



مسقط 2024
Muscat 2024



إيسيسكو
ICESCO

ICESCO Education Ministers Conference

ICESCO EMC 3

Beyond Transforming
Education Summit:
from Commitments to Actions

2.3

Media Education: Horizons and Aspirations

Muscat,
Sultanate of Oman

2-3
October

2024



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09.15

POT:
rig (82.05)**21-22/02/2024****ICESCO Headquarters, Rabat, Kingdom of Morocco****Organizers of the Symposium (04)**

- Naif Arab University for Security Sciences;
- Islamic World Educational, Scientific, and Cultural Organization (ICESCO);
- League of Arab States (Media and Communication Sector - Technical Secretariat of the Council of Arab Information Ministers);
- Ministry of Youth, Culture and Communication - Kingdom of Morocco.

**393 Participants****16 Member States**

Symposium Objective

Disseminate and consolidate the concepts, principles, and values of media and information education and integrate them into Arab educational curricula at all stages. This aims to foster critical thinking skills and develop the capacity to discern accurate information from reliable sources, and ultimately contribute to building an evolving Arab society where respect, understanding, and partnership prevail, thereby advancing the nation and preserving its achievements.

Symposium Themes:

- Leading Arab and International Experiences in Disseminating Media Education;
- The importance of Media Education in Enhancing the Security and Ethical Understanding of the Expression of Opinion: Analysis of Arab and International Media Legislation and Charters;
- Education-Media Partnership: A Strategic Vision towards Building a Sustainable Knowledge Society;
- Requirements for the Inclusion of Media Education in Arab Educational Systems;
- The Basics of Well-informed Dealing with Media and Information Sources;
- Artificial Intelligence and the Future of Media Education.

General supervision

- Vice President for External Relations at Naif Arab University for Security Sciences,
Dr. Khaled bin Abdulaziz Alharfash.

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Opening Speeches



H.E. Dr. Salim Mohamed AlMalik,
Director General of the Islamic World Educational,
Scientific and Cultural Organization.



Dr. Khaled bin Abdulaziz Alharfash,
Vice President for External Relations at Naif Arab
University for Security Sciences.



Pr. Dr. Farid El Bacha,
Acting President of Mohammed V University in Rabat.



**Superintendent General of Police,
Mr. Boubker Sabik,**
Spokesperson for the General Directorate of National
Security and the General Directorate of Territorial
Surveillance.



H.E. Mohamed Mehdi Bensaïd,
Minister of Youth, Culture and Communication of the
Kingdom of Morocco.



H.E. Jean Emmanuel Rimalba Ouédraogo,
Minister of Communication, Culture, Arts and Tourism
of the People's Republic of Burkina Faso.





Dr. Hicham El Blaoui,

General Secretary of the Presidency of the Public Prosecutor's Office- Kingdom of Morocco.



Participating Member States

The symposium saw the attendance of **393 participants** from **16 countries**, mainly:

- State of Qatar
- Kingdom of Saudi Arabia
- Sultanate of Oman
- Kingdom of Morocco
- Republic of Iraq
- Hashemite Kingdom of Jordan
- Islamic Republic of Mauritania
- Republic of the Sudan
- State of Palestine
- Arab Republic of Egypt
- Republic of Tunisia
- Republic of Yemen
- The Lebanese Republic
- People's Democratic Republic of Algeria
- Islamic Republic of Pakistan
- People's Republic of Burkina Faso



Keynote Speakers

A select group of experts, researchers, and academics participated in the symposium according to the following schedule of presentations:

