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By Alton Grizzle

Abstract- This article is Part 2 of the paper titles Assessing Youth Response to Media and Information Literacy Competencies through an online course: An Empirical Study and Comparative Analysis presented into articles. Part 1 offers a discourse on the urgency for MIL to empower youth, the context, and a suggested methodology. This second part shows the principal findings obtained with this research and some discussion.[1] Part 2 of the study is presented here. See Part 1 earlier in this Journal Volume. This study explores how best to disseminate media and information literacy (MIL) skills and inform goal-oriented development of educational policies and strategies. Using the qualitative and quantitative method, the research, completed in 2018, investigated youth responses to online and offline personal, social, economic, political and cultural challenges and opportunities before and after acquiring MIL-related skills. It involved a sample of 1,735 14- to 30-year-olds who reflected on their knowledge of MIL and their attitudes toward social and democratic issues such as freedom of expression (FOE), freedom of information (FOI), intercultural dialogue (ICD) and interreligious dialogue (IRD).

Keywords: media and information literacy; mil education; intercultural dialogue; interreligious dialogue; educational strategies; mil skills.

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Alton Grizzle

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I. Introduction

Youth, Youth, Youth! Youth MINDS! Youth INFORMATION! Youth CRTICAL LITERACY! Youth POWER! Youth CHANGE! The COVID-19 crisis has once again underscored the urgency to build people's resilience through media and information to resist the growing disinfodemic way beyond. Early into the COVID-19 pandemic, the statistics that were reported in the media and circulated on the internet gave the impression that young people were less at risk than others were. Some youth felt invincible but this was quick corrected. With more than 70% of youth worldwide are on the internet according to statistics from the International Telecommunication Union as mentioned in Part 1 of this paper, how can youth be empowered to benefit for the opportunities that new access to information and connectivity present while critically navigating the risks.

Media and Information literacy (MIL) is a powerful and indispensable empowerment tool for youth in the 21st Century to strengthen their critical capacities in a world mediated by technology, media, and other information providers of all forms. Jennings, Parra-Medina et. al. (2006) propose what they call "Critical Youth Empowerment (CYE)" by examining and building on several models of empowerment tied to the interdisciplinary approach of critical social theories and practice around youth empowerment. Critical social theory entails actions and processes that give people the freedom to participate in community activism, and advocacy as well as stimulating the thrust towards social justice (ibid.). CYE as a theory can be applied to the findings of the research for this study because of its close resemblance to MIL, integrated with other social literacies (ICD, IRD, FOE, and FOI) as a critical empowerment tool. According to the authors, "the aim of CYE is to support and foster youth contributions to positive community development and sociopolitical change, resulting in youth who are critical citizens, actively *participating in the day-to-day building of stronger, more equitable communities"* (Jennings and

[1] This chapter is written as part of the author's work as Programme Specialist in the Section for Media and Information Literacy and Media Development, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organisation.

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Green, 1993 in Jennings, Parra-Medina et. al. 2006, p.40) [emphasis added]. The positive community development is specifically about the active participation of youth as critical thinkers in the continually shifting information, technological and media landscape and how that impinges upon other aspects of their personal, social, economic and political lives such as freedom of expression, access to information, and involvement in dialogue processes.

a) Youth Initiatives on FOE, FOI, ICD, and IRD – Extent of MIL Integration

Cornelio, Salera *et. al.* (2012) pointed out that, "although the participation of young people in interfaith dialogue and its impact on education is crucial to its sustainability, the literature on youth and interfaith has been very limited". In a comprehensive research the author (Grizzle, A., 2018) found that the situation had not changed significantly. Furthermore, the research literature about youth, FOI, FOI, ICD, and IRD was lacking. Given the dearth of empirical research relating to youth, FOE, FOI, ICD, and IRD, for the purpose of enriching the findings of the study presented in this paper, the author carried out a 'survey' of youth initiatives involving these topics and the extent to which MIL was integrated as an empowerment tool. Some 114 youth projects were reviewed. Table 1 summarizes the findings.

