UNESCO

2020
Global Media
& Information
Literacy Week

Feature
Conference

MIL

2020. 10. 26 - 30
Hosted by the Republic of Korea

GMIL2020.com

Contents

Message from UNESCO

Audrey Azoulay
Director-General of UNESCO

False and misleading information has long been used to create fear, restrict rights and disrupt democratic processes. Describing the Great Plague of London, for example, Daniel Defoe wrote, "The plague itself was very terrible, and the distress of the people very great... But the rumour was infinitely greater." Defoe was writing in 1722, but he could have been describing the situation today.

However, there is one thing Defoe could never have predicted – the complexity of today's information environment. As COVID-19 has spread around the world, so too has a flood of rumours and false information. At a time when reliable facts can mean the difference between life and death, one in four popular YouTube videos on the coronavirus contains misinformation. As we anticipate the development and deployment of a vaccine, more than 1,300 anti-vaccination pages on Facebook have nearly 100 million followers between them.

Indeed, today, information is ubiquitous, and can travel instantly around the world. Today, anyone can create and distribute content, expressing themselves in ways they never could before. In some cases, this has created an overflow of information – both online and offline –where it is increasingly difficult for citizens to know what to believe and who to trust, creating potentially devastating implications for democracy, sustainable development and peace.

One of the strongest defences against false and misleading information is media and information literacy. This involves building the resilience of individuals through a combination of soft and hard skills: critical thinking to evaluate messages and understand the ethics of digital technology; coding and other competencies to create and use technological solutions to solve social challenges.

Media and Information Literacy Week was launched ten years ago to help spread these skills. Acknowledging the importance of MIL as a tool for development, UNESCO's Member States made this event official in November 2019, by proclaiming Global Media and Information Literacy Week at its General

Conference. In 2020, Global MIL Week focuses on the theme Resisting the Disinfodemic: Media and Information Literacy for Everyone by Everyone. It recognizes that our ability to access and critically assess information is crucial – not only to save lives, but also to avoid failing into the trap of stigmatization.

UNESCO has therefore stepped up its work to challenge false information and rumours– on COVID-19 and other issues. In addition to developing educational resources for social media, it worked with the European Commission and Twitter to launch the #ThinkBeforeSharing campaign, empowering citizens to identify, debunk, react to and report on conspiracy theories. We are also working to update our MIL Curriculum for Teachers, in consultation with MIL experts,teachers, and information and media professionals, to ensure that every student across the globe is able to keep up with the rapid technological transformations of communication and information. The new Curriculum will be launched in early 2021.

To ensure that these efforts bear fruit, I call on everyone, everywhere, to make a commitment to media and information literacy for all. I would like to thank our partners for their commitment to this cause, and especially the Republic of Korea for hosting this year's celebrations.

Engage with us at the dedicated Virtual Conference Hall. Take part in our online campaigns, including #GlobalMILWeek, @MILCLICKS, and #ThinkBeforeSharing. Above all, help us to make sure that the desire to believe does not outweigh the desire to be informed.

Message from Host

Yoo Eun-hae
Deputy Prime Minister
for Social Affairs and the Minister
of Education
of the Republic of Korea

Greetings! My name is Yoo Eun-hae, the Deputy Prime Minister for Social Affairs and the Minister of Education of the Republic of Korea. Welcome to UNESCO's first-ever online MIL feature conference. The Republic of Korea is very pleased to be co-hosting the 2020 Global Media & Information Literacy Week, especially since 2020 marks a particularly meaningful year for us as we celebrate the 70th anniversary of our accession to UNESCO.

Media and information literacy is a human capacity that is becoming ever more important in our current times, when fake news and hate speech are spread online at an unprecedented rate, deepening divisions and affecting global politics negatively. The COVID-19 pandemic has accelerated these trends, stoking our fears and increasing our reliance on online information as our physical encounters are transplanted to the virtual world. An ability to engage critically with the media and other sources of information is no longer an optional extra, whether we are educating ourselves or the next generation. It has become an indispensable skill that every citizen today must have. The pandemic may have prevented us from meeting in person, but we must not stop sharing ideas and experiences to promote MIL.

In responding to the current health crisis, the Republic of Korea has experienced first-hand the significance of MIL, as we moved our entire national education system online to protect the safety of students while ensuring that their learning continues during the pandemic. This process has produced many meaningful examples of communication and collaboration across regions and generations, including efforts to increase MIL capabilities to facilitate learning in the online environment.

Watching our children continue their education safely and effectively online has shown us where the future of education is potentially headed. Based on these experiences, we have established medium-term and long-term plans for the transition to digitally-based education and we are excited to share what we have learned from this experience. Going forward, the Republic of Korea will continue to work with UNESCO to promote MIL around the world, building on our past seven decades of strong partnership.

Let us use this year's MIL Week to talk action. Let us tell stories of our biggest successes and the painful lessons we have learned. Let us learn from each other, and be bold in applying these lessons to our own environments. As hosts, we are happy and honored to offer the online space to do just that, and we sincerely hope that the feature events will be an eye-opening experience for all.

Summary Report

Background

All countries and the international development community recognize the threat of disinformation. The world has come face-to-face with another wave of disinformation in connection with the COVID-19 crisis. Disinformation fuels risks to public health. It also reinforces related challenges such as gender biases, inequalities, and socio-economic divisions of all forms. Disinformation feeds socio-political polarization, providing grounds for racist and anti-migrant division, "Us against Them" – further complicating global response to crises like COVID-19. In sum, disinformation, coupled with information and knowledge divides, threatens the achievement of the Sustainable Development Goals (SDGs) and fundamental human rights for all.

Media and Information Literacy (MIL) can help to address these challenges. MIL works to empower the receivers of information, which is everyone. It is a vital competence if people are to differentiate between information and disinformation and to know how and where they can locate trustworthy sources of facts and informed opinion, and why it is crucial not to circulate unverified content.

This is a life-and-death issue, notably when viewed in light of the Coronavirus crisis. Considered more broadly, MIL enhances people's participation in governance and sustainable development in general by improving their competencies in information, communication, and technology. Developing MIL also offers a long-term and systemic policy response to disinformation. It calls for public policies at the national and institutional levels, thus responding to UNESCO's reflection on the "Futures of Education." MIL provides an essential dimension of how education might be re-thought in a complex world. MIL forms part of new visions and strategies for both education policy and education practices in light of the disruption of disinformation. Also, MIL not only responds to the reality of young men and women engaging in alternative modes of civil and social advocacy via social media and new technologies – it is a critical means through which the media, technological intermediaries, and the international development community can act to address the scourge of

disinformation.

Target 10 of SDG 16, "public access to information and fundamental freedoms," which aims to contribute to building societies that are democratic, peaceful, inclusive, and just – relates directly to MIL. MIL also contributes to Target 4.7 of SDG 4 by ensuring all learners acquire the knowledge as well as the information and technological skills needed to promote sustainable development. These are all being upended by the scale of disinformation that is a driver of the COVID-19 pandemic and its disastrous impacts: i.e., the current "disinfodemic".

Objective

The theme for Global MIL Week 2020, Resisting the Disinfodemic: Media and Information Literacy for and by everyone, aimed to highlight how we can look to addressing disinformation and divides by recognizing our shared interest in improving everyone's competencies to engage with the opportunities and risks in today's landscape of communication, technology, and information.

Global MIL Week 2020 aimed to draw attention to how stakeholders can foster - through MIL - the free flow of information and ideas while addressing disinformation and the knowledge needed to resist divisions and build rights-respecting society unity and cohesion.

Local Organizing Committee

UNESCO, Korean National Commission for UNESCO, Korea Press Foundation, Community Media Foundation, Korea Education and Research Information Service (KERIS), National Information Society Agency, National Association of Community Mediacenters, Korean Broadcasting System (KBS), Sogang University, Gangnam-gu Office

Main Partners

UNESCO, Ministry of Education, Republic of Korea, Korean National Commission for UNESCO

Sponsor

Ministry of Education, Republic of Korea

International Organizing Committee

– Aichurek Usupbaeva
  Programme Director, Media Support Center Foundation (Kyrgyzstan)
– Alexandre Le Voci Sayad
  Co-Chair, UNESCO-led Global Alliance for Partnerships on Media and
  Information   Literacy (Brazil)
– Alireza Salehi Nejad
  Researcher, University of Tehran (Iran)
– Alton Grizzle
  UNESCO (Paris)
– Amro Selim
  Chair, Elmoustkbal Organization for Media, Policy and Strategic Studies (Egypt)
– Beatrice Bonami
  Youth Ambassador for Latin America and the Caribbean, UNESCO-led Global
  Alliance for
  Partnerships on Media and Information Literacy (Brazil)
– Claire McGuire
  Policy and Research Officer, International Federation of Library Associations
  and
  Institutions (Netherlands)
– Daniel Nwaeze
  Media and Communications Coordinator, Afrika Youth Movement (Nigeria)
– Diana Dahye Park
  Programme Specialist in Communications, Korean National Commission for
  UNESCO
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– Drissia Chouit
  Professor, Moulay Ismail University of Meknes (Morocco)
– Eva Reina
  Lecturer, University of Gothenburg (Luxembourg)
– Felipe Chibas
  Associate Professor, University of Sao Paulo (Brazil)
– Hana Achargui
  UNESCO (Paris)

– Jose Reuben Alagaran
President, Philippine Association for Media and Information Literacy (Philippines)
– Lea Cengic
Head of Content and Media Literacy, Communications Regulatory Agency of Bosnia and
Herzegovina (Bosnia and Herzegovina)
– Linda Sternö
Lecturer, University of Gothenburg (Sweden)
– Manisha Pathak-Shelat
Professor and Chair, Centre for Development Management and Communication (India)
– Ogova Ondego
Managing Trustee, Lola Kenya Screen (Kenya)
– Sherri Hope Culver
Co-Vice-chair, UNESCO-led Global Alliance for Partnerships on Media and Information Literacy
(USA)
– Soomin Chung
Programme Specialist in Communications, Korean National Commission for UNESCO
(Republic of Korea)
– Veronica Yarnykh
Head of Global Programs, Moscow Pedagogical State University (Russian Federation)
– Xu Jing
UNESCO (Paris)
– Yazid Ibrahim
Senior Assistant Director, National Library of Malaysia (Malaysia)
– Young-eun Kim
Director of Communications, Korean National Commission for UNESCO (Republic of Korea)

In-Focus Online Sessions

30th Sept. 2020
23:00 ~ 24:30 (KST) / 15:00 ~ 16:30 (CET)
IDUAI x Global MIL Week webinar

International Day for Universal Access to Information meets Global MIL September 2020

The number of countries with access to information (ATI) laws has grown significantly over the past twenty years. While in many countries these laws have been translated into policies and strategies, in practice, exercise of the right to information is still reserved for sophisticated experts. In most countries with ATI laws there are no sustained, widescale efforts to educate the population about how average citizens, especially youth, can exercise their right to information to improve their own lives or the general situation in society regarding health, education, access to justice, equal treatment, and peacebuilding. Knowledge, skills, and attitudes about use of access to information laws/policies are essentially media and information literacy (MIL) competencies - information, media, and digital competencies. Specific attention must be paid to youth participation in consultations about ATI laws, and in the articulation, implementation and monitoring of these laws. The COVID-19 pandemic has placed the spotlight once again on the necessity of multi-stakeholder involvement in validating and disseminating information in times of crisis. Youth are catalysts in the global COVID-19 response. This webinar will explore questions such as how youth are engaged in the implementation of ATI policies and MIL policies/strategies, what steps are being taken to promote MIL for youth and by youth, and whether implementing MIL at all levels of society can sustain greater youth knowledge and critical engagement in ATI policies. This webinar, and a regional series of webinars to follow, will contribute to a draft action plan for youth engagement in ATI laws and policies, MIL policies and strategies, and for articulation and implementation of ATI policies to include MIL as a tool for education and awareness. The webinar kick starts the Global MIL Week 2020 Youth Agenda Forum and connects the International Day for Universal Access to information with the Global MIL Week celebrations.

26th Oct. 2020
22:00 ~ 23:00 (KST) / 14:00 ~ 15:00 (CET)

Opening Session

Moderator	Opening Remarks	Welcoming Remarks	Congratulatory Remarks	Keynote

Mirta Lourenco
Chief of the Media and Information Literacy and Media Development Section, UNESCO
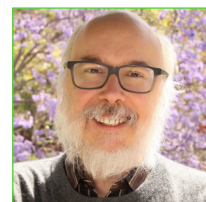
Xing Qu
Deputy Director-General, UNESCO

Yoo Eun-hae
Deputy Prime Minister and Minister of Education, Republic of Korea, Ministry of Education

Maciej Popowski
Director-General, Neighbourhood & Enlargement Negotiations, European Commission

Henry Jenkins
Media scholar and Provost Professor of Communication, Journalism, and Cinematic Arts, University of Southern California

23:00 ~ 24:00 (KST) / 15:00 ~ 16:00 (CET)

Tackling disinformation in democratic societies: Social network services and MIL communities

Disinformation can have a strong and negative impact on public opinion, and people's decision-making about social, health or political-economic issues. This is especially so in times of crisis such as the COVID-19 pandemic. Consequently, it hinders people's participation in democratic processes, inclusive governance, and the achievement of the Sustainable Development Goals. Disinformation is often disseminated through social networks and social messaging tools. Citizens empowered with media and information literacy (MIL) competencies are equipped to distinguish disinformation from truthful information. They are able to proactively use social media to tackle disinformation. Some social network services have begun to take various strategic actions to stem the tide of disinformation. They have started to attach more importance to MIL. The MIL communities see a need for more linkages and change.

This session will dissect the approaches being employed to tackle disinformation. It will shed light on the role of social network services in sustainably countering disinformation, on the steps of the information life cycle in which they can intervene, and their partnerships with MIL communities. It will also consider the perspectives of the MIL communities on these issues. Finally, the session will present some recent and ongoing engagement of social media in this regard and what can be done to explore deeper partnerships with MIL communities.

