



# Media & Information Literacy and Intercultural Dialogue Course REPORT 2015

British Council Examination Hall, Box Office, The Valley Mall, Wuse 2, Abuja, Nigeria,  
17<sup>th</sup> - 20<sup>th</sup> February, 2015

Organized by



AFRICAN CENTRE FOR MEDIA AND INFORMATION LITERACY

in conjunction with



HOLYHILL RELIEF FOUNDATION &



MEDIA INSIGHT

## BACKGROUND:

As part of efforts to mainstream media and information literacy and intercultural dialogue (MILID) in Nigeria, the African Centre for Media & Information Literacy (AFRICMIL) in partnership with Holyhill Relief Foundation and Media Insight organized a four-day MILID training for teachers and students in two public secondary schools (Model Secondary School and Junior (Model) Secondary School in Abuja, Nigeria's capital city).

The training was organised against the backdrop of renewed interest in the promotion of MILID in Nigeria and across the African continent by UNESCO and its partners, including the UN Alliance of Civilizations (UNAOC). Part of the agenda is to help develop MIL policy and strategy guidelines as well as promote the inclusion of MIL in the school curriculum (for teachers and students).

In June 2013, UNESCO, UNAOC and other key stakeholders held the Global Forum for Partnership on MIL (GFPMIL) conference in Abuja, Nigeria. The GFPMIL is a permanent mechanism and seeks to globally reposition MIL around the core objectives of:

- Articulating key strategic partnerships to drive MIL development and impact globally focusing on seven development areas: 1) Governance and citizenship, 2) education, teaching and learning; 3) intercultural dialogue; 4) women, disabled and other disadvantaged; 5) health and wellness; 6) business, industry, employment and economic development; 7) agriculture, farming, wildlife protection, forestry and natural resources conservation.
- Enabling the MIL community to speak as one voice on certain critical matters, particularly as it relates to policies; and
- Further deepening the strategy for MIL to be treated as a composite concept by providing a common platform for MIL related networks and associations globally.

To promote MIL globally, UNESCO and partners launched the **Global Alliance for Partnerships on Media & Information Literacy (GAPMIL)** during the Abuja conference to give greater impetus to fostering media and information literate citizenries in the governance and development agenda. GAPMIL was established through a call for interest which was distributed to stakeholders groups globally. Close to 300 organizations responded and agreed to be associated with the GAPMIL.

This was followed by a three-month online debate and culminated with the gathering of partners and further debates in Nigeria from 26 to 28 June, 2013, during the Global Forum for Partnerships on MIL, incorporating the International Conference on MIL and Intercultural Dialogue.

As part of its action plan, GAPMIL will, amongst other things:

- Assist Member States to articulate national MIL policies and strategies – integrating these with existing national ICTs, information, media and communication, and education policies, strategies, and regulatory system.
- Assist and support Member States to set and monitor MIL goals and targets in respect to MIL
- Provide MIL training for all citizens at the country and regional levels.
- Support and encourage Member States to develop training programmes on MIL for government officials.

To achieve these objectives, GAPMIL supported the creation of its African regional chapter, the **Pan-African Alliance on Media and Information Literacy (PAMIL)**. It was agreed upon by African participants at the Abuja conference. As the name suggests, PAMIL is planned as an independent alliance among the different organisations and individuals that are working on Media and Information Literacy across the African continent.

**Some of the peculiar challenges that PAMIL has to respond to include the following:**

- There are no national policies and strategies that specifically address media/information literacy.
- There are very few programmes that teach MIL skills to young people.
- Public libraries are not equipped with MIL materials; staff have no training on MIL.
- Lack of institutional support for agencies, programmes and initiatives that enhance MIL.

To address some of the challenges above, the African Centre for Media & Information Literacy (AFRICMIL) which hosts the provisional secretariat of PAMIL has been working with relevant partners in the MIL field in Nigeria. Since the Abuja conference, AFRICMIL has been working with UNESCO, Nigeria, and partners in three main areas:

- 1) Engaging relevant stakeholders in developing MIL policy and strategy guidelines for Nigeria;
- 2) Working with relevant stakeholders to develop a framework for the introduction of MIL in the school curriculum (for teachers and students); and
- 3) Building an MIL coalition in Nigeria

AFRICMIL and its precursor, the Youth Media & Communication Initiative (YMCI) has been in the forefront of promoting MIL in Nigeria for over a decade. Set up in 2004, YMCI was the result of years of intense reflection on media and youth in Nigeria. It sought to make Nigerian youth subjects rather than objects in the media.