Table 1: Summary of Sampled Youth Initiatives on FOE, FOI, ICD, and IRD – Extent of MIL Integration[2]

Relevant Thematic area	Percentage of Projects (some projects address two or more themes)	Extent of MIL Integration*	Country Examples
Freedom of Expression	24%	Low - Moderate	USA, Croatia, Serbia, Bosnia, Malaysia, Uganda, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, and Tunisia.
Freedom of Information	66%	Low, mostly related general use of information	Kosovo, Montenegro, Macedonia, Kenya, Lithuania, Luxembourg, Belgium, Ireland, Germany, Austria, Latvia, Spain, Portugal, Estonia, Finland, and Croatia
Intercultural Dialogue	28%	Moderate	Bosnia, Kenya, Algeria, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia, Canada, Indonesia, Senegal, Ghana, Peru, and Tanzania
Interreligious Dialogue	13%	Moderate - High	Israel, Canada, Palestine, USA, France

**Low: MIL related issues only mention in documents and frameworks; Moderate: mainstreamed in certain aspect of youth programmes; High: specific and mainstreamed in youth activities and programmes.*

II. Principal Findings of the Research

This part presents and discusses the principal findings of the research component related to youths' perspectives on democratic discourses. The research findings show that, as the youth were meaningfully engaged in the study, they invested a considerable amount of time to reflect on and respond to serious social and democratic issues. The youth responded to over 200 questions in the survey.[2] The findings suggest that the youth surveyed have strong and diverse experiences and attitudes towards freedom of expression (FOE), freedom of information (FOI), intercultural dialogue (ICD), and interreligious dialogue (IRD). Some youths are actively involved in debating and promoting these social issues, some just do not show any interest, while others are afraid to get involved.

a) Summary of macro-level findings related to the youth surveyed

Main Macro Level Finding: The research found that before the MIL MOOC, the correlation between youth knowledge of MIL and their attitudes towards freedom of expression, freedom of information, intercultural dialogue and interreligious dialogue have two extreme positive and negative poles. This suggests that, on one hand, as youths' knowledge of MIL increases their attitudes towards FOE, FOI, ICD, and IRD improve. In other cases, it is the reverse. One possible reason for this situation is that FOE and FOI are integral parts of media and information literacy (Moeller, 2009), although MIL competencies related to these social and democratic discourse issues may not always be emphasised. The possible reason may be that, though

[2] Full details of all projects reviewed are presented in Annex 6 in Grizzle, A. (2018). Assessing Citizens' Responses to Media and Information Literacy Competencies through an online course: An Empirical Study and Critical Comparative Analysis of Experts' Views. Doctoral Dissertation. ISBN: 9788449084775: http://hdl.handle.net/10803/666860. Tesis Doctorals en Xarxa (TDX). Autonomous University of Barcelona, Spain.

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ICD and IRD are not necessarily within the core of MIL, culture, religion, intercultural communication, and interreligious communication are grafted in media and information (Kim et. al., 2015; Wan, 2012).

Main Macro Level Finding: In relation to the Intervention Group, the research found that they had two extreme poles regarding their knowledge and attitudes. There were fairly strong positive and negative correlations. The correlation was slightly different, insignificant, but very much similar to that of the Non-Intervention Group. This is perhaps because, based on the analysis, the respondents in the Intervention Group and those in the Non-intervention Group had very similar profiles in terms of age, education, experience and prior knowledge. After the MIL MOOC (Intervention), the negative correlations (indication of potential barriers) found in the Intervention Group decreased. This indicated that the MIL MOOC had a meaningful impact on the youths' knowledge and attitudes. The youths in the Intervention Group had broader knowledge of MIL and related social and democratic issues studied after the MIL MOOC than those in the Non-Intervention Group. These findings support two specific hypotheses: SH2 - Youth who participate in the MIL MOOC will show higher levels of attitude change than those who do not participate in the MIL MOOC; and SH3 - Youth with prior knowledge of MIL related competencies, as a result of prior studies, and participation in the MIL MOOC, will have stronger levels of attitude change because of the reinforcement they experience following their participation. Mihailidis (2009), for instance, reached a similar conclusion in his study of 239 university undergraduate students who took a pre-course examination, participated in a media literacy course, and took a post-course examination.

