Nepal's Misinformation Landscape

Edited by

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CHAPTER 5

Media and Information Literacy: Examining the Effectiveness of Educating Youths

Chetana Kunwar and Ujjwal Prajapati

Abstract

This chapter evaluates the effectiveness of Nepal's Media and Information Literacy (MIL) workshops from 2023 to 2024, for youth aged 10–19. Drawing on post-workshop surveys from 2,935 respondents, six focus group discussions, and six key informant interviews with participant educators and students, the study assesses the program's impact on fostering critical thinking and combating misinformation.The findings reveal the social media dominates as both primary information source, leading platform for news & information consumption and misinformation exposure. Participants perceived social media influencers and users as the primary spreaders of misinformation, followed by journalists and politicians. Over 89 per cent rated the workshop significantly important, emphazing the need for MIL initiatives to enhance media literacy skills and resilience against misinformation.

Keywords: *media and information literacy, information literacy, media literacy, misinformation, misinformation intervention*

Introduction

Media and Information Literacy (MIL) has emerged as a crucial long-term intervention to develop public resilience against misinformation. MIL is defined as a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, to create as well as share information and media content in all formats, using various tools, in a critical, ethical, and effective way, in order to participate and engage in personal, professional, and societal activities (UNESCO, 2013). The Moscow Declaration on Media and Information Literacy in 2012 is more encompassing:

> "MIL is defined as a combination of knowledge, attitudes, skills, and practices required to access, analyze, evaluate, use, produce, and communicate information and knowledge in creative, legal, and ethical ways that respect human rights. Media and information literate individuals can use diverse media, information sources, and channels in their private, professional, and public lives. They know when and what information they need and what for, and where and how to obtain it. They understand who has created that information and why, as well as the roles, responsibilities and functions of media, information providers and memory institutions. They can analyze information, messages, beliefs and values conveyed through the media and any kind of content producers, and can validate information they have found and produced against a range of generic, personal and context-based criteria. MIL competencies thus extend beyond information and communication technologies to encompass learning, critical thinking and interpretive skills across and beyond professional, educational and societal boundaries. MIL addresses all types of media (oral, print, analogue and digital) and all forms and formats of resources." (IFLA, 2012)

These skills have become significantly more important with the advent of the internet and mobile phones, which have enabled nearly everyone on the planet to access and consume information. Citizens can now access information on their phones anytime, anywhere, bypassing traditional information gatekeepers such as local media and opinion leaders. However, this increased accessibility and engagement

have also led to a rise in exposure to misleading information. By developing media literacy skills, individuals can become more informed and critical consumers of media, better able to navigate the complex media landscape, identify misinformation, and make informed decisions about the media they consume and create (Saidqodirova, 2024).

In recent years, misinformation has emerged as one of society's greatest challenges, adversely affecting individuals, communities, and political systems. Combating misinformation and building resilience against manipulated information among the public has become critically important in today's information ecosystem dominated by digital information sharing platforms. There are several types of interventions to combat misinformation. Blair et. al. (2023) classified interventions into four categories: informational interventions, which provide corrective information to counter specific pieces of misinformation, such as fact-checking; educational interventions, which seek to impart skills that will make consumers less susceptible to misinformation more generally such as MIL; sociopsychological interventions, which use priming or appeals to social identity and social costs to discourage the spread of misinformation, such as accuracy prompts; and institutional interventions, which seek to change the behavior of the producers and distributors of misinformation, including platforms, politicians, and journalists, such as media development and platform altercation.

Among many interventions, fact-checking as the reactive or corrective strategy and MIL as proactive or preventive strategy have gained much attention. Although those strageties are not complete, as Hoes et. al. (2024) showed that while all interventions successfully reduce belief in false information, they also negatively impact the credibility of factual information. However, research has established that 'MIL trainings can enhance individuals' ability to identify inauthentic information and reduce their likelihood of sharing it' (Adjin-Tettey, 2022) and 'media literacy is essential in today's digital age to help individuals engage with media content thoughtfully and responsibly' (Saidqodirova, 2024).

