

UNESCO Together 4 Peace Webinar “Living Well with Super Diversity”

Integrating media and information literacy (MIL) and intercultural dialogue into education policies and plans

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Main Points

Hate speech is a form of dehumanization of other.

Critical thinking is fundamental to countering it.

We need to start from literacy education.

United Nations
Guidance Note
on Addressing
and Countering
COVID-19 related
Hate Speech

11 MAY 2020



Increasing Hate Speech in the Pandemic

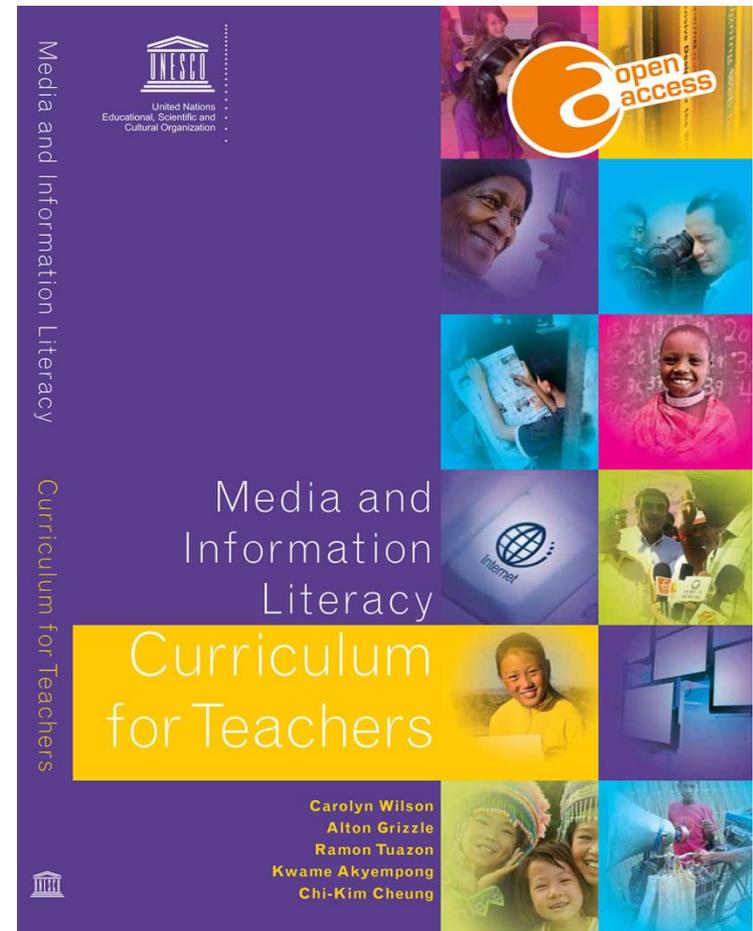
A broad range of disparaging expressions against certain individuals and groups that has emerged or been exacerbated during the pandemic -- scapegoating, stereotyping, stigmatization and the use of derogatory, misogynistic, racist, xenophobic, Islamophobic or antisemitic language

Recommendations to Member States

Ensuring that education and training, especially at schools, including via online platforms, addresses COVID-19 related hate speech, disinformation and misinformation by encouraging **critical thinking**, social and emotional skills and responsible engagement, through global citizenship education and human rights education

UNESCO MIL Curriculum for Teachers (2011)

