Informatin literacy definitions using by the IVIG working group.

IVIG working group has used IL definitions since 2004, when preparing survey on IL level of the university students in the Czech Republic. It was necessary to make clear the content of information literacy to be able to set questions and answers for the questionnaire, and to formulate the standards of information literate university student. For this purpose members of the IVIG group created an information literacy model based on IALS and SIALS projects. The model simplified setting up the questionnaire and formulating the standards of information literate university student.

Functional literacy = Prose L + Document L + Quantitative L. + Language L.

IALS International Adult Literacy Survey (1998)
SIALS Second International Adult Literacy Survey
http://www.oecd.org/edu/innovation-education/adultliteracy.htm
http://origin-www.ets.org/Media/Research/pdf/RR-01-25-Kirsch.pdf
http://www.oecd.org/education/innovation-education/39437980.pdf

The definition of functional literacy by IALS/SIALS was a base for defining information literacy considering ICT development. And finally, the language literacy and ethical use of information have been added. The information literacy model composes of modules as follows:

Information Literacy = Functional Literacyt + ICT Literacy + ethical approacheetický přístup a právní povědomí k využívání informací

Model of information literacy by Working group IVIG based on the IALS/SIALS model

Information Literacy				
Prose Literacy	Document Literacy	Quantitative Literacy	Language Literacy	Ethical and legal aspects of information usage
ICT Literacy				

Source: Landova, Hana et al. (2008). Information literacy programmes in higher education in the Czech Republic: The path of theory and practice. In: Information Literacy at the crossroad of Education and Information Policies in Europe. Edit. By Carla Basili. Roma: Consiglio Nazionale delle Ricerche 2008. p. 72-91. ISBN: 978-88-8080-096-5

To develop IL means to meet the recommendations derived from functional literacy surveys, e.g. transfer of emphasis from facts on general competencies, ICT development and teaching of foreign languages, especially English. It is necessary to regard information literacy related to key competencies – fundamental knowledge and skills for life. One of the key competencies is the ethical approach and knowing of civil rights and duties.