Media and Information Literacy in Nepal

MIL has only gained attention in Nepal in recent years. As digital media consumption increased, concerns regarding misinformation,

media influence, and the need for critical media engagement have surfaced. Scholars have explored different aspects of MIL in Nepal, highlighting gaps in media literacy and information skills across different groups, including educators, students, and the general public.

Dhital (2022), in a study on the level of media literacy among headteachers of community schools in the Kathmandu Valley, found that while headteachers play a crucial role in shaping students' media consumption, their awareness of media influence on their professional responsibilities remains limited. However, the research revealed a positive correlation between media literacy and effective communication behavior, suggesting that enhanced media literacy can improve leadership and decision-making in schools.

Gurung (2025) explored the broader interconnection between media, education, and governance in Nepal emphasizing that media literacy is fundamental to a functioning democracy, as it influences how media content is produced, distributed, and consumed. The study also indicated that current media trends in Nepal contribute to misinformation, propaganda, and political manipulation, ultimately posing risks to democratic stability.

Nyaichyai (2016) examined information literacy skills among postgraduate students at Khwopa College in Bhaktapur and pointed out that a lack of awareness regarding credible and authoritative information sources significantly hinders students' academic progress. The findings suggest that college libraries should enhance their services to support the development of information literacy skills.

Aryal (2023) discussed media literacy as a crucial factor in building trust in media and argued that despite ongoing discussions on media literacy for over a decade, public awareness and understanding of how to navigate different media platforms remain low. Aryal emphasized the need for educational initiatives to enhance media literacy, enabling users to engage with media content more critically and responsibly.

The studies collectively highlight the fragmented nature of MIL in Nepal, revealing significant deficiencies across different sectors. Dhital's research on headteachers underscores the necessity of media literacy for educators, yet it fails to propose systemic policy changes that could integrate MIL into Nepal's formal education system. Without such integration, any improvement in media literacy among headteachers

is likely to remain inconsistent and dependent on individual awareness rather than structural reform. Building on this, Gurung's study raises concerns about misinformation and political manipulation, illustrating Nepal's vulnerability due to the lack of systematic research and regulation. However, while Gurung effectively identifies media literacy as a crucial factor in democratic resilience, the study does not propose actionable solutions.

Nyaichyai's research highlights weaknesses in academic information literacy, but it is confined to postgraduate students and does not explore the broader implications of information illiteracy among the general public or professionals. Aryal's discussion focuses more on identifying the problem than providing concrete strategies for improving media literacy among media users. Comprehensive MIL programs, public awareness campaigns, and fact-checking initiatives are necessary to enhance trust and accountability in Nepal's media landscape.

Research Design

This chapter analyzes workshop participation data, highlighting demographic trends, regional involvement, and the program's effectiveness within the MIL framework. It is based on an analysis of a post-workshop survey with participants of MIL workshops, and focus group discussions with participating teachers and students.

The MIL orientation sessions held in Nepal from 2023 to 2024 are an effort to enhance critical thinking and information literacy among youths. Following a Training of Trainers (ToT), trained teachers organized subsequent orientation sessions for their students at their respective schools. This cascade training model ensures the dissemination of MIL concepts at a grassroots level through the established system of knowledge transfer. The participating students were handed over an optional survey form. The survey questions did not include personally identifiable information.

Out of 4,850 participants, 3,448 respondents submitted the filled-out survey form. The researchers, upon verification, validated 2,935 responses. The exclusion was based on the following criteria: incomplete form, contradictory answers, and age group outside study, below 10 and above 19.

Over the period of two years (2023-2024), six focus group discussions and six key informant interviews were conducted in. Madhes and Lumbini provinces. The FGDs included 23 teachers and 45 students – divided equally into three FGDs sessions each for teachers and students. All interviews and discussion was conducted after orientation session was concluded.

Quantitative findings

Demographics of the Survey Respondents

The MIL workshops were conducted in schools, primarily targeting adolescent youth aged 10-19 years. Among the respondents the younger demographic (10–14 years) made up the majority of participation (52%), while (15-19) accounted of 48 percent.

Regionally, Lumbini Province (44.4%) and Madhes Province (29.6%) had the highest participation rates. This is attributed to the program being conducted twice in these regions during 2023 and 2024. Gandaki (9.4%), Koshi (7.6%), Bagmati (6.0%), and Karnali (3.0%) provinces had lower participation, as the initiative was implemented only once in those provinces. Sudurpaschim province was not included in the study.