Moderator

Divina Frau-Meigs
Professor, Sorbonne
Nouvelle University

Guy Berger
Director for Strategies
and Policies in the field
of Communication and
Information, UNESCO

Nick Pickles
Global Head of Public
Policy Strategy and
Development, Twitter

Anette Novak
Director General,
Swedish Media Council

Jesus Lau
Professor / Co-chair,
Universidad Veracruzana
/ MIL ALLIANCE

Kelly Mcbride
Senior Vice President and
Chair, Craig Newmark
Center for Ethics and
Leadership, The Poynter
Institute

27th Oct. 2020

17:00 ~ 18:30 (KST) / 09:00 ~ 10:30 (CET)

MIL for equality: Women, refugees, persons with disabilities, and indigenous peoples

The economic and social conjuncture has created more disparities in access to and use of information. This information divide includes the lack of competencies needed to critically and effectively engage with information, technology and media. This is a basis of all forms of socio-economic inequalities and divisions based on gender, origin, sexuality, and religion, etc. Therefore, the specific information needs of disadvantaged populations, including women, refugees, people living with disabilities and indigenous peoples must be considered. This will enable them to fully participate in the development process and better capitalize on the opportunities that they are provided with. Disadvantaged and vulnerable groups are frequently exposed to prejudice, hate speech, and cyberbullying in online spaces, which sometimes even lead to offline violence and discrimination, such as aggression and unequal treatment at workplaces. Women and girls do not have equal access in the communication and technological sphere. The challenge for women is compounded as they exist across marginalized groups. The coronavirus crisis has magnified the difficulties

faced by marginalized groups all over the world. Media and information literate citizens understand how information affect their thinking and actions, they know how to respond to online hate, what content is appropriate to share and what is not, how to optimize their social media settings in order to avoid undesired content and harassment, and how to create counter-narratives. Hence, media and information literacy (MIL) is a cornerstone of social equality in the digital era.

This session will seek to understand how MIL can contribute to reducing inequalities, through the sharing of personal experience and case studies. It will also offer insights into different ways to impart MIL competencies to disadvantaged and vulnerable groups so that they become active citizens.

Moderator

Priyankar Upadhyaya
UNESCO Chair for Peace and Intercultural Understanding, Banaras Hindu University
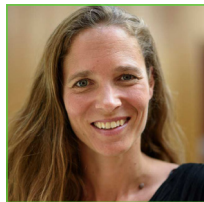
Ellen Helsper
Professor, Socio-Digital Inequalities at the Media and Communications Department, London School of Economics

Donna Chu
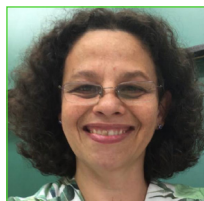Associate Professor, The Chinese University of Hong Kong

Damaso Reyes
Media and Information Literacy Expert and Independent Journalist, Clarify Media

Behrouz Boochani
Journalist

John Davis
Chief executive officer, Stronger Smarter Institute

Claudia Wanderley
Linguist, State University of Campinas

18:30 ~ 20:00 (KST) / 10:30 ~ 12:00 (CET)

Implementation and evaluation of MIL policies and curricula: long-term defenses against disinformation

The disinfodemic associated with the COVID-19 pandemic has become an increasing concern for governments around the world. Some have taken concrete actions to put media and information literacy (MIL) on the development agenda. Yet many have not recognized the instrumental role of MIL in capitalizing on the various opportunities offered by the new information, media,

and technology landscape. MIL for all can only be achieved through articulation and implementation of related public and institutional policies. Disinformation is a multifaceted challenge and should be tackled from different angles. Given the interdisciplinarity of MIL, MIL policies can be embedded in existing national and local policies such as education, information, media, ICT and youth policies. Integration of MIL in formal education is another key strategy to help people to understand how to benefit from new information and technology, teaching them the positive things they can do rather than focusing only on the negative aspects.

The session will explore how policymakers can sustainably empower people for self-determination, constructive social development, while countering disinformation through MIL. It will highlight how journalism training institutions, libraries, and others can develop and implement internal MIL policies. The session will connect policymakers and MIL practitioners from different countries, who will present the status of MIL policies and MIL curricula adaptation in their respective countries and regions. They will share success stories, good practices, recommendations as well as concerns related to obstacles and perceived risks.

Moderator

Misako Ito
Adviser for
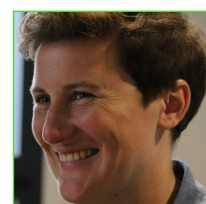Communication and
Information, UNESCO,
Bangkok

Thida Tin
Deputy Director-General,
Information and Public
Relations Department,
Myanmar Ministry of
Information

Tomas Duran
Partner, MILID

Peter Martin Ikumilu
Acting Assistant Director,
Communications
Authority of Kenya

Russier Elsie
Head of the Labo, CLEMI

22:00 ~ 23:30 (KST) / 14:00 ~ 15:30 (CET)

Press Conference - 'Youth Tackling the Disinfodemic: Outcome of the Global MIL Youth Hackathon

A Global MIL Youth Hackathon is launched in the framework of Global MIL Week, which is an international competition for youth to design innovative solutions (games, websites and applications) to address the disinfodemic. After four weeks of an intensive programme, starting in early October, the winning teams will meet the public and the press, present their prototypes, and share their experience.

This press conference will recognize the winning teams of the Hackathon, and share highlights, success stories. The panelists will include the winning teams, representatives of the jury and the team of mentors, UNESCO representatives, and other youth activists. Participating journalists will have the opportunities to ask general questions related to the Global MIL Week Youth Agenda Forum, youth actions worldwide to counter the disinfodemic using MIL, as well as UNESCO's engagement with youth in the field of MIL.
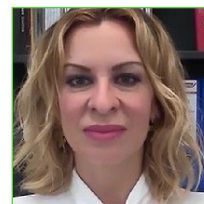
Moderator

Davide Storti
Programme Specialist, UNESCO
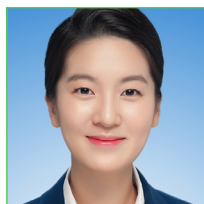
Lee Hye-sun
PhD student. Sogang University

Melissa Sassi
Chief Penguin, IBM Hyper Protect Accelerator

Irene Andriopoulou
Analyst/Co-Secretary General, EKOME/ International Steering Committee for UNESCO MIL Alliance

Claire Mcguire
Policy and Research Officer, International Federation of Library Associations and Institutions

Vignesh Mukund
Transdisciplinary Designer, The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development

Sherri Hope Culver
Director / GAPMIL Youth Sub-Committee, Center for Media and Information Literacy at Temple University / UNESCO GAPMIL

Guy Berger
Director for Strategies and Policies in the field of Communication and information, UNESCO

Giannina Raffo
Advocacy & Campaigns Director, CEDICE Libertad

28th Oct. 2020

17:00 ~ 18:30 (KST) / 09:00 ~ 10:30 (CET)

Korea in Focus: COVID-19, Disinfodemic and MIL in South Korea

Amid the current unprecedented COVID-19 pandemic, the South Korean government has implemented a variety of measures to block the spread of the virus, including COVID-19 screening centers, drive-through virus testing, and so-called 'K-quarantine.' At the same time, South Korean civil society has in general responded to the COVID-19 pandemic with maturity, complying with social distancing rules, wearing masks, and practicing stricter personal hygiene. Despite this, the spread of disinformation on social media and messenger apps has caused anxiety and confusion among people.

The COVID-19 pandemic is not expected to end either easily or soon. With the changes that the pandemic has imposed on people's daily lives, it is becoming ever more important for us to strengthen our individual abilities to identify and accept accurate information. In other words, all persons should strengthen their media and information literacy (MIL) capabilities.

In this session, researchers, educators, and policymakers will discuss: 1) the present and future of South Korea's MIL education amid the COVID-19 crisis, 2) examples of using remote learning education to ensure ongoing access to education and with what implications for MIL, 3) K-quarantine, the COVID-19 pandemic and responses to the associated disinfodemic, 4) the effects of the disinfodemic and media and information literacy on South Korea's international relations and relationship with North Korea, 5) responses to disinformation in terms of international relations. The session will serve as an opportunity to explore the direction that South Korea's MIL programme, connected to global MIL actions, should pursue in the midst of the disinfodemic caused by COVID-19.

Moderator
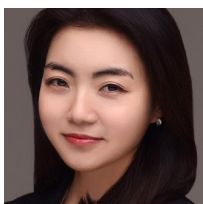
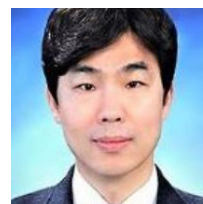| Jang Eun-ju	Ahn Jung-im	Park Yoo-shin	Ko Jae-young	Cho Soo-jin
Educational Supervisor, Citizenship Education Division, Ministry of Education	Professor, Seoul Woman's University	Teacher, Seoul Seokgwan Elementary School	Spokesperson, Korea Disease Control and Prevention Agency	Adjunct professor, Kookmin University
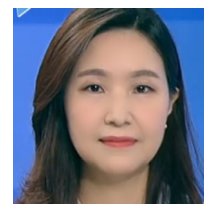
18:30 ~ 20:00 (KST) / 10:30 ~ 12:00 (CET)

Participation in society by media and information literate youth in the face of disinformation

In the complex media and information landscape, young people are increasingly relying on social media to access information. This poses a challenge for young people who can sometimes be vulnerable, can easily become disconnected from civic engagement or be led to spread false information, hate speech or sexism. At the same time, young people can also be catalysts for promoting and engaging in the positive appropriation of information, media and technology, especially because the media and the culture they convey are an integral part of their growth. Innovative and interdisciplinary solutions by youth combatting the COVID-19 pandemic have proven the capacities of media and information literate youth in contributing to various sustainable development goals through

civic engagement.

This session will engage youth leaders in the debate on the acquisition and use of media and information literacy (MIL) to participate in the development process and counter disinformation. It will seek to answer how youth are being involved in the implementation of MIL and other related policies such as access to information and artificial intelligence, and what steps are being taken to promote MIL for youth and by youth.

Moderator

Kim Amie
Research Director,
Community Media
Foundation

Beatrice Bonami
GAPMIL Youth
Ambassador, GAPMIL for
Latin America and the
Caribbean

Dimiana Farag
Director of Programme
Support, The
International Youth
Federation

Imre Simon
Consultant and
Development Manager,
European Youth
Information and
Counselling Agency

22:00 ~ 23:30 (KST) / 14:00 ~ 15:30 (CET)

Media and Information Literacy by Design: Can AI, Journalism, and Libraries help?

Media and Information Literacy by Design: Can AI, Journalism, and Libraries help?

People's learning and access to information and knowledge are enabled by both traditional and technological means. We witness a widening imbalance between those who have access to information, technology, media - yet both groups have been seriously affected by the present disinfodemic. The communication and information ecology include an integrated mix of technological tools and information spaces such as classrooms, radio, television, newspaper, museums, and libraries, computers and other digital devices, the internet, virtual reality, and AI-driven social media platforms. These tools and spaces as well as their design facilitate the acquisition, production, and dissemination of knowledge.

Most of the information and knowledge that people acquire from digital and electronic media come to them by design. This means that someone or some form of algorithm is behind the creation and dissemination of that information, and often with intended audiences. How do we shape media and information literacy (MIL) learning in online, electronic, and physical spaces to respond to the empowerment of people in different social contexts. What if AI systems were designed to promote MIL learning? What if journalism institutions

and libraries were to, by design, promote MIL learning in people's normal interaction with the content of these organizations? Could media organizations and stakeholders inspire development through enriching their content and programming to enable more understanding about the origins and shaping of the news, for instance, arguing that 'transparency is the new objectivity' for journalism?

The session will investigate the potential role of design in promoting people towards media and information literacy (MIL) learning. It will also examine, for example, how media platforms including social media, media organizations, libraries can design MIL learning and access to information effectively and efficiently in everyday life including in low-resource contexts. The session will explore such innovative, interdisciplinary, multi-stakeholder, and transparent approaches in design to expand MIL learning without compromising people's rights to choose and their autonomy in general.

Moderator

Dorothy Gordon
Information For All
Programme Chair,
UNESCO

Ibrahim Kushchu
Director, TheNextMinds.
com

Rick Zednik
General Manager, Lie
Detectors

Alberto Fernandes
Principal Policy Advisor,
OFCOM
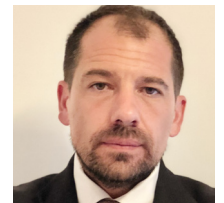
Francisco Lupiáñez-Villanueva
Partner / Professor,
Open Evidence / Open
University of Catalonia

22:00 ~ 23:30 (KST) / 14:00 ~ 15:30 (CET)
UN Roundtable

29th Oct. 2020
17:00 ~ 18:30 (KST) / 09:00 ~ 10:30 (CET)
Lifelong Learning:
MIL education for everyone and by everyone

Media and information literacy (MIL) education has become a critical imperative in the digital age. The elderly need MIL education as much as children and youth. MIL is for the educated and the undereducated alike; those who have access to information, technology, and media as well as those who do not. As basic literacy, MIL is for all citizens from different backgrounds and age groups. Individuals, collectives, and institutions form an intertwined information, media, and technological ecology that concerns everyone. Therefore, MIL education

requires a multi-stakeholder and interdisciplinary approach. It is especially so because learning about MIL often happens outside of classrooms, in non-formal and informal manners. New stakeholders in MIL, such as technological intermediaries and media regulators, have emerged, joining forces with traditional players such as NGOs, educational institutions, and libraries. While the necessity of integrating MIL in all levels of education is becoming increasingly evident, non-traditional partnerships to drive peer education online and offline must be forged to scale up these actions. The COVID-19 pandemic has demonstrated the power of social learning and peer education.

This session will examine the interdisciplinarity of MIL education and analyze how lifelong learning about MIL is related to social interaction as well as self and community development. It will explain why MIL is necessary for professional upskilling in workplaces and explore innovative ways to reach different populations. It will also look at the emerging stakeholder groups that are increasingly involved in MIL education, as well as other players in different sectors of society who have the potential to enable MIL peer education in daily life.

