

Pathways to Global Citizenship: Navigating International Cooperation in Digital Media Education

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Abstract: The research examined current trends in media education, specifically exploring its relationship with global citizenship. By drawing insights from recent international cooperation research, the study aims to offer a comprehensive understanding of how media education aligns with the principles of global citizenship. Additionally, it aims to identify key objectives and pathways for digital media education aligned with principles of global citizenship. The research methodology employed the 'process-inquiry' model, offering a specific and practical approach to investigate it within the context of key global citizenship factors. The study highlights the importance of fostering interdependence and collaborative responses among nations. The ongoing transformations in the media landscape necessitate developing an awareness and mindset aligned with universal human values, while transcending parochial national interests while simultaneously enhancing adaptability and active engagement within the evolving digital realm. In this context, global citizenship media education, focused on enhancing 21st-century competencies, has two primary objectives: nurturing 'democratic digital citizens' and cultivating qualities like empathy and cultural understanding that align with global citizenship. Additionally, it advocates for the promotion of peaceful social relations and the embrace of diversity rooted in ethical values, facilitated by the cultivation of media literacy and a balanced perspective. Moreover, the study acknowledges the significance of the international community's 'collaboration' in addressing the influence and impact of media within an increasingly interdependent social economy. Finally, it underscores the significance of commencing with an emphasis on "humanity" as a fundamental code of conduct, encompassing aspects like universal digital etiquette on a global scale. Current discussions on media education often overlook the complex relationship between the globalized media landscape and the concept of global citizenship. Therefore, this study endeavors to derive educational imperatives based on the prospect of harmonizing global citizenship and media education.

Keywords: Global Citizenship, International Cooperation, Media Education, Digital Media Literacy

1. Introduction

The COVID-19 pandemic has restricted physical exchanges, but it has led to an exponential increase in exchanges within the virtual realm, primarily driven by media advancements. In this era, marked by the paramount importance of international solidarity and cooperation, contemplating the direction and objectives of education for individuals who assume the mantle of global citizenship is imperative. The prominence of media education has heightened significantly, particularly as international interactions

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among individuals engaged in the digital world—recognized as sub-concepts of global citizens—have gained momentum.

Moreover, global citizenship education aims to cultivate empathy for challenges in the global era and address overarching issues, guiding individuals towards sustainable resolutions. This educational approach is fundamentally rooted in ethical philosophy and relies on the shared embrace of universal values. The current global landscape is characterized by the convergence of capital, institutions, cultures, and individuals, propelled by the globalization of the economy, politics, and culture. This convergence unfolds most vividly within virtual spaces created and shaped through media.

The societal shift implies a significant change in how this study views education and citizenship. It signifies a move towards preparing individuals to engage as responsible, informed, and active members of a global community, placing emphasis on understanding digital platforms and their role in shaping our interconnected world. This societal shift is undeniably transformative. Presently, discussions revolve around the fundamental educational challenges posed by virtual spaces like the metaverse, where international cooperation and the globalization of media-driven virtual spaces are forging a cohesive world transcending temporal and spatial boundaries. The term "metaverse" refers to a collective virtual shared space, often described as a convergence of multiple digital environments, augmented reality, and virtual reality.

Under the pervasive influence of media, globalization has given rise to significant ethical and philosophical debates concerning the ideals that global citizens should pursue, their autonomy, social responsibilities, the quality of aesthetic experiences, and the cultural aspects of education, driven by technological advancements[1]. Simultaneously, it is widely recognized as an essential part of education, aligning with the development of media literacy competencies. The contemporary media landscape emphasizes the sharing of values and experiences across all fields. In this global era, every facet must capture the interest of learners, who have evolved from passive audiences into active participants shaping the messages and philosophies conveyed through content, products, services, and platforms. Media education is no exception and can only chart a meaningful course by embracing international cooperation and solidarity, thus eliciting resonance among learners and aligning with the right trajectory.

Consequently, this study aims to comprehend recent international cooperation research to discern the prevailing trends and status of media education within the context of global citizenship. Furthermore, it seeks to delineate the central objectives and pathways for digital media education, infused with the principles of global citizenship.