The ethnic distribution of respondents shows that Brahmin/Kshetri (33.9%) represented the largest group, followed by Janajati (23.3%), Dalit (12.7%), Muslims (3.9%), Newars (2.6%), and others (23.4%). Public schools accounted for 64.4 percent of participation, due to the program's emphasis on reaching diverse respondent populations, particularly in areas with limited access to resources.

Table 5.1: Sex and Age Groups of Respondents

Sex	Age	Number	Percentage
Female	10 – 14 years	885	30.2%
	15 - 19 years	752	25.6%
	Total	1,637	55.8%
Male	10 – 14 years	646	22.0%
	15 - 19 years	652	22.2%
	Total	1,298	44.2%
	Total	2,935	100%

Finding 1: Information sources are primarily digital

Social media emerges as the most prominent source of news and information, with 36.1 percent of respondents indicating it as their primary media type. Online media follows representing 27.6 percent of responses suggesting that digital media is an important source for accessing journalistic news coverage and information of their interests. Interestingly, 12 percent of the respondents said they only use mobile phones for acquiring information, accessing both online media and social media, showing the trend that mobile is integral to news & information consumption.

As Table 5.2 shows, traditional media such as television (14.6%), radio (4.9%), and newspapers (3.5%) still have a presence but occupy much smaller segments, as less than one in four respondents use them as information sources.

Table 5.2: Primary Media Source for News and Information

What is your primary source for news and information? (select one)	Number	Percentage
Social media	1,060	36.1%
Online media	811	27.6%
Television	428	14.6%
Mobile phone for online news and social media	352	12.0%
Radio	144	4.9%
Newspapers	102	3.5%
Others	38	1.3%
Total	2,935	100.0%

The findings reveal distinct patterns regarding the preferred media for news and information among the respondents. This underlines the growing influence of social platforms, where news content is increasingly consumed through informal channels, such as user-generated posts and shared stories.

Moreover, a small percentage (1.3%) mentions using other unspecified media, indicating probably niche digital platforms or games or community-driven media that are gaining traction among the younger demographic.

Finding 2: Sharing information without verification was high before orientation

Table 5.3 reveals that before attending the MIL orientation session more than a half youths, almost 57%, share information online without verifying it. Among them a notable percentage of respondents, 36.9%, occasionally shared information on social media without verifying its accuracy. A further 19.7 percent admitted to frequently sharing unverified information, underlining the prevalent behavior of casual engagement with social media content. This indicates a common lack of awareness regarding the importance of verifying information before sharing it with others, which is concerning in the context of misinformation's potential spread on social platforms.

On the other hand, 35.2 percent reported that they always verify information before sharing. There were 8.1 percent of respondents who indicated that they do not share information on social media.

Table 5.3: Sharing information without verifying

Have you ever shared information on social media without verifying its accuracy?	Number	Percentage
Yes, occasionally	1,162	36.9%
Yes, frequently	738	19.7%
No, I always verify before sharing	405	35.2%
I don't share information on social media	333	8.1%
Total	2,935	100%

Finding 3: Exposure to misinformation is high, awareness is low

The study finds that there are varying levels of awareness surrounding the term 'misinformation' among the participants before attending the MIL orientation sessions. Notably, 59.6 percent of respondents reported having no prior understanding of the term 'misinformation' before the orientation session, with 42.2 percent stating they were not familiar with the meaning of the term and 17.4 percent stating they heard it for the first time during the orientation session. Remaining 40.3 percent had heard and understood the term before the orientation. Although not recognizing or hearing the term doesn't necessarily indicate a lack of knowledge among respondents about spread of incorrect information; however, it suggest a dearth of public awareness campaigns reaching them.

