Welcome to our Summer Newsletter!
I am happy to share with you the latest articles from our Section members and Mailing-list subscribers. Yes, we have made a change this time by sending the Call to our over 600 email subscribers, expanding the scope of our Newsletter's manuscript sources beyond just reaching Committee members. I believe that this will inspire more scholars and practitioners in the field of information literacy to join our actions together.

This Summer Issue includes a total of 7 articles, with contributors from around the world, including India, Malaysia, Vietnam, the U.K., China, and Kenya. These articles have rich themes and diverse types, including cutting-edge academic research, conference summaries and reviews, latest policy analysis, and project introductions.

Saloni Chaudhary from Banaras Hindu University (BHU, Varanasi, India), summarizes an international symposium organized by National Digital Library of India (NDLI) in November 2023 at IIT, Kharagpur, where scholars and librarians from across the globe discussed a wide range of issues around digital literacy and sustainable education ecosystems.

Hasniza Amno et al. from Universiti Sains Malaysia (USM, Penang, Malaysia) introduce the Metaverse Space Library@IPPT project initiated by the AMDI Library at USM, which aims to create an immersive learning environment through innovative services and digital platforms, aligning with Sustainable Development Goals (SDG).

Hien Minh Tran from RMIT University Vietnam (Ho Chi Minh City, Vietnam) explains the library instruction and blended learning at RMIT Vietnam, which combine face-to-face and online experiences and extensively implemented at RMIT Vietnam during and after COVID-19.

Sheila Webber from University of Sheffield (Sheffield, UK), who is our ILS former committee member, introduces the Information Literacy is a Discipline (ILIAD), which is an ongoing international discussion, with its current outcomes and hot topics being followed and discussed.

Xinyu Tong from Sun Yat-sen University (SYSU, Guangzhou, China) emphasizes the importance and urgency of improving citizens' information literacy based on the current extremely high development trend of fraud
risks, and proposes an identification guide specifically tailored to the characteristics of fraudulent information. **Naomy Mwaurah** from Boma International Hospitality College (BIHC, Nairobi, Kenya) introduces BIHC's information literacy practice, the Knowledge Ambassadors Program, which improves students' academic performance. **Yufan Wu** from Sun Yat-sen University introduces a new policy document on digital literacy released by China to help for understanding the Chinese government's latest strategy for improving the digital literacy and skills of the whole people, as well as China's new progress in digital literacy promotion.

Thank you for joining us on this journey towards greater information literacy. We hope the Newsletter can help readers understand the latest developments in information literacy and related fields worldwide, looking forward to sharing our knowledge and learning with you in each issue of the Newsletter! ■
Unlocking Minds: Digital Libraries for Sustainable Literacy

Conference Summary of DLSDE 2023

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Keeping in mind India's G20 vision in promoting equitable and sustainable development in education, the National Digital Library of India (NDLI) conducted an international symposium "Digital Libraries: Sustainable Development in Education" on November 20-22, 2023 at the Indian Institute of Technology (IIT), Kharagpur to address the key challenges while imparting inclusive education. NDLI is a National Mission on Education through the ICT (NMEICT) project developed by IIT Kharagpur which leverages the digital technologies and knowledge resources making e-resources and e-learning accessible to the citizens of India.

Image 1.1: Welcome to DLSDE 2023

With an intent to enrich the global dialogue on utilizing the emerging digital technologies and resources to achieve the Sustainable Development Goal 4 i.e., Quality education, IIT Kharagpur hosted a congregation of experts, researchers, and policymakers where they shared valuable experiences and shepherded the delegates to the prospects of digital Libraries and its allied areas. The delegates from Russia, Germany, Saudi Arabia, Sri Lanka, and Bangladesh also exchanged their views on the future of digital libraries and how we need to tackle the issue of digital dexterity in this digitally transforming era of Artificial Intelligence (AI).

The symposium was phased in five areas: 1) Digital libraries for accessible education, 2) Digital literacy and skill development, 3) Open Educational Resources (OER) and Open Access (OA), 4) Technology and innovation in digital libraries and 5) Policy and governance for digital Libraries.