Moderator

Aichurek Usupbaeva
Program Director, Media Support Center Foundation
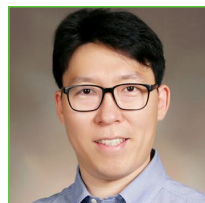
Cho Jae-hee
Professor, Sogang University

Kelly Mendoza
Sr. Director, Common Sense Media

Alice Y. L. LEE
Professor, Hong Kong Baptist University

Basim Mohammad Faris
Curriculum, quality learning & student assessment advisor, UNRWA

30th Oct. 2020
17:30 ~ 21:00 (KST) / 09:30 ~ 13:00 (CET)
Mobilizing Partnerships and Resources for MIL Forum

19:00 ~ 20:30 (KST) / 11:00 ~ 12:30 (CET)
Launch of the UNESCO MIL Alliance 2.0 (GAPMIL and MILID Open Dialogue)

The UNESCO-led Media and Information Literacy Alliance (formerly GAPMIL) is a groundbreaking effort to promote international cooperation to ensure that all citizens have access to media and information competencies. Organizations and individuals from over a hundred countries have agreed to join forces and stand

together for change. Seven years after its launch, GAPMIL is being restructured and revitalized to better respond to the exponentially increasing demand for MIL worldwide, as well as new trends and challenges emerging in the field of communication and information. The disinfodemic connected to the COVID-19 crisis has unequivocally demonstrated the urgent need for MIL for all. The MIL Alliance 2.0 will be launched at this critical juncture in the history of MIL, towards strategic sharpening.

This session will gather UNESCO representatives, key members of the International Steering Committee of the MIL Alliance as well as the MILID University Network for an open dialogue. It will include and call for the enhanced involvement of stakeholder groups in the UNESCO MIL Alliance, such as library networks, broadcasting unions, regulatory and self-regulatory associations/ institutions, computer and digital societies, social media platforms etc. The new branding, operational structure and action plans of The MIL Alliance will be unveiled.

Moderator

Alton Grizzle
Programme Specialist, UNESCO

Alexandre Le Voci Sayad
CEO / Director of Advisor Consultancy Board of Educamédia Programme, ZeitGeist / UNESCO MIL Alliance

Daniel Nwaeze
Global Youth Coordinator, GAPMIL Youth

Christine Mackenzie
President, International Federation of Library Associations and Institutions

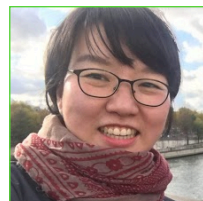**Maria Donde**
Head of International Content Policy/ Vice-Chair, Ofcom/EPRA

Drissia Chouit
Professor, Moulay Ismail University of Meknes

Maarit Jaakkola
Co-Director, The Nordic Information Centre of Media and Communication Research Nordicom at the University of Gothenburg

Youngeun Kim
Director of Communications, Korean National Commission for UNESCO

Summary of the Discussion

Monday, 26 October 2020 (Day 1)

Opening Session

Moderator : Mirta Lourenco, Chief of the Media and Information Literacy and Media Development Section at UNESCO, said that 2020 marked the 10th anniversary of Global Media & Information Literacy Week. She mentioned that Global Media & Information Literacy Week had grown gradually after UNESCO and its partners launched the UNESCO Media & Information Literacy Alliance at the first Global Forum for Partnerships on MIL, which had been organized in 2013 in cooperation with the Swedish International Development Agency, the government of Nigeria and other partners. She said that the 193 member states of UNESCO had then unanimously proclaimed Global Media & Information Literacy Week as official at the 14th session of the UNESCO general conference in November 2019. She said that UNESCO, in collaboration with its partners, including the Republic of Korea, called on all people around the world to celebrate the 10th anniversary of Global MIL Week. She added that the theme for Global MIL Week 2020, 'Resisting Disinfodemic: Media & Information Literacy for everyone & by everyone,' was about building the resilience of people of all ages to fully benefit from the opportunities provided by new and free flows of media and information, and digital knowledge. She then introduced the 4 speakers.

Opening remarks : Xing Qu, Deputy Director-General of UNESCO, said he was delighted to attend the opening of Global Media & Information Literacy Week 2020. He began by thanking the host country, the Republic of Korea, for jointly organizing 2020 Global MIL Week with UNESCO. He said that the collaboration on this event aimed to promote media and information literacy skills for all at a time when these skills were more needed than ever, and was a testament to the Republic of Korea and its commitment to promoting media and information literacy skills for all at this crucial time. He noted that this year's event was taking place in an unprecedented context marked by the COVID-19 crisis, noting that this global pandemic was being accompanied by a wave of disinformation and misinformation surrounding the virus, threatening human lives and hindering the response to the disease. He said that the disinfodemic was also feeding social and political polarization, providing grounds for hate

and divisions at a time when global solidarity was more necessary than ever. He added that the disinfodemic had impacted citizens' right to health and their right to information, and that it had challenged the vision of information as a common good, and as such represented a major obstacle to achievement of the Sustainable Development Goals. He said that the upheaval in the communication and information landscape had reminded the global community that its citizens, and in particular youth, must be equipped with the necessary competency to purposefully engage with information and media as well as the necessary digital technology and services to do this. He noted that UNESCO referred to this set of competencies as media and information literacy, or MIL for short. He explained that those with MIL had the ability to search, access, and critically access information, so empowering them to contribute to intercultural dialogue and sustainable development, and to respond to the most urgent challenges of current times. He said that people with MIL skills were less prone to fall into the trap of believing or sharing false and misleading content, online hate speech, or discriminatory messages, and that therefore MIL was vital to secure citizens' most fundamental rights, including freedom of expression and the right to privacy. He then invited the audience to unite and to participate in the different activities and events organized all over the world to celebrate 2020 Global MIL Week. In conclusion, he emphasized the necessity of reinforcing MIL skills in society so that citizens could benefit from the media and information available in the current era. He emphasized the need to fight disinfodemics, to unite people to work together for the future, in order to build resilience against COVID-19, and to make sure that MIL became embedded into everyday life, and lifelong learning, in order to realize the Sustainable Development Goals. He ended by mentioning his hope for fruitful discussion and expressed his wish for all participants to enjoy the events.

Welcoming remarks : Yoo Eun-hae, South Korea's Deputy Prime Minister and Minister of Education, delivered her welcoming remarks by video, welcoming participants to UNESCO's first-ever online MIL feature conference. She stated that the Republic of Korea was very pleased to be co-hosting the 2020 Global MIL Week, noting that media and information literacy was a human capacity that was becoming ever more important in the current times, when fake news and hate speech were being spread online at an unprecedented rate, deepening divisions and affecting global politics, particularly during the COVID-19 pandemic. She said that media and information literacy had become an indispensable skill that every citizen today must have, and that people must not stop sharing ideas and experiences to promote MIL. She mentioned that, going forward, the Republic of Korea would continue to work with UNESCO

to promote MIL around the world, building on the past seven decades of their strong partnership. She noted that as one of the hosts of the conference, the Ministry of Education was honored to offer the online space to promote MIL, and hoped that the feature events would be an eye-opening experience for all.

Congratulatory remarks : Maciej Popowski, Acting Director-General at the Directorate for Neighbourhood and Enlargement Negotiations at the European Commission in Belgium, began his congratulatory remarks by saying that the remedy to tracing and rebuffing fake news, deliberately manipulative narratives, and misinformation would always remain the critical thinking of media consumers, as well as availability of quality outputs from journalists to large audiences. He underlined three strategies that the European Commission had established in this respect:

– Public policy and political dialogue with regional specific programs
– Support for media freedom in neighboring countries
– Being proactive in communication about policies and actions

He said that the European Commission provided legal assistance, guidance and monitoring, while OPEN Media Hub, which he offered as an example of a successful project, aimed to help independency and journalism in the media, particularly through Instagram. He emphasized the importance of empowerment in society for media independence, and the importance of global partnership for ensuring media transparency and avoiding the wide spread of fake news in the context of COVID-19.

Keynote Speech : Henry Jenkins, Media scholar and Provost Professor of Communication, Journalism, and Cinematic Arts, a joint professorship at the University of Southern California (USC), delivered a keynote speech titled Confronting the Challenge of a Participatory Culture Revisited. He noted that knowing how education works in the informal learning space was an essential process in ensuring that all students benefit from learning in ways that allow them to participate fully in public, community and economic life. He pointed out that necessary elements to creating a participatory culture included low barriers for engagement, strong support for sharing creation with others, and informal mentorship. He also noted that people needed to believe their contribution mattered and to care about others' opinions. In brief, he delineated four core areas of activity - Connection, Creations, Collaborative Problem-solving and Circulation - as the main pillars of participatory culture. He mentioned that participatory culture had shifted the focus of literacy from individual expression to community involvement. These practices, he said, focused on expression and were peer-based, interactive, and nonhierarchical.

He listed the elements of new media literacy as comprising play, performance, simulation, appropriation, multitasking, distributed cognition, collective intelligence, judgement, transmedia navigation, networking and negotiation. He concluded by emphasizing the need to narrow down the participation gap for youth, to resolve transparency problems and to mitigate ethical challenges in order to facilitate digital literacy.

Lastly, he answered some of the questions live. The first question was about his views on what must be done to ensure everyone has access to media literacy competency. Regarding this question, he said that instead of special add-on classes, every instructor should be disciplined and be able to consistently message youth about media literacy. He thinks that this is the only way. The next question was about specific examples of youth peer education. He said that Granger Academy run by Harry Potter Alliance is a great example for this. Also, he said that the USC game which was designed particularly to address misinformation and disinformation problems is also a great example. The last question was about how we can promote youth peer education. He said that young people could take ownership over the qualitative information they put out and communities could collectively use the information. They could also apply this collective intelligence on crucial issues.

Session 1 -
Tackling disinformation in democratic societies:
Social network services and MIL communities

Moderator : Divina Frau-Meigs, Professor at Sorbonne Nouvelle University, said that she was very happy to speak at the conference and that all were in agreement about the fact that the global community faced a disinfodemic and should be solution-oriented and positive in addressing this disinfodemic. She then briefly introduced the topic of the session and the panelists.

Guy Berger, Director for Strategies and Policies in the Communication and Information Sector at UNESCO, highlighted the importance of the MIL curriculum in training a smart consumer, as well as the need for knowledge on algorithms, and the need for governance. He said that internet companies needed to promote a higher media and information literacy level among the public and that they needed MIL in order to engage the public to help find better solutions to issues. He also emphasized the need for global multi-stakeholder partnerships to establish a robust MIL community.

Anette Novak, Director General of the Swedish Media Council, Sweden, spoke about the latest media literacy efforts especially in terms of responding to the disinfodemic. She noted that freedom of expression and the securing of resources were essential for long-term media literacy improvement. In light of this, she said that proactive action and mutual interaction were needed in the global network. She reaffirmed that digital media literacy was a prerequisite for addressing global challenges.

Jesus Lau, Professor at Universidad Veracruzana, and Co-chair of the MIL Alliance, spoke about four topics - tackling disinformation, democratic societies, social network services, and MIL communities - saying that media and information literacy recognized the primary role of information and media in daily life, and that it was important to critically evaluate content and to make informed decisions as users and producers of information and media content at the MIL community level.

Kelly McBride, Senior Vice President and Chair of Craig Newmark Center for Ethics and Leadership at the Poynter Institute, gave a speech focusing on three things:

1. How and why media trust declines
2. How media literacy can be taught in an effective way
3. How to help media evolve quickly

She mentioned that it was very important to start to consider business models around media organizations because in some cases, the ecosystem that had been created by the dominance of social networks influenced or encouraged a business model that could be a part of disinformation. She stressed the need to find business models that enhance the type of media organizations that serve very specific local communities. Finally, she spoke of the need for empowered customers and accountability in news organizations.

Nick Pickles, Global Head of Public Policy Strategy and Development at Twitter, said the critical pillars of his business were policy, product and partnership. He underlined that the open internet acted as a precondition to the media literacy ecosystem and was also the starting point for his company. He noted that maintaining transparent conversation and balance was critical when creating products (algorithms). He offered insights into partnership opportunities with various sector leads to broaden the area of digital literacy. He mentioned, for instance, that international organizations such as UNICEF could connect with private sector businesses such as Twitter in new public

private partnerships (PPP). He reaffirmed that use of open free global internet, conducting more public communication and education on critical thinking, and facilitating global partnerships could all contribute to increased media and information literacy.

Q&A

In response to a question on monitoring systems using AI in Twitter, **Nick Pickles** said Twitter had technology, people, partnerships, and trusted relationships, including with government and NGOs, involved in monitoring.

In response to a question on the most noticeable effect of fact-checking, **Kelly McBride** said when fact checking was done well, it created a resource for users. She added that fact-checks were designed to be shared and the most effective thing about fact-checking was that by being shared in a public way, it influenced witnesses to the conversation.

Regarding a question on how users could contribute to building an ethical digital world, **Jesus Lau** said the important thing was for people to doubt themselves. He said it was a real challenge to create this ethical behavior since there was nothing in place that could move as fast as technology.

Monday, 27 October 2020 (Day 2)

Session 2 -
MIL for equality: Women, refugees, persons with disabilities, and indigenous peoples

Moderator : Priyankar Upadhyaya, UNESCO Chair for Peace and Intercultural Understanding at Banaras Hindu University, welcomed all the participants and introduced the panelists.

Ellen Helsper, Professor of Socio-Digital Inequalities in the Media and Communications Department at the London School of Economics, defined digital literacy as an opportunity and ability to engage with digital technologies in ways that allow individuals to obtain beneficial outcomes and avoid negative outcomes. She stated that inequalities in digital access and literacy levels were intersectional and compound, and routed in existing dynamics of disadvantage and marginalization. She added that a multi stakeholder, community approach was needed to tackle socio-digital inequalities.

Donna Chu, Associate Professor at the Chinese University of Hong Kong, said that she led the Mars Media Academy, supported by the Knowledge Transfer Fund from the Chinese University of Hong Kong. She introduced the background to MIL's influx and said that the Mars Media Academy was a social venture that strived to promote MIL. She shared details about the making of a documentary on media literacy perspectives, specifically about women. She said that the process of making the documentary had been more like a participatory workshop, in which the makers had set out five statements and invited students to vote for which statements they agreed with the most. She noted that in the end, the most popular statement had been 'Your face your fate', which means your fate will be determined by your look. She added that the makers had organized screening sessions in different schools and held discussions after these screenings.

