

**UNESCO-UNAOC UNITWIN MEDIA AND INFORMATION LITERACY AND
INTERCULTURAL DIALOGUE PROGRESS REPORT FORM**

Title of the Chair/Network:	UNESCO-UNAOC UNITWIN Cooperation Programme on Media and Information Literacy and Intercultural Dialogue
Host Institution:	<p>Universities that signed the original agreement:</p> <p>Mohamed Ben Abdellah University, Fez, Morocco (Chair, Abdelhamid Nfissi) The Autonomous University of Barcelona, Spain (Chair, Jose Manuel Tornero) The University of Cairo, Egypt (Chair, Sami Tayie) Tsinghua University, Beijing, China (Chair, Li Xiguang) Temple University, Philadelphia, USA (Chair, Sherri Hope Culver) The University of Sao Paulo, Brazil (Chair, Esther Hamburger) Queensland University of Technology, Australia (Chair, Michael Dezuanni) University of the West Indies, Kingston, Jamaica (Chair, Paulette A. Kerr)</p> <p>The network has been expanded to include the following new members:</p> <p>University of Guadalajara (Mexico), Western University (Canada), University of Gothenburg (Sweden), Punjabi University, Patiala (India), University of the South Pacific (Fiji), University of South Africa (South Africa), Nnamdi Azikiwe University (Nigeria), Ahmadu Bello University (Nigeria), University of Calabar, (Nigeria), University of Jos, (Nigeria), Lagos State University, (Nigeria), University of Latvia (Latvia), Hosei University (Japan), Moscow Pedagogical State University (Russia). Moulay Ismail University, (Morocco),</p> <p>In addition there are associate members as below:</p> <p>Bergen University College, (Norway), Universidade do Minho, (Portugal),</p>

	<p>Moscow Pedagogical State University (Russia). National Association for Media Literacy Education NAMLE (USA) Mercy College (USA) Thompson Rivers University (Canada) University of Ontario (Canada), The New School (USA).</p> <p>School of Journalism and Public Relation, (Macedonia). Panjab University, Chandigarh Central University of Himachal Pradesh Kurukshetra University, Kurukshetra Uttarakhand Open University, Haldwani Banaras Hindu University, Varanasi Indian Library Association, Delhi Forum For Responsible Media (FORMEDIA) Pondicherry University, Puducherry. Makhanlal Chaturvedi National University of Journalism and Mass Communication, Bhopal University of Calcutta, Kolkata</p>
<p>Date of establishment of Chair/Network:</p>	<p>June, 2011</p>
<p>Period of activity under report:</p> <p><i>(mm, yyyy - mm, yyyy)</i></p>	<p>June, 2011 - May 2017</p>
<p>Report established by:</p> <p><i>(name, position)</i></p>	<p>Esther Hamburger (2016/17 Chair/Lead University of the UNESCO-UNAOC UNITWIN on Media and Information Literacy and Intercultural Dialogue MILID) Professor Graduate Program in Audiovisual Means and Processes Dept Cinema, Radio and Television School of Communications and Arts University of São Paulo, Brasil</p>

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1. Executive Summary:

Major outcomes, results and impact of the Chair, including on national policies, in relation to its objectives as stated in Article 2 of the Chair Agreement (between the Institution and UNESCO)

(Not exceeding 300 words)

After years of preparatory activities and meetings, including the Research Forum the World Summit on Media for Children and Youth in 2010 Karlstad, Sweden, which resulted in one publication, seven universities founded the network in 2011 in Fez, Marocco. These initial members decided that the Chair of the network would rotate among its members in an annual basis. Each year the network organized one International Conference, hosted by the network's Chair for that year. In this way, MILID network has organized Conferences in Fez, Barcelona, Cairo, Beijing, Philadelphia, São Paulo, and this year it will be in Kingston. The present Chair/Leader for 2016/2017 is the University of Sao Paulo. Chairpersonship will be handed over to the University of the West Indies at Global MIL Week Feature MILID Conference in October for the period 2017/2018 during the VI MILID Conference that will happen October 23 to 27th in Jamaica .

The network has grown from initial 7 to 19 universities, 14 full, and 5 associate members. This growth results from a wide range of activities, including Conferences, workshops, research, publications, and exchange programs. Working in a key area for counteracting hate speeches, and for reinforcing democracy, the success of the network justifies our intent of renewing the agreement.

Policy advocacy in partnerships with GAPMIL, and with European partners in Europe has helped to keep MIL on the European Commission agenda and in its Audiovisual Directives. Research and knowledge creation has influenced policy through MILID Yearbooks published in 2013, 2014, 2015, and 2016 express a variety of MIL experiences taking place around the globe. Chapters in the various volumes bring to light localized MIL experiences, for example, of countering hate discourse and prejudice, as they come up for instance in the short videos made by junior high school students in Greece (see 2016 Book below). Yearbooks have both fostered research and promote global awareness about this research.

Six years afterwards, some of the issues the network has approached have proved to be at the heart of contemporary challenges involving the right to privacy, distinguishing false news, disarticulating hate speech, promoting gender, race, and religious diversity. This Global agenda suggests that MILID will be even more strategic in the coming years.

Increasing awareness about these central issues per se justifies moving further with this endeavor. As the list of activities, publications, and Conferences below suggest, and as the growing number of universities that wish to be part of this movement demonstrates, this enterprise has not only achieved most of its goals, but promises to further develop global awareness about urgent demands that digital flows of images and information pose to democracy.

MILID has fostered collaborative research, especially towards privacy related issues. Prof. Sherri Hope Culver was the lead author of the research project report, from Temple University, 2015-2016 MILID chair and organizer of the 5th Conference.

Starting with this first Conference in FEZ, 2011, with [Fez Declaration on Media and Information Literacy](#), flagship Conferences happened in Barcelona, Chair Prof. José Manuel Tornero ([2012](#)), Cairo, Chair Prof. Samy Tayie ([2013](#)), Beijing, Chair, Li Xiguang ([2014](#)), Philadelphia, Chair Prof. Sherri Hope Culver ([2015](#)), and São Paulo, Chair Prof. Esther Hamburger ([2016](#)). The next one will take place in Kingston, Chair Prof. Paulette Kerr ([2017](#))

Each of these meetings was part of a larger global week and conference of researchers, educators, industry professionals, students, policy makers, regulators and NGOs. As the main MILID global initiative, yearly Conferences brought the debate to different parts of the world.

Links to annual books below:

[2013](#)

[2014](#)

[2015](#)

[2016](#)

2) Activities:

Overview of activities undertaken by the Chair during the reporting period

To foster "freedom of expression, and freedom of information, and the free flow of ideas and knowledge" (as its founding agreement states) during the past six years MILID has promoted research, interchange, and creative collaboration between universities, NGOs, and media organizations.

MILID has done so through the promotion of debates, by conducting research, producing publications, about the unequal and opaque global fluxes of media and information, including dramatic current challenges, such as keeping the right to privacy, distinguishing false news, disarticulating hate speech, promoting gender, race, and religious diversity.

From 2011 to 2017 Media and information literacy has become more strategic in the world. As a whole body of questions has emerged and/or has become urgent in processes that are somehow related to global media and social media flows, and to the security and privacy of these flows. The diversification of media and information sources on the one hand has favoured in depth and critical inquiry, but on the other hand, hate speech and prejudice have also been reinforced. In sensitive atmospheres, MIL helps to counteract gender, race, and religious discrimination. MIL should also help to define ethic parameters for the new media.

Work done during the past six years, has brought up the ways in which MIL is related to different configurations in different parts of the world. In some parts, freedom of media and information systems is limited. In other parts there is freedom, but not access to media and the internet. In some of these places radio communication is still the best way to reach out. Other places have internet and media access, but bad schooling and literacy. Still other places have good access to the internet, and good education, but still lack media and information literacy. In these places awareness about emergent issues related to privacy, surveillance, and false information is higher.

Our university network has fostered common acknowledgement of these processes. Besides engaging in the activities of the network, participation in the network has impeded other MIL related activities in universities that already had organized research groups dedicated to the subject. Furthermore, the network has contributed to potentialize MIL activities in universities that had not yet formalized their related activity. In the main template, this report stresses activities that were developed by one or more universities that are part of the network. Annexed are detailed reports by each university.

As the list of activities, publications, and Conferences below suggests, and as the growing number of universities that wish to be part of this movement demonstrates, the enterprise has not only achieved most of its goals, but promises to further develop global awareness about urgent demands that digital flows of images and information pose to democracy.

To broaden the reach and impact of MIL initiatives, the Global Alliance on Partnerships for Media and Information Literacy (GAPMIL) was initiated by UNESCO and established in June 2013 in Nigeria. GAPMIL is a groundbreaking initiative to promote international cooperation to ensure that all people have access to critical information, media and digital competencies. The MILID network is the research arm of GAPMIL, together with the GAPMIL research committee. Organizations from over 80 countries have agreed to join forces and stand together for change. More information on the Global Alliance for Partnerships on Media and Information Literacy is available at

<http://www.unesco.org/new/en/gapmil>

Regional chapters of GAPMIL have been established in Europe and North America, the Arab States, the Pan-African Region, Latin America and the Caribbean, and the Asia-Pacific Region.

GAPMIL and Milid have joined efforts on Global MIL Week in order to promote MIL connections across educational institutions, organizations, policies, professions, initiatives and nations. The feature event of Global MIL Week was the 6th Conference of the UNESCO-UNAOC UNITWIN MILID Network. The conference in 2016 was expanded to include the first General Assembly of GAPMIL. There were several sessions that specifically explored the work of GAPMIL, including Regional Chapters, and the Thematic Sub-committees. The Conference contributed to the Framework and Plan of Action for GAPMIL, which was developed in 2013. The plenary sessions also explored some of the achievements of the past 3 years, as well as the challenges and opportunities ahead. Drawing on the perspectives and expertise of the International Steering Committee, the sessions explored the purpose of GAPMIL, its goals and priorities areas. The conference also explored the main activities of the Alliance, including research for an MIL Institute, the MIL Observatory.

As established in the formal agreement that originated the network, joint [Unesco/Unaoc Clearinghouse](#) was created. Each university that pertains to the network has its own space there, as can be seen in the link above.

Milid has taken part in the [PLURAL+ Youth Video Festival](#)

a) Education/Training/Research <i>(key education programmes and training delivered and research undertaken by the Chair during the reporting period, target group and geographical coverage)</i>	
i) Education (leading to certificate)	<p><u>Autonomous University of Barcelona</u></p> <p>The Autonomous University of Barcelona offers a Master's Degree in Communication and Education (on-campus and online editions)</p> <p>Classes highly rely in theory and practice through seminars, lectures and workshops, that encourage debate, critical and analytical thinking. The syllabus is based on three areas: Educational Media and Technology, Society of Knowledge and Media, and Digital Society area and Project management. The languages of the Master are Spanish and also English</p> <p>www.mastercomunicacionyeducacion.wordpress.com/English</p> <p>http://www.gabinetecomunicacionyeducacion.com/en/education/masters-degree-communication-and-education-online</p> <p><u>University of São Paulo</u></p> <p>The University of São Paulo offers an undergraduate program in Educommunication.</p> <p>MIL related disciplines are offered as part of graduate or/and undergraduate programs in Education, Communications, Journalism, Audiovisual, Library Science, Information Science, at the School of Communications and Arts.</p>
ii) Training (short term)	<p><u>The Autonomous University of Barcelona</u></p> <p>Since 2013 the Autonomous University of Barcelona offers yearly the Doctoral Summer School and the MILID Summer School. The goal of the MIL Summer School is to bring together researchers in academia and industry from all over the world attempting to address the important challenges in the evolving world of media and information literacy, while simultaneously bolstering the potential and talent of researchers in the first stage of their careers. The University of Cairo takes part of these events.</p> <p>https://doctoralsummerschool.wordpress.com/ https://milidsummerschool.wordpress.com/</p>

MILID Summer School – Exchange with Arab Academy is opened to all international students and counts with the yearly participation of the Arab Academy represented by Professor Samy Tayie from Cairo University.

<http://www.gabinetecomunicacionyeducacion.com/es/search/node/milid%20summer%20school>

Within the framework of the MILID, Summer School students collaborate at the Young Journalists platform divided into groups of radio, online press and television production. The platform was created during the MILID Week in Egypt in 2013 with the aim to set up an intercultural network of journalistic production with an alternative view. The exchange and communication is intended for students, journalists and researchers from all around the world.

<http://youngjournalists.org/index.php/en/> (EN)

<http://youngjournalists.org/index.php/es/> (ES)

Temple University

International Journalism Summer School, Thessaloniki, Greece: Sherri Hope Culver presented on media literacy and the US media industry at this summer program organized by Aristotle University, Thessaloniki, Greece. The collaboration was ignited during a panel presentation at the MILID conference, 2016.

The University of São Paulo

In February 2014, the **University of Sao Paulo**, prof Esther Hamburger_has coordinated the **Student Exchange Program**, supported by Unesco. During a week of activities by students from Spain and Jamaica in São Paulo, from Jamaica and Brazil in Morocco, from Brazil in Jamaica. The exchange program developed awareness about the different media and information configurations in different countries. In São Paulo the Exchange Program included a Seminar where a range of film and television organizations presented their MILID related programs. Video reports by the students who participated in this activity suggest the potential of taking young researchers abroad in MILID activities.

https://www.youtube.com/watch?v=_2hC7SvrRzE

<https://www.youtube.com/watch?v=3oZfVbcFHdk>

https://www.youtube.com/watch?v=dYnlobx_l4c

<https://www.youtube.com/watch?v=eO2nVZHQ4VQ>

Within Brazil, the **University of São Paulo** has taken part of the **Rede de Cinemas**, digital network of University Cinemas, an experimental network supported by Rede Nacional de Pesquisas (RNP - National Research Network) of the Federal Government, that involves 10 universities engaged in training personnel in the technology of digital film streaming and screening, besides offering screenings of independent films that would not otherwise get

attention.

The University of Guadalajara

The University of Guadalajara has organized the **Audiences' rights, Workshop**. Special series of conferences for UG media system's employees. The Autonomous Metropolitan University, (AMU) Mexico city and The National Public Media System of the Mexican State (SPR) : 20 hs. Workshop about Audiences' rights and Tv Literacy , Activity developed together with Prof. Betty Solís,(SPR) and Prof Gabriel Sosa (AMU) , in Chanel 44, University of Guadalajara. Ms. Betty Slis is the General Ombudswoman of Mexican Audiences, and Gabriel Sosa is the Ombudsman for University Of Guadalajara's Media System.

Also by Guadalajara University, the Technological and High Studies Institute of Monterrey, (ITESM) Professor Enedina Ortega: 10 HS. **Workshop on Scrapping methodologies for data collected from Social networks**. This course developed at U. of Guadalajara campus with Communication and Education Studies Master's and Doctoral Students.

Hosei University

National/Regional/Global training and workshop: Every year members of Hosei University in collaboration with MIL related national/regional/global organizations, universities, schools, and/or individuals have performed the general title of "Media and Information Literacy Workshops for Inter-cultural Understanding." Main target groups are children, students, and teachers. The duration of each workshop varies depending on the nature of the workshop and activities/programme. Partners include schools/universities in Tokyo, Fukushima, Shanghai, Cambodia, Nepal, Indonesia. Initiatives include:

1. International Symposium on MIL was held one day before the MILID Conference in Beijing, 2014.
2. Video exchange program with schools in China.
3. Translation of UNESCO MIL Curriculum into Japanese.

Punjabi University

Punjabi University leads India's National Network of Universities engaged with MILID, called **MILUNI**. This is an important tool to foster public policy towards counter-acting radicalization and violent extremism.

Punjabi University has organized the MIL **Capacity Building Workshop for Youth and Youth-led Organizations** in India, 17-19 November 2016 at Punjabi University, Patiala. More than 50 leaders from different parts of India representing diverse sectors participated

in this workshop.

Punjabi University has participated on the Network of India (MILUNI) Application and adaptation of the **Massively Open Online Course (MOOC)** on MIL

The University has worked with Youth organizations in order to stimulate them to add Sustainable Development Goals to their mandates.

Punjabi University has worked with the government in order to guarantee that the **National Youth Policy** is implemented and that youth are provided with livelihood opportunities.

The University has conducted a **joint seminar on MIL with Himachal University** for over 100 Master and PhD students.

Sidi Mohamed Ben Abdellah University

Sidi Mohamed Ben Abdellah University has conducted the **First Workshop on MIL for Future and Current Educators** Organized with the collaboration with the Alliance of Civilizations, United Nations on Feb 18-19, 2013. Project funded by United Nations for Alliance of civilizations.

The university maintains the research group on “**Mass communication, Culture and society**” affiliated to the Laboratory of “discourse, Creativity and Society: perception and Implications.” This research group organized two workshops for future and current educators on 18-19 February, 2013 at the Faculty of Letters and Human Sciences Fez, Morocco. It is evident that, today, student lives and learns in a world that is drastically changing. This workshop provides support for teachers to help students think critically about using and evaluating the vast amounts of information available to them for solving real-life problems, abilities and knowledge that will be vital for living productively in the twenty-first century.

The objective of this workshop was to train teachers in order to be able to teach media and information literacy for primary and secondary schools students. This workshop aims to: (1) to show to current and future educators the importance of media and information literacy in the media-saturated world of the 21st Century; (2) to explain to them the basic media processes, (3) to introduce them to the world of media and information providers and the world of Information communication technologies for a better understanding of how media –traditional and new- work, how they impact on individuals and society, and how they shape attitudes and behaviours. 4. to focus on analysis and critical thinking in order to make current teachers informed citizens, active users of mass media, able to read between the lines and to decipher tendencies to manipulation and distortion of information. 5. to make them aware that media and Information literacy is important owing to the amount of information that is available in contemporary society. Being exposed to a great deal of information will not make people informed

citizens; they need to learn how to use this information effectively 6. A society that is capable to access, evaluate, use and communicate information in an effective and efficient manner is called a media and information literate society. When we educate our children with the necessary information literacy skills, consequently, the society becomes information literate. The papers presented in the event were extremely diverse in subject matter, theoretical orientation, and methodological approach. A number of key common themes and issues were raised and discussed by different speakers and from members of the audience.

The Sidi Mohamed Ben Abdellah University has also organized the **Second Workshop on Media and Information Literacy for future and current educators.**

The rapid growth of media and information and communication technologies and the of explosion of information make it imperative that MIL be taught at schools as young people are very fragile to media and information content. Enhancing MIL among students requires that teachers become media and information literate. In this context, the second workshop was devoted to explore the main modules of the **Media and information literacy Curriculum** for teachers published by UNESCO in 2011. This publication is designed to equip teachers with the skills, and methodology to teach MIL in class.

Western University

Curriculum exploring MILID is mandated for all teacher candidates (student teachers) studying at the Faculty of Education at Western University. This curriculum is part of the Language Arts course for all elementary teacher candidates (who will teach grades 1 – 8), and a course in the Pedagogy of Multiliteracies is mandated for all secondary teacher candidates (who will teach grades 9 – 12) as part of their degree requirements. Upon completing the 2-year graduate degree program, the graduates will receive their Bachelor of Education and become certified teachers with the Ontario College of Teachers.

Working with the distance education university Athabasca University, Carolyn Wilson developed and taught an online course in media literacy for teachers, parents and professionals, from 2006 - 2017. The course drew participants from around the world, from such fields as education, psychology, media production, journalism, intercultural research and dialogue, and equity and policy studies.

In 2016, Carolyn participated in a Teacher Education Needs Assessment with Canadian Bureau for International Education, in Ho Chi Minh City and Hanoi, Vietnam.

Carolyn is also the North American Representative for MENTOR, the International Media Education Association based in Barcelona, Spain. The organization brings together educators together from around the world to develop independent media education programs.

	<p>She is also a Board Member for Media Smarts, Ottawa, Canada. This national education organization is dedicated to supporting teachers, students and parents in media education in both English and French.</p> <p>In 2014 UNAOC implemented a teachers training workshop following UNESCO MIL Curriculum for Teachers.</p>
<p>iii) Research</p>	<p><u>Temple University</u></p> <p>Temple University has created the Center for Media and Information Literacy (CMIL) in 2012 to act as the central hub for MILID UNITWIN activities, directed by Sherri Hope Culver. In addition, the CMIL works to bring Associate Members to MILID UNITWIN. Through its efforts the following Associate Members have joined: National Association for Media Literacy Education (USA), Mercy College (USA), Thompson Rivers University (Canada), University of Ontario (Canada), The New School (USA).</p> <p>Through the CMIL and in partnership with Alton Grizzle of UNESCO, the university led a Global Study of MIL and Privacy. Administration of the survey was supported by ten MILID partners and UNESCO, as well as members of the Global Alliance for Partnerships in Media and Information Literacy (GAPMIL). Partners gathered survey data from 231 educators in thirty-three countries. The 231 educators represented the following education environments: high school (14%); middle school (10%); primary/elementary (20%); university or college level (24%); educators, out-of-school or after-school programmes (9%); civil society, including NGOs and non for profit (17%); and other (6%).</p> <p>Preliminary findings from the survey were first presented at the UNESCO Internet conference in March 2015. The full report is currently in publication.</p> <p>Administration of the survey was supported by the following MILID partners:</p> <p>Sherri Hope Culver, Temple University, USA Michael Dezuanni, Queensland University of Technology, Australia Paulette Kerr, University of the West Indies, Mona, Jamaica Kyoko Murakami, Hosei University, Japan Jagtar Singh, Punjab University, India Samy Tayie, Cairo University, Egypt Jose Manuel Perez Tornero, Autonomous University of Barcelona, Spain Carolyn Wilson, Western University, CANADA S. Joan Yee, University of the South Pacific, Fiji Olunifesi Adekunle Suraj, Lagos State University, Africa UNESCO</p> <p>Research study analyzing media literacy messages in children's television. Program content from Nickelodeon and Disney Channel was analyzed. The research was included in a paper for the MILID</p>

	<p>Yearbook 2017.</p> <p><u>The Autonomous University of Barcelona</u></p> <p>The Autonomous University of Barcelona has worked in a number of projects:</p> <p>The European Media Literacy Education Study- EMEDUS (2012-2014) – was project which ultimate focus is to contribute to the development of national educational policies to promote lifelong learning media education in the European area and in the 27 Member States. Its first work package finished in December 2012 with the building up of a broad knowledge base with more than 500 documents about Media Literacy and Media Education, which are the findings of the last 5 years of research in the field.</p> <p>This project was financed by the European Commission and involved 15 Researchers from 6 Institutions</p> <p><u>Project's website: http://www.emedus.org/</u></p> <p>FilmEd - Showing Films and other audio-visual content in European Schools - Obstacles and Best Practices</p> <p>The research aims to support the European Commission in its current efforts to develop a European wide media literacy policy, especially on the inclusion of European films in school curricula. It will be carried out by a Consortium composed by the Autonomous University of Barcelona, the European Think Tank on Film and Film Policy, CUMEDIAE – Culture and Media Agency and Europe and AEDE -The European Association of Teachers.</p> <p>The study was done by October 2014 and covered the 28 Member States of the European Union, the EEA Member States and Switzerland.</p> <p><u>http://filmedeurope.wordpress.com/</u></p> <p>DINAMIC 2012-2014</p> <p>“Media Literacy Indicators for individuals, institutions and citizenship” is a research project developed by Gabinete de Comunicación y Educacion of the Autonomous University of Barcelona within the frame of a National Plan I+D+I 2012-2013. The main aim of the study is to design a system of indicators in the field of media literacy that can be applied to people, companies, public service corporations and particular groups of people.</p> <p>This project was financed by the Ministry of Science and Innovation of Spain and involved 15 researchers. The University of Cairo took</p>
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	<p>part in this project.</p> <p>Project's website: http://dinamicuab.blogspot.com.es/</p> <p>The <u>University of West Indies</u>, the <u>Autonomous University of Barcelona</u>, <u>Western University</u>, <u>Temple University</u> among other partner universities have been invited by Nordicom and UNESCO to contribute with a viability study about the possible creation of a MIL INSTITUTE. This study has focused on issues such as how professionals/universities can get involved in a MIL Institute; what should be an optimal and sustainable structure for an international MIL Institute; format and type of courses to be delivered at MIL institutions/organizations.</p>
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b) Conferences/Meetings

(key conferences and meetings organized by the Chair or to which its Chairholder contributed)

i) Key conferences and workshops hosted by the Chair

In June 2011, in Fez, Sidi Mohamed Ben Abdellah University hosted the **First International Forum on Media and Information Literacy (MIL)** when 7 universities reached a formal agreement on the constitution of Unesco Unaoc Unitwin on Media and Information Literacy and Intercultural Dialogue - MILID Prof. Abdelhamid Nfissi chaired this Conference.

<http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/news/Fez%20Declaration.pdf>

Yearly Conferences

Yearly Conferences supported by UNESCO and local partners brought the debate to different parts of the world. Conferences and Chairs are listed and linked below:

[\(2012\)](#) Barcelona: **Unesco Mil Milestones: Milid Week**, University Autònoma de Barcelona, Chair Prof. Jose Manuel Torres Tornero

[\(2013\)](#) Cairo: **Empowerment of Democracy through Literacy and Digital Media and Intercultural Dialogue**, Chair Prof. Samy Tayie, Cairo University

[\(2014\)](#) Beijing: **Milid Week**, Tsinghua University International Center for Communication (TUICC), Chair Prof. Li Xiguang

[\(2015\)](#) Philadelphia: **Celebrating Connectivity Across Cultures**, Center for Media and Information Literacy, Temple University, Prof. Sherri Hope Culver

[\(2016\)](#) São Paulo: **Media and Information Literacy: New Paradigms for Intercultural Dialogue**, University of São Paulo, Chair Prof. Esther Hamburger

[2017](#) Kingston: **Media and Information Literacy in Critical Times: Re-imagining Ways of Learning and Information Environments**, West Indies University, Prof. Paulette Kerr will host the Conference.

Each of these meetings was part of a larger global week and conference of researchers, educators, industry professionals, students, policy makers, regulators and NGOs. The Fez Declaration on Media and Information Literacy, which was the first international declaration to combine both media literacy and information literacy, called to “dedicate a week as world media and information literacy week to highlight to all stakeholders the value of promoting and pursuing MIL throughout the world.”

ii) Other conferences/organizational activities undertaken by the Chairholder

The Autonomous University of Barcelona organized with UNESCO the First **European Media Literacy and Information Literacy Forum** (Paris - May 2014)

The Forum was held on May 27 and 28, 2014 at the UNESCO Headquarters in Paris. This conference was funded by the European Commission and UNESCO within the Media Literacy Action. It registered approximately 350 participants from around 50 different countries, who attended the following 14 sessions: "New World, New Literacies", "Formal Education: New Curriculum", "MIL and Intercultural Dialogue", "Research and Assessment on MIL", "New Action Lines: European Project's Recommendations", "Regulatory Authorities and MIL", "Family, Media and MIL", "MIL and Policy Implications", "The European context: Building the new Media and Information Literacy paradigm", "Global Alliance for Partnership on Media and Information Literacy - GAPMIL", "Promoting Film Literacy", "Informal Education, Social Inclusion and MIL", "Media Industry and MIL", "Conclusions, Adoption of Paris Declaration on MIL, Launch of the European Chapter of GAPMIL, and Closing Sessions".

