

**HOW COMUNDOS CONTRIBUTES TO MIL CITIES FOR ALL**

**MEDIA INFORMATION LITERACY ( MIL):  
HOW COMUNDOS CONTRIBUTES TO MIL CITIES FOR ALL**

**Bart Vetsuypens  
Mohammed Alashqar  
Comundos**

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## Abstract

This chapter examines the concept of Media Information Literacy (MIL) and the ways in which the Comundos organisation contributes to its promotion. The chapter starts by providing a definition of MIL and discussing its importance in today's digital age. It then goes on to highlight the various challenges faced in promoting MIL and the need for a comprehensive approach towards it. The chapter focuses on the role of the Comundos organisation in promoting MIL through various initiatives such as training programs, workshops, and online courses. The organisation's efforts in developing educational materials and resources to enhance MIL among different target groups are also discussed. Furthermore, the chapter discusses the impact of Comundos' initiatives in promoting MIL and the challenges faced in measuring its effectiveness. It highlights the need for a more comprehensive approach towards MIL, which involves collaboration among different stakeholders such as educators, policymakers, and media organisations. The chapter concludes by emphasizing the importance of MIL in promoting media literacy and critical thinking among individuals and highlighting the impact of Comundos' work and the challenges facing MIL in the digital age.

*Keywords:* Media Information Literacy, Comundos, Digital skills, Storytelling, Pedagogical tool, Critical thinking,

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## Introduction

What type of education fosters critical thinking, collaboration, creativity, innovation, flexibility, and communication? How can we optimize learning in today's complex and challenging world, both inside and outside the classroom?

In the digital age, media is an essential part of daily life, particularly for students. To be effective global citizens, students must access and evaluate information from diverse perspectives. This requires both formal education and informal learning experiences, such as watching TV or movies. However, the abundance of information in media has led to new challenges, such as misinformation, fake news, and bias. Thus, media information literacy is essential, enabling individuals to access, analyse, evaluate, and create media messages in different forms.

Comundos is a non-profit organisation promoting intercultural dialogue and global citizenship through education and technology. Its mission is to create an open and inclusive world where individuals from diverse cultures can connect and learn from one another. Since 2014, it has developed courses for online and offline participants to educate people, particularly in rural and urban areas, on the world of media.

Informal learning occurs outside traditional educational settings and often involves individuals pursuing their interests. For example, reading, watching TV, or listening to music for entertainment can also expose learners to various topics. Our mission focuses on media literacy and intercultural dialogue, which encourages the exchange of ideas and opinions between individuals from different cultural backgrounds, promoting understanding and respect for cultural diversity. These concepts are vital globally to foster communication, understanding, and respect between diverse communities for a peaceful world.

## Media Literacy

With the rise of social media and online platforms, being media literate has become increasingly important in the digital age. It helps individuals identify false information and sources that lack credibility, as well as develop critical thinking skills, understand how media shapes our perceptions and attitudes, and participate in the creation of media content.

Comundos uses a unique approach to media literacy, based on the idea of creating a community of individuals who collaborate and co-create media content.

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Comundos provides an online platform where people from different cultural backgrounds can come together to create and share media content, exchange ideas, and learn from each other's perspectives.

Comundos' approach to media literacy is based on the principles of participatory culture, which emphasizes collaboration, creativity, and shared knowledge. In this way, Comundos seeks to empower individuals and communities to become active and critical media consumers and creators. Through their course, they train media coaches and offer Train-The-Trainer workshops to teach young people the techniques of storytelling, as well as the technology to digitize and disseminate the stories strategically. These workshops cover themes that include global citizenship, media literacy, and inter- and intrapersonal skills.

Media literacy can also be used to promote ethical and diverse perspectives in smart cities. It can help citizens to recognize and challenge bias and stereotyping in media, as well as recognize and appreciate different perspectives. MIL helps citizens to support policies and initiatives that promote diversity and inclusion in their cities or regions and to create a more equitable and just society. It also helps citizens to become more informed and empowered in their decision-making and to understand the implications of the policies and projects being implemented in their city.

