

UNESCO-UNAOC

MILID Yearbook 2016

Media and Information Literacy:

Reinforcing Human Rights, Countering Radicalization and Extremism

Call for Papers

Deadline for proposals: 31 January 2016

Proposals are now being invited for articles to be published in the Media and Information Literacy and Intercultural Dialogue (MILID) Yearbook 2016. The MILID Yearbook is a peer reviewed academic publication and a joint initiative of the UNESCO-UNAOC University Cooperation Programme on Media and Information Literacy and Intercultural Dialogue. The cooperation programme was launched in 2011 within the framework of the UNESCO University Twinning Programme (UNITWIN). The MILID University Network now consists of 17 universities from all regions of the world. The MILID Yearbook 2013, 2014 and 2015 have been published in cooperation with the Nordic Information Centre for Media and Communication Research (NORDICOM).

The objectives of the Yearbook are to:

- Strengthen and deepen the knowledge concerning MILID on global, regional and national levels including in the frame human rights, dialogue, democracy and peace
- Widen and deepen the collaboration and exchange between academics and partners on media and information literacy
- Visualize and stimulate research and practices within as well as outside the UNITWIN Network in the field of MILID while promoting a more holistic perspective of MIL.

Theme of the Yearbook:

2016 will be the first year of the implementation of the Sustainable Development Goals. A renewed emphasis on a Human Rights-Based Approach to all forms of development is apt and timely. While migration and peace building as development challenges are not new to humankind. The world is faced with levels of migration, that rival only the one that occurred during the Second World War, as well as new forms of violent terrorism.

As negative and undesirable consequence, all over the world, there has been a sudden rise in incidents of individuals using hate speech against migrants, forced migration and minority communities or social groups, blaming them for their nations' struggles. The words used in politics, in the news, in social media, in research studies, national reports and general literature or debate about these human phenomena have consequences. History has shown that rhetorical excesses, and imbalanced or biased historical accounts of certain events in relation to any ethnic group, place, culture or religion can give rise to a climate of prejudice, discrimination and violence. It is this prejudices, discrimination and violence that often compromises individual rights or equal rights to all – the right to cultural and religious expressions, the right to security and peace, the right to freedom of expression, the right to education, the right to information, the right to associate or connect et al. Here, Article 1 of the Universal Declaration of Human Rights, “*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood*” is breached. It is this *reasoning* and *conscience* that the acquisition of MIL competencies can stir in all peoples.

Furthermore, the ideological beliefs and dogmas that we firmly hold emanate from our socialization. Socialization is embedded in information and communication and increasingly taking place through technological platforms, media and all forms of learning environment. When taken together and coupled with the incidents of the use of social media by extremist and violent organizations to radicalize and recruit especially young minds, the relevance of MIL to enable citizens to challenge their own beliefs and effectively and critically engage in these topics, and thus the integration of MIL in formal, non-formal and informal settings becomes more urgent.

A rights-based approach to media and information literacy and to development can play a crucial role in perceptions of the “other” by encouraging reporting, research and analysis as well as the design and implementation of development interventions that are objective, evidence-based, inclusive, reliable, ethical and accurate, and by encouraging individuals to take sound actions based on their rights and the rights of others. Therefore, “**Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism**” has been chosen as the theme of the 2016 MILID Yearbook.

Key Sub-themes:

- a. Community empowerment;
- b. Hate speech;
- c. Radicalization and extremism;
- d. Gender Equality;
- e. Interreligious discourses in the media

All articles submitted must be linked to one of the sub-themes above in **the context of media and information literacy**. Special attention should be given to the intercultural dimensions of these areas. Papers should engage the reader to understand media and information literacy beyond their home country or professional area of competence. The focus of the papers must be on media and information literacy and dialogue and connect to the theme “**Media and Information Literacy: Reinforcing Human Rights, Countering Radicalization and Extremism**” All papers must demonstrate a connection with at least three of the the following components:

1. Yearbook theme and sub-themes
2. Relevant dimensions of the Global Alliance for Partnerships on MIL (GAPMIL) Framework and Plan of Action
3. Content includes research findings, theories, or reflects learned experiences and best practices in either application of MIL, teaching, curriculum design, or how individual or groups use MIL competencies
4. A topic of global interest that helps to increase visibility for the MILID Yearbook
5. Author’s academic, professional or experiential leadership in the field

To ensure originality and avoid repetition, all prospective authors are encouraged to browse the previous editions of the MILID Yearbook on this link.

<<http://www.nordicom.gu.se/en/publikationer/alla-publikationer>>

The Yearbook will include articles from MILID university network (called partners or member universities) as well as experts or practitioners outside of the network. Equal value is placed on both the groups.

Please assure that the proposal for your article is received via email no later than 31 January 2016.

More information @ <http://milunesco.unaoc.org/unesco-unaoc-mil-intercultural-dialogue-call-for-papers/>

Authors will be notified of acceptance by 28 February 2016.

Authors should be prepared to submit full articles by 31 March 2016.

Length: 3,000 to 5,000 words (approximately 10-13 pages double-spaced)

Please use the APA Style for the purpose of articles.

Proposal submission form attached.

Email your proposals to jagtardeep@gmail.com and paulette.kerr@uwimona.edu.jm

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