# Getting started

▶ No one is born radical – of whatever persuasion

▶ Radicalisation **process**: ▶convincing ▶ violent action

▶ **Identity** ▶ action

▶ **Mediatisation +** other factors play a role in the process

▶ But: Media = part of a **whole**, avoid media-centric approach

▶ Keep a holistic grasp of the causes and responses

# Balancing the right to expression & limits

**THE NORM: Article 19: Right** to seek, receive & impart information & ideas through **any** media and regardless of frontiers.

**THE EXCEPTION:**

**Article 28: Any limitations** must be:

1. determined by **law**

2. solely for the purpose of respecting **rights** and freedoms of **others**, and

3. of meeting the **just requirements** of morality, public order and the general welfare in a democratic society.

**OUTSIDE OF FREE SPEECH:**

**Article 20: ICCPR excludes:**

▶ Any propaganda for war

▶ Advocacy of hatred that constitutes incitement to:

　▶ Discrimination

　▶ Hostility

　▶ Violence

# SECTION 1: Diagnosis: media-radicalisation

# Media – distinctions & impacts:

**News Media:**
information

↓↓↓

= knowledge

**Social media**:
communication

↓↓↓

= attitude

**Entertainment:**
creation

↓↓↓

= emotions

# Key qualities for them to work:

**News Media:**
information

↑↑↑

= <u>reliable</u>

**Social media**:
communication

↑↑↑

= <u>dialogic</u>

# Interfaces:

**News Media**: Online/offline = knowledge
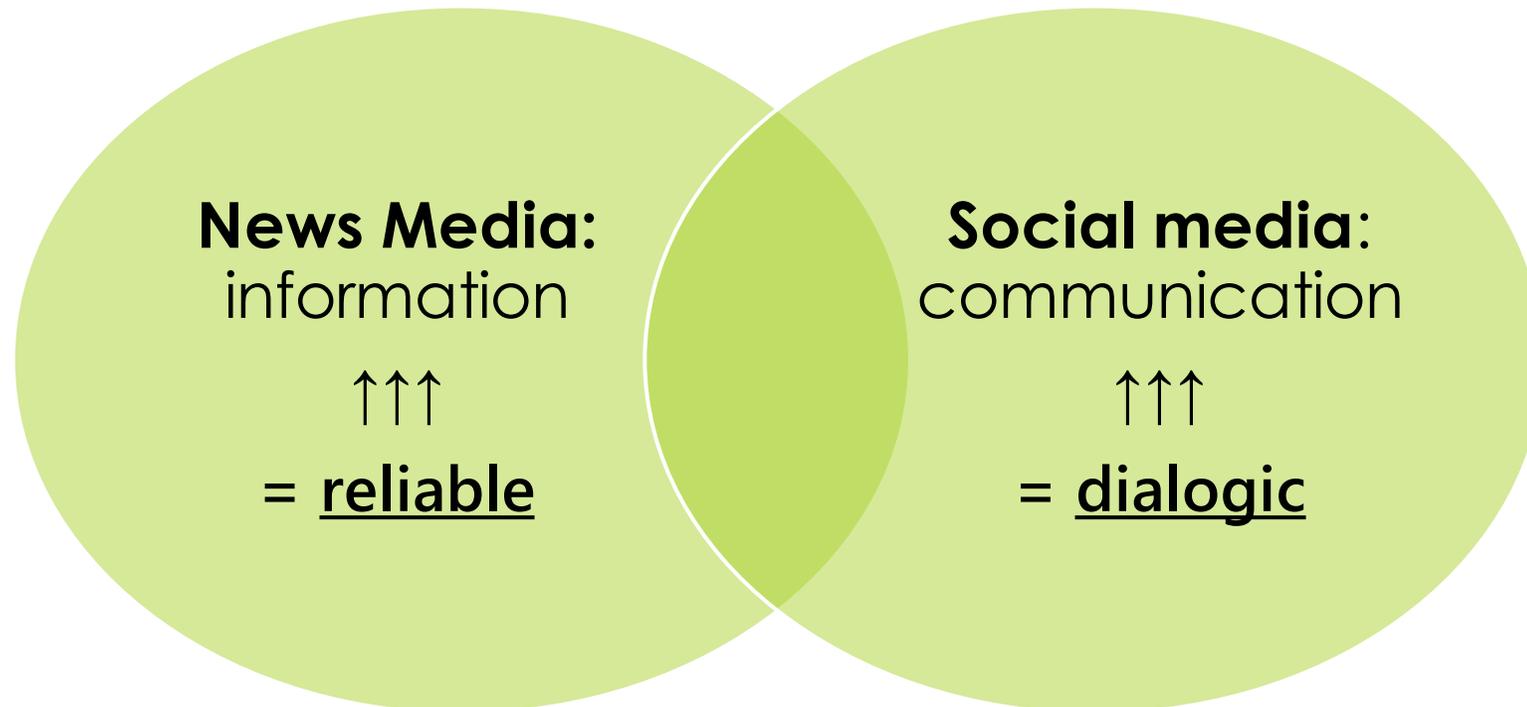
**Social media**: Online = attitude
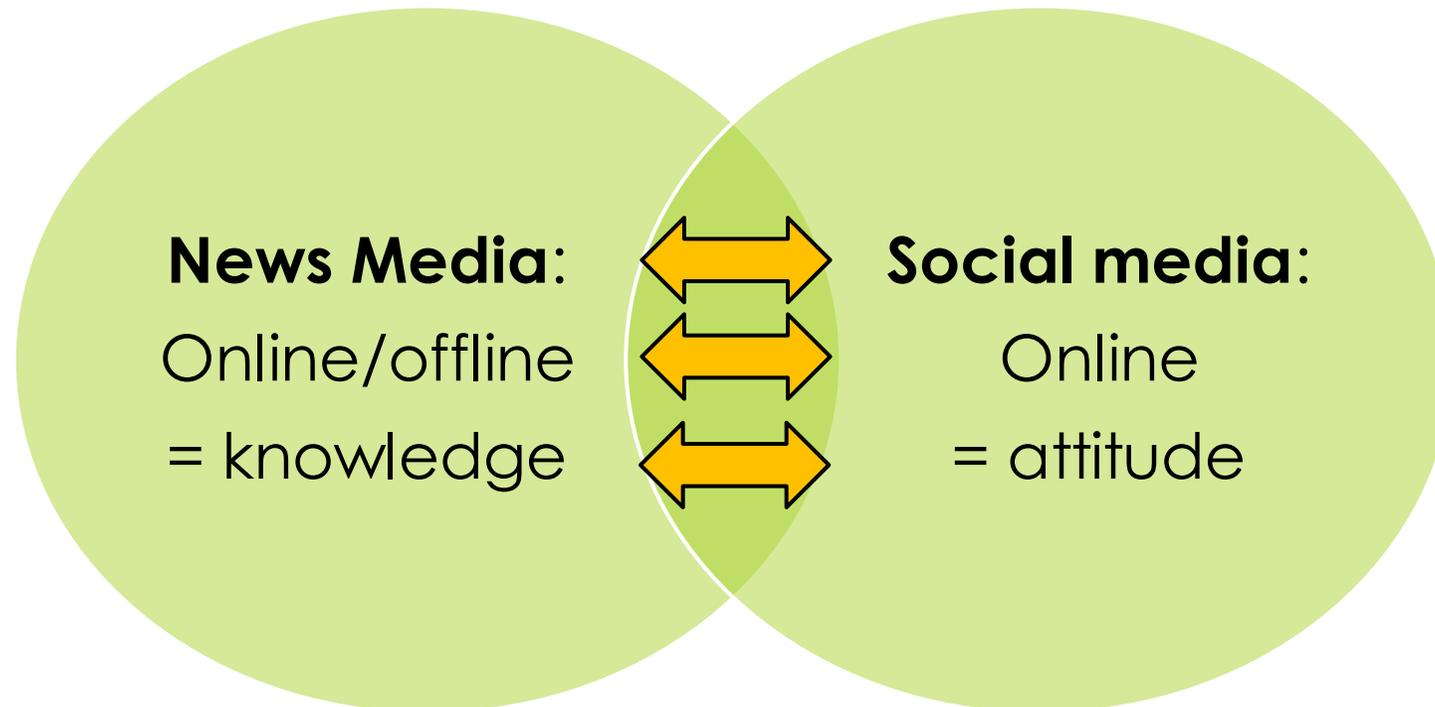
# Media … and action:

- **K.A.P**
- Head => heart => hands
  - But not so simply **linear**!
- Knowledge can 'disrupt' attitude
- News info can 'supply' social media, and vice versa.
- Social media can organize – for good, or for ill.