Speaker	Themes
Session I: Leading Arab and International Experiences in Disseminating Media Education	
Session Chair: Vice President, Dr. Khaled bin Abdulaziz Alharfash	
Amb. Jumana Ghneimat	Jordanian National Strategy for Media and Information Education
Dr. Abdellatif Bensfia	National Strategies
Dr. Lubna Zaheer	Media literacy Levels in Educational Institutions and their Correlation with Terrorism Awareness in Pakistan
Dr. Zaid Abu Shama'a	Foundations for Understanding the Contemporary Environment: Towards an Effective Media Education
Session II: The importance of Media Education in Enhancing the Security and Ethical Understanding of the Expression of Opinion: Analysis of Arab and International Media Legislation and Charters	
Session Chair: Dr. Sulaiman Al-Eidi	
Dr. Ali Karimi	Limits to the Freedom of Expression: Between the Moral Requirement and the Power of the Legal Text
Mr. Wael Al-Shami	The Importance of Media Education in the Face of Media, Intellectual and Security Challenges
Brig. Gen. Abdullah Khalifa Salem Al-Muftah	The Importance of Media and Information Technology Education for Digital Media and its Impact on Enhancing Social Security
Dr. Jawhar Al-Jammousi	Cybersecurity Mirage and the Human Hostage between Reality and the Virtual World
Session III: Education-Media Partnership: A Strategic Vision Towards Building a Sustainable Knowledge Society	
Session Chair: Prof. Dr. Abdullah Al-Rifai	
Dr. Abdellatif Kidai	The Role of Media Education in Developing and Promoting Critical Awareness among Youth in the Age of Digital Media
Ms. Ibtissam Mohammed Al-Haidari	The Importance of Digital Citizenship in Achieving the Goals of Media Education
Prof. Dr. Heba Al-Samri	Modern Trends in Research to Spread the Culture of Media and Digital Education among Youth



Session IV: Requirements for the Inclusion of Media Education in the Educational System

Session Chair: Dr. Abdellatif Bensfia

Dr. Nathalie Eklimos	Requirements for the Inclusion of Media Education in the Educational Curricula in Lebanon
Prof. Dr. Wijdan Al-Tijani	A Student's Guide for a Well-informed Dealing with Media and Information Sources
Prof. Dr. Abdulaziz Muhammad Al-Ruwais	Requirements for the Inclusion of Media Education in Curricula and Educational Tools

Session V: Basics of Well-informed Dealing with Media and Information Sources

Session Chair: Mr. Samy El Kamhawy

Prof. Dr. Abdullah Al-Rifai	Cognitive Skills to Deal with Digital Media, a Necessity and a Societal Reality that Goes Beyond the Issues of Nomenclature
Dr. Sulaiman Al-Eidi	Complementarity Between Digital Platforms and Media Education
Major General Osama Khalaf	Basics of Conscious Dealing with Mainstream and Digital Media in the Security Field

Session VI: Artificial Intelligence and the Future of Media Education

Session Chair: Prof. Dr. Heba Al-Samri

Dr. Mesbah Mahmoud Al-Ali	Using Artificial Intelligence in Lebanese Schools of Journalism: Requirements and Challenges
Dr. Abdessamad Motiaa	Media and Communication Audiences and the Use of Artificial Intelligence Applications: What Future for Digital Media Education?
Dr. Maha Gmira	Artificial Intelligence in Education: Opportunities and Challenges
Major Dr. Khalifa Ahmed Buhashem Al-Sayed	Artificial Intelligence and the Future of Media Education

The Rapporteur of the Symposium: Dr. Sulaiman Al-Eidi, Assistant Professor, Advisor to NAUSS's Vice-Presidency for External Relations.



Amb. Jumana Ghneimat

Ambassador of the Hashemite Kingdom of Jordan to the Kingdom of Morocco

Abstract:

Highlighting the Jordanian Strategy of Media and Information Literacy (MIL), as Jordan is the first Arab country to have a strategy and an executive program that has been implemented since 2019. The Ministry of Government Communication has made significant progress in training media and education professionals on the field of media and information literacy.

Dr. Abdellatif Bensfia

Director of the Higher Institute of Information and Communication in Rabat, Kingdom of Morocco

Abstract:

This scientific paper aims to present a strategic vision for institutionalizing media education in Morocco, in light of global scientific and professional models and efforts. It takes into account two main considerations: first, the significant developments in technological and digital transformations among societies, as well as the expansion in the use of and exposure to social media content. Second, the specific societal and developmental needs expressed by Moroccan society as an Arab and Muslim community. The paper includes a detailed action plan for implementing this vision in the medium and long term.

Dr. Lubna Zaheer

Professor, Head of the Department of Film and Broadcasting at the University of the Punjab - Republic of Pakistan

Abstract:

This paper aims to explore the status quo of media literacy in educational institutions in Pakistan and its potential impact on counter-terrorism awareness among students. Given the unique challenges and the socio-cultural

context in Pakistan, the study seeks to evaluate the effectiveness of media literacy programs in enhancing critical thinking skills, identifying misinformation, and building resilience against terrorist propaganda. The research adopts a multi-method approach. Surveys were conducted among students to assess their ability to critically analyze media content, identify misinformation, and understand the nuances of terrorism-related narratives. Additionally, in-depth interviews were conducted with teachers and school counselors, responsible for delivering media literacy and awareness programs. This research aims to provide valuable insights into the current state of media literacy and awareness in Pakistan and their potential role in shaping counter-terrorism awareness among the public, particularly the youth.