Behrouz Boochani, Journalist, explained that he had become a refugee immigrant as a result of his cultural activities and journalism work and gave an overview of the Australian exile policy (offshore policy for refugees) which Australia announced in 2013 that they are going to send anyone who come to Australia by boat to Manus Island. He mentioned that the UK and Denmark governments were currently considering similar offshore processing policies to ban refugees from entering the country and sending them to a third country while their cases were considered. He said this was a very important matter that was of concern for everyone. He stressed the importance of refugees' ability to use technology inside the prisons they are kept in, considering the fact that if he had not had access to technology, he would not have been able to get to where he was today or to join the conference.

Q&A

Ellen Helsper said formal MIL education was very important but it had to be accompanied by creating informal environments as a part of people's everyday lives. Formal education should, she said, include critical soft skills so that people could be aware of the consequences of their own behaviors on these digital platforms.

Donna Chu said the idea behind the production of the documentary she had spoken about in her presentation was to engage students in critical thinking. In the research process, the research team had gone to schools to hold interactive workshops to open up the space for dialogue and discussion. They had asked everybody to say what they thought were the most inspiring

parts of the documentary and to fill in a questionnaire giving their thoughts on it. She said this was very interesting because students came to realize the heavy influence of social media. She added that the reason they worked with secondary schools was not to give the students definite answers, but to show that topics such as this could be discussed in a very informal, entertaining, and educational manner.

Regarding the role of social media in this field, **Behrouz Boochani** criticized the mainstream media for using language related to the power structure. He also said it was very easy for governments to use mainstream media to marginalize refugees and make them voiceless. He stated that now was the first time refugees were using social media to challenge the mainstream media, and that by using social media, refugees could have their own voice.

Claudia Wanderley, Linguist at the State University of Campinas, Brazil, stressed that a person's mother language acts as their first step towards digital literacy. She explained that different narratives could exist depending on a person's culture. She mentioned the fact that there were around 300 indigenous languages in Brazil but that the country had not recognized the right of people who spoke these languages to education, information, and government services in their mother tongue. She said that media and information literacy needed to evolve in the sense of intercultural dialogue and the recognition of the importance of the mother tongue of every person and society. She pointed out that Brazil had an intolerance that needed to be addressed and that media and information literacy had a great role in reminding Brazilians who they are. She asked new communities to support Brazil and to pay attention to issues there so that ideas could be shared and such issues discussed.

Damaso Reyes, Media and Information Literacy Expert and Independent Journalist at Clarify Media, started by discussing the current status of social media around the world. He mentioned seven types of misinformation and disinformation that he said had led to a digital crisis:
1. Satire or parody
2. Misleading content
3. Imposter content
4. Fabricated content
5. False connection
6. False context
7. Manipulated content.

He offered various examples of the mis-and disinformation in real life and spoke about confirmation bias, which he explained indicated the tendency to search for, interpret and recall information in a way that supports what we already believe. He asked participants to consider the question of what people could do to detect and avoid misinformation and suggested as a first step that people should check information they see when browsing social media.

John Davis, Chief executive officer of Stronger Smarter Institute, Australia, stressed that the main purpose of the Stronger Smarter Institute was to bring individuals, communities and schools together. He said that the institute had created a training program and trained more than 3,500 educators around Australia. He mentioned the Stronger Smarter STEM response, which highlighted that Aboriginal peoples and Torres Strait Islander peoples were the first scientists, first mathematicians, first engineers and first technicians. He then went on to introduce some examples of collaborations that the Stronger Smarter Institute had entered into. Lastly, he stressed that the institute's point was to impact educators and to ensure that the most was made of opportunities that were available to Aboriginal and Torres Strait Islander communities.

Q&A

In answer to a question on the definition of high quality information, **Damaso Reyes** said he thought the definition was transparency and accuracy. He said people should be encouraged to make sure they were following high quality and standards-based information, and to check their feeds to make sure they were also following news accounts, not just entertainment and sports.

Claudia Wanderley said the Internet culture was not locally-oriented in terms of having a diversity of language and culture. She said that a strong intercultural dialogue was needed because tools were not being created to include all of the cultures around the world.

Session 3 -
Implementation and evaluation of MIL policies and curricula:
long-term defenses against disinformation

Moderator : Misako Ito, Adviser for Communication and Information, UNESCO Bangkok, briefly introduced herself, saying she was very pleased to moderate the session, and noting that the session would explore MIL related policies and see how those policies and MIL curricula address current

challenges, including disinformation, hatred, and discrimination. She then introduced the 5 panelists.

Thida Tin, Deputy Director-General of the Information and Public Relations Department at the Ministry of Information in Myanmar, started her presentation by pointing out the importance of media in everyday life. She moved on to explain the implementation and evaluation of MIL policy in Myanmar, mentioning that in March 2019, the Ministry of Information had formed a committee on Media and Information Awareness Promotion to impart media and information literacy, first in their ministry and then in Myanmar society in general. She said that the Ministry of Information had worked in cooperation with UNESCO to provide training courses on media literacy twice. She also said that there had been a series of seminars, workshops, and campaigns on MIL in cooperation with UNESCO, INGOs, and NGOs. She then gave examples of the challenges of the past, current, and future media education policy in Myanmar. She concluded her presentation by stating that Myanmar, as a developing country in democratic transition, needed media literacy for its people in order to reduce rampant disinformation and that there was still room for improvement in the future on account of limited financial and human resources.

Tomas Duran, National Research Director, CUN University in Colombia, began by saying that his presentation's objectives were to present an overview of MIL policies in Latin America, to share findings and general discussions on MIL in the region, and finally to discuss the results, challenges and perspective of MIL in the region. He presented a correlation between the MIL readiness index and digital literacy in different countries. He compared the situation of 2016 and 2019 regarding MIL education and policy in Latin America using several graphs, and then introduced 11 critical findings 6 conclusions from research undertaken. He also mentioned UNESCO's current efforts to develop a MIL curriculum and political implications, and spoke about initiatives at CUN. He concluded by introducing a book to be published by CUN, called MIL for Peacebuilding: New Literacies, New Citizenships.

Elsie Russier, Head of the Labo at Center for Media and Information Literacy (CLEMI), started her presentation by mentioning a quotation by Jacques Gonnet who is a founder of CLEMI. He said, "We know that some part of our societies' future is depending on our ability to master information and communication, to know how to read media which call upon our attention incessantly and can not be considered as neutral." She said that the goals of the creation of CLEMI, which was created in 1982, were:

1. Training of teachers
2. Production of resources for teachers, parents, and families
3. Provision of support for media creation in schools
4. Promotion of connections among media professionals

She said that CLEMI taught more than 30,000 teachers every year across France. She also gave details of the current situation regarding MIL in the French education system.

Peter Martin Ikumilu, Acting Assistant Director at the Communications Authority of Kenya (CA), introduced the development and implementation of MIL policies in Kenya, and the impact of MIL policies on disinformation. He explained CA's mandate, the role of CA in broadcasting and on MIL, and CA's battle against disinformation during the COVID-19 pandemic. He concluded with some actions that he said needed to be taken forward, saying that further stakeholder engagement and consolidation of MIL initiatives were needed in the country as well as a more collaborative approach toward the building of synergies and the final development of MIL policy and implementation strategy. He called for the mainstreaming of MIL by regulatory bodies in the process of implementing their various mandates in communication, media, and education in school curricula.

Discussion

Regarding clarification of the definition of MIL in Myanmar, **Thida Tin**, said that Myanmar had not officially adopted a definition of MIL. She noted, however, that the Ministry of Information had published a booklet on MIL and the book included a definition of MIL that did not differ from UNESCO's definition. She also mentioned some attempts in Myanmar to fight against disinformation in response to a question about whether the introduction of MIL had resulted in positive change in this respect. She said the Ministry of Information had a popular workshop for MIL experts and journalists, and also mentioned that the government had announced 221 websites to be closed down for uploading pornography and fake news.

Tomas Duran elaborated on the MIL readiness index, including its linkages with the ICT literacy index and digital competency index. He added that educational systems needed to be reinforced to ensure there was support for teachers who did not have sufficient MIL capabilities themselves, and to strengthen initiatives such as CLEMI and OFCOM. He added that resources and support from policy makers was needed in order to increase capacities, and that

UNESCO should play an important role in this area.

Elsie Russier said CLEMI provided an online teacher training program, and that in 2019 40% of CLEMI's training was either online or hybrid. In response to a question on whether MIL teacher training should be at the graduate or undergraduate level, she said that in France, people in Master's degree programs received MIL teacher training and took a test in the subject. Regarding differences in MIL education for students and MIL education for teachers, she noted that when teaching teachers, they had to focus on educational aspects, and that while they teach basically the same things, they take different approaches.

In response to a question on collaboration with UNESCO, Peter Martin Ikumilu, said Kenya's Communication Authority (CA) had established an MIL center as an entity that collaborated with UNESCO. Regarding the involvement of youth in developing MIL policies, he said the CA had 45 youth participants and asked them to participate in surveys.

Session 4 -
Press Conference - 'Youth Tackling the Disinfodemic:
Outcome of the Global MIL Youth Hackathon'

Moderator : Davide Storti, UNESCO, welcomed the participants and thanked the various MIL stakeholders and the Republic of Korea for co-organizing the conference. He said the aim of the session was to talk about the results of the HackingDisinfodemic hackathon and announce the winners. He then introduced Guy Berger who gave some opening remarks for the press conference.

Guy Berger, Director for Strategies and Policies in the Communication and Information Sector at UNESCO, began by introducing a novel he had read recently called The Lying Life of Adults, by Elena Ferrante, and noting that the new generation faced new lies and disinfodemics, combined with hatred. He said that media and information literate youth had an important role to play in actively pushing back disinformation, and stressed that the world needed youth's efforts and aspirations. He also mentioned that the world needed duty bearers to be transparent and provide meaningful information to all. He stated that MIL was not just a friend, but a shield and a sword, and that without MIL, people risked being lost, confused, diverted, misled, and fooled. He said that therefore MIL was a crucial activity and that this was the reason for the Global

MIL Youth Hackathon. He ended by congratulating the 5 winning teams, and thanked the judges, facilitators, and institutions that had helped organize the hackathon.

Lee Hye-sun, Sogang University, delivered a speech on the subject of youth engagement in MIL in the Republic of Korea. She said that the role of youth in MIL could consist of various MIL programs using a pool of experts in each center, the joint implementation of in-house and visiting programs for MIL education, and development and application of various MIL programs, including virtual reality and content creation, through local media centers. She emphasized that youth in South Korea were discussing ways to respond to the fast-changing media environment and stated that the participation of youth in research, activities and communication was crucial to strengthen their MIL capacities. She recommended that efforts should be made to engage youth in two respects in particular to achieve global MIL: ① to engage youth to act as a bridge between different generations, and ② to gain the benefit of their experience in future MIL development.

Irene Andriopoulou, a member of the International Steering Committee for the UNESCO MIL Alliance, introduced the work of EKOME, the National Centre of Audiovisual Media and Communication, based in Greece. She informed participants that the EU Mediterranean Group in the UNESCO MIL Alliance was striving to advance evidence-based research and to raise awareness of MIL. She also spoke about the fundamental elements of the MIL ecosystem, which she said were critical thinking, cooperative learning, active participation, creativity, scientific enquiry, textual and con-textual approach, problem-based learning, and the issue enquiry approach. She added that these were all ingredients of the modern day student with multiple identities, including those of researcher and prosumer.

Giannina Raffo, Advocacy & Campaigns Director, CEDICE Libertad, started by expressing her happiness at having been a part of the hackathon, saying that the hackathon's coordinators, including herself, had enjoyed the opportunity to lead several group exercises and give participants feedback. She added that she was very excited to learn the winners and was looking forward to future collaboration opportunities.

(Hackathon winner) Bagu Paul, from Ondaba, said he had been excited to come up with a solution through a mobile application. He briefly introduced the mobile application and how its different features worked, and then mentioned

his future plans.

(Hackathon winner) Saray Molina Bastida, from the Catapulta.Social team, briefly explained the website her team created, which was for social activists and women activists, and aimed to give them access to useful and truthful information. She said she had been excited to collaborate with the other members of her team and people from all over the world.

(Hackathon winner) Sophie Sandberg, from the ChalkBack team, introduced the Chalkback tool that her team had created to help people write their stories with colorful chalk and then post them on Instagram. She said that the tool kit they had created aimed to help activists learn more about MIL and social media literacy.

(Hackathon winner) Sirhajwan Idek, a teacher and part of the Nokuro Sumandak team, introduced their project as training teachers how to use certain techniques to teach their students how to use the internet properly, and mentioned the background to the solution they had come up with. He also mentioning the team's future plans and offered some advice on implementing similar kinds of projects.

(Hackathon winner) Kenneth Anthony Manatad, from Team Rocket, said the sensibility of information in times of pandemic could be both useful and harmful. He added that the term 'disinfodemic,' which was coined by UNESCO, co-existed with the pandemic. He then introduced the game that the team had created and why they had chosen the game category in the Hackathon.

Claire McGuire, Policy and research officer, International Federation of Library Associations (IFLA), started by congratulating the winners of the hackathon. She then spoke about the IFLA, saying that libraries had an important role in lifelong learning, which she said was key to helping people build MIL competencies. She mentioned that all of the solutions of the hackathon had embodied lifelong learning, and said she had been privileged to take part in it.

Sherri Hope Culver, Director of the Center for Media and Information Literacy at Temple University, congratulated the winners of the hackathon and said that participating in the hackathon had been very inspiring to her and that the focus that different groups had placed on different targeted audiences was special. She ended by offering a quotation that she thought summed up

the project: "who does not have access to information doesn't have access to change".

Melissa Sassi, Chief Penguin, IBM Hyper Protect Accelerator, IBM, congratulated the hackathon winners, saying that the event had given her an opportunity to think about the necessary skills that social entrepreneurs need when considering how to do well while doing good. She introduced a program called Startup with IBM and encouraged everyone who had an idea to see details of the program in their individual countries and investigate whether it could help them create a startup and take their prototype further. She said that IBM had a lot to offer to next generation creators.