Table 5.4: Familiarity with 'misinformation' prior to the MIL orientation session

Were you familiar with term 'misinformation' and its meaning before the orientation session?	Number	Percentage
Yes	1,183	40.3%
No	1,240	42.2%
Heard it first time in the session	512	17.4%
Total	2,935	100.0%

The findings show that a significant majority (59.4%) of respondents have encountered misinformation at some point, reconginzing the widespread prevalence of false or misleading information in the media and digital platforms. This stresses the importance of addressing misinformation within educational frameworks, as respondents are not only familiar with the term but have also encountered it in their day-to-day interactions with various media.

The 40.6 percent of respondents who reported not having encountered misinformation could suggest a lack of awareness or perhaps limited exposure to certain types of media. However, this may also be an indicator of the subjective nature of recognizing misinformation, as individuals might not always perceive or critically assess the information they are exposed to. Given that more than half of the respondents have experienced misinformation, it is crucial for MIL programs to equip respondents with the necessary skills to identify, evaluate, and counteract misleading or false content.

In regions beyond the valley, the uptake of the program may be influenced by several factors, such as limited access to modern digital infrastructure, including widespread smartphone usage and internet connectivity. It is important to recognize that in rural or less-developed areas, respondents might rely more heavily on traditional forms of media such as television, radio, and newspapers due to their accessibility. The absence of a consistent internet connection or smartphones for every respondent might limit the extent to which respondents engage with newer digital platforms, like social media and online news. As such, this gap between traditional and digital media consumption patterns poses challenges for a fully integrated approach to MIL, where both older and newer media formats need to be addressed.

Table 5.5: Encountering misinformation

Have you encountered misinformation?	Number	Percentage
Yes	1,743	59.4%
No	1,192	40.6%
Total	2,935	100.0%

Finding 4: Social media is dominant source of misinformation

Table 5.6 reveals that social media is the leading source of misinformation, with 67.6 percent of respondents who have encountered misinformation identifying it as a platform for encountering misinformation. Online news (38.2%) follows as a significant source. Traditional media, such as television (19.1%), newspapers (12.6%) and Radio (9.8%) are less associated with misinformation. Word of mouth (24.9%) emerges as a notable source, suggesting that informal social networks also contribute to the spread of misinformation.

Table 5.6: Sources of Misinformation

Where you encountered misinformation?*	Number	Percentage
Social media	1,178	67.6%
Online news sites	666	38.2%
Word of mouth	434	24.9%
Television	333	19.1%
Newspaper	219	12.6%
Radio	170	9.8%
Others	159	9.1%

**Multiple Choice Question (n=1,743)*

A notable insight from the data is that 59.5 percent respondents say they encountered misinformation in only one medium, while the remaining 40.5 percent encountered them in multiple sources. For 35.9 percent of youth encoutering misinformation, the sole source of misinformation is social media while 14.1 percent encouter misinformation in online news sites only. Television (3.1%), radio (1.3%) and newspaper (1.1%), on their own, is only minor platform of misinformation. This could also mean that the youths have less access to these traditional media compared to platforms available on the internet.

The data shows respondents' perceptions of the prevalence of potentially false or misleading content on social media. A significant proportion, 48.7%, reported encountering such information occasionally on social media, while 30.5 percent stated they encounter it very frequently.

Finding 5: Creators and journalists perceived responsible for spreading misinformation

The findings reveal that most respondents perceive social media influencers and users as most responsible for spreading misinformation. Social media influencers emerged as the most frequently cited group, with 39.6 percent respondents considering them spreaders of misinformation, followed by social media users to whom 25.1 percent consider responsible. This finding is in consistent with where the youths encouter misinformation and reflect the common perception that misinformation spreads rapidly through social media platforms, driven by individual actions.

Interestingly, journalists and media persons were identified by 13.8 percent of respondents, which highlights a concern about the responsibility of traditional media in verifying facts and providing accurate information as well as how journalists are perceived by youth in contemporary society. Journalists are put ahead of politicians, whom 11.3 percent of respondents hold responsible for spreading misinformation.

Table 5.7: Perceived Responsibility for Spreading Misinformation

Who is responible for spreading misinformation?	Number	Percentage
Social media influencers like celebrities	1,162	39.6
Social media users	738	25.1
Journalists and media persons	405	13.8
Politicians	333	11.3
Friends	97	3.3
Teachers	52	1.8
Parents/ Family members	42	1.4
Others	41	1.4
Doctors	33	1.1
Government employees	32	1.1
Total	2,935	100%

Other groups, such as friends (3.3%), teachers (1.8%), parents (1.4%), government employees (1.1%), and doctors (1.1%), are also seen as contributing to misinformation, albeit to a very less extent. This may reflect perceptions of biased or uninformed opinions being shared within personal networks or by trusted figures.