The sessions on day one began with a wide range of topics encompassing the issues and prospects around digital libraries and digital literacy while sticking to the main theme of creating a sustainable educational ecosystem. We are well-accustomed with the notion of digital literacy and its pivotal role in fostering lifelong learning and employability. The session on day two was dedicated to digital upskilling and reskilling initiatives carried out by practitioners and researchers in India with the aid of digital libraries. The presenters, including myself, discussed the challenges faced in implementing digital initiatives and further the effectiveness of being digitally upskilled in the same context. Twenty-six papers were presented on the event theme ranging from importance of digital literacy among the university staff to nurturing financial and digital literacy among children. Digital literacy efforts were discussed in length and specifically focused on collaboration with academic institutions to nurture and amplify. Mentions were also made regarding the IFLA-UNESCO Public Library Manifesto 2022 which stresses uninterrupted information access (via digital literacy) as a democratic right.
The key takeaways and recommendations from the symposium regarding digital literacy were the adoption of innovative strategies like gamification, interactive tutorials, digital storytelling, and multilingual resources as well as localized content and cultural sensitivity to upskill individuals and academic personnel. After the formal discourse, speeches and exchange of thoughts were part of a cultural event that was organized to captivate the audience and lighten the mood.

For further reference, the organizing authority has galleried the full details of the conference along with the list of accepted papers and moments captured during the symposium which can be viewed:

http://iconf.ndl.gov.in/gallery.html and recordings are available at:
https://www.youtube.com/@NDLIndia
Transforming the AMDI Library, Universiti Sains Malaysia: Embracing Innovation for Enhanced Learning

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The AMDI Library plays a vital role in supporting research, teaching, and learning activities. Essentially, the role of the library encompasses knowledge management functions, aiming to enhance and make high-impact improvements to the development and services of the library itself to meet customer needs and elevate the quality towards the excellence of Universiti Sains Malaysia (USM), aligning with the status of APEX University. Therefore, to provide information, knowledge, and learning and to create an environment that fosters knowledge, high efforts and commitment are required by AMDI Librarians to make the AMDI Library an extensive information provider for learning and acquiring knowledge.

In today's era, terms such as "library without walls," "virtual library," "digital library," and "virtual catalog" have become common through daily readings. The advancement of technology or ICT (Information and Communication Technology) in libraries has significantly impacted librarian's capabilities in managing organizations and providing access to information for library users, especially in academic environments. Library transformation goes beyond technology; it involves interaction with users, communities, and stakeholders. Library users have high expectations for library services and hope to experience services different from those in the past.

The conventional services of the AMDI Library face several challenges:
1. The decreasing number of visitors due to the development of computer and information technology, which makes the library less utilized by users.
2. Decreasing library material loans each year, resulting in less attractive collections due to being outdated or insufficient in quantity.
3. Existing services become less effective when visitors must manually search for information. Users encounter difficulties in obtaining the required information through website searches.
4. The environment is not conducive, cheerful, or engaging.
5. Equipment and facilities lag in adopting the latest technology.

Therefore, the Metaverse Space Library@IPPT project is an initiative of the AMDI Library, the Academic and International Division of IPPT and division of IT@AMDI to create and integrate virtual reality technology to drive innovation in research, teaching, and learning among the AMDI, USM community. This project is also in line with global efforts to achieve Sustainable Development Goals (SDGs) through education and innovation.

We have identified four main objectives for the "Metaverse Space Library@IPPT" initiative.

The aims of this space are:
1. To provide students and staff of AMDI, USM with opportunities to work and learn with new and innovative technologies.
2. To promote information literacy, by leveraging new innovative technologies in three-dimensional (3D) digital formats and
virtual reality (VR) for effective information dissemination.
3. To equip students and staff with essential skills to critically evaluate and utilize digital resources.
4. To increase the number of library visitors by providing attractive services and implementing the concept of edutainment in the AMDI Library.

**Material and Method**

The concept of Metaverse Space @IPPT, USM involves creating and integrating virtual reality technology to drive innovation in research, teaching, and learning activities.

1. Establishing the "Metaverse Space Library@IPPT" in two locations:
   a. Metaverse Space Library@IPPT at Sains@Bertam
   b. Metaverse Space Library@IPPT at the Animal Research Complex (ARC)

We are offering Virtual Reality (VR) Services including six sets of Oculus Quest 2 headsets are available for use by USM members.

