

This transdisciplinary book was organized by professors Mitsuru Yanaze and Felipe Chibás Ortiz, bringing together renowned authors of chapters from Brazil, China, Cuba, Jamaica, Spain, United States, France, India, Italy, Nigeria, Kenya, South Africa, Morocco, Russia, Mexico, among others, being published by the University of São Paulo with the support of GAPMIL of UNESCO.

This innovative text that shows chapters with a quali-quantitative approach written by scientists, researchers, activists, artists, consultants and market professionals, 13 indicators and some metrics that should be considered to build new urban spaces or rebuild There are still, following the principles of MIL Cities (Media and Information Literacy Cities), novo framework defended by UNESCO.

MIL Cities or urban spaces with media literacy in 360 degrees, only those that can use as new technologies, more like co-participation of new stakeholders, such as startups, companies, academia, artists, governments and policy makers, international institutions and influencers, using Artificial Intelligence, or Blockchain, or Big data, robotics and new technologies in general, but respecting diversities and empowering ethics, sustainability, critical thinking and co-creation and responsibility for the socio-environmental impacts. This framework is an evolution of Smart Cities, which often underestimate human factor and the role of each citizen in the process.

This text serves as the foundation of the application to guarantee the interests, which at the request of UNESCO are being developed by the Thot-CRIARCOM team, led by Prof. Felipe Chibás Ortiz. <https://en.unesco.org/milcities>

The book is addressed to all who want to see how it will be or future of the cities.

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Mitsuru Yanaze
Felipe Chibás
editors

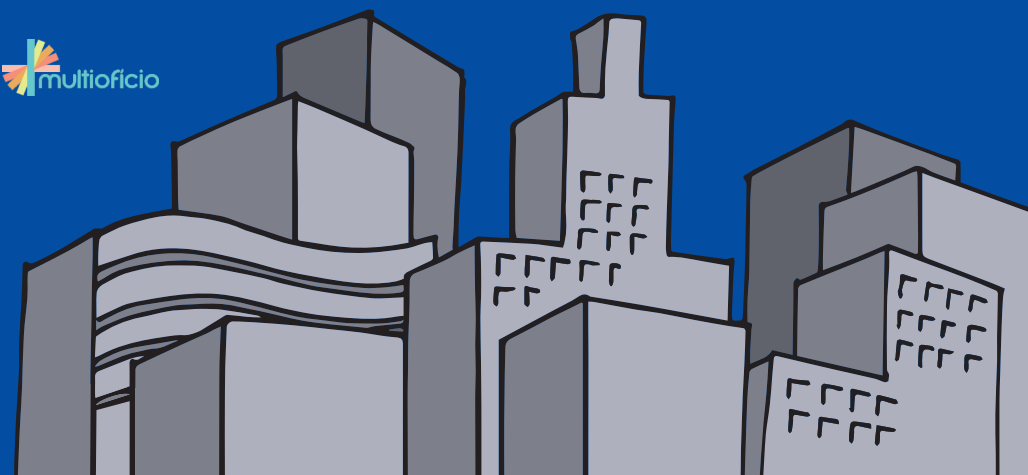
From smart cities to MIL cities
Metrics inspired by UNESCO's vision

From smart cities to MIL CITIES

Metrics inspired by UNESCO's vision

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Mitsuru Yanaze
Felipe Chibás



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Among his books, MARKETING, COMMUNICATION, INNOVATION AND TECHNOLOGY in the MIL CITIES (2019) stands out, organized with Felipe Chibás Ortiz and authors from many countries, edited by USP with the support of UNESCO GAPMIL. Also the MARKETING AND COMMUNICATION MANAGEMENT: ADVANCES AND APPLICATIONS.

Trainer of many generations of scholars and marketing professionals and is the coordinator of the Communication and Marketing Management course at ECA / USP, which is offered in person and EAD.



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He is the author of 23 books, published in several countries and languages. Among them stands out MARKETING, COMMUNICATION, INNOVATION AND TECHNOLOGY in MIL CITIES (2019), organized with Mitsuru Yanaze. Also the title CREATIVITY, INNOVATION AND ENTREPRENEURSHIP in the digital age and M@RKETING PESSOAL DIGITAL, the latter published by Atlas.

He coordinates the annual international event CULTURE, COMMUNICATION, MARKETING AND COMMUNITY and the research group Toth-CRIARCOM, a transdisciplinary team of studies on Creativity, Innovation, Communication and Digital and Personal Marketing, as well as in MIL Cities, from CEACOM - ECA / USP.

**From smart
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MIL
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From smart cities to **MiL** CITIES

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FOREWORD

The title of this book is an important and enthusiastic piece of work. The editors and authors are not only transmitting a shared vision but also planting seeds that could germinate and regenerate over and over again to create a forest of change in societies.

That Smart Cities are upon us is unquestionable, inevitable and irreversible. The average citizen may or may not have heard of the concept of Smart Cities. Most citizens¹ do not understand the implication of Smart Cities in their lives. Anyone who depends on any form of information, uses technology, or engages with media in their daily lives should learn more about, and get involved in MIL Cities.

The usefulness of this book is that it does not drag the reader into the debates of the positive or the negatives of Smart Cities. Rather, it offers pragmatic ways for citizens to prepare themselves to reap the benefits of Smart Cities and self-protecting from the attendant downsides by becoming media and information literate. It also suggests various ways in which city actors can proactively contribute to transforming people's lives in cities with media and information literacy (MIL).

Rebuilding cities and communities based on technology is more than 30 years in the making. Regenerating cities and communities grounded on information and communication goes much farther back. The reader of this book must ask the question, how and where do we start? Do we start with infrastructure, citizens (people), or both? The editors of this book have skilfully illuminated the necessities to fuse people with infrastructure, hence the title.

In 2013/2014, UNESCO put forward the idea of *MIL Citizens* in two of its trendsetting resources, the model *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* and the *Media and Information Literacy Policy and Strategy Guidelines*. The latter resource proposes MIL Citizens as the desired outcome of national MIL policies and strategies frameworks.

Circa 2016, the UNESCO-led Global Alliance for Partnership on MIL (GAPMIL) broached the idea of MIL Cities in a networking dialogue. UNESCO used this as a title of a session at the 2016 Global MIL Week Feature Conference in Sao Paulo, Brazil. In 2018, UNESCO spearheaded Global MIL Week 2018 with its feature events in Kaunas, Lithuania and Riga, Latvia, under the theme *Media and Information Literate Cities: Voices, Powers, and Change Makers*. By 2019, UNESCO and partners promoted the Global MIL Week theme, *MIL Citizens: Informed, Engaged, Empowered* with its feature events in Gothenburg, Sweden.

This book demonstrates a successful development process. Some people plant, others water, and yet others collect, store, and distribute the harvest. The editors of this book embody that spirit. Seeds of MIL Cities have been planted. The UNESCO Global Framework for MIL Cities invites pioneering cities to pilot the concept, <https://en.unesco.org/milcities>. Every reader,

¹ By citizens, I mean metaphors of citizenship rather than a strictly legal category – thus including all peoples.

writer, and all city actors can help to realize a full harvest of MIL Cities. Whether you are a regular citizen with interests in these topics, someone who knows nothing about these topics, or an information, media, technology, education, culture expert, etc. there is something for you in this book.

The *UNESCO Cities Platform* and *World Cities Day*² offer an even broader perspective of integrated knowledge for change. "A city's ability to adapt to an uncertain future is vital for its resilience and creating lifelong learning opportunities for all, including safely making the most of digital technologies... The *UNESCO Cities Platform* is a way of bringing several issues together to be able to examine them from a holistic perspective, and propose fresh ways of tackling emerging issues. Science, technology and innovation policies in cities may provide enhanced capacities to engage, to connect, to act and to be resilient³."

I have emphasised elsewhere that the move from MIL Cities to MIL Citizens is a natural transition highlighting that change always starts with people. The UNESCO MIL Cities initiative enables non-traditional stakeholders, including city mayors, election networks, policymakers and planners in transportation, health, entertainment, housing, hotel industries, public and commercial spaces, as well as other players in city-life, to promote MIL learning creatively. A key point here is how international cooperation can lead to the expansion of MIL not only to individuals but also to different social groups (refugees, children, migrants, those affected by disasters, those who are susceptible to crime, drugs, and violence) as well as institutions. This is one of the reasons that UNESCO started GAPMIL and *Global Media and Information Literacy Week* as two international platforms to stimulate initiatives like MIL Cities.

I think that the editors of this book open a valuable window to stimulate more discussion towards innovating MIL Cities.

The hope is that many other authors will popularise the obvious impact that MIL Cities could have.

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² <https://en.unesco.org/news/unesco-celebrates-world-cities-day-31-october-2019>. Accessed on 23 February, 2020

³ https://en.unesco.org/system/files/en_world-cities-day_concept-note.pdf. Accessed on 23 February, 2020

⁴ This Foreword is written as part of the author's work as Programme Specialist in the Section for Media and Information Literacy and Media Development, UNESCO. However, the ideas and opinions expressed are not necessarily those of UNESCO and do not commit the Organization.

PREFACE

MIL Cities - The future of urban spaces

It is an honor to present this book with research reports, debates and free texts on the concept of MIL Cities that make up this monograph. Contributions are essential to help multiply more real urban MIL cases in a connected and highly technological world, but must use these advances with a human sense. In this area, the MIL empowerment of citizens is essential. This concept has been created by GAPMIL, which is the Global Partnership Alliance for Media and Information Literacy, led by UNESCO, with representatives from more than 80 countries on all continents. This alliance encourages, with the support of academics, private entities, government agencies and representatives of the whole society, the promotion of democratic projects where every citizen has the right to use information and mass media, with conscience, free expression and responsibility.

The concept of MIL cities is ideally applied to territories that focus their local initiatives to encourage the use of information and consequently the so-called Creative Cities, Educating Cities and Smart Cities can educate for the critical and creative reading of reality, the Communication and information.

The aforementioned concept of MIL Cities is based on the integration of various public policies, which was discussed during the event, Global MIL Week 2018, in Lithuania and Latvia, organized by UNESCO, in addition to other international organizations. The contributions of this book are important for those interested in the good use of information for the construction of citizenship. I hope you enjoy reading chapters by authors from several countries, who intended to think about a truly human future for urban spaces.

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INTRODUCTION

This new book has its natural precedent in the book **MARKETING, COMMUNICATION, TECHNOLOGY AND INNOVATION**, in the MIL Cities, which brought together renowned authors from Brazil, China, Cuba, Spain, United States, France, England, India, Italy, among others, published in 2019 by the University of São Paulo with support from GAPMIL and also organized by professors Mitsuru Yanaze and Felipe Chibás Ortiz. This text was presented during the Gothenburg Book Fair, in Sweden in 2019, as well as at the V 5th International Meeting of **CULTURE, COMMUNICATION, MARKETING AND COMMUNITY** in Cuba and at Bradesco's Inovabra and at the University of São Paulo (USP), in Brazil.

The book's organizers believe in the so-called MIL cities. This is the construction of cities that use the new technologies, but with the participation of new stakeholders, such as government officials and policy makers, influencers and young people, using Artificial Intelligence, Big data, robotics and new technologies in general, but in an ethical, sustainable, critical and creative way and taking responsibility for the social impacts it causes. Smart city initiatives often underestimate the role of citizens in this process.

The MIL Cities framework implies teaching citizens, as well as public and private organizations, to take a critical look that will make it easier for them to read and overcome and / or get around in a creative way, the Cultural Barriers to Communication that they have or face, as was seen during the 2018 Global MIL Week, held in Kaunas Lithuania (UNESCO), where this topic was widely discussed. Cultural Barriers to Communication, such as sexism, ethnocentrism, religiocentrism, among others, tend to be present in the formal education offered today and in books and communication and marketing pieces broadcast in traditional and digital media (CHIBÁS ORTIZ, YANAZE, FLORES, 2018; UNESCO , 2019). Also in the programming of Artificial Intelligence and chatbots that sometimes reproduce prejudices such as sexism among others. Thus we see, for example, that many of the digital attendants are female, reproducing once again the prejudice referring that women can only perform subordinate jobs, subordinate to men.

Fake news, deep fakes, misinformation, creation of factoids and alternative facts, negative propaganda against a candidate or political project, purposeful creation of narratives and selective stories with manipulative intentions, encouragement of post-truths (believe only what reinforces "my truth" or beliefs), intolerance, radicalization, etc. obscures the benefits of having more access to information, technology and new digital media. By promoting MIL cities, societies can be helped to think and act in a more critical and reflective way, and in this way put us on the path to positive and sustainable creative change.

The concept of MIL City includes action in physical and digital spaces and includes both traditional actors in formal education (schools, universities, teachers, students, families), but also marketers, startups and journalists, public and private institutions, creative networks,

researchers, activists, ecologists, entrepreneurs, government officials, policymakers, electoral commissions, transportation systems, public health, artistic and cultural groups, NGOs, trade associations, libraries, museums, community projects, etc.

The specific themes present in the chapters are among the group of 13 indicators and metrics that have been researched to evaluate MIL Cities, by the Toth-CRIACOM team (Creativity, Innovation, Communication and Marketing), led by Prof. Felipe Chibás Ortiz with the direction of UNESCO. These 13 indicators and their respective metrics were presented in the last edition of Global MIL Week in Gothenburg (2019), by Professor Felipe Chibás Ortiz.

The chapters of the authors of the current book were written with a qualitative and quantitative approach. Each author wrote a chapter aimed at one of the 13 indicators described above, but showing the development of this indicator, without addressing all its metrics or quantitative ways of evaluating or measuring that indicator. In this way, practical experiences, cases and theoretical speculations are told about how MIL Cities can be

The book brings together renowned authors from several countries, such as the United States, France, Italy, Russia, China, India, Mexico, Kenya, Nigeria, South Africa, Jordan, Brazil, Jamaica and Cuba, among others. We hope you enjoy this text that tries to look at the present with a look to the future.

Prof. Dr. Mitsuru Yanaze of CEACOM- Coordinator of the Center for Evaluation and Measurement Studies in Communication and Marketing at the University of São Paulo

Prof. Dr. Felipe Chibás Ortiz from CEACOM- Center for Evaluation and Measurement Studies in Communication and Marketing at the University of São Paulo

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PRELIMINARY NOTE

How to measure the immeasurable?

This was the challenge before us, not only to think about the architecture of this book, but also when we set out to metrify cities, that is, to explain how the concept of MIL Cities could be something more visible, palpable and achievable by any small city, medium or large, with large or little technological investment.