The event ended with the launch of the Paris Declaration and served to encourage the creation of diverse collaborative platforms such as the European Chapter of the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) and the European Media Information Literacy Observatory (EMILO).

www.europeanmedialiteracyforum.org/

Paris Declaration Document: <http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/in-focus-articles/2014/paris-declaration-on-media-and-information-literacy-adopted/>

UAB and the University of Latvia, supported the II European Media and Information Literacy Forum (Riga - May 2016) with UNESCO, European Commission and the Government of Latvia

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/second-european-media-and-information-literacy-forum/>

Latin American and Caribbean Media and Information Literacy Forum (Mexico DF - December 2014)

The conference on December 10 and 11, 2014 in Mexico City was hosted by the National Autonomous University of Mexico (through TV UNAM) and the National Public Broadcasting System of Mexico with the Autonomous University of Barcelona and UNESCO as co-organizers. More than 300 international stakeholders, mainly from Latin American and Caribbean countries gathered at the Centro Cultural Universitario Tlatelolco and debated

about the assumption of new technologies among educational context in their countries. During the event the Mexico Declaration on MIL was adopted and the Observatorio Latinoamericano y del Caribe de Alfabetización Mediática e Informativa (OLCAMI) was launched.

<http://www.foroamilac.org/> (ES)

<http://www.lacmilforum.org/> (EN)

Mexico Declaration on MIL (ES):

http://www.gabinetecomunicacionyeducacion.com/files/adjuntos/Declaracion_Mexico.pdf

Observatorio Latinoamericano y del Caribe de Alfabetización Mediática e Informativa (OLCAMI):

<http://latinamericanmedialiteracy.com/index.php?lang=es>

Cairo University organized the **Workshop of Media and Information Literacy** in 2013.

The workshop was organized for 65 persons, males and females from different parts of the Arab World. We also had two trainees from Afghanistan and Ghana. The workshop received a great amount of media coverage in Egypt, Saudi Arabia and the rest of Arab countries which had participants in the workshop. A network of Arab young journalists, information specialists and Young researchers was established. An online group (Young Journalists and MIL, Cairo 2013) on the face book was created. This site is active with more than 80 members from all over the world, and not only from the Arab World. At the moment it is used as a platform of contact while building of a website is underway. For a short documentary about the workshop: <http://youtu.be/H-RWdHB09co>

Cairo University participated of UNESCO regional conference on MIL Policy in Arab States:

<http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/extrabudgetary-projects-on-freedom-of-expression/all-articles/09-12-2014-seminar-on-media-information-literacy-kit-cairo-egypt-2014/>

<http://en.unesco.org/news/unesco-gave-boost-media-and-information-literacy-arab-states>

(2014) Cairo: UNAOC implemented a teachers training workshop following UNESCO MIL Curriculum for Teachers.

The University of Cairo organized workshops on MIL for teachers and media professionals from Arab states were organized during the years 2015, 2016 and 2017. These workshops received coverage in the Arab media.

Tsinghua University

Tsinghua University was the host of the 2013 UNESCO MILD conference.

In preparation for the conference university's team has actively pushed the popularization of media literacy in China and intercultural dialogue and practices. The conference was held in September 2014, nearly a hundred of experts, scholars and university students from the

United States, Canada, Japan, Sweden, Finland, Brazil, Egypt, Morocco participated in the conference.

The conference published two reports under the title of '2014 Academic Report on Global Media Literacy and Intercultural Dialogue' 《2014 联合国教科文组织全球媒介信息素养与跨文化对话学术报告》 and 'Running a Newspaper in Rome: Chinese Community Media Literacy and Intercultural Dialogue' 《在罗马办报:华人圈媒介信息与跨文化表达》, and developed online multimedia and intercultural media literacy tools.

Chairman Liu Binjie of the Chinese National People's Congress Education, Science, Culture and Public Health Committee gave speech at the conference in which he said, 'the globalised media brings about an equal, free, and democratic interchange between global citizens; improvement of media literacy for the global citizenship is helpful for the creation of cultural diversity.'

Temple University

Sherri Hope Culver serves on the Board of Directors for the National Association for Media Literacy Education (NAMLE), USA. NAMLE holds a media literacy conference biannually. The conference was held in Los Angeles in 2013; Philadelphia in 2015; and Chicago in 2017. Culver chaired the conference in 2015.

University of São Paulo

The University of São Paulo coordinated a Student Exchange Program held in February 2014, involving students from the University of the West Indies, Sidi Mohamed Ben Abdellah University, and the Autonomous University of Barcelona. The program supported the visit of two students from each participant university to other participant universities during the week of February 14 to 21st 2014.

In the University of São Paulo visiting students took part of the **MILID Seminar** which proposed the discussion of in school, extra school and out of school MIL experiences. Teachers who took part in the MIL workshops held in previous years were invited to participate in this international seminar with specialists in film and television literacy. Professors coming from related divisions of the university such as the School of Education, the Educommunication program, the Institute of Physics, were also present. Out of the university partners, such as television cable channel Futura, the landless movement educational unit, and NGO film educators also presented their MIL related programs. Doctoral Students Geiseil Garcia, Marcia Sanz, from the Autonomous University of Barcelona and Gemmel Drakes presented their work, took part of the seminar, conducted interviews, and did visit a public school and NGO partner JAMAC at a periphery neighborhood.

The University of São Paulo has promoted Novos Talentos hands on workshops in São Paulo periphery public schools. These workshops have promoted the encounter between graduate and under graduate university students and high school students in communities with little access to university experience, or to MIL information.

USP has also promoted a series of debates with young and/or established film and television directors in order to promote the exchange between the academic and

professional and artistic environment. **ABPEDUCOM** has organized seminars and yearly national meetings.

University of the West Indies

The University of the West Indies organized the **DLIS Graduate and Staff Seminar Feb 19, 2014** in which the participant of the student exchange program from the University of São Paulo, Breno Benedyct presented his work at CINUSP. He also gave an overview of his MA Research paper at USP. During the same week the university sponsored the **MIL Workshop on Media and Information Literacy Curriculum for Teachers**. One of the major highlights of the program was the workshop presented on February 20, 2014 to adapt the UNESCO MIL Curriculum in which twenty (20) librarians and teachers from high schools and colleges across Jamaica participated. The workshop focused on teaching aspects of Media Literacy, Information Literacy and combined concepts of Media and Information Literacy through a formally constructed curriculum. Specific aspects of the MIL curriculum were identified and addressed by presenters. These were:

Deconstructing Media presented by Professor Hopeton Dunn of CARIMAC

Teaching Information Literacy: The Curriculum presented by Dr. Cherrell Shelley-Robinson, DLIS

Internet Opportunities and Challenges presented by Dr. Paulette Kerr, dlis

Breno Benedyct also participated in a number of class sessions at UWI Mona, visited Media Houses in Kingston and other cultural locations including the Bob Marley Museum.

UWI through the DLIS conducted outreach **3 workshops** on **MIL to College Teachers and Information Professionals** in 2013 (2) and 2014(1). Four outreach **workshops** were also presented **to high school students** between 2013 1nd 2014. A **Seminar** sharing major UNESCO funded research on **IL among Pre-service Teachers in the Caribbean** was held in 2014. The Team at UWI have also presented on MIL at various **conferences**, the most recent being at the IASL Regional Meeting in August 2016 and the MILID Meeting in Sao Paulo Brazil in November 2016.

University of Guadalajara

The University of Guadalajara has promoted the III Regional Meeting of UNESCO-Chairs: ***“Knowledge Production and management: The role and scope of UNESCO Chairs in the Latin American and Caribbean twining and cooperation among Universities***. May 4- 6. 2015, Guadalajara, México.

The University of Guadalajara has promoted the creation of the first ***National Network of MIL in Mexico***. 23 members joined and signed. UG, July 2016.

The UG network member co-sponsored the International ***Colloquium of Film Researchers***, International Film Festival - University of Guadalajara. March 2017.

The UG network member co-sponsored the Workshop: “El servidor público de radiodifusión y los derechos de las audiencias”. University the Guadalajara. May 2017.

Hosei University

Hosei University has organized the Tokyo International Symposium: Raising Awareness of Media and Information Literacy (MIL) Education in Japan and Asia-Pacific” on September 24, 2014.

Hosei University has also organized the **First Symposium for the consortium** in Fukushima (February, 2016). The **Second Symposium for the consortium** in Fukushima followed (February, 2017).

Punjabi University

The Department of Library and Information Science, organized National Seminar on Media and Information Literacy, 12-13 February 2013 at Punjabi University, Patiala.

The university also organized **MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016** held at Punjabi University, Patiala.

Punjabi University also organized the **Media and Information Literacy Workshop** by Alton Grizzle and Jagtar Singh at Central University of Himachal Pradesh, Dharamshala on 24 August 2016.

Sidi Mohamed Ben Abdellah University

Sidi Mohamed Ben Abdellah University sponsored the **International Seminar on Media and Information Literacy at the University Level.**

In celebration of the first anniversary of the Fez Declaration on Media and information literacy which was adopted in the First International Forum on Media and Information Literacy, held in Fez, Morocco, on June 15-17, 2011, the Research Group on “Mass Communication, Culture and Society”; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities Sais Fes; and Sidi Mohamed Ben Abdellah University organized an International Seminar on “Media and Information Literacy at the University Level” on 19-20 June, 2012 at the Faculty of Arts and Humanities Sais Fes, Morocco.

The seminar gathered teachers, activists, media specialists, journalists, librarians, and archivists to raise students' awareness of the vital importance of Media and Information Literacy in their academic and professional lives. It also emphasized the idea that in an increasingly digitalized world, and in view of the explosion of information, information literacy and media literacy form the basis for lifelong learning. They should go hand in hand to empower students to develop a critical approach to media and information sources in order to become informed and active citizens in the 21st century. This is why the conference aimed to draw the attention of decision makers, teachers, and researchers to integrate Media and Information Literacy into higher education curricula in order to better prepare students for the future.

The faculty of letters & Humanities Sais Fez has promoted the **Study day on Information Literacy in the information age**, a project funded by Faculty of Letters & Humanities Sais Fez

The research group on “Mass communication, Culture and society” affiliated to the Laboratory of “discourse, Creativity and Society: perception and Implications” organized a Study Day on Information literacy in the Digital Age on 20 February, 2014 at the Faculty of

Letters and Human Sciences Fez, Morocco. The study day gathered teachers, researchers, activist, information specialists and librarians to raise importance of people's awareness of the importance of information literacy in the digital age.

The internet and other information communication technologies are the greatest mediums of information for all people in the world. The information we are exposed to on the internet determines and shape our attitudes, our understanding, our interpretation, our beliefs, and our views about the world. Although the Internet and ICTs are a means for social and economic development, there are equally unprecedented amounts of mistakes, prejudice, stereotype, propaganda, defamation, manipulation, misinformation, and many types of distortion of information.

In this context, Information Literacy becomes imperative to empower audiences to be more critical and discriminating in their reception, evaluation and use of information and to develop high critical and analytical skills in order to be active and responsible information consumers. The study day tackled important issues such as, key aspects of information Literacy, integrating Information literacy in the classroom, citizen's role in the digital age, cultural Literacy, Computer literacy, Cinema literacy and News Literacy.

The faculty of letters & Humanities Sais Fez has also promoted the **Study Day on Cultural Literacy**

The research group on "Mass communication, Culture and society" affiliated to the Laboratory of " discourse, Creativity and Society: perception and Implications" organized a **Study Day on Information literacy in the Digital Age** on 21 February, 2014 at the Faculty of Letters and Human Sciences Fez, Morocco.

The growing use of information technology is increasing the demand for programmes that address information and culture literacy. Such programmes in the West are developed as the rate of literacy in these countries is high, Besides these countries enjoy economic, political stability, which provides a healthy platform for MIL.

However, the use of ICTs in the developing countries is very complex and suffers from many drawbacks. Today, in the Arab world, Lack of literacy, lack of political security, and lack of economic stability are a handicap for the Arabs to be media and information literate as the programs of MIL can not easily implemented.

The objective is this study on Culture literacy is two folds;

1. To examine how to use effectively and efficiently the ICTs in the Arab states
2. To raise awareness of the right to access information, the value of information, and the right of freedom of speech.
3. To foster media and information literacy for development of local cultures and as a platform for intercultural dialogue, mutual knowledge and understanding;

Besides the above mentioned activities the MILID group has promoted **Lectures and Conferences on Media and Information Literacy** delivered to PhD students belonging to Laboratory, Discourse, Creativity and Society Perception and Implications, Faculty of Arts and Humanities, Sidi Mohamed Ben Abdellah University in 2015, 2016, 2017.

The objectives of the lectures are:

1. To promote MIL in Morocco and the Arab World;
2. To highlight the critical role that media and information literacy can play in building a culture of peace towards intercultural dialogue, mutual knowledge and understanding among civilizations;
3. To emphasize the importance of media and information literacy for social, economic and cultural development;
4. To provide PhD researchers with critical thinking skills in their studies;
5. To equip researchers with the library skills;
6. To Raise PhD students awareness about the importance of Information Literacy in conducting academic projects;

Western University

Carolyn Wilson, MILID Chair, organized and hosted the GAPMIL **North American Sub-Chapter Inaugural Meeting**. A group of media and information literacy educators and organizations representing a broad range of sectors met in London, Ontario at Western University on Sept. 20 and 21, 2016 to form the North American Sub-Chapter of the UNESCO-initiated Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) network. This meeting was organized and facilitated by the Chair, Carolyn Wilson, Western University. The North American Sub-Chapter, in concert with the European Sub-Chapter, shares the objectives to which UNESCO is committed:

- Learning To Live Together
- Education For The 21st Century
- Building Knowledge Societies
- Protecting Our Heritage And Fostering Creativity
- Fostering Freedom Of Expression
- Preventing Violent Extremism
- Promoting Pluralism and Diversity

Represented at the inaugural meeting were a number of organizations and institutions including:

U.S. Participants:

Gateway Media Literacy Partners, Inc.
 Blackburn College, Illinois
 National Telemedia Council
 NCTA – The Internet and Television Association
 Temple University, Center for Media and Information Literacy
 Central Michigan University
 Center for Media Literacy
 National Association for Media Literacy Education (NAMLE)
 The Association of College and Research Libraries; International Federation of Library Associations and Institutions

Canadian Participants:

Association for Media Literacy
 Ontario Ministry of Education
 Western University, Ontario

Lakehead University, Ontario
 TELUQ, Université du Québec
 Technology Enabled Learning Ontario
 Branksome Hall, Toronto
 MediaSmarts, Ottawa
 Western University, Ontario

UNESCO, via Skype

University of Gothenburg

The University of Gothenburg has organized the **Nordic expert Meeting on MIL**, Stockholm, 2013 (co-hosted with the Swedish Media Council)

The university has also promoted the **Nordic-Baltic conference on MIL**, Helsinki 2016 (co-hosted with the Finnish National Audiovisual Institute KAVI)

The university has also organized the conference **Media Education Futures**, University of Tampere, Tampere, May 2014 (co-host)

iii) A selection of conference presentations by the Chairholder and other colleagues

Autonomous University of Barcelona

The UAB has performed a range of activities, and has participated in many meetings and publications as the reports by the Gabinete Comunicacion y Educacion suggest.

Activity Yearbook 2015 – 2016 :

http://www.gabinetecomunicacionyeducacion.com/sites/default/files/field/adjuntos/anuario_gabinete.pdf

Activity Yearbook 2009 – 2014 (p.20)

https://ddd.uab.cat/pub/infanu/88412/anudptper_a2014.pdf

Temple University

Sherri Hope Culver served as chair of Temple University's "Teaching Learning Technology Roundtable" faculty committee from 2013-2016. Sherri Hope Culver presented at the following conferences:

-Invited presenter at the UNESCO Internet conference in Paris, France to present preliminary research on the MIL & Privacy research (2015)

-“Developing a North American Global Alliance for Partnerships on Media and Information Literacy”. National Association for Media Literacy Education conference. Philadelphia, PA with Carolyn Wilson

-Children's Media Conference. (2015) “Well Advised: Working with Children's Media Consultants”. Sheffield, England

-Sandbox Summit (2015) “Fishbowl: Big Data, Ethics, and the Future of Personalized Play and Learning” Moderator and panelist.

-Teaching with Technology Symposium (2016) “20 Apps in 40 Minutes”

-European Media and Information Literacy Forum. Riga, Latvia. (June 28, 2016)

“UNESCO Internet Study: Stimulating research on Privacy and Media and Information Literacy”

-NAMLE conference (2017) “Privacy and Media & Information Literacy: A global study”. Chicago, IL.

-NAMLE conference (2017) “The Audience is You: Deepening Students’ Understanding of Themselves as a Target Audience”; Chicago, IL

-Paley Library. (2017) “Our Evolving Digital Ecosystem: Faculty perspectives on digital media and communication” Temple University.

-MILID conference (2016) “Strategies for balancing equality, freedom of expression, privacy and security”. Sao Paulo, Brazil.

University of Sao Paulo

Participation in meetings and publication by University of São Paulo faculty and students include:

In 2017 Patricia Moran **Workshop on Audiovisual History and Production**, FAPCOM Esther Hamburger - **Debate with Vincent Carelli** director Video nas Aldeias, NGO project that specializes in teaching Native Brazilians to shoot, and also in making films with them. Debate happened after the screening of *Martírio*, a film about the director's 30 years experience with the *Kaiowa*, a group threatened of losing their land. Esther Hamburger - **Debate with Luiz Fernando Carvalho** about his recent adaptation of the novel *Two Brothers* by Amazonian Lebanese-Brazilian writer Milton Hatoun. Book and series were shot on location and tell stories about the life of lebanese migrants in Manaus in the first half of the 20th century.

In 2016 Esther Hamburger mediated the GAPMIL sub-committee: From Global alliance to focus on thematic thrusts.

Esther Hamburger mediated the Plenary Session: Media and Information Literacy, Reinforcing Human Rights, Countering Hate Speech, Radicalization and Extremism. Gilson Schwartz mediated: Economic Perspectives of MIL, how is MIL connected with social literacies such financial literacy to impact economic growth and entrepreneurialism.

Gilson Schwartz was a speaker in the round table: Algorithms, Programming and Game Design in enhancing MIL.

Daniela Osvald Ramos and Jessica Tarasoff, Workshop: Press, Violence, Youth: Tools for News Literacy.

In 2015 Esther Hamburger *Young Black Men, Violence, and Urban Social Inequality in Brazilian Recent Film and Television: Branco Sai Preto Fica* talk Brazil Center, DRCLASS Harvard University. *In a World of Screens* talk DRCLAS Harvard University.

Screenings and debates about the film [Fábula or Mitt hen är Copacabana by Swedish filmmaker Arne Sucksdorff](#). Instituto Moreira Salles and Babilônia Hill. Rio de Janeiro 450 years.

In 2014 Cinusp, directed by Patricia Moran organized the Third Film Exhibit **Cinema da Quebrada na USP**, curated by MA student Wilq Vicente, who also organized a volume on the subject of films made in and by periphery communities.

In 2013 Cinusp directed by Esther Hamburger organized the Second **Cinema da Quebrada**

na USP film exhibit, curated by Thais Scabio from partner NGO JAMAC.

In 2012 Cinusp directed by Esther Hamburger organized the first **Cinema da Quebrada na USP** film exhibited. This first edition was curated by MA student Renato Cândido, who besides a filmmaker, became an audiovisual educator, who took part on the 2014 MILID SEMINAR. Renato Cândido is also a member of the Board of the Palmares Foundation. Patricia Moran, Esther Hamburger, Ferdinando Martins have participated of the Milid Conferences.

University of Guadalajara

Professor Guillermo Orozco has been a:

Keynote speaker in INTERCOM” National Congress: “Comunicação e educação: Caminhos Integrados para um mundo em transformação”. Conference: **Educomunicação e Direitos Humanos, o Grande Cruzamento Democrático de Hoje** August 2016.

Guest Speaker in the international congress “Freedom of Expression and Media Development” conmemorativo del día mundial de la Libertad de Expresión, convocado por UNESCO. Riga, Letonia, Mayo 2015.

Guest speaker en AMILAC: Latin American and Caribbean Observatory for Media and Information Literacy. December 2014.

Guest Speaker en: Global MIL WEEK 2015 V UNESCO-UNAOC UNITWIN - MIILID Conference. Temple University. USA .June, 2015.

Guest speaker International Forum for Audiences’ Rights, IFT: **Federal Institute for Communications, Mexico City. December 2015.**

Guest Speaker Global MIL WEEK 2016. VI UNESCO-UNAOC UNITWIN Universities MILID Conference. São Paulo. Brasil November 2016.

Professor Darwin Franco (**UG-Chair associate**) has been a:

Guest speaker in **AMIC- National Conference: Mexican Association for Communication Research.** April 2017.

Western University

Carolyn Wilson has given the following presentations (selected):

2016 Media Literacy: Teaching and Learning in the 21st Century. Presentation to the UNESCO Associated Schools Network at the Annual General Meeting of the Canadian Commission for UNESCO. Winnipeg, Manitoba.

2016 Teacher Education and 21st Century Challenges. South Asian Library Conference, Lahore, Pakistan.

2015 Global Alliance for Media and Information Literacy. Global MIL Week, 2015. Philadelphia, USA.

2015 Internet Safety and Media Literacy: The Ontario Experience. Young People and the Screens. Buenos Aires, Argentina.

2015 Media and Information Literacy: A Canadian Perspective. The MIL Forum for the Arab States. Cairo, Egypt.

2014 Global Citizenship in the Digital Age: Reading the Word and the World. The Latin American Forum on MIL. San Jose, Mexico.

2014 A Framework for Global Teaching and Learning. Tokyo International Symposium, Hosei University, Tokyo, Japan.

2013 Literacies for the 21st Century. UNESCO International Conference, Abuja, Nigeria.

2013 Media and Information Literacy Day. University of Gothenburg, Sweden.

Hosei University

Besides the already mentioned activities, the Hosei University has taken part of the Forum for the Freedom of the Press, hosted by the Library Science Courses, Supported by the AMILEC & JCJ, Main theme: Fake News, Hate Speech and a Responsibility of media (May, 2017)

Punjabi University

Dr. Jagtar Singh delivered Valedictory Address at the Seven-day "Information Literacy Quality Education Programme Workshop" at Manohar Memorial PG College, Fatehabad, Haryana on 01 March 2017.

Invited talk on MIL by Dr. HPS Kalra at the ICSSR-sponsored 'National Conference on Conceptualizing the Social Responsibilities of Libraries' being organized by Department of Library and Information Science, Banaras Hindu University, Varanasi on 19-20 March 2017.

Keynote address delivered by Dr. Jagtar Singh at the Punjab Library Association's National Conference on Changing Role of Academic and Public Libraries in the Internet Era: Challenges and Opportunities on December 3-4, 2016 at Malout Institute of Management and Information Technology, Malout (Punjab).

University of Gothenburg

Members of the University of Gothenburg have presented in the following events:

Media and Information Literacy and Intercultural Dialogue, MILID Week 2013, Cairo, April 2013

European Observatory on Media Literacy, Barcelona, February 2014

EU/UNESCO Special session 'Media and Information Literacy', Paris, May 2014

European Media Literacy Forum, Paris, May 2014

Media Education Futures, University of Tampere, Tampere, May 2014

International Scientific Conference on Media Literacy in the Digital Age: Cultural, Economic and Political Perspective, Zagreb, June 2014

Media & Learning Conference, Brussels, November 2014

Latin American and Caribbean Forum of Media and Information Literacy, Mexico City, December 2014

Citizens in Mediated Worlds, Helsinki, Finland, May 2016

c) Interuniversity Exchanges/Partnerships

(principal exchanges/partnerships between the Chair and other institutions including UNESCO Chairs/UNITWIN Networks)

Autonomous University of Barcelona

Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). Professor José Manuel Pérez Tornero, PhD, acts as a GAPMIL Advisor. GAPMIL has currently set two regional chapters. UAB makes part of the European and North American Chapter.

Radiotelevisión Española – RTVE. (Avenida de Radiotelevisión nº 4. 28223, Pozuelo de Alarcón (Madrid), Spain)

Editorial Planeta (aulaPlaneta). (Av. Diagonal nº 662-664. 08034 Barcelona, Spain
Arab Academy. (Abi Kir, Alexandria, Egypt)

Asociación de Televisión Educativas y Culturales Iberoamericanas – ATEI. (C/ Fuencarral nº 8, 2ª planta. 28004, Madrid, Spain)

Editorial UOC (Oberta UOC Publishing, SLU). (Rambla del Poblenou nº 156- 08018 Barcelona, Spain)

Tsinghua University

In the grand background of the 'One Belt and One Road' initiative, the team has been

promoting the dialogue and communication between different cultures. Since MILD Global Chair has been established in Tsinghua, the Tsinghua team has been actively promoting the dialogue and communication between Chinese scholars and scholars from all over the world, especially after the 'One Belt One Road' initiative had become China's new national strategy. Tsinghua team has emphasized the improvement of civilizational dialogue between China and other developing countries to break through the international media that has been dominated by the hegemonic West, promoting a new order in global information exchange. In early 2017, Tsinghua team organised the 'The Great Unity of Asian Civilisations under the Heaven' seminar. More than 30 progressive scholars from China, Pakistan, Nepal, Korea, India and Oman participated in the seminar. The seminar examined the Western-centered view of global history and discursive hegemony from dimensions of religion, culture, politics, philosophy, worldview, and personal values, sketched a wish for the future that different nations, races, religions could adequately communicate with each other towards shared prosperity.

Temple University

Temple University has associated with the following universities and institutions:

National Association for Media Literacy Education (NAMLE) (USA)
 Mercy College (USA)
 Thompson Rivers University (Canada)
 University of Ontario (Canada)
 The New School (USA)

University of São Paulo

The Educommunication Program takes part in the ABEPEDUCOM, Brazilian association of media education initiatives. Also participates in the National Congress Communications Commission.

CINUSP participates of the Kinoforum initiative organizing International Short Film Festival, Audiovisual Workshops, of SOCINE and FORCINE. Jardim Miriam Arts and Creative Projects (JAMAC) has been a partner.

Partnership with Faculdade Paulus de Comunicações (FAPCOM) include forthcoming publication of updated of guidebook to Audiovisual Hand On Workshops by Prof. Patricia Moran.

The Department of Cinema, Radio and Television has provided the infra-structure for hand on projects both with students in schools and with teachers at the university. The department has also provided the facilities for the 2016 V MILID Conference and for the 2014 Student Exchange Program. Prof. Maria Dora Mourão, of the Department of Cinema, Radio and Television, is current president of CILECT, International Association of Film Schools. The department has formed young film makers whose awareness of MILID has produced MILID oriented radio, film and television pieces. Among ex-students productions Netflix best watched non-English original series *3%* or BBC radio piece *The day dad stole a bus* deserve to be mentioned here.

