

Global Media and Information Literacy (MIL) Week 2016

Feature Event

2 - 5 November 2016

São Paulo, Brazil

PROGRAMME

Day 1: pre-conference day

2 November 2016

Time	Activity
09:00 – 09:30	Kick Start of the Youth Agenda (See Attached Concept Note + Program) Masters of Ceremony: Alexandre Le Voci Sayad , Director, Media Education Lab, Head of the Latin America and Caribbean Regional Chapter of GAPMIL, Brazil Tatjana Ljubic , Project Assistant, UNESCO-European Commission Building Trust in Media Project in eastern Europe and Turkey, Serbia
Speakers	“RAPerformance Nomad Poets of São Paulo”, YoungDreamers Project, Youth Portal, City of Knowledge, Museu da Pessoa and Master Alcides (CEACA - Capoeira Research and Practice at USP) Ms Adama Lee –Bah , GAPMIL Youth Committee from Gambia Sondos Waleed Faqeeh , member of the NET-MED Youth Working Group in the West Bank, and video by the NET-MED Youth Working Group in Gaza, Palestine “The Illusion of Media and Information Freedom”, short magic show by Linus Ng , Young Professional, UNESCO, Paris Ms Carla Alves da Silva , Coordinator, Youth Policies, São Paulo Municipal Secretary of Human Rights and Citizenship Ms Susanna Pollack , Chairwoman, Games for Change New York

09:30 – 10:30	<p>Youth Point 1 – Engagement: (Light!)</p> <p><i>Youth Involvement in Media and Information production for Advocacy and Positive Social Change</i></p> <p>Moderator: Bruna Waitman, Media Education Labs</p> <p>Rapporteurs/Reporters: Young Representatives, MONU-EM Project, Imprensa Jovem, NET-MED Youth, Youth Portal, Escola de Notícias</p> <p>Description: The internet has played a radical role in creating an increasingly connected world. More people of the world are now able to have a voice through new technologies. Ordinary youths can voice their opinions globally, and have a following equal to any other online. This is significant when social and technological change has also led to more automation and a reduction of available jobs, leading to unprecedented levels of youth unemployment. A lack of training and opportunities for today's youths have led to a variety of problems, including marginalization and susceptibility to illicit activities. Yet young people are drivers of the Internet and new media. Stakeholders world over recognize the need for critical youth engagement to achieve sustainable development. For this youth point, we have youths from various youth organizations who have all distinguished themselves through their use of new media for youth advocacy. During this youth point, the following questions will be explored: How can a potential advocate make a plan for change? How can one differentiate oneself from the rest of the noise online in order to obtain greater impact? How can one transform an online following into actors for change?</p>
Speakers	<p>Mr Enderson Araujo, Midia Perifica (UNESCO)</p> <p>Eylam Leshem, member of the NET-MED Youth Working Group in Israel, Founding Director of “iThink” mobile app</p> <p>Hanna Braga Franco and Luiz Felipe Fiúza, Jovem de Expressão, Alice Scartezini, Social Marketing Coordinator at Caixa Seguradora</p> <p>Mr Carlos Lima, Imprensa Jovem (“Young Press”), Municipal Secretary of Education of São Paulo</p> <p>Abraham Simmonds, Executive Director, Jamaican Youth Empowerment through Culture Arts and Nationalism (JAYECAN)</p>
10:30 – 10:40	<p>Introduction of UNESCO’s MIL CLICKS movement</p> <p>A 5-minute introduction of UNESCO MIL CLICKS social media movement by Xu Jing, Project Assistant, UNESCO, Paris</p> <p>A 5-minute exposition on the UNESCO MIL CLICKS platform gamification roadmap by Gilson Schwartz (City of Knowledge, USP, Executive-Secretary, Local Organizing Committee, Global MIL Week UNESCO-USP 2016, Dept. of Film, Radio and TV, School of Communication and Arts, USP)</p>
10:40 – 10:55	<p>Workshop Signups and Break</p> <p><i>Participants will be introduced to the different workshops and encouraged to sign up for the various workshops.</i></p>
10:55 – 11:55	<p>Youth Point 2 – Inclusion: (Camera!)</p> <p><i>Youth Privacy, Safety and Prevention of Radicalization Online, Intercultural Dialogue and Inclusion</i></p> <p>Moderator: Almir Almas (Deputy Head, Film, Radio and TV Department, School of Communication and Arts, USP)</p> <p>Rapporteurs/Reporters: Young Representatives, MONU-EM Project, Imprensa Jovem, NET-MED Youth, Youth Portal, Escola de Notícias</p>

Description: The increasingly connected world is changing and developing at a rapid pace. The online space can be either a uniting force or dividing force. On one hand, the internet can bring together people who would otherwise have never had the opportunity to meet, allowing them to learn about each other's culture firsthand, dispelling misleading stereotypes about each other. On the other hand, demagogues use the online space to reinforce stereotypes, demonizing "the others". In recent years, radicalization has driven a wedge between many communities, increasing mutual distrust and further deepening the problem of radicalization. A dark side of the more connected world is that many youths are unknowingly surrendering large amounts of their personal data in exchange for more attention or convenience online. In order to foster a more inclusive online world for the youths, this youth point will discuss how to steer a more connected world to one which promotes intercultural dialogue and tolerance, how to prevent radicalization and how to safely protect privacy online. During this session, the following questions will be explored: How can more media and information literate individuals promote intercultural dialogue? How can one combat the stereotypes which make radicalization so appealing? What tools/techniques are available to spread awareness on how youths can better protect their privacy online.

Speakers

Nizar Ben Salah, Coordinator of the Café Talks Project at the International Institute of Debate (Tunisia) a member organization of the NET-MED Youth Working Group in Tunisia

Leticia Parreira Oliveira, PLURAL+ winner, director of "You are not better than me"

Juan Mansilla, France-Brazil Chair in the State of S.Paulo, "Re.Ville.Action", Resident Fellow at the Youth Portal, Municipal Department of Human Rights and Citizenship, São Paulo

Thaís de Carvalho, Master student in the Department of Social Communication at PUC-Rio. Member of the research group OcupalDEA at UFRJ

11:55 – 15:15

Assorted Creative Workshops (Action!)
MIL skills for networking, project management and impact

11:55 – 15:15

OTD Workshop 1: Communication and media for youth community engagement – **Enderson Araújo**, Mídia Periféricam, Venue; Auditorium

OTD Workshop 2: Cyber Youth Activism, **Hanna Braga Franco** and **Luiz Felipe Fiúza**, Jovem de Expressão Venue; Auditorium

OTD Workshop 3: Maker Experience: MIDI controller and 3D printing with Arduino, **Davide Sorti**, UNESCO YouthMobile and Telefonica Foundation joint workshop Venue; Arte Studio 3

OTD Workshop 4: Can we learn to learn with technology? **Jonas Sylvester Kaspersen**, Director of Organizational Development, Recrear International Venue Library

OTD Workshop 5 (English): Thinking about new and innovative tools to promote Media and Information Literacy – **Kerim Bouzouita**, UNESCO MIL Toolkit for youth (NET-MED Youth Project), with contributions on MIL and Social Justice, Adama Lee, Chair, GAPMIL Youth Venue; Library

OTD Workshop 6: City of Knowledge Think/Program/Play, Fast MIL CLICKS Gamification Dating (15 minutes each networking round) with **Jonas Worcman**, **Karen Worcman** (Museum of the Person), **Marcelo de Vasconcellos** (Fiocruz, Rio de Janeiro), **Juan Mansilla** (University of Paris), **Kata Murányi** (University of Pecz), **Mauro**

