to be media and information literate.

In recent years, UNESCO has put a lot of effort into developing the MIL concept. Hong Kong media literacy scholars have joined the UNESCO working teams and brought back more updated MIL information to local media literacy practitioners, readying the movement for a real start. The MIL net is opening up and stretching.

Second, a large number of organizations could be included in the future MIL network. Apart from the existing media literacy organizations, the university libraries, public libraries, the Hong Kong Film Archive and the coming news museum will also become nodes in the MIL net. At the moment, the libraries of all eight universities in Hong Kong have already been linked together to share their resources. Users can access Hong Kong Academic Library Link for information and to borrow books. All 61 public libraries in Hong Kong have also been linked up. Librarians are working hard to train up young people's information literacy. It is not difficult to combine the media network with the library network and promote MIL. In addition, the future Hong Kong news museum will integrate media, archive information and ICT and will be a very useful platform to promote MIL among Hong Kong citizens. Highly diverse and community based, the MIL net is in the making.

Third, several hubs in the net are advocating and promoting MIL in Hong Kong (see Figure 2). The first is the Hong Kong Association of Media Education (HKAME). Its chairman, Dr. C. K. Cheung, is one of the authors of UNESCO's document "Media and Information Literacy Curriculum for Teachers" (Wilson, Grizzle, Tuazon, Akyempong, Cheung, 2011). The vice-chairperson, the author of this paper, has joined the UNESCO working team on the MIL indicators project, co-writing a paper entitled "Theoretical and Conceptual Framework for Media and Information Literacy

Indictors." The second hub is the Institute for Journalism and Society at the Hong Kong Baptist University (HKBU), which has already launched its research on MIL and will use its website to promote the new concept of MIL in Hong Kong as well as the Greater China region. A university-wide general education course entitled "Media Studies in a Changing Society" has been just developed at HKBU and MIL is included as an important part of the curriculum. The third hub is Shak Chung Shan Memorial Catholic Primary School, a pioneer in the area of MIL education. During 2010 and 2011, it launched an innovative curriculum entitled "21st Century Skills Learning: Creative Information Education." The curriculum, which integrated media literacy training with information technology education, has been institutionalized and the experience of it has been shared with other schools. Further, Hong Kong Christian Service, a non-government organization famous for its primary media education programs over the past decade, is interested in MIL and is now applying funding to launch MIL programs with its partnership schools. As one can see, these key organizations have already stepped forward and taken the initiative to advocate the MIL campaign in Hong Kong.

Insert Figure 2 about here

Fourth, efficient communication among network members is essential. The strength of a network model is its link among the nodes (individuals or organizations participating in the MIL movement). These nodes connect, support, exchange and cooperate with one another. In particular, the hubs of the net play a significant leadership role. They share their experience, resources, vision and expertise with other interested individuals and organizations. In addition, the personal networking of MIL

advocates will also contribute greatly to the launch of the movement. Many MIL activists have several identities. For example, the vice-chairperson of the HKAME is the associate director of the Institute for Journalism and Society at HKBU, and the former team leader of the MILE program is also a member of the HKAME. The multiple roles of these advocates facilitate cross-institution cooperation and resource sharing.

Fifth, the MIL net is still in a very primitive form in Hong Kong, though it is expected to expand from the media literacy sector as well as the library institution to the IT arena. The MIL curriculum will be introduced from universities to all levels of schooling. MIL education is unlikely to be limited to schools and organizations; it will also penetrate into families as "family MIL education." Local advocates are lobbying the members of the Hong Kong SAR government Committee on Home-School Co-operation at the Education Bureau to promote MIL. The development of MIL will also go across the border to mainland China. An MIL research fund was set up at the Institute of Media Literacy Studies at Zhejiang University of Media and Communication after a researcher at the institute consulted a Hong Kong MIL advocate. Further, the approach of MIL will likely develop from critical thinking to knowledge building. Compared with the current media literacy network, the future MIL network will be larger in scale and more sophisticated in terms of curriculum content.