University of West Indies

In February 2014 UWI Mona participated in the MILID/UNESCO/UNITWIN Student Exchange Program. The Exchange Program was designed for young journalists/ information/ education/ communication/ audiovisual and correlated specialists who would undertake a one-week fellowship at one of the five participating universities. Two students

from the UWI Mona campus participated in the Program from February 15 – 22, 2014. Gemmel Drakes, graduate student of DLIS, went to the University of São Paulo in Brazil Alpha Obika graduate student of CARIMAC, visited Sidi Mohamed Ben Abdellah University in Morocco

The University of the West Indies hosted Breno Benedyct, a student from the University of São Paulo (USP), Brazil, February 17-21, 2014. Unfortunately due to visa challenges, graduate student from Cairo University who was scheduled for UWI Mona, was unable to participate.

A full programme was planned for the week at UWI Mona.

Dr Sherrell Shelley Robinson of the DLIS, was keynote speaker at the launch of GAPMIL in June 2013.

University of Guadalajara

The UG network member in the Survey for **UNESCO Chairs Working Group Higher Education in the World REPORT 6 : Towards socially responsible HEi, globally and Locally engaged. 2016.**

The UG network member participation in the **Global Survey of MIL and Privacy, exploring how MIL is taught in various education environments. Responsible Sherri Hope.**

The network member - Holder. Guillermo Orozco is member of AMEDI; Mexican Association for Information Rights.

The UG network member participation in IFT as Guest Consultant Academic Association for **National Survey of Children Interaction with TV and Radio In Mexico. IFT: Federal Institute of Telecommunications, 2016.**

The UG network member participation in IFT as Guest Consultant Academic

Association for National Survey of Children Interaction with TV and Radio In Mexico. IFT: Federal Institute of Telecommunications, 2016. The IFT is the national authority for media regulation in Mexico. We together developed a (Paid) national Survey about Children's Tv , their families and their schools. (to be published soon) "agreement for cooperation" signed by Dr. Gabriel Contreras. General Director of the IFT: Federal Institute of Communications

Collaboration with the AMDA: Mexican Association for the Defense of Audiences' Rights. Dr. Adriana Solorzano, the president of AMDA, invited the network member of UG to be part of the AMDA's national, advisory committee.

There is an "agreement for cooperation" signed by Dr. Alberto Fabian Rodriguez, University of Mar del Plata Argentina.

Punjabi University

Exchanges/partnerships on Media and Information literacy between the following universities/organizations took place:

Punjabi University, Patiala
Panjab University, Chandigarh
Central University of Himachal Pradesh
Kurukshetra University, Kurukshetra
Uttarakhand Open University, Haldwani

Banaras Hindu University, Varanasi
 Indian Library Association, Delhi
 Forum For Responsible Media (FORMEDIA)
 Pondicherry University, Puducherry.
 Makhanlal Chaturvedi National University of Journalism and Mass Communication, Bhopal
 University of Calcutta, Kolkata.

d) Publications/Multimedia Materials

(major publications and teaching/learning materials)

*Please tick relevant fields
 of output and indicate
 volume of output:*

[no.]

[tick]

Books



Books (edited)



Books (chapters)



Monographs



Research Reports



Journal Articles (refereed)



Conference Proceedings



Occasional Papers



Teaching/Learning Materials



Multimedia Materials (CD-Rom)



Multimedia Materials (Video)



Materials (Other)



Give details of major publications and materials including full citations.

i) Theses

Autonomous University of Barcelona

Directed by Dr. José Manuel Pérez Tornero

Percepción De Espacio-Tiempo En La Interacción Con Entornos Virtuales De Aprendizaje
 En Educación Superior

Signos En Venta: Hacia Un Modelo General Para El Estudio Semioótico Del Diseño Y La
 Comunicación En El Punto De Venta

La Transformación De RtvE Desde La Viii Legislatura: Legislacion, Digitalización Y
 Financiación

El Uso De Las Páginas Web De Los Parlamentos Nacionales Como Recurso Comunicativo

Para Promover La Participación Política De Los Ciudadanos En Los Procesos De Toma De Decisiones Públicas

Estudio De Audiencias Multiculturales

La Entrevista Medico-Paciente Perspectiva De Analisis Pragmatic-Discursivo

Educacion Para La Participacion: Desarrollo De Un Curriculum Alternativo En La Eso Sobre Ciudadania Y Medios De Comunicacion

La Enseñanza Del Ciberperiodismo En Las Licenciaturas De Periodismo De España

Directed by Dr. Santiago Tejedor

Ami En Latinoamérica: Aproximación, Análisis Y Propuesta De Medición Sobre El Contexto De La Alfabetización Mediática E Informativa En América Latina

Punció Ecoquiada I Esclerosi Amb Etanol En El Maneig Dels Quists Simples Annexials

El Moviment Per La Pau 2.0. Anàlisi Dels Recursos Comunicatius Que Ofereix Internet Per

Al Moviment Per La Pau. Espais De Trobada Entre Catalunya I Colòmbia.

La Evolución De Los Ciberdiarios Deportivos En El Escenario De La Web 2.0. El Caso Español (As, Marca, Mundo Deportivo Y Sport)

Estudio Comparado De Las Agendas Digitales De Los Países Del Cono Sur: Chile, Argentina Y Uruguay. Un Modelo De Análisis De La Política Digital Desde El Concepto De Apropiación

University of Sao Paolo

Directed by Esther Hamburger:

SZAFIR, M. Retóricas audiovisuais 2.1 : ensino e aprendizagem compartilhada : passado, presente e futuro ou por uma arqueologia-cartografia da montagem. Tese (Doutorado). Escola de Comunicações e Artes.

MANFRIM, A. Experiência de ensino de audiovisual e possibilidades na educação formal. Trabalho de Conclusão de Curso. Escola de Comunicações e Artes.

University of Guadalajara

Directed by Darwin Franco

Educación familiar en tiempo de pantallas: Estrategias educativas y domesticación tecnológica en hogares y familias de Guadalajara y Zapopan (Jalisco). Universidad de Guadalajara Centro Universitario de Ciencias Sociales y Humanidades Departamento de Estudios en Educación. Doctorado en Educación. Tesis doctoral.

Directed by Rodrigo González

Las comunidades virtuales de amateurs como comunidades de práctica. Un estudio comparado en dos escenarios en línea. Facultad de Comunicación y periodismo, La Plata

Argentina, doctorado en Comunicación, Tesis doctoral

Directed by J. Manuel Corona, (en proceso) Alfabetismos Transmediales. Culturas de la participación y aprendizajes informales de Fans y Makers en Guadalajara. Doctorado en Educación. Universidad de Guadalajara. Tesis doctoral

Punjabi University

Two theses by Dr. Navkiran Kaur (India) and Dr. Dilara Begum (Bangladesh) have been accepted by Punjabi University, Patiala in 2014, and five more PhD students are pursuing their research on topics related to media and information literacy.

ii) Publications

During the 2011 Conference in Morocco, UNESCO launched its **Media and Information Literacy Curriculum for Teachers**, a resource that results from the work of a group of experts, and that has been translated to 11 idioms, and that is available at

<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/media-and-information-literacy-curriculum-for-teachers/>

Also in 2011 Nordicom published The International Clearinghouse on Children, Youth and Media yearbook ***New questions, new insights, new approaches: Contributions to the Research Forum at the World Summit on Media For Children and Youth 2010***, edited by Catharina Bucht, Ulla Carlsson, Cecilia von Feilitzen, which included contributions to a preparatory panel on MIL at the World Summit

(<http://www.nordicom.gu.se/en/publikationer/new-questions-new-insights-new-approaches>)

One of the first efforts of UNITWIN was an annual MILID yearbook. Sherri Hope Culver served as co-editor of this inaugural edition, with Ulla Carlsson. During this time, Culver helped to establish the template and guidelines for subsequent editions of the yearbook. Yearbooks have been published by Nordicom, until 2015, and by UNESCO in 2016.

Editors of these books have varied according to topic and in order to stimulate participation from different universities, and parts of the world. Open call for papers guarantees that each volume brings a different range of experiences to global attention. Chapters in the various volumes bring localized MIL experiences to global attention. Among many different cases, these chapters highlight for example the ways in which short videos made by junior high school students in Greece help to counteract hate discourse and prejudice (see 2016 Book below). Yearbooks have both fostered research and stimulated global awareness about this research.

References and Links to annual books:

Singh, J., Hamburger, E., Kerr, P. (co-editors) and Culver, S. H. and Grizzle, A., Torrent, J. (co-executive editors) (2016) **“Yearbook: Media and Information Literacy and**

Intercultural Dialogue: Reinforcing Human Rights, Countering Radicalization and Extremism” UNESCO.

[Link Yearbook 2016](#)

Singh, J., A. Grizzle, S.J. Yee, Culver, S.H. (co-editors). (2015) “**Yearbook: Media and Information Literacy and Intercultural Dialogue for the Sustainable Development Goals**”, International Clearinghouse on Children, Youth and Media. Goteborg, Sweden.

[Link Yearbook 2015](#)

Culver, S. H. and P. Kerr (co-editors). (2014) “**Yearbook: Media and Information Literacy and Intercultural Dialogue: Global Citizenship in a Digital World**”, International Clearinghouse on Children, Youth and Media. Goteborg, Sweden.

[Link Yearbook 2014](#)

Culver, S. H. and U. Carlsson (co-editors). (2013) “**Yearbook: Media and Information Literacy and Intercultural Dialogue**”, International Clearinghouse on Children, Youth and Media. Goteborg, Sweden.

[Link Yearbook 2013](#)

Other publications include Tsingua University reports under the title of ‘2014 Academic Report on Global Media Literacy and Intercultural Dialogue’ 《2014 联合国教科文组织全球媒介信息素养与跨文化对话学术报告》 and ‘Running a Newspaper in Rome: Chinese Community Media Literacy and Intercultural Dialogue’ 《在罗马办报:华人圈媒介信息与跨文化表达》.

The network has also contributed to these publications:

Abu-Fadil, M., Torrent, J., Grizzle, A. (2016) “Opportunities for Media and Information Literacy in the Middle East and North Africa”, International Clearinghouse on Children, Youth and Media. Goteborg, Sweden.

[Opportunities for Media and Information Literacy in the Middle East and North Africa Yearbook 2016 \(Arabic Version\)](#)

Ilana Eleá (2015). Agents and Voices. A Panorama of Media Education in Brazil, Portugal and Spain. International Clearinghouse on Children, Youth and Media. Goteborg, Sweden.

http://www.nordicom.gu.se/sites/default/files/publikationer-hela-pdf/agents_and_voices.pdf

[Hornbook Film Literacy CINUSP](#)

UNAOC, IOM “Award Winning Youth Produced Videos on Migration, Diversity and Social Inclusion DISCUSSION GUIDES”, PLURAL +.

link: <https://pluralplus.unaoc.org/resources/plural-discussion-guides-multilingual/>

Grizzle, A., Calvo, M. C. T. (2013) "Media and Information Literacy Policy & Strategy Guidelines", Published by the United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France.

Solé, L., Torrent, J. (2013) "Conversations Across Cultures, Youth Media Visions", Organized by Teachers College-Columbia University in partnership with United Nations Alliance of Civilizations.

Link: https://milunesco.unaoc.org/wp-content/uploads/2014/08/Final_YMV_Book_pF100.pdf

Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., Cheung, Chi-Kim. (2011) "Media and Information Literacy Curriculum for Teachers", Published by the United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France.

Culver, S. H., (2015) "Toward a 4.0 Media Literacy: Contemporary Voices", Journal of Media Literacy.

Culver, S.H. (2015) "The Media Career Guide". Bedford St. Martin press.

CINUSP. Hamburger, E. e Moran, Patricia. (2014) "? Cinema, vídeo e lutas sociais". CINUSP Collection. São Paulo.

Manfrim, A. et al. "Cinema and Video in Public Schools of São Paulo: Experience of Teaching and Learning", published at the magazine of culture and extension of the University of Sao Paolo, May, 2014.

2016 Orozco, Guillermo et al. "L'éducation aux médias au Canada : évolution historique et perspectives actuelle ». Landry, Normand and Anne-Sophie Letellier. (Editors). Éducation aux médias : fondations, enjeux et perspectives. Montreal : Presses de l'Université de Montréal.

Orozco, Guillermo (2014) Educomunicacao Media, Aprendizagens e Cidadania. Ed Paulinas ISBN 978-85-356-3758-8.

Alcalá, Fabiola (2016). Los spots televisivos de las elecciones en Jalisco, 2015. Análisis de sus estrategias de persuasión. Cuadernos de la Catedra MILID, Universidad de Guadalajara

Franco, Darwin (2016). Cartilla de alfabetización ciudadana: Guía pedagógica para empoderar al ciudadano frente a la publicidad electoral. Cuadernos de la Catedra MILID, Universidad de Guadalajara

Jagtar Singh, "Health Information Literacy for Health and Wellness of One and All", In: Building Next-Generation Libraries and Information Services. Edited By R.P. Kumar, Rajeev Manhas & Raj Kumar. Chandigarh: Mantra Prakashan, 2016, Pp: 14-20.

Jagtar Singh, "Placing Media and Information Literacy at the Core of Instruction", In: Media and Information Literacy For Knowledge Societies, Compiled By Evgeny Kuzmin and Anastasia Parshakova. Moscow: Inter-Regional Library Cooperation Centre, 2013. p: 168+

Jun Sakamoto, "Media and Information Pedagogy: Literacy for Intercultural Dialogues," Hosei University Publication, pp.1-227, 2014 (Japanese)

Kyoko Murakami, "Media and Information Literacy and Leadership in Collaborative and Communicative Activities: Competencies Required for a Future Librarian," Transformation of LIS Education, Libraries and Information Services for Knowledge Society. Edited by I.V. Malhan, Trishanjit Kaur, Navkiran Kaur, Ess Ess Publications, pp.579-591, 2016.

Jun Sakamoto, "Theoretical and Practical Issues on Media and Information Literacy Education for Education for Sustainable Development and Examination," Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 13, pp.171-196, 2016. (Japanese)

Kyoko Murakami, "Evaluation of Collaborative Learning and Leadership," Hosei University Qualification Course Annual Report, Vol. 6, pp.5-14, 2016. (Japanese)

Jun Sakamoto, "Practice of inter-schools Exchange Program using Tablet Terminal," Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, n. 1, pp.93-116, 2015. (Japanese)

Jun Sakamoto, "Career Education Practice using Digital Storytelling for the First Year Students," Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, n. 2, pp.3-11, 2015 (Japanese)

Jun Sakamoto, "Future and Reality of Education for Media Information Literacy," Education, Educational Science Society, Kamogawa Press, No.826, pp.68-76, 2014. (Japanese)

Jun Sakamoto, Kazue Kasai, A Study Note: A Study of Global Career Education Research Approach, Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, 2016

Jun Sakamoto, "UNESCO Media and Information Literacy Education - Policy in Japan and Possibility of Practice," Bulletin of Japan Association for Educational Media Study, Vol. 39, pp.15-20, 2015 (Japanese)

Kyoko Murakami, "A Pilot Study of Collaborative learning and Inter/Cross-cultural understanding for Media and Information Literacy: Evaluation of Processes of Exchanging Digital Storytelling using Tablet Computers between Japanese and Chinese Junior High School Students," 13th International Conference for Media in Education: Smart Learning in Digital Environment (ICoME2015), Changchun, China: Northeast Normal University, Proceedings of ICoME 2015, p.18, August 18, 2015

HPS Kalra published a joint article with Navkiran Kaur on Media and information literacy for teenagers and young adults. IN Transformation of LIS education, libraries and information services for knowledge society, vol. 1. Edited by I V Malhan, Trishanjit kaur and Navkiran Kaur . pp. 433-438.

Gabinete's library of publications:

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones>

In 2016 it was also launched a MIL journal called AIKA for the educational community:

<http://www.aikaeducacion.com/>

Media Literacy and Intercultural Dialogue (Universitat Oberta de Catalunya Editorial)
The book presents a selection of texts discussed at conferences, seminars and reflexive

sessions during the MILID Week 2012 and 2013. Each of these texts starts with the idea of MIL in relation with issues regarding strategy, debates and good practices.

<http://www.gabinetecomunicacionyeducacion.com/files/adjuntos/Libro.pdf>

Media Literacy and New Humanism (Alfabetización Mediática y Nuevo Humanismo - Universitat Oberta de Catalunya Editorial)

This book is the result of a seven year collaboration between José Manuel Pérez Tornero (UAB, Spain) and Tapio Varis (University of Tampere, Finland), both are European Commission experts in digital literacy policies. The work is an approach to media literacy in a holistic, critical and socio-cultural context. The authors formulate basic principles and point out an agenda to enhance the contribution of media literacy to intercultural dialogue.

<http://www.editorialuoc.cat/alfabetizacinmediticaynuevohumanismo-p-984.html?cPath=1>

Media Literacy and the General Law on Audiovisual Communication in Spain (La Alfabetización mediática y la ley general de comunicación audiovisual en España - Universitat Oberta de Catalunya Editorial)

The book written by Juan Carlos Gavara and José Manuel Pérez Tornero presents a systematic study framed in the European legislation about the right to MIL in Spain exposed in the General Law on Audiovisual Communication, promotes the right to education, active citizenship, and participatory democracy. The reach of the law's development in the actual information society is decisive among economic, creative, culture, education and participatory issues.

<http://www.editorialuoc.cat/laalfabetizacinmediticaylaleygeneraldecomunicacinaudiovisualen espaa-p-1044.html?cPath=1>

Technology Guide on Communication and Education for Teachers: Questions and Answers (Guía de Tecnología, Comunicación y Educación para profesores: Preguntas y Respuestas - Universitat Oberta de Catalunya Editorial)

The guide is a tool for teachers and researchers wishing to approach MIL from a theoretical and practical perspective. The book includes recommendations, explanations and reflections on the pedagogical use of the Internet in and out of the classroom. It is presented as an everyday working tool for teachers or researchers interested in the use of ICT at educational environments. The book was written by the students of the Communication and Education Master students under the guidance of José Manuel Pérez Tornero and Santiago Tejedor.

<http://www.editorialuoc.cat/guadetecnologacomunicacionyeducacinparaprofesores-p-1334.html?cPath=>

Aquilina Fueyo, José Manuel Pérez Tornero y Carlos Rodríguez-Hoyos (EDS.) (2015). "Los territorios de la educación mediática". Barcelona: Editorial UOC, ISBN: 978-84-90648-92-6, 2015.

Santiago Tejedor "Manual de Internet Sano". ISBN: 978-9945-494-15-0. [En línea]: <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/manual-de-internet-sano>

Santiago Tejedor "Guía para viajeros/as digitales". ISBN: 978-9945-494-16-7. [En línea] <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/guia-para-viajerosas-digitales>

José Manuel Pérez Tornero y Mireia Pi (dirs.) "Tecnología y pedagogía en las aulas: El

futuro inmediato en México". aulaPlaneta, ISBN: 978-84-8335-788- 0, 2016.

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/perspectivas-2016-tecnologia-y-pedagogia-en-las-aulas-el-futuro-inmediato-en-mexico>

José Manuel Pérez Tornero y Mireia pi (dirs.) "Cómo ven los profesores el futuro inmediato en las aulas". Perspectivas 2015, aulaPlaneta, ISBN: 978-84- 8335-767-5, 2015.

Pere Vila, José Manuel Pérez Tornero, Nuria Fernández y Santiago Tejedor (coord.) "El reto de la innovación de los informativos en la era digital. Respuestas europeas: France 24, RaiNews24 y ZDF". Editorial Instituto RTVE, ISBN: 978-84-88788-94-8, 2016.

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/el-reto-de-la-innovacion-de-los-informativos-en-la-era-digital-respuestas-europeas>

José Manuel Pérez Tornero y Santiago Tejedor (eds.) "Ideas para aprender a aprender. Manual de innovación educativa y tecnología". Barcelona: Editorial UOC, ISBN: 978-84-9116-213-1, 2016

José Manuel Pérez Tornero, Tomás Durán Becerra y Santiago Tejedor Calvo "MIL Policies in Europe 2004-2014: The Uniqueness of a Policy and its Connection to UNESCO". En: Jagtar Singh, Alton Grizzle, Sin Joan Yee and Sherri Hope Culver (Eds.) Media and Information Literacy for the Sustainable Development Goals. University of Gothenburg: NORDICOM, ISBN: 978-91-87957-17-8, 2015.

Pérez Tornero, JM, Tejedor, S. y Pulido, C (2012). Políticas de infancia y medios de comunicación: nuevos retos para la investigación en Comunicación, infancia y juventud (p 163-174). Barcelona: Editorial UOC.

(Child Policies and Media: New Challenges for Research on Communication, Childhood and Youth)

Pérez Tornero J.M y Pulido, C. (2012). Infància i tecnologies de la informació i de la comunicació a Catalunya: la bombolla mediàtica d'infants i adolescents. DOCS INFÀNCIA CATALUNYA. Barcelona: UNICEF

(Childhood and Information and Communication Technologies in Catalonia: Children and Teenagers' Media Bubble)

The publications by UAB Gabinete de Comunicacion y Educacion can be found at:

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones>

Activity Yearbook 2015 – 2016 :

http://www.gabinetecomunicacionyeducacion.com/sites/default/files/field/adjuntos/anuario_gabinete.pdf

Activity Yearbook 2009 – 2014 (p.20)

https://ddd.uab.cat/pub/infanu/88412/anudptper_a2014.pdf

Media Education Futures, Yearbook 2015, Eds: Sirkku Kotilainen & Reijo Kupiainen (2015)

In 2013, UNESCO developed the Policy and Strategy Guidelines for Media and Information Literacy Curriculum Development and Implementation, UNESCO, Paris. Member Chair Carolyn Wilson was a co-author.

Wilson, Carolyn. "Youth Radicalization in Cyberspace: Enlisting Media and Information Literacy in the Battle for Hearts and Minds". MILID Yearbook 2016: Media and Information

Literacy and Intercultural Dialogue. To be published November, 2016. Co-Author.

Wilson, Carolyn. 2016. "L'éducation aux médias au Canada : évolution historique et perspectives actuelle ». Landry, Normand and Anne-Sophie Letellier. (Editors). Éducation aux médias : fondations, enjeux et perspectives. Montreal: Presses de l'Université de Montréal. Co-Author.

Wilson, Carolyn. 2015. "Media and Information Literacy Education: Fundamentals for Global Teaching and Learning". MILID Yearbook 2015: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Wilson, Carolyn. 2014. "The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow". Journal for Media Literacy. National Telemedia Council: Wisconsin, U.S.A. Co-author.

Wilson, Carolyn. 2014. "Media Literacy, Digital Technologies and Civic Engagement: A Canadian Perspective". MILID Yearbook 2014: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Wilson, Carolyn. "MILID Week: Global and National Perspectives". MILID Yearbook 2013: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Grizzle, Alton, et al. 2013. Policy and Strategy Guidelines for Media and Information Literacy Curriculum Development and Implementation. UNESCO, Paris. Co-author.

Wilson, Carolyn and Grizzle, Alton, et al. 2011. MIL Curriculum for Teachers. UNESCO, Paris. Co-author and co-editor.

iii). Multimedia materials:

UNESCO – UNAOC Online Multimedia MIL Teaching Resources Tool, <http://unesco.mil-for-teachers.unaoc.org/>

Cairo University

In collaboration with UNESCO Cairo office and Autonomous University of Barcelona, Cairo University produced a MIL kit in 2014. It included basic materials on MIL as well as videos. The MIL kit was presented in the MILID week which was organized in Cairo in May 2014. This media kit was produced in Arabic language and was circulated in all functions and workshops carried out later on in all Arab states during the years of 2013 until 2017.

University of Sao Paolo

[Videos CINUSP](#)

University of Guadalajara

10 short videos about audience's rights. This material is shown during regular programming by Public Tv Channels in Mexico

e) Cooperation with UNESCO Headquarters, Field Offices

Autonomous University of Barcelona

Organization of European MIL Conferences in Paris and Riga.

Temple University

Sherri Hope Culver co-edited MILID Yearbooks for the years 2013, 2014, 2015, and co-executive edited 2016.

University of Sao Paulo

National Headquarter has helped in the organization of the VI MILID CONFERENCE at the University of São Paulo. Visits from UNESCO Brazil Staff prior to the Conference have insured that the installations proposed were adequate. Unesco Brasilia has suggested, and invited speakers, and has coordinated relations with the different levels of government. Unesco Headquarters take part in defining plans to the future including a chair on Film Literacy.

After the 2016 Conference, Prof. Ismar Soares invited Alton Grizzle to speak at the Communications Commission of the National Congress in Brasilia. The trip was organized by UNESCO headquarters in Brasilia.

University of Guadalajara

Guest speaker: Dr. Jordi Torrent. UNAOC –MILID Program. Conference: *Media Education at the age of CTIM (La Educomunicación en la era de la educación CTIM)*. MIL Colloquium held at the network member UG quarters. February 18, 2017.

UNAOC- MIL and UNICEF/Voices of Youth: Article written by Dr. Guillermo Orozco, network member: *How to accompany young people as they emerge and develop as speakers in communication systems* (Dec. 2013).

Punjabi University

Edited MILID Yearbooks for the years 2015 and 2016

MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016 held at Punjabi University, Patiala. More than 50 participants from different parts of India representing diverse sectors participated in this workshop.

Western University

The Canadian Commission for UNESCO offered financial support for the inaugural meeting of the North American Sub-chapter of GAPMIL. The meeting took place in September, 2017 at the Faculty of Education, Western University, London, Canada.

In 2017, Carolyn Wilson was nominated to the Canadian Commission for UNESCO, Sectoral Commission for Culture, Communication and Information.

University of Gothenburg

The International Clearinghouse on Children, Youth and Media was initiated by UNESCO in 1997 and has cooperated with UNESCO since then. The cooperation was for several years confirmed through a Memorandum of Understanding.

f) Other

(any other activities to report)

Punjabi University

Dr. Jagtar Singh and Dr. HPS Kalra Served as Resource Persons to develop e-Content for the paper Media and Information Literacy for INFLIBNET Centre of the UGC on 21 February 2015 at Indian Institute of Mass Communication, New Delhi.

Dr. HPS Kalra Served as Resource Person at the Expert Committee Meeting to develop syllabus for Appreciation Programme on Media and Information Literacy for Indira Gandhi National Open University on 27 April 2015 at IGNOU, New Delhi.

Western University

In 2017, the work of Carolyn Wilson was recognized by the Government of Canada, in an official statement made in the House of Commons, for global leadership in media and information literacy.

<http://kyoung.liberal.ca/news-nouvelles/acknowledging-and-recognizing-the-accomplishments-of-carolyn-wilson/>

3. Future Plans and Development Prospects:

Outline of action plan for the next biennium and short/medium and long-term development prospects. Please do not hesitate to refer to difficulties that the Chair has experienced (Not exceeding 300 words)

The network is ready to renew the agreement that established it 6 years ago, now including at least the 19 universities reported here. This enlarged web of universities would be ready to collaborate with a MIL Institute in case UNESCO decides to inaugurate one. Besides keeping up with the Annual Conference and the Year Book, and with student exchange programs, the network should evolve towards other initiatives of academic collaboration such as exchange of professors, and joint academic programs.