	<p>Munhoz (FLIP, Literaty Festival of Parati), Nanci Folena (LiEU Edugamification Lab, Secretary of Education, São Bernardo do Campo), Flavia Jungerman (Faculty of Medicine, USP), Marcia Moura (LIGAÇÃO, Literature, Games and Arts Festival for the Youth, Taubaté), Ariel Veloso (SPCINE), Mauricio Tortosa (British School of Creative Arts, São Paulo), Marina Tunes (Dentsu Aegis Network), Susanna Pollack (Games for Change, remote participation), Luiz Fernando Bicchioni, Marcelo Veronez and Mark Camargo (Motobrothers Channel, Youth Portal, Municipal Secretary of Human Rights and Citizenship, São Paulo)</p> <p>Venue; Administrative Room</p> <p>OTD Workshop 7: Global Collaborative Press Room, News Coverage of the Youth Agenda and Global MIL Week, Tony Marlon and Gilson Schwartz (Youth Portal)</p> <p>Venue; Printing Room</p>
11:55 – 13:00	<p>OTD Workshop 8: Press, Violence, Youth: Tools for News Literacy, Daniela Osvald Ramos (Dept. of Journalism, USP and Center for the Study on Violence, NEV-USP), Jessica Tarasoff (FDTE-Poli/USP - Foundation for the Technological Development of Engineering from the Escola Politécnica of the University of São Paulo)</p> <p>Venue; Arte Studio 4</p>
13:00 – 14:00	<p>OTD Workshop 9: Microstories, José Santos (Museum of the Person) and Carlos Seabra (Authors' Club)</p> <p>Venue; Arte Studio 4</p>
13:00 – 15:15	<p>OTD Workshop 10: Opportunities and Challenges for Distribution of Youth-Produced Media – Malu Campos Viana Bastista, TAL TV & Jordi Torrent, Plural+ joint workshop</p> <p>Venue; Arte Studio 3</p>
14:00 – 15:15	<p>OTD Workshop 11: You and Your Information – Albert Boekhorst, IASL & IFLA joint workshop</p> <p>Venue; Arte Studio 4</p>
12:00 - 12:30	<p>OTD Workshop 12: Socially Relevant Themes in "Workout" (Malhação TV Series, TV Globo, Globo Universidade)</p> <p>Venue; Auditorium</p>
	<p>Assorted Creative Workshops Continued</p> <p><i>Workshops conducted to teach participants on practical skills of MIL</i></p>
Workshop	<p><i>Later Date (LD) Workshops: These Youth Agenda workshops will take place later during the Global MIL Week at USP (Nov. 3, 4) and EBAC (Nov. 5). Many of these will be a continuation of the topics discussed in the OTD Workshops</i></p>
Organizers/Facilitators	<p>LD Workshop 1: Youth Press (Imprensa Jovem), Municipal Secretary of Education of São Paulo, Carlos Lima, November, 3 at the School of Communication and Arts</p> <p>LD Workshop 2: Games for CLICKS Jam & Hackaton, SPCINE, Dentsu, City of Knowledge MIL CLICKS hub, November 3 and 4 at the Research Center on International Relations, USP (NUPRI), led by Kata Muranyi (Pecz Univeristy, Hungary), Lucy Mari (POLI-USP), Ricardo Nakamura (POLI-USP, SBGames), Flavia Jungerman (GREA-USP, Faculty of Medicine) and Marcelo de Vasconellos (Fiocruz, Rio de Janeiro)</p> <p>LD Workshop 3: Global Youth and Collaborative Audiovisual Production & Business: International Markets, Regulation and Management of Projects in the Peripheries of São Paulo, Paris and Medellin, Juan Mansilla, Dept. of Film, Radio and TV, School of Communication and Arts, USP, SPCINE, France-Brazil Chair in the</p>

	<p>State of São Paulo, Office of International Relations (AUCANI), USP, Cultural Industries and Artistic Creation Lab (ICCA), University of Paris, 13. Venue: Department of Film, Radio and TV, School of Communication and Arts, USP, November 3 and 4</p> <p>LD Workshop 4: Youth and Social Memory, Jonas Worcman and Diego Machado (Museum of the Person, Youth Portal), November, 3 and 4, LIVE studio workshop at the School of Communication and Arts</p>
15:15 – 16:00	<p>Closing Jam</p> <p><i>Showcasing products of the workshops and a few concluding words</i></p> <p>Co-Moderators: Mr Gilson Schwartz, Professor, University of Sao Paulo, Brazil Mr Linus Ng, Young Professional, UNESCO, Paris</p> <p>Open to the floor and remote participation</p> <p>GAPMIL and MILID Organizing Committees meeting</p>
<h2>Day 2</h2> <h3>3 November 2016</h3>	
08:00 - 09:00	<p>Registration - Welcome coffee</p> <p>Venue: Brasiliana Library Auditorium</p>
09:00 - 10:30	<p>Opening Session</p> <p>Venue: Brasiliana Library Auditorium</p> <p>Co-Moderators: Ms Veronica Cristo, Public Relations and Communications Analyst, University of São Paulo, Brazil Ms Dorcas R. Bowler, Director of Libraries, National Library and Information Services, Ministry of Education, Bahamas and General Secretary, GAPMIL Interim International Steering Committee.</p>
Speakers	<p>Mr Rossieli Soares da Silva, Secretary of Basic Education, Ministry of Education, Brazil Mr Antônio Alfredo Bertini de Torres Bandeira, Secretary of Audiovisual, Ministry of Culture, Brazil Ms Flávia Cristina Piovesan, Secretary of Human Rights, Ministry of Justice, Brazil</p>

	<p>Mr Gilberto Waller Junior, General Ombudsman of the Comptroller General Office, Ministry of Transparency, Oversight and Control, Brazil</p> <p>Mr José Renato Nalini, Secretary of Education, State of São Paulo, Representative of the Governor of the State of São Paulo</p> <p>Mr Fernando Haddad, Mayor of São Paulo</p> <p>Mr Laerte Rimoli, President of Brazilian Enterprise of Communication EBC</p> <p>Ms Carolyn Wilson, Chair, GAPMIL Interim International Steering Committee; Instructor and Program Officer, Faculty of Education, Western University; MILID, Canada</p> <p>Ms Marlova Jovchelovitch Noletto, Deputy Director, UNESCO Office in Brasilia, Brazil</p>
Keynote speaker	<p>Mr Marco Antonio Zago, Rector, University of São Paulo, Brazil</p>
	<p>MILID and UNESCO MIL CLICKS Video Presentations</p> <p>Venue: CINUSP Cinema of the University of São Paulo</p>
10:30 - 10:45	<p>Launch of:</p> <ul style="list-style-type: none"> - <i>MILID Yearbook 2016 “Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism”</i> - <i>2017 Yearbook on “Opportunities for MIL in the Middle East and North Africa”</i> in English and Arabic - <i>Media and Information Literacy: Policy and Strategy Guidelines in Portuguese</i> in Portuguese - <i>Media and Information Literacy Curriculum for Teachers</i> in Portuguese - <i>Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies</i> in Portuguese <p>Venue: Brasiliana Library Auditorium</p> <p>Presented by:</p> <ul style="list-style-type: none"> Mr Jagtar Singh Professor, Department of Library and Information Science, Punjabi University, MILID, India Mr Alton Grizzle Programme Specialist, UNESCO Communication and Information Sector, Paris Ms Paulette Kerr Head, Department of Library and Information Studies, University of the West Indies, MILID, Jamaica Ms Esther Hamburger Professor, School of Communication Arts, University of São Paulo, Chair, MILID Network, Brazil Mr Jordi Torrent, Project Manager, UNAOC, USA
10:45 - 12:15	<p>Plenary Session 1 Venue: Brasiliana Library Auditorium</p> <p><i>Opportunities and challenges for Intercultural dialogue in changing multi-media and communication landscape: MIL as a tool for bridging the divide (making a bridge) between learning and living in formal, informal and non-formal education</i></p>

Moderator: Mr Alton Grizzle, Programme Specialist, UNESCO Communication and Information Sector, Paris

Description: Our identity is, largely, shaped by our cultural experiences. These cultural references consequently impact the ways in which we construct reality. It impacts how we see ourselves and others and fundamentally influence our interaction with the world. The media, in its role as a mediator, influence our thoughts, feeling, and consequently, our decisions and the way we act. While media, technological intermediaries and libraries are key players in facilitation inter-cultural dialogue and understanding among people of different cultures and religions, educators and educational programmes in formal, non-formal and informal settings are also fundamental in the promotion of tolerance and acceptance of difference that values diversity as an opportunity for understanding. This is even more challenging in the context of global communications, in the “ecosystems of communication” that does not offer equal, access chances and opportunities to everyone. Furthermore, the information behavior of citizens changed and they are no longer mere passive recipients of information and media content, but also content creators and sources of information and media. In that sense, Media and information literacy (MIL) is a necessary response that promotes intercultural dialogue. However, MIL education programs should not be implemented on ad-hoc basis and improvisation, but as part of the planned strategy for formal, non-formal and in-formal education initiatives in building of knowledge societies. At the same time, new competencies are demanded for meaning-building and multi-platform communications. The school faces the challenge of guiding the acquisition of these competencies. UNESCO’s Media and Information Literacy Curriculum for Teachers is an important resource to guide the integration of teaching about and through MIL in schools and integrate MIL into the extra-curriculum activities. It can help teachers to ensure that students are empowered to fully participate in political, social and economic life.