Finding 6: Misinformation has high impact on youths' perspectives and opinions

The responses in Table 5.8 show the significant impact that misinformation is perceived to have on shaping young people's perspectives and opinions. A notable 47.0 percent identified misinformation as extremely influential, while 30.4 percent considered it moderately influential. These figures collectively represent a strong acknowledgment of the persuasive power of false or misleading information among this demographic. Only 11.3 percent viewed the influence of misinformation as minimal, and an additional 11.2 percent were uncertain about its impact.

Table 5.8: Perceived impact of misinformation on youths' perspectives and opinions

How influential do you think misinformation and disinformation are in shaping respondents' perspectives and opinions?	Number	Percentage
Extremely influential	1,380	47.0%
Moderately influential	892	30.4%
Minimally influential	333	11.3%
Not sure	330	11.2%
Total	2935	100.0%

Finding 7: Media and Information Literacy perceived as important

The respondents' feedback regarding the MIL orientation indicates a strong affirmation of their value and relevance. As shown in Table 5.9, an overwhelming majority of respondents (89.1%) reported that the orientation was significantly important to them. Additionally, 9.3 percent of participants acknowledged the orientation's relevance

to some extent, highlighting the program's broad acceptability and impact among respondents.

Notably, only a marginal percentage of respondents expressed uncertainty (0.9%) or skepticism (0.7%) regarding the importance of the orientation.

Table 5.9: Importance of MIL Orientation as Perceived by Respondents

Was the orientation on MIL important to you?	Number	Percentage
Yes, significantly	2,615	89.1%
Yes, to some extent	274	9.3%
I am not sure	25	0.9%
No, not really	21	0.7%
Total	2,935	100.0%

Furthermore, the overwhelmingly positive response regarding the willingness to recommend the MIL orientation session to their friends and peers, indicates approval of the program among respondents. A significant 83.5 percent of respondents expressed their intention to recommend the session "absolutely" to their peers, reflecting high satisfaction with the content of the workshop. Additionally, 12.7 percent of respondents indicated that they would recommend the session "if they are interested," implying that while they found value in the session, they may recognize that some of their peers may not find the content relevant.

The low percentage of respondents who expressed reluctance in recommending the session (2.0%) or those who were unsure (1.8%) further highlights the overall success of the MIL orientation.

The feedback on the clarity and comprehensibility of the concepts presented in the MIL orientation sessions shows a positive response from participants. A substantial majority of respondents (72.5%) found the concepts of MIL topics "very clear," and an additional 23.2 percent described the content as "mostly clear". Nevertheless, a small percentage of respondents (3.6%) reported experiencing some confusion, while 0.7 percent found the material "very confusing."

Finding 8: Increased understanding on information sources after orientation

To evaluate participants' learning from the orientation, they were asked: "What do you do when you receive information from the media?" The responses revealed that nearly two-thirds (73.19%) said they would "question the sources of the information." This highlights that MIL orientations can effectively emphasize the importance of critically evaluating media content, even at the school level or among youth, by teaching them to assess the credibility and reliability of information sources.

Meanwhile, 5% of respondents said they would "disagree with the source of the information,"and another 5% said they would "believe the media information as it is." Additionally, 17%indicated they would "agree with the source of information."

A small portion of respondents showed mixed reactions in their acceptance or rejection of information: 17% explicitly agreed with the source, and 5% accepted the information without scrutiny. This suggests a need to strengthen MIL skills among some participants even after the orientation.

Overall, the data indicates that while a significant majority (73.19%) understand the importance of critically evaluating media sources, there remains a gap (22 percent combined) among those who accept or reject information without questioning its source. This underscores the necessity for continued MIL education to ensure all participants develop consistent critical thinking skills for media consumption.