Main Macro Level Finding: Similar to the Intervention Group, the Non-Intervention Group showed strong negative and positive correlations but with extreme poles. The negative correlation was stronger than that of the Intervention Group after the MIL MOOC. This means that their prior knowledge influenced and contributed to the increase or change in their attitudes. However, there are also strong barriers related to knowledge and activity from their experiences in the past. The responses of the youths in the Non-Intervention Group to certain elements in the questionnaire were based on their experiences or knowledge gained from their experiences. They had a narrower understanding of MIL competencies. Vraga and Tully (2015), in their study of audiences with different levels of media literacy education, found evidence which reinforced the issue of prior knowledge. They controlled whether students enrolled in media education courses and those enrolled in non-media courses are exposed to a short media literacy public service announcement (PSA) immediately before they view a political programme. The authors noted:

> *"Findings from this research suggest that the ability of the news media literacy messages to influence students' belief is conditioned by their pre-existing media literacy education. The news media literacy PSA boosted perceived media literacy among all audiences, but the PSA worked differently among students enrolled in media courses compared with students enrolled in non-media course…"* (p.10).
>
> *It is reasonable to assume that greater impact on knowledge will occur in individuals with much longer exposure to information relating to MIL learning. Jerit et. al. (2006) note, "as the volume of information increases, the relation between education and knowledge becomes stronger"* (p. 276).

b) Qualitative analysis of youths surveyed

Main Macro Level Finding: The qualitative analysis carried out on related aspects of the youth survey was also instructive and seemed to support some of the findings of the quantitative analysis. First, there is an interesting occurrence of statements related to "behaviour" and "knowledge" during Weeks 1-3, some of which supposedly come from their backgrounds, including their experiences. During Weeks 4-6 of the MIL MOOC, more statements about "knowledge" began to appear, which is seemingly linked to the youth's progressive investment and engagement in the MIL MOOC. Their reflections on their behaviours, knowledge, and attitudes, however, did not change or increase much during Weeks 7-10. The biggest impact of the classes seems to occur during Weeks 4-6, which covered research skills; MIL and freedom of expression, freedom of information, and gender equality; also the youths produced their own information or media content. Finally, "attitude" appeared mostly during the post MIL MOOC journals and discussion forum. The frequency and breadth of the youths' thinking about the issues mentioned above had become smaller towards the end of the MIL MOOC. This suggests that divergence and convergence were dynamically observed as they pursued the MIL MOOC. One possible deduction here is that MIL, at the individual level, does not have the optimal impact on youth thinking on "cultures" and "religions", as the occurrence of the term in their journals gradually reduced as they progressed through the MIL MOOC. It is more during the discussion forum that the reoccurrence of culture and religion in relation to dialogue appears. This individual and group dynamics in relation to the youth experience have implication for how stakeholders design and implement MIL programmes.

