


1-21-2015

Keynote Address: The State of Information Literacy Policy: A Global Priority

Sharon A. Weiner
sweiner@purdue.edu

Follow this and additional works at: http://docs.lib.purdue.edu/lib_fsdocs

 Part of the [Agriculture Commons](#), [Information Literacy Commons](#), and the [Political Science Commons](#)

Recommended Citation

Weiner, Sharon A., "Keynote Address: The State of Information Literacy Policy: A Global Priority" (2015). *Libraries Faculty and Staff Scholarship and Research*. Paper 97.
http://docs.lib.purdue.edu/lib_fsdocs/97

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact epubs@purdue.edu for additional information.

The State of Information Literacy Policy: A Global Priority

Sharon Weiner, EdD, MLS

This paper is based on a plenary presentation given at the International Association of Agricultural Information Specialists on July 22, 2013.

ABSTRACT: Access to information is important for economic development and community-based solutions to global challenges. However, access to information alone is not sufficient: people need to know how to find, evaluate, manage, analyze, and compile information and communicate the results effectively for the intended audience. This paper presents a global overview of information literacy policy. The paper discusses the meaning of information literacy and its relation to information policy. The paper proposes a role of information literacy in addressing global challenges. It gives national examples of information literacy policy. Finally, the paper identifies challenges in information literacy policy and discusses ways to address them.

RESUMÉ: L'accès à l'information est importante pour le développement économique et les solutions communautaires face aux défis mondiaux. Toutefois, l'accès à l'information ne suffit pas à lui seul : les gens ont besoin de savoir comment trouver, évaluer, gérer, analyser et compiler l'information, et communiquer les résultats efficacement au public visé. Ce document présente un aperçu global de la politique de maîtrise de l'infor-

"How well an individual, an organization, and an entire society can harness, access, share, and make use of available information will ultimately decide their ability to generate economic growth and to enhance the quality of life for all." (Karan, 2011)

Access to information is important for economic development, personal empowerment, participative societies, and community-based solutions to global challenges (The World Bank Group 2012; United Nations 2010; Munyua 2009; Rao and Malhan 2008, p. 177; UN Millenium Project 2005; James 2005). However, access to information alone is not sufficient to achieve these goals: people need to know how to find, evaluate, manage, analyze, synthesize, use, and communicate information in a manner that is effective and appropriate for the intended audience. This can be challenging for many reasons: the sheer amount of available but poorly organized information; gaps in information resources that do not currently exist or are not accessible; the digital divide; and educational, language, and technology barriers. Public policy is a way to address these issues systemically in a society, but to what extent does policy related to information literacy exist internationally? How does it vary among countries? The purpose of this paper is to provide a global overview of information lit-

eration. Le document aborde la signification de la maîtrise de l'information et son rapport à la politique de l'information. Le document propose un rôle de la maîtrise de l'information face aux défis mondiaux. Il donne des exemples nationaux de politique de maîtrise de l'information. Enfin, le document énumère les défis de la politique d'alphabétisation en information et examine les moyens de les résoudre.

RESUMEN: El acceso a la información es importante para el desarrollo económico y las soluciones basadas en la comunidad ante los desafíos globales. Sin embargo, el acceso a la información por sí solo no es suficiente: la gente necesita saber cómo encontrar, evaluar, manejar, analizar y compilar información y comunicar los resultados de manera efectiva a las audiencias previstas. Este artículo presenta una visión global de la política de alfabetización informacional. Se analiza el significado de la alfabetización informacional y su relación con la política de información. El documento propone un papel que la alfabetización informacional puede desempeñar para abordar los desafíos globales. Da ejemplos de las políticas de alfabetización informacional de diferentes países. Finalmente, el documento identifica los desafíos que se presentan en la política de alfabetización informacional y analiza la forma de abordarlos.

eracy (IL) policy. The paper identifies challenges in information literacy policy and discusses actions that can be taken to address them.