MIL is a transdisciplinary and contemporary key topic that promises to stimulate the engagement of students and professors with subjects that are situated at the forefront of technology, education, media, art, and sciences, and that are currently presenting renewed challenges. Unesco stimulates universities with solid work on the subject to submit their candidacy to specific Chairs. MILID Network combines with these specific chairs to constitute a strong web of active mobilization towards democratization of access and of production and circulation of media messages. This network is tuned with the Sustainable Development Goals, especially with pursue of social, and gender inclusion, and intercultural dialogue. The network is in line with the movement against violence, for peace, tolerance, and for democratization of the media. The existence of the network favours joined comparative research projects that can reveal how same agendas acquire different meanings in different parts of the world.

Continuous experiences in school formal and informal hands on workshops, geared towards the assessment of mechanisms of creative media production among teachers and/or students promise to enrich MIL repertoires. Exchange of approaches and methodologies promises to improve network's potential of disseminating creative ways of working with the media in and around school. More **Student Exchange Programs** could help to foster the network by counting on the potential of young minds to understand the complexities and diversities of a field that promises to converge, but keeps also stimulating diverging cases and situations.

Research on awareness about privacy issues has opened a venue for research that should be taken further. Key issues the network can research relate to regulatory parameters of internet use around the globe. To what extent do these parameters guarantee the privacy of users? How do these parameters regulate relations between technology infrastructure companies, communication corporations, and citizens who use internet services? How do these regulatory parameters regulate the relations between creative content makers and providers of technology and circulation? How do these parameters deal with authorship rights? Are national borders still a reference with regard to internet regulatory parameters?

Digital Archives constitute another key topic of general interest. While the possibility of internet access has potentialized access to print press archive, turning available archives that were previously of difficult access, it has also multiplied the materials that remain in the net, with no institutional archive belonging. France, Sweden, and other European countries have regulations that oblige for instance television networks to deposit every program they air. The huge archive with everything that was aired on French television is accessible to anyone who comes to the François Mitterrand National Library, where researchers and/or fans are welcome to research the database, watch, and print things. This archive format

guarantees basic right of access to information, without causing harm to rights of property. Which countries share the same structure? What happens in countries that do not share that structure? Open internet databases such as Youtube have democratized access to contents that were previously kept from public circulation. Nonetheless the durability of these independent databases is not guaranteed. How to secure access to past digital television and internet archives? How different countries deal with this challenge?

Temple University Paley Library recently became the home for the Elizabeth Thoman Media Literacy Archives and has expressed an interest in developing a strong media literacy archive going forward.

Media Inside Out: The Center for Media and Information Literacy at Temple University produces a monthly television series exploring issues relating to media and information literacy. The show is produced and hosted by Sherri Hope Culver. Over twenty-five episodes have been recorded. Details available at <https://centermil.org/media-inside-out/>

Future activities per university

Autonomous University of Barcelona

Continue developing the established projects and research based on MIL
 Promote MIL in a shifting communication and information landscape for quality journalism (sharing the impact of MIL on the best practices in quality journalism, ethics, media trust, engaged audiences, etc).
 Advance the role of MIL in preparing critical citizens who are able to identify trusted media. Reflect on the current trends that formulate today's journalism in order to identify action lines and research problems, specifically the potential role of MIL in this realm, to be addressed by the Chair.
 Set up strategies to cooperate with libraries and strengthen current agreements with information providers and disseminators.

Transfer of knowledge is an expected outcome as a result of the different research lines and working platforms the Gabinete has and thanks to the networks it is part of. The Gabinete has signed agreements with universities such as the Arab Academy (Egypt), the National Autonomous University of Mexico (UNAM) and University of Sao Paulo (USP), and has plans to deepen and extend these bilateral agreements to other countries. UAB, through the Gabinete, is part of ATEI (Ibero-American Association of Educational and Cultural Televisions) which would serve as a bridge to transfer knowledge and create north-south transfer of knowledge agreements.
 Strategies as previously described will be reinforced by the Chair in the future through the celebration of bilateral agreements.

Temple University

Center for Media and Information Literacy: upcoming projects include a research study on media literacy messages in children's television and a proposal to the School District of Philadelphia for media literacy teacher training in partnership with NBC Learn.

Media Inside Out: Continue production of this television series exploring issues relating to media and information literacy. <https://centermil.org/media-inside-out/>

International Journalism Summer School: Sherri Hope Culver will be presenting on media literacy and the US media industry at this summer program organized by Aristotle University, Thessaloniki, Greece.

Developing a general education course on media literacy: This course is being developed by Culver at the request of the Dean of Klein College of Media and Communication. If accepted, this would be a course offered to all 40,000 Temple University students.

Media Literacy Archives: Temple University Paley Library recently became the home for the Elizabeth Thoman Media Literacy Archives and is current digitizing all content. The library has expressed an interest in developing a strong media literacy archive going forward.

University of São Paulo

The University of São Paulo has started a partnership with Paulus Communications School (FAPCOM), a Christian School that and with Paulus Publishing House around the reprint of an updated version of the booklet Prof. Patricia Moran organized, and CINUSP published on the occasion of the first workshop for teachers, January 2012. This book should be published towards the end of 2017.

Partnership with FAPCOM includes MIL workshops for teachers of the the city of São Paulo.

FAPCOM is a Christian school which focuses in the different specializations of Communications. The

USP also aims to develop ongoing collaboration with other initiatives in the audiovisual field with short and feature film festivals such as Kinoforum and International Film Festival, with TV Cultura, Canal Futura. The idea is to favor programs towards the diffusion of students films.

For the past two years the university has taken part in a hands on project with China. As a result USP students have made films in China.

Research about the different MIL programs in the audiovisual field include partnership with Prof Moira Toledo at the FAAP Film Department, Alexandre Sayad Le Voci and his High School projects, Prof. Ismar Soares and his High School Projects. The idea would be to construct a conceptual framework to evaluate MIL audiovisual programs. This evaluation methodology should help improve the stability of the existent initiatives. Institutions that have long standing filmmaking programs among segments of the population that otherwise would not have the chance to learn these MIL skills have been under siege. Video nas Aldeias, a NGO that UNESCO has supported under the program that protects and promotes diversity of cultural expression, and that has developed outstanding work among Native Brazilians is one of them.

<http://www.videonasaldeias.org.br/2009/>

Programs that foster MIL within schools around the country are also under siege since the new curriculum has reduced the mandatory disciplines schools are obliged to offer. Work both with researchers who have proposed MIL in school programs, and with researchers who have developed extra school MIL initiatives base a in preparation Unesco Chair proposal.

There are signs that both our Undergraduate and Graduate programs, on Audiovisual, and on Audiovisual Means and Processes, both created to face the challenges of the digital world, has formed professionals that are intrinsically in tune with MIL principles:

[The Day Dad Stole a Bus](#)
[O Menino e o Mundo](#)

Relations with NGOs such as Video nas Aldeias, Kinoforum, ABPEDUCOM, Museu da Pessoa, FLIP. Private school projects such as Colégio Dante Alligheri, Colégio Bandeirantes. Independent MIL professionals such the Media Education Lab. Institutions of public communications such as TV Cultura. Other MIL sensitive media companies such as Canal Futura, and UOL presented their MIL connected work at the Conference in Brazil, as it can be further appreciated in the [report of the conference](#).

Local Gapmil chapter and ABEPEDUCOM organized a MIL Conference in Porto Alegre in 2015. Abepeducom has joined VI MILID Conference in São Paulo. Dean of the School of Communications and Arts, Prof. Margarida Kunsch, Vice-Rector of the university, Prof. Vaham supported the Conference. Prof. Zago, rector of the university not only supported the Conference, but gave a suggestive Keynote Speech.

The University currently prepares a proposal for a specific Chair, to be submitted by 2018.

University of Guadalajara

MILID network member ED. D. Guillermo Orozco will be guest speaker at:

III INTERNATIONAL CONGRES OF MEDIA EDUCATION AND DIGITAL COMPETENCES. Segovia, Spain, June 2017

MILID network member **Media Education Gabinete** at (UAB): Autonomous University of Barcelona, Spain. July, 2017

MILID Associate member ED.D Darwin Franco will be Guest speaker at:

UNAM (National Autonomous University), Mexico City **RINDIS** International Colloquium on Hate Speech. Mexico, May 25, 2017.

MILID network member ED.D Guillermo Orozco will offer an University- optional course about **MIL, Audiences and Communication Rights** to several UG Academic programs related to MIL : Journalist Studies, Master on Communication Studies, Master and Doctoral programs on Education, Media Studies, Master and Doctoral programs on Social Sciences.

Sidi Mohamed Ben Abdellah University

In celebration of the MILID week to be held in Jamaica in 2017, Sidi Mohamed Ben Abdellah University will organize a seminar on “ Media and Information Literacy in the Arab World” in October 2017.

Western University

In 2017, the GAPMIL North America Sub-Chapter met on June 26 in Chicago, IL in advance of the National Association of Media Literacy Education’s (NAMLE) biennial conference.

The North American Sub-chapter of GAPMIL will meet in Jamaica during the Global MIL week conference, and again in Lisbon, Spain in 2018 where they will be joined by members of the European sub-chapter.

University of Gothenburg

Currently reorganizing the International Clearinghouse on children youth and media. The activities will continue at least until 2018, when activities will be evaluated and redefined.

Appendix:**1) Human Resources**

Autonomous University of Barcelona

Prof. José Manuel Perez Tornero
 Prof. Santiago Tejedor
 Profa. Lidia Peralta García
 Nuria Fernández-García
 Sally Tayie
 Marta Portalés Oliva

Other researchers and collaborators:

<http://www.gabinetecomunicacionyeducacion.com/es/equipo>

Temple University

Sherri Hope Culver: Director, Center for Media and Information Literacy. Associate Professor, Klein College of Media and Communication.

Tom Jacobson: Acting Dean of the College of Media and Communication at the start of UNITWIN (2011)

University of São Paulo

Two administrative staff members have worked part time during the six year period. Around twenty undergraduate and graduate students were involved in the different activities. For a complete list of students, faculty and staff involved:

Escola de Comunicações e Artes

Profa. Margarida Kunsch former director
 Prof. Eduardo Monteiro former vice-director and current director

Department of Cinema, Radio and Television

Profa Esther Hamburger
 Profa Patricia Moran
 Prof Gilson Schwartz (2016 Conference)
 Ivone Vontini (adm)

Department of Communications and Arts

Prof. Ismar Soares (retired)
 ABPEDUCOM - Associação Brasileira de Pesquisa em Educomunicação

Department of Journalism and Publishing

Alexandre Amaral (undergraduate)
 Prof Vitor Souza Lima Blotta
 Prof Daniela Osvald Ramos

CINUSP

Maria José Hipólito (adm)
 Thiago André (adm)
 Breno Benedict (MA trainee)
 Milena Szafir (PhD)

TUSP

Prof. Ferdinando Martins

University of Guadalajara

ED. Dr. Darwin Franco Miguez Chair Associate
 COM. Dr. Fabiola Alcalá , Chair Associate
 ED.D.-Candidate Manuel Corona Chair Associate
 COM...BA J. Luis Sandoval, Chair assistant - mexico

inc

University of Gothenburg

During 2013-2017 one person has worked part time (50%) as scientific coordinator and one person full time (100%) as research information officer. From summer 2017 and on, the coordinator finish her employment.

2) Financial Resources

<i>Please tick sources of financial contribution and specify the amount in U.S. dollars</i>	[tick]	Amount (\$)
Host Institutions	<input checked="" type="checkbox"/>	
University of the West Indies		
University of São Paulo		170,000
University of Guadalajara		25,000
Autonomous University of Barcelona		146,000
University of Gothenburg		170,000
Hosei University		19,817
Partner Institution	<input type="checkbox"/>	

Government Body	<input checked="" type="checkbox"/>	
Government of Japan		12,727
Other Public Institution/Bo	<input type="checkbox"/>	

(incl. Research Councils)		
UNESCO	<input type="checkbox"/>	

Other UN Agency	<input checked="" type="checkbox"/>	

	Canadian Commission for Unesco	2,300
	IGO <input type="checkbox"/>	
	NGO <input type="checkbox"/>	
	Industry <input type="checkbox"/>	
	Other Private <input type="checkbox"/>	—
<p><i>Give details of financial contributions, material resources and space.</i></p> <p><u>University of Guadalajara</u></p> <p>An office is provided by the UG, as well as two students as Assistant (paid-a third of time). Administrative support is also provided.</p> <p><u>Autonomous University of Barcelona</u></p> <p>During the last 6 years:</p> <p>Expense of part time researchers and administrators in order to achieve the projects: 48.000</p> <p>Publication expenses: 5.000</p> <p>Congresses and event organizations: 20.000</p> <p><u>Temple University</u></p> <p>Total amount: \$125,000</p> <p>Detail:</p> <p>Temple University has supported the Center for Media and Information Literacy with an office and administrative support through a work study student since it's start in 2012. The CMIL was initiated in part to work on MILID UNITWIN projects and collaborations.</p> <p>Temple University supported the MILID conference in Philadelphia 2015, including lodging for MILID UNITWIN attendees and a day of cultural tourism. The university also supported Sherri Hope Culver to attend all MILID conferences to represent the university.</p> <p><u>University of São Paulo</u></p> <p>Total amount: \$170,00</p> <p>The amount includes part of the resources that CAPES Research Funding Federal Agency has provided to the Novos Talentos teacher training program. Along the years, besides sending at least one professor to the MILID Annual Conferences, the University has</p>		

supported, part time of two administrative staff members (at CINUSP and CTR ECA) and trainees who worked in the Workshops in Schools and/or at the University. Publications are also included. The University has also contributed with the organization of the V MILID Conference.

University of Gothenburg

The financial contribution each year (35.000) is the editorial work with the MILID publication, including print and distribution in the network.

The University of the West Indies

The Department of Library and Information Studies will be contributing \$250,000

> The UWI Mona Library will be \$250,000

> CARIMAC kind will amount to \$150,000

End of the Form

Attachments**Individual University Reports****Sidi Mohamed Ben Abdellah University****Autonomous University of Barcelona****Cairo University****Tsinghua University****Temple University****University of Sao Paulo****The University of the West Indies****University of Guadalajara****Hosei University****Punjabi University****Western University****University of Gothenburg**

MILID UNITWIN REPORT

Sidi Mohamed Ben Abdellah University, Fez, Morocco

Abdelhamid NFISSI
Faculty of Arts & Humanities, Sais, Fez
Sidi Mohamed Ben Abdellah University

1. First International Forum on Media and Information Literacy

Project funded by UNESCO, ISESCO, Arab Bureau of Education for the Gulf States

Leaders of the projects:

Abdelhamid Nfissi (Chair of the Forum), Sidi Mohamed Ben Abdellah University, Fez, Morocco

Drissia Chouit (Coordinator of the Forum), Moulay Ismail University, Meknes, Morocco

Under the Auspices of His Majesty King Mohammed the Sixth, the First International Forum on Media and Information Literacy was organized by the Research Group on Mass Communication, Culture and Society; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities, Sais-Fes; and Sidi Mohamed Ben Abdellah University, Fez, Morocco, on June 15-17, 2011 at the Faculty of Medicine and Pharmacy, Fez, with the collaboration of the United Nations Educational, Scientific and Cultural Organization (UNESCO) as lead partner, the Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Bureau of Education for the Gulf States (ABEGS), and the United Nations Alliance of Civilizations (UNAOC) as key partners.

Rationale of the Forum

Grounds for Combining Media and Information Literacy

The First International Forum on Media and Information Literacy examined both media and information literacy because in the digital age and convergence of communications, information literacy and media literacy should go hand in hand to achieve full human development, to build up civic societies, and to lay the foundations for world peace and intercultural constructive dialogue. This Forum was the first of its magnitude since UNESCO initiated the blending of the two concepts, media literacy and information literacy, to empower audiences to be aware of the functions of media and other information providers, and to be more critical and discriminating in their reception, evaluation and use of information and media.

Objectives

The First International Forum on Media and Information Literacy aimed (1) to raise awareness and understanding about the importance of MIL in the information and communication age as a prerequisite to human and economic development; (2) to draw up plans to integrate MIL in the national educational programmes in order to encourage the development of media and information literate users/audiences/producers, thereby maximizing the potentials of the media and information at the service of democracy, justice, sustainable economic models, and development at all levels of society; (3) to sensitize participants to legal, political, economic and ethical issues in information and media literacy, and to discuss scientific approaches for media and information sourcing, sharing, evaluation and utilization; (4) to examine conceptual issues regarding verbal, visual and digital literacy; (5) to focus discussion on media and information literacy from cross-cultural perspectives, giving voice to the concerns, preoccupations and aspirations of countries of the South and stressing the importance of cooperation not only North/South but also South/South in order to promote MIL, and (6) to come up with the Fez Declaration on MIL and Plan of Action to this effect.

Outcomes the Forum: Fez Declaration on Media and Information Literacy

The First International Forum on Media and Information Literacy came up with the Fez Declaration on MIL. The Participants in this forum invite UNESCO, UNAO, ISESCO, ABEGS, and other stakeholders worldwide to:

1. Reaffirm their commitment to initiatives relating to Media and Information Literacy for All and consider this International Forum on MIL an international platform for MIL;
2. Dedicate a week as World Media and Information Literacy Week to highlight to all stakeholders the value of promoting and pursuing Media and Information Literacy throughout the world. It was proposed that this should be celebrated on 15-21 June every year;
3. Integrate media and information literacy in educational curricula both in the formal and non-formal systems, in order to (i) ensure the right of each and every citizen to this new civic education, (ii) capitalize on the multiplier effect of educators to train learners for critical thinking and analysis, (iii) endow both teachers and learners with MIL competencies to build up media and information literate societies, setting the stage for knowledge societies;
4. Include the production and distribution of user generated content (UGC), particularly youth-produced media, as part of the overall framework of MIL;
5. Conduct research on the state of media and information literacy in different countries so that MIL experts and practitioners would be able to design more effective initiatives;
6. Pursue appropriate follow-up to the regional consultations for the adaptation of the MIL Curriculum for Teachers and the promotion of MIL and Intercultural Dialogue;
7. Expand the UNESCO-UNITWIN-UNAO Media and Information Literacy and Intercultural Dialogue (UNESCO-UNITWIN-UNAO-MILID) Network to include other universities representing all regions of the world; and encourage the setting-

up of national, regional and international institutes or centres or clearing houses on media and information literacy in all regions to support media and information literacy initiatives worldwide; making this network a driving force for fostering MIL throughout societies at large, thus contributing to building sustainable peace around the world;

8. Foster media and information literacy for development of local cultures and as a platform for intercultural dialogue, mutual knowledge and understanding;
9. Ensure that media and information ethics are embedded in all curricula, and advocate for ethical values on the part of communication, information, and media providers;
10. Endorse the setting up of a regional MIL Institute or Centre that will operate under the umbrella of Sidi Mohamed Ben Abdellah University, Fez, Morocco, and cooperate with this Institute/Centre to enhance its international relevance within the framework of the UNESCO-UNITWIN-UNAOC-MILID Network;
11. Convene biennial meetings of the International Forum on Media and Information Literacy to provide a venue for continuing interactions on MIL across borders, cultures, fields of study and professional practice. The Second Edition of the International Forum on Media and Information Literacy is proposed to take place in 2013. The exact dates will be specified in consultation with all partners.

2. International Seminar on Media and Information Literacy at the University Level. Project funded by Sidi Mohamed Ben Abdellah University.

In celebration of the first anniversary of the Fez Declaration on Media and information literacy which was adopted in the First International Forum on Media and Information Literacy, held in Fez, Morocco, on June 15-17, 2011, the Research Group on “Mass Communication, Culture and Society”; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities Sais Fes; and Sidi Mohamed Ben Abdellah University organized an International Seminar on “Media and Information Literacy at the University Level” on 19-20 June, 2012 at the Faculty of Arts and Humanities Sais Fes, Morocco.

Objectives of the Seminar

The seminar gathered teachers, activists, media specialists, journalists, librarians, and archivists to raise students' awareness of the vital importance of Media and Information Literacy in their academic and professional lives. It also emphasised the idea that in an increasingly digitalized world, and in view of the explosion of information, information literacy and media literacy form the basis for lifelong learning. They should go hand in hand to empower students to develop a critical approach to media and information sources in order to become informed and active citizens in the 21st century. This is why the conference aimed to draw the attention of decision makers, teachers, and researchers to integrate Media and Information Literacy into higher education curricula in order to better prepare students for the future.

3. First workshop on MIL for future and current educators Organized with the collaboration with the Alliance of Civilizations, United Nations on Feb 18-19, 2013. Project funded by United Nations for Alliance of civilizations.

The research group on “Mass communication, Culture and society” affiliated to the Laboratory of “ discourse, Creativity and Society: perception and Implications” organized two workshops for future and current educators on 18-19 February, 2013 at the Faculty of Letters and Human Sciences Fez, Morocco. It is evident that, today, student lives and learns in a world that is drastically changing. This workshop provides support for teachers to help students think critically about using and evaluating the vast amounts of information available to them for solving real-life problems, abilities and knowledge that will be vital for living productively in the twenty-first century.

Objectives

The objective was to train teachers in order to be able to teach media and information literacy for primary and secondary schools students .This workshop aims to:

(1) to show to current and future educators the importance of media and information literacy in the media-saturated world of the 21st Century;

(2) to explain to them the basic media processes,

(3) to introduce them to the world of media and information providers and the world of Information communication technologies for a better understanding of how media –traditional and new- work, how they impact on individuals and society, and how they shape attitudes and behaviours.

4. to focus on analysis and critical thinking in order to make current teachers informed citizens, active users of mass media, able to read between the lines and to decipher tendencies to manipulation and distortion of information.

5. to make them aware that media and Information literacy is important owing to the amount of information that is available in contemporary society. Being exposed to a great deal of information will not make people informed citizens; they need to learn how to use this information effectively

6. A society that is capable to access, evaluate, use and communicate information in an effective and efficient manner is called a media and information literate society. When we educate our children with the necessary information literacy skills, consequently, the society becomes information literate.

The papers presented in the event were extremely diverse in subject matter, theoretical orientation, and methodological approach, a number of key common themes and issues were raised and discussed by different speakers from and members of the audience.

4. Second Workshop on Media and Information Literacy For future and current educators

The rapid growth of media and information and communication technologies and the of explosion of information make it imperative that MIL be taught at schools as young people are very fragile to media and information content.

Enhancing MIL among students requires that teachers become media and information literate. In this context, the second workshop was devoted to explore the main modules of the

Media and information literacy Curriculum for teachers published by UNESCO in 2011. This publication is designed to equip teachers with the skills, methodology to teach MIL in class.

5. Study day on Information Literacy in the information age

Project funded by Faculty of Letters & Humanities Sais Fez

The research group on “Mass communication, Culture and society” affiliated to the Laboratory of “ discourse, Creativity and Society: perception and Implications” organized a Study Day on **Information literacy in the Digital Age** on 20 February, 2014 at the Faculty of Letters and Human Sciences Fez, Morocco.

The study day gathered teachers, researchers, activist, information specialists and librarians to raise importance of people’ awareness of the importance of information literacy in the digital age.

The internet and other information communication technologies are the greatest mediums of information for all people in the world. The information we are exposed to on the internet determines and shape our attitudes, our understanding, our interpretation, our beliefs, and our views about the world. Although the Internet and ICTs are a means for social and economic development, there are equally unprecedented amounts of mistakes, prejudice, stereotype, propaganda, defamation, manipulation, misinformation, and many types of distortion of information.

In this context, Information Literacy becomes imperative to empower audiences to be more critical and discriminating in their reception, evaluation and use of information and to develop high critical and analytical skills in order to be active and responsible information consumers. The study day tackled important issues such as, key aspects of information Literacy, integrating Information literacy in the classroom, citizen’s role in the digital age, cultural Literacy, Computer literacy, Cinema literacy and News Literacy.

6. Study Day on Cultural Literacy

Project funded by faculty of letters & Humanities Sais fez

The research group on “Mass communication, Culture and society” affiliated to the Laboratory of “ discourse, Creativity and Society: perception and Implications” organized a Study Day on **Information literacy in the Digital Age** on 21 February, 2014 at the Faculty of Letters and Human Sciences Fez, Morocco.

The growing use of information technology is increasing the demand for programmes that address information and culture literacy. Such programmes in the West are developed as the rate of literacy in these countries is high, Besides these countries enjoy economic, political stability which provides a healthy platform for MIL.

However, the use of ICTs in the developing countries is very complex and suffers from many drawbacks. Today, in the Arab world, Lack of literacy, lack of political security, and lack of

economic stability are a handicap for the Arabs to be media and information literate as the programs of MIL can not easily implemented.

The objective is this study on Culture literacy is tow folds;

1. to examine how to use effectively and efficiently the ICTs in the Arab states
2. To raise awareness of the right to access information, the value of information and the right of freedom of speech.
3. Foster media and information literacy for development of local cultures and as a platform for intercultural dialogue, mutual knowledge and understanding;

7. Published articles

- 1 The state of art of Media literacy in Morocco , MILID Year book 2013
2. Information Literacy in Morocco, MILID Year book 2014

8. Lectures and Conferences

Lectures and Conferences on **Media and Information Literacy** delivered to PhD students belonging to Laboratory, Discourse, Creativity and Society Perception and Implications, Faculty of Arts and Humanities, Sidi Mohamed Ben Abdellah University in 2015, 2016, 2017.

Objectives of the lectures

The objectives of the lectures are:

1. Promote MIL in Morocco and the Arab World;
2. Highlight the critical role that media and information literacy can play in building a culture of peace towards intercultural dialogue, mutual knowledge and understanding among civilizations;
3. Emphasize the importance of media and information literacy for social, economic and cultural development;
4. Provide PhD researchers with critical thinking skills in their studies;
5. Equip researchers with the library skills;
6. Raise PhD students ' awareness about the importance of Information Literacy in conducting academic projects;

9. Future Events

In celebration of the MILID week to be held in Jamaica in 2017, Sidi Mohamed Ben Abdellah University will organize a seminar on " Media and Information Literacy in the Arab World" in October 2017

MILID UNITWIN REPORT

AUTONOMOUS UNIVERSITY OF BARCELONA

MILID - UAB May 2012 – May 2017

Report established by:

Dr. José Manuel Pérez Tornero – Professor and Director of Doctoral Programme of the Journalism Department

Marta Portalés Oliva – PhD Candidate and Researcher at Autonomous University of Barcelona

1. Executive Summary:

The Communication and Education Research Group (*Gabinete de Comunicación y Educación*) was constituted in 1994 and belongs to the department of Journalism and Communication Sciences at the Autonomous University of Barcelona (UAB).

The group has led different projects on the field of communication, education and intercultural dialogue. Since January 2012, the research group cooperates on UNESCO-UNAOC MILID UNITWIN Global Chair. The Gabinete has organized several conferences focused on reflection about media and information literacy, such as MILID Week Barcelona in May 2012 and the first European Media Literacy Forum in May 2014, as well as a yearly Doctoral Summer School on MIL.