For this reason, the chapter authors of this book, most of them considered experts at GAPMIL (Global Alliance for Media and Information Literacy Partnerships), an organization led by UNESCO, took a qualitative and quantitative approach. That is, each of them wrote from a theoretical-practical perspective their experiences, cases or future theoretical constructions on any of the 13 indicators and their respective 160 metrics that are being elaborated and researched by the Toth-CRIARCOM team (Creativity, Innovation, Communication and Marketing) UNESCO Sub-Guidance (2019-b). In this regard, the MIL Cities Metrics application is also being developed in order to be able to evaluate as objectively as possible cities wishing to have this perspective (2019-c). The demo of this app can be accessed from the UNESCO website at <https://en.unesco.org/milcities> The concept of MIL Cities (UNESCO, 2018) is an evolution of Smart City and City of Knowledge, as to be truly sustainable, smart cities must also be MIL cities. This implies educating, empowering and empowering city dwellers of all age groups and social classes, as well as various stakeholders from the most traditional to the least traditional, such as startups, subways and other public modals in the city, travel agencies. communication and marketing, banks, among others, to establish networks of cooperation and make a critical, ethical, truly creative and responsible use of the new infrastructures and technologies that contemporary cities offer.

When discussing smart cities, the prevailing tendency is to understand that the massive amount of data generated at all times about cities (big data) must be extracted, filtered, structured and systematized to compose key performance indicators (metrics) relevant and strategic. In the case of MIL Cities, that is, media and information literacy in the context of cities, the essence lies in the empowerment of these indicators in order to promote the transformative action by the various agents of the context of social structures, focusing on improvement of the common good, fostering citizenship and respecting diversity in a sustainable way, with the co-creation and co-participation of people and new social actors in city government. That's why people and organizations that are empowered in this way develop critical skills that allow them to better handle fake news and deep fakes.

Thus, it is possible to consider that the MIL Cities framework is directly linked to citizenship education, since it presupposes reading, understanding, argumentation and opposition, and the creation of new content: that only a conscious citizen with critical thinking and Developed

creative programs will overlap the quantitative metric, for example, the rate of schools per city dweller to the meaningful discussion of what is quality integral education for the city.

The topic of MIL cities was raised in the Global Framework for MIL Cities (UNESCO, 2018) and is also one of the topics that were discussed as new MIL trends in the Media and Information Literacy Curriculum for Teachers International Consultative Meeting (UNESCO, 2019-a), associated with the theme of Cultural Barriers to Communication, as it is difficult to build an unethical MIL city, neighborhood or community with many cultural barriers, stereotypes and prejudices about each other (CHIBÁS ORTIZ, 2019-b).

The MIL Cities framework implies teaching citizens, as well as startups, public and private organizations to have a critical eye that makes it easy for them to read and overcome and / or creatively circumvent the Cultural Barriers to Communication they have or face, as it has been seen during the 2018 Global MIL Week, held in Kaunas (UNESCO), where this topic was widely discussed. Cultural Barriers to Communication, such as sexism, ethnocentrism, religiocentrism, ethical distortions, limited opportunities for young and old, language barriers with immigrants or people from disadvantaged regions, financial constraints, mistreatment of the disabled, bullying, among others, are often present in the formal education offered today and in books and pieces of communication and marketing in traditional and digital media (YANAZE, CHIBÁS ORTIZ, 2019). Also in the programming of Artificial Intelligences and chatbots that sometimes reproduce prejudices such as sexism among others (CHIBÁS ORTIZ, 2019-a). Thus we see, according to the UN in a report cited by UNESCO, that many of the digital attendants are female, reproducing once again the prejudice that women have to perform subordinate functions to men (UNESCO, 2019-d).

According to Prof. Dr. Alton Grizzle, principal researcher and expert of the MIL program at UNESCO Headquarters in Paris, media and information literacy or MIL, using English acronyms, is already regarded as a tool for development worldwide and is now recognized by 193 countries around the world. For nine years, UNESCO and many partners have been promoting media and information literacy awareness through the Global MIL Week event. On November 25, 2019, one hundred and ninety-three countries unanimously proclaimed the Global Week of MIL as an official event at the 40th Session of the UNESCO General Conference (GRIZZLE, 2019).

According to Moez Chakchouk, Assistant Director-General for Communication and Information at UNESCO, "In marking the official proclamation of the Global Media and Information Literacy Week, UNESCO's message to the world is that media and information literacy is the key to empower all peoples. This UNESCO decision now firmly places media and information literacy on the international development agenda and calendar (GRIZZLE, 2019). This proclamation comes shortly after the 2019 Global MIL Week held in Gothenberg which had over 200 commemorative events in over 100 countries partnership with the Swedish National Commission of UNESCO (GRIZZLE, 2019).

UNESCO has a vision for media and information literacy. You can call this dream vision. The dream is to bring media and information literacy to the world. This dream that began 37 years ago with the Grunwald Declaration on Media Education in 1982 (GRIZZLE, 2019).

The MIL Cities framework is a bit newer yet. It was launched in 2018 by UNESCO itself and is the junction of the MIL concept and that of cities (UNESCO, 2018).

This group of 13 indicators with their respective metrics is shown below, with at least one specific example of metric. As you will appreciate, these are parameters already known, but observed from a new perspective, the MIL view.

1. Libraries

The number of actions and workshops with authors, focused on adolescents and young people, teaching how to search and find safe sources for research, carry out the Libraries per year;

2. Roads, buildings, means of transport and mobility

The city has a planned communication proposal on the use of space creatively for the various transportation vehicles today;

3. City Hall, public institutions and citizenship

a. The Government (City Hall) has an Ethics Commission and provides important information at election times to prevent fakenews from confusing voters about candidates' proposals;

b. The city has the diagnosis and mapping of its Cultural Barriers to Communication by neighborhoods and municipalities;

4. Health

Number and percentage of hospitals, clinics, networks and pharmaceutical industries, as well as other health institutions with preventive health information campaigns that offer safe information on medicines and health, including vaccination campaigns;

5. Culture, heritage, art, sport, tourism and leisure

a. Number and percentage of parks carry out communication campaigns focusing on accurate information on well-being and quality of life;

b. Number and percentage of cinemas and theaters that articulate with the schools for the exhibition of films produced by students;

6. Education

a. Number and percentage of public and private schools that have in their curriculum subjects related to the MIL approach and anti fake news?

b. Number and percentage of teachers who received some type of MIL or anti-fake news training;

7. Associations, trade unions, NGOs, socio-cultural projects and other non-traditional actors

Number and percentage of trade associations and unions articulate curriculum outside their spaces, using public and private spaces to discuss media and access to information;

8. Media

Number and percentage of communication, city marketing agencies that run MIL campaigns and anti fake news;

9. Artificial intelligence, startups and digital channels

a. Number and percentage of technologies (Artificial Intelligence or AI systems, Virtual and Extended Reality) take advantage of the health, culture and education of citizens;

b. How many and percentage of anti fake news companies, software, and applications own the city;

10. Security

a. Number of apps and cameras available throughout the city to ensure safety, avoiding problems such as floods and other accidents and natural disasters,

b. The city's police and other security agencies had some kind of MIL training or training;

11. Environment and sustainability

a. Number and percentage of web platforms owned by the city to discuss environmental issues;

b. Number of city-created applications designed to solve ecological problems;

12. Youth, the Elderly, Women, LGBTi, Blacks, Indigenous, Migrants, Disabled and Other Vulnerable Groups

Number and percentage of young leaders occupy leadership positions in government (percentage);

13. Integration Metrics

Number and percentage of sustainable innovative solutions implemented by the city.

We hope you enjoy this book and try to realize such an important framework for current and future cities.

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To understand

Chapter 0

Metrics of MIL Cities, Cultural Barriers and Artificial Intelligence under UNESCO perspective: São Paulo case

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Abstract

The objective of this paper is to present the new framework of "MIL Cities" (Media and Information Literacy) proposed by UNESCO and the Global Alliance for Media and Information Literacy Partnerships (GAPMIL), a group led by UNESCO, using Artificial Intelligence and other new technologies, as well as showing some of the parameters and metrics that must follow the city of São Paulo to achieve the objectives established in this proposal. We also intend to show how the effective implementation of this model could contribute to the overcoming of Cultural Barriers to Communication and other serious structural and social problems of this metropolis. The concept of MIL Cities includes earlier concepts such as Smart City, City of Knowledge, Creative City, Innovative City and Educating City. The proposal is to develop cities that not only use new technologies but also bring in new *stakeholders*, especially young people; in an ethical, sustainable, critical and creative way, under the prism of responsibility and sustainability considering the social impacts that actions cause. UNESCO puts forward MIL Cities as one of a multifaceted approach to advance the concept of *MIL Expansion*² (MIL^x). MIL Expansion, a theory of change to reach more people with MIL is needed in an era of the transformation of cities and public spaces to be more information driven through the embedding of technologies. It is about teaching all these social actors to have a critical reading of reality (whether physical or digital) to make creative reading proposals for people, organizations, the press, communication agencies, TV, city halls and other public institutions. This kind of education prepares people and institutions to better deal with the manipulation embedded in the phenomena known as fake news and post-truths (believing that "my truth" is the truth since this information or truth is shared by the people of my bubble or relationship group) that affect our daily lives so much. Based on the idea of Media and Information Literacy, we can understand MIL Cities as the smart cities that integrate social responsibility and the goal of sustainable human development of cities with new technologies, such as blockchain and Artificial Intelligence. They integrate the main agents of society as expertise of universities, companies, representatives of governments and artists in pursuit of these goals. Some cultural barriers such as sexism (gender), religion centrism, lack of ethics, among others that limit the use of artificial intelligence, such as during the categorization, regression, data interpretation and future projection of a MIL City.

Keywords: MIL City, Smart City, cultural barriers to communication, UNESCO, artificial intelligence, media literacy

²Strategic publics.

²Grizzle, A. and Hamada, M (2019). See also Grizzle, A. (2018).

³False news.

INTRODUCTION

The adoption of the MIL Cities framework, which stands for Media and Information Literacy and Portuguese for Media and Information Literacy, a concept that encompasses Intelligent, Creative and Innovative Cities, among others, involves not only cities characterized by the intense use of new technologies, but also traditional technologies; in function of human development. That is, the use of technology in an ethical and sustainable way, so that organizations and inhabitants of the city have decision-making power, developing ethical values, respecting ecology, diversity and their independent and creativity thinking capacity. A MIL city can also be a city that does not have a high technological investment.

The framework of "MIL Cities" suggested by UNESCO in 2018, has as one of its main propositions, to develop critical and creative thinking throughout the city, to promote the ethical use of communication with and without new technologies. Due to these characteristics, the so-called "social networks" become the preferred medium of political campaigns, many of them devoid of ethics, but of great influence on political electoral results. In this scenario, the great challenge of cities is to train their citizens to act to influence the direction of their municipalities, providing the necessary tools for citizens to face the challenges and opportunities of daily life. Thus, one of the goals of Media and Information Literacy is to educate individuals to question the information disclosed, in order to identify prejudice, prepare for discernment and establish their own sound judgments and then modify reality creatively, ethically and sustainably (GRIZZLE, 2014).

MIL Cities⁵ promotes the innovative dissemination of knowledge, through the structuring of educational and cultural networks of people and organizations such as universities, municipalities and schools; for teacher training so that media education is included in school curricula. The dissemination of this education also includes informal education, involving libraries, transportation and health system, communication and marketing services and agencies, the press, companies, socio-cultural projects, NGOs, among others.

The proposal aims to increase efficiency and quality of life in relation to safety, health, recreation, community services and government to citizens in cities. It is a creative and transparent integration of information, technology and media into the city and community life to enable organizations and people to understand and engage in the practical realization of diversity, respect and human solidarity in a sustainable way.

According to UNESCO (2018), the definition of "city" involves the residents, local authorities and other public and private organizations that make up community life, including the rural areas of a given geopolitical territory. In this context, the educational and cultural factor involving formation is becoming increasingly important. It is therefore increasingly visible in this period of transition and exponential change that characterizes the beginning of the 21st century; the need to know and understand this peculiar and new techno-human social universe that is being built in cities.

⁵ A Global Framework for Media and Information Literacy Cities (MIL Cities). UNESCO (2018), 4 January, 2019. Accessed on https://en.unesco.org/sites/default/files/gmw2018_draft_mil_cities_framework.pdf.
MIDIA literacy in policy: an expanding area, Conexões, junho 2019, p. 2. Accessed on: <https://www.medialit.org/sites/default/files/conexoes/Media%20Literacy%20June%202019.pdf>.

In this context, the Media and Information Literacy focuses on the various forms of communication and information. New technologies and media interconnect the world, developing new communication skills, enabling opportunities to work, research and study in collaborative networks (UNESCO, 2017). This coexists with the concern to develop the critical capacity in the population to verify, filter and analyze the innumerable information received by various media in a volumetric and immediate way. It also contributes to the construction of a repertoire linked to this education, the knowledge of the "Cultural Barriers to Communication", with the construction of criteria for the selection of available information, so that it is possible to distinguish between true news and fake news, in a process of productive learning and citizenship exercise (CHIBÁS ORTIZ, 2019a).

The major challenge for cities and town halls today is to transcend or circumvent the "Cultural Barriers to Communication" and integrate the online and offline universe into a new blended multiverse, which blends physical and virtual reality. As well as institutional, marketing, administrative and internal communication of an organization, project, team, public or private institution. We also intend to show how the effective implementation of the MIL Cities proposals could contribute to overcoming Cultural Barriers to Communication and other serious structural and social problems in São Paulo.

CULTURAL BARRIERS TO COMMUNICATION AND CREATIVITY IN CONTEMPORARY SOCIETY

"Cultural Barriers to Communication" (BCC) means a set of factors, whether symbolic or concrete, that go beyond idiomatic differences and may make it difficult for people or organizations of different ethnicities, values, countries, peoples, regions or cultures. (CHIBÁS ORTIZ, 2019a).

Alton Grizzle (2014b, p.18), suggests that intercultural dialogue, premise on global citizenship in the digital age, calls for MIL for all. "Achieving MIL for all then requires both individual and collective actions; enabling individuals and communities to capitalize on cultural and other opportunities and challenges provided by media and technology to transform their lives". In a research carried out by Grizzle (2018) among 1,735 youths between the ages 14 and 30 from over 100 countries, most of the youth surveyed (94%) said that cultural dialogue and respect for others who are different were important to them and the development of their countries and 93% of them thought the media in their countries should promote intercultural dialogue. The youth also recognised MIL as a useful tool in helping them to engage more effectively in dialogue.

Divina Frau-Meigs (2012), defends Media Literacy as a way to address virtual issues with an analytical and critical stance on consumer economics and participation conscious of individuals. In his understanding, the media transformed the social structure through a cognitive view associated with actions, reasons, emotions and values, making the subject have a new sensibility and attitude as virtual access dominates the school, work, leisure and another social spheres, but sometimes without a critical eye. The postmodernist and post-human tendency of today's society, integrating human beings, technology and nature; It allows an interesting inversion when at times leisure becomes work and vice versa, providing the effective participation of creativity. The Internet drives individual experience in various ways, whether constructive or destructive, the individual in this virtual relationship distances himself physically and psychically without reflexive and expressive obligations, always having an immediate and simultaneous return, even without knowing the reality of the facts.