Developing a Common Understanding of Information Literacy

The term, "information literacy," was coined in 1974 as the concept of the "information society" took hold (Zurkowski). The essence of information literacy is the ability to find, evaluate, and communicate information effectively for a specific purpose (ACRL 1989). Information literacy may be considered to be an umbrella term for all other literacies, such as media, digital, health, and financial (Garner 2006, p. 65). The term is synonymous with or closely related to such contextual applications as evidence-based practice, informed or guided learning, knowledge management, problem-solving, and competitive intelligence. An examination of the literature of information literacy and critical thinking shows that they are closely related (Weiner, J. M. 2011). There is general agreement that information literacy contributes to workforce readiness, educational success, and everyday life decision-making (Obama 2009; Perrault 2007; Garner 2006; Beacons 2005; ACRL 1989).

What is information policy?

Information policy is a complex and multi-dimensional area that involves technology, communications, law, government, medicine, education, business and economics. It encompasses laws, regulations, doctrine and other societal positions related to the creation, processing, flow and access to information. Information policies can facilitate access to and use of information or they can restrict it.

There are numerous categorizations of information policy (Ma 2012; p. 60–61; Braman 2006, p. 11–20). Weiner organized the dimensions of information policy into three categories: information infrastructure, information resources and information literacy (see Figure 1). Information infrastructure encompasses the hardware that enables the use of information through technology. The information resources are the knowledge content that technology can facilitate. Some resources are available openly and freely to all, while others are restricted to subscribers or to those who are authorized to use them because of sensitivity of the information, such as corporate proprietary information, health records, or government security information. There are information resources that are not dependent on technology, such as people and print resources. Finally, information literacy involves the competencies to effectively and efficiently find, use and communicate information for specific purposes.

Information policy varies considerably from one nation to another, and even within nations. It may be inconsistent, over-regulated or completely lacking. An example is the U.S., where there is no central coordinating body for information policy. Different organizations, agencies and levels of governmental hierarchy create policies that can be incompatible, redundant or conflicting. One reason for this is that information policy tends to develop as needed or as problems arise, rather than in a coordinated, cohesive manner with all major stakeholders participating. Opinions on who should be responsible for information literacy vary: does this responsibility belong to the government, education, employers, or is it a personal responsibility?

Information Literacy Policy and Global Challenges

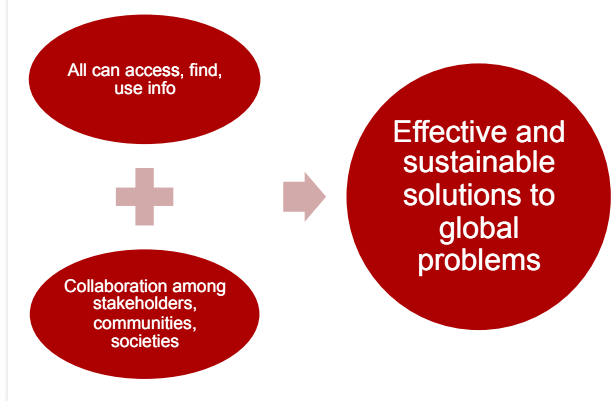
The status of policies worldwide relating to information literacy is important because the world is grappling with difficult issues identified by the United Nations (UN):

- The eradication of poverty and hunger
- Universal primary education
- Gender equality
- Child and maternal health
- Combat HIV/AIDS
- Environmental sustainability

FIGURE 1 – Weiner’s Categorization of Information Policy.

Information Infrastructure	Information Resources	Information Literacy
<ul style="list-style-type: none"> • technologies that allow for access to information 	<ul style="list-style-type: none"> • knowledge content • accessibility through open access • legal and ethical use 	<ul style="list-style-type: none"> • competencies to effectively and efficiently find, use, manage, and communicate information for specific purposes

FIGURE 2 – How to Achieve Solutions to Global Problems.