Keywords: Media literacy, Media literacy and terrorism, Media literacy in Pakistan, Counter-terrorism awareness in Pakistan.

Dr. Zaid Abu Shama'a

Academic and Media Professional - Palestine

Abstract:

This scientific paper examines and analyzes three prominent features of the contemporary media environment, or the digital/social media, as understanding and examining these aspects serves as an entry point to developing effective and contemporary educational media visions. The first aspect is the role of digitized information and the power of the digitized informational environment in shaping the lives and beliefs of individuals and communities. The second aspect is the power and authority of audiovisual content and platforms as the main interactive tools in the current process of communication and information dissemination. The third aspect is the nature, impacts and drawbacks of the emergent and positive phenomenon of citizen journalists, often regarded as the highest form of high interaction in the modern communication environment.

Dr. Ali Karimi

Professor at the Faculty of Law in Casablanca
- Kingdom of Morocco

Abstract:

This paper emphasizes that while freedom of expression is the cornerstone of human rights, it should not be given free rein to the extent that it becomes invasive and violates these rights. Such violations occur through defamation, the spread of fake news, and the promotion of discrimination and hatred, among other forms. The significance of this perspective is heightened today with the spread of digital media, social media platforms, and citizen journalism.

Additionally, the paper questions whether the development of the internet and the spread of digital technology since the beginning of the third millennium have been free from oversight or whether they are subject to the authority of national laws, international charters and declarations, and the agreements, decisions, and recommendations issued by the United Nations.

Major General Osama Khalaf

Arab Bureau for Security Awareness,
Information, and Human Rights

Abstract:

The paper discusses the importance of the public's understanding of media and its impact on public opinion about security. It highlights the risks of unconscious exposure to digital media and the effects of traditional media on the audience and their safety. Additionally, it emphasizes the role of official police accounts in guiding the public and promoting conscious interaction with global content. The paper provides recommendations for enhancing quality and effectiveness in digital security, with a focus on developing security awareness content and using artificial intelligence in producing security media content.

Brig. Gen. Abdullah Khalifa Salem Al-Muftah

Director of Public Relations Department at the
Ministry of Interior, State of Qatar.

Abstract:

The paper discusses media education as one of the strategies to protect society from various crimes. The importance of the paper lies in its presentation of a digital epistemological media approach that helps security institutions develop their media strategies to enhance social security in the community. The paper aims to explore the resilience skills provided by social media platforms to protect and enhance social security, as well as to shed light on the contributions of the Qatari Ministry of Interior platforms (X and Facebook) in spreading security awareness.

Dr. Jawhar Al-Jammoussi

University Professor in Cultural Sociology
at ISAMM Higher Institute of Arts and
Multimedia at the University of Manouba -
Republic of Tunisia

Abstract:

The Internet of Things (IoT) infiltrates every corner of our lives, even the most intimate aspects of our existence, affecting the «physicality of humans,» that is, our tangible, sensory being. It makes us unwittingly subject to the emerging power holders in the world. We have witnessed a redistribution of authority, power, and truth with the widespread use of information and communication technologies in our modern societies. The concept of security has evolved, with cybersecurity now playing a significant role in our lives. We feel as though we are soaring freely in a globalized, open communication space that accommodates us and allows us to be active participants in a world we did not create, using advanced information technologies they developed and continuously sell to us.



Dr. Abdellatif Kidai

Dean of the Faculty of Education - Mohammed V University - Kingdom of Morocco

Abstract:

In a world characterized by an ever-increasing information flow and rapid technological advancement, the importance of media education emerges as a critical element in the upbringing of youth, providing them with the ability to critically think and analyze media content. This has become more necessary in an era in which facts are intertwined with opinions and fake news.

Today's youth face a highly complex media environment in which fake news and misinformation spread rapidly through digital platforms, making it challenging to distinguish accurate and reliable information. Hence, this paper highlights the importance of media education, as it lays the foundation necessary for critical analysis and source evaluation, aiding youth in gaining a deeper understanding of the content they are exposed to.