The Gabinete has a wide experience on research projects at European and national level. The Gabinete has conducted and/or participated on projects as EMEDUS (2012-2014, a comparative analysis of the consideration of media education at the national curriculums of 27 countries of the European Union), DINAMIC (2012-2015, a research that designs a system of indicators for media literacy), FilmEd Showing Films and Other Audiovisual Content (2013-2015, a research that support the European Commission in its current efforts to develop an European media literacy policy, especially on the inclusion of European films in school curricula), and EduMediaLab (2014 - 2016, a project that analyzes the impact of new learning environments and new devices on media literacy of teenagers, in relation to different social contexts such as school, home and communication media). The Gabinete has also participated in the European Film Club Pilots programme funded by the European Commission MEDIA sub-programme of Creative Europe and coordinated by Film Literacy Europe (2015 – 2017).

In sum, the Gabinete has a great deal of expertise on media learning and has wide experience working in the field of youth and media and more specifically on media and information literacy.

2) Activities:

a) Education/Training/Research

i) Education (leading to certificate)

MILID Doctoral Summer School (Yearly) since 2013

The goal of the MIL Summer School is to bring together researchers in academia and industry from all over the world attempting to address the important challenges in the evolving world of media and information literacy, while simultaneously bolstering the potential and talent of researchers in the first stage of their careers.

The main themes under which the topics fall for the 2017 edition are: reforming and transforming education; innovation in journalism; communication research; new competences and social media; and news literacy and political participation. We invite doctoral researchers working on relevant topics to participate in the MIL Summer School.

<https://doctoralsummerschool.wordpress.com/>

MILID Summer School (Yearly) – Exchange with Arab Academy

The MILID Summer School is organized since 2013 during the first week of June and has as main topic MIL and Intercultural Dialogue. The access is open to all international students and counts with the yearly participation of the Arab Academy represented by Professor Samy Tayie from Cairo University.

Within the framework of the MILID, Summer School students collaborate at the Young Journalists platform divided into groups of radio, online press and television production. It was created during the MILID Week in Egypt in 2013 with the aim to set up an intercultural network of journalistic production with an alternative view. The exchange and communication is intended for students, journalists and researchers from all around the world.

<http://www.gabinetecomunicacionyeducacion.com/es/search/node/milid%20summer%20school>

<https://milidsummerschool.wordpress.com/>

<http://youngjournalists.org/index.php/en/> (EN)

<http://youngjournalists.org/index.php/es/> (ES)

Master's Degree in Communication and Education (on-campus and online editions)

The classes highly rely in theory and practice through seminars, lectures and workshops, that encourage debate, critical and analytical thinking. The syllabus is based on three areas: Educational Media and Technology, Society of Knowledge and Media, and Digital Society area and Project management.

The languages of the Master are Spanish and also English

www.mastercomunicacionyeducacion.wordpress.com/

[English :](#)

<http://www.gabinetecomunicacionyeducacion.com/en/education/masters-degree-communication-and-education-online>

Tahina-Can

For 12 years now the journalistic expedition Tahina-Can awakens cultural diversity awareness by implementing workshops of radio, television and photography among the participant students, which are selected for their outstanding curriculum. The academic program of the expedition involves cooperation and development programs, which allow them to discover and analyze media perspectives and cultural representations of the country they visit. Uzbekistan, Thailand, Morocco, Chile, Ecuador, Peru, Dominican Republic, Mexico and Colombia are among the visited countries.

<http://www.tahina-can.org>

ii) Training (short term)

Young Reporters

Young Reporters' main aim is to take journalism to classrooms and to foster media skills acquisition during childhood and adolescence. Students come to the university each month and are shown the work of journalists and produce themselves their first radio and tv programme.

This activity has been developed over the last 10 years.

Now, a guide to know how to introduce and deal with journalism in class is being created.

<https://jovenesreporterosblog.wordpress.com/>

Y-NEX European Youth News Exchange Network

Erasmus+ Programme Project where UAB is a partner between 2015 – 2017. The first objective of the project is to develop a new training program and MOOC in mobile journalism. The program will consist of six modules:

- Media Literacy and Human Rights
- Mobile Journalism Technology
- Mobile Journalism Storytelling
- Mobile Journalism Production
- Intellectual Property Rights
- Digital Entrepreneurship.

<https://y-nex.com/>

Olympics on Cyberjournalism (2007 – 2010)

The project is developed in the Dominican Republic and Mexico with the aim of bringing the concept of MIL to students from different universities. The initiatives simulates the structure of the Olympic Games, the different editions of this competition have provided theoretical and practical training to the students. The main objective is raising the participants' sensitivity towards a critical and qualitative use of: communication media, their messages and the

different collaborative platforms in the web. Under the project's framework, students had to create their own media and promote democratic values, critical look and ethical use of ICT.

<http://www.gabinetecomunicacionyeducacion.com/es/proyectos/convenio-para-el-desarrollo-de-telecentros-comunitarios-en-republica-dominicana>

iii) Research

EMEDUS

The European Media Literacy Education Study- EMEDUS – is a project which ultimate focus is to contribute to the development of national educational policies to promote lifelong learning media education in the European area and in the 27 Member States. Its first work package finished in December 2012 with the building up of a broad knowledge base with more than 500 documents about Media Literacy and Media Education, which are the findings of the last 5 years of research in the field.

Research has also advanced in the compilation of information from scientific journals, from experts' significant work and from other information resources dealing with media literacy in Europe.

Funded with the support of the European Commission, the project is coordinated by the Autonomous University of Barcelona with the help of other 6 partners from different European countries.

To achieve its goals, the project includes a comparative research on media literacy in formal, non-formal education and social inclusion in Europe. In 2013 comparative research should be finished in order to be able to make a list of proposals that will contribute to the development of national education policies. Furthermore, an online platform - Media Literacy Observatory - is expected to be implemented in the second and last year of the project. It will allow results to be disseminated online and offline and will enhance cooperation among partners and other organizations in the field of media literacy.

The members of the consortium that is developing the project are: European Association for Viewers' Interest (EAVI), Universidade do Minho, Institute for Educational Research and Development, Istituto di Studi Politici Economici e Sociali, School of Communication and Media and Pedagogical University of Krakow.

Outcomes:

1. Policy Recommendations: EMEDUS proposes national educational policies after analyzing the areas formal education, informal education and disadvantaged groups of 27 Member States.
2. Overview Reports: Individual country reports have been published, which explore the actual inclusion of MIL in each of the states in relation with their educational policies.
3. Databases on Media Literacy: Research has also advanced in the exploration and gathering of data composed of Organizations and Institutions, Literature related

to media literacy, international and national experts, and audio-visual records of the EMEDUS research.

4. Final Conference: First European Media and Information Literacy Forum in Paris.

5. MIL Observatory launch: European Media and Information Literacy Observatory (EMILO).

Financial support European Commission

Duration 2012-2014

Director José Manuel Pérez Tornero (UAB)

Participants 15 Researchers – 6 Institutions

[Project's website: http://www.emedus.org/](http://www.emedus.org/)

FilmEd - Showing Films and other audio-visual content in European Schools - Obstacles and Best Practices¹

The research aims to support the European Commission in its current efforts to develop a European wide media literacy policy, especially on the inclusion of European films in school curricula. It will be carried out by a Consortium composed by the Autonomous University of Barcelona, the European Think Tank on Film and Film Policy, CUMEDIAE – Culture and Media Agency and Europe and AEDE -The European Association of Teachers. The study will last until October 2014 and will cover the 28 Member States of the European Union, the EEA Member States and Switzerland.

Media and Film Literacy can contribute to empower people to exercise more informed choices on the audio-visual market and better react and adapt to the information society challenges. Not only this, but, Media and Film literacy have also a role to play in the reinforcement of a strong and innovative audio-visual sector in Europe.

In fact, the new programme of the European Commission, Creative Europe, has given a particular attention in its objectives to Film Literacy. Film Literacy as a subset of Media Literacy it is meant to provide, notably to young European audiences: better awareness and knowledge about our film heritage; increase interest in recent European films and heritage films; promoting the acquisition of audio-visual media production and creativity skills; understanding the importance of copyright from the perspective of both consumers and creators of content.

In this regard, the research' general objective is to provide a study with reliable data on the situation of the educational use of audio-visual content in schools and, in particular, specifying the obstacles and good practices within the field, considering three angles: the educational, the legal, and the relationship with the film industry.

¹ FilmEd available at: <http://filmedeurope.wordpress.com/> Retrieved May 6, 2015.

Outcomes:

1. Policy Recommendations: FilmEd supports the European Commission within the context of film literacy policies by identifying the existing situation concerning the use of audio-visual content in primary and secondary schools.
2. Overview of the report: The report reflects on film literacy pedagogical practices: the acquisition of audio-visual media production and creativity skills, the creation of young European audiences and the educational value of European heritage film. The study maps current copyright policies in each of the countries, ensuring reliable data on the situation of the educational use of films from the perspective of both consumers and creators of content.
3. Methodology: FilmEd provides statistical evidence from a survey of 6,000 teachers and in-depth consultation with experts and stakeholders. National analysis was carried in each member country of the European Union about the pedagogical use of audiovisual-content in schools. The following factors were considered: technology and infrastructures, content, intellectual property right use, and pedagogical activity.
4. Databases: FilmEd reports on good practices and initiatives that have been implemented in different European countries within the field, considering three angles: the educational, the legal, and the relationship with the film industry.
5. Conference: FilmEd Learning Experiences Seminar in Barcelona. Different stakeholders were gathered to put in common film literacy initiatives.

DINAMIC

DINAMIC, “Media Literacy Indicators for individuals, institutions and citizenship” is a research project developed by Gabinete de Comunicación y Educacion of the Autonomous University of Barcelona within the frame of a National Plan I+D+I 2012-2013. The main aim of the study is to design a system of indicators in the field of media literacy that can be applied to people, companies, public service corporations and particular groups of people.

The research Group has worked in the bibliographical analysis of indicators as well as in tests defined by the international scientific community which used as a starting point those European indicators already developed by the research group of Gabinete in “Study on Assessment Criteria for Media Literacy Levels” (2009), a model study in Europe.

From that analysis a pilot study has been developed that will be applied along 2013 in 4 areas: school, companies, public administration and media. After its application, fieldwork will be opened in other areas and once tested, the DINAMIC system of indicators will be launched as an accurate tool capable of evaluating media literacy levels in individuals and social groups belonging to different spheres (schools, companies, public administration and media)

Research team:

Lead researcher: José Manuel Pérez Tornero

International team: Mar de Fontcuberta, Samy Tayie, Sirkku Kotilainen, Maria Ranieri.

National team: Pere Oriol Costa, Lluís Pastor, Santiago Tejedor, Cristina Cruces, Gloria

Baena, Laura Cervi, Nuria Fernández, Ismaelia Santos, Oralia Paredes, Juan Francisco Martínez, Santiago Giraldo, Cristina Pulido

Financial Support Ministry of Science and Innovation

Duration 2012-2014

Director José Manuel Pérez Tornero (UAB)

Participants 15 researches

[Project's website: http://dinamicuab.blogspot.com.es/](http://dinamicuab.blogspot.com.es/)

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair and ii) Other conferences/organizational activities undertaken by the Chairholder

Oi2 Media

Was recently in 2017 recognized as one of the 10 most important media literacy initiative in Spain by the European Audiovisual Observatory.

The purpose of the OI2 project is to observe the narrative information in the digital society and analyse the possible social, business, industrial and economic implications of any changes, and identify potential opportunities for new innovative business models in the sector. RTVE, the Spanish public television, promotes the adaptation of this evolution serving as a meeting point with other actors who are promoting innovation in news formats: universities, business schools, and technology companies, amongst others. OI2 translates these reflections to society and allows them to visualize RTVE as an actor and a leader in innovation. The associates of this Project are RTVE, Gabinete de comunicación y educación, UAB, and CEU San Pablo.

<http://oi2media.es/>

<http://www.rtve.es/television/oi2/>

FilmEd Learning Experiences (Barcelona - June 2014)

The conference organized on the 12th and 13th June 2014 gathered film education experts, industry professionals and international students at the Filmoteca de Catalunya in order to discuss and propose film literacy initiatives in Europe and pedagogical implementation of films in schools.

In the following sessions different themes were debated, such as the legal framework of copyright and the obstacles faced by schools to develop film literacy: "Learning and teaching audiovisual language", "The place of cinema in European education", "Case studies: presentation of experiences in Spain", "Case studies: presentation of experiences in Europe", "School and cinema – literature, art, music, history", "promoting film literacy in Europe", "FilmEd Project presentation", "Discussion on copyright and licenses obstacles relating to

film education” and “Film literacy and Film industry”.

www.filmedlearningexperiences.blogspot.com

European Media and Information Literacy Observatory (EMILO)

EMILO aims to explore and systematize the European activity being achieved by organizations, experts and policy makers in the field of MIL. The research platform disseminates the exploration of the actual MIL policies in 27 European Countries (EMEDUS) and monitors different databases of recent publications, organizations and experts. Different Universities will build together a core of research to foster exchange and cooperation among different MIL actors and be a reference for policy-making.

<http://www.europeanmilobservatory.org/>

Latin American and Caribbean Media and Information Literacy Forum (Mexico DF - December 2014)

The conference on December 10 and 11, 2014 in Mexico City was hosted by the National Autonomous University of Mexico (through TV UNAM) and the National Public Broadcasting System of Mexico with the Autonomous University of Barcelona and UNESCO as co-organizers. More than 300 international stakeholders, mainly from Latin American and Caribbean countries gathered at the Centro Cultural Universitario Tlatelolco and debated about the assumption of new technologies among educational context in their countries. During the event the Mexico Declaration on MIL was adopted and the Observatorio Latinoamericano y del Caribe de Alfabetización Mediática e Informativa (OLCAMI) was launched.

<http://www.foroamilac.org/>(ES)

<http://www.lacmilforum.org/>(EN)

MexicoDeclarationon MIL (ES):

http://www.gabinetecomunicacionyeducacion.com/files/adjuntos/Declaracion_Mexico.pdf

Observatorio Latinoamericano y del Caribe de Alfabetización Mediática e Informativa (OLCAMI): <http://latinamericanmedialiteracy.com/index.php?lang=es>

iii) A selection of conference presentations by the Chairholder and other colleagues

For a detailed participation of meetings and publications please check the following Documents :

Activity Yearbook 2015 – 2016 :

http://www.gabinetecomunicacionyeducacion.com/sites/default/files/field/adjuntos/anuario_gabinete.pdf

Activity Yearbook 2009 – 2014 (p.20)

https://ddd.uab.cat/pub/infanu/88412/anudptper_a2014.pdf

c) Interuniversity Exchanges/Partnerships

UNESCO-UNAOC UNITWIN Global Chair on Media and Information Literacy and Intercultural Dialogue (“UNESCO-UNAOC MILID UNITWIN”). This network is formed by the following universities: Autonomous University of Barcelona (Spain); University of the West Indies (Jamaica); Cairo University (Egypt); University of Sao Paulo (Brazil); Temple University (USA); Beijing Tsinghua University (China); Sidi Mohamed Ben Abdellah University (Morocco); Queensland University of Technology (Australia); University of Guadalajara (Mexico); Western University (Canada); University of Gothenburg (Sweden); Punjabi University, Patiala (India); University of the South Pacific (Fiji); University of South Africa (South Africa); Nnamdi Azikiwe University (Nigeria); Ahmadu Bello University (Nigeria); Hosei University (Japan); University of Latvia (Latvia); Sholokhov Moscow State University (Russia).

Global Alliance for Partnerships on Media and Information Literacy (GAPMIL). Professor José Manuel Pérez Tornero, PhD, acts as a GAPMIL Advisor. GAPMIL has currently set two regional chapters. UAB makes part of the European and North American Chapter.

Radiotelevisión Española – RTVE. (Avenida de Radiotelevisión nº 4. 28223, Pozuelo de Alarcón (Madrid), Spain)

Editorial Planeta (aulaPlaneta). (Av. Diagonal nº 662-664. 08034 Barcelona, Spain)

Arab Academy. (Abi Kir, Alexandria, Egypt)

Asociación de Televisiones Educativas y Culturales Iberoamericanas – ATEI. (C/ Fuencarral nº 8, 2ª planta. 28004, Madrid, Spain)

Editorial UOC (Oberta UOC Publishing, SLU). (Rambla del Poblenou nº 156- 08018 Barcelona, Spain)

d) Publications/Multimedia Materials

i) Theses

Directed by Dr. José Manuel Pérez Tornero

Percepción De Espacio-Tiempo En La Interacción Con Entornos Virtuales De Aprendizaje En Educación Superior

Signos En Venta: Hacia Un Modelo General Para El Estudio Semioótico Del Diseño Y La Comunicación En El Punto De Venta

La Transformación De Rtve Desde La Viii Legislatura: Legislacion, Digitalización Y Financiación

El Uso De Las Páginas Web De Los Parlamentos Nacionales Como Recurso Comunicativo Para Promover La Participación Política De Los Ciudadanos En Los Procesos De Toma De Decisiones Públicas

Estudio De Audiencias Multiculturales

La Entrevista Medico-Paciente Perspectiva De Analisis Pragmatic-Discursivo

Educacion Para La Participacion: Desarrollo De Un Curriculum Alternativo En La Eso Sobre Ciudadania Y Medios De Comunicacion

La Enseñanza Del Ciberperiodismo En Las Licenciaturas De Periodismo De España

Directed by Dr. Santiago Tejedor

Ami En Latinoamérica: Aproximación, Análisis Y Propuesta De Medición Sobre El Contexto De La Alfabetización Mediática E Informativa En América Latina

Punció Ecoguiada I Esclerosi Amb Etanol En El Maneig Dels Quists Simples Annexials

El Moviment Per La Pau 2.0. Anàlisi Dels Recursos Comunicatius Que Ofereix Internet Per Al Moviment Per La Pau. Espais De Trobada Entre Catalunya I Colòmbia.

La Evolución De Los Ciberdiarios Deportivos En El Escenario De La Web 2.0. El Caso Español (As, Marca, Mundo Deportivo Y Sport)

Estudio Comparado De Las Agendas Digitales De Los Países Del Cono Sur: Chile, Argentina Y Uruguay. Un Modelo De Análisis De La Política Digital Desde El Concepto De Apropiación

ii) Publications

Our online library of publications:

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones>

In 2016 we also launched a MIL journal called AIKA for the educational community:

<http://www.aikaeducacion.com/>

Selected Books:

Media Literacy and Intercultural Dialogue (Universitat Oberta de Catalunya Editorial)

The book presents a selection of texts discussed at conferences, seminars and reflexive sessions during the MILID Week 2012 and 2013. Each of these texts starts with the idea of MIL in relation with issues regarding strategy, debates and good practices.

<http://www.gabinetecomunicacionyeducacion.com/files/adjuntos/Libro.pdf>

Media Literacy and New Humanism (Alfabetización Mediática y Nuevo Humanismo - Universitat Oberta de Catalunya Editorial)

This book is the result of a seven year collaboration between José Manuel Pérez Tornero (UAB, Spain) and Tapio Varis (University of Tampere, Finland), both are European Commission experts in digital literacy policies. The work is an approach to media literacy in a holistic, critical and socio-cultural context. The authors formulate basic principles and point out an agenda to enhance the contribution of media literacy to intercultural dialogue.

→ <http://www.editorialuoc.cat/alfabetizacinmediticaynuevohumanismo-p-984.html?cPath=1>

Media Literacy and the General Law on Audiovisual Communication in Spain (La Alfabetización mediática y la ley general de comunicación audiovisual en España - Universitat Oberta de Catalunya Editorial)

The book written by Juan Carlos Gavara and José Manuel Pérez Tornero presents a systematic study framed in the European legislation about the right to MIL in Spain exposed in the General Law on Audiovisual Communication, promotes the right to education, active citizenship, and participatory democracy. The reach of the law's development in the actual information society is decisive among economic, creative, culture, education and participatory issues.

<http://www.editorialuoc.cat/laalfabetizacinmediticaylaleygeneraldecomunicacinaudiovisualen espaa-p-1044.html?cPath=1>

Technology Guide on Communication and Education for Teachers: Questions and Answers (*Guía de Tecnología, Comunicación y Educación para profesores: Preguntas y Respuestas* - Universitat Oberta de Catalunya Editorial)

The guide is a tool for teachers and researchers wishing to approach MIL from a theoretical and practical perspective. The book includes recommendations, explanations and reflections on the pedagogical use of the Internet in and out of the classroom. It is presented as an everyday working tool for teachers or researchers interested in the use of ICT at educational environments. The book was written by the students of the Communication and Education Master students under the guidance of José Manuel Pérez Tornero and Santiago Tejedor.

<http://www.editorialuoc.cat/guadetecnologacomunicacionyeducacionparaprofesores-p-1334.html?cPath=>

Aquilina Fueyo, José Manuel Pérez Tornero y Carlos Rodríguez-Hoyos (EDS.) (2015). "Los territorios de la educación mediática". Barcelona: Editorial UOC, ISBN: 978-84-90648-92-6, 2015.

Santiago Tejedor "Manual de Internet Sano". ISBN: 978-9945-494-15-0. [En línea]: <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/manual-de-internet-sano>

Santiago Tejedor "Guía para viajeros/as digitales". ISBN: 978-9945-494-16-7. [En línea] <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/guia-para-viajerosas-digitales>

José Manuel Pérez Tornero y Mireia Pi (dirs.) "Tecnología y pedagogía en las aulas: El futuro inmediato en México". aulaPlaneta, ISBN: 978-84-8335-788- 0, 2016. <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/perspectivas-2016-tecnologia-y-pedagogia-en-las-aulas-el-futuro-inmediato-en-mexico>

José Manuel Pérez Tornero y Mireia pi (dirs.) "Cómo ven los profesores el futuro inmediato en las aulas". Perspectivas 2015, aulaPlaneta, ISBN: 978-84- 8335-767-5, 2015.

Pere Vila, José Manuel Pérez Tornero, Nuria Fernández y Santiago Tejedor (coord.) "El reto de la innovación de los informativos en la era digital. Respuestas europeas: France 24, RaiNews24 y ZDF". Editorial Instituto RTVE, ISBN: 978-84-88788-94-8, 2016. <http://www.gabinetecomunicacionyeducacion.com/es/publicaciones/el-reto-de-la-innovacion-de-los-informativos-en-la-era-digital-respuestas-europeas>

José Manuel Pérez Tornero y Santiago Tejedor (eds.) "Ideas para aprender a aprender. Manual de innovación educativa y tecnología". Barcelona: Editorial UOC, ISBN: 978-84-

9116-213-1, 2016

José Manuel Pérez Tornero, Tomás Durán Becerra y Santiago Tejedor Calvo "MIL Policies in Europe 2004-2014: The Uniqueness of a Policy and its Connection to UNESCO". En: Jagtar Singh, Alton Grizzle, Sin Joan Yee and Sherri Hope Culver (Eds.) Media and Information Literacy for the Sustainable Development Goals. University of Gothenburg: NORDICOM, ISBN: 978-91-87957-17-8, 2015.

Pérez Tornero, JM, Tejedor, S. y Pulido, C (2012). Políticas de infancia y medios de comunicación: nuevos retos para la investigación en Comunicación, infancia y juventud (p 163-174). Barcelona: Editorial UOC.
(Child Policies and Media: New Challenges for Research on Communication, Childhood and Youth)

Pérez Tornero J.M y Pulido, C. (2012). Infància i tecnologies de la informació i de la comunicació a Catalunya: la bombolla mediàtica d'infants i adolescents. DOCS INFÀNCIA CATALUNYA. Barcelona: UNICEF
(Childhood and Information and Communication Technologies in Catalonia: Children and Teenagers' Media Bubble)

All our publications can be found in: Research Papers:

Our online library of publications:

<http://www.gabinetecomunicacionyeducacion.com/es/publicaciones>

Activity Yearbook 2015 – 2016 :

http://www.gabinetecomunicacionyeducacion.com/sites/default/files/field/adjuntos/anuario_gabinete.pdf

Activity Yearbook 2009 – 2014 (p.20)

https://ddd.uab.cat/pub/infanu/88412/anudptper_a2014.pdf

e) Cooperation with UNESCO Headquarters, Field Offices

European Media Literacy Forum (Paris - May 2014)

The Forum was held on May 27 and 28, 2014 at the UNESCO Headquarters in Paris. This conference was funded by the European Commission and UNESCO within the Media Literacy Action. It registered approximately 350 participants from around 50 different countries, who attended the following 14 sessions: "New World, New Literacies", "Formal Education: New Curriculum", "MIL and Intercultural Dialogue", "Research and Assessment on MIL", "New Action Lines: European Project's Recommendations", "Regulatory Authorities and MIL", "Family, Media and MIL", "MIL and Policy Implications", "The European context: Building the new Media and Information Literacy paradigm", "Global Alliance for Partnership on Media and Information Literacy - GAPMIL", "Promoting Film Literacy", "Informal Education, Social Inclusion and MIL", "Media Industry and MIL", "Conclusions, Adoption of Paris Declaration on MIL, Launch of the European Chapter of GAPMIL, and Closing Sessions".

The event ended with the launch of the Paris Declaration and served to encourage the creation of diverse collaborative platforms such as the European Chapter of the Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) and the European Media Information Literacy Observatory (EMILO).

www.europeanmedialiteracyforum.org/

Paris Declaration Document: <http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/in-focus-articles/2014/paris-declaration-on-media-and-information-literacy-adopted/>

II European Media Literacy Forum (Riga - May 2016)

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/second-european-media-and-information-literacy-forum/>

f) Other

MENTOR Association

Created in 2002, the Mentor Project was created to contribute to the development of Media Literacy in a context where media are gaining importance in the lives of children and youth.

The Mentor Project arose from the seminar on Educación de Medios de Comunicación in Sevilla, in February 2002 and was sponsored by UNESCO. In the first phase, the target of Mentor Project was initial training of secondary level teachers. In order to achieve this objective, Mentor Project created a shared media education module for the Mediterranean Basin countries.

The innovation of the project is in the will to think about Media Education. For this, it proposed to gather experts and professionals from different countries. After a common reflection, it was possible to propose the prototypes of CV, contents, schedules and eventually actions that aimed at the initial training of the teachers.

<http://www.mediamentor.org/es/>

3. Future Plans and Development Prospects:

- 1) Continue developing the established projects and research based on MIL
- 2) Promote MIL in a shifting communication and information landscape for quality journalism (sharing the impact of MIL on the best practices in quality journalism, ethics, media trust, engaged audiences, etc).
- 3) Advance the role of MIL in preparing critical citizens who are able to identify trusted media.
- 4) Reflect on the current trends that formulate today's journalism in order to identify action lines and research problems, specifically the potential role of MIL in this realm, to be addressed by the Chair.
- 5) Set up strategies to cooperate with libraries and strengthen current agreements with information providers and disseminators.
- 6)

Transfer of knowledge is an expected outcome as a result of the different research lines and working platforms the *Gabinete* has and thanks to the networks it is part of. The *Gabinete*

has signed agreements with universities such as the Arab Academy (Egypt), the National Autonomous University of Mexico (UNAM) and University of Sao Paulo (USP), and has plans to deepen and extend these bilateral agreements to other countries. UAB, through the *Gabinete*, is part of ATEI (Ibero-American Association of Educational and Cultural Televisions) which would serve as a bridge to transfer knowledge and create north-south transfer of knowledge agreements.

