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Abstract: The modern understanding of literacy describes it as a nuanced spectrum that above all is context dependent. The ability to read words matters little if it is not put into the appropriate context. Because of this the importance of Media and Information literacy has risen to prominence in recent years, but it is still a new field that is not all too well understood. Although several international organizations work towards development of educational tools and global improvements of media and information literacy there is still no well-established framework for transnational adaptation of media and information literacy education. This thesis addresses the issue of attempting to apply media and information literacy teaching materials across national borders. Based on a pilot project that applies Swedish teaching material in Lithuania, the adaptation process is analyzed and the challenges are explored. On the basis of Hofstede's cultural dimensions model questions arise about the adaptability of foreign teaching material and eventually hints at an unanticipated relationship between media and information literacy skills and a certain set of cultural values. Finally a series of recommendations are given which aim at further studies of the nature of media and information literacy and how to develop skills and knowledge of it. The research is done through a combination of a comparative analysis of the original and the adapted teaching material and a series of expert interviews with project affiliates and uninvolved subject matter experts. The interpretation of data relies on the naturalistic inquiry method of directed content analysis.

Keywords: International Communication, Cultural dimensions, Hofstede, Media and Information Literacy, Lithuania, Sweden, Transnational Adaptation, Education.