This paper outlines the main strategies used in media education to enhance critical thinking skills, analyze texts, images, and sounds, understand how media operates and impacts audiences, and learn to handle available information responsibly. Through educational courses, workshops, and group discussions, these goals can be effectively achieved.

Media education not only helps youth understand the media landscape but also enables them to participate more effectively and responsibly in the digital community. By developing these skills, youth become better equipped to handle the challenges posed by the modern media environment, thus becoming more aware and influential citizens.

Ms. Ibtissam Mohammed Al-Haidari

Research Professor at Media Faculty of the University of Aden – Republic of Yemen

Abstract:

The integration of digital citizenship into the media education curriculum has become a necessity to intensively safeguard children. As media content is now delivered through applications and websites, achieving tangible results through media education requires protecting and educating children on the use of communication and media technologies from which they receive media messages. This is the role of digital citizenship.

This Paper highlights the importance of digital citizenship in achieving the goals of media education.

Prof. Dr. Heba Bahgat Al-Samri

Dean of the Faculty of Mass Communication and Applied Languages - Arab Republic of Egypt

Abstract:

This study aims to monitor and analyze recent trends in research on promoting a culture of media and digital education among university youth across Arab and foreign studies from various research schools worldwide over the period from 2013 to 2023. This study falls under descriptive-analytical research, employing systematic review and meta-analysis methods.

In this context, both quantitative and qualitative analysis procedures were relied upon, where quantitative monitoring covered methodologies, data collection tools, sample types, and the research school under which the analyzed studies fall. Meanwhile, qualitative analysis addressed research topics and issues in media education, educational technology, the effectiveness of social media in media and digital education, the integration of digital media education into curricula, and assessment of topic and trend evolution over the years. The study also extracted key knowledge and methodological and theoretical contributions,

providing critical analytical comparisons between the American, European, and Arab paradigms to identify key areas to work on in Arab studies. Additionally, the Study monitored and analyzed the challenges hindering the reach of media and digital education culture and the opportunities offered by technology to improve media education teaching methods and skill development.

Dr. Nathalie Eklimos

Lebanese Journalist, Researcher in Media and Communication Sciences, University Professor – Lebanese Republic

Abstract:

Media has permeated all fields of life, multiplying its presence in light of the ongoing technological revolution and its branching communication tools. However, this presence has not increased without emerging challenges between the real and digital worlds; it came accompanied by various issues and disruptions, necessitating changes and setting requirements in most work methods, including teaching generally and educational curricula specifically. Among these requirements is the inclusion of media education as a subject in school. Thus, this research paper focuses on addressing the issue of integrating media education into curricula. The research questions addressed include:

- What do we mean by media education?
- What tools are necessary to shape and establish the identity of media education and make use of it as a subject in educational curricula, among other teaching materials?
- How do we prepare teachers to teach media education? And what is the relationship between media education and social responsibility?

Prof. Dr. Wijdan Al-Tijani

Professor of Sociology at the College of Criminology - Naif Arab University for Security Sciences

Abstract:

This proposal suggests preparing a guidebook for pupils in middle and high school, as they are more at-risk of unaware interactions with digital communication means, necessitating enhanced security awareness and promoting safe interaction culture with these means. The Guidebook aims to involve educational institutions in its preparation and adoption as an educational tool that supports the dissemination of media education in school curricula.

Prof. Dr. Abdulaziz Muhammad Al-Ruwais

Program Supervisor, Advisor to the Arab Bureau of Education for the Gulf States

Abstract:

In the digital age we live in, media education has become an urgent requirement to create informed citizenship and significantly contribute to achieving sustainable development goals.

The interest in media education for general education students is part of the effort to develop pre-university curricula. It aims to equip general education students with the skills and knowledge to consciously interact with media content, fostering their personality and protecting them from the negative broadcasts in the media. It also promotes the concept of media education and related attitudes in educational institutions.



Prof. Dr. Abdullah Al-Rifai

Academic and Media Professional – Kingdom of Saudi Arabia

Abstract:

The cognitive skills to deal with digital communication media have become a necessity and a societal reality that goes beyond the issues of nomenclature

We live in an era where culture precedes technology, and technology amplifies culture to the point where media products can be widely disseminated in a larger society. The emergence of the internet brought about changes in many aspects of our lives. Modern messaging means altered the way we communicate, making advanced communication the key to technology.