MIL in the Hong Kong/Chinese Context

In the UNESCO document "Towards Media and Information Literacy Indictors" (Moeller et al., 2011), MIL is defined as the ability to access, evaluate/understand and use media and information in various forms in a critical and effective way. While the

MIL concept in Hong Kong is in line with this notion, due to its special sociocultural background, Hong Kong has its own priority in terms of core MIL components and emphasis regarding MIL competence skills.

Table 2 outlines the core components and key MIL competences proposed by advocates in Hong Kong. Of course, as the MIL concept is new to the city its definition and configuration are still subject to revision.

Insert Table 2 about here

Referring to the overall conceptual structure, MIL in Hong Kong puts more emphasis on the second component of "analysis/understanding/organization" and the third component of "use/creation." Hong Kong is a media- and information-saturated city that enjoys a free flow of information. Because digital divides are not a big problem, access to media and information is not quite a concern. Rather, Hong Kong is an international city with various political forces operating there. Meanwhile, the media are also highly market driven. Given the possible political and market manipulation in the media and information industry, critical evaluation of media and information becomes essential. Hong Kong is well settled in the Web 2.0 era and media education has already shifted from media education 1.0 to media education 2.0. Nurturing prosumers (producers and consumers) and guiding them to produce constructive media and information are core concerns of MIL education. Hence, the "use/creation" component is considered particularly important.

In terms of MIL competence skills, Hong Kong MIL is likely to pay special attention to the awareness of the impact of media and information as well as critical analysis of media and information. Hong Kong is run by an independent

administration under the political mechanism of "one country, two systems." The region is part of China, but it enjoys freedom of speech and a certain degree of democracy. Hong Kong citizens are striving for critical autonomy and eager to search for their own cultural identity. They need MIL to guide them to consume media messages and information wisely and then make independent judgments.

In addition, Hong Kong is an international business city attempting to maintain its global competiveness, and China is trying hard to seek economic success. Hence, learning through media and information to understand the world and wisely applying what has been learned to everyday life and work are regarded as essential competences. The media and information environment in Hong Kong has not been very desirable in recent years. Market-driven journalism and political penetration are prevalent in the media and information industry. Hence, knowing how to monitor media and information content as well as how to influence the development of media and information institutions have become tasks for active citizens. This may be a unique characteristic of the MIL competence skill of Hong Kong's people.

This paper proposes that the MIL education movement in Hong Kong is going to aim at achieving the following outcomes (see Table 3).

Insert Table 3 about here

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(1) Personal level: Media- and information-literate Hong Kong citizens are expected to achieve critical and reflective autonomy, gain personal growth, learn aesthetic appreciation and creative expression, be responsible for media and information use and become competent knowledge workers in the Greater China Region.

(2) Societal level: It is hoped that Hong Kong citizens can become active, enhance the

public sphere and engage in building an inclusive, pluralistic, equitable and participatory Chinese knowledge society. Hong Kong Chinese are also interested in building a harmonious society in which everybody respects and cares for one another, which is the goal of Confucianism.

(3) Global level: As we are now living in a global society, it is important for MIL to contribute to cultural democracy and global participation.

The Challenge Ahead

The MIL movement in Hong Kong has just started. However, advocates have already developed a blueprint for MIL development in the city. It is expected that the development will continue to take the form of a networking pattern and grow together with technological advancement.

The strength of the network model strategy is to encourage mutual support among the participating organizations as well as the sharing of innovative ideas and resources. However, as the MIL network is built on the current media literacy network and most of the MIL advocates in Hong Kong are media literacy practitioners, they need more input from the information literacy discipline. To fully integrate both media literacy and information literacy, it is necessary to motivate more information literacy experts and ICT experts to join the network and participate in the MIL promotion campaign. That is the challenge ahead.

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Table 1: Publications on "Infomedia Literacy" Written by Hong Kong Media Educators.