Media literacy is a vital skill in today's society, and organisations like Comundos are working to promote media literacy and intercultural dialogue through online collaboration. Media literacy can also be used to promote ethical and diverse perspectives in smart cities, leading to improved civic engagement and a more equitable and just society.

### **Pedagogy**

One of the objectives of the Media and Information Literacy Framework (MIL) is to educate people to question the information disseminated, in order to identify prejudices, prepare for discernment and establish their own judgments to subsequently modify reality in a creative way, ethically and sustainable (Grizzle, 2018).

We use the following ways to measure media literacy:

1. Awareness of the mediatization of our society
2. Understanding how media is created

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3. How the media colour reality
4. The use of peripherals, software and applications
5. Orienting in different media environments
6. Find and process information
7. Creating content
8. Participating in social networks
9. Reflecting on personal media use
10. Reaching the media by yourself

### Objectives of the digital stories workshop of Comundos

By producing digital stories, it is empirically proven that we develop cognitive skills that influence happiness, a sense of responsibility and the development of identity.

Thoughts, judgements and standards are important elements in cognitive happiness, sometimes denoted as contentment or life-satisfaction (Ott 2020). Emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem solving (Gupta & Kishore, 2017).

Students use their laptops or smartphones as tools to produce stories (audio/images/video) and to share them on the internet. The workshops are not just about providing knowledge and tools for storytelling but focus on media literacy to produce stories in a relevant contextualised way by going through the following steps that are shown in the following picture.



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When we work with organisations, we look for the following results:

1. Inserting new communication technologies, media education and cross-cutting themes in secondary schools, teacher training institutes and social organisations.
2. Strengthening the capacities of organisations and social movements to systematize and share their experiences.
3. Carrying out visibility actions for a wider public in order to allow exchanges of South/South and North/South experiences.

### **Objectives of the course, digital storytelling**

- **Reflection**

Reflection on critical behaviour towards media, including the formation of opinions and awareness of ethics, is crucial for comprehending the impact of online identity. It is imperative to contemplate the aspects of ourselves, our friends, and others that we choose to present when posting online. Moreover, taking a stand in the public debate necessitates the meticulous evaluation of sources, including their reliability and conformity to internet principles. It is essential to consider how to navigate copyright and creative commons regulations. When communicating online, selecting a format that aligns with your message and audience is significant. By thoughtfully considering these factors, we can participate in meaningful online communication while upholding ethical and responsible conduct.

- **Analysis**

Analysis of media involves reading to gain knowledge and understanding of its functioning and impact. Adopting a "what's in it for me" mindset, in terms of the viewer, allows one to look through the eyes of the audience. It is essential to recognize that each viewer has unique assumptions and perspectives, which may or may not influence the message being conveyed. Sometimes, it is beneficial to tell a story from a different viewpoint.

Having knowledge of rhythm and tension and the effective use of time is crucial in media analysis. One must learn to ask themselves what story one wants to tell, and emotions can serve as a guide. Additionally, considering the impact of images is critical, and it is not always necessary to convey everything explicitly.

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Understanding the concept of copyright and creative commons and the rules governing their use is crucial in media analysis. By adhering to these rules, one can maintain ethical and legal conduct while creating engaging and meaningful content.

- **Technique**

Web 2.0 applications are essential tools for creating and sharing multimedia content online. To effectively use these resources, it is necessary to learn how to manage and save resource files on your personal computer or cell phone by creating a folder structure. Utilizing open-source video editing programs requires an understanding of technical aspects such as synchronizing sound and image, interactive capabilities, and creativity. Additionally, it is crucial to comprehend pixels and image formats and how to convert videos to ensure the best quality.