Dr. Sulaiman Al-Eidi

Assistant Professor, Advisor to NAUSS's Vice-Presidency for External Relations

Abstract:

The concept of digital platforms on the web has presently become defined as a means of developing social relationships, promoting culture, and maintaining its cohesion. Media education contributes by being a powerful tool in shaping the culture of the younger generation with regard to what is presented across the various digital platforms, how the discourse is built through them, and conveying the message to our generations from these platforms. Thus sparking complementarity between media education and these digital platforms.

Mr. Wael Al-Shami

Media and Public Relations Officer at the Arab Bureau for Security Awareness, Information, and Human Rights

Abstract:

The Paper overviews the role of media education in addressing media, intellectual, and security challenges, as well as the issue of media

education and its role in the safe use of media by the public to confront intellectual and security challenges, given the significant adverse effects of intensive use of both traditional and digital media, such as social networks and digital platforms, on children, adolescents, and youth.

Dr. Mesbah Mahmoud Al-Ali

Journalist, Advisor to the Lebanese Minister of Information for Political and Media Affairs - Republic of Lebanon

Abstract:

This research paper addresses the issue of using artificial intelligence technologies in media and journalism schools in Lebanon, aiming to uncover the requirements of the media educational environment in these schools and the challenges they face in their approach towards using AI technologies.

The importance of this paper lies in the significance of the research topic, as AI and its applications in media and journalism are rapidly evolving, and understanding the mechanisms of harnessing it in this context requires training, education, and development led by journalism schools and related media and training institutions. Media education is crucial for dealing with AI technologies and tools in accordance with professional ethics.

The research paper also describes the concept of media AI, especially since AI journalism has come to dominate digital media, leading to fundamental changes in the overall media work process. This change will necessarily affect producers (communication officers) and receivers, who are the readers and followers of media content.

Dr. Abdessamad Motiaa

Deputy Director at the Higher Institute of Information and Communication in Rabat - Kingdom of Morocco

Abstract:

Thierry Ménissier identifies four categories of ethics in artificial intelligence: computer ethics; algorithmic ethics; robotic or artificial ethics; digital ethics; and ethics of AI uses (or UX AI ethics). He adds that these models can be misused by professionals in various academic fields. Clarifying the nature of each category and identifying their interactions and boundaries enables the proper use of AI. Using AI applications poses several issues related to respecting rules, behavior, and ethics, and media education can be mitigating agent for a safe and purposeful use.

This scientific paper aims to identify the issues related to the use of AI applications by the media and communication professionals, and the role of digital media education in empowering them with the related ethics. This paper attempts to answer a central question: How can the use of AI applications by media and communication professionals be improved through digital media education? It also proposes an approach to digital media education that enables respect for AI ethics by the media and communication circles.

Dr. Maha Gmira

Expert in Artificial Intelligence Strategies and Gender at the United Nations Development Program

Abstract:

Building the future requires a thoughtful integration of the latest technologies into educational frameworks, and the importance of AI's role lies in instilling media responsibility in educational curricula, especially in the Arab world. As technology continues to redefine how information is accessed and disseminated, it becomes crucial to equip youth with the

tools necessary to navigate the digital world responsibly. By incorporating AI algorithms into educational programs in Arab countries, educators can guide students in critically evaluating information sources, identifying misinformation, and understanding the ethical implications of media use. This forward-looking approach not only prepares students to face the challenges of the digital age but also cultivates a generation with media awareness capable of making informed decisions, contributing to the development of responsibility and awareness in citizens in the Arab world.

Major Dr. Khalifa Ahmed Buhashem Al-Sayed

Assistant Director of the Security Researches and Studies Center, Faculty Member at the Police College - State of Qatar

Abstract:

This paper examines the significant role of media education in fostering positive interaction with other cultures in an environment governed by coexistence and tolerance. It reveals mechanisms for using AI applications and technologies to ensure the quality of media education in the future, which can shield individuals from the psychological, cultural, and social issues that may arise from negative engagement with digital media, and helps create a social climate in which tensions caused by sharp biases in some media content are reduced.



In the name of Allah, the Most Gracious, the Most Merciful,

The Islamic World Educational, Scientific and Cultural Organization (ICESCO) and Naif Arab University for Security Sciences, in partnership with the League of Arab States and the Ministry of Youth, Culture and Communication in Morocco, organized the international scientific symposium on “Media Education: Prospects and Aspirations” at ICESCO headquarters in Rabat on 21 – 22 February 2024. The Symposium was attended by experts and university professors from Morocco, Tunisia, Yemen, Egypt, Lebanon, Palestine, Jordan, Saudi Arabia, Qatar, and Sudan.