This Plenary will explore the experiences and practice, across cultures, of MIL professionals and academics that will on the curriculum development and case studies. It will seek to answer the following questions: What are the main strategies for training of teachers in formal, informal and non-formal education settings? How is MIL being integrated into the formal teacher education system? Is cooperation with NGO sector necessary in the area of MIL education? How is MIL in schools building capacities? What other actions need to be undertaken to widespread integration of MIL in schools? What new tools and resource exists and are these open education resources? Are MIL MOOCS viable alternatives? What are some successes in this area? Are policies regarding curricula on MIL tailored to the current media and information landscape? The intercultural dimension will be interwoven throughout the panel.

Mr Alexandre Barbosa, Director, CETIC.br – Regional Center for Studies on the Development of the Information Society Under the Auspices of UNESCO, Brazil

Mr Jagtar Singh, Professor, Department of Library and Information Science, Punjabi University, MILID, India

Ms Paulette Stewart, Head, Department of Library and Information Studies, University of the West Indies, MILID, Jamaica / **Ms Paulette Kerr**, Mona Campus Librarian, University of the West Indies – MILID, Jamaica

Mr Ismar Soares, Professor, School of Communication and Arts, ABPEducom, USP, Brazil

Ms Tessa Jolls, President and CEO, Centre for Media Literacy, USA

Respondent:

Ms Esther Hamburger, MILID Chair at the Department of Film, Radio and TV, School of Communication and Arts, University of São Paulo, Brazil

Ms Kata Murányi, Researcher, University of Pécs, Henrik Wlisslocki Student College, Hungary

12:15 - 12:45

Media event, press conference Venue: **Brasiliana Library Auditorium**

12:15 - 13:15

Lunch Break

13:15 - 14:45

Round table 1a Venue: Auditorium A – Building 4 – CTR-ECA

Intercultural and interreligious context of MIL: developing discourse that promotes empathy, mutual knowledge and understanding

Moderator: Ms Tessa Jolls, President and CEO, Centre for Media Literacy, USA

Description: Complex societies across the world, all characterized by shifting media and information landscape, are facing the challenges of enhancing intercultural and interreligious dialogue. There is a pressing need for empathy - a critical component of media and information literacy that contributes to intercultural and interreligious dialogue. It is the unfortunate reality today that many young people in some parts of the world do not know of life without armed conflict, often committed in the name of religions – paradoxically agents of peace and not war. There is an urgent need for more diversity in the media and all forms of information and communication platforms., Propaganda sometimes disguised as religion and culture fuels many wars, conflicts and violent extremism both online and offline. Media and information literacy skills place thinking and reasoning into that process. These competencies can enable individual and groups to be critical about their beliefs and to wisely enquire about the beliefs of others. Finally, media and information literacy enables individual groups to effectively appropriate media and technology to promote dialogue and peace. This session will respond to the following questions: Are there existing initiatives globally relating to MIL and intercultural, interreligious or interfaith dialogue? Do relevant tools and material exist? What needs to be done to increase the diversity in public discourse on cultural and inter-religious dialogue in information and media platforms? What is the role of different stakeholders, such as journalists, bloggers, school and public librarians, NGO's, religious leaders, and adherents to stimulate public dialogue? What are youth perspectives on media and interreligious dialogue? Can MIL be a counter-tool for reducing the impact that the "discourse of fear" has on the perception of

Round table 1b Venue: Auditorium B – Building 4 – CTR-ECA

Innovation in MIL Education: transforming learning in multimedia environment: best practices and pedagogical models for MIL and teacher's education

Moderator: Ms Ana Teresa Ralston, UNESCO Consultant, Brazil

Description: Information and knowledge have significant impact on people's lives – the quality of information people receive and the ability to navigate the flood of information will determine the choices made. The sharing of this knowledge and information, particularly through Information and Communication Technologies (ICTs) has the power to transform economies and societies. Teachers are principal agents of change. This focus on teachers is a key strategy that UNESCO believes is crucial to achieving a multiplier effect: from information-literate teachers to their students and eventually to society at large. In today's context of prevailing influence of information and communications formats, different and more complex ways to learn and process information are in place. There is a strong value, and a pressing need in supporting education from the early age and giving knowledge and competencies on how to use new technologies alongside traditional information spaces such as libraries and museums etc. With good intentions. The schools across the world are meeting with the challenge of not only transferring knowledge, but guiding the acquisition of skills. This session will explore the following questions: What are the main strategies for teacher training across the world? How is MIL being integrated into the formal curricula and teacher education system? What are the results showing with the acquisition of MIL capacities both by students and by the teachers? What other actions need to be undertaken to widespread integration of MIL in school curricula? What new tools and resource exists and are these open education resources? What are some successes in this area?

“others” through the media/public discourse?

Ms Kyoko Murakami, Lecturer, Hosei University, MILID, Japan

Mr Rodrigo Vitorino Souza Alves, Professor, Federal University of Uberlandia, Brazil

Ms Shilpi Jain, Communication and Knowledge Dissemination Specialist, IPE Global Limited, India

Ms Evelyn Yecenia Alvarez Juarez, Manager, Public Relations and Communications Service, Library System, Francisco Gavidia University, El Salvador

Ms Jenny de la Rosa, Educommunication Specialist, Research group Center for Educational Communication, University of São Paulo, Brazil

Respondent:

Mr Eugênio Bucci, Professor, School of Communication and Arts, University of São Paulo, Brazil

Round Table 1c Venue: Classroom 236 – Building 4 – CTR-ECA
Significance of MIL research as a knowledge-gathering mechanism for sound policy development (academic perspective and governmental responses)

Moderator: Ms Lúcia Dellagnelo, President and CEO, Innovation Center for Brazilian Education (CIEB), Brazil

Description: The research on Media and Information Literacy (MIL) has made tremendous contribution to understanding this field over the last decades. However, this is still an evolving research area, marked by rapid

Ms Dorcas R. Bowler, Director of Libraries, National Library and Information Services, Ministry of Education, Bahamas

Mr Thomas Röhlinger, Editor in Chief, Radijojo World Children's Media Network, Germany

Mr Fredrik Holmberg, Founder, Filmpedagogerna Folkets Bio, Sweden

Ms Rosa Maria Vicari, UNESCO Chair in Information and Communication Technology in Education, Federal University Rio Grande do Sul, Brazil

Respondent:

Mr Cláudio Messias, Professor, School of Communication and Arts, University of Sao Paulo, Brazil

Round Table 1d Venue: Classroom 227 – Building 4 – CTR-ECA
Economic perspectives of MIL: How is MIL connected with social literacies such financial literacy to impact economic growth and entrepreneurialism

Moderator: Mr Gilson Schwartz, Professor, School of Communication and Arts, University of Sao Paulo, Brazil

Description: Media and Information Literacy (MIL) education leads to empowerment of citizens in various ways, developing skills that allow people to fully participate in all spheres of life, including economics. This informed decision making process is surely having consequences on economic development in general. MIL programs can

development and great potential for growth. A more pragmatic approach in research is important, one that can produce knowledge that can be used in everyday life, impacting the way MIL policies and strategies are developed and implemented across the world – MIL policies must be based on empirical evidence. There is the opportunity to strengthen ties among the research community, other stakeholder implementing MIL, policy makers and the international development community. For this reason, the Global MIL week aims to connect scientific and academic sector, those practicing MIL and all other stakeholders in the field. The UNESCO Media and Information Literacy Policy and Strategy Guidelines resource proposes a holistic approach. The speakers will identify research gaps methodological approaches and new lines to develop in the field. This session will analyze: How can (national) policies and strategic plans on MIL and initiatives from enterprises or associations join in the development of MIL skilled citizens? What is the status of MIL related policies across the world? Is there a downward trend as to attention to the importance of national MIL policies and strategies? How is research contributing to policy development? Is research community well connected with governments adopting policy measures? What are some good practices in articulating national MIL policies and strategies in the region? How can gender equality and interests of those groups that are “most at risk” be mainstreamed in national MIL policies and strategies, their articulation and implementation?