For Setton (2010) this new social model of interaction between individuals, offers instruments that distance and bring people closer. The virtual world allows the formation of closed groups of people with

the same opinion, ideology, political party, belief or religion; pushing the different ones away and eliminating any possibility of opposition, discussion and debate. Therefore, the question of understanding these new practices of virtual cultural relationship that extends to face-to-face and vice versa, demands a formal and non-formal education system that takes into account the new and old Cultural Barriers to Communication created in this real and virtual new context.

According to Isabel Alarcão (2011), the information society is open and global, but with technological barriers. The author understands that school is a place to develop skills, and computer literacy is the one that stands out as one of the newest skills to be developed. The lack of opportunity, especially in countries with wide social inequality, ends up generating a concept of social exclusion through the difficulty of accessing digital media, making people exposed to infoexclusion.

In the complex society in which we live, new and old questions arise that are potentiated by the overflow of information, which travels in countless directions that intersect with problems, opportunities, ideas, threats and challenges. Therefore, we can analyze messages with huge value connotations, which can be positive or negative for various reasons. The world, marked by so much information wealth, urgently needs the clarifying power of critical thinking.

In a study of digital media and family relationships, British researchers Sonia Livingstone and Ranjana Das (2010) found that while there are cultural differences in Europe, Internet use is embedded in family routine, with parents strongly influencing their children. The more parents use virtual tools, the children do too. Therefore, the time spent online has increased considerably.

According to Tornero and Varis (2010), there is a new social structure that presents itself in the face of structural, communicational and technological changes in the world. This provides for new values, globalized political, economic and social processes. The new humanism and the idea of transformation of society bring the perspective, according to UNESCO, of creating a more inclusive society, in which individuals, through the search for knowledge, become more educated people and achieve better quality in their studies (2017). This makes it more likely that universal dialogue will happen. In this perspective, the "Cultural Barriers to Communication" and the indicators of Creativity can be catalyst elements of this new humanism or post-humanism, with the construction of a new society, in which education includes human, social, technological and ecological factors.

Today's communicational, educational, and technological problems should not be analyzed in isolation from ethics. Bauman (2016) states that in postmodernity, ethics is replaced by aesthetics, because social distancing does not interfere with aesthetic contexts. That is, the dilemma of ethics is the moral one. In our times, the idea of sacrifice has become delegitimized; people are not stimulated or want to set out to pursue ideals or moral values; politicians have deposed utopias; and yesterday's idealists became pragmatic. We are in the age of individualism, which is another Cultural Barrier to Communication, because for the author, the individualistic pursuit of quality of life, limited by tolerance, is expressed in indifference; that is, in modern life the social is not concerned enough with moral concepts.

MODELS OF CONTEMPORARY CITIES: PATHS, CHARACTERISTICS AND TRENDS

The descriptive Table No 1. Contemporary City Models gathers specific information from each of the eight proposed city types, as trends in how urban and human centers can or should be in the coming

years and generations. The types of cities are listed in the table in chronological order of appearance and by concept development sequence.

The analysis presented is organized into some data that guarantee a systemic and objective view on the characteristics of each city conceptualization, as follows:

Emergence - when the concept was first established, discussed or disseminated.

Function - which defines the action or essence of a given City type.

Mission / Objectives - what are the guidelines and goals that the City seeks to achieve, accomplish or set.

Methods - how and what are the strategies, constituent elements or action plan used.

Vision - how the City seeks to be recognized, which seeks to establish or change for the future.

Authors - Who are the authors or media outlets that created or propagated the concept about a given City.

Examples - Examples of cities that according to the general criterion assume the commented paradigm.

Table No 1. Contemporary City Models

Cities	Mission / Objectives	Methods	Emergence	Examples
Knowledge Cities	Knowledge-based development is the response of the economic and management sciences to the emergence of knowledge cities.	Knowledge, culture and creativity have become new keywords and tools in understanding urban transformations.	1960	1 Monterrey, Mexico 2 Silicon Valley, USA 3 Linköping, Sweden
Educative Cities	Promote education, diversity, understanding, cooperation and international peace and avoid exclusion on the grounds of race, gender, culture, age, disability, economic status or other forms of discrimination.	Training, promotion and development of all its inhabitants, starting with children and young people; intersectoriality as the guiding premise of the actions and strategic instrument of articulation between institutions, weight and knowledge.	1990	1 Barcelona, Spain 2 Bologna, Italy 3 Belo Horizonte, Brazil
Creative Cities	Continuous processes of innovation, through cultural, social, economic and urban connections, which aim to promote creative differential in the actors and places involved.	Cultural resources subsidized by network technologies, highlighting the importance of innovation and creativity in collaboratively developing goods and services.	1990 2004 - UNESCO Creative Cities Network	1 New York, USA 2 Tokyo, Japan 3 Curitiba, Brazil
Resilient Cities	The intention is to circumvent the problem of conflicting civic and cultural philosophies by focusing on solving specific problems.	Solution problem solving methodologies. Ability of a city to persevere despite challenges; Central purpose is your responsibility to your citizens.	2010 - UN	1 Accra, Ghana 2 Venice, Italy 3 Lagos, Nigeria

Innovative Cities	The focus is development banks, development agencies and other financial institutions interested in developing innovation projects that benefit their local / regional areas of influence.	Agile innovation methodologies. Key factors for ranking: cultural assets, human infrastructure, networked markets, and innovative outcome. The synergy and cooperation between people, institutions and companies are indispensable to generate the social capital that supports the structuring projects of innovative cities.	2010	1Tokyo, Japan 2 New York, USA 3London, England 4 San Francisco, USA 5Berlin, Germany
Smart Cities	Offer a highly functional, fast and quality of life city. Focus on improved use of technology.	Governance, public administration, urban planning, high investment in technology, with international connections and high economic investment.	2010	1 Songdo, South Korea 2 Copenhagen, Denmark 3 Santa Ana, USA
Blockchain Cities	Allows smart contracts, self-managing payment and decision making, removing the middleman and democratizing wealth creation.	High investment in technology, especially in Blockchain technology. Indelible registration: Verify transactions, within digital currencies, scan, encode and insert documents. Uses the blockchain.	2007	1 Dubai, United Arab Emirates 2 Estonia - 2007 3 China 4 Innovation Park, USA (Future City project)
MIL Cities (Media and Information Literacy)	Focus on ethical use of technologies in cities. It aims to empower citizens by providing them with the skills (knowledge, skills and attitudes) needed to engage traditional media with new technologies.	The main tool is education for the formation of critical and critical thinking in the city. It engages in different and interconnected skills to transform people's interaction with information and online and offline learning environments.	2018 UNESCO	1 Belford, England 2 Helsinki, Finland 3 Glasgow, Scotland 4 Saint Louis, USA

Source: Authors archive, 2019.

The idea of Cities of Knowledge, according to Carrilo (2016) and the Ibero-American Agency for the Dissemination of Science and Technology (2011), was the first concept to emerge in 1960, raising the understanding of the City that could create conditions that encourage the creation, sharing, assessment and updating of knowledge through interactions between its citizens and with other cities. As with the City of Monterrey, Mexico (RIZZON; FACHINELLI; ZANOTTO; MONTAÑA & SILVA 2019), the mission is to ensure knowledge-based development, as a response of the economic and management sciences, valuing knowledge, culture and creativity as factors that lead to sustainable urban and economic development, as well as the well-being of the population. Knowledge Cities understand that greater citizen participation in public affairs contributes to more effective governance. Examples of Cities of Knowledge are Monterrey, in Mexico, and Linköping, in Sweden.

The concept of Educating Cities, in turn, emerged in the 1990s, bringing the central idea of cultural investment and the permanent formation of its population as its essence, aiming to promote education, diversity, understanding, cooperation and international peace and avoid exclusion on the grounds of race, gender, culture, age, disability, economic status or other types of discrimination. According to the Ministry of Education (2011), its methods are based on promoting the formation, promotion and development of all its inhabitants, starting with children and young people, and ensuring

intersectoriality as a guiding premise of actions and strategic instrument of articulation between institutions, people and knowledge. According to the Charter of the Educating Cities created and made available by the International Association of Educating Cities (2018), the vision of the Educating Cities is to establish bilateral or multilateral collaboration between cities to exchange their experiences; childhood education policies. Cities like Barcelona, Spain, Bologna, Italy and Belo Horizonte, Brazil, are examples of Educating Cities.

The concept of Creative Cities began to be drafted in 1990, but only in 2004, with the creation of the UNESCO Creative Cities Network, by establishing the potent link between culture and economy, based on creativity, in goods and services. They range from traditional handicrafts to the complex productive chains of cultural industries, according to Ferreira (2017). Its objectives are based on continuous processes of innovation, through cultural, social, economic and urban connections, which aim to promote creative differential in the actors and places involved.

According to Agatha Depiné, in an article published by the Federal University of Santa Catarina (2018), Creative Cities methods are based on cultural resources subsidized by network technologies, highlighting the importance of innovation and creativity in the development of goods and services, with the purpose of developing policies for achieving a more homogeneous and sustainable global economy, as discussed by Reis (2011). Examples of Creative Cities are: New York, USA, Tokyo, Japan, and Curitiba, Brazil.

Already the concept of Blockchain Cities, emerges in 2007, and grows timidly and unnoticed with the growth of digital currencies, bitcoins, configuring this type of city based on cryptographic mechanisms and shared databases, being filled with entries that must be confirmed and encrypted, enabling smart contracts, self-managing payment and decision making, removing the middleman and democratizing wealth creation, according to Rosa (2018). Its main foundation is the indelible record that to verify transactions with digital currencies, digitizes, encodes and inserts documents. According to Tiago Magnus (2017), Blockchain Cities have as tools the Internet of Things⁸, Artificial Intelligence and big data, to establish an integrated management system for urban services and public infrastructure. Is this a possibility of open access urbanism? A city structure for a hyperconnected society? In the article Blockchain City. Connectivity of Smart City - The Smart Bridge and Blockchain City (made by Korea Planning, 2017) believes yes and examples of this type of city are: Dubai, United Arab Emirates, and Innovation Park, USA (future city project).

The Resilient Cities proposition is established in 2010 through the UN, highlighting new models of public governance aimed at mitigating risks and responding to the challenges of each location. According to The Guardian (2014) in the report 'What Makes a City Resilient?', the intention is to get around the problem of conflicting civic and cultural philosophies by focusing on solving specific problems and focusing on a city's ability to persevere despite challenges in establishing a problem-solving methodology that has the central purpose of government accountability to its citizens. According to the organization 100 Resilient Cities (2019), the vision of these cities is to establish an organizational structure and identify the processes necessary to understand and act on reducing exposure, impact and vulnerability to disasters. Examples of Resilient Cities are: Accra in Ghana; Venice in Italy and Lagos in Nigeria.

⁸ Internet of Things, IoT

That same year, the concept of an Innovative City was elaborated, having as its essence the decentralization of financing of innovation activities for sustainable development in the Cities, according to the Ibero-American Agency for the diffusion of science and technology (2011). The focus is on development banks, development agencies and other financial institutions interested in developing innovation projects that benefit their local and regional areas of influence. In establishing an agile innovation methodology, it lists three main factors: cultural assets, human resources and networked markets; where synergy and cooperation between people, institutions and companies are indispensable to generate the social capital that supports the structural projects of innovative cities.

The proposal values retention of "talents", teaching career, continuing quality education and multidimensional approach, urban planning, sustainability, mobility, management and public policies, among others; that transform cities into environments conducive to economic, social and environmental development. According to the organization Innovation Cities (2018), Cities like London, England, San Francisco, the USA and Berlin, Germany are examples of Innovative Cities.

Also in 2010, the concept of Smart Cities was formulated, proposing a highly functional city, based on the use of technology in urban planning and civil participation, in a sustainable manner, as the goal of achieving a better quality of life for its inhabitants. According to the Getulio Vargas Foundation (2019), its methods are based on governance, public administration, urban planning, high investment in technology, environment, international connections, social cohesion, human and economic capital. In the article "Smart and Sustainable Cities: A Bibliometric and Patent Information Study", published by the International Journal of Innovation: IJI Journal (2017), the main objective is to use smart systems to catalyze economic development, such as cities such as Songdo in South Korea; Copenhagen in Denmark and Santa Ana in the United States.

MIL Cities recently emerged during the UNESCO-sponsored Global MIL conference held in Lithuania in 2018. It focuses on the ethical use of technologies in cities, empowering citizens and providing them with skills (knowledge, skills and attitudes) needed to engage traditional media with new technologies. The main tool is education for the formation of critical thinking in relation to content published on the Internet and especially on social networks (UNESCO, 2018). According to UNESCO (2019), it focuses on different and interconnected competencies to transform people's interaction with information and online and offline learning environments to promote equal access to information and knowledge, as well as media and information systems that is free, independent and plural. Thus, MIL Cities considers all forms of media and other information providers such as libraries, archives, museums and the internet, regardless of the technology used. Cities like Belford, England, Helsinki, Finland, and Glasgow, Scotland are examples of MIL Cities.

Performing a general analysis of the eight types of cities described above, it is remarkable the similarity that some types of cities have to each other, whether in the context of creation, objectives, methods of action and application or even vision. Thus, it becomes possible to identify four main factors of cities and their respective values and focuses of action: the economic present in Cities such as Innovators and Blockchain, the technology present in Creative, Intelligent and MIL Cities; the socioenvironmental in Resilient, Intelligent and Innovative Cities and, finally, the cultural and educational, pointed in Cities of Knowledge, Educating, Creative and MIL. Therefore, all concepts of cities come together in certain characteristics, as they differ in other points, but it is precisely the constant interdisciplinarity of these

concepts and dialogue between theory and practice that ensures the updating of discussions about urbanism, environment, technology, economy, education and culture in the cities of the future.

Briefly we can say that the MIL Cities are those that may or may not use Artificial Intelligence, Robots, Machine Learning, Big data, Blockchain, among other technologies, in the most diverse areas of technological environments, digital interactive and physical and face-to-face contexts. Encouraging the ethical, ecological, sustainable and respectful use of the diversity involved in them, through the empowerment and engagement of each citizen and the various public and private institutions that make up the city (UNESCO, 2018). These cities can be large or small.