Some of the activities YMCI and AFRICMIL have embarked upon since 2004 include:

### National Media Literacy Campaign

In September 2007, three years after it was established, YMCI in partnership with the Nigerian-Turkish International College, Abuja, hosted about 250 students at the kickoff of the National Media Literacy Campaign (NMLC) as part of activities to mark the 2007 International Literacy Day. In October 2007, the campaign was launched in Owerri, Imo State, in south-eastern Nigeria. This campaign was meant to feed into a National Media Literacy Coalition which was planned in conjunction with the National Film & Video Censors Board. This coalition was envisioned as a network of educators, students, youth, health professionals, journalists, media-makers, parents, activists, and other citizens working together to inspire active civic participation in media education.



### SCHOOL MEDIA CLUBS

The launch of the NMLC marked the beginning of efforts to create awareness about children and media in Nigeria and to help young people understand and access the media. Subsequently, YMCI inaugurated a media club at Prince Alex Royal Academy, a nursery, primary and secondary school located in Kabayi/Mararaba area, a boundary between Nigeria's Federal Capital Territory (FCT), Abuja, and Nasarawa State, in north-central Nigeria.

### YOUTH MEDIA TRAINING WORKSHOP

The following year, in April 2008, YMCI with the support of UNICEF held a Young Reporters' Workshop which involved a week of training for students and youth on various aspects of media: print, photography, video production, television, radio, and Internet. The workshop involved about thirty (30) students and teachers from private and public schools in the capital city of Abuja. It was meant to get students better acquainted with media and reporting to enhance child rights and youth participation in society.



### ONE MINUTES JR. VIDEO WORKSHOP

With the support of the Dubai International Film Festival (DIFF), which celebrated its fifth anniversary in December 2008, about twenty Nigerian students in Abuja, the Nigerian capital city, had the opportunity to attend a one week documentary-making workshop from November 13-17, 2008. The theme of the

workshop, which was organised by YMCI, UNICEF and the One Minutes Foundation, was “Daily Life and Dreams”. Participants had the chance to express themselves and create their own video based on this theme. The finished documentaries were shown at a large screening to family and friends at the end of the workshop and also shown at the Dubai International Film Festival (DIFF), which was held from December 11-18, 2008.



### 1<sup>ST</sup> AFRICA MEDIA LITERACY CONFERENCE



The 1st Africa Media Literacy Conference (July 2008) was of great and timely interest to students, youth, teachers, parents, media professionals, organizations, institutions, agencies or others in Africa who work directly or indirectly with young people and whose products and services appeal to young people. It was held in partnership with British Council, Nigeria, and the National Film & Video Censors Board (NFVCB).



## INTERNATIONAL YOUTH DAY

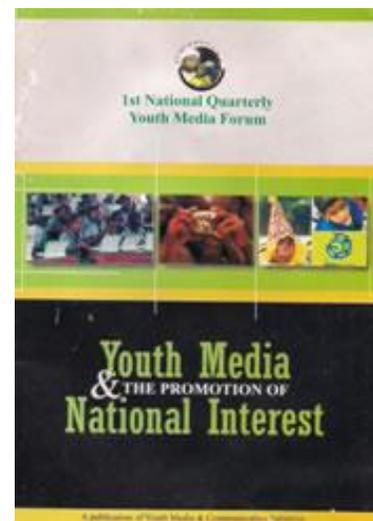
International Youth Day is celebrated on August 12 each year to recognise efforts of the world's youth in enhancing global society. It also aims to promote ways to engage them in becoming more actively involved in making positive contribution to young people all over the world.

Every year the African Centre for Media & Information Literacy holds a series of activities, one of which is a public lecture, in observance of the International Youth Day.