Ms Alexandra Bujokas de Siqueira, Senior Lecturer, Federal University of Triângulo Mineiro – Uberaba – Minas Gerais, Brazil

Mr Martin Icaza, Technical Assistant, OREALC/UNESCO

Mr José Manuel Pérez Tornero, Professor of Journalism and Communication, Autonomous University of Barcelona, MILID Spain

Mr Juan Camilo Mansilla, co-founder, Human Mount Experiences & Society Research Institute, France

Mr Dennis Reineck, MIL Expert, Deutsche Welle Akademie, Germany

Respondent:

Mr Arie Kizel, Head, Department of Learning, Instruction and Teacher Education, Faculty of Education Haifa University, Israel

identify the economic benefits associated with the set of competencies that MIL education provides. They can also provide insight in how the expert development of skills, knowledge and attitudes related to media and information can lead to new opportunities for commerce and trade and the development of new industries. Often focusing and the perspective of citizenship (for all), democracy and human rights, other dimensions might remain overlooked - such as the implications that MIL skills have on other literacies, as financial literacy and economy in general? This session will explore the following questions: How can MIL be applied for business, industry, employment and sustainable economic development? Can citizens equipped with MIL skills build stronger economies? Can MIL education outcomes equip citizens with competencies necessary to participate fully in economic life? How does the knowledge of MIL competencies impact (technological) innovations or entrepreneurialism? In and knowledge-based economy, technical skills are not the only ones impacting the economic practices and what is impact of MIL knowledge having on this? How can MIL enhance economic growth? Are there specific economic benefits generated in the form of training, employment and income generation?

Mr Antônio Alfredo Bertini de Torres Bandeira, Secretary of Audiovisual, Ministry of Culture, Brazil

Ms Debora Ivanov, Director, Steering Committee of the Audiovisual Sector Fund, ANCINE, Brazil

Mr Leo Pekkala, Deputy Director, National Audiovisual Institute, GAPMIL, Finland

Ms Jane Tallim (remote participation), Co-Executive Director, MediaSmarts, Canada

Ms Marie Neves, Operations Manager for Education, CESAR, Brazil

Respondent:

Mr Eduardo Levy, Executive Preseident, SindiTelebrasil, National Union of Telephone Companies and Mobile and Personal Service, Brazil

13:30 - 18:45

Side Event: Brazilian Educommunication Teachers and Practitioners Meeting (ABPEducom)

14:45 - 16:15

Plenary Session 2 Venue: Paulo Emílio Auditorium – ECA – Main Building

Open debate GAPMIL coordination & for sighting 1

Moderators: **Mr Chido Onumah**, Coordinator, African Centre for Media and Information Literacy (AFRICMIL), Co-chair, GAPMIL, Nigeria
Mr Leo Pekkala, Deputy Director, National Audiovisual Institute, GAPMIL, Finland

Description: The Global Alliance for Partnerships on Media and Information Literacy (GAPMIL) is a ground-breaking effort to promote international cooperation to ensure that all citizens have access to opportunities to acquire media and information competencies. UNESCO initiated GAPMIL as part of its global strategy to promote MIL for open and inclusive development. GAPMIL was created to enhance intercultural and cooperative research, dialogue and training on Media and Information Literacy (MIL), and to encourage cross-regional MIL initiatives focusing on such issues as cultural diversity, equity and technological literacy. Organizations from over eighty countries have agreed to join forces and stand together for change. Established in 2013, GAPMIL is celebrating its third anniversary this year. UNESCO has been leading the charge to enable and support GAPMIL's growth in collaboration with the GAPMIL Interim International Steering Committee. This plenary session will explore some of the achievements of the past 3 years, as well as the challenges and opportunities that exist. The session will review the purpose of GAPMIL, including its goals and priorities areas, as well as the roles of the Regional Chapters and Thematic Sub-committees. The session will also present highlights from the Framework and Plan of Action for GAPMIL, as well as the Terms of Office for the International Steering Committee. Drawing on the perspectives and expertise of the members of the International Steering Committee (ISC), this session will explore the role and contributions of the Alliance in the Global MIL movement, address the state of global partnerships in MIL, identify new challenges in this area, share inspiring experiences and propose some action lines to foster stakeholders' collaboration in support of MIL. A number of key questions will be explored, including: What are the main challenges to MIL development at a global level today? How can GAPMIL consolidate its networks regionally? What efforts need to be taken in order to strengthen the capacities and articulations of Regional Chapters? How can the Regional Chapters collaborate with other GAPMIL Chapters globally in the promotion of MIL? Are there examples of specific projects that can be taken up across various regions? What is the role of GAPMIL and the Thematic Sub-committees in encouraging citizens' engagement in the implementation and monitoring of the sustainable development goals? A formal announcement of the future GAPMIL Interim International Steering Committee will be made and feedback solicited.

	<p>Ms Carolyn Wilson, Chair, GAPMIL Interim International Steering Committee; Instructor and Program Officer, Faculty of Education, Western University, MILID, Canada</p> <p>Ms Kyoko Murakami, Lecturer, Hosei University, MILID, Japan</p> <p>Mr Samy Tayie, Head of the Communication Department, Cairo University, MILID, Egypt</p> <p>Ms Dorcas R. Bowler, Director of Libraries, National Library and Information Services, Ministry of Education, Bahamas</p> <p>Mr Alexandre Le Voci Sayad, Director, Media Education Lab, Brazil</p>	
16:15 - 16:45	<p>Coffee Break Venue: Paulo Emílio Auditorium – ECA – Main Building</p>	
16:45 - 18:15	<p>GAPMIL African Regional Chapter 2a Venue: Auditorium A – Building 4 – CTR-ECA</p> <p><i>Regional and national coordination and cooperation to strengthen the GAPMIL</i></p> <p>Moderator: Ms Adama Lee-Bah, Young Media, Gambia, Head, Interim GAPMIL Youth Committee</p> <p>Mr Chido Onumah, Coordinator, African Centre for Media and Information Literacy (AFRICMIL), Co-chair, GAPMIL, Nigeria</p> <p>Description: The Pan-African Alliance on Media and Information Literacy (PAMIL) was agreed upon by African participants at the UNESCO-led Global Forum for Partnership on MIL (GFPMIL) conference in Abuja, Nigeria, June 26-29, 2013. The session will review what has happened since then and explore the key strategic partnerships driving MIL development throughout Africa. It will also look at the prospects and challenges of MIL on the continent.</p>	<p>GAPMIL Arab States Regional Chapter 2b Venue: Auditorium B – Building 4 – CTR-ECA</p> <p><i>Regional and national coordination and cooperation to strengthen the GAPMIL</i></p> <p>Moderator: Mr Samy Tayie, Head of the Communication Department, Cairo University, Member of MILID Network and GAPMIL Interim International Steering Committee, Egypt</p> <p>Ms Iman Zahra, Assistant professor, Faculty of Arts, Sultan Qabus University</p> <p>Description: The GAPMIL Arab Chapter was established in Cairo with the support of UNESCO in a conference which included delegations from 17 Arab countries. A second meeting was organized in Cairo in August 2016. A steering committee has been established which includes representatives from several countries. Several activities have been carried out since its establishment and these will be discussed in the session.</p>
	<p>GAPMIL Asia-Pacific Regional Chapter 2c Venue: Classroom 236 – Building 4 – CTR-ECA</p> <p><i>Regional and national coordination and cooperation to strengthen the</i></p>	<p>GAPMIL North American and European Regional Chapter (Europe) 2d Venue: Classroom 227 – Building 4 – CTR-ECA</p> <p><i>Regional and national coordination and cooperation to strengthen the</i></p>

GAPMIL

Moderator: Mr Jagtar Singh, Professor, Department of Library and Information Science, Punjabi University, MILID, India

Ms Kyoko Murakami, Lecturer, Hosei University, MILID, Japan

Description: Covering a diversity of cultures, stages of development of member countries and regions, and a large area and population, the Asia Pacific Chapter was established in 2014 in Bali at the UNESCO Global Forum on Media. This session will identify the challenges that media and information literacy education has faced and will face in the AP region. In addition, the session will explore strategies for communication, sharing knowledge, and developing key MIL policies. It will also examine the current system of administration, funding development, and strategic partnership and networking.