Strategies as previously described will be reinforced by the Chair in the future through the celebration of bilateral agreements.

Human Resources

José Manuel Perez Tornero

José Manuel Perez Tornero is a professor and renowned researcher in the field of Media Literacy Education. He is a Doctor Honoris Causa by the University Aix-Marseille and holds a PhD in Communication Studies. He is the director of the research group on Communication and Education (*Gabinete de Comunicación y Educación*) supported by the Autonomous Government of Catalonia. The scientific contribution of the group to research is well acknowledged internationally. Prof. Tornero promotes collaboration between researchers all around the world (Europe, South America, Mediterranean Countries, Africa, USA, and other). Since 2004, Prof. Tornero has been known as a prominent expert on media and digital literacy. The European Commission invited him to provide his expertise to this line of work in Europe and to join other researchers. He has been a member of the Expert Group on “Media Literacy” of the European Commission, and also of the Expert Group of UNESCO. He has participated in different studies related to the field, and he has developed projects and activities oriented towards the creation of a framework for developing policy advice. Prof. Tornero has collaborated with EAVI, the appointed coordinator for this project, throughout several years on the projects referenced below.

Santiago Tejedor

Journalist, teacher and project manager. Participates in courses, conferences, workshops, research and other initiatives in different countries, especially in Latin America. His research focuses in “communication and education”, “cyber-journalism” and “travel journalism”. Professor Tejedor has been making lectures worldwide, recently in Dominican Republic, Ecuador, Peru and Paraguay.

Lidia Peralta García, PhD Lidia Peralta García is a professor and researcher at the Department of Journalism of the Autonomous University of Barcelona (UAB) and member of the Education Research Group (*Gabinete de Comunicación y Educación*). She has been involved in the EU funded research project FilmEd – showing films and other audiovisual content in European Schools: obstacles and best practise, a study about film literacy in Europe. Her research focuses in the use of cinema for educational aims and migratory movements through European and African cinema. She has been working as a reporter in the Spanish public television for more than 10 years. She is a documentary filmmaker. She was awarded the Andalusian Best Journalism Award 2013 (modality television) by her documentary *Una Casa para Bernarda Alba* (A house for Bernarda Alba). She has collaborated with National Geographic, Channel History and Channel 4 for several international productions.

Nuria Fernández-García

Nuria Fernández García is currently a postdoctoral researcher at the Department of

Journalism and Communication Studies of the Universidad Autónoma de Barcelona (UAB). She holds a degree in Political Science and received her PhD in Communication Studies from the UAB. She also received a certificate of proficiency in Women's Studies for the Berkeley City College (California).

Her principal research interests are related to the relationship between gender, politics and media, and the general and specific aspects of media literacy and political communication. She has participated as a research member in European, Spanish and Catalan funded projects. Among her several works special mention should be given to Study on Assessment Criteria for Media Literacy Levels (2008-2010), EMEDUS – European Media Literacy Education Study (2012-2014), Transmedia: A New Narrative that involves Communication and Education towards the Future Classroom (2014-2016), and EduMediaLab: Media Lab for Education (2015 – to the present). Fernández-García has participated in scientific conferences in Spain, Portugal, Germany, United Kingdom, United States and Mexico.

Sally Tayie

Sally Samy Tayie is a lecturer at the Arab Academy for Science, Technology and Maritime Transport, Cairo, Egypt. She obtained her Bachelor of Arts and Master of Arts both in Journalism and Mass Communication from the American University in Cairo.

She is currently working on her doctoral thesis on news media literacy and political engagement at the Universidad Autónoma de Barcelona (UAB). Her main areas of interest are journalism, media literacy, news literacy, media education, new media, citizen journalism, public opinion, political engagement and civic participation of youth. Among her several publications note should be given to "Impact of Social Media on the Political Participation of Egyptian Youth".

Marta Portalés Oliva

Marta Portalés Oliva studied the Bachelor of Audiovisual Communication in the University of Valencia between 2009 and 2013. She spent one year abroad at York University Toronto (Canada) with the UV International Programme Scholarship during 2011/12 and at the Johannes Gutenberg Universität of Mainz (Germany) with an Erasmus Scholarship in 2012/13.

After graduating from the Official Master of Research on Communication and Journalism in the Autonomous University of Barcelona in 2014, she received a scholarship for Research Staff Training in order to perform the Doctorate on Journalism and Communication in that same university till 2017.

She belongs to the research group "Gabinete de Comunicación y Educación" (Communication and Education Research Group) of the Journalism Department, where she has participated at different European wide research projects (EMEDUS, FilmEd and Film Club Pilots Evaluation) as well as contributed to different publications about innovation in journalism and film in education. Her research interests focus on media literacy and visual studies.

Other researchers and collaborators:

<http://www.gabinetecomunicacionyeducacion.com/es/equipo>

Financial Resources

Host Institution \$ 73.000

During the last 6 years:

Expense of part time researchers and administrators in order to achieve the projects: 48.000

Publication expenses: 5.000

Congresses and event organizations: 20.000

MILID UNITWIN REPORT

CAIRO UNIVERSITY

Activity 1:

Workshop on Media and Information Literacy (Cairo, 14-17 January, 2013)

In line with UNESCO's policy to spread media and information literacy (MIL) globally, a workshop was organized in collaboration with Cairo University for young journalists, information specialists and researchers. The workshop was initially planned for 25 persons, but because of the high demand from the target audiences, the workshop was organized for 65 persons, males and females from different parts of the Arab World. We also had two trainees from Afghanistan and Ghana (see list of participant below).

The workshop was carried out for three days including 6 sessions, and then ended with two visits to Al Ahram publishing house, i.e. the largest in the Arab World. The participants also visited the Egyptian Parliament (see the workshop programme below). They were received by Vice-President and the meeting lasted for 45 minutes.



Opening session on January 14th, 2013.

The most important outcomes of the workshop may be summarized as follows:

- 1) The workshop received a great amount of media coverage in Egypt, Saudi Arabia and the rest of Arab countries which had participants in the workshop. More than 20 stories were published in the daily and weekly newspapers in Egypt only. Four TV programs were screened on Egyptian TV about the workshop including interviews with the trainers

and participants. Coverage also included the meeting with vice-president of the Egyptian parliament. Two programmes were also screened on Saudi TV after the workshop.

- 2) A network of Arab young journalists, information specialists and Young researchers was established. This will be the Arab Chapter of the global network. Two moderators, from Egypt and Saudi Arabia, were selected to represent the Arab Chapter in the global platform board. Correspondents in all Arab countries were also selected. It means that the Arab Chapter of the global network has already its 2 moderators.
- 3) An on line group (Young Journalists and MIL, Cairo 2013) on the face book was created. This site is active with more than 80 members from all over the world, and not only from the Arab World. At the moment it is used as a platform of contact while building of a website is underway. It was important to hear from young journalists and broadcasters and listen to their ideas before building the global website. Planning is underway to include more chapters from other geographical areas, Africa, Asia, Europe, North, Latin America and Caribbean.
- 4) In addition to the two moderators from the Arab world who were selected to represent the Arab World in the board of the global platform, moderators from other geographical areas will be selected in the near future. All will form the board for the online global platform.
- 5) It was agreed among young journalists, information specialists and researchers that there is a need for an online journal to exchange. It was agreed that this journal will be issued monthly with different languages, with a common language which is English. A lot of ideas were discussed in this respect regarding the name of the journal, its different cultural contents, languages.. etc.
- 6) A short documentary about the workshop was produced and uploaded on line. It can be seen at:
<http://youtu.be/H-RWdHB09co>



Group photo for participants in the workshop.

Activity 2:

In collaboration with UNESCO Cairo office and Autonomous University of Barcelona, Cairo University produced a MIL kit in 2014. It included basic materials on MIL as well as videos. The MIL kit was presented in the MILID week which was organized in Cairo in May 2014.

This media kit was produced in Arabic language and was circulated in all functions and workshops carried out later on in all Arab states during the years of 2013 till 2017.

Activity 3:

The MILID week was organized in Cairo University in April 2013. It was attended by delegations from all partner universities.

Activity 4:

A few workshops on MIL for teachers and media professionals from Arab states were organized during the years 2015, 2016 and 2017. These workshops received a lot of media coverage in the Arab media.

Activity 5:

The Arab Chapter of GAPMIL was launched in Cairo in May 2014 with the participation of delegations from 18 Arab states. During this meeting, the steering committee of the Arab Chapter was established. The second meeting for the Arab Chapter of GAPMIL was organized in Cairo in 2015.

MILID UNITWIN REPORT

TSINGHUA UNIVERSITY

In July 2011, 'Global Chair of UNESCO Media and Information Literacy and Intercultural Dialogue has been established at Tsinghua University International Center for Communication, UNESCO director and representative H.E.Mr.Abhimanyu Singh and Tsinghua University Vice President Yuan Si unveiled the MILD Global Chair plate together. Since then, under the leadership of Professor Li Xiguang, through this international platform, the Tsinghua team had worked hard in partnership with national and international journalism communities to advance the global public education of media expertise, and promote media professional morality and ethics. Major accomplishments of the team has included following projects:

First, Tsinghua University team has been working to provide training for public health journalists in China with health literacy, policy knowledge and media competence. In the wake of public health sublimating into a part of China's national strategy and public demand for health knowledge increasing among Chinese people, health reports in media have dramatically increased in China. However, due to media practitioner's lack of proficiency and the disarray of 'self-media', public health field has been the important disaster area for rumour and fake news. For this reason, the Tsinghua team has been collaborating with government agencies such as the CPC Central Publicity Department, Office of the Central Leading Group for Cyberspace Affairs, PRC National Health and Family Planning Commission, China Food and Drug Administration, Chinese Center for Disease Control and Prevention, in providing professional knowledge training, latest policy guidance, and proficient writing tutorials for journalists working in the public health field. The team has been hosting quarterly conferences, touching on a broad range of issues that include vaccination safety, management of food safety and rumour, healthcare reform and disease prevention and control, management of drug evaluation and approval barriers, etc. Accumulatively, more than 500 journalists working in public health field have received the training. Among them, works of remarkable journalist were selected for contests in Annual Public Health Conferences, more than 100 people receive rewards and encouragement, creating a positive public health media environment.

Second, as the host, the team has organised the UNESCO MILD conference, actively pushing the popularisation of media literacy in China and intercultural dialogue and practices. The conference was held in September 2014, nearly a hundred of experts, scholars and university students from the United States, Canada, Japan, Sweden, Finland, Brazil, Egypt, Morocco had participated in the conference. The conference published two reports under the title of '2014 Academic Report on Global Media Literacy and Intercultural Dialogue' 《2014 联合国教科文组织全球媒介信息素养与跨文化对话学术报告》 and 'Running a Newspaper in Rome: Chinese Community Media Literacy and Intercultural Dialogue' 《在罗马办报: 华人圈媒介信息与跨文化表达》, and developed online multimedia and intercultural media literacy tools. Chairman Liu Binjie of the Chinese National People's Congress Education, Science, Culture and Public Health Committee gave speech at the conference in which he said, 'the globalised media brings about an equal, free, and democratic interchange between global citizens; improvement of media literacy for the global citizenship is helpful for the creation of cultural diversity.'

Third, the team has opened classes of media literacy in universities, led the way of media

education reform in China. In wake to the coming age of big data media mobile network, media has become a fast-changing field that faced a large number of issues; education of media studies thus requires innovation and reform. As the most active power engine of media education reform in China, Tsinghua team not only translated and localised the UNESCO recommended 'Model Curricula for Journalism Education', but also organised several media education reform symposium, and published the book '*The Future Road of Media Education*' 《新闻教育的未来之路》. The team advocated the media education that narrates on the road, go deep into practice and centre on people. Transform classroom into a practical field, forge a reserve of media practitioners with empathy, opinion, capability and passion. Professor Li Xiguang and his assistants had not only opened news-writing class for new university students but also opened media literacy classes for all teachers and students in Tsinghua University, guiding the student to see news and media phenomenon dialectically, master independent ability of thinking and criticism.

Fourth, in the grand background of the 'One Belt and One Road' initiative, the team has been promoting the dialogue and communication between different cultures. Since MILD Global Chair has been established in Tsinghua, the Tsinghua team has been actively promoting the dialogue and communication between Chinese scholars and scholars from all over the world, especially after the 'One Belt One Road' initiative had become China's new national strategy. Tsinghua team has emphasized the improvement of civilizational dialogue between China and other developing countries to break through the international media that has been dominated by the hegemonic West, promoting a new order in global information exchange. In early 2017, Tsinghua team organised the '*The Great Unity of Asian Civilisations under the Heaven*' seminar. More than 30 progressive scholars from China, Pakistan, Nepal, Korea, India and Oman participated in the seminar. The seminar examined the Western-centered view of global history and discursive hegemony from dimensions of religion, culture, politics, philosophy, worldview, and personal values, sketched a wish for the future that different nations, races, religions could adequately communicate with each other towards shared prosperity.

MILID UNITWIN REPORT

USA

Report established by:

Sherri Hope Culver

1. Executive Summary:

Temple University has been an active participant in the MILID UNITWIN collaboration since its start in 2012. To coordinate its participation, the university created the **Center for Media and Information Literacy (CMIL)** in 2012 to act as the central hub for MILID UNITWIN activities, directed by Sherri Hope Culver. Culver has represented the university at each annual UNITWIN meeting and conference since 2012. In addition, the CMIL works to bring Associate Members to MILID UNITWIN. Through its efforts the following Associate Members have joined: National Association for Media Literacy Education (USA), Mercy College (USA), Thompson Rivers University (Canada), University of Ontario (Canada), The New School (USA).

One of the first efforts of UNITWIN was an **annual MILID yearbook**. Sherri Hope Culver served as co-editor of this inaugural edition, with Ulla Carlsson. During this time, Culver helped to establish the template and guidelines for subsequent editions of the yearbook. Culver continued to serve as co-editor for the MILID Yearbook for the editions published in 2014 and 2015. She served as co-executive editor of the MILID Yearbook for 2016.

In 2015, Temple University hosted the **MILID conference** from June 25-27, 2015. The conference was held in partnership with the National Association for Media Literacy Education. (www.NAMLE.net) the lead organization in the United States for media literacy. In addition to coordinating over 35 panels and presentations, a full day of cultural tourism was organized for all MILID partners and their guests, including a visit to several historical sites, such as the Liberty Bell, and the world headquarters of telecommunications company, Comcast.

Official UNITWIN business was conducted in special meetings held during the conference to discuss issues of concern to MILID. In addition to UNITWIN representatives in attendance, several members of the GAPMIL Steering Committee were also present. During the conference, MILID partners participated in a plenary session for all conference attendees, over 250 people from all corners of the globe. The session conveyed the breadth of MIL activities around the world, with twelve speakers sharing a brief overview of the MIL activities in their country and region. The 2015 MILID Yearbook was also presented during this plenary session. The first International MIL awards were presented on the evening of June 26. This has continued at subsequent MILID conferences.

A written report was shared with all MILID participants after the conference, outlining the goals and accomplishments of the event.

Temple University provided complimentary hotel and meals for each MILID partner representative in attendance, as well as several GAPMIL members.

Through the CMIL and in partnership with Alton Grizzle of UNESCO, the university led a **global study of MIL and Privacy**. Administration of the survey was supported by ten MILID partners, as well as members of the Global Alliance for Partnerships in Media and Information Literacy (GAPMIL). Partners gathered survey data from 231 educators in thirty-three countries. The 231 educators represented the following education environments: high school (14%); middle school (10%); primary/elementary (20%); university or college level (24%); educators, out-of-school or after-school programmes (9%); civil society, including NGOs and non-profits (17%); and other (6%).

Preliminary findings from the survey were first presented at the UNESCO Internet conference in March 2015. The full report is currently in publication with distribution anticipated for June 2017.

Administration of the survey was supported by the following MILID partners:

Sherri Hope Culver, Temple University, USA

Michael Dezuanni, Queensland University of Technology, Australia

Paulette Kerr, University of the West Indies, Mona, Jamaica

Kyoko Murakami, Hosei University, Japan

Jagtar Singh, Punjab University, India

Samy Tayie, Cairo University, Egypt

Jose Manuel Perez Tornero, Autonomous University of Barcelona, Spain

Carolyn Wilson, Western University, CANADA

S. Joan Yee, University of the South Pacific, Fiji

Olunifesi Adekunle Suraj, Lagos State University, Africa

The CMIL has also participated in the steering committee for the development of a regional chapter of the **Global Alliance for Partnerships in Media and Information Literacy (GAPMIL)**. An open session was held at the 2015 MILID conference to discuss the development of a North American chapter. A second meeting was held in Canada in September 2016. The next meeting of the NA GAPMIL is planned for June 2016 prior to the conference for the National Association for Media Literacy Education in Chicago, IL, USA.

2) Activities:

Training - (short term)

International Journalism Summer School, Thessaloniki, Greece: Sherri Hope Culver presented on media literacy and the US media industry at this summer program organized by

Artistotle University, Thessaloniki, Greece. The collaboration was ignited during a panel presentation at the MILID conference, 2016.

Research

Research study analyzing media literacy messages in children's television. Program content from Nickelodeon and Disney Channel was analyzed. The research was included in a paper for the MILID Yearbook 2017.

Conferences/Meetings

Conferences/organizational activities undertaken by the Chairholder

Sherri Hope Culver serves on the Board of Directors for the National Association for Media Literacy Education (NAMLE), USA. NAMLE holds a media literacy conference biannually. The conference was held in Los Angeles in 2013; Philadelphia in 2015; and Chicago in 2017. Culver chaired the conference in 2015.

A selection of conference presentations

Sherri Hope Culver served as chair of Temple University's "Teaching Learning Technology Roundtable" faculty committee from 2013-2016.

Sherri Hope Culver presented at the following conferences:

- Invited presenter at the UNESCO Internet conference in Paris, France to present preliminary research on the MIL & Privacy research (2015)
- "Developing a North American Global Alliance for Partnerships on Media and Information Literacy". National Association for Media Literacy Education conference. Philadelphia, PA with Carolyn Wilson
- Children's Media Conference. (2015) "Well Advised: Working with Children's Media Consultants". Sheffield, England
- Sandbox Summit (2015) "Fishbowl: Big Data, Ethics, and the Future of Personalized Play and Learning" Moderator and panelist.
- Teaching with Technology Symposium (2016) "20 Apps in 40 Minutes"
- European Media and Information Literacy Forum. Riga, Latvia. (June 28, 2016) "UNESCO Internet Study: Stimulating research on Privacy and Media and Information Literacy"
- NAMLE conference (2017) "Privacy and Media & Information Literacy: A global study". Chicago, IL.
- NAMLE conference (2017) "The Audience is You: Deepening Students' Understanding of Themselves as a Target Audience". Chicago, IL

-Paley Library. (2017) "Our Evolving Digital Ecosystem: Faculty perspectives on digital media and communication" Temple University.

-MILID conference (2016) "Strategies for balancing equality, freedom of expression, privacy and security". Sao Paulo, Brazil.

University Exchanges/Partnerships

Publications/Multimedia Materials

Culver, S. H., (2015) "Toward a 4.0 Media Literacy: Contemporary Voices", Journal of Media Literacy

Culver, S.H. (2015) "The Media Career Guide". Bedford St. Martin press.

Cooperation with UNESCO Headquarters, Field Offices

Sherri Hope Culver co-edited MILID Yearbooks for the years 2013, 2014, 2015, and co-executive edited 2016

Other

Media Inside Out: The Center for Media and Information Literacy at Temple University produces a monthly television series exploring issues relating to media and information literacy. The show is produced and hosted by Sherri Hope Culver. Over twenty-five episodes have been recorded

Details available at <https://centermil.org/media-inside-out/>

Future plans and development prospects

For Temple University

Center for Media and Information Literacy: upcoming projects include a research study on media literacy messages in children's television and a proposal to the School District of Philadelphia for media literacy teacher training in partnership with NBC Learn.

Media Inside Out: Continue production of this television series exploring issues relating to media and information literacy. <https://centermil.org/media-inside-out/>

International Journalism Summer School: Sherri Hope Culver will be presenting on media literacy and the US media industry at this summer program organized by Aristotle University, Thessaloniki, Greece.

Developing a general education course on media literacy: This course is being developed by Culver at the request of the Dean of Klein College of Media and Communication. If accepted,

this would be a course offered to all 40,000 Temple University students.

Media Literacy Archives: Temple University Paley Library recently became the home for the Elizabeth Thoman Media Literacy Archives and is current digitizing all content. The library has expressed an interest in developing a strong media literacy archive going forward.

Appendix:

Human Resources

Sherry Hope Culver: Director, Center for Media and Information Literacy. Associate Professor, Klein College of Media and Communication.

Tom Jacobson: Acting Dean of the College of Media and Communication at the start of UNITWIN (2011)

Financial resources

Total amount: \$125,000

Detail:

Temple University has supported the Center for Media and Information Literacy with an office and administrative support through a work study student since it's start in 2012. The CMIL was initiated in part to work on MILID UNITWIN projects and collaborations.

Temple University supported the MILID conference in Philadelphia 2015, including lodging for MILID UNITWIN attendees and a day of cultural tourism. The university also supported Sherry Hope Culver to attend all MILID conferences to represent the university.

MILID UNITWIN REPORT

UNIVERSITY OF SAO PAULO

MILID – Fez June 2011 – May 2017

Report established by: Esther Hamburger

Since 2010 the University of Sao Paulo has participated in the activities that led to the establishment of the MILID network. From the beginning our participation has been centered in the audiovisual specificities of the media. Being part of this network has stimulated debate among different professors, researchers in different schools of the university, divisions of the university, and departments of the School of Communications and Arts. Cinusp, at the Division of Culture and Extension, through former and current provosts, and directors and vice-directors have supported trips, publications, screenings, workshops. The School of Arts and Communications, department of Cinema, Radio and Television has lended its facilities and equipment for workshops, meetings and for the V MILID Conference; Departments of Arts and Communications; and Journalism have also contributed with the Conference. Along the way participating in the network has stimulated contact with students and professors also at the School of Education. **Coordinating the MILID Student Exchange Program** sponsored by UNESCO has provided the opportunity of looking at the many forms MILID associated programs assume as they can be held in school both as part of class work or as extra class projects; they can be organized by NGOs as community activities, or by specialized NGOs such as Kinoforum in partnership with local associations, or they can be developed by television networks as it was the case of Canal Futura. Transdisciplinary potential of film related activities emerged as a common agreed notion that could foster the quality of education while keeping education up to date with rapidly changing world. Transdisciplinarity here encompass disciplines related to **sciences, arts, and languages**.

The USP MILID- Chair sponsored hands on workshops (2012-2016) aimed at enabling teachers from São Paulo to use audiovisual tools in public schools classrooms, “Possibilidades Pedagógicas do Cinema em sala de aula: Vamos ao Cinema aprender Ciências”, “Cineclube Lab_Arte,” “Realização audiovisual através da formação do olhar”, “Oficina de Edição e Finalização de conteúdo para web”. These workshops happened within the Novos Talentos project coordinated by the Physics Institute. As a consequence of these workshops, teachers demanded that we organize workshops with students in their schools. This project also led to current partnership with FAPCOM, a School of Communications and a Publishing house. Longstanding reverberation attests for the potential of the transdisciplinary approach. Conducting this work has resulted in a an accumulation of knowledge that will be consolidated in a publication by prof. Patricia Moran.

CINUSP has organized a wide range of film exhibits. Each exhibit expresses the joint curator research done by a team of trainees, staff and faculty. Each exhibit involves the publication of a program. A book collection contemplates in depth research on certain topics. The Series of Periphery Film Exhibits at CINUSP: Mostra de Cinema da Quebrada [I](#), [II](#), [III](#) is a good example of how the university can open space, and potentialize work that has been done by many groups by young emerging professionals and artists living in outskirts neighborhoods. Publication of [Cinema da Quebrada](#) in Coleção CINUSP took the effort in depth. Cinema da Quebrada has also promoted debates that offer a chance to connect these independent

filmmakers of São Paulo, Rio de Janeiro and other places. These activities resonate with graduate courses on Representations of poverty and violence in Film and Television, on Inequalities in film and Television, on Gender, Literature, and Cinema. Screening and shooting at Babilonia Hill in Rio de Janeiro is also part of this research.

CINUSP has worked in association with the Brazilian Festival of University Students Films, the São Paulo International Short Film Festival (and with Kinoforum Audiovisual Workshops), the São Paulo International Film Festival. Esther Hamburger has been part of the Juri of this Festival in 2012. She has also been part of the Juri of the 2013 Tiradentes Film Festival, and 2014 edition of Environment Film. Patricia Moran has been a Juri of the 2015 Minas Gerais Short Film Festival, she, and Esther Hamburger have been part of Federal, and State film funding committees. Esther Hamburger is currently area coordinator at the State of Sao Paulo Research Funding Agency. She has been a Visiting Scholar at DRCLAS Harvard University where she presented her research on Film and Television implications in Social, Gender and Race Inequalities in Brazil.

The Program in Educommunication has taken part and helped to organize the annual national meetings of the Brazilian Association of Educommunication Research. Prof. Ismar Soares is a member of the National Congress Communications Commission. He coordinated the implementation of the Degree in Educommunication at the School of Communications and Arts of the University of São Paulo (2011), and currently, he presides over ABPEducom - Brazilian Association of Researchers and Educommunication Professionals.

Some other professors from the University, such as Vitor Blotta and Daniela Ramos, have worked together with the Nucleus of Studies of Violence (Núcleo de Estudos da Violência - NEV/USP) in mapping out violence in the city of São Paulo. They also discussed subjects related to Human Rights, Democracy, Public Sphere and Citizen Security. NEV is also involved in debates regarding Media and Communications Policies and in the development of an app for the contextualization of news.

Human Resources

Two administrative staff members have worked part time during the six year period. Around twenty undergraduate and graduate students were involved in the different activities. For a complete list of students, faculty and staff involved:

Cinusp

Prof. Esther Hamburger
 Prof. Patrícia Moran
 Maria José – Administrative Coordinator
 Thiago André – Technical Coordinator
 Fransueldes de Abreu – Projectionist
 Breno Benedyct – trainee
 Thiago Baptista – trainee
 Milena Szafir PhD student Hands on Workshop leader, University of Ceara instructor
 Marcos Yoshikawa – MA Student hands on workshop leader
 André Manfrim – BA Student hands on workshop leader
 Mariana Vieira BA Student hands on workshop leader
 Chrstiane Baptista hands on workshop leader

Escola de Comunicações e Artes

Profa. Margarida Kunsch former director

Full professor at the University of São Paulo and former director (19.02.2013-18.02.2017) of the School of Communications and Arts (ECA-USP). Lecturer in Theories and Processes of Institutional Communication, doctor and master in Communication Sciences by the School of Communications and Arts of the University of São Paulo (ECA-USP). Bachelor in Social Communication - Public Relations by the Faculty of Social Communication Anhembi. Professor of undergraduate and postgraduate courses and coordinator of the Lato Sensu Postgraduate Course in Strategic Management in Organizational Communication and Public Relations at ECA-USP. Trajectory marked by an effective participation in several scientific entities and national and international class associations of the Communication area, as co-founder and holder of managerial positions.