- Global development partnerships (UN Millennium Development Goals)

The strategies that the UN is pursuing to achieve the Millennium Development Goals are: rural and urban productivity; health, education and gender equality; water and sanitation; environmental sustainability; science, technology, and innovation; and transparent, decentralized governance (UN Millennium Project 2005). For these strategies to be realized, those involved in developing and implementing solutions must have competence in finding and using information. “Inequity in access to information and inadequate training in how to use information worldwide hampers the collective problem-solving that could lead to dynamic, innovative results” (Weiner 2013). In Thailand, executives, managers, and librarians identified the lack of a clear national information policy as a factor that influenced the slow development of the science and technology information sector (Ruenwai and Morris 2008, p. 282). The U.S. President stated, “The ability to seek, find, and decipher information can be applied to countless life decisions, whether financial, medical, educational, or technical” (Obama 2009). Information literacy affects the “ability to access and use available information” (Arnold 2004, p. 206). Figure 2 illustrates that effective long-term solutions develop when stakeholders

have competency with information literacy and collaborate to problem-solve.

Jobs are key to economic growth, which is important for resolving many of the global challenges. In the workplace, whether a metropolitan office building, a rural farm, or a village marketplace, people have three things in common: they use technology for their work; they find and use information; and they work with people. Much of education is based on a didactic model in classrooms that are not conducive to interaction, and the finding and use of information is not embedded throughout formal education. There is a need for educational systems to adapt so that they can prepare people for success in the workplace by teaching the use of technology, optimal ways to find and use information and the ability to collaborate. Since the ability to find and use information develops a capacity for learning independently and throughout life, integrating this throughout the formal education of children and young adults can prepare people for success in the workplace and throughout life.

How Information Literacy Issues Can Become Policy

Issues become policy through various and complex means. Inclusion of an issue on a policy agenda is an important step toward the development and implementation of policy. An issue can be linked with an already accepted policy issue to attain increased visibility and importance. For instance, information literacy has been linked to educational reform, workplace readiness, lifelong learning, an informed citizenry and participative society, and a globally competitive workforce (Moscow Declaration 2012; Obama 2009; Garner 2006; Perrault 2006; Beacons 2005; The Prague 2003; Thompson 2003; ACRL 1989). Factors that can influence policy agendas include current political events, societal problems, government officials, policy professionals and public opinion (Weiner, S. 2011, p. 298). For example, the wife of the Vice President of Ghana, Matilda Nana Manye Amisah-Arthur, is a librarian and past president of the Ghana Library Association. As a prominent political figure, she can influence public opinion and the addressing of societal problems. She is a strong advocate for information literacy (Second Lady 2013). Another example is the Finnish Ministry of Education and Culture, which is promoting media literacy (a type of information literacy) as a means of social inclusion, active citizenship, critical thinking, creativity and self-expression (Good Media Literacy 2013).

Another way that issues can become policy is through policy diffusion (Weiner, S. 2011, p. 303). The National Forum on Information Literacy's "Information Literacy Proclamation Project" is a deliberate strategy to move the issue of information literacy to policy agendas in the U.S. The effort began in 2009 with the successful proclamation by President Barack Obama declaring October

as Information Literacy Awareness month. The Forum encourages information literacy advocates in each U.S. state and territory to recommend that their governors issue a similar proclamation to raise awareness at the state level. To date, twenty-three states, the Northern Mariana Islands, and the city of Anchorage, Alaska, had official proclamations (Weiner, Jackman, and Prause 2013).

Information Literacy Policy Challenges

Most countries do not have a coordinated, well-planned strategy involving multiple stakeholders, prioritization and sufficient funding to address information literacy competency. There is more to accomplish so that information literacy competency can become ubiquitous through progressive integration in educational curricula. These are the primary challenges that need to be addressed:

1. Limited understanding of the importance of information literacy. There is a lack of recognition of the importance of information to development (Wopereis-Pura 2009, p. 77; Ayoo 2002, p. 351, 354). Since personnel in policymaking positions change frequently, advocates for information literacy must repeatedly educate newcomers about the importance of information literacy as a societal issue. The importance of the ability to find and use information must be communicated to stakeholders from individuals and communities to policymakers. Advocates should compile and share real-life stories of how information literacy, or the lack of it, affects decisions and problem-solving, building on such a work as *Great Information Disasters* by Horton and Lewis (1991).