2. Review of Related Studies

This paper draws from a range of theoretical backgrounds, particularly examining the interaction between media literacy and citizenship education. The significance of digital citizenship for 21st-century students lies in its multifaceted impact, ensuring their well-being in online environments, fostering respectful digital interactions, and instilling responsibility in handling personal information and media consumption. As this study navigates the ever-evolving landscape of digital technologies, understanding and promoting digital citizenship become crucial elements of contemporary education. Therefore, research on media education and global citizenship emerges as a pivotal focal point for shaping the future of education, addressing the dynamic relationship between media literacy and the cultivation of responsible, informed, and respectful global citizens. Past research has underscored the significance of media literacy in shaping civic awareness and behavior within citizenship education. It has also delved into the role of media education in enhancing civic engagement and fostering cultural understanding. The theoretical framework of this study is anchored in prior investigations on media literacy, digital citizenship education, and the evolution of educational curricula[2]. By synthesizing and reviewing these theoretical foundations, this study aims to define its objectives and scholarly direction.

The first study reviewed, 'Teaching Media Literacy in Citizenship Education,' delves into the intricate relationship between media literacy and citizenship education. Emphasizing the critical role of media literacy for educators specializing in citizenship studies, the research asserts that access to media and media literacy constitutes an inherent right for all children. It illustrates how media literacy has been integrated into the Citizenship curriculum, offering concrete examples that highlight its pivotal role in shaping informed and responsible citizens[3].

The second study, 'Digital Technologies Advancing Global Citizenship Education in Schools,' investigates the potential of digital technologies in enhancing global citizenship education within school environments. Through elite interviews with experts in teacher education and digital technology, the research explores school-based initiatives and examines the intersection of global citizenship and digital citizenship education. Insights into current practices are provided, evaluating the efficacy of digital tools in nurturing global citizenship values among students[4].

Thirdly, 'International Co-operation in the Digital Age for Sustainable Development' scrutinizes the role of international cooperation in the digital age, specifically focusing on Latin American and Caribbean (LAC) countries. The research advocates for a renewed model of international cooperation to harness the digital transformation for sustainable development. Strategies such as harmonization, stakeholder engagement, and regional policy dialogues are proposed to drive digital development and sustainable growth in LAC countries[5].

The fourth study, 'Digital Etiquette in the Context of Global Citizenship in the New Normal Society (2021),' explores the digital etiquette practices of global citizens in the evolving landscape of the 'new normal.' Introducing a three-tiered approach encompassing individual, social group, and public levels, the study seeks to establish best practices for ethical online behavior among global citizens. By examining digital etiquette in this context, the research aims to offer insights into promoting responsible digital conduct in our interconnected world[6].

Lastly, 'Media Education Integration in Portuguese Citizenship Education Strategy' scrutinizes the integration of media education within the Portuguese National Strategy for Citizenship Education. With a focus on Digital and Media Literacy Competences, the study analyzes guiding documents from 227 educational establishments. Its objective is to assess the implementation and incorporation of media education into the broader landscape of citizenship education strategies in Portuguese schools[7][8].

3. Research Methodology

This study employed the 'process-inquiry' model as its research methodology for a nuanced exploration of media education within the context of global citizenship. While investigating media education in conjunction with the key factors of global citizenship, this model enables a more precise exploration.

The methodology is characterized by two key aspects. Firstly, the 'process-inquiry' methodology is an alternative approach to the traditional model. In contrast to traditional goal-oriented design models, the 'process-inquiry' model does not prioritize specific behavioral objectives. Instead, it emphasizes the experiential journey over predefined outcomes. This deviation allows for a focus on the unfolding experiences of students throughout the process, steering away from rigidly predetermined goals.

Secondly, the Emphasis on Inquiry-Based Experience. Particularly relevant to global citizenship-based media education, the 'process-inquiry' model places a significant emphasis on the holistic and comprehensive nature of the educational experience. Unlike traditional perspectives that often center on segmented knowledge content, this approach recognizes the learning process as a dynamic exploration. It views research findings not as predetermined outcomes but as proposals or hypotheses requiring further investigation[9]. This dynamic and explorative learning environment fosters critical thinking, cultural understanding, and responsible media consumption. Challenges and issues in global citizenship-based media education are addressed through specific statements outlining the principles of processes

or procedures needed for its transformation into an educational experience.

In adopting the 'process-inquiry' model, this study emphasizes the educational experience within media education, departing from the conventional focus on segmented knowledge content. The central theme, global citizenship-based media education, is collectively addressed through specific statements outlining the principles of processes or procedures required for its transformation into a rich and engaging educational experience.



[Fig. 1] Inquiry Process Flow Chart (©2019 Let's Talk Science)

Within this study, the research results are analyzed and presented based on the three components of the 'process-inquiry' model : 'statement of general goals,' 'statement of principle of procedure,' and 'reference statement for evaluating or judging student activities'[10]. It's important to note that these three elements, making up the 'process-inquiry' model, are conceptually divided for clarity and do not imply a fixed sequence in research design. Moreover, these elements emerge as the values or standards inherent in the experience inquiry process, particularly the principle of procedure, and are closely interconnected in a logical sense. The "principle of procedure" does not simply denote teaching methods or strategies; rather, it embodies the "values" or "standards" governing these methods or strategies[9]. More precisely, the principle of procedure represents the core values rooted in the educational experience inquiry process, dictating and serving as benchmarks for the actions of stakeholders[10].

