



Advanced Media Literacy Education to counter online
hate speech 2020-1-IT02-KA201-079108

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AMeLiE

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Policy Guidelines
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Policy Guidelines

Guidelines for the transferability of the methodology

The AMeLiE project has succeeded in demonstrating the applicability, transferability and continuation of its methodological approach. The piloting programs in four countries with varying educational systems have yielded insights into the implementation of the project's concept in different settings.

Despite the institutional and cultural variations among the piloting initiatives, a common need for combatting hate-speech, both online and offline, is evident. It is clear, that in almost all instances hate speech can be consistently linked to external factors not necessarily directly linked to the hate expressed. Likewise, the positive effects and reception of AMeLiE's methodology have been echoed in all piloting settings.

A key strength of the methodological approach thereby lies in it being based on the initiative and creativity provided by the teachers using the materials in an adaptive fashion according to their target groups and circumstances. The pool of initially available learning materials benefits from a continued expansion, vetting and refinement through the community and network led approach, allowing for the availability of a lot of guidance for different interpretations and slight adaptations of any given module. The result of the approach is continuing identification of crowd-sourced best practices.

The modules themselves have proven to be repeatable and consistent in their application, easing the cost-benefit relation of the initial adoption efforts, mitigating the strain on teachers' workloads. Ease of introduction and institutional support are essential for the successful adoption of innovative methodologies in both formal and non-formal education, and while the aforementioned teachers' initiative is a great asset in the transferability and adaptation of the developed methodology, it is key that it is not a requirement for their take-up by the teachers themselves.

The tiered participation titles the program offers enhances the transferability and adaptability of the methodology further, by giving interested participants both the possibility to aim for engagement with different commitment intensities, as well as incentives for continued and increasing involvement in the network.

In particular, the concept of monthly "Kind Speech Days" boosts the likelihood for stakeholder engagement from outside the direct institutional dimension and involves the wider community the educational facility is a part of. This open approach raises the possibility for educational institutions to promote and embrace the project's concepts.





Recommendations to policy makers

- **Teachers, educators, trainers and educational institutions need support to facilitate their initiative**

For teachers, trainers and educators' enthusiasm, energy and initiative to thrive they need the right conditions and institutional frameworks. **Adequate funding, staffing and training offers** are needed for them to provide quality education and engage with innovative methodologies and knowledge exchange activities in networks and collaborative platforms.

- **Hate speech is becoming more and more prevalent and combatting it requires active involvement by all of society**

A concerted effort by all parts of society is needed to affect a change in the growing prevalence of hate speech, and leaving teachers and trainers alone with the responsibility to combat it would lead to failure and could have disastrous consequences. It is on policy makers to **create the right incentives and conditions for communities to collaborate and communicate**.

- **Teacher and educator training offers have to incorporate awareness of and methods to combat hate speech**

It is essential that curricula in teacher training programs reflect on the needs posed by the impact of harmful phenomena as side effects of the digital transformation, including hate speech and disinformation in online spaces. Thereby it is important to increase awareness of these issues and **give guidance to find support** for addressing them both for newly trained teachers and educators as well as in additional training offers for existing teaching staff.

- **Digital competences are life competences and are an essential tool in fighting hate speech**

Enhancing the digital competence development of all parts of society would lead to kinder interactions online, equip teachers, students, and parents alike to effectively address hate speech online, and adopt mitigating habits and behaviours. Communication and collaboration and Safety are two of the five competence area incorporated in DigComp, the European Digital Competence Framework. Developing these competences requires a **lifelong learning approach in both formal and non-formal educational settings**.





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- **Hate speech does not develop in a vacuum.**

The causes for hate speech to occur often lie beyond the relationship between the involved parties and are rooted in adverse external circumstances. Addressing these, as well as a **commitment to not engage in inciting or discriminatory language themselves**, should be a key priority for policy makers.

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