Researchers can collect data on the cost of lack of information literacy and communicate it widely. There are data on the cost of lack of health literacy and lack of financial literacy. In fact, one's standard of living is not just related to personal financial resources, but to the level of financial literacy they have (Financial Education 2012; van Rooij, et al. 2012). And lower health literacy means greater difficulty in controlling chronic illnesses, less likelihood of participating in disease prevention programs, more likely to be hospitalized, and greater mortality (Eichler, et al. 2009; Vernon, et al. n.d.; Nielsen-Bohlman 2004; Baker, et al. 1998).

Efforts to educate people about the importance of information can begin through stakeholders groups. In Poland, while there are no policies that include information literacy, the Polish Librarians Association developed a plan for information-gathering and advocacy (Wiorogórska 2011, p. 1). And the European Network on IL, or EnIL (<http://enil.ceris.cnr.it/Basili/EnIL/index.php?id=european-observatory-on-il-policies-and-research>) posts links to policy information for member countries. EnIL addresses research issues such as policy awareness, higher education policies, and best practices in information literacy (Basili 2011, p. 401).

2. Need for ongoing education in how to find and use information. It is not enough to have an adequate

technology infrastructure and access to information resources. People need to learn how to find and use information (Ballestra 2010, p. 2; Gendina 2010, p. 7; Bertolini, 2004, p. 3; van Dijk 2000, p. 167). UNESCO sponsored workshops to “train the trainers” in information literacy; 761 people from 99 countries attended (Boekhorst and Horton 2009, p. 224). In Wales, a cross-sector group developed the “Information Literacy Framework for Wales” which has a unified approach to embedding information literacy in education, training, and throughout life within the Credit and Qualifications Framework for Wales (Welsh [n.d.]).

3. Need for stakeholder collaboration. Cross-sector and interdisciplinary collaboration is essential for developing information literacy policy (Moscow Declaration 2012; Irving 2011, p. 435; Mokhtar and Majid 2008, p. 10; Ruenwai and Morris 2008, p. 287; Kargbo 2007, p. 327). In Thailand, executives, managers and librarians perceived that a lack of collaboration between institutions and at the national level was one of the reasons for the slower development of the science and technology information sector in Thailand compared to developed countries (Ruenwai and Morris 2008, p. 282). Ponjuan (2010, p. 96) suggested that evaluation of the new Cuban National Information Literacy Program occur following “implementation by many different local communities and many different socio-economic groups.”

In a review of information literacy education in schools internationally, Moore (2002) stated that “sound communication between advocates and stakeholders is essential” and that “governments need to establish advisory groups to ensure that:

- There is a clear understanding of what is to be achieved and why it is desirable;
- Coordinated plans for implementation are developed so that top down and grassroots strategies from each sector merge in an effective and timely fashion; and
- Internationally recognized publications...are critically analyzed for those aspects that can be adopted or adapted to local resource conditions and student learning needs as the basis for short, medium and long term planning.”

4. Educational systems need change. The need for change in educational systems has been noted for both Italy and Columbia as well. In Italy, Laura Ballestra notes, “teaching style is traditional and problem solving that uses information skills is not valued. Italian students are not requested to write assignments and, as a result, they often miss out on the opportunity to search for information” (Ballestra 2010, p. 2). And in Colombia “...information literacy training is not clearly seen as a key strategy in education, and research libraries” (Tirado and Penagos 2010, p. 18).

Teacher education programs, in particular, must include information literacy training so that teachers can develop in children the skills and habits that foster the

ability to find and use information effectively. Libraries must be staffed by librarians who are professionally trained in library science practices and information literacy so that they can advise library users appropriately (Tirado & Penagos 2010, p. 12; Gendina 2010, p. 12; Ruenwai and Morris 2008, p. 287; Kargbo 2007, p. 328). Educational systems must adopt pedagogies that develop lifelong learners (Mokhtar and Majid 2008, p. 9; Garner 2006).