GAPMIL Latin American Regional Chapter 2e Venue:

Classroom 224– Building 4 – CTR-ECA

Regional and national coordination and cooperation to strengthen the GAPMIL

Moderator: Mr Alexandre Le Voci Sayad, Director, Media Education Lab, GAPMIL, Brazil

Ms Silvia Bacher, Director, Las Outras Voces, Argentina

Description: The Latin America and Caribbean Chapter for GAPMIL is a cooperative effort by the 33 countries that formally compose this vast region. Considering each culture and particular demands, this session has the challenge of exploring the work that is evolving in each of the priority areas for the chapter, including Advocacy, Policy Development, Media Literacy in

GAPMIL

Moderator: Ms Divina Frau-Meigs, Co-chair, Interim Committee for GAPMIL Sub Chapter Europe, Professor, University of Sorbonne Nouvelle, France

Mr José Manuel Pérez Tornero, Professor of Journalism and Communication, Autonomous University of Barcelona, MILID, Spain

Description: The European Sub-Chapter of GAPMIL was launched during the First European Media and Information Literacy Forum co-organized by UNESCO, the European Commission and the Autonomous University of Barcelona in June 2014. In October 2016, a coordination meeting of key stakeholders was convened by UNESCO where an interim steering committee was established. The committee was recently validated during the Second European Media and Information Literacy Forum in June 2016 in Latvia. The Riga Recommendations on Media and Information Literacy was a key outcome of this event. This session will explore the future of the European Sub-Chapter. It will address related documents and initiatives that have been prepared or implemented to this end.

Mr Leo Pekkala, Deputy Director, National Audiovisual Institute, GAPMIL, Finland

Mr Albert K. Boekhorst, Information Coordinator, International Federation of Library Associations and Institutions, IFLA

GAPMIL North American and European Regional Chapter (North America) 2f Venue: Classroom 223 – Building 4 – CTR-ECA

Regional and national coordination and cooperation to strengthen the GAPMIL

Moderator: Ms Carolyn Wilson, Chair, GAPMIL Interim International Steering Committee; Instructor and Program Officer, Faculty of Education, Western University, MILID, Canada

Ms Tessa Jolls, President and CEO, Centre for Media Literacy, Director, Consortium for Media Literacy, USA

Description: The North American Sub-chapter for GAPMIL is a cooperative effort by Canadian and U.S. MIL advocates with support from UNESCO. This session will

Formal Education, Funding, Teacher Education, and Strategic Partnerships. This chapter was launched in December 2014 IN Mexico at the first Latin America and the Caribbean Media and Information Literacy Forum co-organized by UNESCO, National Autonomous University of Mexico (through TV UNAM) and the National Public Broadcasting System of Mexico, and the Autonomous University of Barcelona. We will also explore regional strategies for advocacy on “edukommunikation”, freedom of expression, internet regulation and the cooperation on MIL projects among the countries.

explore the work that is evolving in each of the priority areas for the chapter, including Policy Development, Professional Network, Funding, Teacher Education, and Strategic Partnerships. The session will also explore regional strategies and successful joint MIL projects in North America, specifically the celebration of National Media Literacy Week that takes place every year in Canada and the U.S.

Ms Sherri Hope Culver, Director, Center for Media and Information Literacy (CMIL), Temple University, MILID, USA

19:00 - 22:00

CINUSP Screening – Coffee, Water, Sports

19:00

Side Event: Evening Debate & Launch of CGI.br’s ICT 2015 Survey Publications - ICT Households, ICT Enterprises, ICT in Education and ICT Kids Online Brazil Venue: Brazilian British Centre Auditorium
From Research to Public Policy: Challenges of Media and Information Literacy for Children

Day 3

4 November 2016

09:00 - 10:30

Plenary Session 3 Venue: Paulo Emilio Auditorium – ECA – Main Building

Youth and civic engagement in sustainable development: Media and Information Literacy as foundation for global citizenship and critical engagement

Moderator: **Ms Marcia Correa e Castro**, Founder of BEM TV, Consultant of Canal Saúde, Fundação Oswaldo Cruz, Brazil

Description: The technological advancement and the explosion of content creation in the media and especially over the internet, creates a strong need for development of competencies, such as skills and knowledge for citizens to purposefully navigate this flood of information. Youth can be catalysts to promote and engage in positive appropriation of information, media and technology, especially since the media and the culture it mediates is not just an impact on them, but integral part of their growing-up. It is the generation Y, or the Millennials and Generation Z that are at the forefront of this technological revolution, and their information habits have changed with social networks having the central place where differentiation of content that is credible is hard to distinguish. Furthermore, there is no balance in the amount of received information and the ability to assess and process it – youth lack critical media and information competencies necessary to wisely and ethically participate in the media and technology mediated world in which they live. And without this knowledge, and understanding of

media functioning it not possible to meaningfully participate in a society and realize own civic rights. Young audiences especially in the teenage age can be drawn into radicalization, online extremism, hate speech or sexting as courageous or rebellious acts. In order to attain MIL competencies, youth must be strategically targeted. There are, though, challenges to balance between theoretical approaches and practical experiences to develop MIL programs that target population at large, while simultaneously considering differentiated audiences and their specific characteristics. In today's complex world, it has become increasingly important to help young people develop skills to be able to differentiate between facts, part-facts, public relations and propaganda, have abilities for critical thinking of the media and information landscape. Media and information literacy initiatives should be supported by various key stakeholders, such as parents, educators, but also other mediators such as librarians and media industry. Discussion is necessary on which methods and approaches would give the best results to develop MIL skills among young people and new publics and what are examples of best practices, including contribution of education (formal, non-formal and informal), the role of libraries as well as media industry, including social media and public service media. During this session, the following questions will be explored: What are the experiences suggesting – what formats are best for curating knowledge-based information to young people? Are there any, and what are the barriers to acquiring MIL skills by young audiences and how to overcome them? How important is the role of peer-education in learning MIL skills and competencies? How can a teenager's or youngster's community and circle of friends impact the development his or her media and information literacy? How important is MIL Education from early age, in the audience of pre-school children? What actions are necessary to involve parents in to MIL education? What are examples of good practice in this field? How to overcome the risk that the community to which the teenager belongs makes him or her more radical and encourages hate speech?

Ms Adama Lee-Bah, Head, Interim GAPMIL Youth Committee, Young Media, Gambia

Mr Márcio Guerra Amorim, Coordinator, Free Education Project, Brazil

Mr Jordi Torrent, Project Manager, UNAOC, USA

Ms Mouna Trabelsi, President, Alternative Media, member of the NET-MED Youth project in Tunisia, Tunisia

Mr Vladimir Gaï, Professor, International Media and Communication, MGIMO University, Russia

Mr Tony Marlon, Escola de Notícias, Portal da Juventude (Youth Portal), Municipal Secretary of Human Rights and Citizenship, São Paulo, Brazil

Respondent:

Ms Alice Scartezini, Coordinator, CAIXA Seguradora, Brazil

10:30 - 11:00

Coffee Break Venue: Paulo Emílio Auditorium – ECA – Main Building

11:00 - 12:30

GAPMIL sub-committee: From global alliance to a focus on thematic thrusts 3a Venue: Auditorium A – Building 4 – CTR-ECA
Youth

Moderator: Ms Adama Lee-Bah Young Media, Gambia, Head, Interim GAPMIL Youth Committee

GAPMIL sub-committee: From global alliance to a focus on thematic thrusts 3b Venue: Auditorium B – Building 4 – CTR-ECA
Policy and Practice

Moderators: Mr Tel Amiel, Researcher (NIED/Unicamp) and UNESCO Chair in Open Education, Brazil

Description: Young men and women are often described as “digital natives” when it comes to the world of media, information, and digital technology. Yet at the same time, all citizens—including youth—need a framework for critically responding to the information and media content they receive on a daily basis. Issues such as gender representation, media violence, health pandemics, cyberbullying, and youth radicalization are some of the areas of concern related to youth and the media. However, it is also important that youth exercise their right to communicate through the opportunities provided by media and information technologies, to use the media for self-expression, and to participate in their local and global communities. The GAPMIL Framework and Action plan identified the importance of establishing thematic groups in order to provide independent expertise to the Steering Committee with respect to scientific and technical programs and policies, and to further advance the specific field of work of GAPMIL. In that context, established in 2016, the Interim GAPMIL Youth Committee invites youth to participate in shaping the global MIL agenda in partnership with other stakeholders. Key questions for this session include: How can MIL help young people develop a critical and creative response to the information and media content? How can the GAPMIL Youth Committee and the GAPMIL Youth Ambassador contribute to meaningful and structured participation of youth globally and regionally/nationally in order to increase youth MIL capacities?