A general understanding of different file types is necessary for creating multimedia content. This includes the ability to make sound recordings using built-in or external microphones, basic photo editing such as cropping and resizing images, and adjusting light and contrast. Search and download music from sites that offer free music and images and download MP3 files for use in multimedia content. Knowledge of photography is also important, including framing pictures and effectively using light. Finally, exporting your movie and publishing it on various web platforms, such as Facebook, YouTube, and Vimeo, is an essential step in sharing your multimedia content with the world.

- **Creativity**

Creativity is a crucial component of self-expression and participation in multimedia content creation. To start the process, brainstorming on a particular topic is a productive way to generate ideas for your multimedia project. Once you have your ideas, organising them through formatting a storyboard is a pivotal step in determining what you want to convey. Learning to use visuals to tell a story is a critical skill in multimedia content creation, as they are often more effective than words in conveying a message. It's also essential to acquire the ability to think in images and script with effective writing techniques and the classic structure of a story to create a successful multimedia project.

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To construct a compelling story, you must consider the factors that contribute to its triumph, including the conscious use of the sequence of images and chronology. Working with simplicity and adhering to the principle of "less is more" is imperative in multimedia content creation to avoid overcomplicating your message.

Emotions play a pivotal role in the outcome of multimedia projects, so it's crucial to consider the emotional impact of the story being conveyed. The use of humour can be an effective way to engage with an audience, but it's essential to be aware of potential cultural disparities in humour, as what may be seen as amusing to one audience may be viewed as weak or offensive to another. By considering these factors, you can create compelling and effective multimedia content that resonates with your audience.

- **Working with audio**

When dealing with audio content, a profound understanding of intonation and voice is paramount. Certain sounds have the power to evoke emotions and create a specific atmosphere, which is crucial in conveying a message effectively to your audience. To produce high-quality recordings, it is imperative to record sounds in a noise-free environment. In addition, the internet provides an extensive collection of sounds that can be seamlessly integrated into your audio content to make it more engaging and immersive.

### **Course Evaluation and Student-generated Content**

The evaluation of the course conducted among the participants has resulted in a remarkable and consistent positive response. The course has proven to be empowering for individuals and has equipped them with the necessary skills and knowledge to apply in their future lives. In addition to the course evaluation, the didactic content produced by the participants themselves can provide valuable insights. As well as the content covers crucial issues, relevant to the classroom environment. Incorporating student-generated content into the course provides an opportunity for personal growth and encourages creativity while providing a unique perspective on the learning process.

The students' content, featuring stories and experiences from internships and language courses, is available on Comundos.org and YouTube.

<https://www.comundos.org/en/content/language-courses>

<https://www.comundos.org/en/content/climate-change-classroom>



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### Access to Reliable Information

#### Empowering Youth in Cameroon through Digital Storytelling

Sengafor emphasises the critical importance of being digitally connected to remote areas. He attended a course offered by Comundos and now teaches young people aged between 12 and 20 about media literacy on a platform where ten of the thirty schools are affiliated.

Language and communication skills are as crucial as ICT skills. Students learn how to express themselves, tell their stories through words and pictures, and develop a vision. Sengafor clarifies 'young people find this much more interesting than the boring lessons in the classroom.' They choose photos that fit their stories, experiment with sentence structures, and consider global themes such as migration and climate change, expanding their horizons beyond their immediate surroundings.

The aim is to prepare young people to be heard. As soon as they have a first draft of their story, they engage in peer review and learn how to be critical of their own work. Then, they learn how to assemble their story, upload images, narrate, and insert background music. The beauty of digital storytelling is that even when the internet is down, the preparatory work can continue, and once the internet is connected again, the finished products can be posted online.

Sengafor explains that storytelling helps students actively seek information and form opinions. By sharing and debating their stories and seeking solutions, young people develop open-mindedness and tolerance towards others. Digital storytelling can also address taboo topics such as child marriage and female genital mutilation (FGM) prevalent in some communities that Sengafor believes should be discussed.