MIL CITY INDICATORS & METRICS

Grizzle (2018) noted that UNESCO and partners have proposed the “MIL Cities” initiative to enable non-traditional stakeholders, including city mayors, election networks, policy makers and planners in transportation, health, entertainment, housing, hotel industries, public and commercial spaces, as well as other players in city-life, to creatively promote MIL learning based on determined indicators and strategies. In order to assess whether a particular city meets the conditions to be classified as MIL City, UNESCO developed the Global Framework for Media and Information Literacy Cities (MIL Cities). Drawing on this UNESCO Framework for MIL Cities, a proposal was drawn up by Chibás Ortiz to establish the parameters and metrics, whose main parameters are presented below. They include 13 indicators and some examples of metrics, presented at UNESCO. With these 13 indicators, an application is also being developed by Chibás Ortiz, Grizzle and Rodrigo Spillere (UNESCO, 2019-b). This is a fragment of the Research Report prepared by Chibás Ortiz with 13 indicators and some examples of metrics, presented at UNESCO (CHIBÁS ORTIZ, 2019 a; 2019 b):

Libraries

1. Number of actions and workshops with authors, focused on adolescents and young people, teaching how to research and find safe sources for research, conducted annually in libraries;
2. How many actions do they promote to encourage their use and reading in physical and digital media;
3. Availability of internet collections and ease of searching;

Streets, urbanism and means of transport

4. The city has a planned proposal to use space creatively for the various transport vehicles today;
5. The city's planned proposal organically integrates leisure spaces with industries, hotels, shopping centers, housing, other workspaces with transportation routes to access them;
6. Public transport vehicles do not use fossil fuels.
7. The city has a Traffic Department that uses an Artificial Intelligence system, which, as developed by the Chinese startup Didi (VILICIC; LOPES & CARNEIRO, 2019, p. 60), collects data to identify and correct bottlenecks in the city, transport system;

City Hall, public institutions and citizenship

8. The Government monitors communication on social networks by prohibiting the illegal use of personal data and the propagation of false information, to avoid undue influence on elections;

9. Government regulates, enforces and penalizes the use of illegal digital tools such as cyber attack, the use of robots, hacking⁹ and deepfake¹⁰;

10. The city has the diagnosis and mapping of its "Cultural Barriers to Communication" by neighborhoods and municipalities;

11. The City Government promotes teacher training for media and informational education in schools and in adult courses;

Health

12. Number and percentage of hospitals, clinics, networks and pharmaceutical industries, as well as other health institutions have preventive health information campaigns and offer safe information on medicines and health, including vaccination campaigns;

13. Number of health-focused startups in the city;

Culture, art, sport, tourism and leisure

14. Number and percentage of parks carry out communication campaigns focusing on accurate information on well-being and quality of life;

15. Number and percentage of cinemas and theaters associated with schools for student-produced films;

Education

16. Quantity and percentage of public and private schools have in their curriculum subjects related to the MIL approach;

17. Number and percentage of teachers who have received some kind of training or training in media and informational education in schools and in courses dedicated to adults;

Associations, unions, NGOs, socio-cultural projects and other non-traditional actors

18. Number and percentage of trade associations and trade unions articulate curriculum out of their spaces, using public and private spaces to discuss media and access to information;

19. Number and percentage of projects and people who have received some kind of MIL training or fake news coping;

Media

20. Number and percentage of communication, marketing agencies in the city run MIL campaigns and counter fake news;

21. Number and percentage of free and pay TV channels participate in MIL and anti *fake news* campaigns;

Artificial Intelligence, Startups and Digital Channels

⁹ Hacking activities that aim to compromise digital devices such as computers, smartphones and tablets and even entire networks.

¹⁰ Deepfake: technique that uses Artificial Intelligence to replace people's faces in fake videos

- 22. Number and percentage of technologies (Artificial Intelligence or AI systems, Virtual and Extended Reality) offered according to citizens' health, culture and education;
- 23. Number of organizations, software and applications dedicated to combating fake news in the city;
- 24. Automated availability of access to public information¹¹;

Safety

- 25. Monitoring of urban space linked to an alert and information system to prevent and warn the population, the occurrence of violence, floods, interdiction of public roads and other accidents and natural disasters;
- 26. Training of police officers and security area staff in MIL;

Environment and sustainability

- 27. Number and percentage of internet platforms owned by the city to discuss environmental issues;
- 28. Number of city-created applications designed to solve ecological problems;
- 29. Monitoring noise / air / water pollution, with dissemination of data, to combat problems;

Children, Youth, Elderly, Women, LGBTI, Black, Indigenous, Immigrant, Obese, and other vulnerable groups

- 30. Number of informal youth-created projects, groups and networks in the city;
- 31. Number and percentage of young leaders in leadership positions in government and city council;

Integration Metrics

- 32. Quantity and percentage of sustainable innovative solutions implemented by the city;
- 33. Quantity and percentage of sustainable innovative solutions born in the city, such as the use of Artificial Intelligence;

Artificial Intelligence (A.I.) is a multidisciplinary field of study involving philosophy, mathematics, economics, neuroscience, psychology, engineering, cybernetics and linguistics. A.I. is dedicated to developing computer systems that can make decisions and solve problems. At most, it can also help to understand how a human being thinks, but never multiply rational ability. It is also defined as "the branch of computer science that deals with the automation of intelligent behavior" (LUGER, 2004) or "the study of how to make computers do things that humans do better today" (RICH & Knight, 1991). The main purpose of these systems is to perform functions that, if a human being performed them, would be considered intelligent. It is a broad concept that receives as many definitions as it gives different meanings to intelligence (RUSSELL; NORVIG, 2013; COPPIN, 2010).

Applications for the use of artificial intelligence by algorithms are usually introduced in cities and everyday life in an intangible manner, and almost always in the function of providing facilities and

¹¹ Access Public Information, API: is a publicly available application programming interface that provides developers with programmatic access to a proprietary software application or Web service. APIs are sets of requirements that govern how an application can communicate and interact with another.

amenities for routine tasks such as those performed by digital assistants. However, global cultural and social problems are already projected in these technologies.

The UN-issued research report, *I blush if I could: closing gender divides in digital skills through education*, published in 2019, and published by the German Federal Ministry for Economic Cooperation and Development (BMZ), related to "Cultural Barriers to Communication", such as gender stereotypes, skills development, female participation, equal opportunities, among other topics; showed that the use of female voices in virtual assistants, standard in Artificial Intelligence - such as Microsoft with Cortana, Amazon with Alexa, Google with Google Assistant, and Apple with Siri - is increasing the belief that women exist only to help men to continue their tasks. That is, the Cultural Barrier of sexism is helping to consolidate women's subservience, and the gender gap in contemporary societies. This is just one example of the negative biases projected to scale in Artificial Intelligence systems and which need awareness through media literacy to be corrected.

This issue is contextualized by Saniye Gülser Corat, Director of gender equality at UNESCO: "The world needs to pay more attention to how, when and if AI technologies are gendered and, crucially, who differentiates them from gender" (2019). A positive example of this redirect is Google, which has changed its algorithm so that the word lesbian stops targeting pornographic sites. "We are aware that there are problems like this in many languages and we have developed algorithms to improve this search one after another", Reported Google's vice president of search engine quality, Pandu Nayak (S. MODA, 2019).

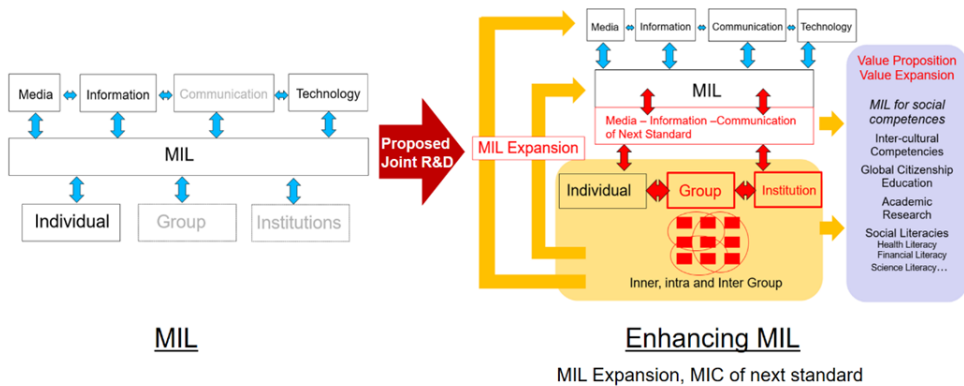
Discussing the dynamics of approaches and indicators of "Cultural Barriers to Communication" as catalysts for change in the algorithmic relationship on the web seems to be a prime factor for changes in the reality of everyday life. Equity and impartiality can be considered an initial progress to minimize those issues in decision making (CHIBÁS ORTIZ, 2019-a).

Therefore, it is important to consider that human interference should be evaluated to ensure that AI decision making is fair, ethical and impartial. Therefore, operational strategies should include details of data collection, processing and storage, as well as documents that report on the design and interpretation of algorithmic models. The use of regulatory processes for model analysis and validation would allow for validation between technique and content, projecting in collaboration significant changes for a better future.

From the systemic perspective of the algorithmic era and the search for regulation of these systems, the 20 modalities and indicators of the "Cultural Barriers to Communication" suggested by Felipe Chibás Ortiz (2019-a) can become a catalyst in the construction of more ethical, just societies that is inclusive and humane. One of the essential goals of MIL education is to help people gain the ability to identify biases and purposes behind Artificial Intelligence technologies and algorithms, and this knowledge is a facilitator for social conflict prevention actions.

The technological advances and other perspectives described above strengthen the argument for new theories of change to accelerate MIL development. Grizzle and Hamada (2019) prepared for UNESCO a proposed MIL social change theory called *MIL Expansion (MIL^x)*. MIL^x aims to improve the diffusion of MIL at the community, group, institutional, and individual levels to include most social groups by creating a framework. The table below summarizes the proposed MIL^x framework and how it connects to information, technologies, media, individuals, social groups, institutions and social competencies.

Figure 1: Media and Information Literacy Expansion



Source: Grizzle, A. (2018) and Masatoshi Hamada, Invited Researcher, University Paris 8, Saint-Denis, France

According to Grizzle and Hamada, MIL^x could: 1) Expanding citizens', audiences' and users' chances to self-actualize and participate in sustainable development through MIL Expansion, pursuing equality between minority groups and the majority or more dominant groups; 2) Informing and engaging at the local or community level and global simultaneously; 3) Sensitizing to and engagement of groups based on ethics, culture, community as well as age and gender; 4) Growing institutional take-up and diffusion on MIL within and without, leading to develop the MIL cities (cf. GRIZZLE, HAMADA, 2018).

INTERNATIONAL EXPERIENCES APPLYING ARTIFICIAL INTELLIGENCE AND OTHER TECHNOLOGIES WITH A MIL PROFILE

Finland's capital, Helsinki, is ranked as the 5th Intelligent City in the world by the Eden Institute positioned as potentially good example to apply the MIL Cities framework. The city found its way between technology and the participation of residents. An example is the internet platform where citizens can come up with ideas, react to projects, and tell their experiences with a technology put into practice. New information, research, and training centers in digital technology were also created (BASTLEN, 2018).

Aiming to embody abstract concepts, the city is conducting a major urban project on a 176-hectare area in the Finnish district of Kalasatama ("fishing port"), which is already considered one of the most advanced in Europe. According to city planner and environmentalist Anni Sinnemäki, the neighborhood was chosen as a territory of experimentation, a platform for innovation and cooperation for the city, economic agents and citizens. To meet expected population growth, residential apartments for 25,000 residents and offices for 10,000 workers are being built in the neighborhood.

The Finnish capital is facing a delicate equation, as the urban sprawl project must meet the goal set in 2017 of achieving carbon neutrality by 2035. Also according to Sinnemäki, in order to achieve climate goals, social and economic aspects will be considered, not just the technological ones (ALLIX, 2018).

Energy efficiency requirements are drastic, as new buildings must produce 30% of the energy they consume, and they must install photovoltaic plates on their roofs (BASTLEN, 2018).

All properties will be connected to a smart grid that will manage power generation and consumption. In addition, the new buildings will be connected to a heating and air conditioning system, which, using huge heat pumps, draws energy from the city's wastewater (ALLIX, 2018).

Kalasatama seeks to achieve in every way the ideal of a sustainable city. The neighborhood is served by subway lines and new lines are in the project. The city has an innovation department, called the Virium Forum, with 35 employees, where Veera Mustomem works. She explains that the goal is not just to save energy, but to focus on the human being, their needs, quality of life and to create a community spirit. The Forum is a public-private-population partnership, designed to support large groups, startups, facilitate experimentation, put them in touch with city services; but always including the citizens, who are the co-creators and testers of all innovations. There are about twenty pilot projects involving residents to test start-up proposals under real conditions, such as a platform for sharing electric cars and even food to avoid waste (ALLIX, 2018).

Future residents, organized in cooperatives, participate in the design of new building projects. Each block will have different types of apartments around gardens within the blocks that will be open to everyone without any kind of fence or wall. Located far from the historic center, the urban plan for Kalasatama will be of high population density, with a large shopping center and eight 27- to 30-story towers, as well as other lower buildings of various uses, such as homes, schools and libraries. The neighborhood already has 3,000 residents and an ultramodern medical center was opened last year. Thus, the city puts into practice its proposal to use technology to offer services that are integrated into everyday life, in a non-invasive way that does not require much learning from its users to enjoy them. Helsinki imposes itself as a model of intelligent solutions aimed at its inhabitants (BASTLEN, 2018).

Another example is in France, where four Artificial Intelligence institutes were inaugurated as part of the French government's national strategy to make the country a world leader in AI developments. This policy addresses the country's potential in the implementation of MIL Cities, in a context not only of technology, but of preserving democracy, equality and media education.

In the international scenario of education, the case of Estonia, a country that belonged to the former Soviet Union and now occupies the fifth position in the international education ranking, draws attention. The Estonian government has used media literacy as a priority development strategy, and despite the different circumstances, the successful methods used can be applied globally. The country established a plan that, from the Ministries of Education and Culture, involved universities for teacher training so that such training could be included in school curricula. The work also involved libraries and NGOs, active in content production and dissemination of media information knowledge. In December last year, the country adopted the European Union Action Plan on Disinformation, which outlines 10 concrete measures to combat disinformation, with the main objective of ensuring a free and fair environment for the European Parliament elections (CML, 2019).

RETHINKING THE CITY OF SÃO PAULO FROM THE MIL APPROACH

To understand the importance of media education, it should be remembered that according to a study by the Getúlio Vargas Foundation, São Paulo is the second most connected state to the Internet, with 48% of households with access to the world wide web, behind only the Federal District. The paulistano

also has the habit of accessing the internet by smart phone in public transport. There is also the "Free Wifi" project of the City of São Paulo that offers free internet access in 621 locations, such as schools, libraries, cultural centers and leisure spaces. In this context, it is worth asking what do São Paulo people do and what are they looking for on the internet? According to a study by Hello agency, seven out of ten Brazilians access social networks for information, although they consider them unreliable.

Although this is a worldwide phenomenon, there are some particularities in São Paulo that deserve to be analyzed. The first is that the main reason for choosing reading on social networks, among so many news and information sites available; This is mainly due to the free content offered, unlike the main Brazilian newspapers and magazines, whose news is accessible only to readers who pay for a subscription. The user of the networks also has the possibility of free publication, independent of editing and any journalistic or editorial criteria. Another major problem is the weakness or total lack of criticism and questioning of most of these individuals who receive this "information" and pass it on without any verification or confirmation of veracity. We are dealing with the so-called "post-truth": a term defined by the Oxford dictionary as "circumstances in which objective facts influence the formation of public opinion less than references to personal emotions and beliefs" (2018). Another worrying fact, according to a study by Midia Insight, is that for the reader, the person who shares a news story is more important than the one who produces it, or even if the article was written by the professional press (GARCIA, 2018). Possible solutions to these problems are to educate the citizen to decode what he reads and to counteract the truth with lies through the same tools.