Prof. Eduardo Monteiro former vice-director and current director

Eduardo Monteiro occupies a prominent place in the panorama of the pianistic formation in the country. He is deputy director of the School of Communications and Arts of USP, where he is piano teacher of the Department of Music. In the Postgraduate course he conducts research in the areas of pianistic interpretation and Brazilian music.

Department of Cinema, Radio and Television

Profa Esther Hamburger

Esther Hamburger is a Professor of Film, Radio and Television Dept of the School of Communications and Arts of the University of São Paulo. She holds a PhD in Anthropology from the University of Chicago, with the thesis "Politics and Intimacy in Brazilian Telenovelas", published in Portuguese as "Brazil Antenado, Sociedade da Novela". She was Visiting Scholar at the Center for Latin American Studies at Harvard University, Visiting Professor at the Center for Latin American Studies at the University of Michigan and did postdoctoral studies at the University of Texas, Austin. She has a bachelor's degree and a master's degree in sociology at FFLCH at USP. She was also a researcher at CEBRAP. She regularly publishes chapters in Brazilian and foreign collections, articles in specialized magazines, and daily newspapers. Was Head of the Dept of Cinema Radio and TV of ECA and director of CINUSP Paulo Emilio. She is currently Coordinator of the Laboratory for Audiovisual Research and Criticism (LAICA) and chair of the UNITWIN Network of UNESCO and UNAOC in Media and Information Literacy and Intercultural Dialogue. She works at the confluence of the Film and Television Studies, Anthropology and Journalism in addressing issues such as: criticism, cultural industry, audiovisual history, social inequality, gender relations in television and film.

Profa Patricia Moran

Graduated in History from the Federal University of Minas Gerais (1985) with a Master's degree in Communication from the Federal University of Rio de Janeiro (1991) and a PhD in Communication and Semiotics from the Pontifical Catholic University of São Paulo (2003). Professor at the University of São Paulo at ECA - Advanced Audiovisual Course, and at FAU - Design Course and Postgraduate Program in Media and Audiovisual Processes / ECA. Director of CINUSP. Currently has FAPESP's assistance in the project MATERIALS AS EXPRESSIVE STRATEGIES IN AV PERFORMANCES Develops academic and aesthetic research, the last one related to audiovisual media. She directed several short films and a feature film. Her works have been exhibited at major international festivals such as the Berlin Festival. In academic research she currently works with Audiovisual Performances performed using digital technological means. In poetic research the fictional, documentary and essayistic gestures are present in experimental projects developed for different circuits of exhibition and with diverse films. Participates in the Laboratory of Audiovisual Research and Criticism (LAICA) at ECA-USP. Coordinates, together with Esther Hamburger, the CINUSP Collection that launched the books: Bresson, Machinima, Jonas Mekas, Mondo

Tarantino, Zilemir Zilnik, Quebrada? Cinema and social struggles. With Gabriel Menotti, Marcus Bastos and Virginia Crisp participate in the network Besides the Screen.

Prof Gilson Schwartz (2016 Conference)

He holds a bachelor's degree in economics and social sciences from the University of Sao Paulo (1980, 1981), a master's and a doctorate in economics from the State University of Campinas (1985 and 1993) and postdoctoral activities as Visiting Professor of the "International Relations "(NUPRI-USP, 1997-1999) and at the Institute for Advanced Studies at USP (1999-2005). Lecturer in Audiovisual Economics (2015). Since 2005, he has been a professor in the Department of Cinema, Radio and TV of the School of Communications and Arts of USP, where he created and is responsible for the disciplines "Information Economy and New Media" (postgraduate), "Introduction to Iconology" and "Economics (Both at the undergraduate level for students in engineering, economics, administration, accounting, computer science, communications and arts at USP). Since 2012 he is Professor of the Postgraduate Program in Interdisciplinary Diversitas at the Faculty of Philosophy, Letters and Human Sciences of USP. He collaborated between 1983 and 2006 as a columnist, editorialist and economic analyst for the newspaper "Folha de S.Paulo" and in 2007 he participated in the creation and collaborated with Editora Globo in "Época Negócios" magazine, where he launched the "Iconomia" column. In 2008, the blog "Iconomia" was maintained in the portal Terra, later it was in the portal of the magazine Exame (2010-2016) and is currently published as weekly column of USP Radio. In 1999, he created the research group "City of Knowledge" (www.cidade.usp.br). The project received the "Top 30" award from the Development Gateway Foundation in 2006 and in 2016 coordinated the Executive

Ivone Vantini (administrative coordinator)

Department of Communications and Arts

Prof. Ismar Soares (retired)

Senior Lecturer at the University of Sao Paulo. Bachelor in Geography and History from the Salesian Faculty of Philosophy, Sciences and Letters of Lorena, SP (1965). Journalist graduated from the Cásper Líbero Faculty (1970). Master (1980) and PhD in Communication Sciences (1986) from the University of São Paulo, with postdoctoral degree in 2000, Marquette University Milwaukee, WI, USA. Journalist responsible for the magazine Communication & Education, ECA / USP, from 1994 to the present. He coordinated, from 1996 to 2014, the ECCE-Center for Communication and Education of ECA-USP. In 1998, in São Paulo, he promoted the I International Congress on Communication and Education, bringing together 176 experts from 3 countries, representing the five continents. Researcher FAPESP, resemantized, in 1999, after research carried out with a Latin American sample, the neologism Educommunication to designate an emerging field of social intervention in the communication / education interface. In 2002, he promoted the Educom.TV Project (first USP online course, intended for the training of two thousand teachers in the State of São Paulo, on the use of audiovisual language in school, from the perspective of education). Between 2001 and 2004, he promoted the Educom.rádio Project (training of 11 thousand teachers and students of the São Paulo municipal education network, for the educational use of the media languages in the school space, and promoted, between 2006 and 2007, Central-West, with 80 schools in Goiás, Mato Grosso and Mato Grosso do Sul, in a partnership with the Ministry of Education and Culture (MEC). (360 hs) and 6000 at the extension level (the project was executed in partnership with UFPE), and presided between 2001 and 2009, the UCIP - Union Catholique Internationale de la Presse, based in Geneva, Switzerland, during the period, promoted congresses and training activities for journalists in countries such as: Thailand, Canada, Italy, Croatia, Nepal, India, Pakistan, Russia, Tanzania, South Africa , Kenya, Sri Lanka, Japan, Colombia, Peru, Ecuador and Mexico. Member of the Pontifical Council for Social Communications of the Vatican, in 2001 and 2009. Since 1908, he has participated in the CNBB Reflection Team - National Conference of Bishops of Brazil and collaborated in

the preparation of the entity's Directory of Communication (2013). He coordinated the implementation of the Degree in Educommunication at the School of Communications and Arts of the University of São Paulo (2011). Currently, he presides over ABPEducom - Brazilian Association of Researchers and Educommunication Professionals.

ABPEDUCOM - Associação Brasileira de Pesquisa em Educomunicação

Department of Journalism and Publishing

Alexandre Bianchini do Amaral (BA Journalism Student)

Part of the team that organized the V MILID Conference and following reports.

Prof Vitor Souza Lima Blotta

Professor, Department of Journalism and Publishing, School of Communication and Arts, University of Sao Paulo. Research Associate of the Nucleus of Studies of Violence of USP (NEV / USP) and current President of the National Association of Human Rights - Research and Graduate Studies (ANDHEP). He holds a master's degree and a doctorate in law from the Department of Philosophy and General Theory of Law at the Faculty of Law of USP. He works especially with Philosophy of Law, Political Philosophy and Communication, and discusses subjects such as Human Rights, Democracy, Public Sphere, Media and Communication Policies, Violence and Citizen Security.

Prof Daniela Osvald Ramos

Graduated in Journalism from the Federal University of Rio Grande do Sul (1997) and Master in Communication and Culture from the University of Sao Paulo (2002). PhD in the same institution, in the research line of Social Communication Interfaces (2011). She is a professor of Digital Journalism Projects in the Journalism course of the Journalism and Publishing Department (CJE) of the School of Communications and Arts (ECA) of the University of Sao Paulo. She also works as a manager of digital communication at the Center for the Study of Violence (CEPID / FAPESP) at the University of Sao Paulo. Profile in Research Gate: https://www.researchgate.net/profile/Daniela_Ramos4

CINUSP

Maria José Hipólito (adm)

Thiago André (adm)

Breno Benedict (MA trainee)

Milena Szafir (PhD)

TUSP

Prof. Ferdinando Martins

Director of the Theater of the University of São Paulo, TUSP

Financial Resources

Part time personnel over 6 years \$ 60000

Travelling expenses over 6 years \$ 50000

V MILID Conference \$ 70000

MILID UNITWIN REPORT

THE UNIVERSITY OF THE WEST INDIES, (UWI) MONA JAMAICA

The UWI, Mona has been an active member of the MILID UNESCO UNITWIN since its inception in 2012 at the Barcelona Meeting. Activities include:

- 1) To promote MIL and advance MIL research within Jamaica and the Caribbean region, collaborative outreach initiatives were undertaken since 2012 among i) UWI Mona Campus entities including the **Department of Library and Information Studies (DLIS), the Caribbean Institute of Media and Communication (CARIMAC), the Mona Library, and the School of Education;** ii) national organizations including the Broadcasting Commission of Jamaica, the Jamaica Library Service, Library and Information Association of Jamaica (LIAJA) iii) regional institutions including ACURIL, NALIS Trinidad and Tobago; College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT). Initiatives were coordinated by Dr Paulette Kerr, then Chair of the DLIS and now Campus Librarian, UWI Mona. Kerr attended MILID Meetings in Barcelona, Cairao, Beijing, USA and Brazil and preseted on the state of MIL within the Caribbean.
- 2) In 2013 as a member of the MILID Network, Dr Paulette Kerr assisted in conducting UNESCO led MIL workshops in St Lucia (July) to Policy Makers and Information Professionals from the OECS and in the British Virgin Islands (December) to Information Professionals.
- 3) Dr Sherrell Shelley Robinson of the DLIS, was keynote speaker at the launch of GAPMIL in June 2013.
- 4) In February 2014 UWI Mona participated in the MILID/UNESCO/UNITWIN Student Exchange Program. The Exchange Program was designed for young journalists/ information/ education/ communication/ audiovisual and correlated specialists who would undertake a one-week fellowship at one of the five participating universities. Two students from the UWI Mona campus participated in the Program from February 15 – 22, 2014.
 - Gemmel Drakes, graduate student of DLIS, went to the University of São Paulo in Brazil
 - Alpha Obika gradute student of CARIMAC, visited Sidi Mohamed Ben Abdellah University inMorroco
 - The University of the West Indies hosted Breno Benedyct, a student from the University of São Paulo (USP), Brazil, February 17-21, 2014. Unfortunately due to visa challenges, graduate student from Cairo University who was scheduled for UWI Mona, was unable to participate.
 - A full programme was planned for the week at UWI Mona

Seminars and Workshops

DLIS Graduate and Staff Seminar Feb 19, 2014 in which Breno Benedyct presented about his work at CINUSP. He also gave an overview of his MA Research paper at USP.

MIL Workshop on “Media and Information Literacy Curriculum for Teachers” One of the major highlights of the program was the workshop presented on February 20, 2014 to adapt the UNESCO MIL Curriculum in which twenty (20) librarians and teachers from high schools and colleges across Jamaica participated. The workshop focused on teaching aspects of Media Literacy, Information Literacy and combined concepts of Media and Information Literacy through a formally constructed curriculum.

Specific aspects of the MIL curriculum were identified and addressed by presenters. These were:

Deconstructing Media presented by Professor Hopeton Dunn of CARIMAC

Teaching Information Literacy: The Curriculum presented by Dr. Cherrell Shelley-Robinson, DLIS

Internet Opportunities and Challenges presented by Dr. Paulette Kerr, dlis

Breno Benedyct also participated in a number of class sessions at UWI Mona, visited Media Houses in Kingston and other cultural locations including the Bob Marley Museum.

- 5) Members of the UWI and community have conducted research in MIL and have contributed to the **MILID Yearbook** since 2013. Paulette Kerr was co-editor of the 2015 Year Book with Sherri Culver, and was also an editor of the 2016 Year Book.
- 6) UWI through the DLIS conducted outreach **3 workshops** on MIL to College Teachers and Information Professionals in 2013 (2) and 2014(1). Four outreach **workshops** were also presented to high school students between 2013 and 2014. A **Seminar** sharing major UNESCO funded research on IL among Preservice Teachers in the Caribbean was held in 2014. The Team at UWI have also presented on MIL at various **conferences**, the most recent being at the IASL Regional Meeting in August 2016 and the MILID Meeting in Sao Paulo Brazil in November 2016.
- 7) UWI assisted in the administration of the Global Study of **MIL and Privacy** which was led by Temple University in 2014.
- 8) UWI through the DLIS conducted a major **research in 2014 on MIL in high schools** in Jamaica. The Research, funded by the Principal of the UWI, Mona, examined the state of MIL among students existing high schools.
- 9) The DLIS with Dr Paulette Stewart as Chair, was invited by UNESCO and Nordic Information Centre for Media and Communication Research (NORDICOM) in 2015 to participate in a Feasibility Study to determine among other things:
The need and relevance for an **International Media and Information Literacy Institute**.

How professionals/universities can get involved in a MIL Institute?

What should be an optimal and sustainable structure for an international MIL institute?

The format and type of courses to be delivered at the MIL institutions/organizations

A grant of 7, 000 EUR was made to the DLIS for assistance with the Study.

The Department carried out the mandate by:

- Assisting in writing the Concept Note
- Constructing the data collection instruments for educators and young people
- Collecting data from local, regional and international participants
- Presenting findings and analysis of the data collected
- Submitting the research report which was integrated with the other research report from other countries.

10) UWI Mona is currently chairing the LOC for the 2017 MILID Conference as part of the Global MIL Week , October 2017.

MILID UNITWIN REPORT

UNIVERSITY OF GUADALAJARA (UG) MEXICO

Period of activity under report:

10-2014 / 05-2017

Report established by:

ED.D. Guillermo Orozco

1. Executive Summary:

The MILID Chair in UG- MEXICO is considered a special institutional program for the UG's internationalization policy, and for reinforcing its perspective on Human Rights, where the MILID Chair is assumed as a key tool to foster **Audiences' communication rights and social and academic awareness about them**. Being the 2nd largest public university in Mexico (228, 000.00 students distributed in 15 campuses around the state of Jalisco) UG is well known in and out of the country, and it is especially recognized for its academic-social policies, which support equality, freedom of expression, social change, tolerance, minorities' access and inclusion of disabled students. This is the scenario in which the UG-MILID Chair is thriving.

With the MILID Chair, UG has reinforced its participation with UNESCO-*Higher Education in the World Program*, with UNESCO-IESALC- *Latin American Chairs Network*, with **UNAOC-MIL and Plural + programs**, with **UNICEF-Voices of Youth**, and with **GAPMIL** (Specific partnership achievements with these programs are described in this report).

The UG MILID Chair is filling in a gap of contact between: academic and media institutions, citizen institutions and ONGs centered on media education and audience's rights, such as **AMEDI Mexican Association for the Right to be Informed**, and **AMDA: Mexican Association for the Audiences Rights**, government agencies like the **IFT: Federal Institute of Tele-Communications** and **INEE: National Institute for Evaluation of Education in Mexico**.

UG MILID Chair has recently initiated a **training program for University Media System employees** and will inaugurate this year a short course for Students and Academicians in University academic programs such as **Journalist studies, Media studies, Film and Tv production studies, and Public Communication Studies**.

The main challenge now is the consolidation of the UG MILID Chair **central multi-disciplinary research program about pedagogical, communicative, technical and cultural aspects of audiences' migration from analogical to digital scenarios**.

2) Activities: a) Education/Training/Research

i) Education
(leading to certificate)

Graduate Courses

The “Communication Condition” and the Audiences Education today. Doctoral Program in Education/ Master Program in Communication. UG: Semester B. 2015. By **Guillermo Orozco**.

MIL training within Educational Studies. Doctoral Program: in Education, UG. Semester B. 2016. By **Guillermo Orozco**.

Contemporary Non Formal Educational models. Doctoral Program in Education, UG. By **Darwin Franco. MILID-Associate.**

ii) Training (short term)

Audiences’ rights, Workshop. Special series of conferences for UG media system’s employees, UG. By **Gabriel Sosa, UG-Ombudsman**

iii) Research

The UG-MILID Chair participated in the **Global Survey of MIL and Privacy**, exploring how MIL is taught in various education environments. Administration of the survey was supported by MILID partners, as well as members of the Global Alliance for Partnerships in Media and Information Literacy (GAPMIL). Partners gathered survey data from 231 educators in thirty-three countries. The full report is currently in publication with distribution anticipated for June 2017. Participation of **ED.D-candidate Manuel Corona, MILID Chair Associate and Chair Holder, Guillermo Orozco.**

The UG-MILID did **Content Analysis of radio and TV spots** during local political elections’ media coverage. The Focus was on **political parties’ persuasion strategies for audiences.** (March/April, 2015). There are two reports published: *Persuasion strategies in elections propaganda. Tv Spots transmitted through election campaigns in the state of Jalisco,* by **Fabiola Alcala and Paulina Reynaga,** and *Empowering MIL guide for citizens as audience during elections campaigns,* by **Darwin Franco.** (All three authors are MILID-UG Associate fellows).

The UG MILID Chair **Guillermo Orozco and Chair Associate, Darwin Franco** participated as consultants in the **National Survey of Children’s Interaction with TV and Radio,** developed by IFT (Federal Institute of Telecommunications).

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair

“Academic Journey”. **Multiple MIL today. perspectives, challenges and expectations for citizens**” November 2015.

National Colloquium. **MIL Intercultural Dialogue among Partners.** July 2016

Master Conference (co-sponsored by the UG-UNESCO Chair *“Equity and nondiscrimination”*): **Criteria for identifying limits between freedom of expression and hate speech.** Guest Speaker: **PHD. Ariel Kaufman** August 2016

International Colloquium: UNAOC-MILID- Video Projects. Guest speaker: **UNAOC-**

MILDirector Jordi Torrent. February 2017.

Graduate workshop. ***New media and new analytical approaches.*** Workshop about scraping. By **DR. Enedina Ortega.** May 2017.

ii) Other conferences/organizational activities undertaken by the Chairholder

III Regional Meeting of UNESCO-Chairs: ***“Knowledge Production and management: The role and scope of UNESCO Chairs in the Latin American and Caribbean twining and cooperation among Universities.***

May 4- 6. 2015, Guadalajara, México.

Creation of the first ***National Network of MIL in Mexico.*** 23 members joined and signed. UG, July 2016.

The UG MILID- Chair co-sponsored the International ***Colloquium of Film Researchers,*** International Film Festival - University of Guadalajara. March 2017.

The UG MILID- Chair co-sponsored the Workshop: “El servidor público de radiodifusión y los derechos de las audiencias”. University the Guadalajara. May 2017.

iii) A selection of conference presentations by the Chairholder

INTERCOM” National Congres: “Comunicação e educação: Caminhos Integrados para um mundo em transformação”. Conference: ***Educomunicacao e Direitos Humanos, o Grande Cruzamento Democrático de Hoje*** Agust 2016.

Congreso internacional “Freedom of Expresión and Media Development” conmemorativo del día mundial de la Libertad de Expresión, convocado por UNESCO. Riga, Letonia, Mayo 2015.

AMILAC: Latin American and Caribbean Observatory for Media and Information Literacy. December 2014.

Global MIL WEEK 2015 V UNESCO-UNAOC UNITWIN - MIILID Conference. Temple University. USA .June, 2015.

International Forum for Audiencies’ Rights, IFT: ***Federal Institute for Communications, Mexico City. December 2015.***

Global MIL WEEK 2016. VI UNESCO-UNAOC UNITWIN Universities MILID Conference. São Paulo. Brasil November 2016.

Conference presentation by UG-Chair associate Darwin Franco:

AMIC- National Conference: Mexican Association for Communication Research. April 2017.

c) Interuniversity Exchanges/Partnerships

The UG MILID participation in the Survey for ***UNESCO Chairs Working Group Higher Education in the World REPORT 6 : Towards socially responsible HEi, globally and Locally engaged. 2016.***

The MILID Chair - Holder. **Guillermo Orozco** is member of AMEDI; *Mexican Association for Information Rights*.

The UG MILID Chair participation in the **Global Survey of MIL and Privacy, exploring how MIL is taught in various education environments. Responsible Sherri Hope.**

The UG MILID Chair participation in IFT as Guest Consultant Academic Association for **National Survey of Children Interaction with TV and Radio In Mexico.** IFT: Federal Institute of Telecommunications, 2016.

d) Publications/Multimedia Materials

i) Doctoral Theses

Chair Associate Franco, Darwin (2014). Educación familiar en tiempo de pantallas: Estrategias educativas y domesticación tecnológica en hogares y familias de Guadalajara y Zapopan (Jalisco). Universidad de Guadalajara Centro Universitario de Ciencias Sociales y Humanidades Departamento de Estudios en Educación. Doctorado en Educación. Tesis doctoral.

Chair Associate, Rodrigo González (2017). Las comunidades virtuales de amateurs como comunidades de práctica. Un estudio comparado en dos escenarios en línea. Facultad de Comunicación y periodismo, La Plata Argentina, doctorado en Comunicación, Tesis doctoral

Chair Associate, J. Manuel Corona, (en proceso). Alfabetismos Transmediales. Culturas de la participación y aprendizajes informales de Fans y Makers en Guadalajara. Doctorado en Educación. Universidad de Guadalajara. Tesis doctoral

ii) Publications

Orozco, Guillermo (2014) Educomunicacao Mediat, Aprendizagens e Cidadania. Ed Paulinas ISBN978-85-356-3758-8.

Alcalá, Fabiola (2016). Los spots televisivos de las elecciones en Jalisco, 2015. Análisis de sus estrategias de persuasión. Cuadernos de la Catedra MILID, Universidad de Guadalajara

Franco, Darwin (2016). Cartilla de alfabetización ciudadana: Guía pedagógica para empoderar al ciudadano frente a la publicidad electoral. Cuadernos de la Catedra MILID, Universidad de Guadalajara

e) Cooperation with UNESCO Headquarters, Field Offices

Guest speaker: **Dr. Jordi Torrent.** UNAOC –MILID Program. Conference: **Media Education at the age of CTIM (La Educomunicación en la era de la educación CTIM).** MIL Colloquium held at The MILID - UG quarters. February 18, 2017.

UNAOC- MIL and UNICEF/Voices of Youth: Article written by **Dr. Guillermo Orozco,** MILID UG chair: **How to accompany young people as they emerge and develop as**

speakers in communication systems (Dec. 2013).

f) Other

MILID Chair holder **ED. D. Guillermo Orozco** is participating as **Co. Editor of UNESCO Yearbook**, 2017.

3. Future Plans and Development Prospects:

"MILID Chair holder **ED. D. Guillermo Orozco** will be guest **speaker** at **III INTERNATIONAL CONGRES OF MEDIA EDUCATION AND DIGITAL COMPETENCES**. Segovia, Spain, June 2017

MILID Chair holder **ED. D. Guillermo Orozco** will be **Guest Speaker at Media Education Gabinete** at (UAB): Autonomous University of Barcelona, Spain. July, 2017

MILID Chair Associate **ED.D Darwin Franco** will be **Guest speaker at UNAM** (National Autonomous University), Mexico City **RINDIS** International Colloquium on Hate Speech. Mexico, May 25, 2017.

MILID chair Holder, **ED.D Guillermo Orozco** will offer an University- optional course about **MIL, Audiences and Communication Rights** to several UG Academic programs related to MIL : Journalist Studies, Master on Communication Studies, Master and Doctoral programs on Education, Media Studies, Master and Doctoral programs on Social Sciences.

Human Resources

ED. Dr. Darwin Franco Miguez Chair Associate
COM. Dr. Fabiola Alcalá , Chair Associate
ED.D.Candidate Manuel Corona Chair Associate
COM.BA J. Luis Sandoval, Chair assistant

Financial Resources

Host Institution \$ 25,000.00

An **office** is provided by the UG, as well as **two students as Assistant** (paid-a third of time). **Administrative support** is also provided.

MILID UNITWIN REPORT

HOSEI UNIVERSITY

Period of activity under report:

September, 2014-May, 2017

Report established by:

Jun Sakamoto, Professor

Kyoko Murakami, Lecturer

1. Executive Summary:

Hosting International Conference: Hosei University Faculty of Social Sciences held a “Tokyo International Symposium: Raising Awareness of Media and Information Literacy (MIL) Education in Japan and Asia-Pacific” on September 24, 2014. This “Tokyo International Symposium” was considered as a regional pre-conference on the UNITWIN MILID WEEK 2014 that was hosted by Tsinghua University, Beijing, China, and held from 27 - 28 September, 2014.

Establishing the UNESCO MIL+ESD consortium in Fukushima: Hosei University established the consortium in Fukushima where the seaside area was affected by a tsunami and atomic power station incident, by coordination of local education boards, UNESCO associations, UNESCO associate schools, and local enterprises to promote MIL+ESD education.

Participating and contributing national, regional, and global research: Faculties and colleagues at Hosei University have participated in and contributed various joint research, MILID WEEK conferences, and publications (MILID Year BOOK) of the United Nations Educational, Scientific and Cultural Organization-United Nations Alliance of Civilizations (UNESCO-UNAOC) the University Twinning and Networking Programme (UNITWIN) on Media and Information Literacy and Intercultural Dialogue (MILID) (“UNESCO-UNAOC MILID UNITWIN”) as an associate member.

2) Activities:

a) Education/Training/Research

i) Education (leading to certificate)

Launched MIL related classes in Library Science Courses and School Librarian Courses (2013-present).

Plan to launch MIL related classes (joint classes) in all departments at Hosei University

ii) Training (short term)

National/Regional/Global training and workshop: Every year members of Hosei University in collaboration with MIL related national/regional/global organizations, universities, schools, and/or individuals have performed the general title of “Media and Information Literacy Workshops for Inter-cultural Understanding.” Main target groups are children, students, and teachers. The workshops are held from 1-3 days up to a whole year depending on the nature of the workshop and activities/programme. Regions/areas of participant schools/universities included Tokyo, Fukushima, Shanghai, Cambodia, Nepal, Indonesia, etc.

iii) Research

Participates in UNESCO-UNAOC MILID UNITWIN joint programme:

- Participates in UNESCO-UNAOC MILID UNITWIN joint programme such as 2014-2015 MIL Privacy Research,
- Participates on as a member of the Editorial Advisory Board in MILID Year Book,
- Contributing papers,
- Participates and presents papers in MILID international conferences every year.