In north-eastern Colombia on the La Guajira peninsula, the indigenous Wayuu community resides, and they are faced with the challenge of dealing with thousands of fleeing Venezuelans entering Colombia through the remote region. To address this issue, Julio Gaítan, a professor at the University of El Rosario in Bogotá, believes that ICT skills and digital storytelling can play a vital role in connecting Venezuelans and Colombians while drawing attention to these issues. To this end, Comundos collaborated with the 'El Rosario University to provide a "master class" to teachers and educators of the Wayuu people. Their stories are also published and

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translated on [comundos.org](http://comundos.org). You can find them by looking for 'Comundos Colombia' in google.

### **Citizenship Through the SDGs: A Practical Guide to Sustainable Development**

The Sustainable Development Goals (SDGs) were established by the United Nations in 2015 as a worldwide call to action to eradicate poverty, preserve the environment, and ensure universal peace and prosperity. These 17 goals, along with their 169 targets, aim to promote sustainable development in all dimensions, including economic, social, and environmental.

Comundos started the program with two-day conferences in Brazil and Central America, worked with directors and pedagogical coordinators in each region to establish a framework of themes. The first day of the conference focused on the creation of digital stories using images and sound, possible to make with old computers. The second day was dedicated to identifying the topics on which the stories would focus. Through facilitation, we came to an agreement on several categories, including citizenship, cultural identity, education, environment, gender, organisation, people and migration, productive projects, and rural development.

One year later, the SDGs were introduced to the world and most of the topics that had been identified by Comundos were included. Comundos began to use the framework of the UN and introduced them as a manual for citizenship, which the SDGs represent. They emphasize the importance of clean water, respect for women, climate change, among other issues. We emphasize that all citizens, especially mayors, teachers, leaders and youngsters beginning at the age of 16, should be aware of the SDGs to achieve them. The framework of the SDGs proved to be a useful tool for Comundos, and all its partners agreed to use it.

The themes are flexible, allowing organisations and schools to focus on different areas of interest. For example, some schools work on a particular theme each year, while organisations may focus on a particular topic or aim to systematize their work.

### **Intercultural dialogue**

#### **Learning on how to live together**

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Comundos is an organisation dedicated to promoting intercultural dialogue and facilitating learning among young people of different nationalities, origins, languages, ethnic groups, and religions towards the goal of creating a global sustainable society. By visiting 14 countries and expanding through online courses, Comundos has been able to expose its participants to diverse cultures and people. The organisation also translates and subtitles coherent stories in its database, [comundos.org](http://comundos.org), to enable a wider audience to access the materials.

Numerous testimonials from participants attest to the significant impact that Comundos has had on their lives. Specifically, Comundos has given them insight into similar contexts as themselves, mostly rural areas, which they did not previously know about or never heard of. Participants have also been in touch with different languages and cultures through the video content available on the platform.

There are several reasons why connecting societies and promoting peer learning is so important. First, it can help to break down stereotypes and promote mutual respect among people from different backgrounds. Second, it allows for the sharing of knowledge and skills, which is especially important for those in developing countries who may not have access to the same educational resources as those in more developed countries. Third, it fosters innovation by bringing together people with diverse backgrounds and expertise. Finally, peer learning can help build social networks and promote social cohesion, especially among marginalized or isolated populations.

Furthermore, Comundos is using media literacy to bring intercultural dialogue into practice. Since the onset of the Covid-19 pandemic, online sessions have become increasingly prevalent, even in the most isolated places on earth. Online courses have proven to be an effective tool for bringing people together who speak the same language. For example, Comundos established an exchange program with Spanish-speaking individuals from Honduras, Guatemala, Ecuador, Bolivia, and Spanish-speaking Belgians. These participants were involved in social projects, and the methodology helped them to reflect on the core of their work with each other. Within the Portuguese language we brought 5 Brazilian<sup>1</sup> and 6 Mozambican<sup>2</sup>

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<sup>1</sup> <https://www.comundos.org/en/content/how-we-created-our-community-web-radio-cafund%C3%B3>

<sup>2</sup> <https://www.comundos.org/en/content/lack-access-communication-puts-our-community-risk?language=es>

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teachers together, to make stories. Some stories were very complementary, f. e. about community radio.