The United Kingdom mapped information literacy to the national curriculum and incorporated information policy functions into a Cabinet Office. Many U.S. educational institutions and accrediting organizations include information literacy as an expected learning outcome or standard (Saunders 2007; Essential learning outcomes n.d.). And the Finland Ministry of Education included information literacy in its 2003–2008 plan for education and research; it is part of the curriculum for the country’s Virtual University (Tolonen 2006, p. 3).

Conclusion: Taking Action to Address Challenges

If communities are to participate in sustainable solutions to global challenges, information literacy—the ability to find, evaluate, and communicate information effectively for a specific purpose (ACRL 1989)—should be a priority for societies. There is much to do, but the steps to the solutions are known. Each person, each community and each stakeholder organization can focus on issues most relevant to them and take action on the professional, societal or personal levels. Some ways to influence policy are to:

- Learn about the policy process and identify those who have influence over policy.
- Network with people who have a common interest.
- Consider coupling information literacy with other policy priorities.
- Communicate effectively with policy makers by using argument, persuasion, reasoning, and summarized research findings (Weiner, S. 2011, p. 306–308).

In conclusion, information literacy policy is complex. There is great variation in its occurrence in different societies. Without it, investment in technology and economic development has limited results. Policy making for information literacy requires that individuals and organizations exert influence in their communities, societies, and governments.

References

- ACRL. 1989. *Presidential Committee on Information Literacy: Final Report*. <http://www.ala.org/acrl/publications/whitepapers/presidential>
- Arnold A. 2004. “Developing a National Information Policy—Considerations for Developing Countries.” *International Information & Library Review* 36:199–207.