<table>
<thead>
<tr>
<th>No.</th>
<th>Location</th>
<th>Opening Hours</th>
<th>Software Available</th>
</tr>
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| 1   | Metaverse Space Library@IPPT at Sains@Bertam | Monday-Thursday: 9.00 am – 12.30 pm, 2.00 pm – 4.30 pm  
Friday: 9.00 am – 12.00 pm  
Saturday & Sunday: Closed | A variety of application options are available in the VR Headset, including free or paid.  
These include:  
1. VR games  
2. Education and training  
3. 360-degree videos  
4. Virtual tourism  
5. Social VR applications  
6. Arts and creativity  
7. Clinical simulations  
8. Sports and physical accessibility |
| 2   | Metaverse Space Library@IPPT at Animal Research Complex (ARC) | Tuesday-Thursday: 2.30pm-4.30 pm  
Friday: 9.00am-12.00pm  
Saturday & Sunday: Closed | |

Table 2.1: Virtual Reality (VR) Services

2. Establishing a 3D content initiative for Library resource materials.

This initiative is an effort to provide diversity of the campaign using Library resources in a more interactive form to support research activities and academic programs among the USM community. The initiative being implemented involves the development and integration of USM Library resources through three different platforms, namely VR Discovery, GoVR, KOHA (OPAC), and Augmented Reality (AR), and to ensure information access is available 24/7, anytime and anywhere, without being limited by collection constraints or library operating hours, by simply logging in using USM identity. Materials include: graphic materials (Charts/Posters/Photos), theses, electronic books (ebooks), media collections (VCD/DVD), and models (Anatomy Model).

The implementation initiative of the project is as follows:

**Development of VR Discovery System (3D Data Management System)**

The 3D Data Management System is a homegrown web-based system developed with the internal expertise of the System Developer of IT@AMDI. This system is used by AMDI Library staff where it functions to transform Library resource materials including graphic materials, anatomy models, theses, documents, and videos into 3D format or 3D display.

![Image 2.1: The Interface of VR Discovery System](image-url)
Development of GoVR Portal (3D)

The GoVR Portal is a display of library resources derived from information inputted into the VR Discovery System. Library users can access these resource materials using their USM Identity without limitations.

Integration of KOHA Library System (OPAC), VR Discovery, and GoVR portal

The integration of these three platforms is to allow library materials in 3D format to be accessed by users through the Library System, KOHA (OPAC), which is a primary search platform for USM Library information resources.

Augmented Reality (AR) Initiative

Through Web AR and 3D technology showcasing virtual functions via Web XR developed within the system, specifically for Anatomy Models, Graphics (Charts/Posters), and Videos (Medtalk).

Development of Library Tech Tool Online Booking (LTTOB)

Development of a homegrown web-based system for borrowing VR Headsets, Oculus Quest for use by USM community using USM Identity login. This system is equipped with a status dashboard of applications, a planner for applications based on daily slots, and systematic and user-friendly application processing. Library users need to make reservations if they want to use VR headsets to
facilitate library equipment usage monitoring.

Image 2.6: The interface of LTTOB System

Image 2.7: Metaverse Space Library@IPPT

Image 2.8: User Activities in the Metaverse Space

Image 2.9: Academic Library Outreach Program

Project Results and Impacts

Through the Virtual Reality (VR), 3D, and Augmented Reality (AR) project, it is believed that the AMDI Library has created innovations different from existing conventional services towards providing high-impact services to the USM community. The effectiveness of the project is measured through the frequency of usage of the VR Service provided and user feedback through interviews. So far, this program has been well-received and received positive feedback in terms of more engaging learning experiences, accessibility to distance learning, and technology skills development.

The positive impact on the University includes:

1. Enhancement of Universiti Sains Malaysia's reputation, with the USM Library leading the way in adopting new technologies.
2. By integrating VR/3D and AR, the University can optimize learning by creating a more dynamic and interactive environment.
3. In line with the educational revolution, this project is highly relevant to the library's efforts to embrace technological advancements in supporting education in the new era. Library services now align with the university's mission and vision in supporting research pillars and academic programs.
4. This initiative has fostered collaboration within the University to further enhance the quality and effectiveness of teaching and training conducted at USM.

The Metaverse Space Library@IPPT project, initiated by the AMDI Library, University Sains Malaysia, is implemented with the concept of edutainment within the library to create an immersive learning environment, where students engage in a more interactive learning atmosphere. As the Metaverse Space Library@IPPT, the AMDI Library has offered high-impact services and
introduced innovations compared to existing conventional methods. Users have high expectations for USM Library services, and they are hoped to embrace these different services compared to before.

Aligned with the educational revolution, this is particularly relevant in the current global era, where most library services are transitioning towards virtual and digital platforms. Hence, continuous improvements are necessary to benefit all users, especially USM students.