GAPMIL sub-committee: From global alliance to a focus on thematic thrusts 3c

Venue: Classroom 236 – Building 4 – CTR-ECA

Capacity Building and Training

Moderator: Ms Sherri Hope Culver, Director, Center for Media and Information Literacy (CMIL), Temple University, MILID,USA

Description: In order to move the MIL agenda forward, and to strengthen the work of GAPMIL, it is necessary to identify key stakeholders who can contribute to the ongoing work in the field. Who are the key stakeholders that should be involved in the work of GAPMIL? Consider the role of

Description: New education pedagogies and library practices, as well as innovation in digital technologies, are expected to result in an era of interactive, immersive, and participatory societies. The education and training of students, teachers, librarians, industry professionals, parents, and community leaders is a necessary step in achieving MIL for all. However, without the support at the policy level, achievements in MIL cannot be sustained. What is needed are national/public policies on MIL that will offer “top down” support for the work that is happening from the “bottom up”. Key questions for this session include: What policies are in place that support MIL in various regions? Is it possible to identify case studies in MIL policy? What countries/regions are addressing MIL from a regulatory standpoint? What countries/regions have MIL policies in place for education? For MIL industries? How do these policies support and inform the practice of educators? How can initiatives in MIL connect to policies and practices in sustainable development, freedom of expression, peacebuilding, dialogue, gender equity, and human rights? How can GAPMIL contribute to policy development on MIL? What steps must be taken to operationalize the GAPMIL Policy and Practice Sub-Committee?

GAPMIL sub-committee: From global alliance to a focus on thematic thrusts 3d

Venue: Classroom 227 – Building 4 – CTR-ECA

Advocacy and Content

Moderator: Mr Alexandre Le Voci Sayad, Director, Media Education Lab, GAPMIL, Brazil

Description: Over the past 40 years of UNESCO’s experience in MIL, significant achievements have been made in the field, but there is more work to be done. Looking forward, this session will launch a dialogue that will help inform the work of GAPMIL, identifying priorities, strategies and key stakeholders who can help to amplify the impact of MIL.

information/library, media and technology specialists, educators, artists, activists, researchers, policy makers, NGOs, associations and other groups integrating MIL in an innovative way in their work and related activities. What can we do to strengthen their involvement and contributions? What steps must be taken to operationalize the GAPMIL Capacity Building and Training Sub-Committee?

Key questions for this session include: How do we ensure that we are building capacity in the area of teacher education and MIL? In library studies and MIL? In other fields? What is the role of policy makers in this regard? What are the key components for making a case for MIL, from a business perspective, for media and information industries? How can partnerships among multiple stakeholders drive a business development model? An education model? A sustainable development model? Are there existing models that could be replicated? What global development actors can work to optimize the achievement of MIL for all?

Key questions for this session include: How can the work of GAPMIL gain more visibility regionally and internationally? What needs to be done to stimulate more commitment from international donors, media and technology companies, the private sector and other bilateral partners? What communication/social media strategies should be utilized to raise the profile of GAPMIL? What are the main obstacles for supporting, enabling and financing MIL, as well as advancing partnerships? Who are the key stakeholders who can help to advance the MIL agenda? What are the roles of the private sector, governments, media companies, UN organizations, civil society and international development organizations? What are the key MIL issues/themes that should be identified as being central to the work? How can multi-stakeholder partnerships help to address MIL at the national, regional and international levels? What steps must be taken to operationalize the GAPMIL Advocacy and Content Sub-committee?

GAPMIL sub-committee: From global alliance to a focus on thematic thrusts 3e Venue: Classroom 224– Building 4 – CTR-ECA
Research

Moderator: Ms Esther Hamburger, Professor, School of Communication Arts, University of São Paulo, Chair, MILID, Brazil

Description: Research is crucial in providing an evidence base for MIL policies and practices. From schools and other formal education spaces to informal, non-formal and local initiatives, MIL can foster a new era of responsive and emancipatory education. Through an analytic framework encompassing various facets of MIL, research can explore the role of MIL in supporting active citizenship, technological literacy, and democratic engagement. MIL research also has a significant role to play in such priority areas as: the prevention of youth radicalization; privacy and surveillance; and equity and inclusive education strategies through MIL.

Key questions for this session include: How is research influencing policy, and in which countries? What are some of the key research questions that can inform the MIL movement? What can the traditions of research in IL and ML contribute here? What research areas are priorities for MIL today? What is the evidence base for the effectiveness of MIL? What needs to be addressed going forward? What steps must be taken to operationalize the GAPMIL Research Sub-committee? How can the work of this Sub-committee be integrated with the MILID (MIL and Intercultural Dialogue) University Network, a research arm of GAPMIL?

11:00 - 12:30

Side Event: Strategic Partners Highlight Common Causes, Ideals

Mr Aduino Soares, Programme Specialist , UNESCO Office in Brasilia

Mr Alton Grizzle, Programme Specialist, Communication and Information Sector, UNESCO, Paris

Mr Alexandre Barbosa, CETIC.br

Mr Mauricio Tortosa, British School of Creative Arts, São Paulo

Mr Alfredo Mannevy, President, SPCINE

12:30 - 14:00	Lunch
13:30 - 18:45	Side Event: Brazilian Educommunication Teachers and Practitioners Meeting (ABPEducom)
14:00 - 15:30	<p>Plenary Session 4 Venue: Paulo Emílio Auditorium – ECA – Main Building</p> <p><i>Media and Information Literacy: Reinforcing Human Rights, Countering Hate Speech, Radicalization and Extremism</i></p> <p>Moderator: Ms Esther Hamburger, Professor, School of Communication Arts, University of São Paulo, Chair, MILID, Brazil</p> <p>Description: Empowerment of people through MIL is an important prerequisite for fostering equitable access to information and knowledge, and building inclusive knowledge societies. However, for most of the ordinary citizens it is becoming extremely difficult to determine credible information from gossip and professional journalism and the legitimacy of user generated content and citizen journalism. It is a complex information and media landscape, where information and content, in general, have transformed into a combination of scraps of information, part-facts, propaganda, even lies and explicit spreading of disinformation, with hate speech sometimes masked as the “fear speech” and “dangerous speech” concepts. More and more, media and information literacy is seen as an instrument, a set of tools that can help people in making of their choices and decisions in realizing their human rights. At the same time, MIL is seen as a way of countering hate speech, radicalization, (online) extremism because it impacts empowerment of people that, hence, impact changes in behavior. Should the focus be shifted and the narrative changed from the well-grounded position that the social media (and internet in general) are providing space for radicalization and online extremism, to a source for positive change? This session will explore the following questions: How can MIL be used to create counter-narratives for hate speech, radicalization and extremism? How can MIL strategies promote a culture of democracy, tolerance, peace and an approach based on human rights? What is the role of Internet intermediaries and companies in addressing and countering online hate speech and, hence, promoting MIL? Do news outlets (including Public Service Media) have responsibilities in countering hate speech and reinforcing human rights? What about the role of regulatory (and self-regulatory) bodies? What research has been done in this area?</p> <p>Ms Milica Pesic, Executive Director, Media Diversity Institute, UK</p> <p>Ms Divina Frau-Meigs, Co-chair, Interim Committee for GAPMIL Sub Chapter Europe, Professor, University of Sorbonne Nouvelle, France</p> <p>Mr Wilfried Runde, Head of Innovation Projects, Deutsche Welle, Germany</p> <p>Ms Theresa Bodon, Managing Editor, Journal of Multidisciplinary Graduate Research, The College of Education, Sam Houston State University, USA</p> <p>Mr Olunifesi Adekunle Suraj, Lecturer, Lagos State University, MILID, Nigeria</p> <p>Mr Menahem Blondheim, Harry S. Truman Research Institute for the Advancement of Peace, Hebrew University of Jerusalem, Israel</p> <p>Respondents:</p> <p>Mr Jean-Richard Bodon, Chair, Department of Mass Communication, Sam Houston State University, USA</p> <p>Mr Jesus Lau, Founding Chair, Information Literacy Section, International Federation of Library Associations and Institutions (IFLA), University of Veracruz, Mexico</p> <p>Mr Samy Tayie, Head of the Communication Department, Cairo University, MILID, Egypt</p>