Vignesh Mukund, Transdisciplinary Designer at the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development(MGIEP), started by congratulating every winner and participant in the hackathon, saying that it had been a privilege to be a part of the jury. He noted that the problem of misinformation was as old as civilization and that it was a strength that each team in the hackathon had focused on very different approaches.

Monday, 28 October 2020 (Day 3)
Session 5 -
Korea in Focus: COVID-19, Disinfodemic and MIL in South Korea

Moderator : Jang Eun-ju, Educational Supervisor in the Citizenship Education Division, Ministry of Education, opened the session by introducing a welcome video message from co-organizers of the conference. She said that the session, would look at the South Korean MIL education flow, how MIL helped to ensure the universality of Korean education, and how South Korea fought misinformation. She then introduced the 4 panelists.

Ahn Jung-im, Professor at Seoul Women's University, gave an overview of the past, present and future of media education in South Korea, focusing on 3 characteristics at each point in each timeline.

First, she briefly covered the last 40 years of historical change in South Korea's media education, saying that when media education began, it had been mostly led by civic organizations based on monitoring movements. She noted also that it was always focused on public access and that government support broadened over time.

In terms of current status, she noted the following three characteristics:

1. The ongoing construction of media center infrastructure on a national scale, including media centers, media schools and media playgrounds, supporting various media projects, and targeting various groups of people. She noted that the projects are run   by the government as community-based projects in various forms of media.

2. Diverse target age groups, in line with the high usage of digital information in South Korea, as shown by 95% of people using smartphones and high usage of social media.

3. Diverse themes in education, with a variety of educational bodies implementing diverse media education project content. As an example, she mentioned the publication by the Korean Association of Teachers of Media Literacy (KATOM) of 10 media literacy 'vaccines' (pieces of advice) to help fight the spread of disinformation relating to the COVID-19 pandemic.

Professor Ahn then described the following 3 challenges for the future of media education in the post-COVID-19 era:

1. The embedding of a media education governance system that reaches out to all targets equally.

2. The further development of a model based on the integration of online technology and offline spaces.

3. Addressing new technology gaps.

To wrap up, Professor Ahn summarized the future of Korean MIL Education as Convergence, Communication and Community.

Park Yoo-shin, Teacher at Seoul Seokgwan Elementary School, began by speaking about the importance of media literacy to the foundation of the Korean Association of Teachers of Media Literacy (KATOM). She briefly covered the current situation of media literacy education for children and youth in schools amid COVID-19. She noted the importance of solidarity for the universal right to education as the solution to the challenges and confusion currently faced. She then gave the examples of the efforts being made by teachers amid COVID-19, including home schooling systems, sharing of class content online by various teachers, the initiation of online schooling, and the establishment of online class platforms, such as the E-class platform set up by EBS and the Wee-doo-rang platform.

Ms. Park then spoke about the 'Media Literacy Vaccine' published

by KATOM in an effort to overcome the current disinfodemic. She informed participants that the 10 guidelines in the Media Literacy Vaccine had been published through various social media platforms and in various forms, such as online information cards in Korean and English, and that they had been translated by various entities around the world into their local languages. Ms. Park went on to say that media literacy education had become more active following the spread of COVID-19, in the forms of online education through platforms such as EduNet (an online class platform). She showed what her school was doing to implement media literacy education – guidelines shared with other schools – and offered several examples of projects from various schools the Jeonju, Gyeonggi, Seoul and Busan regions of South Korea. She said that the examples focused on distance learning and were run by teachers, but were based on the active participation of students. To conclude, she emphasized that the post-COVID-19 era could not go back to the past and that teachers were making active efforts to adapt to the new reality.

Ko Jae-young, Spokesperson from the Korea Disease Control and Prevention Agency, said that the issue of media and information literacy was very intertwined with the issues raised by COVID-19 since wrong information could lead to serious dangers in the pandemic. He briefly showed a timeline of infectious diseases in the past and showed how COVID-19 had become very widespread as a result of the world being very connected nowadays. He explained briefly what responses South Korea had been putting into place based on 4 core elements – governance, citizen engagement, quarantine innovation, and transparency. He said that this had been possible because South Korea had learnt lessons from the previous spread of MERS. He emphasized 5 principles for crisis communications – be first, be right, be transparent, build trust, and express empathy. He briefly showed a table of South Korea's responses to COVID-19 at the government level. He went on to speak about how the media had reacted to the transparency of the government amid COVID-19 as well as about the challenges of the disinfodemic. He showed a short video of a government briefing made for children to better understand the situation. To wrap up, he spoke about what the South Korean government was doing in terms of long-term efforts to battle COVID-19.

Cho Soo-jin, Professor at Kookmin University, began her presentation by asking questions about the disinfodemic in the context of inter-Korean relations, comparing them to the German example. She introduced two points: information flow from North Korea to South Korea and vice versa. Regarding North to South, she mentioned that information, sources, and academic research were very

limited, and that issues with fake news were very serious, making interpretation essential since North Korean news was very political. Then, she spoke about how information goes from the South to the North. She noted the lack of proper content due to the perception that North Korea's broadcast content was propaganda, and said that it was necessary to pay attention to what was being delivered to North Koreans, highlighting the importance of MIL. She concluded by saying that MIL education in terms of inter-Korean relations was necessary and that the flow of information should be observed and reliable.

Discussion

Regarding the issue of the digital divide, **Ahn Jung-im** said that this divide was not simply an issue of using media, but more of an issue of survival, since society could not survive without the media. She said media literacy was a basic skill that should be acquired by every person in society, and that was a problem that needed to be solved as a first priority, not least because a lack of media literacy led to some people being threatened and isolated from society.

Regarding the increase in teenagers' social media usage, **Park Yoo-shin** said her school's media literacy education used to pay more attention to technology, but these days taught students how to create and share content through SNS. In this process, she said she had discovered that most students had a clear sense of objective and they usually used their own words. She noted that the problem was that these kinds of skills were also used in bullying and attacks towards certain celebrities, and that while, in the past, these were focused on a few websites, they had become very widespread. She also mentioned the 'Nth room case' and said such cases were caused by a lack of media literacy skills. She stated that rather than paying attention to technology, people had to pay attention to citizenship and civility as keywords which should be the focus of media literacy education, since without citizenship development, society's future would be dark and bleak.

Ko Jae-young said there were many procedures and ways to respond to disinformation and misinformation. He noted that the Korea Disease Control and Prevention Agency had a communication commission that could punish people who spread fake epidemiological information, but said this was not the best way to respond. He said media literacy was more fundamental to preventing misinformation, and that there was no shortcut to achieving this; instead experience was necessary. In the context of the pandemic, he said it was necessary first for the government to obtain and spread trustworthy science-

based information. He also stated that everybody had a duty to take care of the health of other people in order to maintain safety and overcome the situation.

Cho Soo-jin said North Koreans relied on the South Korean weather forecast since it was more accurate. She stated that, rather than propaganda, society needed to pursue meaningful, useful, and up-to-date information. She mentioned an example of a YouTube video and noted the importance of fact-checking.

Session 6 -
Participation in society by media and information literate youth in the face of disinformation

Moderator : Kim Amie, Research Director, Community Media Foundation, welcomed the participants from all over the world and noted how it could be seen that youth was always present in the discussion of MIL. She said that at times, youth was the recipient of MIL education and other times the creator of media and information, and that they were often change makers in MIL. She then briefly introduced the session and the 3 speakers.

Beatrice Bonami, GAPMIL Youth Ambassador, GAPMIL Youth Ambassador for Latin America and the Caribbean, said that building a youth alliance to fight mis-, and disinformation was important in the Amazonian Rainforest. She started with a true story about her experience of getting dengue fever after she was bitten by a mosquito. When she was suffering pain from the fever a local woman made her a painkiller that she desperately needed at that time. The woman was not even working in the medical field, but she had taught herself how to make the painkiller through listening to the radio. Ms. Bonami said that this was when she realized the importance of MIL. She realized that education was not just something taught in schools, but a survival skill for millions. She said that MIL was a skill and competence developed by individuals, to be aware of where they can find resources, media channels, and how to use technology. She then spoke about the Information Alliance project, run by youth ambassadors of GAPMIL, which she said had committed to breaking the COVID-19 disinformation cycle by providing access to credible sources of information, regardless of different access abilities and needs, or the existence of social inequality or injustice. She said that her team coordinated 10 media information literacy forces around the world, focusing on marginalized societies, such as minority populations and indigenous people. Among all, she said that the Amazon was the most challenging area due to its high infection

rates, unemployment, famine, high level of misinformation, and mixture of different languages. She noted that the University of the Amazon, HBO, and UNESCO had created a campaign to sponsor this work, with funds of around US$ 400,000, and that 3 months ago, her team had provided health education and food supplies to people in the Amazon region, as well as a training program in order to enable youth to get back into employment. She added that they had taught hand sanitizer recipes to help people to sanitize their hands regularly, and that they had reached 3,000 families in the Amazon. She ended by stressing that youth must be at the forefront of efforts to overcome COVID-19 and must be prepared through programs such as those she had discussed, to prevent disinformation in the face of COVID-19.

Lastly, she answered some of the questions from the audience. In overcoming language barriers when they were working with minorities and people who speak diverse languages, they managed to translate into 26 languages including regional dialects around the world. First, they provided the most common language in the country, then contacted other stakeholders who speak specific languages. Then, they did a training program on the radio and were able to translate the materials. In exchange, they provided certificates and people got employed again with the certificates they managed to provide. Some words had to be corrected into their local language and the translators came back to them with feedback. Also, she used the word 'mis-disinformation' because misinformation and disinformation are two different processes.

Dimiana Farag, Director of Programme Support at the International Youth Federation (IYF), started with a brief introduction about IYF, whose mission, she said, was to empower youth worldwide to help achieve the Sustainable Development Goals. She said that misinformation and disinformation were shared and consumed in various ways, and she mentioned a study conducted in August 2019 by Oxford University which revealed the average number of minutes per day people spent in mobile apps in the US and the UK, reflecting how much information is being shared and watched. Instagram, Facebook, and Whatsapp were, she said, high on the list. She then shared some examples of youth combating misinformation and disinformation.
1. The first example was the IYF campaign #staysafesudan.
   – Ms. Farag said that this successful social media campaign, organized by IYF, was run in June 2020 in Sudan, a country with fragile infrastructure, a lack of medical supplies, and many rural areas.
   – The IYF team had collected data on current perceptions and asked questions such as what kind of misinformation was out there, what

messages were being circulated and which platforms were most popular.

– The campaign had started with 100 youth participants, including 20 influencers, but ended up reaching 38.9 million users with accurate information on COVID-19.

2. The second example she spoke about was the Medication for Your Mind program.

– Ms. Farag explained that Medication for Your Mind was a program conducted by a youth organization in Indonesia, and that it aimed to raise awareness among high school students of the importance of ethics in social media, and prevent the sharing of misinformation. The program offered a workshop for youth to learn about ethical use of social media, critical thinking, ethical content creation, and cyberspace law.

3. The third example Ms. Farag mentioned was the work of Empowering Youth, an IYF Accredited NGO in Latin America.

– She said that the organization aimed to strengthen young people's personal development in the sense of social responsibility and to increase youth civic engagement and social activism.

She stressed that as global citizens, youth recognized the need to understand and learn about the global community and are the most equipped for leadership roles in media and raising awareness of critical media literacy. She ended by sharing some ways for all youth to do their part in this respect.

Lastly, she answered some of the questions from the audience. Regarding the difference between youth-led and adult-led projects, she thinks there is so much more energy and drive in youth-led projects. Also, she mentioned that IYF has a certain quantitative criteria in defining success.

Imre Simon, Consultant and Development Manager at the European Youth Information and Counselling Agency (ERYICA), started with an introduction to ERYICA, saying that its mission was to inspire, support and develop youth information and counseling in Europe and beyond. He mentioned that the nature of producing information had changed completely since young people now had access to a multitude of information and had the ability to become producers and multipliers of information. He also said that the Internet gave rise to the spread of disinformation, and that ways to disseminate information had become crucial issues as a result of technological developments. He said that there were many policy documents recognizing and

trying to tackle such issues, and offered as one example the EU Youth Goals-EU Youth Strategy 2019-2027. He introduced Youth Goal #4: Information and Constructive Dialogue, which he said aimed to ensure young people have better access to reliable information, and to support their ability to evaluate information critically and engage in participatory and constructive dialogue. He said that in fact, 50% of young people felt that a lot of information around them was useless or irrelevant, and that they also recognized that they had difficulty in evaluating information they accessed. He mentioned that ERYICA also carried out a future foresight activity called Youth in 2030 where they asked young people what they thought the information field for young people would look like in 2030. He said that the concept of youth information aimed to provide reliable, accurate information, and give access to different sources and channels of information. Also, it aimed, he said, to ensure that young people were aware of all the rights and services available to them and how to access them. Finally, he said, it aimed to provide support in evaluating the obtained information and guide young people in learning to be critical, and eventually to develop excellent MIL skills. He then gave some examples of specific roles that youth information could play:

1. Germany – YouTube campaign 'Your Data, Your Safety, Your Opinion'
   A campaign in collaboration with YouTube influencers to promote youth activities and events to discuss online security, data protection and literacy skills.
2. Scotland - Bad Romance
   A project using Snapchat to raise awareness among young people on risks that youth may face online. Mr. Simon said that, interestingly, the Scottish government marketing team had approached youth information providers to come up with examples. In that way, he said, it was an example of a way in which government and non-government organizations could contribute together to youth information.

He concluded by introducing a new concept called Green MIL which he said was similar to MIL, but focused on green issues, such as climate change.

Lastly, he answered some of the questions from the audience. First, he said that different social media platforms yield different results when implementing the program and that this is a continuous discussion in the field. He stated that the same information with the same purposes has to be framed differently on different online channels. Secondly, he mentioned a quote from Thomas Jefferson going, "Information is a currency of democracy". Nowadays, he thinks that "information literacy is the value of the currency".