We see then that with the advent of the internet, this enormous availability of information and knowledge did not positively reflect on the educational level of Brazilians; because the country is bitter to 63rd place in the international PISA ranking that compares education in 70 countries. Brazil has lost five positions since 2012 and is behind most Latin American countries such as Argentina (40th), Chile (44th) and Uruguay (49th).

In Brazil, the state of São Paulo in terms of education does not live up to its economic status, because despite being the richest state in the federation, it is in fourth position in the Basic Education Development Index (ESTADÃO, 2018). The big challenge is to put new technologies at the service of formation and human evolution.

SOME OF SÃO PAULO'S ADVANCES FROM THE PERSPECTIVE OF THE MIL CITIES METRICS

In the area of education, according to the UNESCO Conference that discussed the potentialities of Artificial Intelligence applied, knowledge-sharing platforms, driven by Artificial Intelligence, can deepen the understanding of learning, the improvement of teaching methods and in various areas related to a city.

In February of this year, the Advanced Institute of Artificial Intelligence (AI²) was inaugurated in São Paulo, which brings together professors from the Federal University of São Paulo (UNIFESP) and the Universidade Estadual Paulista (UNESP). The goal is to foster the confluence of interests and joint research between universities and the private sector. The Institute aims to provide a simple and efficient organizational structure to support researchers in their relationship with private enterprise, providing access to highly qualified talents in the areas of Artificial Intelligence, machine learning, robotics, among others (UNIFESP, /2019).

CHALLENGES FOR SAO PAULO

Thinking of the city of São Paulo in this new perspective arise some questions, questions, problems and challenges that must face the city to be able to enter this select group of cities MIL. Here are some of the challenges we consider most important in light of this approach. Are they:

- 1- Despite having applications and websites that allow tracking and monitoring the actions of candidates and elected politicians, there is no public body designed to supervise, curb and penalize the practice of fake News, in order to avoid its influence in the elections.
- 2- Media literacy is not part of school curricula. Public schools and cultural spaces have few inexpressive initiatives that link digital and educational actions outside their walls in order to use public and private spaces to discuss media and access to information;
- 3- The city does not have monitoring of the urban space linked to an alert and information system to prevent and warn the population, the occurrence of violence, floods, interdiction of public roads and other accidents and natural disasters;
- 4- The city does not have a chart that shows, by neighborhood and region, the Cultural Barriers to Communication.
5. Artificial Intelligence and new technologies are still a product offering and not a platform or system that benefits all layers of the population as a whole.
- 6- The construction, planning, implementation and use of plans, programs, open digital platforms and Artificial Intelligence is still far from being a participatory process in which citizens truly participate in a co-creative way.

PROPOSALS FOR SÃO PAULO USING AI AND OTHER NEW TECHNOLOGIES FROM THE PERSPECTIVE OF MIL CITIES

The report, presented on 27 November 2019 during an Open Forum entitled "Formulation of policy options for the development of Big Data and AI", recognizes artificial intelligence (AI) as an opportunity to achieve the Nations Sustainable Development Goals Nations (SDGs), through its contribution to the construction of inclusive knowledge societies. Published in the Internet Governance Forum (IGF), held in Berlin, it is the 12th edition of the UNESCO collection on freedom on the Internet, this document warns of the dangers and negative impacts that may be used with prejudice (that is, with cultural barriers by companies, startups, scientists and programmers who develop algorithms) of new technologies and their negative social impacts, as well as providing the basis for using Artificial Intelligence in an inclusive and sustainable way, describing the opportunities that these new tools offer when used with a focus on humans (UNESCO, 2019-a).

How to bring this type of strategy to Sao Paulo from the group of indicators and metrics outlined above and the challenges facing the city of São Paulo described above? Because of the limited space, we dare to suggest just a few proposals, which of course are not exhaustive.

1. Induce social networks to adopt monitoring mechanisms

We have found answers to the problem of fake news and deep fakes in successful practices, protocols, and experiences undertaken by other countries, which often match the proposals of the *MIL* City. It is clear that these problems must be addressed not only by governments, but by society and its citizens as a whole.

Regarding new media, in response to criticism received, Google and Facebook announced that they would take steps to prevent their platforms from being used to spread false news. Google has promised to introduce a new tool to its Google News service to distinguish rigorously checked articles and is funding data verification projects through the Google Digital News Initiative.

Facebook has teamed up with international news agencies to launch a feature that allows users to report potentially fake posts so that the network posts a comment questioning the veracity of the content with those posts. Last January, the platform launched the Facebook Journalism Project. Its main objective is to promote media literacy so that its users have the information they need to discern the truth of the information they read and share, increase their credibility and trust in journalism and better inform them. the population (GARCIA, 2018).

2. Counteract the lie with the truth

Another positive response has been the growth of so-called fact-checking with the emergence of websites and platforms dedicated to verifying the veracity of news, often linked to the press. In Brazil, the most relevant site is the "Fact or Fake" published by Portal G1 of Globo Emprise.

3. *MIL* Education

The main answer to the problem of misinformation advocated by *MIL* Cities is Informational Media Literacy. Schools and universities need to train public and private teachers, develop curricula, provide materials and support for integrating this content into school curricula. It is necessary to give instruments and repertoire to the new generations so that they can question what they read. Schools should also have libraries and workshops open to the community to disseminate media literacy. In this way, it will be possible to expand the capacity of understanding, analysis and evaluation of messages and information published in the media, from an ethical and civic perspective. Also the employees of public entities should receive this training via classroom and distance education. For example, police, subway and bus staff, among others, should receive this training.

4- Propose a co-creative communication between the city hall and the citizens

It is necessary for the city to have a co-creative communication strategy, the creation of citizens' committees, as well as a multidisciplinary team to answer and make available and organize data regarding the city's public services, processes and problems with open digital platforms, that allow innovation. In addition, it is necessary to invest in analytical tools, so that through Artificial Intelligence, it is possible to organize, aggregate and make available data that respond to the dynamics and complexity of the metropolis and place them at the service of the population.

5. Libraries as centers of media experimentation

To encourage media learning, state and local libraries could become centers for media experimentation, education, and literacy, from a perspective of bringing together and transforming education and learning, with learning about identifying fake news, and using different digital technologies such as virtual and augmented reality, programming, robotics, among others.

6. MIL-smart applications to monitor most vulnerable locations

Punctuating the most vulnerable locations and providing real-time public applications that enable local police action could reduce crime. Installing cameras with AI algorithms with facial recognition in more places on the outskirts would also be an alternative to crime inhibition.

7. Diagnose the 20 modalities of "Cultural Barriers to Communication" by region

The development of an application that diagnoses the 20 modalities of "Cultural Barriers to Communication" by region, indicating actions of respect for diversity, equity, preventive or mediating conflicts in a sustainable way with vulnerable groups, such as women, LGBTQ, blacks, indigenous people, obese people and short stature, children, young people, the elderly, immigrants, among others. This will allow applying specific MIL actions in each city, neighborhood, community.

Initiatives such as those exemplified above may encourage the scope of actions for the city of São Paulo to reach a level within the concepts of MIL Cities.

FINAL THOUGHTS: IMPORTANCE OF THE MIL CITIES PERSPECTIVE

Given the challenges facing today's cities, it is interesting to apply the MIL Cities framework which could be of great relevance to the protection of the democratic system by combating misinformation and promoting transparency, as well as ethics as an essential purpose for the purpose. to have a more humane conviction in today's societies and not just prioritize the technological look. The technology applied to municipal administration and the 13 indicators mentioned above could promote greater efficiency of public and private services provided, such as education, communication, culture, health, sanitation and public safety, among others. All this is to promote diversity, equity, ecology and citizenship in a sustainable manner and without losing sight of technological and economic growth. For this, it is very important to empower citizens and startups, and especially young people through the co-participation and co-creation of projects that apply in the city.

It must be said that the MIL framework can and should be used not only by large cities, but by all cities with this perspective.

Through Artificial Intelligence and other technologies such as blockchain, IoT, Big Data etc, It would be possible to monitor urban space and gather data that would be used for the elaboration of a long-term Master Plan to manage urban sprawl in a manner associated with the expansion of urban infrastructure. This could prevent and solve future problems.

The adoption of the concept of the MIL Cities could also promote joint action by the public and private sectors, academia and artists, as well as greater citizen participation in projects and public administration, with the aim of overcoming the human and technological challenges of the current cities.

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Chapter 8.1

Fake News and Media Literacy in Jamaica: The Influence of the Broadcasting Commission of Jamaica as a Component of a Global MIL City

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INTRODUCTION

The intent of this chapter is to give the reader an insight into the fake news phenomena in context of the Jamaican reality and to highlight the regulatory role of the Jamaica Broadcasting Commission in sensitizing citizens on fake news and its subtle influences on the Jamaican populous. The idea of the social construct of the United Nations Educational, Scientific and Cultural Organization (UNESCO) MIL cities is explored within the context of fake news and media literacy in Jamaica. The chapter looks briefly at the Council of Europe's theoretical framework of "dis", "mis" and "mal" information and exposes the reader to evidences of the Gleaner as a source and discussant on the issue and the Broadcasting Commission of Jamaica.

FAKE NEWS AND MEDIA LITERACY IN THE CONTEXT OF MIL CITIES

For the purpose of this chapter, an operational definition of MIL cities as defined by UNESCO's Global Framework for Media and Information Literacy Cities (MIL Cities) is used. In the framework "reference is made to MIL cities as local authorities and other private and public organizations/institutions instrumental to community life...as catalysts for social and civic participation, including critical engagement" (p.3). UNESCO promulgates that we need to look beyond core MIL institutions such as schools, libraries and journalists, and proposes a much broader framework of including government and non-government entities, social systems and networks, cultural groups, professional associations, civic and social centres and other entities that are critical to community development and involvement. It is within this dynamics that discussions must be had and efforts must be made to aid citizens in thinking critically and conscientiously about the role of the media and their own responsibility in producing, promoting, consuming and using information ethically and morally so as to navigate the new global and multicultural norm. Additionally, institutions such as the Broadcasting Commission of Jamaica falls within this broad purview of a MIL city stakeholder that seeks to impress upon citizens the need to exercise caution, whilst making use of media and media related technologies. As indicated by UNESCO (2018) MIL cities must take into consideration

Educating and empowering city dwellers of all age groups and social classes, as well as the diverse stakeholders from the more traditional to the less traditional to establish networks of cooperation and make critical, ethical, truly creative and responsible for the new infrastructures and technologies offered by contemporary cities. This also implies teaching citizens, as well as public and private organizations to take a critical look that facilitates them to read and overcome and / or circumvent in a creative way, cultural barriers to communication that they have or face (Chibás Ortiz, Yanaze Flores, 2019).

In context citizens must be prepared to approach critically information as distributed by the media and various media entities. The term "fake news" is seen as a relatively new term; however, it has a profound impact on the lives of many people, professions, institutions and countries globally. So, whilst in Jamaica, the freedom to access, use and create information for decision-making is enjoyed by citizens nationally; how information is perceived and used in the media to influence citizens in making daily life choices is of major concern. Additionally, the advent of social media has heightened the complexity of communication and verbal participation among citizens on personal and social levels. As advocated by Waller (2013) "The Internet, it is generally believed, broadens the public sphere by facilitating the

extensive participation of people" (p.3). With this increase participation, the role and responsibility of media regulatory bodies such as the Broadcasting Commission of Jamaica becomes even more important in informing and educating citizens of the nuances in media content. Regulating and monitoring media content and educating citizens on identifying fake news, "dis" "mis" and "mal" information is of profound importance.

Christ and Potter conclude that "media literacy is more than just the development of certain skills, but also the acquisition of knowledge structures, especially about the media industries, general content patterns, and a broad view of effects" (qtd. in Ashley, Poepel & Willis, 2010, p.37). Ultimately, "media and Information Literacy (MIL) brings together Information Literacy and Media Literacy, along with Information and Communication Technology (ICT) and Digital Literacy, as a new literacy construct that helps empower people, communities and nations to participate in and contribute to global knowledge societies" (United Nations, 2013, p.17). UNESCO has therefore brought together a broader framework of MIL, with emphasis on the notion that whilst there may exist distinctions, there are linkages between media and other providers of information (Wilson et al, 2011, p.19).

Figure 1: The Ecology of MIL: Notions of MIL



Source: Grizzle, Alton. *Media and Information Literacy Policy and Strategy Guidelines*. UNESCO, 2013.

With this holistic view in mind, it is imperative that a broader focus of media and literacy and its impact on developing countries be considered and used to "empower citizens to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. [MIL must therefore be] considered as a basic human right in a digital world and promote social inclusion of all nations" (Wilson et al, 2013, p.16). The fact is that "MIL equips people to be more discerning and probing of the world around them, thereby becoming more self-aware and better able to appropriate the offerings of media and information for cultural exchange" (Grizzle 2014, p.20). Thus media and information literacy becomes engulfed into an even broader framework of intercultural dialogue. As advocated by UNESCO, media and information literacy and intercultural dialogue (MILID) therefore

looks at promoting media and information literate societies on a global scale. In essence Jamaicans' as citizens of a global society, need to know how to critically assess their surroundings and harness the necessary knowledge and skill set that will allow them to navigate through today's digital world. This becomes even more evident as all facets of human interaction becomes dependent on emerging and ever-changing technological advancements in order to perpetuate ideas, decisions views and opinions and even emotions. It follows that, the creation and use of policies and strategies to govern the use of information and media in a variety of settings become of critical importance on both personal and professional levels. It is therefore important that citizens understand how information is perceived and used in the media to advocate and influence choices and decisions; whilst understanding the role and responsibility of media and information regulators, such as the the Broadcasting Commission of Jamaica. This becomes even more critical since the proliferation of fake news in the form of mis-information, dis-information and mal-information which currently occupies the layman's information cognitive space may have seemingly seeped into the professional information arena as well.

Jamaica, as a developing country is ranked high in press freedom when compared to other countries around the world. In fact in 2018 Jamaica was ranked sixth (6th) on the world press freedom Index by the media watchdog group, Reporters without Borders (RSF). The country has fallen two (2) places down to eighth (8th) since 2019 (Reporters, 2016). However, despite this favourable ranking, there still lie issues in terms of how information is perceived and used to influence citizens in their choices daily.

JAMAICA'S PRINT MEDIA AND FAKE NEWS

"Whilst the Broadcasting Commission of Jamaica was established in order to regulate broadcast media..., a history of the mass media's development in Jamaica cannot exclude a discussion of print media- the first form of mass media introduced to the Caribbean" (Broadcasting Commission of Jamaica, 2015). The table below provides some semblance of the historical development of print media in Jamaica.