Year	Paper Title	Type	Region of Publication	Language
2000	The impact of the "infomedia revolution" on the youth in Hong Kong: Information explosion and information confusion. *Journal of Youth Studies* 3(1): 17-25.	Journal Article	Hong Kong	Chinese
1999	Infomedia literacy: An educational basic for the young people in the new information age. *Information, Communication and Society* 2(2): 134-155.	Journal Article	International	English
1999	Promoting "infomedia literacy." *Modern Communication* 101: 17-23.	Journal Article	China	Chinese
1998	The curriculum of infomedia literacy: Teaching new literacy in a digital world. Paper presented at the Annual Conference of the Hong Kong Education Research Association, Hong Kong, November 21-22.	Conference Paper	Hong Kong	Chinese
1998	Promoting "infomedia literacy": A new task for Hong Kong in the world of technology convergence. Paper presented at the Conference on Theoretical Framework and Scope of Practical Application in Chinese Education Technology Towards the 21st Century, Shenzhen, China, December 14-16.	Conference Paper	China	Chinese
1997	Infomedia literacy: Meeting the technological challenge of the 21st century. Paper presented at the 3rd Conference of the David C. Lam Institute for East-West Studies, Hong Kong, November 17-19.	Conference Paper	Hong Kong	Chinese

Table 2: MIL Competences in the HK/ Chinese Context.

Access/Awareness: (How to find it.)

1.   Access media and information effectively and efficiently.
2.   Critical awareness of the impacts of media and information on individuals and society.

Analysis/Understanding/Organization: (How to make sense of it and organize it.)

3.   Understand the nature, functions and operations of the media and information institutions; understand particularly the role of media and information in democracy and the broader context in which media and information are produced.
4.   Understand how different media and information providers codify reality in different ways.
5.   Critically analyze and evaluate various kinds of media messages and information.
6.   Organize and synthesize media and information.

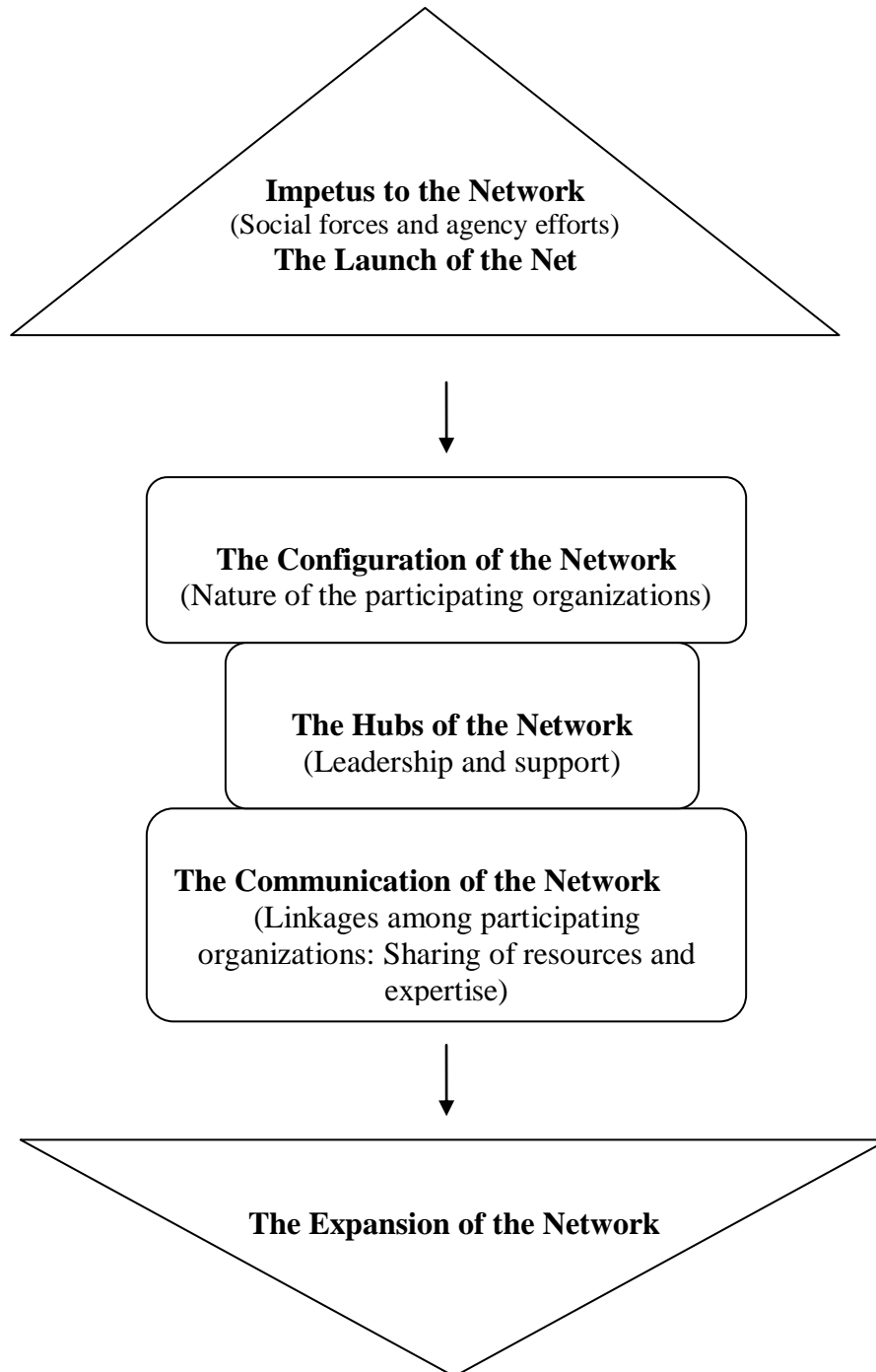**Use/Creation:**   (How to communicate, use it and create it.)