Discussion

Beatrice Bonami said that the scaling up of policy and global collaboration required many endeavors, including contacting and engaging stakeholders, and this work needed to be done in a sustainable way, to work around the fact that many projects were not continuous. She said that the key point was sustainability and stability in matters of funding and obtaining the engagement of stakeholders. She added that more people should be made aware of the cycle of public policy and that being pragmatic was the key in this respect. She concluded by emphasizing the need to give more power to youth.

Imre Simon said upscaling was exactly what efforts such as 2020 GMIL week aimed to achieve. He added that MIL was becoming an ever more important topic in the youth sector, and noted his agreement with Beatrice Bonami that everyone should be more critical and curious. He also said everyone should be a part of the change by being careful with what they shared, noting that minor actions were much more powerful than was often thought.

Dimiana Farag said she entirely agreed with Beatrice Bonami and Imre Simon. She added that the micro-level approach should also be remembered, stating that each individual doing their part in this movement would bring more attention to MIL. She concluded by saying that MIL was an absolutely indispensable factor in the current era, and that young people should not only have MIL skills, but should be recognized as multipliers.

Session 7 -
Media and Information Literacy by Design: Can AI, Journalism, and Libraries help?

Moderator : Dorothy Gordon, Information for All Programme Chair, UNESCO, briefly introduced the Information for All Programme, an effort to reduce information barriers and encourage people to make informed technological choices. She then introduced the session and the following speakers.

Francisco Lupiáñez-Villanueva, Professor at the Open University of Catalonia, gave a speech with a behavioural economics perspective. He noted that individual decision-making occurs subconsciously, passively and unreflectively, and said that human decision-making was influenced by pervasive use of cognitive shortcuts and heuristics aligned with the respective

circumstances and contexts. He said that these biases were systematic and predictable, and highlighted platform design architecture, which he said played an important role in influencing individuals' behaviors. He also explained choice architecture, saying that it altered people's behavior in a predictable way without forbidding any options or significantly changing their economic incentives.

Alberto Fernandes, Principal Policy Advisor at OFCOM, delivered a speech on evaluation and evidence in media literacy. He first explained why evidence-based media literacy was necessary, introducing a study that was conducted by Stanford History Education Group from 2015-2019. He then said that OFCOM had engaged with media literacy practitioners in the UK who wanted more collective learning on "what works". In light of this, he said, his service promoted a proven "building blocks" approach to help evaluate and re-use evidence. He added that he was planning to build toolkits for evaluation and for capacity building.

Rick Zednik, General Manager and founder of Lie Detectors, Belgium, noted the importance of critical thinking in clarifying genuine information amid online disinformation and fake news. He pointed out that YouTube, which is mainly visual, and WhatsApp, which is mainly textual, were the two social media platforms used the most among pupils aged 10 to 15 as general information search sources. He suggested the following steps that could be taken to promote media literacy:
- Disrupt the outrage economy on both the demand and supply end
- Back measures that go beyond fact-checking and that address the growing trend of visual media use
- Urge the OECD to add critical literacy to school rankings worldwide
- Invest in training teachers
- Integrate media literacy into school and teacher-training curricula
- Devise funding to ensure the independence of media literacy teaching and journalism

Ibrahim Kushchu, an expert on management systems and artificial intelligence, and Director at TheNextMinds.com, introduced TheNextMinds, which he said was an organization that was passionate about making AI useful and beneficial for society. He said that most studies regarding AI had focused on technical issues, but TheNextMinds was more concerned with non-technical issues. He also gave a brief overview of his work, noting that he had worked on major projects on information access with 6 countries, that he also worked for

IFAP and that he was currently working on a book with the UNESCO Institute for Information Technology in Education on AI, MIL, freedom of expression and human rights. He focused his presentation on how AI influences MIL and the relation between the two concepts, and how MIL professionals could converse with AI. He pointed about the difference between AI and algorithms, and suggested that someone working with an AI expert who works with algorithms interchangeably should be cautious and that it would be better to choose someone who actually has deep insights into AI. This, he said, was because AI meant moving on from algorithms, which were step by step solutions to a problem, while AI looked at data and abstracted the rule defining that data. He went on to discuss three important issues concerning AI: ownership of AI, the memory of AI, and the capacity of AI. He finished his presentation by calling AI a data monster that could collect lots of data from everywhere, but also a gentle tailor that could provide custom information."

Discussion

Rick Zednik said that he was careful to ensure that Lie Detectors was made up of journalists, not technologists, and they wanted to help people become critical thinkers. He said that the infodemic was not going to go away since it was not a phase, but a sign of a new world that society needed to cope with. He stated that students should not be told what to think, but taught to think. He also said that any emotion could lead to good or bad decisions, and it was necessary to help people to stop and think about these decisions.

Alberto Fernandes said there should be a common language for discussing the issue and that he agreed with Rick Zednik about the disinfodemic. He said that OFCOM was trying to be a glue to bring together good thinking on the issue by collaborating with others and promoting MIL. He stated that it was necessary to understand that MIL was important when it came to understanding algorithms. He also said he believed that platforms had an interest in the well-being of customers since it was possible to see a lot of initiatives coming from companies about this societal issue.

Francisco Lupiáñez-Villanueva said education was important, but embedding MIL into the current media stream was also important. He said humans were rational beings, but they operated in automatic mode and did not always think when they were using the internet, so the important thing was to make people change their behavior. He said he believed in a systematic approach rather than organizational approach, since it was extremely unlikely

for regulators to be able to follow the technology. As he said he had seen in his work in Europe and Columbia, there was a need for all stakeholders to work together. He said that rather than just focusing on education and curriculums, it was necessary also to focus on regulators and platform companies since when people were in front of the screen, they usually did not remember what they had been taught. Therefore, technology should help people to be careful and to think critically.

Ibrahim Kushchu said the ownership of data determined the governance of data. He stated that the regulators had two problems: speed and lack of resources. He added that regulations were following technological developments slowly and were definitely behind, so it was necessary to find supporting mechanisms for regulators. He also said that what was important in this respect was data, not algorithms, since experts could predict algorithms if proper efforts were made. Instead, attention should be paid to what data a company was using, where the data came from, and whether the data were reliable. Regarding the gender issue, he noted his job had traditionally been done by males, so the data had a bias, not the system itself. He stated that it was important to see the big picture and what was possible for the future even though resources were lacking.

Monday, 29 October 2020 (Day 4)

Session 8 –
Lifelong Learning: MIL education for everyone and by everyone

Moderator : Aichurek Usupbaeva, Program Director at the Media Support Center Foundation, welcomed the participants and introduced the session and the speakers.

Cho Jae-hee, Professor, Sogang University, began his presentation by emphasizing why MIL education was needed for the elderly. He said that while access to the Internet had increased massively across all age groups, the elderly, low-income families and the disabled still suffered from digital access gaps. He offered the example of older people being unable to make use of kiosks and smart banking, despite their usefulness and relative convenience. He gave another example regarding the shortage of masks that had arisen in South Korea in March and April 2020. He noted that companies had developed an application through which people could locate pharmacies that were selling publicly procured masks, but that elderly people who could not use the app sometimes had to visit pharmacy after pharmacy searching for masks. He said

that he and his colleagues provided media education for the elderly to address such issues, and that after attending the class, participants' digital media use had increased, especially smartphone use. He concluded his presentation by emphasizing that digital use was no longer a matter of convenience, but a much more important issue, related to survival.

Kelly Mendoza, Senior Director at Common Sense Media, began her presentation by raising a question on how we should teach children and families to become media literate digital citizens. She defined what digital citizens were and explained the inclusiveness of the concept, saying that MIL was just one part under a larger umbrella concept called digital citizenship. Noting the fact that many Americans accessed news on YouTube, for example, she pointed out that the younger generation sometimes lacked the ability to read and write media. She also introduced a concept called 'digital citizenship for all', and explained that this could be approached by: 1) teaching digital literacy and digital citizenship in schools; 2) teaching and engaging teachers, librarians, and school leaders; and 3) reaching parents through schools. She finished her presentation by emphasizing that school was the most important venue for digital literacy education, whether for children, educators, or parents.

Q&A

In response to a question on the best way to reach marginalized groups, **Cho Jae-hee** said media minorities usually did not have an interest in media education, mainly because they were just satisfied with basic use of digital technology and convenience of media. Ironically, he said, as digital media technology became more advanced, they would be losing chances to gain further advantages from those digital technologies. He said that the most important thing, therefore, was to let them realize this and ensure they were aware of the digital gap. He stated that the digital gap was not just a matter of convenience, but was becoming more and more a matter of survival.

In response to a further question asking about the digital gap between young and old people, he said this intergenerational gap was becoming a more serious issue, especially in South Korea and that to overcome intergenerational conflicts, MIL education needed to be improved. He added that from his research, he had found out that older people actually wanted to interact with younger generations, so more attention needed to be paid interactions and communication.

Kelly Mendoza said that when online, we people needed to be aware of their responsibilities as a citizen of the digital world, including being aware of how companies were using their data, digital privacy, screen time, and how people communicated and collaborated with others. She stated that she saw digital citizenship as a broader umbrella, and a foundation for digital learning in schools. In response to another question, she said teachers could be the most effective resource in helping youth to be more media literate, but. should also support the home environment and parents so that skills taught in school could be practiced at home. Therefore, she said, it was important that home and schools should work together.

Alice Y. L. Lee, Professor at Hong Kong Baptist University, started her presentation by noting that most social activities had already been moved online in the context of the COVID-19 pandemic. She stressed that MIL education was all the more essential because of the proliferation of digital use, from the elderly to children, due to regional lockdowns caused by the pandemic. She offered the example of MIL education in Hong Kong, emphasizing that it targeted all members of society, especially the younger generation and students. She also cited examples of innovative fact-checking education for women, saying that children, women and low-income families were also particular targets for MIL education. She noted that older citizens in Chinese society easily believed in fake news, and needed a guide. She ended by re-emphasizing the increased importance of MIL given that society would be faced with new information and new changes resulting from the pandemic, and that it was necessary for all stakeholders to work together to introduce and apply MIL to overcome the crisis.

Basim Mohammad Faris, a Curriculum, Quality Learning and Student Assessment Advisor at UNRWA, spoke about the impact of integrating media and information literacy into students' lifelong skills learning, focusing on doctoral research. He shared the results of an exploratory study on students' ICT and media consumption in Jordan, providing a description of MIL activities there and showing the differences between the pre-activity group and post-activity group. He also introduced the types of MIL programs that he was involved in implementing in schools, and finished his presentation by noting some challenges in integrating MIL into schools in Jordan.

Q&A

Alice Y. L. Lee said young people nowadays really liked to learn from

their peers. She mentioned a program at Hong Kong Baptist University in which university students taught MIL to primary school students. She said that this program was divided into 3 parts: first, they provided training to university students about the concept of media education, news analysis, using social media in a healthy way, etc.; then, they trained students go to secondary schools and have discussions with the students about MIL; and lastly, they obtained feedback from teachers in schools, and conducted briefings about the students they taught. She said that through this project, they not only taught students about the media, but also the value of serving the community.

In response to a separate question, she said that MIL was not a mandatory subject in Hong Kong, but was instead, incorporated into various subjects such as civic education, chinese language, personal growth, extracurricular activities, etc., since it was quite difficult to create one single course that focuses on media education.

Basim Mohammad Faris said in order to motivate students to become more media literate, it was necessary to integrate MIL into the learning process itself. He said that this was why UNRWA analyzed textbooks to find appropriate lessons into which to integrate MIL activities. This way, he said, students were motivated since they wanted to improve their marks from teachers. In addition, he said they introduced activities that students really needed, adding that these activities not only served for high performing students, but various groups of students. He noted that one of the schools reported that students who used to suffer from shyness had started to ask questions and present orally better at the end of the program.

Discussion

Cho Jae-hee said he believed media literacy education should be incorporated from preschool, and that based on his experience, 3-4 years old children were exposed to a lot of digital media content, so if they were not guided well, that it could cause a lot of problems.
Kelly Mendoza said their program started at age 5, which was kindergarten age in the USA, but that there was high demand from parents for their pre-kindergarten children. She said she believed that media literacy concepts could be taught very early, so media literacy education should be started as early as possible with appropriate techniques.

Alice Y. L. Lee also agreed that media literacy education should be started

as early as possible, because students of preschool and primary school age were in their golden time for media education. She added that preschool and primary school students were more willing to talk about their media experiences with their parents than secondary school students.

Basim Mohammad Faris said that MIL education should be integrated into school education from age 6, as he thought students who were in their first grade would gain more advantage from the MIL curriculum and media education system.

Closing Remarks : Cho Jae-hee emphasized once more that MIL was a matter of survival again and said he had realized the importance of family communication from the conference.

Kelly Mendoza concluded her speech by saying that society should focus on the school as a hub of media literacy education.

Alice Y. L. Lee said it was necessary to know more about algorithm literacy and AI since so little was known about it. She stated that this would allow the MIL curriculum for teachers and students to be updated.

Basim Mohammad Faris said the post-corona era would be very different and that MIL would play a critical role as a tool of learning, and therefore more light needed to be shed on this concept.

Monday, 30 October 2020 (Day 5)

Session 9 –
Launch of the UNESCO MIL Alliance 2.0, Announcement of the MIL Alliance Awards Winners, and Adoption of the Seoul Declaration

Moderator : Alton Grizzle, a Programme Specialist in the Communication and Information Sector at UNESCO, thanked the Republic of Korea for co-organizing the conference and introduced the UNESCO MIL Alliance (previously the UNESCO Global Alliance for Partnerships on Media and Information Literacy (GAPMIL)). He explained the origin, the meaning, the ethics, and the destiny of the foundation, and then introduced the following speakers.