## NATIONAL YOUTH MEDIA FORUM

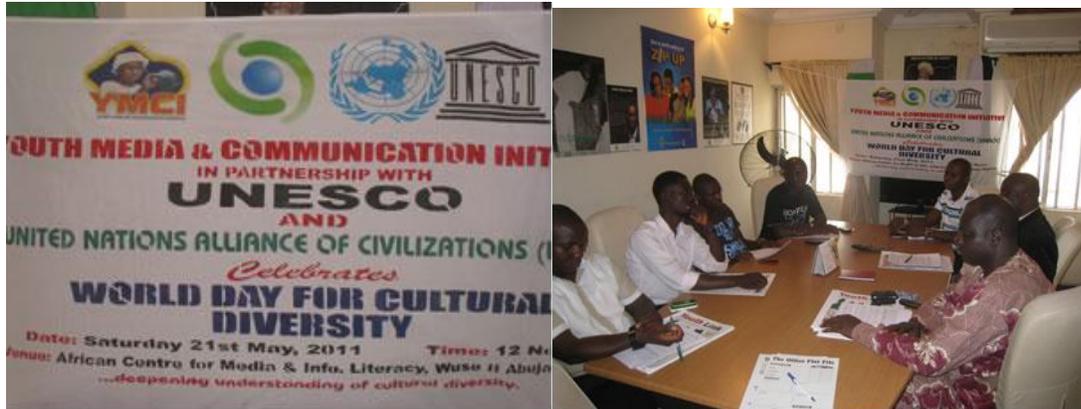
In April 2008, AFRICMIL with the support of the Federal Ministry of Youth Development, Nigeria, held its first National Youth Media Forum. Dr. Sam Amadi, lawyer and human rights activists delivered the lecture on “Youth Media & the Promotion of National Interest”.



## YOUNG REPORTERS DIVERSITY & INTERCULTURAL DIALOGUE FORUM

Young Reporters Diversity & Intercultural Dialogue Forum seeks to give voice to youth and advance diversity, interfaith and peaceful co-existence using the power of ICT and media platforms.

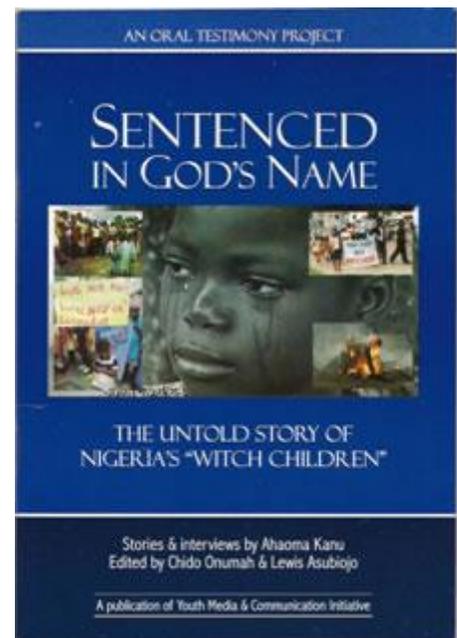
On May 21, 2011, to celebrate World Day for Cultural Diversity, AFRICMIL held a workshop for young journalists to raise awareness about cultural diversity and how they can promote interfaith and intercultural dialogue through their reporting. Intercultural Dialogue is also an essential part of AFRICMIL's MIL agenda.



## ORAL TESTIMONY PROJECT

The project serves to document the experiences of young people on an array of issues that affect them. The Oral Testimonies are interviews around a series of topics that draw on direct personal experience. It is also hoped that the project will stimulate appropriate action such as a national policy framework for adaptation to solutions that address the issues raised by various communities.

As part of its oral testimony project, in March 2011, AFRICMIL put together a booklet titled *Sentenced in God's Name: The Untold Story of Nigeria's "Witch Children"*, about the chilling stories and interviews of children branded as "witches" in Akwa Ibom State, south-south Nigeria. We hope this booklet will generate the necessary interest and attention to put an end to the savagery carried out in the name of religion.



## GENDER & CORRUPTION: WOMEN ANTI-CORRUPTION INITIATIVE (WAI)

In August, 2014, AFRICMIL in partnership with the Economic and Financial Crimes Commission (EFCC) organised a workshop for women civil society organisations on corruption, economic and financial crimes! The theme of the workshop which drew numerous participants from women's organisations was "How women's organizations can aid the fight against corruption, economic and financial crimes."