In comparison with the quantitative analysis, youths show interest in a smaller number of elements. Perhaps this comes from their backgrounds, including their experiences, as is the case in the qualitative analysis. The impact of MIL MOOC also seems to be similar in the qualitative analysis. The MIL MOOC had the biggest impact. From the beginning of the MIL MOOC up to Weeks 4-6, the youths' opinions were

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diverged. During Weeks 7-10, their thinking changed significantly wider. Ungerleider (2012) offers similar findings in the qualitative analyses of data from the *structured* dialogue during Youth Peacebuilding and Leadership Programs among high school and college students from Cyprus, Iraq, Serbia, Armenian, Azerbaijan, Denmark, the U.K., and the United States (p. 388-401).

c) Micro-level findings related to FOE

Some of the key findings on this issue are worth underlining in this part. First, most of the youths surveyed (94%) strongly agreed or agreed that FOE is important to development in their countries. Second, slightly more than half of the youths (55%) indicated that they had had their FOE suppressed with only 21% of them giving a neutral response. Of the 55% of the youth who said that they had experienced instances when their freedom of expression was suppressed, less than half (41%) said that they took action in response to their experience. Third, about 57% of the youth surveyed indicated that they paid attention to or participated in debates about FOE in their countries; and 46% said that they frequently advocated for FOE. The level of advocacy for FOE was relatively low compared to other areas perhaps because of youth self-censor for fear of backlash or losing their jobs. The phenomenon of self-censorship happens in all different settings in society and for different reasons. While self-censorship in the media and among journalists is widely researched (Carlsson; Poyhtai, 2017), there is need for more studies on self-censorship among the wider population of citizens and in the workplace. Fourth, almost all of the youths surveyed (96%) said that women, men, and children should benefit equally from FOE and 79% were of the view that foreigners visiting their countries should have the same right to freedom of expression as they have. Fifth, a significant proportion of the youth surveyed (69%) thought that they should have the freedom to say anything they wanted on the Internet, radio, TV, newspaper, in a storybook that they write as long as this causes no physical harm to another person. Similarly, 60% of the youth surveyed thought that they should have the freedom to say anything they want face-to-face to a person, if it causes *no physical* harm to that person. Is it possible that experiences within the family related to FOE influence youths' thinking and probable actions outside of the family? Further research in this area could unearth important knowledge related to FOE and foundational socializations. Sixth, most of the youth in the survey (70%) were of the view that freedom of expression does not give them the right to post false information on the Internet.

But only 34% of the youth indicated that the Internet should be regulated, meaning controlled by governments through laws and regulations. This finding reflects debates on Internet Governance as to who has or should have the real monitoring power (Balleste, 2015). It is evident that most of the youths are not fully aware of the implications of having only governments controlling the internet, the complexities of the level of regulation acceptable, or of the global movement and structure around a multi-stakeholder approach to Internet Governance.

To illustrate, Chermerinsky and Gillman (2016) documented their experience in teaching a freedom of speech course to 15 freshmen at the University of California in Irvine. In the course, the author explored the essential principles of freedom of speech and applied historicity to highlight certain practices and challenges to FOE related to the US Supreme Court, World War I and II, the McCarthy era, the civil-rights movement, and the Vietnam War. The researchers used pre- and post-course discussions of a hypothetical situation where a student, expelled for hate speech, sued the University for the violation of the First Amendment Right. They found that, before the course, there was a unanimous vote among the students in favour of the University but, after the course, the students were split in their votes. Chermerinsky and Gillman observed, "the difference in the discussion was remarkable; the instinctive desire to eradicate racist speech was replaced by all of the students seeing the need to strike a balance between free speech and creating a positive learning environment for all on campus" (p. 1). Essentially, the youth changed their attitudes towards some FOE issues after the course, but, like the findings in this dissertation, not with much divergence in their thinking and flux, depending on the situation. (See also Campus Watch, 2015 for posts that share and discuss what youth think about FOE[3]).

d) Micro-level findings related to FOI

Again in this part, some of the key findings worth underlining are: First, most of the youth surveyed (92%) were of the view that freedom of information was important to development in their countries and almost half of them (49%) thought that FOI existed in their countries, although (48%) did not think or were uncertain about the existence of FOI in their countries, Second, 44% of the youth surveyed indicated having experiences where their right to freedom of information was not respected with only 26% of them saying that they took action to address the situation. Third, (34%) of the youth surveyed said they were involved in groups that promote freedom of information but 61% said they were not participating in these types of actions. Fourth, in the view of 54% of the

[3] What Do The Youth Think: Should Freedom Of Speech Be 'Absolute' Or With 'Reasonable Restrictions'? Campus Watch (2015). https://www.youthkiawaaz.com/2015/10/youth-speak-freedom-of-speech/. Accessed on 31 July 2018.