Table 1: Historical Development of Print Media in Jamaica

Date	Historical Development
1440	The invention of Gutenberg's printing press
1600s	Printing closely regulated by the Government and restricted to London
1600s	Printing severely controlled. All unlicensed books and printing equipment were regularly subjected to seizure.
1671	Virginian Governor Berkeley verbal Influence on printing
1717	Sir Nicholas Lawes verbal Influence on printing Englishman Robert Baldwin established his printery on Kingston's Church Street
1718	The publication of the Weekly Jamaica Courant
1720	Daniel Israel Lopez Laguna the first Jamaican resident under British rule to publish a book

1722	Robert Baldwin died. control of the business fell to his wife, Mary
1734	Business turned over to Peter and Robert Jr.
1745	Emergence of the Jamaica Gazette printed
1720	Spanish poet Daniel Israel Lopez Laguna held the distinction of being the first Jamaican resident under British rule to publish a book
1830s	deCordova brothers launched The Daily Gleaner
1897	paper became a public company
1920s	Gleaner involved in book publishing, having started to print the "Gleaner Geography and History of Jamaica" in the for use in schools Islandwide
1976	Hon. Oliver Clarke became Chairman and managing director
Presently	Multiple newspapers

Abridged from the Gleaner: Pieces of the Past: Printing in Jamaica by Dr. Rebecca Tortello
<http://old.jamaica-gleaner.com/pages/history/story0066.html>.

As far back as 1976 research has covered the media in Jamaica and its influence on citizens' perceptions and beliefs. For instance, a look at Cuthbert's 1976 study; observing the role of media in the socio-political development of Jamaica, highlights the media's influence on the general public. Cuthbert highlighted the dependence of Jamaica's media on advertising for profits and its ability to influence tastes and images and the Government's influence on television stations owning a large percentage of imported content; there was no "doubt... that Jamaican youth prefer American soul and funky music to Trinidad's calypso which was related to radio's stations preference" (p. 53). Again, the "Daily Gleaner, founded in 1834, had the largest circulation and the most influential voice among the media" The media's crucial role in influencing the sociopolitical atmosphere of Jamaica could be seen in the introduction of the Jamaican Government's insistence of its own independent development of a democratic socialism policy. Cuthbert sighted remarks made by then journalist Thomas Wright on October 15, 1974, expressing that however, well intentioned it was, "many Gleaner columnists, letters and features [did] not distinguish between various types of socialism and sometimes not even between socialism and communism. Socialism and communism are "the same thing", said columnist. May it be propaganda or fake news; the fact was that the media's depiction of what was true or not resonated with the general populous (p. 53).

Documented empirical evidence of the media's influence in Jamaica over the last three decades have given us some insight on how the media has been used to disseminate information (whether factually established or not) to the general public. Take for instance Jamaica's 1983 National Population Policy. According to Scott (1992) the policy was developed with the intention of defining Jamaica's accelerating population as a negative constraint on the country's national development. In an effort to disseminate the message, the Government used various media outlets to endorse the introduction of a two child family in an effort to control the Jamaican population growth. However the research argues that the media campaign was based on "academically discredited views and assumptions on the role of the media in development. On the other hand the study also made reference to far reaching

capabilities of media and indicated that overall media usage “was higher among urban women and that the medium with the highest reach is radio, followed by television with newspapers having the lowest reach of all” (p. 339).

Today, we can see conscious efforts of the print media in combating the spread, consumption and influence of fake news amidst a flurry of online media content. It is an acceptable norm that Journalism and the news media are built on rules and standard norms of credibility. However, with that advent, and the emergence of new information tools and services, citizens are now faced with the added challenge of deciphering multiple news platform with the intention of validating the credibility of what is considered newsworthy and avoiding misinformation, disinformation and mal-information.

DISCUSSING FAKE NEWS WITHIN A THEORETICAL FRAMEWORK

From a traditional perspective, one would agree that it is the duty of a journalist to capture through observation and report, the essence of a news story in such a way that it reflects truth, credibility and authenticity in reporting. The general public takes for granted the notion that all journalist and news media are compelled by the very code of ethics that regulates their profession and mode of operation. In truth though with the proliferation of alternative sources of news through social media platforms, the very essence of what is news and what is news worthy must be questioned. Accordingly, UNESCO defines disinformation as “deliberate (often orchestrated) attempts to confuse or manipulate people through delivering dishonest information to them and misinformation as misleading information created or disseminated without manipulative or malicious intent” (Ireton & Posetti, 2018. p.7). UNESCO also describes a third category, termed mal-information; “information, that is based on reality, but used to inflict harm on a person, organization or country” (p. 46). Each category can be considered a component of the larger concept of fake news and is compellingly dangerous in their own right. For instance, during an election campaign, disinformation may be seen in the deliberate and purposeful attempt of a political group to spread deceptive information on its opponent during the period of campaigning. Misinformation can be seen in the intentional or unintentional spreading of false rumours, pranks or mislabeled representation of the truth on a particular topic or about a particular political nominee. Whilst, ma-linformation can be seen in the deliberate publication of personal and confidential information on ones opponent in order to gain an advantage.

In light of the complexity of the issues surrounding fake news; a theoretical framework is necessary in undergirding any logical discussion on the issue. In their publication titled “Information Disorder: Toward an interdisciplinary framework for research and policy making” the Council of Europe expressed that the term ‘fake news’, is woefully inadequate to describe the complex phenomena of information pollution. This they identify for two reasons. One, politician’s manipulation of the term for their own gain and two, the use of the term by the powerful to manipulate the press freedom. Instead they advocate a new conceptual framework, comprising of three components; three types of information disorder, three phases of information disorder and three associated elements. A brief highlight of the conceptual framework will be discussed herein. **Dis-information is characterized as** information that is false and deliberately created to harm a person, social group, organization or country; **mis-information is characterized as** information that is false, but not created with the intention of causing harm and **mal-information is characterized as** information that is based on reality, used to inflict harm on a person, organization or country (Wardle and Derakhshan, 2017).

Figure 2: The Three Types of Information Disorder

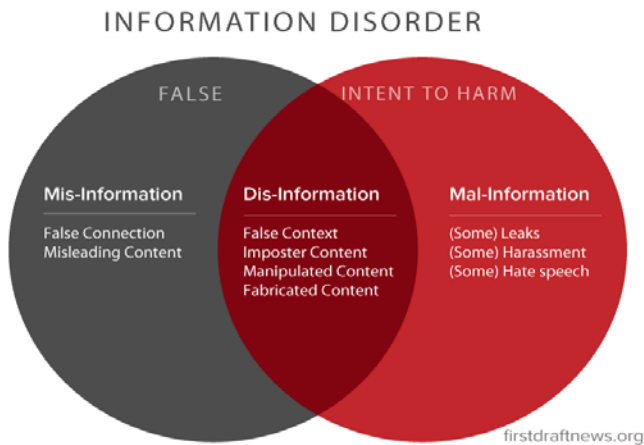


Image taken from Ireton, C., & Posetti, J. (Eds.). (2019, November 20). *Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training*.

The three elements of the disorders are separately examined with the deliberate intention of posing questions that need to be asked of each element. These include question surrounding the role of the **agent**; who were the agents that created, produced and distributed the information, and what was their motivation? Questions surrounding the content of the message; what type of message was it? What format did it take? What were the characteristics? finally, the messages **interpreter is placed into context i.e. when the message was received by someone, how did they interpret the message?** and what action, if any, did they take?

Figure 3: The Three Associated Elements of Information Disorder

Agent	Actor Type: Level of Organisation: Type of Motivation: Level of Automation: Intended Audience: Intent to Harm: Intent to Mislead:	Official / Unofficial None / Loose / Tight / Networked Financial / Political / Social / Psychological Human / Cyborg / Bot Members / Social Groups / Entire Societies Yes / No Yes / No
Message	Duration: Accuracy: Legality: Imposter Type: Message Target:	Long term / Short-term / Event-based Misleading/ Manipulated / Fabricated Legal / Illegal No / Brand / Individual Individual / Organisation / Social Group / Entire Society
Interpreter	Message reading: Action taken:	Hegemonic / Oppositional / Negotiated Ignored / Shared in support / Shared in opposition

Image taken from Ireton, C., & Posetti, J. (Eds.). (2019, November 20). *Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training*.

Wardle and Derakhshan further advocates that there may be notable differences in the associated agents of the framework. That is the agent who is responsible for the creation of the fabricated message may be different from the agent who produced the message. Furthermore the producer of the message may be ultimately different from the agent' who distributed the message.

Figure 4: The Three phases of Information Disorder

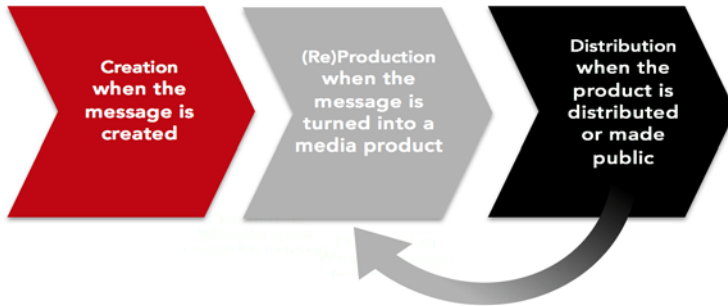


Image taken from Ireton, C., & Posetti, J. (Eds.). (2019, November 20). Journalism, 'Fake News' and Disinformation: A Handbook for Journalism Education and Training.

Ultimately an argument for a holistic view of the disorders, their associated elements and phases is necessary in understanding the depth and breadth of the impact of rumours and fabricated content in order to addressing them. An understanding of the theory also highlights the significant and difficult role of media regulators in targeting disinformation, misinformation and mal-information. This reality becomes even more complex as information harnessed and promulgated through social networks and social messaging is more readily and easily available.

THE JAMAICA BROADCASTING COMMISSION

Media regulation "refers to the process by which a range of specific, often legally binding, tools are applied to media systems and institutions to achieve established policy goals such as pluralism, diversity, competition, and freedom" (Freedman). Jamaica's main media communication regulatory body is the Broadcasting Commission of Jamaica (BCJ). The Broadcasting Commission is a body corporate established under the Broadcasting and Radio Re-Diffusion Act (BRRA). It is the successor to the Broadcasting Authority, following the 1986 amendment of the BRRA, making the Commission the Caribbean region's most well established communications regulator (BCJ Annual Report, 2018, p.2). A synoptic view of the Commission's 2017-2018 annual report highlights some of its significant work in public education:

- **Media Regulation:** "The Commission as part of its efforts to develop a modern framework for media regulation in Jamaica, [takes] into consideration emerging opportunities and challenges of the digital age" (p.34).
- **Schools' Outreach:** "Over 4000 students from 25 primary and secondary institutions across the country were engaged on opportunities and challenges in the digital society" (p.34).

- Media Literacy Campaign: "The production of two new advertisements, 'Pinchy Dead' and 'Ordinary People' as part of its ongoing media literacy and digital awareness programme." {The advertisements went on to receive two Gold Muse awards in the International Muse Creative Awards Competition for 2018} (p.36).

- Social media: "Facebook fan base increased from 27,109 fans to 42,842 fans...twitter followers increased from 2,163 to 2,773...YouTube channel gained 98 net subscribers and generated 63,377 new views and 1,028 followers on Instagram" (p. 37).

According to Professor Anthony Clayton Chairman of the Broadcasting Commission of Jamaica, Fake news has become a major global problem which affects many countries, specifically in areas of politics. This he says is directly related to the online proliferation of social media content and the economic gain to be had the platforms. He advocates that through social media many groups encourages political tribalism and as a result "increases vulnerability to fake news and manipulation via social media" (p. 9). The Chairman took the opportunity to highlight the Broadcasting Commission work in educating citizens on the issue of fake news and the importance of those who are using social media platforms to better manage their consuming and sharing of online content (BCJ Annual Report, 2018).

THE GLEANER AS A SOURCE AND DISCUSSANT ON FAKE NEWS AND THE BROADCASTING COMMISSION OF JAMAICA

A keen examination of the following online Gleaner publications on fake news aligned with the work of the broadcasting commission of Jamaica, highlights some key features of the gleaner as a source and discussant on the issue in the last two (2) years, It should be noted that these six (6) articles are the first "hits" to be generated from a search with the key search terms "Broadcasting Commission of Jamaica" "Fake News" and "Jamaica Gleaner":

GLEANER ARTICLE: BROADCASTING COMMISSION WINS GLOBAL AWARDS ALONG WITH PORSCHE AND USAIN BOLT ADVERTISEMENTS, PUBLISHED APRIL 6, 2018

The article highlights the award winning advertisements by the Broadcasting Commission of Jamaica titled "Pinchy Dead" which warns against fake news and a more recent release titled "Ordinary People" which urges parents to be more consciously aware of what their children are viewing online. The article stated that "Pinchy Dead" was aired over two (2) million times and is "one of the first communication in the world to address the problem of fake news and encourages online users to be more careful when consuming and sharing content online" (para.3). The article purports the Commission's ability in responding in an adequate and appealing manner to issues surrounding digital literacy (Broadcasting, 2018).

GLEANER ARTICLE: SOCIAL MEDIA CLAMPDOWN - BROADCASTING COMMISSION WANTS TO POLICE ONLINE SITES, PUBLISHED MARCH 12, 2019.

The article looks at the Broadcasting Commission's plea in advocating for a greater role in media regulation, which would see the commission going beyond "free-to-air" electronic media to "policing" social media platforms. Their concern comes against the notion that cyberbullying, pornography and other violent content is a growing concern by the general public. The (BCJ) challenged the government in allowing the commission an expanded oversight role, as a necessary means of controlling the use of "media for the proliferation of hate speech, unethical advertising, dis-information, scamming and

terrorist recruitment" (para.3). The article made reference to statistics drawn from the Commission's 2018 survey which revealed that the public was concerned that children might see pornographic videos involving children, children were exposed to violent and pornographic material, fake news and children's exposure to graphic videos and images from accident and crime scenes. The survey revealed that the Broadcasting commission role should be to educate the public on how to protect themselves and their families online (Cross, 2019).

GLENER ARTICLE: JAMAICA IN THE DIGITAL ERA (PART II), PUBLISHED MARCH 19, 2019

The article highlights the thoughts of Anthony Clayton, professor of Caribbean Sustainable Development at The University of the West Indies and chairman of the Broadcasting Commission of Jamaica and those of Cordel Green, attorney-at-law and executive director of the Broadcasting Commission. They stated that Jamaica's priority online has far surpassed mere accessibility, but has now grown to encompass media literacy. The Broadcasting Commission has now given greater support to improving media literacy throughout Jamaica. They acknowledge that most Jamaicans already has Internet access and are avid users; however, using the internet to positively influence how they live, learn and work is a challenge. They acknowledge "the polarization of politics by fake news and unfiltered hate speech; and the undermining of the concept of truth, which happens because many people can no longer tell the difference between fake and real news" (para. 3) The article acknowledged the role of the Commission as:

[Ensuring] a successful national transition to a digital economy, using the empowering and liberating potential of technological innovation to encourage new forms of business, social, cultural, and media development while protecting the people of Jamaica from potential abuses of communication and influence. We guard against malicious, harmful, and inappropriate content; we operate public education programmes to build the capacity of youth, parents, guardians, teachers, and the general public to detect and respond to harmful material; and we work with the media to encourage high standards and trustworthiness in journalism (Jamaica, para. 8).