Comundos has been able to overcome geographical barriers and bring together people from different backgrounds. Through these efforts, Comundos is helping to create a more connected and resilient global community.

### **New Approaches to Learning in the Post-Pandemic World**

The pandemic has disrupted traditional ways of teaching and learning, but it has also created opportunities to explore new approaches. By leveraging online meeting tools, contextualized language courses, and podcasts, we can foster greater cultural exchange and learning opportunities that transcend physical boundaries.

Additionally, another innovative approach is the use of podcasts for peer learning. In one initiative, authors from French-speaking African countries such as Congo, Benin, Senegal, and Cameroon were brought together in a Zoom meeting to reflect on a common theme for a podcast. The podcast will feature interviews with authors, providing a platform for cross-cultural exchange and learning.

### **North and South**

Storytelling also helps to bring the Global South and Global North closer together. It helped the municipality of Evergem (small city in Belgium) gain new perspectives during corona. With the Municipal Council for International Cooperation (GRIS)<sup>3</sup>, the municipality of Evergem supports initiatives in Africa and Latin America, that are being supported by their own citizens. These projects are private initiatives done by Belgian citizens who want to support a project in the Global South, which they discovered through personal contact, when they travelled to the global south.

When the pandemic cancelled numerous initiatives, ranging from world festivals to charity stalls, digital communication offered an opportunity for a new and more substantive approach. Comundos and the municipality set up a project to connect partners in the Global South with a constituency in Evergem through digital storytelling.

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<sup>3</sup> <https://www.comundos.org/en/content/story-gris-evergem>

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‘At first, people here showed some resistance’ says North-South official Koen De Baets. ‘Many are older than 65 and they are not comfortable in the digital world. But for them too, it was a particularly instructive experience in the field of technical skills.’

The response of the Global South was an even bigger surprise. ‘By letting people from the Global South make their own story, you relinquish control’, explains De Baets. ‘The roles were reversed: the partners in the Global South turned out to be very adept at providing visual material and telling their story. Instead of benefactors, the constituency in Evergem became spectator and witnesses of the stories told by the Global South. Moreover, the partners of the Global South explained how they would like to develop their project.’

The project was wrapped up with a “film festival” during which about ten films were shown, and several “Oscars” were awarded. “The project was very intensive but very rewarding and instructive for all parties”, concludes De Baets.

The exchange between the Flemish community and the Global South is not limited to Evergem. In Sint-Niklaas, the twin city of Tambacounda in Senegal, they also used digital storytelling to shed light to the local issues in Tambacounda. The citizens of Tambacounda tell their fight against climate change, lack and importance of birth registration from a local official, and many more topics on challenges and solutions.

### **Partnerships**

Comundos has had a long-standing commitment to working with students, which has greatly enhanced the organisation's impact. The organisation has been fortunate to work with various university colleges and federal universities worldwide, attracting graduates in linguistics and pedagogy and journalism. Some of these graduates have stayed on for up to two years beyond their official internships, contributing significantly to the organisation's development.

In 2015, Comundos was fortunate enough to attract the attention of UNESCO, which led to the organisation being invited to conduct a workshop at the flagship conference on ICT held in Paris. The workshop was a resounding success, with participants joining Comundos' efforts to strengthen its work, up to now. Despite this initial success, Comundos has faced significant challenges in getting its objectives understood, as many NGOs in Europe still do not recognize the importance of media

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literacy in their projects. Moreover, NGOs in Belgium often overlook the influence of commercial media in the global south and do not prioritize media education in their programs, which has a significant impact on the education level of citizens.