Alexandre Le Voci Sayad, CEO/Director of the Advisor Consultancy Board of Educamedia Programme ZeitGeist/ UNESCO MIL Alliance, began with a metaphor, saying that everyone was an eagle in MIL; we could hunt alone, but that our awareness, and consciousness meant that, even as eagles, we needed to flock together in MIL. He explained that this meant that MIL was a concept

for everyone and by everyone. He said that the global community needed to join forces to push MIL to another level, and that this was the goal of UNESCO MIL Alliance. He introduced the 2020 International Steering Committee and said it was time to push MIL across all borders, merging all sectors together. He stressed that MIL was not only an academic concept, but needed to be understood as a lifelong process. He added that MIL was a key skill for full citizenship, and urgently needed in order to address disinformation and other issues in a hyper-connected world. He said that MIL was fundamental to freedom of expression and to beating hate speech as well as to building a better, healthier and more prosperous life for all. He explained UNESCO's cooperation with its MIL Alliance, and also mentioned some of the challenges that the UNESCO MIL Alliance was facing. He concluded his speech by emphasizing the importance of networking.

Daniel Nwaeze, Global Youth Coordinator for GAPMIL Youth, introduced the GAPMIL Youth Ambassadors who, he said, were promoting MIL in their local countries and regions. He said that they had developed content on how to keep MIL relevant in the pandemic, trying to make the information more useful, using infographics and graphical images. He also noted that they wanted to develop systems for young people to think creatively and collaborate on MIL.

Christine Mackenzie, President of the International Federation of Library Associations and Institutes, said that libraries played a very important role in information literacy, helping people navigate in an online environment, as society moved from information scarcity to information abundance. She said that the COVID-19 pandemic had highlighted the importance of GAPMIL and other organizations that help people to identify false information. She then introduced the role of the library in MIL for older people and children. She added that the alliance needed to be disciplined and focus on the core of MIL and that it needed to partner with other organizations on wider issues, saying that this was the key to the alliance's credibility and effectiveness.

Maria Donde, Head of International Content Policy/Vice-Chair, Ofcom/ EPRA, introduced EPRA as the largest and one of the oldest audio visual regulator networks, set up in 1995. She said that its members were very active, coming together to exchange information and best practices on topics of interest to regulators in general. She said that the corporation was very relevant to the UNESCO MIL partnership model, adding that it had worked as a media literacy network for 10-15 years, and had seen an increase in the number of regulators who had specific statutes relating to duties in respect of media

literacy. She noted that some regulators conducted campaigns and produced educational materials, while others mostly focused on research and reporting on media literacy levels and how the population uses and understands the media. She added that EPRA was increasingly involved in coordination of multi-stakeholder enterprises and that over the last 3 years, they had significantly increased their network in media literacy. She said that in 2018, they had organized a task force on media literacy within EPRA and produced guidance on various issues, while 2020 had been a transformative year for them. She noted that the COVID-19 pandemic had increased virtual meetings, and that she had hosted significant virtual meetings specifically on media literacy. She ended by stressing that the pandemic was clearly a time to gather and share information which was absolutely critical for all.

Maarit Jaakkola, Co-Director of the Nordic Information Centre of Media and Communication Research Nordicom, at the University of Gothenburg, said that she was honored to represent Nordicom, a network for MIL and intercultural dialogue. She explained that Nordicom had 3 current focus areas, publishing about 10 books in a year, supporting research collaboration and hosting a national MIL research network. She noted that the COVID-19 outbreak had brought some digital challenges that had never been seen before in universities, and that as a result, all teachers, students and researchers had become familiar with organizing online meetings. The biggest changes, she said, were in video technology, and these had provided an increase in the sense of common shared experience, but now people needed to think how to use this. She added that networks were gaining more importance, and that it was easier to create connections with people in outside organizations. When it came to research, she stressed that the MIL network should be a priority, and that this was the mission of the university. She noted the importance of all members of the network supporting each other, and that one way to do this was by publishing yearbooks, which Nordicom was also involved in. Lastly, she emphasized the importance of maintaining networking activities in the exceptional circumstances of the pandemic.

Drissia Chouit, Professor at Moulay Ismail University of Meknes, introduced the MIL Alliance Awards and said that she was honored to be a member of the jury for the awards. She noted that the members of the jury had decided to select 6 winners instead of 3, in light of the special circumstances of the COVID-19 crisis. She concluded her brief speech by congratulating the winners.

Alexandre Le Voci Sayad, CEO/Director of the Advisor Consultancy Board of Educamedia Programme ZeitGeist/ UNESCO MIL Alliance, announced Carlos Lima and Syed Ommer Amer as the two winners for the third place. Young-eun Kim, Director of Communications at the, Korean National Commission for UNESCO, then announced Sam Wineburg and Sylvia Bacher as the two winners for the second place. Finally, Alton Grizzle, Programme Specialist in the CI Sector at UNESCO, announced Michelle Ciulla-Lipkin and Willice Onyango as the two winners for the first place.

Young-eun Kim, Director of Communications at the Korean National Commission for UNESCO, marked the end of the 2020 Global MIL Week Feature Conference with some closing remarks. She thanked all the participants, moderators, and speakers for participating in the online conference, despite time differences, and said she was truly inspired by the discussion. She emphasized that MIL was no longer an optional extra in current times and that disinformation had become a matter of life and death. She stated that as a result, the organizers had proposed the Seoul Declaration, a list of specific actions for stakeholders to consider. She added that the intention behind the Seoul Declaration was for stakeholders to agree on the roles to be taken by various actors, and what each could do to advance MIL globally. She concluded her speech by expressing special thanks to UNESCO headquarters, UNESCO field offices in the Asia-Pacific region, and staff members at the Secretariat for their support for the conference.

Youth Agenda Forum

International Day for Universal Access to Information meets Global MIL Week
30 September 2020

There was a bridge between Global MIL Week and the International Day for Universal Access to Information (ATI) through connecting MIL and ATI sessions. One of these sessions was focused on youth with one international webinar and several regional webinars. The other two sessions that were organized in connection with IDUAI were composed of MIL and ATI experts/practitioners discussing policy implications and connections to the sustainable development goals. The Global MIL Youth Hackathon (see below) also served as basis for the connection with IDUAI.

The Global MIL Youth Hackathon
5-27 October 2020

The Global MIL Youth Hackathon was held online, in cooperation with digital gaming and MIL communities – including Korean technology companies. Building on experience with the 2018 MIL Youth Hackathon organized during Global MIL Week, and the 2020 Code the Curve Hackathon within the context of the COVID-19 pandemic, youth around the world mobilized to participate in this online hackathon, and design innovative and creative solutions to disinformation and related online challenges. The solutions ranged from mobile applications to websites, games, and community innovation.

The Hackathon followed the themes of MIL against the disinfodemic. It complemented the mainstreaming of young men and women in the In-Focus Online Sessions by enabling more significant youth leadership. It was designed by youth and for youth. Youth from local schools, universities, and youth organizations, as well as youth leaders from around the world, were invited to participate. The outcome of the Hackathon was presented during a dedicated In-Focus Session on 27 October 2020.

Mobile Applications

Ondaba (Uganda) : A mobile application targeting persons with special needs, communities and organizations working with people with disabilities across the world to ease MIL information flow and reduce discrimination.

Websites

Catalizador Social (Mexico) : A web platform that facilitates the dissemination of useful and truthful information shared by women activists involved in non-violence civil mobilization actions to fight discrimination.

Community innovation

ChalkBack (USA, International team) : ChalkBack's Interactive MIL Toolkit is a community-based intervention to use media and information literacy to fight discrimination. The Toolkit educates activists about social media literacy specifically and includes tips on how to "Chalk Back" effectively, different ways to create awareness campaigns on social media, tips on confronting gender-based harassment online and offline, and guides to practicing self-care while consuming social media.

Nokuro Sumandak (Malaysia) : An initiative that aims at tackling disinfodemic through classroom activities by integrating media and information literacy in students' learning, created in response to the COVID-19 forced home-schooling.

Games

Team Rocket (Philippines) : Project Hearsay, proposes to promote media and information literacy through a gaming platform that will help develop critical thinking skills, vital to evaluating the credibility and reliability of information.

Seoul Declaration

on Media and Information Literacy for Everyone and by Everyone: A Defence against Disinfodemics

Preamble

Recognising the overwhelming opportunities that new information flows, the exponential growth of digital technologies, and the explosion of media and communication services can bring to the lives of people all over the world, while also acknowledging attendant challenges;

Considering the COVID-19 pandemic and the life-threatening impact of the flood of disinformation in today's world - the 'disinfodemic';

Emphasizing that media and information literacy (MIL) is a core competency for addressing the disinfodemic, and that MIL also contributes to access to information, freedom of expression, protection of privacy, prevention of violent extremism, promotion of digital security and combating hate speech and inequality;

Recognising as well that MIL promotes diversity, particularly as it relates to the ability of marginalised people to create and disseminate content which expresses their world view;

Underscoring the importance of MIL in contributing to the achievement of seventeen Sustainable Development Goals (SDGs), in particular Target 10 (Access to Information) of SDG 16 on Peace, Justice and Strong Institutions, SDG 4 on Quality Education for All, and SDG 5 on Gender Equality and Empowerment of Women and Girls, SDG 8 on decent jobs and economic growth, and SDG 11 on sustainable cities and communities;

Recognising that 2020 is the first celebration of Global Media and Information Literacy Week since the Week was officially proclaimed in November 2019 at the 40th General Conference of UNESCO and **welcoming** the launch of the UNESCO MIL Alliance 2.0;

Recognising UNESCO's effort to promote a Global MIL Cities Framework to stimulate creative learning about MIL in city spaces and the involvement of non-traditional actors in promoting MIL;

Noting the relevance to MIL to UNESCO's work to develop an instrument on the ethics of Artificial Intelligence (AI) which is increasingly a factor in regard to digital communications, economic and social development, and social interaction;

Reaffirming the spirit of the development of MIL as set out in previous Declarations such as the Grunwald Declaration (1982), the Prague Declaration Towards an Information Literate Society (2003), the Alexandria Proclamation on Information Literacy and Lifelong Learning (2005), the Fez Declaration on MIL (2011), the Moscow Declaration on MIL (2012), the Paris Declaration on MIL in the Digital Age (2014), and the Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape (2016), Youth Declaration on Media and Information Literacy (2016), Khanty-Mansiysk Declaration "Media and Information Literacy for Building a Culture of Open Government" (2016), and the UNESCO Global Framework for MIL Cities (2018);

Therefore:

We, the participants at the 2020 Global Media and Information Literacy Week Feature Conference and Youth Agenda Forum, declare our renewed support to MIL;

We understand that MIL on its own is not a cure for all problems, including the pandemic, but insist that MIL be further recognized and valued throughout educational, social and economic systems and that it be applied as a part of a more proactive approach in order to build a sustainable and inclusive society;

We stress that enhancing media and information literacy for all, which addresses critical thinking, provides a sustainable approach to strengthen people's critical thinking and their power of discernment about how they engage with information and communication technologies – especially in times of crisis.

We urge therefore that "Media and Information Literacy for Everyone and by Everyone" should be advanced in the age of digital connectivity.

In this connection, we commit to:

1. Promoting MIL within wider efforts to tackle divides such as in access to information and quality education, which have been notably widened by the pandemic, to assure no one is left behind;
2. Attracting more participation in MIL and MIL policy from Internet communications companies, academia, NGOs, international and regional organizations, communications regulators, media, civil society, youth and communities;
3. Advocating for intensified MIL initiatives to tackle the disinfodemic, climate change, etc., while also urging respect for freedom of expression and access to information which are not only human rights but also part of the solution to disinformation;
4. Building MIL considerations into ethical frameworks within institutions and companies, so as to ensure transparent, inclusive and safe development of technologies, such as AI;
5. Advocating for MIL initiatives to tackle technological determinism.

Our call to action:

We further call upon governments, from national to city level, to:

1. Commit to advancing "Media and Information Literacy for Everyone and by Everyone" through policy and resource allocation across all relevant areas, including but not limited to education, health, elections, child protection, climate, gender equality, governance, and regulation;
2. Assign resources to integrate MIL actions in their national COVID-19 response strategies, and to build citizens' resilience to disinformation in view of possible future crises;
3. Support the development of national and international MIL policies, curricula and programmes that will ensure lifelong learning for every generation in the digital age;
4. Support upskilling and training of current and potential MIL educators, inside and outside of the formal education system;
5. Prioritize groups at risk of marginalization, including women and girls, in developing MIL policies and ensure that these groups are also beneficiaries of MIL empowerment efforts;

6. Increase the involvement of youth and civil society as active players in MIL policy making to ensure their voices are heard;

7. Transform cities into UNESCO MIL Cities, which empower residents with competencies about communication and information;

8. Collaborate with scientists and the academic networks actively to ensure MIL actions and policies at the government, national, and the local levels; integrate reliable, relevant, and timely information resources into implementation of MIL-related actions;

9. Enhance cooperation between different government ministries, voter education bodies, city authorities, educational institutions, communications regulators, media   institutions, libraries, youth information services and research institutions in order to promote greater awareness and recognition of MIL.

10.   Advance MIL as a key tool for modern regulation, media and technology governance, library development, and technological design.

We invite civil society, media, youth, academic institutions and researchers to:

1. Join networks relevant to MIL, such as the UNESCO MIL Alliance, the MIL and Intercultural Dialogue University Network, and networks of UNESCO Chairs/UNITWINS, to share their expertise and insights and to evaluate the impact of MIL programmes;

2. Plan and implement collaborative actions at national, regional, and global levels to respond to the COVID-19 disinfodemic and prepare for other future disinfodemics;

3. Contribute to the consultation process for the update of the UNESCO MIL Curriculum for Teachers, including syllabi for lifelong learning educators and for educators outside of formal education (such as librarians);

4. Engage more with national and international governance and policy concerning MIL;

5. Encourage MIL frameworks that address multicultural and multilingual communication, preservation of linguistic rights, and the breaking down of barriers to communication with vulnerable and marginalized groups;

6. Encourage multidisciplinary research on how MIL can contribute to psychological and social health, such as through emotional literacy and other competencies;

7. Observe and participate in MIL networks and the discussions to learn

the efforts and outcomes in the various fields out of the legacy media perspectives. MIL actions concern the value of media and information as much as the professionals in the journalism fields do;

We call on the private sector, including Internet communications companies, to:

1. Play an accountable role, through institutionalized multistakeholder systems, as a part of the social endeavor to tackle disinformation and to build communities that are media and information literate;
2. Allocate resources to integrate MIL into user services and standard operating procedures, and boost the role of MIL as a defence against the COVID-19 disinfodemic;
3. Increase resource support to MIL policy-making, institutional capacity enhancement and training of actors, such as teachers, civil society and health workers;
4. Promote MIL among young people, including initiatives by youth to spread MIL;
5. Develop specific programs to support the scientific and academic research system concerning MIL;
6. Support human rights to freedom of expression, access to information and privacy, by promoting MIL as a part of the duty of the business sector to respect rights;
7. Foster MIL social innovation using AI and other new technologies, with the participation of vulnerable groups in these initiatives.