The opening session featured speeches of H.E Dr. Salim M. AlMalik, ICESCO Director-General; H.E Dr. Khaled bin Abdulaziz AlHarfash, Secretary of the Supreme Council of Naif Arab University for Security Sciences in Saudi Arabia; H.E Mohamed Mehdi Bensaid, Minister of Youth, Culture and Communication in Morocco; H.E Jean Emmanuel Rintalba Ouédraogo, Minister of Communication, Culture, Arts and Tourism in Burkina Faso; and H.E Dr. Abdellatif Miraoui, Minister of Higher Education, Scientific Research and Innovation in Morocco, represented by Dr. Farid El Bacha, Acting President of Mohammed V University in Rabat. Additionally, an address was delivered by H.E Mr. Hassan Daki, Prosecutor General of the King at the Court of Cassation, President of the Public Prosecution Office, represented by Dr. Hicham El Blaoui, General Secretary of the Presidency of the Public Prosecutor’s Office, and a speech from Mr. Abdellatif Hammouchi, Director-General of National Security and Territorial Surveillance in Morocco, Member of the Supreme Council of Naif Arab University for Security Sciences,

represented by Superintendent General of Police, Mr. Boubker Sabik, Spokesperson for the General Directorate of National Security and the General Directorate of Territorial Surveillance.

All speeches converged towards reaffirming the importance of the Symposium’s topic and highlighted the role of media education in promoting social peace and anchoring the notion of moderation in sound citizenship education, advancing societies, and keeping up with contemporary developments and requirements. After that, the Technical Secretariat of the Council of Arab Information Ministers requested the presentation of the recommendations issued by this Symposium at the regular session (54) of the Council of Arab Information Ministers for approval and implementation. They also urged ICESCO and Naif Arab University for Security Sciences to prepare a series of guidebooks to enhance media education that are suitable for different age groups, educational needs, and student academic levels. In conclusion, they praised the organizers and thanked them for their diligent and outstanding efforts in managing and conducting the Symposium’s proceedings, particularly ICESCO and Naif Arab University for Security Sciences, and called for continued organization of conferences, symposiums, and workshops within the Islamic world to reinforce the role of media education in establishing global peace and rejecting hate speech.

The Symposium’s opening was attended by numerous dignitaries, ministers, ambassadors, professors, experts, students, researchers, those interested in education, media, and communication issues, and representatives of local and Arab print, audio, and visual media outlets.

Recommendations

After presenting the research papers and interventions, and exchanging opinions on them, the participants issued the following recommendations:

1. Establishing the values of active and enlightened citizenship among youth and enhancing their understanding of digital ethics and personal responsibility in media use and content creation, with a focus on respect, honesty, and integrity in the digital sphere;
2. Investing in media education to instill global citizenship values to create a fairer, peaceful, tolerant, and inclusive world and updating legal systems to align with the ever-evolving landscape of media education;
3. Drafting a comprehensive code of ethics to establish clear professional, legislative, and ethical guidelines for utilizing artificial intelligence technologies in media practices and leveraging these technologies to enhance the skills of creating responsible and innovative media content, thus ensuring quality media education for future generations;
4. Encouraging media institutions to actively participate in offering regular national media education programs;
5. Enhancing partnerships with Arab and international organizations to exchange and transfer expertise, and enhance the implementation of media education practices to achieve sustainable development and address media, intellectual, and security challenges;
6. Calling on specialized educational institutions in the Member States to integrate media education in curricula and extracurricular activities to build a responsible and media-literate generation capable of understanding the profound impact of media on shaping the public's opinion on security;
7. Training curriculum developers, instructors, media professionals, and journalists to adopt media education standards in their respective fields, which would equip the new generation with the skills needed to navigate the complexities of digital media;
8. Enhancing the effectiveness of media education to develop critical thinking skills and critical analysis of information sources, media content and messages, and social media, enabling individuals to recognize misleading and false information;
9. Creating interactive digital spaces that bring together youth to confront the fragmentation imposed by digital media, promoting concepts and aligning interests among digital generations to suit the national cultural, social, political, and heritage context.







     
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