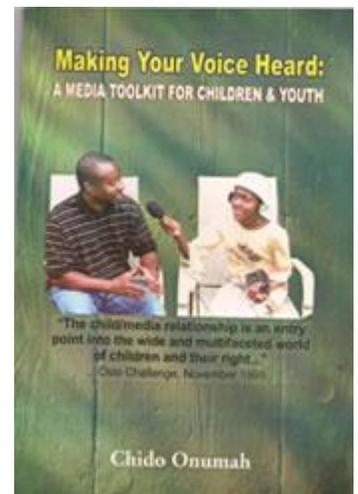
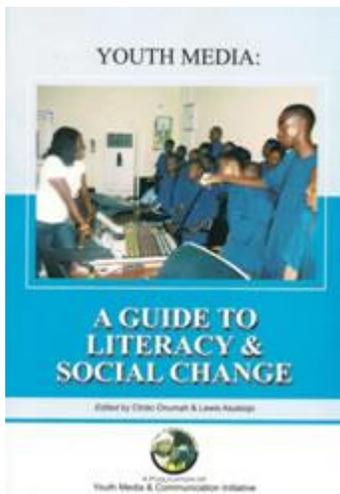


It was the first in a series of workshops aimed at mainstreaming gender in the anti-corruption campaign. For AFRICMIL, strategies for developing a robust women anti-corruption project must include amongst other things: (1) how to access information about corruption and (2) how to use ICT to expose corruption and financial and economic crimes.

Another workshop is planned for March 2015 in Ibadan, southwest Nigeria.

## TRAINING MANUALS

AFRICMIL has produced training manuals for students, youth, youth-based organizations, community groups, researchers, parents, and educators. The goal of these manuals is to introduce young people, parents, and teachers to the different issues involved in media and information literacy. They act as guide for parents and educators to develop effective media plans that can be used at home, integrated into any classroom, after school programmes or youth organizations.