Comundos has established partnerships with several universities worldwide, such as the Flemish university VUB, the Faculty of Linguistics, which helps translate and subtitle most of Comundos' videos in English, Spanish, Dutch, and French. Talented master students at VUB have also helped Comundos develop new pedagogical oriented chapters, and each student has been able to develop a chapter based on their interests. The University of Ghent's digital content creation program has also partnered with Comundos. Comundos has collaborated with 'La Universidad El Rosario' in Colombia on the extension project with indigenous people. The latter has resulted in virtual exchanges with the Surui people in Brazil.

An Erasmus+ cooperation with Birarada Association in Turkey ( Academics for Peace) is on its way.

Comundos has also given guest lectures at University College Leuven-Limburg (UCLL), where students have become our first long-term volunteers in organising the organisation's work, mostly in translation.

Thomas More University College also sent students to Brazil to create a documentary in the popular neighbourhoods near Rio de Janeiro<sup>4</sup>. Furthermore, Comundos has partnered with several Belgian NGOs, including Disop and Via Don Bosco, together with their local NGOs, which have incorporated Comundos' work into their programs, teaching over 700 teachers in different countries.

The organisation believes that its partnerships with universities, NGOs, and students are vital to its continued growth and success in promoting media literacy in the global south.

### **Identity Development through Digital Storytelling**

Identity Development through Digital Storytelling

Storytelling is a compelling tool that can support students in exploring and developing their own identities through

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<sup>4</sup> <https://www.comundos.org/en/content/about>  
<https://biraradademek.org/our-goal-aim-and-principles/>

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1. Reflection and self-awareness: the workshop or masterclass make the participants reflect on their own experiences, values, beliefs, opinions and have a deeper understanding of themselves.
2. Creative expression: By providing a creative way for participants to express themselves in ways that may not be feasible through traditional writing or verbal communication, conveying their ideas and emotions in an engaging and compelling manner.
3. Empathy and perspective-taking: Making a digital story can also enable students to cultivate empathy and understanding for others by exploring diverse perspectives and experiences.
4. Connection and community-building: The workshop fosters community-building among participants. By sharing their stories with others, participants find commonalities and build relationships founded on shared experiences and interests.

### Some testimonies about the role of Comundos

In recent years, digital storytelling has emerged as a powerful tool for promoting self-expression, creativity, empathy, and community-building. In this text, we highlight the experiences of several individuals who have participated in digital storytelling workshops offered by Comundos, that seeks to empower people around the world to share their stories through digital media.

- Giovanna Quaranta, Master in pedagogy, VUB (Italy):<sup>5</sup>

In the 21st century, telling your own story with the aim of informing the public and raising awareness on topics that often we don't know much about, is an urgent action to fight against the rise of misinformation, disinformation and massive influence of commercial media.

- Sheila, Master in pedagogy, VUB (Spain)<sup>6</sup>

This experience has made me acquire collaborative, digital, social media management, content design and digital teaching skills, as well as giving me the chance to teach and learn at the same time. As a social educator and future education scientist, these skills are crucial to promote quality education, sensitize people, and achieve the Sustainable Development Goals (SDGs).

- Yokossi Iropa René (Benin)

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<sup>5</sup> <https://www.comundos.org/en/content/look-my-internship-comundos>

<sup>6</sup> <https://www.comundos.org/en/content/my-experience-intern-comundos>

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As a participant of the course offered by COMUNDOS, I am Yokossi Iropa René from Benin, previously held the belief that digital production was an exclusive realm of privileged professionals. However, my encounter with Comundos through Bart and the Merelbeke-Toucountouna partnership transformed my perspective. Through the course, I learned to bring my stories, activity reports, and awareness sessions to life by producing digital stories. The process not only enhanced my writing and synthesis skills but also sparked my creativity and curiosity. Every set of beautiful images inspires a new story for me. Through digital storytelling, I aim to leave a positive impact on my community and inspire others to do the same.