15:30 - 16:00

Coffee Break Venue: Paulo Emilio Auditorium – ECA – Main Building

16:00 - 17:30

Round table 4a Venue: Auditorium A – Building 4 – CTR-ECA

The role of media, citizens and self-regulatory bodies in promoting MIL; the significance of autonomy for libraries and media professionalization and independence

Moderator: Mr Jorge da Cunha Lima, Board Member, TV Cultura, Brazil

Description: Media and other information providers such as libraries can inform people, give them a voice, enable dialogue, act as watchdogs, platforms for collective memories of societies, but these are not without challenges to information verification, or content that could feed the polarization of societies. Self-regulatory action of media and other information providers are then necessary curb these challenges. One approach is to revisit the relationship between the broader governance environment and the media sector, and to emphasize the significance of professionalization of public and private media. In the shifting information media landscape, regulation has to be complemented with measures that empower citizens to make sense of the media and information with which they engage, in particular digital media, and interact with it with wisdom, ethics and equality. In addition MIL should enable people to hold media and information providers accountable while advocating for their, freedom, independence and certain levels of autonomy in respect to libraries. These measures must place MIL in their core. This session will respond to the following questions: What are the roles of media, citizens and self-regulatory bodies in promoting MIL? How can synergies be built between national and regional regulators, self-regulatory organizations and media organizations in order to achieve media professionalization and independence? How can library development and evolution be strengthened in this respect.

Mr Amir Jahangir, Chief Executive Officer, Mishal Pakistan, Pakistan

Ms Amina Lemrini, President, High Authority of Audiovisual Communication of Morocco (HACA)

Mr Emmanuel Colombié, Head, Reporters Without Borders, Latin America Office, Brazil

Round table 4b Venue: Auditorium B – Building 4 – CTR-ECA

Rights of citizens and duty of governments: A human rights approach to MIL and the role of media, libraries and other intermediaries

Moderator: Mr Juan Camilo Mansilla, Co-Founder, Human Mount Experiences & Society Research Institute, France

Description: Nowadays, the world is witnessing an unprecedented increase of radicalization and hate speech which in turn challenges human rights. The roots of these conflicts are deep: poor governance, political exclusion, social, economic inequity, power struggles, ideological beliefs and intolerance etc. In such a critical juncture, old and new media, libraries, Internet and other intermediaries are powerful actors to promote positive values and strengthen orientation towards the culture of peace, non-violence and dialogue. On the other hand, a participatory citizenship is crucial to influence political decisions so as to develop more humane and democratic societies. This session will address how MIL strategies can promote a culture of democracy, tolerance, acceptance, mutual respect, intercultural and interfaith dialogue, peace, and how different actors can join this process. Speakers will address the respective themes as per session title while zeroing in on: What are some success stories and challenges of enlisting MIL in these areas? Is there sufficient research on MIL in relation to these themes? How can libraries enhance their currently underrepresented activities and role in the field of MIL? How can dialogue and synergies between media sector, private and public digital intermediaries, libraries, relevant regulators and civil society actors be stimulated around MIL? Are there overall public policy considerations, based on international standards, which should be brought to the fore?

Ms Irina Bacci, Ombudsman, National Human Rights Department, Ministry of Justice, Brazil

Mr Guillermo Orozco, Head, Research Department of Social Communication University of Guadalajara, MILID, Mexico

Mr Jesus Lau, Founding Chair, Information Literacy Section, IFLA, Mexico
Ms Joseti Marques, Ombudsman, Brazilian Enterprise of Communication, Brazil

Respondents:

Mr Daniel Rimoli, Head of digital, Edelman Digital, Brazil
Mr Luli Radfaher, Associate Professor, School of Communication and Arts, University of Sao Paulo, Brazil

Round table 4c Venue: Classroom 224 – Building 4 – CTR-ECA
MIL strategies in balancing equality, freedom of expression, privacy and security

Moderator: Mr Abdelhamid Nfissi, Associate Professor, Sidi Mohamed Ben Abdellah University, MILID, Morocco

Description: The explosion of digital technology and proliferation of media platforms have led to a widespread use of the Internet for communication, commerce, politics, development etc. The Internet is also being increasingly abused to promote hate, radicalization, extremism and illegal activities. Online and offline media publishes breaking news without consideration of consequences. Commercial enterprises and search engines collect more and more information on citizens to compete. Internet users get used to sharing personal details about their private lives. The boundaries between private and public life are blurred in the era of Internet, which implies several threats to privacy and security. Beyond awareness raising on the risks of sharing inappropriate information and sharing information inappropriately, MIL can afford competencies to citizens, including media audience and media practitioners, to know how to critically assess and distribute information, how to prevent cybercrime such as identity theft, financial fraud etc., how to manage the level of access that software and online platforms have to their personal device, and how to engage in debates about privacy versus freedom of expression and privacy policies of digital intermediaries etc. This session will foreground these issues. In addition, it will answer the questions: What are citizens' perspectives on privacy? Do women/girls and men/boys, young and

Ms Guna Spurava, Head, UNESCO Chair on Media and Information Literacy, University of Latvia, MILID, Latvia

Mr Tri Buncha, Director, Broadcasting Consumer Protection Committee Secretary Division. The Office of the National Broadcasting and Telecommunications Commission, Thailand

Mr Tadeu Jungle, Director and Screenwriter, Academia de Filmes, Brazil

Respondent:

Ms Moira Toledo, Brazil

Round table 4d Venue: Classroom 236– Building 4 – CTR-ECA
Youth radicalization and extremism: MIL as a tool for changing the narrative or creating counter-narrative

Moderator: Ms Maria Rebeca Otero Gomes, Education Sector Coordinator, UNESCO Brasília Office, Brazil

Description: Critical understanding of the functions of media and other information providers is indispensable in promoting a culture of peace, tolerance and dialogue among cultures. Internet and other information providers have significant contribution to combating prejudices and cultural stereotypes as well as to overcome barriers of divided societies. But, at the same time, Internet is manipulated by extremists to disseminate hatred and violence, to promote radicalization in the cyberspace, sometimes by the means of building global online communities. Youth, often identified as a vulnerable group, is constantly exposed and sometimes drawn to radical and extremist content – many times as a sign of rebellion. MIL enables youth and other key stakeholders to acquire this critical understanding and necessary skills in order to engage and serve as a catalyst for open and well informed dialogue. There is a strong need for the support for empowerment and mobilization of youth, youth organizations and online communities in civic engagement, peacebuilding and the promotion of cultural diversity and intercultural/interreligious understanding. This means empowering them with knowledge, skills, capacities, but also ethics and values to communicate responsibly and critically and countering radicalization and violent extremism. This session will explore the following questions: Is research (multidisciplinary)

elder have different perspectives? How is privacy being treated in MIL curriculum and training globally? What role do journalists play in protecting citizens' privacy?

supported to analyze linkages between youth radicalization and extremism with online behavior? Is there any supporting research-based evidence on the means for de-radicalization? Can MIL have a significant role in this process? Is there a role that media professionals and media industry have in combating radicalization, hate speech, discourse of fear and extremism? How important is diversity in newsrooms regarding presentation of topics that are interreligious and intercultural? What can NGO sector do? Is there a need for stronger outreach strategies that target both youth and policy makers?