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youth, they should not have the right to access government-held information, if that would cause physical harm to another person while 62% of youth thought that they should not have the right to access such information, if that would threaten the security of their countries. Fifth, just about 33% of the youth surveyed indicated that they knew how to use access to information laws in their countries to access government-held information but 74% of them had never used access to information laws in their countries. Sixth, 65% of the youth surveyed thought that foreigners who visit their country should have the same right to freedom of information as they do. Further analysis of extracts from hundreds of comments provided by the youth indicated that national security issues and concern about physical harm were dominant in their minds, when the threat was related to or could be instigated by another person, a foreigner. This finding suggests a rich area for further analysis and research into these issues and their implications.

Beyers' (2013) analysis of the emergence of a new freedom of information movement driven by youth online supports some of the findings highlighted in this section. He suggests that the youth have strong perspectives and stance on freedom of information to the point of sometimes being radical with respect to anonymity online and support for movements such as Wiki-Leaks. The most of the youth surveyed in the research for this dissertation advocate for FOI online. Beyer argues that there is evidence showing "…the power of the Internet and online communities in shaping participants' political beliefs and actions. Young people online are willing to mobilize on behalf of abstract rights claims, and that willingness spreads quickly across the social spaces online (p. 149-150)". Yet as far back as 1983, long before the internet boom, librarians and other information professionals reflected on youth and freedom of information. In a symposium held on the topic, they focused on censorship, including the removal of certain books from the library, intellectual freedom and repressive laws. They proposed strategies to increase youth awareness and involvement in advocating and benefiting from FOI (Varlejs; Simpson, 1986).

e) Micro-level findings related to ICD

The key findings on this theme worth underlining are: First, most of the youth surveyed (94%) said that cultural dialogue and respect for others who are different were important to them and the development of their countries and 93% of them thought the media in their countries should promote intercultural dialogue. Second, 40% said they had experienced situations where they felt that they were discriminated against because of their culture and 26% of them took action to address that discrimination. Third, 71% of the youth surveyed said that they paid attention to or participated in debates related to cultural dialogue in their countries; 60% said they advocated for cultural dialogue in social media networks and 66% by word of mouth. The other means of advocacy were newspapers (21%), community radio (15%), television (13%), national radio (12%), and writing letters (16%). Fourth, the majority of the youth surveyed (54%) were of the view that the media in their countries promote respect for others who are from different cultures, ethnic backgrounds, social class or who have different social practices. Fifth, 69% of the youth rejected the idea that their opinions were more important than those of others; 76% did not think that their cultures were superior to all other cultures; and 70% thought that their cultural backgrounds influence how they see the world around them. Here again, studies have presented similar findings as those above. Ochiai (2013) found that a community based programme at a Community Centre in Japan was effective in enabling the acquisition of basic intercultural skills among 109 'new comer children' from Vietnam, Peru, Brazil, Bolivia, and Australia and Japan. They were able to "recognize and express their own opinions and perspectives as ethnic minorities to a host society" (p. 54).

f) Micro-level findings in related to IRD

The key findings on this theme worth underlining are: First, most of the youth surveyed (69%) said that they paid attention to or participated in debates relating to interreligious dialogue and respect for other religions or beliefs in their countries and 58% said that they would consider getting involved in groups that promote interreligious dialogue and respect for other religions or beliefs. Second, social media networks (46% of youth) and word of mouth (53% of youth) were among the most frequently used by youth to advocate for IRD. We see consistency in the principal means of advocacy across the different themes. Third, of the youth surveyed, 75% thought they should not have the right to say whatever they wanted about another person's religion or beliefs, even if that causes embarrassment but no serious harm to another person and 87% said that they valued others who had different religions or different beliefs from their own. Fourth, 74% of the youth were of the opinion that the media, books and the Internet influenced their views of other religions and beliefs and 92% had close friends with different religions or beliefs.