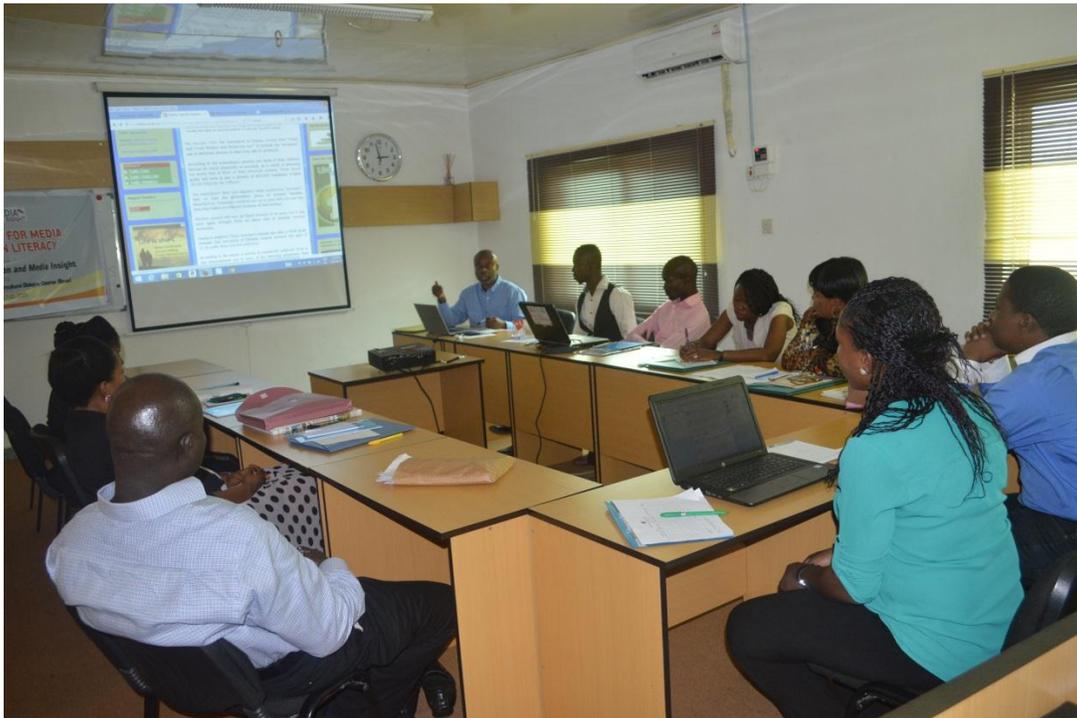


## **MEDIA & INFORMATION LITERACY AND INTERCULTURAL DIALOGUE COURSE (FEBRUARY 2015)**

While AFRICMIL has engaged students, youth and citizens over the years on the impact and benefits of MIL, this is the first structured attempt to engage the MIL drivers in Nigeria.

Last year, with the support of Holyhill Relief Foundation which runs a Volunteer Teachers project in secondary schools in Abuja, Nigeria's capital city, AFRICMIL started discussion with two schools: Model Secondary School and Junior (Model) Secondary School in the Maitama District of Abuja, about introducing MIL as an extra curricula activity in both schools.

The result of that engagement was the Media & Information Literacy and Intercultural Dialogue Course for teachers and students.



### **DAY 1:**

**Tuesday, 17<sup>th</sup> February, 2015**

**Session Topic:**

**INTRODUCTION TO MEDIA & INFORMATION LITERACY**

**FACILITATOR:**

**Mr. Chido Onumah**

**Coordinator African Centre for Media & Information Literacy (AFRICMIL)**

## WELCOME/OPENING SPEECH:

The training started with an opening speech by Mr. Chido Onumah. He welcomed all the participants and collaborators to the workshop and highlighted the relevance of the training to teachers, students and citizens generally. Mr. Onumah also introduced the co-facilitators and collaborators for the workshop: Ms. Adeshola Komolafe, the CEO of Media Insight and Mr. Sunday Ogidigbo the Executive Director of Holyhill Relief Foundation.



## Participants:

- 1.Christiana Anisiobi Kyauta, Model Secondary School, Maitama, Abuja.
- 2.Princess Ugonma Akanu, Model Secondary School, Maitama, Abuja.
- 3.Amba P.I., Model Secondary School, Maitama, Abuja.
- 4.Fashola Omolola Helen, Junior (Model) Secondary School, Maitama, Abuja.
- 5.Onukogu Tochi Beauty, Junior (Model) Secondary School, Maitama, Abuja.
- 6.Tony Akagwu, HRelief Foundation, Abuja.
- 7.Mike Imafidor, HRelief Foundation, Abuja.
- 8.Jane Imafidor, HRelief Foundation, Abuja.
- 9.Ernest Ayagwa, Media Insight, Abuja.
- 10.Faith Etu, Media Insight, Abuja.
- 11.Lewis Asubiojo, AFRICMIL.
- 12.Joseph Osuigwe, AFRICMIL.
- 13.Runcie C. W. Chidebe, AFRICMIL.

## DONATION OF MEDIA & INFORMATION MATERIALS:

On behalf of the partners, Mr. Onumah and Ms. Komolafe donated MILID materials (books, UNESCO MIL Curriculum for Teachers and MIL Policy & Strategy Guidelines, *Youth Link* magazines, MIL training guides, etc.) to the representatives of Model Secondary School and Junior (Model) Secondary School, Maitama. The recipients expressed their gratitude and promised to use the materials judiciously to boost the teaching and learning of MILID in their various schools.



## INTRODUCTION:

Mr. Onumah introduced Media and information Literacy (MIL.) to participants. He described MIL as an attempt to help citizens understand the working of the media and the impact of media messages. He noted that in today's world "the quality of information we receive largely determines our choices and ensuing actions, including our capacity to enjoy fundamental freedoms and the ability for self-determination and development."

He said the training would assist teachers, students and youth become agents of social change and enhance intercultural understanding through the development of Media and Information Literacy in their schools and communities.

According to Onumah, MIL involves the ability to articulate, access, organize and use information effectively. He highlighted the three aspects of MIL: ACCESS, CRITICAL UNDERSTANDING AND CREATION.