For instance, in the context of media education concerning cultural pluralism, the procedural principle may involve identifying issues related to cultural diversity or facilitating open and comprehensive discussions on significant topics[10].

From this perspective, the study explores the direction of media education based on global citizenship using the "process-inquiry" method. It delves into innovative ideas for new global citizenship education and assesses their validity. To validate the research conducted with the "process-inquiry" method, expert reviewers will be engaged. The review panel will be thoughtfully organized in accordance with expertise and the potential for international collaboration, thereby enriching and deepening the data and analyses within each domain.

4. Results and Discussion

In this study, this study delves into the landscape of international cooperation in digital media education for the cultivation of global citizenship. By examining previous research reports published by international organizations and analyzing the evolving trends in media education, this study underscores the imperative for nations to collaborate and respond collectively. The dynamic shifts occurring in the media landscape necessitate the development of a consciousness and attitude that transcend the parochial interests of individual countries[11]. This means equipping ourselves with the ability to actively adapt and engage in the evolving virtual sphere while upholding universal human values.

Before results are analyzed, this study needs to break down these terms. First, Digital Citizenship: This refers to the responsible and ethical use of technology. It involves navigating the digital world with awareness of one's rights, responsibilities, and interactions. Digital citizens understand online etiquette, privacy, security, and the impact of their actions in the digital space. Second, Global Citizenship: This concept pertains to a mindset that transcends borders and emphasizes one's identity as a member of a global community. Global citizens respect diversity, understand global issues, and engage in activities that promote social justice, sustainability, and interconnectedness. Third, Global Literacy: This encompasses the knowledge and skills needed to understand global issues, interdependencies, and diverse perspectives. It involves comprehension of global systems, cultures, and the ability to critically analyze information from a global context. Last, Global Competence: This is the application of global literacy in practical situations. It involves the ability to effectively communicate, collaborate, and problem-solve across cultures and borders. Global competence integrates understanding, skills, and attitudes necessary to navigate diverse and complex global environments. These terms collectively highlight the importance of being informed, engaged, and responsible in both the digital and global realms, advocating for a broader understanding of the world and the responsibilities that come with it.

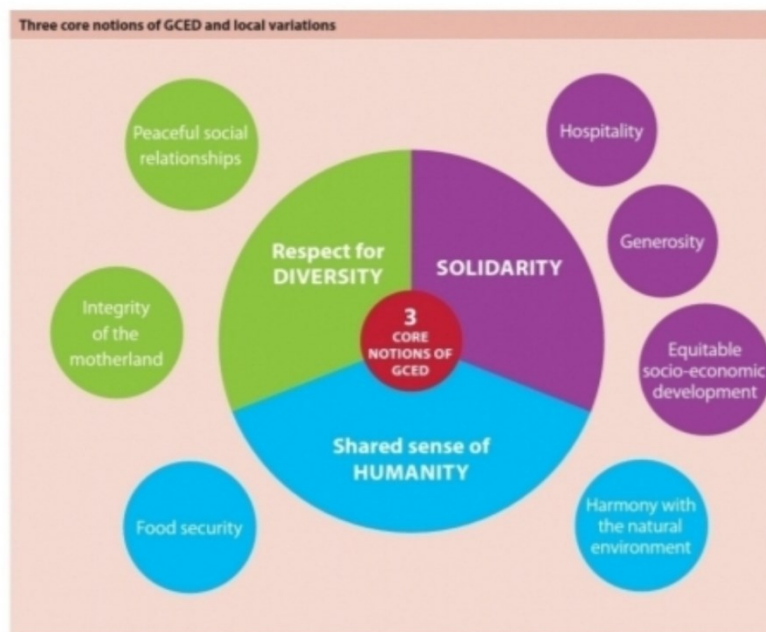
Within this context, the results of the study revealed that media education in the 21st century emphasizes a global citizenship perspective. Its goal is to cultivate individuals who are termed as "democratic digital citizens." These individuals possess qualities akin to "global citizens," enabling them to actively participate and contribute positively to our interconnected world, whether it's in the digital realm or in face-to-face interactions. To clarify, digital citizenship involves the ability to sustain and enhance a particular media community. In contrast, global citizenship transcends national boundaries and includes global literacy and competence[12][13]. Global literacy involves awareness, attitudes, and actions in the international arena, while global competence includes knowledge, understanding of international relations, and the ability to address global challenges. These dimensions must be integrated into digital citizenship education.