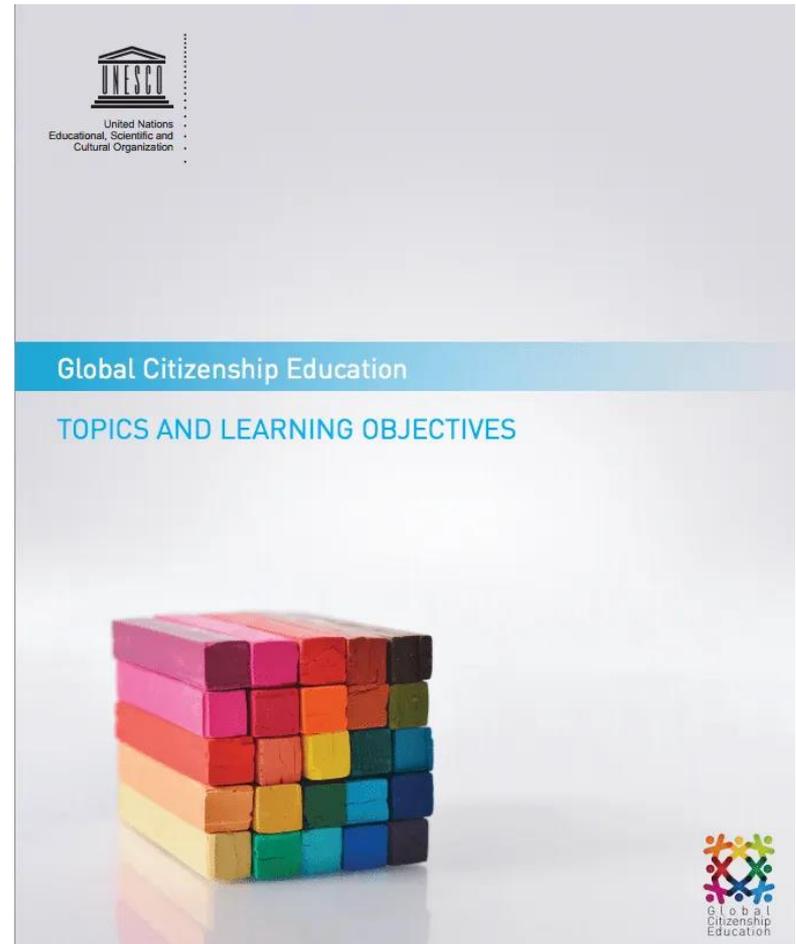
- Media and information literacy imparts crucial knowledge about (a) the functions of media and information providers in democratic societies, (b) reasonable understanding about the conditions needed to perform those functions effectively and (c) basic skills necessary to evaluate the performance of media and information providers.
- The competencies acquired through MIL can equip citizens with **critical thinking** skills enabling them to demand high-quality services from media and other information providers.
- MIL should be seen as an essential tool to facilitate intercultural dialogue, mutual understanding and a cultural understanding of people.



Global Citizenship Education (UNESCO, 2015)

Global citizenship refers to a sense of belonging to a common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

Global citizenship education aims to be transformative, building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.



Global Citizenship Education Topics and Learning Objectives (2015)

Global citizenship education aims to enable learners to:

- develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- develop and apply critical skills for civic literacy, e.g. **critical inquiry**, information technology, **media literacy**, **critical thinking**, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- develop attitudes of care and empathy for others and the environment and respect for diversity;
- develop values of fairness and social justice, and skills to **critically analyse inequalities** based on gender, socio-economic status, culture, religion, age and other issues;
- participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens.

Countering Dehumanization of Other

What is the nature of hate speech?

- Dehumanizing construction of other as inferior or dangerous
- Closely linked with emotions of fear and anger
- Associated with social contexts such as inequalities and systemic discrimination

How to counter dehumanization of other

- Questioning normalizations of dehumanization and making visible the system that works to maintain it
- Appreciating diversity, understanding other as different, not as inferior or dangerous, and realizing that we/they are all humans and interconnected
- Reducing inequalities and eradicating discrimination in society

Education for MIL and Global Citizenship

- Developing the ability to critically evaluate social media content
- Helping to critically analyze root causes of inequalities and discrimination and to build solidarity and take collective action to tackle them

Rethinking Literacy Education

How is critical thinking developed?

- Questioning the existing meaning and exploring a new meaning
- Reading various kinds of text and encountering the world of others
- Literacy abilities are essential.

How has the existing literacy education been practiced?

- Reading for test, not test for reading. Text dominated by test.
- Literacy inequalities within and between societies.
- Shallow literacy, closed literacy

Good literacy education is good education for MIL and Global Citizenship.

- Literacy aims to understand the world of others.
- Literacy enables us to experience the unexperienced world and to open our eyes to the unfamiliar and uncomfortable world of others.
- Literacy helps us expand the width and depth of our thinking.

Suggestions

- Review of the existing literacy education programmes
- Providing policy guides on reforming literacy education to enable more open and deeper reading and thinking
- Distributing teaching materials to literacy educators
- Strengthening capacities of literacy educators
- Developing a MIL teaching guide with topics and learning objectives from pre-school to upper secondary levels (APCEIU will collaborate with UNESCO for this project)

Thank You



APCEIU

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