GLENER ARTICLE: SCAMMERS USE WHATSAPP HOAX TO LURE RECRUITS TO UP PARK CAMP, PUBLISHED MARCH 19, 2019

The article highlights a situation in which "scammers" circulated a fake social media post inviting many young people to apply for jobs in the Jamaica Defence Force (JDF). The article stated that " more than 2,000 young men and women turned up at Up Park Camp, well groomed, but uninvited, claiming to have received the notification via WhatsApp" (Para. 2). Many persons paid registration fees online via the site jointhejdf.com. Again the article highlighted the harm that unregulated social media content can do to Jamaica and the need for the Jamaican Government to implement greater regulative measures (Cross, 2019).

GLENER ARTICLE: OFFICE OF POLITICAL OMBUDSMAN LAUNCHES WEBSITE, PUBLISHED APRIL 15, 2019

The article highlights the launch of the official website of the The Office of the Political Ombudsman on April 11, 2019. The purpose of the website was to give the office of the Ombudsman greater online presence on Facebook, Instagram and Twitter in an effort to regulate the political atmosphere in Jamaica. At the

same "the website addresses issues such as "defamation, which is becoming more prevalent in the digital space ... vilification of opponents, fake news and a general deterioration in public discourse" (para. 6). The article mentioned the Broadcasting Commission's commendation for the initiative of the Office of the Political Ombudsman and their effort in good governance (Office, 2019).

GLENER ARTICLE: LACK OF LEGISLATION DELAYS BCJ'S SOCIAL MEDIA PLANS, PUBLISHED AUGUST 12, 2019.

The article highlights the difficulty that the Broadcasting Commission of Jamaica's faces in enacting the trusted YouTube flagger status it received from YouTube. The status would allow the Jamaican government as well as non-government agency the tools needed to "notify YouTube of content that violates its community guidelines and to make recommendations for such material to be booted from the platform" (para. 2). The article made reference to the August 3, 2019 Walmart mass shooting inside an El Paso, Texas and indicated that although we have not had an incident of that magnitude in Jamaica, we do have other content of a gross graphical nature and current legislation. The article purports that whilst freedom of speech is important, laws must be enacted which will stop the circulation of videos such as these. The article further made reference to other countries that have enacted laws to govern social media. These included Germany's 2018 law that governs how companies handles complaints about content they host and also the Europeans General Data Protection Regulation, which governs how data is stored by big Internet companies (Lack, 2019).

It is evidently clear from the above articles that Jamaica like many other countries globally has been impacted and continues to be influenced by fake news; whether in the form of mal-information, mis-information or dis-information. The Broadcasting Commission of Jamaica has made great strides in providing some regulatory framework amidst some local restrictions. The Commission continues to advocate its cause by engaging and encouraging the Government in enacting laws that are necessary in promoting media literacy as well as protecting and empowering citizens to be responsible in their use and consumption of information via the media.

FURTHER DISCUSSIONS

As a global initiative, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has put forward the notion that the term "fake news" must be discussed in the context of "information that does not meet verifiable information in the public interest, [and therefore] does not deserve the label of news. In this sense then, 'fake news' is an oxymoron which lends itself to undermining the credibility of information which does indeed meet the threshold of verifiability and public interest – i.e. real news" (Ireton & Posetti, 2019, p.10). Media literacy then becomes an avenue for citizens to understand how information and media content can be accessed, how these contents originate, how they are created, funded, protected, evaluated, and shared.

Of course, it would be uncanny to discuss the print media in Jamaica, without looking at its historical development, specifically focusing on the Gleaner. However advertently we also need to acknowledge that "with the appearance of online news websites, journalism in the traditional news media gained a competitor in the news offer" (Kovacic et al., 2010, p.114). It is also necessary to have an understanding of the three components of fake news and their definitions and be ready to discuss the same within a justified theoretical framework. Thus the Council of Europe provides a broader framework from which they describe "fake news" as a more complex phenomena of information pollution.

As the Country's main regulator of media; the Broadcasting Commission of Jamaica continues to monitor and regulate media industries in Jamaica. The Commission's principal functions may be classified as advisory, monitoring, research or information-gathering, administrative and legislative (BCJ Annual Report, 2018, p.2). Within the context of the print media we can see evidence of the Commissions influence and can begin to draw some semblance of its parallel work against that of the challenging effects and impact of fake news on Jamaica. It can be said that generally, within the realm of the concept of a global MIL city, the Broadcasting Commission of Jamaica joins other entities such as the Caribbean Institute of Media and Communication (CARIMAC) at the University of the West Indies, Mona in "enhancing local stakeholders' understanding of the media in Jamaica" and specifically educating the most vulnerable among us on issues relating to media and media literacy. CARIMAC has embarked on several initiatives in Media and Information Literacy and Intercultural Dialogue at the University of the West Indies, which involves communication strategies for promoting children's rights via the media. (Stewart and Bravo 2013, pp. 34-35).

CONCLUSION

It would be true to say that media and information literacy (MIL) in developing countries is a challenging field of media development today. It deals with the deep human need to communicate in a complex world that does not offer equal opportunities for everyone (Reineck and Lublinski, 2015, p. 1). Furthermore, the need for citizens to become media and information literate is greater now than it has ever been before. In furtherance of this notion; we can see why the concept of evolving smart cities into MIL cities must take into consideration "smart and sustainable cities [that] need smart citizens, empowered through media and information literacy... enabling citizens to make better use of the practical possibilities a connected city can provide, and to engage more creatively, critically and effectively in it (UNESCO, 2019, p.4).

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Chapter 13.4

MIL Cities: a look at Cartoons

Dorinho Bastos

Dorinho Bastos

Heliodoro Bastos has a degree in Architecture from Universidade Braz Cubas (1974), Master's (1984) and Doctorate (1992) and Livre Teaching (2015) in Communication Sciences from the School of Communications and Arts of the University of São Paulo. Since 1976 he has been a professor in the Advertising Course at the School of Communications and Arts / ECA-USP. He is a professor in the post-graduate courses GESTCORP / ECA-USP, Communication and Marketing Management / ECA-USP, at FIA / Fundação Instituto de Administração, INPG / Instituto Nacional de Pós Graduação and SUSTENTARE / Escola de Negócios. In addition to the academic area, he is a managing partner of the studio Dorinho Bastos Comunicação & Design and cartoonist, with works published in various communication vehicles, mainly those related to the Advertising and Marketing market.

***"In the face of humor, we can always have the reaction of saying:
Hey! ... Isn't that right?"***

Ziraldo

The experience of proposing a chapter in a non-verbal language, with a set of cartoons for the previous work *Marketing Communication and Technology in the MIL Cities*, published in 2019, also organized by friends Mitsuru Yanaze and Felipe Chibás, was very interesting.

From a graphic point of view, the illustration / image breaks the rigidity of the text's layout, generating movement and lightness to the academic work.

Thus, as I defended the language of the cartoon in the previous work, and raised the possibility of proposing the rupture of something recurring in the literary work, which is the verbal expression, generating a chapter that is supposedly "disruptive", I present here another set of cartoons inspired by this model innovative city, the MIL Cities, proposed by UNESCO.

In her Master's Dissertation, at the Pontifical Catholic University of São Paulo, in 2011, with the title *The Production of the Senses of Humor in the Cartoons of Maitena: A Linguistic-Discursive Study*, Marisa da Costa defines the cartoon with great quality:

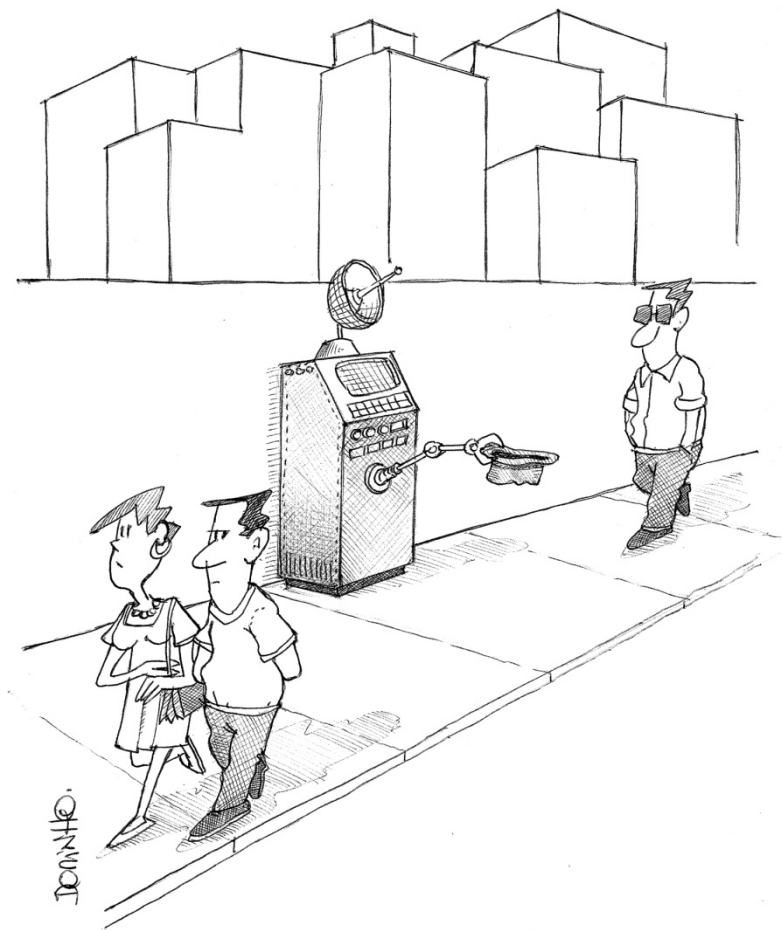
"Cartoons are a discursive genre made up of verbal and non-verbal text, whose main characteristic is timelessness and thematic universality. And whose communicative purpose is to provoke a social reflection with a certain degree of humor".

And reflection is exactly what I propose here. For, just as I am excited about the concepts and future possibilities of our living spaces, which we call "cities", I am concerned about a possible loss of human sensitivity in these new spaces.

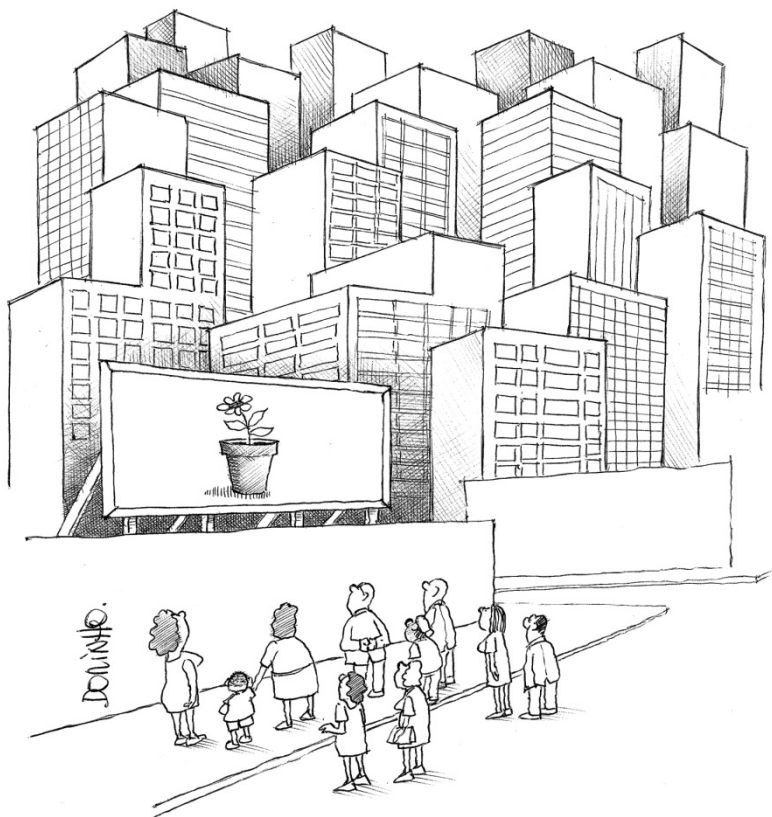
So, who knows some of the following cartoons may lead the reader to reflect:

Hey! ... Isn't that right?