Therefore, to effectively impart global citizenship through media education, it is crucial to explore the interplay between digital citizenship, global citizenship, media literacy, and the establishment of ethical norms in the virtual realm. This study suggests that harmonizing digital citizenship and global citizenship can be achieved by considering multiple identities and delves into the potential of a multicultural context as the foundation of global ethics. While the current domestic curriculum direction aligns with this perspective, a more nuanced and action-oriented approach to global citizenship education is essential, along with practical case studies and discussions centered on the development of sophisticated global ethics.

Based on analysis of case studies, there are a few practical illustrations of integrating digital citizenship and global citizenship into media education. The first one is Critical Media Analysis. Students can explore global issues portrayed in media from different cultural perspectives. For instance, analyzing how various news outlets cover a particular global event can help students understand biases and cultural influences in reporting. This exercise cultivates both digital skills (using online sources) and global awareness. Second one is Online Discussions on Global Topics. Creating online forums or

social media groups where students discuss global challenges like climate change, human rights, or cultural diversity fosters digital citizenship (respectful online communication) while promoting global awareness and empathy. Third one is Collaborative Projects. Students from different parts of the world can collaborate virtually on projects using digital tools. For example, creating multimedia presentations about cultural heritage or global issues, requiring research, collaboration, and cross-cultural understanding, embodies both digital and global citizenship. Fourth one is Online Safety and Cultural Sensitivity Training. Integrating lessons on online safety, privacy, and responsible digital behavior within a global context helps students understand cultural nuances in online interactions. This ensures they're respectful and mindful when engaging with individuals from diverse backgrounds. Fifth one is Virtual Exchange Programs. Partnering with schools or organizations in other countries for virtual exchange programs allows students to interact with peers from different cultures. Engaging in joint projects, discussions, or even language exchange via digital platforms nurtures digital citizenship while fostering global understanding and empathy. For instance, an initiative like the "Global Classroom Project" connects students worldwide through online collaboration, enabling them to work on shared projects, discuss global issues, and learn from diverse perspectives. Integrating these elements into media education not only enhances digital literacy but also instills the values and skills needed to thrive as responsible, empathetic, and globally aware citizens in an interconnected world.

Moving forward, this study addresses the second research question by delineating the tasks and directions of media education, specifically examining how they align with the principles of global citizenship. this study delves into specific tasks and directions within digital media education while seamlessly integrating global citizenship principles, drawing inspiration from UNESCO's Global Citizenship Education (GCED). UNESCO identifies the core values of global citizenship education as respect for diversity, solidarity, and a shared sense of humanity, emphasizing their importance at both individual and regional levels. UNESCO's Global Citizenship Education (GCED) is an educational framework that aims to equip learners with the knowledge, skills, values, and attitudes necessary to engage as active global citizens. It promotes understanding and appreciation of cultural diversity, human rights, sustainability, peace, and social justice.



[Fig. 2] UNESCO[14], Three Core Notions of Global Citizenship Education Taking it Local

Furthermore, the study identifies opportunities for international cooperation by examining UNESCO's paper including contents related to Hongik-Ingan-to-broadly benefit all humanities in Korea comprehensive approach and its potential application beyond Korea to other regions and nations[14][15]. The following summarizes the tasks and directions of media education from an international cooperation perspective:

- 3.1 Cultivate media literacy and a balanced perspective to foster harmonious social relationships and promote respect for diversity grounded in ethical values.
- 3.2 Approach the influential role of media in the global community's solidarity, particularly in the context of a symbiotic social economy, with caution and discernment.
- 3.3 Place significant emphasis on global-level "humanity" as a vital code of conduct, including digital etiquette.[16]

This research aims to bridge the gap in current media education discussions, which often neglect the connection between the globalized media landscape and global citizenship. It provides educational tasks grounded in the potential synergy between global citizenship and media education, drawing from data published by international organizations for a comprehensive and balanced perspective. This study hopes that it offers valuable insights to media researchers and educators, ultimately accentuating the importance of global citizenship within the media education experiences of learners in future studies. As the pandemic accentuates the significance of international cooperation and solidarity through media, an active exploration of media education with a global citizenship lens promises to yield profound implications[17][18].