7.   Communicate effectively and safely with others.
8.   Ethical use of media and information.
9.   Aesthetic appreciation of media and information.
10. Learn through media and information to understand the world.
11. Wisely apply what has been learned from the media and information to everyday life.
12. Creative expression and production of media and information.
13. Monitor media and information content and influence the development of media and information institutions.

Table 3: Expected Outcomes of Promoting Media and Information Literacy (MIL) in Hong Kong.
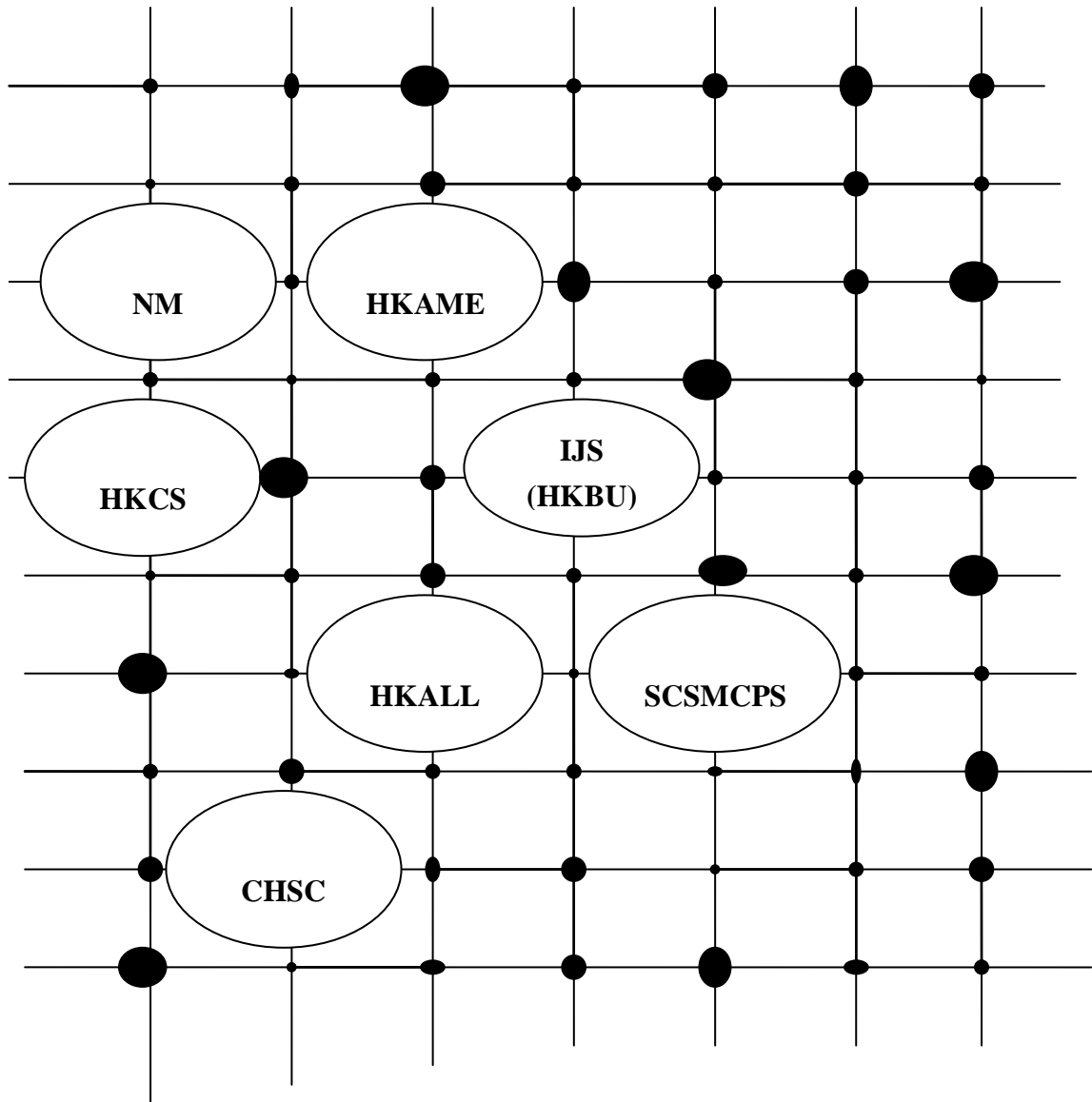
Media- and Information-Literate Hong Kong Citizens	

Personal Level	Living:
	▪ Critical and reflective autonomy
	▪ Responsible media and information use
	▪ Positive life
	  - personal growth (lifelong learning)
	  - health awareness (obesity, body shape, tobacco, alcohol, drugs, violence)
	  - relationship building (self, friends, family)
	▪ Aesthetic appreciation and creative expression
	  - media fun
	  - good taste

	Work:
	▪ Competent and creative knowledge worker
	  - Knowledge building
	  - Knowledge management

Societal Level	▪ Active and participatory citizenship (develop democracy) ▪ Public sphere enhancement (monitor and improve media and information systems) ▪ Social harmony (build inclusive, pluralistic and equitable community) ▪ Vivid knowledge economy (transform economic structure)
Global Level	▪ Cultural democracy ▪ Global participation

Figure 1: The Network Model.

Impetus to the Network
(Social forces and agency efforts)
The Launch of the Net

The Configuration of the Network
(Nature of the participating organizations)

The Hubs of the Network
(Leadership and support)

The Communication of the Network
(Linkages among participating
organizations: Sharing of resources and
expertise)

The Expansion of the Network

Figure 2: The Proposed MIL Net.

Hubs of the Net:

HKAME (Hong Kong Association of Media Education)

IJS (Institute for Journalism and Society, HKBU)

HKALL (Hong Kong Academic Library Link)

NM (Future News Museum)

SCSMCPS (Shak Chung Shan Memorial Catholic Primary School)

CHSC (Committee on Home-School Co-operation, Education Bureau)

HKCS (Hong Kong Christian Service)