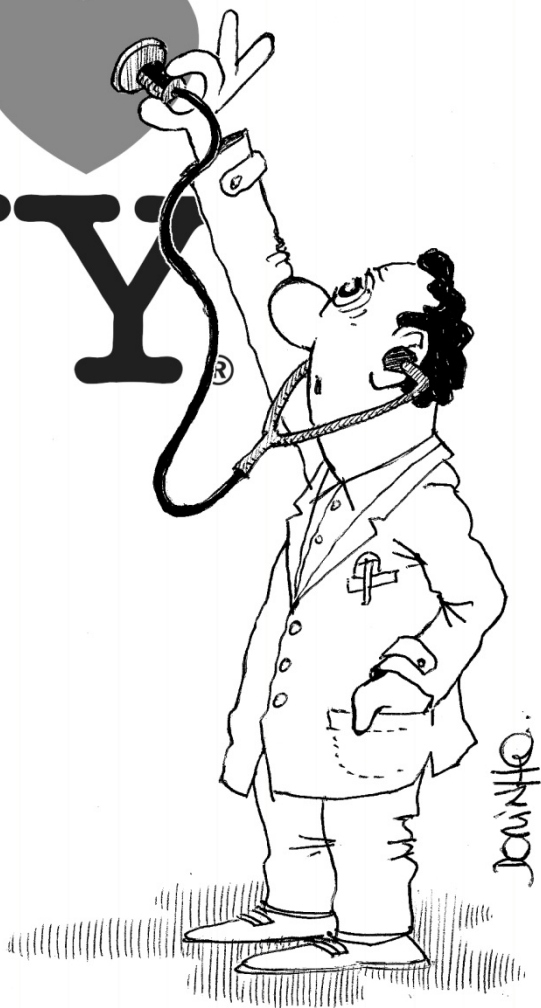


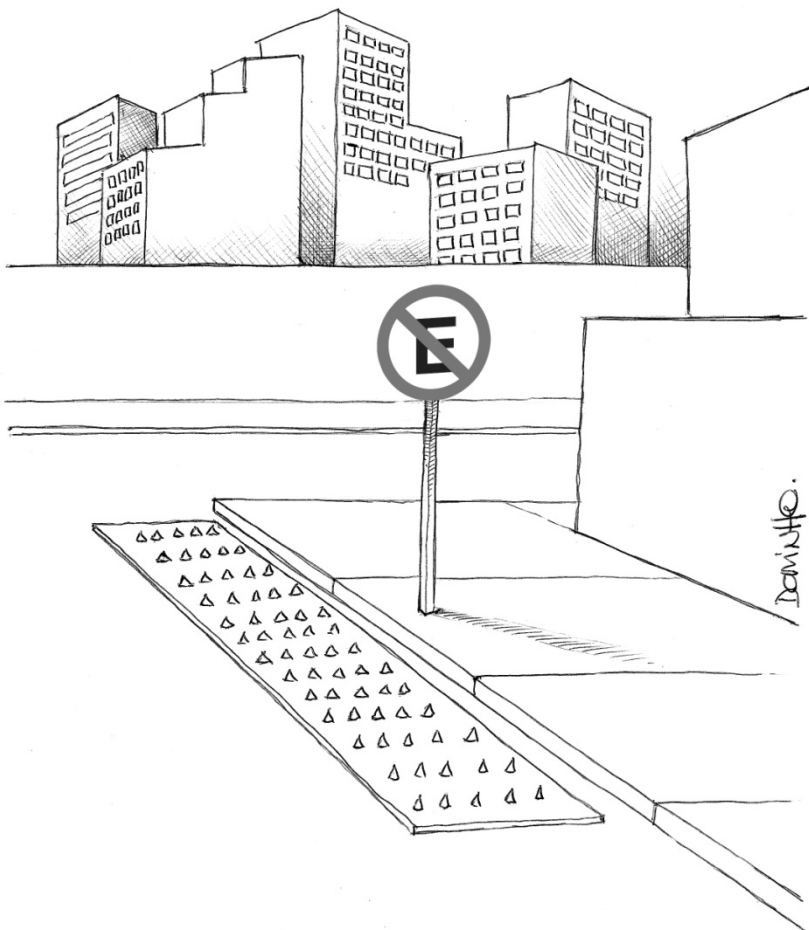


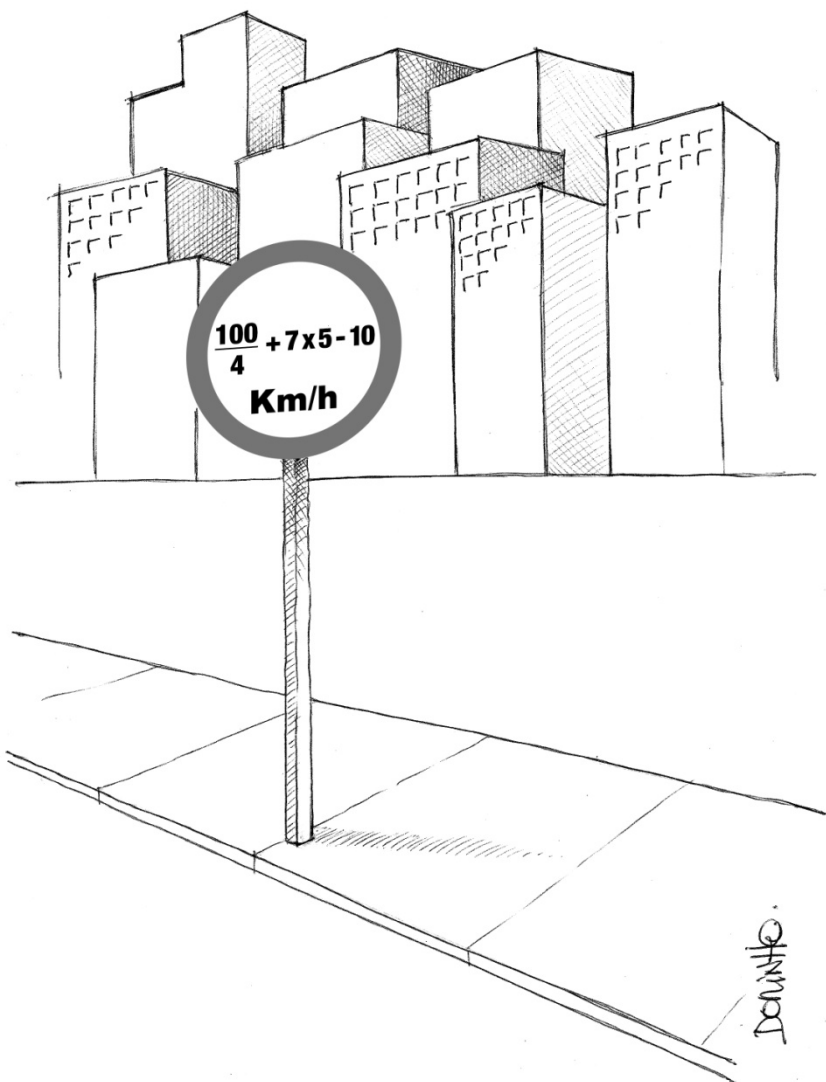


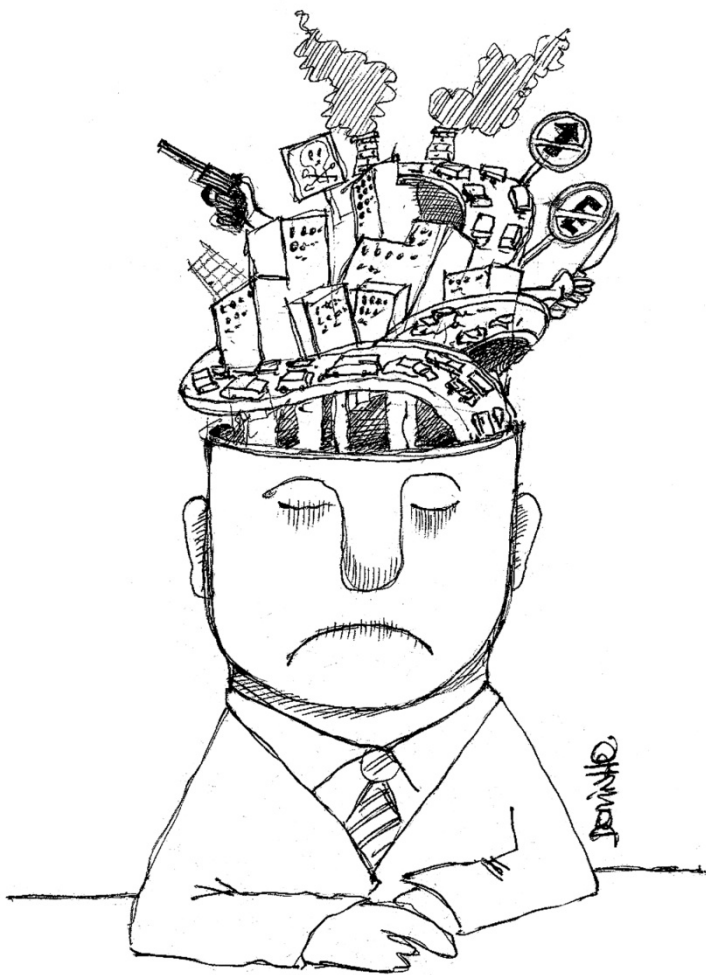


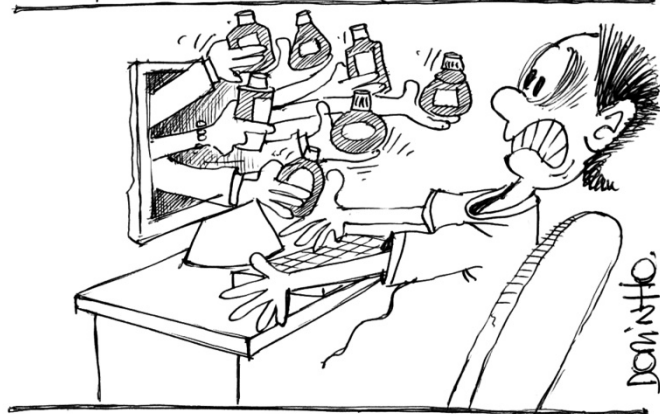
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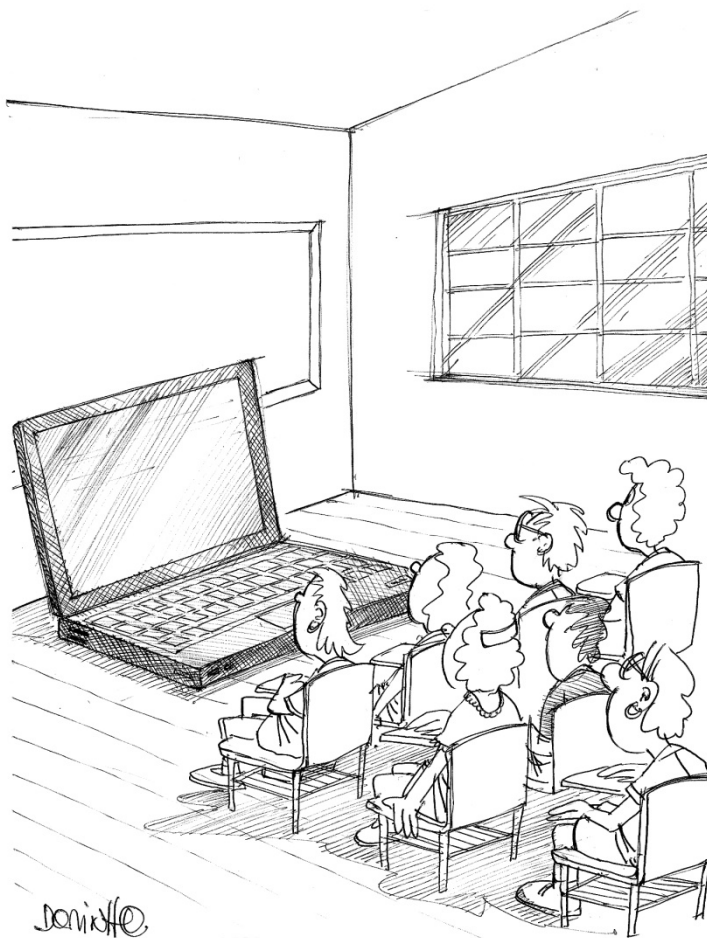


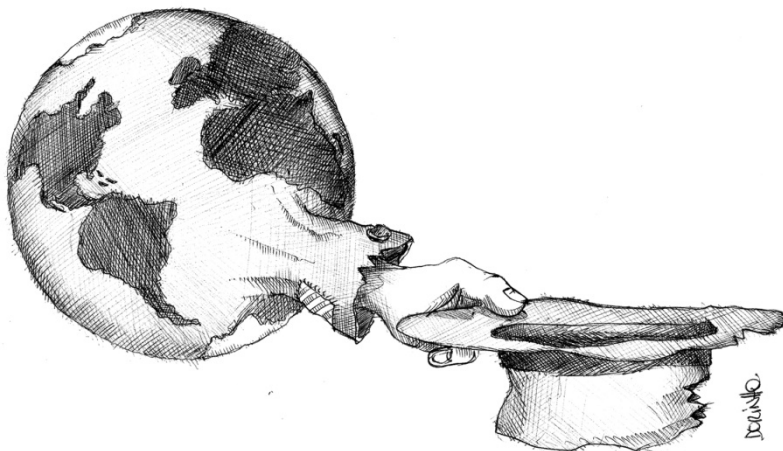




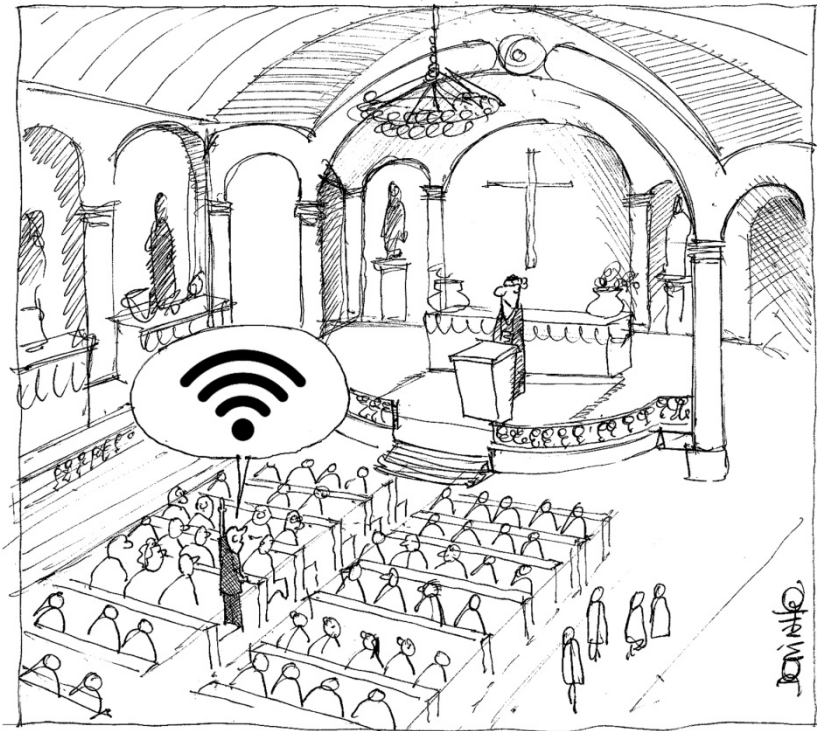
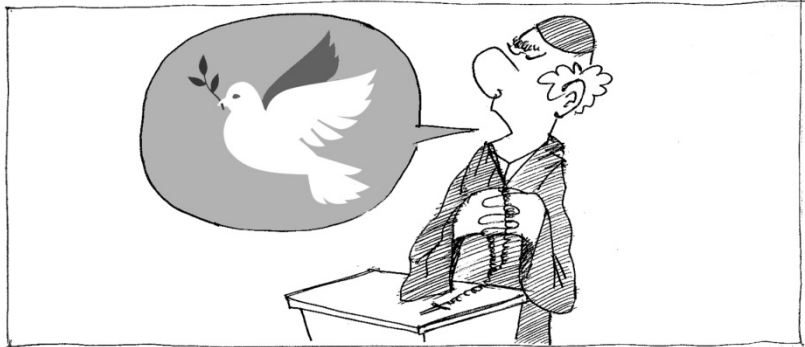




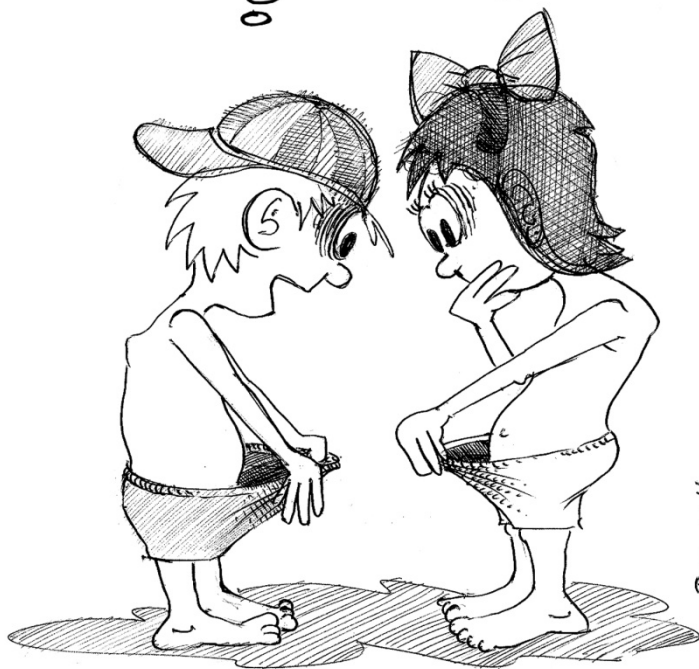












Denitto.