He noted that students and youth spend most of their time on Social Media and that there are lots of negative messages, biased information, images, etc., on Social Media that need to be scrutinized or critically checked by receivers. One of the functions of MIL is to help the students to develop the skills to handle such negative messages/information.

Mr. Onumah reiterated the need for the trainees (teachers and volunteers) to engage students and youth by starting MIL clubs in schools or strengthening existing Press Clubs by incorporating MIL. The trainees welcomed the idea, and stated that their schools already had Press Clubs that needed to be strengthened with MIL materials and facilitators. He reiterated the need for teachers to monitor and supervise the way students use Social Media because of its impact on different aspects of their lives.





## DAY 2:

Wednesday, 18<sup>th</sup> February, 2015

Session Topic: **SOCIAL MEDIA AND  
NEW MEDIA TECHNOLOGIES**

**FACILITATOR:**

**MS. ADESHOLA KOMOLAFE**  
CEO, Media Insight.

**SESSION 1:**

Ms. Komolafe started by noting that Social Media has become a popular tool for interaction among young people. It creates a platform and an opportunity for sharing knowledge and information among the youth.

She asked the trainees the kind of impact they thought Social Media had on the way young people communicate and the extent to which they allowed their students to

use the Internet and Social Media in schools. Mrs. Tochi Onukogu, a teacher from Junior Secondary School, Maitama, stated that students had access to their school computers and often times use their mobile phones to access the Internet.

The facilitator reminded the teachers that the Internet is useful for assignment and research but students can abuse it if they are not checked. She advised the teachers to be friends with their students on Facebook, Twitters, WhatsApp, etc., so as to be aware and monitor what their students do on Social Media. It was observed that some of the teachers were not active on Social Media. Mr. Onumah suggested that the teachers should involve the parents to help in monitoring how their children use the Internet and social media.

Ms. Komolafe emphasized the need to develop the ability of students to critically analyze information and media messages as opposed to “controlling” what students do on Social

Media. She took participants through the different aspects of New Media technology, the use of basic Social Media tools and how to create and upload contents on YouTube.

## SESSION 2: MS. FAITH UNYOABA ETU, Media Insight

Ms. Etu spoke on the power and effect of visual communication and infographics. She described infographic as the graphic or pictorial representation of information intended to present complex information quickly and clearly. She told the trainees to always use infographic in their reports, seminars and presentation to capture the attention of people receiving the information. She advised them to break the content of information into shorter forms and create graphics to represent them.



## DAY 3:



Thursday, 19<sup>th</sup> February, 2015. Session Topic: **MIL AND INTERCULTURAL DIALOGUE**

**FACILITATOR:** MR. SUNDAY OGIDIGBO, Executive Director, HolyHill Relief Foundation

### **INTRODUCTION:**

Mr. Ogidigbo tool participants through the current problems of extremism and terrorism in Nigeria and the role MIL can play in stemming the tide, particularly amongst students and youth. He noted that though it has not become a major problem like in other parts of the world the use of Social Media to recruit religious and political extremists in Nigeria was growing.

He observed that because more and more students and youth are getting connected digitally and are using Social Media, it was important to help them navigate the dangers associated with these platforms to make them use media and information responsibly.

According to Ogidigbo, radicalism is one of the greatest challenges facing the world and so many young people are getting extreme about religious, political and social issues, especially through Social Media. He noted that there are so many negative messages on Social Media that expose students and naïve young people to dangers, hence teachers,

parents and adults need to guide young people on how to handle such messages as they access Social Media.

He said students need to be taught how to relate with “strangers” online just the way they are taught to relate to “strangers” offline. He noted that the online environment is becoming more dangerous than the offline environment. He emphasized that students need to be aware that not all information they see online is correct/true, and that “Google can be wrong”. It takes a critical and transformed mind to be able to filter junk from facts on the Internet and social media. He advised the trainees to teach their students that Social Media should not be used to abuse people, religions and cultures.

Mr. Ogidigbo noted that MILID training provides a great opportunity for citizens, particularly students and youth, to engage in dialogue and help foster an atmosphere of intercultural and interreligious harmony and understanding.

### **PRACTICALS on Cinematography by MR. ERNEST AYAGWA, Media Insight**

**Mr. Ayagwa took participants through the basics of handling a video camera**





## DAY 4:

Friday, 20<sup>th</sup> February, 2015.