Ms Tessa Jolls, President and CEO, Centre for Media Literacy, USA

Ms Sherri Hope Culver, Director, Center for Media and Information Literacy (CMIL), Temple University, MILID, USA

Mr Tel Amiel, Researcher, UNESCO Chair in Open Education (2014) at UNICAMP – University of Campinas, Brazil

Mr Nikolaos Panagiotou, Assistant Professor, School of Journalism, Aristotle University of Thessaloniki, Greece

Ms Bérangère Blondeau, Professor, Sorbonne Nouvelle University, France

Respondents:

Mr Hermano Cintra, Professor, Pontifical Catholic University of São Paulo, Brazil

Mr Fabio de Paula, Doctoral Researcher, Pontifical Catholic University of São

Ms Silvia Bacher, Director, Las Otras Voces, Argentina

Mr Luis Carrizo, UNESCO Science Regional Office for Latin America and the Caribbean, Uruguay

Ms Gilda Portugal Gouveia, Professor, University of Campinas, Brazil

Mr Mauro Aguiar, Dean, Bandeirantes High School, São Paulo, Brazil

Respondent:

Mr Tomás Durán Becerra, Researcher, Autonomous University of Barcelona, Spain

Paulo, Brazil

17:30 - 19:00

Global MIL Awards Ceremony

Day 4

5 November 2016

09:00 - 10:30

Plenary Session 5 Venue: Paulo Emilio Auditorium – ECA – Main Building

Open debate GAPMIL coordination & for sighting 2

Speakers/Moderators: Ms Kyoko Murakami, Lecturer, Hosei University, MILID, Japan

Mr José Manuel Pérez Tornero, Professor of Journalism and Communication, Autonomous University of Barcelona, MILID, Spain

Ms Divina Frau-Meigs, Co-chair, Interim Committee for GAPMIL Sub Chapter Europe, Professor, University of Sorbonne Nouvelle, France

Description: This session will focus on the work of GAPMIL that has been achieved through the organizational structure of the alliance, sharing information and updates on current and future projects. The topics for this session include:

- a report from the MILID group, the research arm of GAPMIL;
- preliminary results of a survey exploring an International MIL Institute;
- the MILID Research Project on Privacy;
- the MILID Yearbook – background and information about the call for papers for 2017
- Regional Chapters – Highlights/priority areas identified from the conference sessions
- Thematic Sub-Committees – Highlights/priority areas identified from the conference sessions

Based on the information that will be shared, panelists will also address a number of key questions: What efforts need to be made in various project areas to strengthen capacities and articulations? What regional projects can be inspiring for other GAPMIL chapters? Are there examples of gender-specific MIL projects or projects directly related to the sustainable development goals? Are there examples of MIL projects that support marginalized, minority and vulnerable groups and communities? How can the Regional Chapters collaborate with other GAPMIL Chapters globally around promoting awareness and citizen engagement in the implementation and monitoring of the sustainable development goals? What is the role of the Thematic Sub-Committees in this regard? A formal announcement of the future GAPMIL Interim International Steering Committee will be made and feedback solicited.

10:30 - 11:00

Coffee Break Venue: Paulo Emílio Auditorium – ECA – Main Building

11:00 - 12:30

Round table 5a Venue: Auditorium A – Building 4 – CTR-ECA

Algorithms, programming and game design in enhancing MIL

Moderator: Mr Fabiano Onça, Game Designer, University of Sao Paulo, Brazil

Description: Innovative media outlets, user interfaces and user experience, new forms of mobile communication are changing our media ecologies by challenging and transforming the way we create and use media as well as other ICT products. Videogames provide an interactive narrative for storytelling and allow the users to navigate through the narrative by the means of plots and character-construction and role-playing. As videogames have plot points which are increasingly complex, they create a space for social construction and representation, thus have great potential. This session will explore how ICT sector players such as social media companies, search engines, programming and game design companies etc. can incorporate MIL in their corresponding products via algorithms, programming and game design, in the objective of enhancing MIL in order to advance access to information, freedom of expression, equality, diversity, and peacemaking.

Mr Gilson Schwartz, Professor, School of Communication and Arts, University of Sao Paulo, Brazil

Mr Davide Storti, Programme Specialist, UNESCO

Ms Mila Tonarelli, Education and Learning Manager, Fundação Telefônica, Brazil

Mr Camilo Otto, Client Partner, Facebook, Brazil

Ms Kata Murányi, Researcher, University of Pécs, Henrik Wlislöcki Student College, Hungary

Respondent:

Mr Guilherme Nobre, Researcher, University of Girona, Spain

Round table 5b Venue: Auditorium B – Building 4 – CTR-ECA

Ever-evolving MIL competencies: The changing role of libraries, museums and community spaces (case studies, best practices)

Moderator: Mr Marcelo Mattos Araujo, President, Brazilian Institute of Museums, Brazil

Description: Libraries, museums and other community spaces are increasingly becoming the local centres of life-long learning, helping their communities to develop new skills in different areas. Many library associations have been playing instrumental roles as mediators of MIL. However, the activities and the roles of libraries, museums and community spaces in the field of MIL are currently underrepresented in existing MIL strategies, policies and actions. The main questions to be tackled are: How do librarians, museologists perceive the role of libraries and museums in MIL activities? Are they aware of their role in implementation of MIL policies? What libraries, museums and community spaces can realistically be expected to do in the field of MIL? What are the opportunities for synergies between libraries, museums and other players in the field of MIL? Are librarians, museologists skilled enough to be effective in MIL activities? This session will present best practices of these actors in different countries of imparting MIL competencies to their communities.

Mr Albert K. Boekhorst, Information Coordinator, International Federation of Library Associations and Institutions, IFLA Brazil

Mr Joseph Yap, Instructional Media Services Coordinator, De La Salle University Libraries, Manila, Philippines

Ms Jessica C. Lewis, Coordinator, Mona Information Literacy Unit Main Library, The University of the West Indies, Jamaica

Mr Jun Sakamoto, Professor, Faculty of Lifelong learning and Career studies, Hosei University, Japan

Mr Carlos Roberto Ferreira Brandão, Director, Museu de Arte Contemporânea, University of Sao Paulo, Brazil

Respondent:

Ms Regina Célia Baptista Belluzzo, Professor, São Paulo State University, Brazil
Ms Marcia Rosetto, Professor, University of São Paulo, Brazil

Round table 5c Venue: Classroom 224 – Building 4 – CTR-ECA
MIL and popular culture: The role of audio-visual and cultural industries in developing MIL

Moderator: Ms Lucia Santaella, Professor, Pontifical Catholic University of São Paulo, Brazil

Description: Popular culture plays a significant role in the formation of public opinion and social representation. This session focuses on MIL practice related to audiovisual and cultural activities. It will provide an overview of outstanding practices and actions in the audiovisual and cultural industries in different countries. A focus of this session is film literacy, which is a subset of MIL. Speakers of this session will share their country experiences and will discuss study programmes, training courses, study aids and other materials that have already been developed or are to be designed to promote MIL in the audiovisual sector. This session will discuss on and raise such questions as: What is the role of public service broadcasters in MIL? Who are the other relevant actors in the promotion of MIL in the audiovisual and cultural sector? Concerning film literacy, the questions are: Has the digital technology (specific software, CGIs etc.) changed the nature of the film language? What are the expectations of the digital natives and the digital immigrants concerning audiovisual services and film? How are libraries being used in film education, the production of films and archiving of films and related information?

	<p>Mr Alfredo Manevy, Chairman, SPCINE, Brazil</p> <p>Mr Sylvio Rocha, Director, Confraria Produções, Brazil</p> <p>Ms Lúcia Maria Araújo, Director, Futura Channel, Brazil</p> <p>Respondent:</p> <p>Ms Zita Carvalhosa, Institutional Relations, Kinoforum Association, Brazil</p>
12:30 - 13:30	<p>Closing Plenary Venue: Paulo Emílio Auditorium – ECA – Main Building</p> <ul style="list-style-type: none"> Co-Moderators: Mr Alton Grizzle, Programme Specialist, UNESCO Communication and Information Sector, Paris Mr Adauto Candido Soares, Coordinator, Communication and Information Unit, UNESCO Office in Brasilia, Brazil Description: The closing session will be devoted to the presentation by the Rapporteurs on the main results of each of the Plenary Session and the thematic Round Tables. The General Rapporteur will also provide an overview of the main issues and actions to be taken towards promoting MIL and the development of its policies.
Speakers	<p>Ms Tatjana Ljubic, Project Assistant, UNESCO-European Commission Building Trust in Media Project in eastern Europe and Turkey, Serbia</p> <p>Mr Gilson Schwartz, Professor, School of Communication and Arts, University of Sao Paulo, Brazil</p> <p>Mr Alexandre Le Voci Sayad, Director, Media Education Lab, GAPMIL, Brazil</p> <p>Mr Ismar Soares, Professor, School of Communication and Arts, ABPEducom, USP, Brazil</p> <p>Ms Carolyn Wilson, Chair, GAPMIL Interim International Steering Committee; Instructor and Program Officer, Faculty of Education, Western University, MILID, Canada</p>