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CONSEIL DE L'EUROPE

SUMMER SESSION
EDUCATION AND CULTURE COMMITTEE

CONF/EDUC(2016)SYN1

Strasbourg, 13 April 2016

DRAFT SYNOPSIS OF THE
MEETING OF 26 JANUARY 2016

FOR THE ATTENTION OF MEMBERS OF THE EDUCATION AND CULTURE COMMITTEE

The Education and Culture Committee, chaired by Sabine ROHMANN:

1.   **Adopted** the draft agenda [CONF/EDUC(2016)OJ1]

2.   **Adopted** the draft synopsis of the meeting held on 23 June 2015 [CONF/EDUC(2015)SYN2]

Sabine ROHMANN extended her best wishes for 2016 and presented the main theme of the meeting: "Digital media". This topic is related to current societal issues and raises a series of questions:
-    Radicalism of young people… What have we done wrong in Europe for young people to be drawn into such behaviour?
-    Migration, refugees… We are moving towards multicultural societies… How can we derive benefit from this situation? How can we develop a "culture of welcome"?
-    The digital revolution is changing our culture of living together.

Education is central to all these issues, which were addressed by way of two presentations and a debate.

3.   **"Learning in the network age": presentation by Thierry CURIALE (researcher with Orange in Paris)**

Thierry CURIALE took as his starting point the fact that there is currently a "deficit of meaning":
-    Example of the Islamisation of the most radicalised people.
-    In a world which is empty of meaning, everyone chooses self-determination.

Today, everyone must fight their own ignorance:
-    This starts with the "adoption" of new technologies in our everyday lives.
-    For the first time in history, we are witnessing the superiority of learners' practical strategies.

That has direct implications for learning. It has become necessary today to adopt digital technologies in order to renew teaching practices.

This is **collaborative learning**, which includes:
- periods of formal learning;
- periods of practical application online;
- periods of teacher-learner interaction;
- all this goes to make up a process of informal continuing collaborative learning. This can be referred to as "co-development" of learning.

The top-down approach (teachers teaching pupils) is replaced by collaborative learning (learning with).

4. "No Hate Speech Movement", presentation by Rui GOMES, Head of the Non-Formal Education and Training Division in the Council of Europe Youth Department

Europe is going through the greatest crisis in human rights since the cold war. It is also an educational crisis.

The campaign against hate speech began in 2013 and was due to end at the end of 2015. It has now been extended to 2017. The project is being run by young people with the support of the Council of Europe Youth Department and governmental youth institutions.

A reminder: "Hate speech, as defined by the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin." (Council of Europe definition, 1997)

Initially, it was a campaign to identify hate speech online and in the media. A working tool was produced in several languages. The reality has now changed and current events have oriented the campaign towards discourse on the reception of asylum-seekers.

The objectives of the 2016-2017 campaign are therefore as follows (http://nohate.ext.coe.int/The-Campaign):

• To raise awareness about hate speech online and its risks for democracy and for individual young people, and promoting media and Internet literacy;

• To support young people in standing up for human rights, online and offline;

• To reduce the levels of acceptance of online hate speech;

• To mobilise, train and network online youth activists for human rights;

• To map hate speech online and develop tools for constructive responses;

• To support and show solidarity to people and groups targeted by hate speech online;

• To advocate for the development and consensus on European policy instruments combating hate speech;
• To develop youth participation and citizenship online.

5. Debate

Questions:
- Vetting of content on the Internet, how and by whom?
- In Finland, a programme in primary and secondary education includes training to differentiate between good and bad information and raising awareness of hate speech. How can intercultural and inter-religious groups be formed?
- Dissemination of the campaign ("we haven't seen anything in Paris")
- Young people are not a homogeneous group. Who is going to go on the "No Hate Speech" website? Perhaps those who need to most won't go on it… There is no substitute for working directly with children, in the street for example.
- What kind of training should be provided for trainers to ensure the implementation of collaborative learning?

Answers:
- We need to differentiate between "data" (raw) and "information" (several pieces of data combined) and use different sources of information as a basis for building knowledge and giving meaning and direction.
- We need to "separate the wheat from the chaff".
- Learning is about "exploring and playing".
- Hate speech has always existed, but the problem is its worldwide dissemination through digital media.
- Political will is essential if the campaign against hate speech is to be spread.
- Young people can take on responsibilities when trust is placed in them. They need to be trusted and given opportunities to make a positive commitment.
- This is why it is important to train trainers for collaborative learning. Thierry CURIALE summed this up neatly: "teaching teachers and trainers to teach learners **to learn to learn together online**".
- Criteria for training trainers in collaborative learning :
  - a difference of potential is needed so that they can use their "competencies" to "shed light on" information
  - differences of competencies are the basis for collaborative learning
  - differences of competencies need to be jointly evaluated
- Helping to develop discernment and a critical spirit will help to combat hate speech.

6. Group work

The work done in each working group is presented below, as approved by the respective members.