TOPIC: **MIL AND INTERCULTURAL DIALOGUE & CAMERA PRACTICALS**

VENUE: **MODEL SECONDARY SCHOOL, MAITAMA, ABUJA**

FACILITATORS: **Mr. CHIDO ONUMAH, MS ADESHOLA KOMOLAFE, MR. ERNEST AYAGWA, MS. FAITH ETU**



### OPENING SPEECH:

Mr. Chido Onumah welcomed the students, teachers and officials of the two participating schools to the final day of the training. He thanked the management of the schools for availing AFRICMIL and partners the opportunity to train teachers and students on MILID.

### MILID PRESENTATION:

Mr. Onumah explained the essence of MIL and its importance to students both in and out of school. He described MIL as the “perfect curriculum” for students as it could be

applied to other subjects. The focus of Mr. Onumah's presentation was on the how students could apply MIL in eschewing violence and building peace.

He noted that MIL and Interreligious and Intercultural Dialogue were important and critical to the survival of a country like Nigeria where different religions and cultures encounter each other daily. He said tolerance and understanding can be achieved if religious leaders, teachers and students acquire MIL skills to enable them distill information and apply it in their relationship with the Other.

Mr. Onumah explained to the students that the emergence of new media technologies makes the tasks for religious leaders, teachers and students even more daunting. "They are confronted with different ways and platforms to connect with their followers, peers and the Other and they have to understand the peculiarities and challenges of these platforms in order to use them to halt bigotry, prejudice, etc., and foster interreligious and intercultural dialogue," he said. According to him, Media and Information Literacy (MIL) provides a strong platform for citizens, including religious people, teachers, students and youth to understand and appreciate pluralism and diversity, amongst other things.



**DONATION OF MIL GADGETS TO THE SCHOOLS:**



On behalf of the partners, Mr. Onumah presented two mini video cameras (donated to AFRICMIL by the UN Alliance of Civilizations (UNAOC), USBs, Flash Drives, one flip camera amongst other materials to the two schools (Model Sec. Sch. and Junior (Model) Sec. Sch.). The presidents of the Press Clubs from the two schools thanked AFRICMIL, Holyhill Foundation and Media Insight for the materials and promised to put them into good use.

### TRAINING SESSION:

Some of the students shared their experiences on the use of phone camera and expressed their willingness to learn how to use standard cameras. Mr. Ayagwa took them through different aspects of both video and still of cameras, their functions and how to handle them. Afterward, the students were given the cameras to capture images inside and outside the classroom.



At the end of the practical session, the students showed impressive understanding of how to use both video and still cameras. They worked with Ms. Komolafe of Media Insight to edit the wonderful images they captured with the cameras.



### CLOSING:

The principals of both Model Secondary School and Junior (Model) Secondary School took turns to present certificates to the participants. They noted the importance of MIL and Intercultural Dialogue to their schools and students and reiterated their willingness to continue to work with AFRICMIL and partners to see the growth and expansion of the project within their schools and beyond.



Representatives of teachers from both schools spoke about the benefits of the training to them and their students and expressed interest in further training on other aspects of MILID.

The students were excited about the opportunities that MIL offered them. Their representatives promised that they would work hard to make the MIL project in their schools a “model”. They requested for digital cameras to enhance their media activities.









## MOVING FORWARD:

As a pilot project, the training met the objectives of the organisers which were to formally introduce MILID and stimulate the interest of teachers and students in two schools in Abuja, Nigeria's capital city.

The coming weeks will provide an opportunity for AFRICMIL and partners to gauge the extent to which the teachers and students apply the knowledge and skills they acquired during the training in their engagement with new media technologies, media messages and information within and outside of school.

The next stage of this project is to formally inaugurate the Media & Information Literacy Klub (MILK) in both schools and to begin implementing the MILID curriculum developed for the students by AFRICMIL.

AFRICMIL is developing a website ([www.ytvafrica.com](http://www.ytvafrica.com)) where members of MILK will upload their MILID-related work. It will also serve as an interactive platform for students to engage one another, other youth, teachers, parents and adults on MILID and related issues.