- Ayoo P, Otiye J. 2002. "Factors Hampering the Formulation of a National Information Policy in Kenya." *Library Review* 51(7): 350-7.
- Ballestra, Laura. 2010. Italy: Information literacy state-of-the-art report. <http://www.ifla.org/files/assets/information-literacy/publications/il-report/italy-2010.pdf>.
- Baker, D.W., et al. 1998. "Health Literacy and the Risk of Hospital Admission." *Journal of General Internal Medicine* 13(12):791-98.
- Basili C. 2011. "A Framework for Analyzing and Comparing Information Literacy Policies in European Countries." *Library Trends* 60(2):395-418.
- Beacons of the Information Society: The Alexandria Proclamation on Information Literacy and Lifelong Learning, 2005.* <http://www.ifla.org/publications/beacons-of-the-information-society-the-alexandria-proclamation-on-information-literacy>.
- Bertolini, Romeo. 2004. *Making Information and Communications Technologies Work for Food Security in Africa*. 2020 Africa Conference Brief 11. Washington, DC: International Food Policy Research Institute. <http://www.ifpri.org/sites/default/files/pubs/pubs/ib/ib27.pdf>
- Boekhorst AK, Horton Jr. FW. 2009. "Training-the-Trainers in Information Literacy (TTT) Workshops Project, Final Report to UNESCO." *International Information and Library Review* 41(4):224-30.
- Braman S. 2006. *Change of State: Information, Policy, and Power*. Cambridge, MA: MIT Press.
- Eichler K., et al. 2009. "The Costs of Limited Health Literacy: A Systematic Review." *International Journal of Public Health* 54: 313-324.
- Essential learning outcomes. [n.d.]. Association of American Colleges and Universities. <http://www.aacu.org/leap/vision.cfm>
- Financial Education in Schools*. 2012. International Network on Financial Education. http://www.oecd.org/daf/fin/financial-education/FinEdSchool_web.pdf
- Garner S. D. 2006. *High-Level Colloquium on Information Literacy and Lifelong Learning, Bibliotheca Alexandrina, Alexandria, Egypt, November 6-9, 2005: Report of a meeting.* <http://www.ifla.org/publications/high-level-colloquium-on-information-literacy-and-lifelong-learning>
- Gendina, Natalia. 2010. *Information literacy in Russia. Problems of formation of information literacy and information culture of children and youth: A view from Russia.* <http://www.ifla.org/files/assets/information-literacy/publications/il-report/russia-2010.pdf>
- Good Media Literacy; National Policy Guidelines 2013-2016*. 2013. Ministry of Education and Culture. http://www.minedu.fi/OPM/Julkaisut/2013/Hyva_medialukutaito.html?lang=en
- Horton, Jr., Forest W. and Lewis, Dennis (eds.). 1991. *Great Information Disasters*. London: Aslib
- Irving, Christine. 2011. "National Information Literacy Framework (Scotland): Pioneering Work to Influence Policy Making or Tinkering at the Edges?" 60(2):419-39.
- James J. 2005. "The Global Digital Divide in the Internet: Developed Countries Constructs and Third World Realities." *Journal of Information Science* 31(2):114-123.
- Karan K. 2011. *Information Policies in Asia: Development of Indicators*. Bangkok, Thailand: UNESCO Bangkok. <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/information-policies-in-asia-development-of-indicators/>.
- Kargbo, John Abdul. 2007. "The Need for a Library and Information Policy in Sierra Leone." *Library Review* 56(4):323-329.
- Ma F, Jiang T, Fu Z, Zhao H. 2012. "A study on the Structure of the Chinese Information Policy Domain Framework." *Journal of Information Science* 38(1):52-63.
- Mokhtar, Intan Azura and Majid, Shaheen. 2008. "Information Literacy Standards, Guidelines and Their Implementation: An Analysis." *DESIDOC Journal of Library & Information Technology* 28(2):5-12.
- Moore, Penny. 2002. *An Analysis of Information Literacy Education Worldwide*. White Paper prepared for UNESCO, the U.S. National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meeting of Experts, Prague, The Czech Republic, July. http://portal.unesco.org/ci/fr/file_download.php/p/33e3dd652a107b3be6d64fd67ae898f5Information%2BLiteracy%2BEducation%2B%28Moore%29.pdf.
- The Moscow Declaration on Media and Information Literacy*. UNESCO Information for All Programme, IFLA. June 28, 2012. <http://www.ifla.org/publications/moscow-declaration-on-media-and-information-literacy>.
- Munyua H, Adera E, Jensen M. 2009. "Emerging ICTs and Their Potential in Revitalizing Small-Scale Agriculture in Africa." *Agricultural Information Worldwide* 2(1):3-9.
- Nielsen-Bohlman L. 2004. *Health Literacy: A Prescription to End Confusion*. Washington, DC: National Academies Press. <http://www.iom.edu/Reports/2004/Health-Literacy-A-Prescription-to-End-Confusion.aspx>.
- Obama B. 2009. *National Information Literacy Awareness Month, 2009: A Proclamation.* http://www.whitehouse.gov/the_press_office/Presidential-Proclamation-National-Information-Literacy-Awareness-Month.
- Perrault, A. 2007. *American Competitiveness in the Internet Age: Information Literacy Summit, October 16, 2006, Washington, DC.* <http://infolit.org/wp-content/uploads/2012/09/Summit16Oct2007B.pdf>.
- Ponjuan, Gloria. 2010. "Guiding Principles for the Preparation of a National Information Literacy Program." *International Information & Library Review* 42:91-97.
- The Prague Declaration: "Towards an Information Literate Society," 2003.* http://portal.unesco.org/ci/en/ev.php-URL_ID=19636&URL_DO=DO_TOPIC&URL_SECTION=201.html.
- Rao, Shivarama Rao and Malhan, I.V. 2008. "Transforming Indian Farmers to Reach the Next Level of the Green Revolution Through Communication of Strategic Knowledge and Increased Use of ICTs." *International Information & Library Review* 40: 171-178.

Ruenwai, Narumol and Morris, Anne. 2008. “Blueprint for Thailand: S&T Information Resource Sharing.” *Library Management* 29(4/5):278–292.

Saunders, Laura. 2007. “Regional Accreditation Organizations’ Treatment of Information Literacy: Definitions, Collaboration, and Assessment.” *Journal of Academic Librarianship* 33(3):317–26.

Second Lady calls for radical approach to library services in Ghana. *Ghana Business News* May 3, 2013. <http://www.ghanabusinessnews.com/2013/05/03/second-lady-calls-for-radical-approach-to-library-services-in-ghana/>.