III. Final Considerations and Conclusion

The study carried out for this article has some important results. There is a positive trend in universities and other higher institutions that are stimulating research on MIL (MIL, ML, IL, and DL) Master's and Doctoral levels. However, such developments are at the low end of the scale and still in the embryonic stages.

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The issue of mentoring young researchers in MIL is evident in MIL conferences organized globally through the years. In my experience in leading UNESCO's MIL activities globally, young people are rarely present in these conferences. The opportunity for youth presence even in conferences with themes focused on youth is most frequently lost. UNESCO and its partners are trying to change this trend. The Organization initiated the Global Alliance for Partnerships of Media and Information Literacy (GAPMIL), network of networks, including over 500 organizations around the world to collaborate to amplify MIL globally. In line with the UNESCO's Youth Strategy, stakeholders are encouraged to ensure that youth are represented in all governance structure of GAPMIL, including on the International Steering Committee.

More research is needed to explore, if the planning and implementation of interventions connected with MIL Expansion can lead to more impactful diffusion of MIL. While research studies have shown that people who are exposed to MIL become more critical of information and media content, there are three major challenges. First, people still do not always understand or recognize and embrace the importance of information and media in democracy and development. Second, the diffusion of MIL competencies has not been innovative in ways that complement only technological applications. Third is the challenge of how to organize information and communication of inner, intra, and intergroup as well as institutions. The researcher has outlined a strategic way forward, which was developed in cooperation with other researchers, for further reflections. In my opinion, the joint research and development proposal could result in addressing the challenges in media, information and communication and contribute to achieving the promises of the sustainable development goals (SDGs). It is widely documented that women's participation in media, access to and use of information and communication as well as technology is well below those of their male counterparts in most of the world. The proposed research and development study will have a specific strand to explore evidenced-based approaches to use MIL as a tool to promote women's rights, women empowerment and gender equality online and offline. In other words, the study will seek to enable MIL Expansion among specific groups of women and girls, organizations working with women and girls, and women of all ages, in general.

In addition to the potential contribution of the proposed research and development on MIL[x] to the achieving the SDGs, the MIL[x] is designed to contribute long-term changes in people's community lives by: 1) Expanding citizens', audiences' and users' chances to self-actualize and participate in sustainable development through MIL Expansion, pursuing equality between minority groups and majority or more dominant groups; 2) Informing and engaging at local or community level and global simultaneously; 3) Sensitizing and engaging groups based on ethics, culture, community, age and gender; and 4) Growing institutional take-up and diffusion on MIL within and without, leading to the development of "MIL cities."

Another suggestion for further research are relevant here, in light of the different views about what helps the youth to learn more in online MIL courses and the most effective modalities for teaching MIL in general. Further study is needed to ascertain whether a blended approach to teach MIL would be advisable by experts/practitioners and whether such a combination of modalities would yield better results. Futhermore, many of the youths surveyed reported that they had had experiences where their FOE, FOI were violated and that they were discriminated against because of their cultures or religions. Another avenue for further research is to investigate into youths' experiences in these situations, including the nature and reasons for youth inaction to seek redress when their rights are violated. Similarly, over 40% of the youths surveyed said that they belonged to groups that promote freedom of expression, FOI, ICD, and IRD. The types of groups these youths are involved in, where they exist, the impact of their actions and other related issues provide opportunities for future research.

There is a sentiment among the youths that pursuing a career in FOE is a risky or a life-threatening career. Further research is needed to empirically investigate such issues as the sources, rationale and possible implications of such sentiments for the sustainable development of MIL. In the findings related to FOI, ICD and IRD, national security issues and concerns about physical harm were dominant in the minds of the youth when the threat was related to or could be instigated by another person, a foreigner, for example. Those findings suggest another area for further research into these issues and their implications.