This project aligns with various SDGs, including Quality Education (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By providing innovative and immersive learning experiences, the project contributes to enhancing the quality of education. Additionally, the project also supports Industry, Innovation, and Infrastructure (SDG 9) by promoting technological innovation and upgrading infrastructure for libraries. Moreover, the project indirectly contributes to Reduced Inequalities (SDG 10) by providing equal access to advanced library services for all users, regardless of their background or location.
Library Instruction and Blended Learning at RMIT University Vietnam

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RMIT University Vietnam is part of RMIT Melbourne (Australia), with campuses in the cities of Ho Chi Minh City, Ha Noi, and Da Nang. RMIT Vietnam offers programs in business, technology, communication, and design and fashion, encompassing eighteen undergraduate programs, four postgraduate programs (Master's and PhD), and two graduate certificates (RMIT Vietnam, 2024a).

The RMIT Vietnam Library houses over 700,000 offline and online resources and hosts several archives and digital exhibitions. The library's resources can be accessed by students, staff, and alumni.

Library Instruction and Blended Learning

Today's students need more than just the skills on how to use library resources, but also to develop their critical thinking skills, and information literacy skills (Gross, 2023). At RMIT Vietnam, library instruction is delivered by external requests from lecturers and internal library-organized workshops. Most invitations for librarians that join classes include showing students how to use library databases and how to avoid plagiarism by properly referencing sources. While this approach has enabled librarians the opportunity to engage with students, the time and numbers of sessions allowed are not enough to cover other facets of information literacy skills.

The learning experiences at RMIT University combine face-to-face and online experiences (RMIT Vietnam, 2024b), in a blended learning method that was extensively implemented at RMIT Vietnam during and after COVID-19. Due to the blended learning approach, requests for in-class library instruction sessions are expected to decline because face-to-face class time is reserved for students to interact with their lecturers.

Live Workshops Based on the MELT Framework

Library live workshops at RMIT Vietnam are designed to complement the in-class library instruction. The workshops are organized during the first four weeks of every semester and aim to develop students' information literacy skills as they begin their university life.

![Image](image_url)

Figure 3.1: The order of skills being introduced to students during the 4-week program of live workshops.

To develop the necessary critical thinking skills for students, the live workshops emphasize 'Evaluation' as the most important skill by introducing it during the first week of the semester. As seen in Figure 3.1, the order of skills being introduced to students during the 4-week program of live workshops are: a) Ace Your Assignments with Reliable Sources (evaluation skills) b) Searching Skills: Tips from your Librarian (searching skills) c) Referencing 101 (referencing skills) and d) Save time with EndNote: A Hands-on Workshop (EndNote skills).

Pedagogically, the live workshops are based on the MELT (Models of Engaged Learning & Teaching)
The pentagon covers six facets of the Research Skill Development Framework (University of Adelaide, 2019) such as “Embark & Clarify,” “Find & Generate,” “Evaluate & Reflect,” “Organize & Manage,” “Analyse & Synthesize,” “Communicate & Apply,” in which ‘Embark & Clarify’ is placed at the center, emphasizing the order of importance of the skill being developed for students.

When adapted at the RMIT Vietnam Library, the “Evaluate & Reflect” facet is placed so that the focus is on the importance of critical thinking. Figure 3.2 illustrates the mapping of the live workshops into the Critical Thinking Development (CTD) pentagon (a modified version of the MELT pentagon) (University of Adelaide, 2024), with each workshop being placed to the associated CTD facet.

With the recent developments in technology such as generative AI, our students need more guidance than ever, so they have the skills needed for navigating the information they encounter every day. The context at RMIT Vietnam has allowed our library instruction to form in a systematic way, however, designing and delivering a comprehensive information literacy program remains a challenge for any liaison or academic librarian.

We look forward to your comments and to hearing more about your insights into how you design and deliver library instructions.

References

**Introducing: Information Literacy is a Discipline**

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Information Literacy is a Discipline (ILIAD) is an initiative which should be of interest to IFLA Information Literacy Section (ILS) committee members. ILIAD is animated by the idea of information literacy being a subject discipline in its own right. This is justified if you consider, for example, that there is a long-standing international information literacy community, a steadily increasing literature on information literacy, including two dedicated journals e.g., Journal of Information Literacy and Communications in Information Literacy, a growing body of doctoral research on information literacy, and many associations and groups. The rationale and implications are discussed further in two open-access articles: (Maybee et al., 2023) and (Webber & Johnston, 2017).