Table 5.10: Reaction to media information

What should you do when you get information in the media?	Number	Percentage
Question the sources of the information for credibility	2148	73.19 %
Agree to the source of information	497	16.93%
Believe the media information as it is	135	4.60%
Disagree to the the source of information	155	5.28%
Total	2,935	100.0%

Qualitative Findings

The qualitative analysis is based on Focus Group Discussions (FGD) and personal interviews with participating teachers and students in Madhes and Lumbini provinces. These discussions and interviews took place at different intervals throughout 2023-2024. FGDs were conducted with teachers and students in Madhes and Lumbini provinces, and key informant interviews were conducted with teachers in Madhes province after two months of orientation sessions.

Finding 9: MIL orientation timely intervention

Participants consistently indicated that the course was timely and important for both teachers and students. It has proven to be a valuable tool for identifying the use of new media and understanding the need to identify trustworthy sources of information across various domains. The training emphasized topics such as misinformation, digital wellbeing, and cyber security, which resonated strongly with the participants.

The MIL orientation covered five key areas: understanding media, the internet, misinformation/disinformation, fact-checking, and cybersecurity. Teachers noted consistently that students in different grade levels had varying interests in these topics.

According to their observations, junior students in grades 6 to 10 were particularly interested in learning about cybersecurity issues. However, as students progressed to higher grade levels, their interest shifted towards fact-checking and understanding misinformation.

The effectiveness of the program was demonstrated through multiple examples. Indira Aryal, a schoolteacher from Lumbini province, emphasized the necessity of the MIL orientation and recommended its implementation in different schools. She noted that in today's world, everyone is exposed to various sources of information, making it essential to address the challenges of misinformation, disinformation, and malinformation.

One of the key benefits observed was the increased awareness of misinformation and its verification. Teachers observed that students became more cautious in accepting information at face value and started fact-checking content. Pradeep Shree Adhikari from Nepalgunj shared such feedback, highlighting the program's practical impact on students' ability to critically evaluate digital content.

Finding 10: School management positively accepts MIL orientation

The school management demonstrated enthusiasm about introducing innovative and emerging topics to school students. Teachers believe that the school management has recognized the impact of new technology on students but has found solutions through the MIL orientation.

Durga Sapkota, a school principal from Lumbini Province who participated in the training course, expressed the need for additional support in the form of resources such as books or further orientation to expand the MIL orientation in her school. This sentiment was echoed by other teachers.

Educators highlighted the importance of integrating MIL into the school-level curriculum, emphasizing the need for collaborative efforts in policy formulation at both local and federal levels. Shabaz Ansari from Nepalgunj stressed the importance of integrating the course in collaboration with the local government.

Yubaraj Kandel, who is actively involved in launching an MIL campaign at Kalika School in Lumbini province, emphasized that the support from the school management was instrumental in initiating the campaign.

Finding 11: Students demonstrate significant behavior changes

Teachers highlighted that the MIL orientation facilitated a closer connection with their students and a better understanding of their concerns and technology usage. Students demonstrated significant behavioral changes, as observed by both teachers and guardians. For instance, Yubaraj Kandel mentioned that a guardian of a grade 12 student was surprised to see her daughter using her mobile phone less and explained that it was due to the orientation class. Similar observations were made by Poonam Jha, a teacher from Janakpur, who noted decreased mobile phone usage among students.

> "Once I started using my mother's phone at Grade 9, I learned about Facebook, and became interested in technology. I slowly got acquainted with it, started using my phone, and began neglecting homeworks. In the first terminal exam, I failed in a subject. But this course has helped me identify the problem with using technol-

ogy excessively and ways to distance myself from it."
- A student participant in FGD (female, 15)

Teachers also observed that students started adopting better digital habits, such as limiting unnecessary social media posts and reducing screen time. Gaurab K.C. from Janakpur rated cybersecurity as most important part of the orientation stating that 'awareness is crucial' to protect students from going into troubles.

"I have stopped replying to unknown numbers, clicking on advertisements, or sharing my personal details online. This awareness has made me feel safer on the internet."
- A student participant in FGD (female, 14)

Even the students themselves acknowledged the impact of the orientation class on their use of the internet and mobile phones, as well as their approach to online information. A consistent theme was students' shift from sharing information based solely on headlines to verifying sources and reliability.