Following social developments in the world, the interest of countries around the globe in and the necessity/demand for MIL for all have grown. In light of the increased demand, global partnership among the international development community warrants attention to accelerate the process and increase people's access to MIL learning. Sustaining momentum at national levels requires a collective response. However, MIL is currently not on the international development agenda.

UNESCO and partners have proposed the "MIL Cities" initiative to enable non-traditional stakeholders, including city mayors, election networks, policy makers and planners in transportation, health, entertainment, housing, hotel industries, public and commercial spaces, as well as other players in city-life, to creatively promote MIL learning (Grizzle, A. 2018). This initiative was continued in the book Marketing, Communication, Technology and Innovation in MIL Cities, with authors

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from various countries published by the University of São Paulo with the support of the UNESCO MIL Alliance (Yanaze, Chibás Ortiz, 2019). A key point here is how international cooperation can lead to the expansion of MIL not only to individuals but also to different social groups (refugees, children, migrants, those affected by disaster, those who are susceptible to crime, drugs and violence) as well as institutions.

In addition to MIL Cities, MIL experts and practitioners should pursue new frameworks such of MIL Expansion theory of change and develop innovative MIL projects for youth organizations, youth groups, and youth. The author suggests that youth should not onl be treated as beneficiaries of MIL but also as co-leader and co-creators of MIL research, development and dissemination.

a) Youth Representation in the MIL Movement

There is a positive trend in universities and other higher institutions that are stimulating research on MIL (MIL, ML, IL, and DL) Master's and Doctoral levels. However, such developments are at the low end of the scale and still in the embryonic stages. The issue of mentoring young researchers in MIL is evident in MIL conferences organized globally through the years. In my experience in leading UNESCO's MIL activities globally, young people are rarely present in these conferences. The opportunity for youth presence even in conferences with themes focused on youth is most frequently lost. UNESCO and its partners are trying to change this trend. The Organization spearheaded the UNESCO MIL Alliance (Formerly the Global Alliance for Partnerships of Media and Information Literacy, GAPMIL), network of networks, including over 600 organizations around the world to collaborate to amplify MIL globally. In line with the UNESCO's Youth Strategy, stakeholders are encouraged to ensure that youth are represented in all governance structure of GAPMIL, including on the International Steering Committee. A consensus was also reached to establish a Youth Sub-Committee of the UNEASCO MIL Alliance. The youth involved led, designed and prepared their own Action Plan to promote MIL in line with the Global Framework and Action Plan for GAPMIL. Dialogue with the youth led to the addition of a Global MIL Week Youth Forum to complement the existing international feature Conference. This enabled a youth-specific approach in parallel with the youth mainstreaming approach that existed previously.

UNESCO has been working with youth to build their information, media, and technological competencies. Recognizing that the youth operate in social groups and within institutions and not only as individuals, the Organization conceived a strategy to build the capacity of youth organizations to integrate MIL in their policies and operation. This approach complements only just training individual youth. This could lead to greater sustainability of MIL development. A key observation here is that the next wave of MIL development and its sustainability will partly depend upon the present younger generation of MIL practitioners. Thus, creative and systematic mentorship is needed to foster this movement around the world. UNESCO is piloting the initiative Capacity Building for Youth Organization to integrate MIL in their Policies and Operation thanks to the support of European Commission, Sweden, and Japan as a generation zero application of MIL[x]. The initiative adopts and institutional approached for sustainable diffusion of MIL among youth. It also employs an innovative approach to penetrate social media with creative MIL learning for youth and to empower them as MIL peer-educators. The harvest is ripe to enable youth to self-empower and contribute to MIL Expansion.

See Part 1 of this paper earlier in this Journal Volume.

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