ILIAD was founded in October 2021 by Clarence Maybee (Purdue University, USA) and Karen Kaufmann (University of South Florida, USA) as an ongoing international discussion, with participants including Christine Bruce, John Budd, and Bill Johnston. The ILIAD collaboration has grown and become increasingly active, with conference sessions (see References), and a book, “The Information Literacy Handbook: Charting the Discipline.” This contribution to information literacy scholarship was accepted by Facet Publishing for publication in 2025. Authors in this publication come from over 20 countries, and sections within it cover information literacy communities, inquiry into information literacy including modes and history, ethical values, knowledge and curricula, and communications networks.

Image 4.1: Information Literacy is a Discipline (ILIAD) logo

Image 4.2: Bill Johnston, Karen Kaufmann, and Sheila Webber (left to right)

We are finding it exciting to debate questions such as:

- What changes if we and our stakeholders recognise information literacy as a discipline?
- What is the impact?
- What will we do differently?
- What is our strategy and curriculum for lifelong learning?

Please let us know if you would like to join the conversation! You may contact us at iliad.handbook@gmail.com
References


ILIAD sessions in 2022 and 2023 include:


Upcoming Sessions in April/May 2024:


2. Webinar presentation at Library Educators Action Forum (Canada).


Identifying Fraudulent Information Using Artificial Intelligence and Information Literacy

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With the rapid development and popularization of Internet technology, the generation and dissemination of fake information have become increasingly complex and varied. There are also an increasing number of cases using misinformation to commit crimes, the most significant of which is telecommunication network fraud. This fraud primarily operates through text messages and emails, enticing users to transfer money or carry out other operations. Specific techniques include online part-time job scams, posing as online shopping customer service representatives, and false lottery information. The proliferation of such false information has caused significant economic losses and social insecurity for individuals and society.

To minimize the occurrence of such incidents, it is first necessary to identify potentially fraudulent activities at the technical level and provide timely warnings to users. Most importantly, it is crucial to strengthen the information literacy skills of users and enhance their ability to recognize fraud, thereby avoiding financial losses.

Fraudulent Information Identification Model

This study develops a BERT-based telecommunications fraud recognition model using case data exported from China's public security department's anti-fraud big data platform. Based on the characteristics of fraudulent information, China's anti-fraud platform categorizes data into fake rebates, impersonation of customer service, online investment and wealth management, fake loans, fake credit cards, fake shopping, impersonation of government officials, impersonation of friends, virtual product trading, online dating, and others.

This model can determine whether the information received by the user is fraudulent or not based on the content of previously collected fraudulent data, and further categorize these fraudulent activities. Experimental results demonstrate that the constructed model achieves an accuracy rate of 88.8% in recognizing fraudulent information. Furthermore, the model can intelligently provide relevant past cases based on the content of the information received by the user, aiding users in understanding specific fraud methods and preventing monetary losses.

Fraudulent Information Identification Tips

Fraudulent information often incorporates genuine user data, which can complicate the process of distinguishing it from legitimate content. Drawing upon "How to Spot Fake News" published by the International Federation of Library Associations and Institutions (IFLA) in 2017, this article proposes an identification guide specifically tailored to the characteristics of fraudulent information.

- Check the source of information: Ensure the information originates from official channels.
- Check the sender’s identity: Verify the sender’s identity via video call or voice call.
- Check the reward proposal’s logic: Evaluate the credibility of reward proposal to avoid potential risks.
- Don’t click on unfamiliar links: Refrain from clicking on links that differ slightly from the correct ones, as they may be fraudulent.
- Don’t share passwords: Safeguard your information and avoid sharing sensitive data.
- Don’t rush to respond: Take time to verify requests through official channels before acting, as fraudsters often use pressure tactics to prompt quick action.
**Information Literacy in Boma International Hospitality College**

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The Boma International Hospitality College (BIHC) is a World-Class Pan-African Hospitality and Culinary Arts training institution established in May 2015 whose purpose is to nurture individuals to be leaders in service-oriented business entities. In November 2019, a state-of-the-art Resource Centre was launched that provides a unique, comfortable, and dynamic space where students can access the latest physical and e-resources to build on their class knowledge and enhance their research skills. The Resource Centre is named after the capital city of Kenya, NAIROBI.

![Library](image1.jpg)  
**Image 6.1: The Library at the Boma International Hospitality College**

**Information Literacy In BIHC**

BIHC students comprise 98% of fresh high school graduates who have exposure to various Information Communication Technologies (ICT). With information explosion, information literacy skills and digital skills are very important to these students. The library has collaborated with the faculty members who bring students to the Library for information literacy trainings. Throughout the week, the library conducts information literacy trainings to different student groups.