- Rejoice (Nigeria)

Until May 2022, I had a limited understanding of digital storytelling, but that changed when I attended a Zoom workshop organised by Comundos. Through this program, I gained a wealth of practical knowledge on fake news and content creation, which proved invaluable in enhancing my ability to detect fake information. As a result of the workshop, I was able to create my own story almost immediately after its completion, which was both exciting and fulfilling. Comundos' course on digital storytelling not only taught me how to quickly organise my ideas into a coherent story, but also offered a comprehensive approach to content creation.

I am immensely grateful to Comundos for providing such an enlightening experience, which transformed my storytelling capabilities from almost non-existent to highly proficient. Thanks to this workshop, I can now creatively tailor my ideas more efficiently and present them as digital stories that contribute to community development.

- Assoc.Prof. Asli Telli (Witwatersrand University / Johannesburg / Cologne / Istanbul). Together with Prof. Telli we gave a workshop to Academics in Solidarity at the Free University of Berlin. A comment on what she experienced:

As academics, we tend to prioritize theory and teaching in education, often overlooking the fact that each learner has a unique story to tell. However, digital storytelling presents a practical approach to learning that can flip the traditional educational paradigm.

Through my work with exiled academics, I have witnessed the profound impact of digital storytelling. As my colleagues narrated their stories of displacement in digital form, they not only heard their own voices but also gained a new



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appreciation for the process of storyboarding and making their stories heard. This experience transformed them into lifelong learners of digital media and intergenerational trainers of experiential storytelling.

Digital storytelling offers a powerful tool for creating empathy and understanding, particularly in the context of displaced communities. By sharing their experiences through digital media, exiled academics and others can break down barriers and connect with wider audiences. As academics, it is important for us to recognize the value of experiential storytelling and to incorporate it into our teaching practices. By doing so, we can create a more inclusive and engaging learning environment that truly honours the stories of each individual learner.

### **Lack of financing of media literacy**

To address the current lack of financing for media literacy, it is essential for governments, private organisations, and individuals to recognize the critical importance of media literacy education and provide adequate funding and support for its implementation.

. The lack of resources can limit the reach of these programs, particularly among marginalized communities and those with limited access to education and resources. As a result, these individuals and societies may be more vulnerable to media manipulation, disinformation, and propaganda.

### **The beginning of 2023**

In January and February 2023, Comundos conducted two workshops in isolated areas of Brazil. One workshop was held with young people from six Maroon communities in Itapecuru-Mirim, located in the state of Maranhão.

The other workshop was held in the territory of the Surui people near Cacoal, Rondônia, with an indigenous tribe in the Amazon. During these workshops, a new approach was tested whereby all editing work was done on a cell phone, eliminating the need for computers. Fortunately, as only two out of the 15 participants in each group knew how to use a computer, this approach proved to be effective since all participants had access to a smartphone.

The implications of this new approach for Comundos are yet to be fully discovered, as it could potentially reach a much broader audience going forward.

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Perhaps this evolution could lead toward citizen journalism or even be integrated into school curricula. Only time will tell what the future holds for Comundos.

### **Conclusion**

In conclusion, Comundos offer a unique and valuable contribution to media information literacy. As highlighted in this chapter, the Comundos approach emphasizes the importance of understanding the context of media messages, questioning assumptions and biases, and actively engaging with media as part of a broader community by using digital tools that help to bridge the gap between different cultures and promote understanding among people. By promoting critical thinking and media literacy skills in this way, Comundos not only equip individuals with the tools to navigate complex media landscapes but also contribute to building more informed, engaged, and democratic societies. Furthermore, the emphasis on community and collaboration within the Comundos approach highlights the importance of working together to create meaningful change in media and society. Ultimately, by incorporating the Comundos approach into media information literacy education, we can empower individuals to become more active and responsible media consumers and citizens.

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