"I used to read just the headlines and never bothered with the text, thinking it was a waste of time. I believed and shared it. But since the orientation program, I realize it's essential to read the entire text, not trust just the headlines, identify the information source, and make informed decisions. I used to share information casually, but I'm much more aware of these issues now."
- A student participant in FGD (male, 15)

Finding 12: Lack of resources and local examples challenges in teaching MIL

Despite efforts to raise awareness through MIL, several challenges were identified by the teachers conducting the orientations. Many teachers found it challenging to manage time effectively during the orientation. The teachers were in opinion that one or two hours allocated for the orientation was not enough as there are many issues to be covered. This limitation often resulted in incomplete discussions.

"Managing time during orientation was not easy. I had to be selective and could not cover overall course in detail."
- Deepika Karki, teacher, Madhes Province

Another major weakness was the lack of sufficient resources to make the training more engaging and interactive. Teachers struggled to find materials that could hold students' attention and simplify complex topics. Without adequate teaching aids, the sessions often relied on lecture-style presentations, which were less impactful. Teachers consistently faced difficulty in providing local examples because such cases were scarce in the local context.

"The time was very short, and the target group was too small. To make it more effective, I lacked resources and could not make it more attractive."
- Sushmita Sharma, teacher, Lumbini province

"Given that this is a new topic for both students and me, particularly in the context of misinformation and disinformation, I felt a lack of detailed examples to clarify these issues. Practical examples are essential. While I managed to address this at the time, I am not entirely satisfied."
- Dinesh Khadka, teacher, Lumbini Province

Conclusion and implication

The study shows that Nepali youths have embraced internet-based media as primary sources of information but are critically low in media and information literacy skills, therefore vulnerable to the negative impacts of misinformation. The findings indicate several patterns in youth media consumption and information behavior. The dominance of digital platforms, particularly social media (36.1%) and online media (27.6%), as primary news sources shows that youths have significantly shifted away from traditional media consumption patterns. However, this digital transition has also created new challenges in information verification and critical consumption. This preference for digital and mobile-based news underscores the critical need for MIL programs to emphasize the skills required to navigate online and social media landscapes effectively.

A concerning finding is the high prevalence of sharing unverified information before the orientation sessions, with 56.6 percent of respondents admitting to sharing content without verification either occasionally or frequently. This behavior, added with the fact that 59.6 percent of participants were unfamiliar with the term 'misinformation' before the orientation, suggests a critical gap in digital literacy education among Nepali youth. Nepali youths are also routinely exposed to misinformation and the negative impacts of the misinformation is perceived high. However, the survey results also shows that after a MIL orientation, 73.19 percent of participants said they would question information sources, while the remaining participants were split between uncritically agreeing (17%), disagreeing (5%), or believing information as presented (5%). The high percentage of critical respondents suggests the orientation was largely successful, though the remaining 22 percent who didn't indicate critical evaluation skills highlights the need for continued media literacy education. As misinformation continues to spread across various media platforms, it is essential for youths to not only recognize and disengage with misinformation but also to understand their impact on society.

Qualitative study in Lumbini and Madhes provinces further emphasised MIL as an effective educational tool for addressing digital age challenges. Through focus group discussions with participating students and educators, the research demonstrated MIL's success in combating misinformation and promoting responsible digital platform usage. Students showed impressive retention of key concepts even months after their orientation, particularly in areas of misinformation detection, safe internet use, cybercrime awareness, and digital detoxification. The program fostered critical thinking skills and fact-checking habits, with participants actively questioning information sources and seeking verification.

The impact extended beyond classrooms, reaching families and communities, highlighting MIL's potential as a cross-generational educational tool. Notable outcomes included improved digital habits, enhanced critical thinking, and responsible online behavior among participants. The findings strongly suggest the need for incorporating MIL into Nepal's formal education system. The MIL curriculum should focus on practical skills in verifying digital information, given

that social media and online platforms are the primary sources of both information and misinformation for youth. The high rate of unverified information sharing (56.6%) shows that short-term interventions, such as training and orientation sessions, focusing on developing critical thinking skills among youths are also needed.

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