5. Conclusions

This study is centered on the identification of educational imperatives aimed at enhancing the digital literacy and personal growth of individuals while exploring the potential synergy between global citizenship and media education. In pursuit of this objective, this study advocates for the acquisition of comprehensive data and a balanced perspective through international collaborations[18]. Our ultimate aim is to proactively discern insights that can inform media education practices through international cooperation and solidarity. In essence, this study aspires to foster holistic growth as global citizens and facilitate international solidarity experiences through media education. This approach represents a significant step as it examines the relationship between global citizenship and the media, recognizing the media as a powerful intermediary. It stresses the vital link between digital citizenship and education, highlighting the importance of making it real for learners rather than just talking about it on paper[19].

To sum up, the study underscored the need to merge global citizenship, extending beyond national borders, with digital education, emphasizing the integration of global literacy and competence. Recognizing diverse identities and multicultural contexts is key in establishing robust global ethics, urging a shift towards more action-oriented approaches in education. Inspired by UNESCO's framework, it outlines crucial tasks for media education within this global citizenship framework: nurturing media literacy, fostering ethical values, discerning media's role in solidarity, and promoting digital etiquette[20]. By addressing the interplay between the global media landscape and global citizenship, this study offers essential insights, derived from international data, highlighting the pivotal role of global citizenship in shaping future media education amid the pandemic's focus on international cooperation through media.

Notably, the ongoing discourse on media education has largely neglected the significant impact of global citizenship, its substance, and its intricate relationship with the increasingly globalized media landscape. Regrettably, the integration of media literacy experiences and global citizenship has not been

accorded the importance it deserves. To address the limitations present in previous research, this study anticipates a comprehensive reevaluation of the activities and content within media education, meticulously examining them through the lens of global citizenship. This reexamination is imperative to align media education with the demands of our evolving environment.

These are the summarized main findings that First, Encourage media literacy and a fair viewpoint to support respectful relationships and appreciation for diverse perspectives based on ethical principles. Second, Exercise caution and critical judgment when considering the powerful impact of media within the interconnected social and economic structure of the global community. Third, Highlight the importance of a global standard of conduct, encompassing digital manners, underlining the concept of humanity as a fundamental guideline.

Based on these findings, this study underscores crucial educational imperatives. First of all, Digital Literacy Development emphasizes the cultivation of media literacy skills to navigate the digital landscape effectively. This includes understanding diverse perspectives, critically evaluating information, and promoting ethical use of digital platforms. Next, Personal Growth through Ethical Media encourages individuals to engage with media in a balanced and ethical manner, fostering personal growth by embracing diverse viewpoints, promoting respectful interactions, and developing critical thinking skills. Last Global Citizenship Education Integrate global citizenship education into curricula, focusing on values like empathy, cultural understanding, and responsible digital behavior. This promotes a sense of global connectedness and fosters active participation in global issues.

Practical implications of this approach include, firstly, Curriculum Integration, infusing media literacy and global citizenship components across educational curricula. This equips learners with skills to thrive in an interconnected world. Secondly, Hands-on Learning Experiences provide opportunities for experiential learning, encouraging students to engage in real-world projects and cross-cultural interactions via digital platforms. Thirdly, Educational Resources and Training empower educators to teach digital literacy and global citizenship effectively. By aligning strategies with digital literacy, personal growth, and global citizenship, the study advocates for an educational approach that prepares individuals to be responsible, empathetic, and engaged participants in the digital age and global community[21][22].

This research significantly contributes to media education and global citizenship by offering actionable insights and practical strategies. In terms of Relevance in Media Education, it highlights the essential integration of media literacy into education, emphasizing the critical role of media in shaping global citizenship. This ensures that learners grasp the significance of media in their lives and society. In terms of Empowerment of Learners, the research promotes critical thinking, ethical media engagement, and a sense of global citizenship. It equips learners with skills to navigate the digital world responsibly, fostering empathy, respect for diversity, and an understanding of global issues. Regarding Educator Guidance, actionable recommendations and resources enhance educators' ability to nurture responsible, informed, and globally minded individuals. For Potential Impact, implementing the findings can lead to a transformative impact on learners, enabling them to become active, empathetic global citizens contributing positively to an interconnected world. This research bridges the gap between media education and global citizenship, offering a framework for educators to prepare learners for success in a digital age while embracing the values of global interconnectedness and responsible citizenship[23].

As this study moves forward, it's clear that talks about global citizenship are closely tied to the media. The role of the media can't be ignored anymore—it's a crucial part of these discussions. This study must consider the swift transformations occurring in both domestic and international settings, as well as the emergence of new contexts. It is our anticipation that the process and findings of this study will reverberate within the educational landscape, particularly in light of the evolving dynamics of international cooperation and exchange following the pandemic. This study aspires to extract valuable

insights from these changed circumstances, offering a fresh perspective on the intersection of media education and global citizenship in the post-pandemic world.

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