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair

Tokyo International Symposium: Raising Awareness of Media and Information Literacy (MIL) Education in Japan and Asia-Pacific” on September 24, 2014.

ii) Other conferences/organizational activities undertaken by the Chairholder

The First Symposium for the consortium in Fukushima (February, 2016)

The Second Symposium for the consortium in Fukushima (February, 2017)

iii) A selection of conference presentations by the Chairholder and other colleagues

A Forum for the Freedom of the Press, hosted by the Library Science Courses,
Supported by the AMILEC & JCJ, Main theme: Fake News, Hate Speech and a
Responsibility of media (May, 2017)

d) Publications/Multimedia Materials

ii) Publications

Books

1. Jun Sakamoto, "Media and Information Pedagogy: Literacy for Intercultural Dialogues," Hosei University Publication, pp.1-227, 2014 (Japanese)

Books (chapters)

1. Jun Sakamoto, "Theoretical and practical issues on the inclusion of the Media and Information Literacy program with the Education for Sustainable Development program," MILID Yearbook 2016 Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, Edited by Jagtar Singh, Paulette Kerr and Esther Hamburger (Eds.), the United Nations Educational, Scientific and Cultural Organization, pp.61-72, 2016.

2. Kyoko Murakami, "A Pilot Study of Collaborative Learning and Intercultural Understanding Between Japanese and Chinese Junior High School Students," MILID Yearbook 2016 Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism, Edited by Jagtar Singh, Paulette Kerr and Esther Hamburger (Eds.), the United Nations Educational, Scientific and Cultural Organization, pp.139-149, 2016.

3. Kyoko Murakami, "Media and Information Literacy and Leadership in Collaborative and Communicative Activities: Competencies Required for a Future Librarian," Transformation of LIS Education, Libraries and Information Services for Knowledge Society. Edited by I.V. Malhan, Trishanjit Kaur, Navkiran Kaur, Ess Ess Publications, pp.579-591, 2016.

4. Jun Sakamoto, "Intercultural Dialogue and the Practice of Making Video Letters between Japanese and Chinese Schools," MILID Yearbook 2015 Media and Information Literacy for the Sustainable Development Goals. In Jagtar Singh, Alton Grizzle, Sin Joan Yee and Sherri Hope Culver (Eds.), Gothenburg: Nordicom, The International Clearinghouse on Children, Youth and Media, pp.239-245, 2015

5. Kyoko Murakami, "Information Freedom and GAPMIL in Asia-Pacific Region: Challenges and Suggested Action Plan," MILID Yearbook 2015 Media and Information Literacy for the Sustainable Development Goals. In Jagtar Singh, Alton Grizzle, Sin Joan Yee and Sherri Hope Culver (Eds.), Gothenburg: Nordicom, The International Clearinghouse on Children, Youth and Media, pp.153-160, 2015

6. Kyoko Murakami, "A Brief Mapping of Media and Information Literacy Education in Japan," In Sherri Hope Culver & Paulette Kerr (Eds.), MILID Yearbook 2014: Global Citizenship in a Digital World, Gothenburg: Nordicom, The International Clearinghouse on Children, Youth and Media, pp. 271-288, 2014.

Monographs

1. Jun Sakamoto, "Theoretical and Practical Issues on Media and Information Literacy Education for Education for Sustainable Development and Examination," Bulletin of the

Faculty of Lifelong Learning and Career Studies, Vol. 13, pp.171-196, 2016. (Japanese)

2. Kyoko Murakami, "Evaluation of Collaborative Learning and Leadership," Hosei University Qualification Course Annual Report, Vol. 6, pp.5-14, 2016. (Japanese)

3. Jun Sakamoto, "Practice of inter-schools Exchange Program using Tablet Terminal," Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, n. 1, pp.93-116, 2015. (Japanese)

4. Jun Sakamoto, "Career Education Practice using Digital Storytelling for the First Year Students," Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, n. 2, pp.3-11, 2015 (Japanese)

5. Jun Sakamoto, "Future and Reality of Education for Media Information Literacy," Education, Educational Science Society, Kamogawa Press, No.826, pp.68-76, 2014. (Japanese)

Research Reports

1. Jun Sakamoto, Kazue Kasai, 「A Study Note: A Study of Global Career Education Research Approach, Bulletin of the Faculty of Lifelong Learning and Career Studies, Vol. 12, 2016

2. Jun Sakamoto, "UNESCO Media and Information Literacy Education - Policy in Japan and Possibility of Practice," Bulletin of Japan Association for Educational Media Study, Vol. 39, pp.15-20, 2015 (Japanese)

Conference Proceedings

1. Kyoko Murakami, "A Pilot Study of Collaborative learning and Inter/Cross-cultural understanding for Media and Information Literacy: Evaluation of Processes of Exchanging Digital Storytelling using Tablet Computers between Japanese and Chinese Junior High School Students," 13th International Conference for Media in Education: Smart Learning in Digital Environment (ICoME2015), Changchun, China: Northeast Normal University, Proceedings of ICoME 2015, p.18, August 18, 2015

Financial Resources

Host Institution **\$7.090**

Government Body **\$12.727**

MILID UNITWIN REPORT

PUNJABI UNIVERSITY, PATIALA (INDIA)

Period of activity under report:

August 2014 to October 2016.

Report established by:

Dr. Jagtar Singh, Professor, Department of Library and Information Science, Punjabi University, Patiala-147 002 (India)

1. Executive Summary:

Based on the National Consultation Meeting on Media and Information Literacy organized under the MILUNI during November 2014 at India International Centre, New Delhi, a Draft Position Paper on MIL has been developed.

Media and Information Literacy (MIL) Capacity Building Workshop (CBW) for Youth and Youth-led Organizations in India, 17-19 November 2016 held at Punjabi University, Patiala. More than 50 youth leaders from different parts of India representing diverse sectors participated in this workshop.

MIL Guidelines were prepared for Youth and Youth-led Organizations.

MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016 held at Punjabi University, Patiala. More than 50 youth leaders from different parts of India representing diverse sectors participated in this workshop.

A web page for MILUNI was designed and uploaded on the Punjabi University website. It can be accessed at:

<http://punjabiuniversity.ac.in/pbiuniweb/MIL/MILUNI%20Webpage%20final.htm>

Dr. Jagtar Singh served as Lead Editor for the MILID Yearbook 2015 and 2016.

2) Activities:

a) Education/Training/Research

i) Education

(leading to certificate)

Uttarakhand Open University (UOU) and FORMEDIA (MILUNI members) organized Training workshops/programmes.

MIL Workshop organized jointly by Alton Grizzle and Jagtar Singh at Central University of Himachal Pradesh, Dharamshala (TAB Shahpur) on 24 August 2016.

Five laws of Media and Information Literacy developed for UNESCO by Alton Grizzle and Jagtar Singh in 2016.

Health Information Literacy Model developed by Dr. Jagtar Singh in 2015.

ii) Training (short term)

MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016 at Punjabi University, Patiala. More than 50 leaders from different parts of India representing diverse sectors participated in this workshop.

iii) Research

Conducted International Media and Information Literacy Survey (IMILS) 2012 for South and Southeast Asia to generate baseline data for UNESCO on university students' information seeking behaviors and practices. Dr. Jagtar Singh served as its Principal Investigator. This survey was facilitated by Forest Woody Horton and Jr and Albert Boekhorst, and assisted by Dr. HPS Kalra.

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair

The Department of Library and Information Science, organized National Seminar on **Media and Information Literacy**, 12-13 February 2013 at Punjabi University, Patiala.

MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016 held at Punjabi University, Patiala.

ii) Other conferences/organizational activities undertaken by the Chairholder

Media and Information Literacy Workshop by Alton Grizzle and Jagtar Singh at Central University of Himachal Pradesh, Dharamshala on 24 August 2016.

iii) A selection of conference presentations by the Chairholder and other colleagues

Dr. Jagtar Singh delivered Valedictory Address at the Seven-day "*Information Literacy Quality Education Programme Workshop*" at Manohar Memorial PG College, Fatehabad, Haryana on 01 March 2017.

Invited talk on MIL by Dr. HPS Kalra at the ICSSR-sponsored 'National Conference on Conceptualising the Social Responsibilities of Libraries' being organised by Department of Library and Information Science, Banaras Hindu University, Varanasi on 19-20 March 2017.

Keynote address delivered by Dr. Jagtar Singh at the Punjab Library Association's National Conference on Changing Role of Academic and Public Libraries in the Internet Era: Challenges and Opportunities on December 3-4, 2016 at Malout Institute of Management and Information Technology, Malout (Punjab).

c) Interuniversity Exchanges/Partnerships

Exchanges/partnerships on Media and Information literacy between the following universities/organizations took place:

Punjabi University, Patiala
 Panjab University, Chandigarh
 Central University of Himachal Pradesh
 Kurukshetra University, Kurukshetra
 Uttarakhand Open University, Haldwani
 Banaras Hindu University, Varanasi
 Indian Library Association, Delhi
 Forum For Responsible Media (FORMEDIA)
 Pondicherry University, Puducherry.
 Makhanlal Chaturvedi National University of Journalism and Mass Communication, Bhopal
 University of Calcutta, Kolkata.

d) Publications/Multimedia Materials

i) Theses

Two theses by Dr. Navkiran Kaur (India) and Dr. Dilara Begum (Bangladesh) have been accepted by Punjabi University, Patiala in 2014, and five more PhD students are pursuing their research on topics related to media and information literacy.

ii) Publications

1. Jagtar Singh, Lead Editor. *UNESCO MILID Yearbook on Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. Paris: UNESCO, 2016.
2. Jagtar Singh, Lead Editor. *UNESCO MILID Yearbook On Media And Information Literacy for the Sustainable Development Goals*. Paris: UNESCO, 2015.
3. Grizzle, Alton and Jagtar Singh, "Five Laws of Media and Information Literacy As Harbingers of Human Rights: A Legacy of Ranganathan's Five Laws of Library Science", In: *UNESCO MILID Yearbook On Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. Edited By Jagtar Singh, Poullette Kerr, and Esther Hamburger. Paris: UNESCO, 2016, Pp: 25-39.
4. Jagtar Singh, "Health Information Literacy for Health and Wellness of One and All", In: *Building Next-Generation Libraries and Information Services*. Edited By R.P. Kumar, Rajeev Manhas & Raj Kumar. Chandigarh: Mantra Prakashan, 2016, Pp: 14-20.

5. Jagtar Singh, "MILID: An Indispensable Intervention for Countering Radicalization and Violent Extremis", In: *UNESCO MILID Yearbook on Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. Edited By Jagtar Singh, Paulette Kerr, and Esther Hamburger. Paris: UNESCO, 2016, Pp: 223-235.
6. Malhan, I. V. and Jagtar Singh, "Media and Information Literacy Interface for Community Empowerment in India", In: *UNESCO MILID Yearbook on Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism*. Edited By Jagtar Singh, Paulette Kerr, and Esther Hamburger. Paris: UNESCO, 2016. Pp: 41-47.
7. Jagtar Singh, "From Information Skills for Learning to Media and Information Literacy: A Decade of Transition in South Asia: 2004-2014", In: *UNESCO MILID Yearbook On Media and Information Literacy For the Sustainable Development Goals*. Edited By Jagtar Singh and Others. Paris: UNESCO, 2015. Pp: 49-58.
8. Jagtar Singh, "Placing Media and Information Literacy at the Core of Instruction", In: *Media and Information Literacy For Knowledge Societies*, Compiled By Evgeny Kuzmin and Anastasia Parshakova. Moscow: Inter-Regional Library Cooperation Centre, 2013. p: 168+
9. HPS Kalra published a paper 'Media and information literacy in higher education in India' in the Media and Information Literacy for the Sustainable Development Goals (MILID Yearbook 2015) edited by Jagtar Singh and others. Gotenborg: NORDICOM, pp. 91-96.
10. HPS Kalra published a joint article with Navkiran Kaur on Media and information literacy for teenagers and young adults. IN Transformation of LIS education, libraries and information services for knowledge society, vol. 1. Edited by I V Malhan, Trishanjit kaur and Navkiran Kaur . pp. 433-438.

e) Cooperation with UNESCO Headquarters, Field Offices

Edited MILID Yearbooks for the years 2015 and 2016

MIL Capacity Building Workshop for Youth and Youth-led Organizations in India, 17-19 November 2016 held at Punjabi University, Patiala. More than 50 participants from different parts of India representing diverse sectors participated in this workshop.

f) Other

Dr. Jagtar Singh and Dr. HPS Kalra Served as Resource Persons to develop e-Content for the paper Media and Information Literacy for INFLIBNET Centre of the UGC on 21 February 2015 at Indian Institute of Mass Communication, New Delhi.

Dr. HPS Kalra Served as Resource Person at the Expert Committee Meeting to develop syllabus for Appreciation Programme on Media and Information Literacy for Indira Gandhi National Open University on 27 April 2015 at IGNOU, New Delhi.

MILID UNITWIN REPORT

FACULTY OF EDUCATION, WESTERN UNIVERSITY

Period of activity under report:

2016-2017

Report established by:

Carolyn Wilson, MILID Chair, and Chair of the International Steering Committee for GAPMIL

1. Executive Summary:

1. North American Gapmil Sub-Chapter Inaugural Meeting

A group of media and information literacy educators and organizations representing a broad range of sectors met in London, Ontario at Western University on Sept. 20 and 21, 2016 to form the North American Sub-Chapter of the UNESCO-initiated Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) network.

This meeting was organized and facilitated by the Chair, Carolyn Wilson, Western University.

The North American Sub-Chapter, in concert with the European Sub-Chapter, shares the objectives to which UNESCO is committed:

- Learning To Live Together
- Education For The 21st Century
- Building Knowledge Societies
- Protecting Our Heritage And Fostering Creativity
- Fostering Freedom Of Expression
- Preventing Violent Extremism
- Promoting Pluralism and Diversity

Represented at the inaugural meeting were a number of organizations and institutions including:

U.S. Participants:

Gateway Media Literacy Partners, Inc.
 Blackburn College, Illinois
 National Telemedia Council
 NCTA – The Internet and Television Association
 Temple University, Center for Media and Information Literacy
 Central Michigan University
 Center for Media Literacy
 National Association for Media Literacy Education (NAMLE)
 The Association of College and Research Libraries; International Federation of Library Associations and Institutions

Canadian Participants:

Association for Media Literacy
 Ontario Ministry of Education

Western University, Ontario
 Lakehead University, Ontario
 TELUQ, Université du Québec
 Technology Enabled Learning Ontario
 Branksome Hall, Toronto
 MediaSmarts, Ottawa
 Western University, Ontario

UNESCO, via Skype

2. Global MIL Week and Gapmil General Assembly

Carolyn Wilson serves as the Chair of the International Steering Committee for GAPMIL. GAPMIL is a groundbreaking UNESCO effort aimed at build alliances and promoting MIL in every UN region around the world. The members of the GAPMIL ISC and the regional chapters of GAPMIL have been actively participating in, and promoting, Global MIL Week.

The purpose of Global MIL Week is to promote MIL connections across educational institutions, organizations, policies, professions, initiatives and nations. The feature event of Global MIL Week was the 6th Conference of the UNESCO-UNAOC UNITWIN MILID Network. The conference in 2016 was expanded to include the first General Assembly of GAPMIL.

There were several sessions that specifically explored the work of GAPMIL, including Regional Chapters, and the Thematic Sub-committees. Two plenary sessions explored the Framework and Plan of Action for GAPMIL, which was developed in 2013. The plenary sessions also explored some of the achievements of the past 3 years, as well as the challenges and opportunities that exist. Drawing on the perspectives and expertise of the International Steering Committee, the sessions explored the purpose of GAPMIL, its goals and priorities areas, and introduced the MILID University network, the regional chapters and thematic sub-committees. The sessions also explored the main activities of the Alliance, including research for an MIL Institute, the MIL Observatory, the MILID Yearbook for 2017, and the 2017 Conference. Roundtables were held to explore the work of the Regional Chapters and Steering Committees for GAPMIL.

2) Activities:

i) Education (leading to certificate)

Curriculum exploring MILID is mandated for all teacher candidates (student teachers) studying at the Faculty of Education at Western University. This curriculum is part of the Language Arts course for all elementary teacher candidates (who will teach grades 1 – 8), and a course in the Pedagogy of Multiliteracies is mandated for all secondary teacher candidates (who will teach grades 9 – 12) as part of their degree requirements. Upon completing the 2-year graduate degree program, the graduates will receive their Bachelor of Education and become certified teachers with the Ontario College of Teachers.

Working with the distance education university Athabasca University, Carolyn Wilson developed and taught an online course in media literacy for teachers, parents and professionals, from 2006 - 2017. The course drew participants from around the world, from such fields as education, psychology, media production, journalism, intercultural research and dialogue, and equity and policy studies.

ii) Training (short term)

In 2016, Carolyn participated in a Teacher Education Needs Assessment with Canadian Bureau for International Education, in Ho Chi Minh City and Hanoi, Vietnam.

Carolyn is also the North American Representative for MENTOR, the International Media Education Association based in Barcelona, Spain. The organization brings together educators together from around the world to develop independent media education programs.

She is also a Board Member for Media Smarts, Ottawa, Canada. This national education organization is dedicated to supporting teachers, students and parents in media education in both English and French.

b) Conferences/Meetings

ii) Other conferences/organizational activities undertaken by the Chairholder

SEE EXECUTIVE SUMMARY

iii) A selection of conference presentations by the Chairholder and other colleagues

Carolyn Wilson has given the following presentations (selected):

2016 Media Literacy: Teaching and Learning in the 21st Century. Presentation to the UNESCO Associated Schools Network at the Annual General Meeting of the Canadian Commission for UNESCO. Winnipeg, Manitoba.

2016 Teacher Education and 21st Century Challenges. South Asian Library Conference, Lahore, Pakistan.

2016 The Global Alliance for Partnerships in Media and Information Literacy. European Forum on MIL. Riga, Latvia.

2015 Global Alliance for Media and Information Literacy. Global MIL Week, 2015. Philadelphia, USA.

2015 Internet Safety and Media Literacy: The Ontario Experience. Young People and the Screens. Buenos Aires, Argentina.

2015 Media and Information Literacy: A Canadian Perspective. The MIL Forum for the Arab States. Cairo, Egypt.

2014 Global Citizenship in the Digital Age: Reading the Word and the World. The Latin American Forum on MIL. San Jose, Mexico.

2014 A Framework for Global Teaching and Learning. Tokyo International Symposium, Hosei University, Tokyo, Japan.

2013 Literacies for the 21st Century. UNESCO International Conference, Abuja, Nigeria.

2013 Media and Information Literacy Day. University of Gothenburg, Sweden.

c) Interuniversity Exchanges/Partnerships

Carolyn represents the Faculty of Education at Western University on a Liaison Committee for the Government of Ontario: the Ministry of Education Liaison Committee for Ontario Faculties of Education, Toronto, Canada

d) Publications/Multimedia Materials

ii) Publications

Selected publications for Carolyn Wilson:

Wilson, Carolyn. "Youth Radicalization in Cyberspace: Enlisting Media and Information Literacy in the Battle for Hearts and Minds". MILID Yearbook 2016: Media and Information Literacy and Intercultural Dialogue. To be published November, 2016. Co-Author.

Wilson, Carolyn. 2016. "L'éducation aux médias au Canada : évolution historique et perspectives actuelle ». Landry, Normand and Anne-Sophie Letellier. (Editors). Éducation aux médias : fondations, enjeux et perspectives. Montreal: Presses de l'Université de Montréal. Co-Author.

Wilson, Carolyn. 2015. "Media and Information Literacy Education: Fundamentals for Global Teaching and Learning". MILID Yearbook 2015: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Wilson, Carolyn. 2014. "The Core Concepts: Fundamental to Media Literacy Yesterday, Today and Tomorrow". Journal for Media Literacy. National Telemedia Council: Wisconsin, U.S.A. Co-author.

Wilson, Carolyn. 2014. "Media Literacy, Digital Technologies and Civic Engagement: A Canadian Perspective". MILID Yearbook 2014: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Wilson, Carolyn. "MILID Week: Global and National Perspectives". MILID Yearbook 2013: Media and Information Literacy and Intercultural Dialogue. Nordicom: The International

Clearinghouse on Children, Youth and the Media. University of Gothenburg, Sweden. Co-author.

Grizzle, Alton, et al. 2013. Policy and Strategy Guidelines for Media and Information Literacy Curriculum Development and Implementation. UNESCO, Paris. Co-author.

Wilson, Carolyn and Grizzle, Alton, et al. 2011. MIL Curriculum for Teachers. UNESCO, Paris. Co-author and co-editor.

e) Cooperation with UNESCO Headquarters, Field Offices

The Canadian Commission for UNESCO offered financial support for the inaugural meeting of the North American Sub-chapter of GAPMIL. The meeting took place in September, 2017 at the Faculty of Education, Western University, London, Canada.

In 2017, Carolyn Wilson was nominated to the Canadian Commission for UNESCO, Sectoral Commission for Culture, Communication and Information.

f) Other

In 2017, the work of Carolyn Wilson was recognized by the Government of Canada, in an official statement made in the House of Commons, for global leadership in media and information literacy.

<http://kyoung.liberal.ca/news-nouvelles/acknowledging-and-recognizing-the-accomplishments-of-carolyn-wilson/>

Future Plans and Development Prospects:

The second meeting of the North America Sub-Chapter of GAPMIL was held within the frame of the UNESCO-led Global MIL Week 2016 and its feature event, the Sixth Media and Information Literacy and Intercultural Dialogue (MILID) Conference and the first General Assembly of the Global Alliance for Partnerships on Media and Information Literacy on Nov. 2-5, 2016 in Sao Paulo, Brazil.

In 2017, the GAPMIL North America Sub-Chapter met on June 26 in Chicago, IL, in advance of the National Association of Media Literacy Education's (NAMLE) biennial conference.

Members of the North American Sub-chapter of GAPMIL Will meet in Jamaica during the Global MIL week conference there, and again in Lisbon, Spain, in 2018 where they will be joined by members of the European Sub-chapter.

The North American GAPMIL Sub-Chapter is open to all institutions, organizations or initiatives in Canada and the United States interested in advancing media and information literacy around the continent. If you are interested, please send a message to gapmilnam@gmail.com that includes your name; your location; the institution, organization or initiative you represent; and any further contact information you wish to share. For more information on what we are doing, join our Facebook group: North American GAPMIL. Also, please join the GAPMIL network by going to

<http://www.unesco.org/new/en/communication-and-information/media-development/medialiteracy/global-alliance-for-partnerships-on-media-and-information->

literacy/join-the-globalalliance/

1) Human Resources

Carolyn Wilson is a Program Coordinator and Lecturer in Teacher Education at Western University, Canada. Carolyn has worked in Media and Information Literacy education for over 30 years at the elementary, secondary and post-secondary levels and for libraries, NGOs, media industries, and governments around the world. She is the Chair of the International Steering Committee for GAPMIL (the UNESCO-initiated Global Alliance for Partnerships in Media and Information Literacy), and a Chair of the first UNESCO/UNAOC International University Network on MILID (Media and Information Literacy and Intercultural Dialogue). She is a member of the Culture, Communication and Information Sectoral Commission for the Canadian Commission for UNESCO, and has served on the Boards of MediaSmarts (Canada), MENTOR Association for Media Literacy (Spain) and is the Past President of the Association for Media Literacy in Toronto, Canada.

Carolyn has received the Prime Minister of Canada Award for Teaching Excellence, the Distinguished Contributions to Teaching Award from the University of Toronto, and the Excellence in Teaching award from the Students' Council of Western University, Canada.

In 2017, Carolyn's work was recognized by the Government of Canada, in an official statement made in the House of Commons, for her global leadership in media and information literacy.

2) Financial Resources

Canadian Commission for Unesco – \$2,300.00

MILID UNITWIN REPORT

UNIVERSITY OF GOTHENBURG/THE INTERNATIONAL CLEARINGHOUSE ON CHILDREN, YOUTH AND MEDIA AT NORDICOM

Period of activity under report:

2013 - today

Report established by:

Catharina Bucht, Research Information Officer

Ingela Wadbring, Director

1. Executive Summary:

- First three MILID Yearbooks (2013-2015)
- Spreading information about MILID publications through website
- Translation of UNESCO MIL Curriculum into Swedish
- Raising awareness of MIL as concept on a national and international level (website, publications, network, meetings, lectures & speeches)
- Network meetings with relevant stakeholders on a national level

a) Education/Training/Research

ii) Training (short term)

- Lectures regarding MIL have been given within teacher education, library and information science at universities in Sweden.

b) Conferences/Meetings

i) Key conferences and workshops hosted by the Chair

- Nordic expert Meeting on MIL, Stockholm, 2013 (co-hosted with the Swedish Media Council)
- Nordic-Baltic conference on MIL, Helsinki 2016 (co-hosted with the Finnish National Audiovisual Institute KAVI)
- Media Education Futures, University of Tampere, Tampere, May 2014 (co-host)

iii) A selection of conference presentations by the Chairholder and other colleagues

- Media and Information Literacy and Intercultural Dialogue, MILID Week 2013, Cairo, April 2013
- European Observatory on Media Literacy, Barcelona, February 2014

- EU/UNESCO Special session 'Media and Information Literacy', Paris, May 2014
- European Media Literacy Forum, Paris, May 2014
- Media Education Futures, University of Tampere, Tampere, May 2014
- International Scientific Conference on Media Literacy in the Digital Age: Cultural, Economic and Political Perspective, Zagreb, June 2014
- Media & Learning Conference, Brussels, November 2014
- Latin American and Caribbean Forum of Media and Information Literacy, Mexico City, December 2014
- Citizens in Mediated Worlds, Helsinki, Finland, May 2016

d) Publications/Multimedia Materials

Publications (a selection)

MILID Yearbook 2013. Media and Information Literacy and Intercultural Dialogue, Eds: U Carlsson & S H Culver (2013)

MILID Yearbook 2014. Global Citizenship in a Digital World, Eds: S H Culver & P Kerr (2014)

MILID Yearbook 2015. Media and Information literacy for the Sustainable Development Goals. Eds: J Singh, A Grizzle et al. (2015)

Agentes e Vozes. Um Panorama da Mídia-Educação no Brasil, Portugal e Espanha. Yearbook 2014. Ed Ilana Eleá (2014)

Media Education Futures, Yearbook 2015, Eds: Sirkku Kotilainen & Reijo Kupiainen (2015)

Agents and Voices. A Panorama of Media Education in Brazil, Portugal and Spain, Ed. Ilana Eleá (2015)

Opportunities for Media and Information Literacy in the Middle East and North Africa. Yearbook 2016 Eds: M Abu-Fadil, J Torrent & A Grizzle

e) Cooperation with UNESCO Headquarters, Field Offices

The International Clearinghouse on Children, Youth and Media was initiated by UNESCO in 1997 and has cooperated with UNESCO since then. The cooperation was for several years confirmed through a Memorandum of Understanding.

Human Resources

During 2013-2017 one person has worked part time (50%) as scientific coordinator and one person full time (100%) as research information officer. From summer 2017 and on, the coordinator finish her employment.

Financial Resources

Host Institution \$ 35.000/year

The financial contribution each year is the editorial work with the MILID publication, including print and distribution in the network.