Thompson, S. 2003. *Information Literacy Meeting of Experts, Prague, the Czech Republic, September 20–23, 2003: Report of a Meeting*. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/themes/info_lit_meeting_prague_2003.pdf.

Tirado, Alejandro Uribe and Leonardo Machett’s Penagos. 2010. *Information Literacy in Colombia: Report of the State of the Art*. <http://www.ifla.org/files/assets/information-literacy/publications/il-report/colombia-2010-en.pdf>.

Tolonen, Eva. 2006; updated 2010 by Leena Toivonen. *Nordic Countries: Finland, Denmark, Norway and Sweden: Information Literacy State-of-the Art Report*. <http://www.ifla.org/files/assets/information-literacy/publications/il-report/nordic-countries-2006.pdf>.

UN. *Millennium Development Goals*. <http://www.un.org/millenniumgoals/>.

UN Millennium Project. 2005. *Investing in Development: A Practical Plan to Achieve the Millennium Development Goals*. New York: United Nations Development Programme. <http://www.unmillenniumproject.org/documents/MainReportCompleteLowres.pdf>.

United Nations General Assembly. 2010. Resolution adopted by the General Assembly. Keeping the promise: United to achieve the Millennium Development Goals. Oct. 19. A/RES/65/1. http://www.un.org/en/mdg/summit2010/pdf/outcome_documentN1051260.pdf.

van Dijk, Jan. 2000. “Widening Information Gaps and Policies of Prevention.” In *Digital Democracy: Issues of Theory and Practice* edited by Kenneth L. Hacker and Jan van Dijk, 166–83. Thousand Oaks, CA: Sage Publications.

van Rooij, Maarten C.J.; Annamaria Lusardi; and Rob J.M. Alessie. 2012. “Financial Literacy, Retirement Planning and Household Wealth.” *Economic Journal* 122(560):449–78.

Vernon J.A.; Antonio Trujillo; Sara Rosenbaum; Barbara De-Buono. [n.d.]. *Low Health Literacy: Implications for National Health Policy*. http://sphhs.gwu.edu/departments/healthpolicy/CHPR/downloads/LowHealthLiteracyReport10_4_07.pdf.

Weiner, John M. 2011. “Is There a Difference Between Critical Thinking and Information Literacy?” *Journal of Information Literacy* 5(2):81–92. <https://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/LLC-V5-I2-2011-2>.

Weiner, Sharon A. 2011. “How Information Literacy Becomes Policy: An Analysis Using the Multiple Streams Framework.” *Library Trends* 60(2):297–311.

Weiner, Sharon A. 2013. *Overview: The Role of Information Policy in Resolving Global Challenges*. Purdue University Global Policy Research Institute Policy Briefs 1(1), Article 6. <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1005&context=gprpb>.

Weiner, Sharon A., Lana W. Jackman, & Emily Prause. 2013. “Strategizing for Public Policy: The Information Literacy State Proclamation Project.” *Public Services Quarterly* 9(4):284–99.

Welsh Information Literacy Project. <http://librarywales.org/en/information-literacy/>.

Wiorogórska, Zuza. 2011. *Poland: Information Literacy State-of-the-Art Report*. <http://www.ifla.org/files/assets/information-literacy/publications/il-report/poland-2011.pdf>.

The World Bank Group. 2012. ICT for greater development impact: World Bank Group strategy for information and communication technology 2012–2015. http://siteresources.worldbank.org/EXTINFORMATIONANDCOMMUNICATIONANDTECHNOLOGIES/Resources/WBG_ICT_Strategy-2012.pdf.

Wopereis-Pura, Myra. 2009. “Sub-Saharan Africa: RAILS.” *Agricultural Information Worldwide* 2(2):76–79.

Zurkowski, Paul G. 1974. *The Information Service Environment: Relationships and Priorities*. Washington, DC: National Commission on Library and Information Science. <http://www.eric.ed.gov/PDFS/ED100391.pdf>.

About the Author

SHARON WEINER is a Professor and W. Wayne Booker Chair in Information Literacy at Purdue University, USA. She is also the Vice-President, National Forum on Information Literacy.