We request UNESCO, in cooperation with other UN Agencies, to:

1. Maintain its role as a leading international organization and policy influencer in the field of media and information literacy, and to ensure sufficient support for this work in order to realize further potential;
2. Continue to integrate MIL in other thematic interventions of the UNESCO COVID-19 response;
3. Mobilise various stakeholders, including the private sector, to participate in the efforts to tackle disinformation and to ensure that MIL is included in the efforts to close the digital divides, including the divides in digital skills;
4. Maintain a focus on inclusion of disadvantaged groups in MIL engagements, and continue to foster gender equality in relation to MIL;

5. Work towards more active MIL collaboration within UN agencies;
6. Support the official declaration of Global Media and Information Week by the United Nations;
7. Amplify those efforts to declare MIL for All an urgent priority.

MIL Alliance Awards 2020

The MIL Alliance Awards (GAPMIL Global MIL Awards) recognize information/ library, media and technology specialists, educators, artists, activists, researchers, policy makers, NGOs,associations and other groups innovatively integrating MIL in their work and related activities. Specifically, the awards recognize excellence and leadership in five sectors: Education, Research, Policy, Advocacy, Media and the Communication/ Information Sectors.

The MIL Alliance Awards are presented every year at the Global MIL Week Feature Conference. For 2020, the MIL Alliance Awards were spearheaded by the UNESCO-led MIL Alliance (Global Alliance for Partnerships on Media and Information Literacy, or GAPMIL) and the MILID University Network, with the support of UNESCO, UNAOC, and the Republic of Korea.

Below are the awardees of the 2020 MIL Alliance Awards.

1st place | Michelle Ciulla-Lipkin, Willice Onyango

Michelle Ciulla-Lipkin represents the National Association for Media Literacy Education (NAMLE), a network in the United States of America that designs and implements media literacy education in schools, cities, and entertainment environments. "NAMLE" and its members are currently the primary drivers of media literacy education in the United States. The organization also engages in important international cooperation to promote MIL. NAMLE imparts media literacy best practices to students, educators, parents, organizations, schools, universities and the general public through programming, conferences, networking, and collaboration. Michelle Ciulla-Lipkin tirelessly represents and promotes media literacy. Through MIL related actions, Michelle and NAMLE are putting dents in human rights violations, poverty reduction, cultural diversity, and the environment.

Willice Onyango represents the Youth Cafe Limited in Kenya that aims to steer the organization to equip over 5 million young men and women in Africa with key media literacy and information literacy skills: critical thinking, fact-checking, online safety, social media verification, and quality assessment of online information and their sources. They hope to become a reference point in media literacy for African youth. The Youth Cafe is a youth-led and youth-serving organization that, among other goals, works towards enabling the youthful

population in Africa to take charge of Africa's media growth. The organization has published cutting-edge research and advocacy on media and information literacy among African youth, reaching over one million young people in the process.

2nd place | Sam Wineburg, Sylvia Bacher

Silvia Bacher represents the "Las Otras Voces, Comunicacion para la Democracia (LOV)" in Argentina. The organization has actively worked to set MIL's political and educational agenda, created programs and established alliances in Argentina, Latin America and Spain. The activities implemented are multi-layered and dynamic. LOV works from three perspectives: political, academic, and territorial.

Sam Wineburg, working with Stanford University in the United States of America, supports media literacy "lateral reading" skills and tools to schools. Professor Sam Wineburg and Stanford's History Education Center provide the Stanford curriculum to millions of students in the United States. Their Civic and History lessons help communicate media literacy best practices to students, educators, parents, organizations, schools, universities, and the general public.

3rd place | Carlos Lima, Syed Ommer Amer

The Brazilian professor **Carlos Lima** has created an educational programme within the Imprensa Jovem (Youth Press) organization that illustrates MIL application in basic education curriculum. The programme allows teachers and students to acquire competencies of MIL through participatory processes in curricular and extracurricular activities. It approaches different media languages, critical reading of media, Open Educational Resources, ICTs and SDGs – including within the school news agencies.

Syed Ommer Amer, founded the "Daastan" institution in Pakistan, which influences media and information literacy in general. The organization runs monthly thematic campaigns that use storytelling as a tool to promote intercultural dialogue, peacemaking through literature as well as the role of and safety of journalists in Pakistan. Recently, Daastan launched the #WeToo short story competition in collaboration with Stories to Action - a global platform working to disseminate verified information for sexual and reproductive health rights in the context of the current health crisis.

References

Global MIL Events Around the World

MIL stakeholders around the world mobilized to organize and register online events or activities related to MIL in their community, city, or region, taking place around the period of Global MIL Week 2020.

In addition to the main events of the Feature Conference, a number of online side events were highlighted on the official website for 2020 Global MIL Week, including the following:

Digital workshop : MIL for all though participatory policy development

This workshop, hosted by the National Audiovisual Institute, KAVI (Finland) on 23th October 2020, gave participants an opportunity to gain insights from recent revisions to Finnish media literacy policy and to discuss the meaning of and methods for collaborative and multi-stakeholder policy development on media and information literacy. A full description of the presentation and recording of the workshop is available on the official 2020 Global MIL Week online platform.

The ASEAN+ media roundtable Journalists' Responsibility: Fighting the Infodemic amid COVID-19

This event was hosted by Sputnik News Agency and Radio (Russia) on 28th October 2020, with speakers from leading media companies in ASEAN countries, as well as India, China and Russia. Participants analyzed the pandemic's impact on the media industry and discussed the main criteria for providing audiences with correct and verified information on the coronavirus, in view of the widespread publication of fake news.

Counter and alternative narratives: how to interact constructively online, in a context of physical distancing

This event was hosted by Bureau International Jeunesse (Belgium) on 28th October 2020. It was organized as a virtual interactive debate, beginning with input from experts in media and human rights education on the issues of critical thinking and alternative narratives. This was followed by a Q&A session, and then a summary with additional Q&A.

Online Exhibition

This exhibition featured content on the overall theme of Global MIL Week 2020 - "Resisting Disinfodemic: Media and Information Literacy for Everyone and by Everyone" - submitted by a diverse range of stakeholders in the field of media and information literacy (MIL), including governments, archives, academia, media organizations and private sector organizations, in the Republic of Korea. The content was integrated and packaged in the format of curated audiovisual materials, to give the audience a virtual exhibition experience, and is currently available on the main online platform of Global MIL Week 2020.

Online Promotion

In addition to online celebratory events around the world, various materials were produced to promote 2020 Global MIL Week, including:
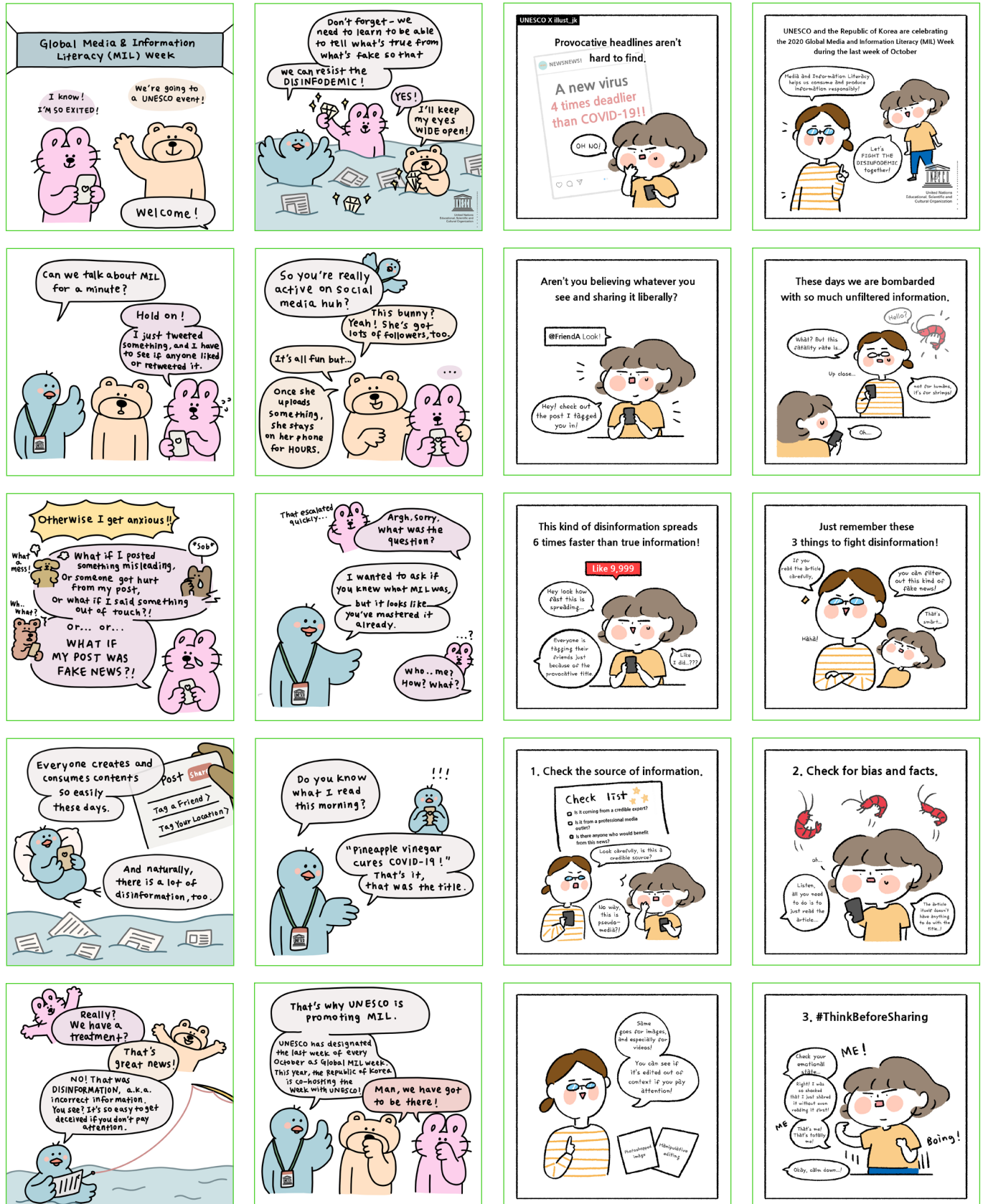
1. Flyers on low-cost ways to celebrate 2020 Global MIL Week, distributed to city authorities, libraries, media organizations, schools, youth organizations, etc.
2. 3 cartoons on MIL
3. A YouTube video featuring Eric Nam
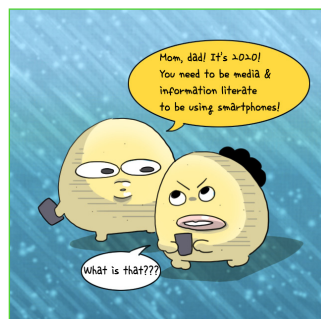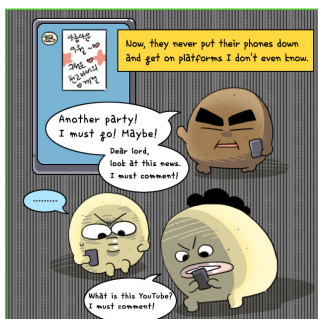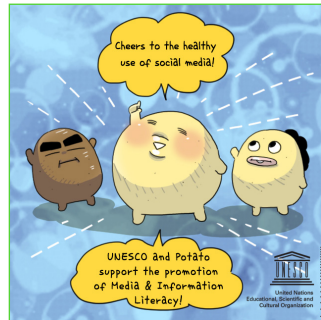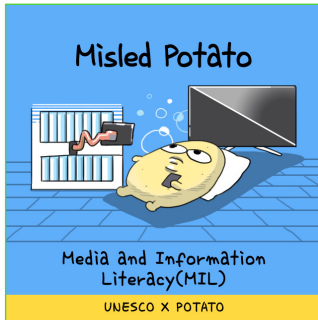4. Online information cards/posters
5. Press releases

The MIL cartoons, Eric Nam's YouTube video, and 5 informational posters are currently available to view on UNESCO and KNCU's official SNS platforms. Eric Nam's promotional video reached almost 60,000 people on Twitter, and the MIL cartoons reached more than 13,000 people on Twitter and Instagram.

Key fgiures about Global Medai and Information Literacy Week 2020

2020

Key figures about Global Media and Information Literacy Week 2020

UNESCO

#GlobalMILWeek

321 events held around the world to commemorate Global MIL Week 2020

73 countries celebrated Global MIL Week

21 events **9** UNESCO field offices organized

6 organizations/individuals recognized and received the UNESCO MIL Alliance Awards 2020

Over **480,000** impressions of content related to Global MIL Week 2020 on UNESCO's social media pages

Over **1 000** people registered for the Global MIL Week online conference, with an average of **250** participants attending each session

144 shortlisted participants from **42** countries participated in the Global MIL Youth Hackathon and **5** winning teams were selected

3 cities/department announced that they were ready to pilot the UNESCO Global MIL Cities Framework: Central Department, Paraguay; Kingston, Jamaica; and Puebla, Mexico

"Over **19,000** visits to the Global MIL Week official website and the Virtual Conference Hall, over **1 000** people registered for the Global MIL Week online conference"

A series of promotional videos by Eric Nam, Korean/American K-pop star who served as a global ambassador for MIL, were liked over **19,000** times, viewed over **137,000** times and shared over **2,380** times

MIL Cartoons

A YouTube video featuring Eric Nam

Korea in Focus: COVID-19, Disinfodemic and MIL in South Korea

Online Exhibition