**Information Literacy Sessions in the Library**

It is also during these sessions that we sensitize the information resources held in the library. This has helped increase the usage statistics of our information resources as well as improve the quality of research of students. Our services are also extended away from campus through the phone application, MYLOFT. All students upon admission, are provided with a MYLOFT account. There is user training for MYLOFT including in-person and online video tutorials. Continued sensitization is done during classes for the first three weeks of every term. With Gen-Z wanting things done fast, it is paramount that user software, such as MYLOFT, bring together all information resources and federated search tools.

![Library](image2.jpg)  
**Image 6.2: Information literacy session in the library**

As an extension of information literacy, we have the Knowledge Ambassadors Program which was born out of a growing concern of the low use of electronic information resources in BIHC. We engage students in the library's promotional activities. The student partners are referred to as “Knowledge Ambassadors.” The Knowledge Ambassadors are engaged during the sensitization processes and are also assigned different groups to mentor as far as information literacy is concerned. This has also improved the academic performance of students, especially the volunteers in the Knowledge Ambassadors program. Two of the Knowledge Ambassadors who graduated last year, received various awards that gave them a chance to progress with their studies in our partner institution in Switzerland (BHMS).
**Smart Screen Outside the Library**

And finally, we have a smart screen fitted just outside the library that plays video tutorials of how to access different resources including different class videos e.g., culinary, restaurant service, et cetera.

Image 6.3: Information literacy session in the Library

Image 6.4: Smart screen located outside the library
China’s New Progress on Improving Digital Literacy and Skills of the Whole People: Keep Adjusting, Keep Moving

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In November 2021, the Office of the Central Cyberspace Affairs Commission of China (CAC) published, “The Action Plan on Improving Digital Literacy and Skills of the Whole People” (hereinafter referred to as the Action Plan), which was the first time that digital literacy had been released in an official document of China. In response to the Action Plan, in March 2022 and February 2024, the CAC, the Ministry of Education, the Ministry of Industry and Information Technology, and the Ministry of Human Resources and Social Security jointly released, “The Working Key Points on Improving Digital Literacy and Skills of the Whole People” (hereinafter referred to as the Key Points 2022 and the Key Points 2024). The differences and changes between these two documents are helpful for understanding the Chinese government’s latest understanding and strategy for improving the digital literacy and skills of the whole people, as well as China’s new progress in digital literacy promotion.

The Key Points 2024 contains six major missions while the Key Points 2022 contains eight corresponding to the Action Plan. By comparing these two documents, we can find that cultivating high-level compound digital talents is emphasized and listed in the first place in 2024, indicating that cultivating digital talents is regarded as the breakthrough to improve digital literacy and skills of the whole people in China. Bridging the digital divide is also highlighted, with building a digital barrier-free environment and providing inclusive public services as the key initiatives.

Since the release of the Action Plan, China has been gradually promoting the improvement of digital literacy and skills of the whole people and adjusting strategy according to the progress. Various efforts have been made, including policy formulation, infrastructure construction, standard setting, digital resources supply, digital education popularization, and technology application promotion. Taking the education field as an example, in terms of infrastructure construction, according to the State Council of China, by the end of 2023, all primary and secondary schools in China had access to the Internet, and 99.5% of the schools had built multimedia classrooms. Moreover, a national smart education platform for basic education, higher education, and vocational education with more than 70,000 online curriculum resources have been put into use, based on which more than 290 million students across China can receive digital education opportunities and high-quality digital education resources whether they are in the cities or the remote rural areas. In addition, a series of standards have been set to make sure the promoting process is efficient, smooth and secure, including documentation such as “The Framework of Digital Literacy for Teachers” and “Smart education platform – Basic functional requirements," etc.

Figure 7.1: The content comparison of China’s official documents on improving digital literacy and skills
According to the “Blue Book of China Smart Education (2022)” released by the China National Academy of Educational Sciences in 2023, nearly two-thirds of teachers and more than half of students in China have acquired personal online learning channels, showing that China has made certain progress. Apart from education, China has kept putting effort into the improvement of digital literacy and skills of the whole people in other fields and will continue the promotion to achieve the goal of building open and healthy communities and society.
Thank you!

Thanks for reading this newsletter from the IFLA Information Literacy Section.

Follow our on-going work:

**Website**
https://www.ifla.org/units/information-literacy/

**Mailing list**
https://mail.iflalists.org/wws/info/infolit-l

**YouTube**
https://www.youtube.com/@iflails6951