Knowledge

Attitude

Action
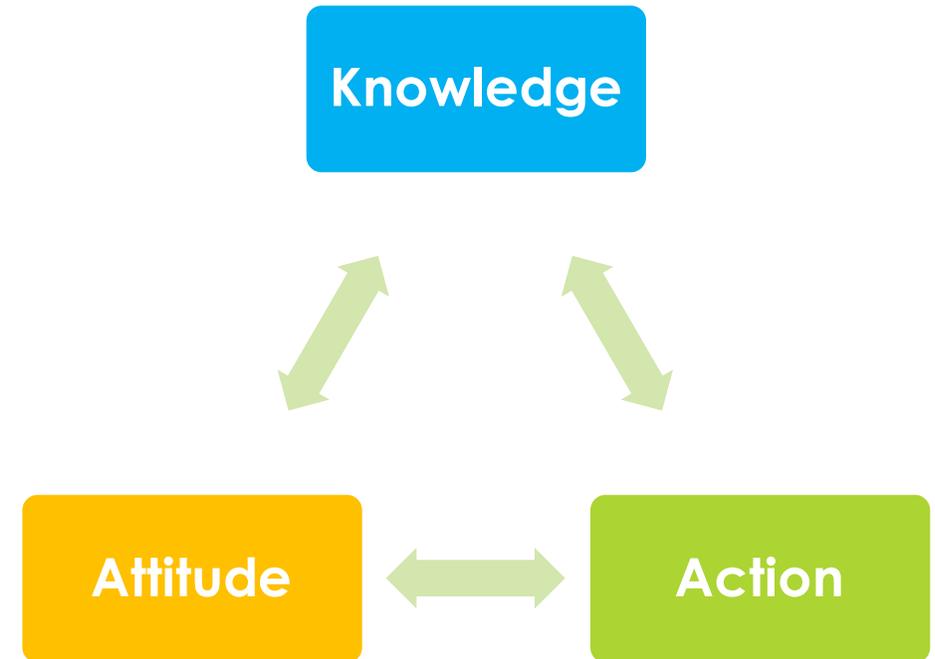
# **KAP** in radicalizing & counter efforts:

| strong | ◆ | weak | ◆ | indirect | ◆ | deep |
|---|---|---|---|---|---|---|

▶ **Different media contribute to different effects on KAP**

▶ **Media Strong Effects**: short-term emotions aroused.

▶ **Media Weak Effects**: Little short-term attitudinal <u>change</u> for most people: audiences select, adapt, reinforce.

# Taking stock of more effects:

- **Media Indirect Effects**:
  - multi-step flows, multiple media – medium-term impact
  - agenda-setting: knowing that issue "x" is important, meaningful,
- **Media Deep Effects**:
  - 'media culture': community identity, roles, subjectivities.
  - frames – confirm mainstream and fringe/counter norms.
- **All effects can combine for radicalization .. or for countering it**

# SECTION 2: Potential effects mean that media is a site of contestation around radicalization

# Responses to media & radicalisation

**Block/remove**

**MIL & intercultural dialogue**

**Counterspeech**

**Strengthen media capacity**

# 1. "Protection" paradigm: results & risks

- **Reduce** stimulus – as a way to reduce (short-term) effects
- But only **slows** the supply of fuel to the fire – it does not pour water on the fire
- Technical limits online are **not wholly effective**

- Limits are **costly** for states and companies to set up and operate
- Bans can feed **rebelliousness** against paternalism.
- Tech limits can drive radicalization into the **dark web** or offline, where it is less easy to monitor from a security point of view

# Further risks of a "protection" paradigm

- It can **reinforce**, or slide into, **censorship**

- **Limited liability** of intermediaries can be eroded, turning private companies into delegated censors & pre-publication bans

- **Mitigating** the risks:

  - **States need to balance** rights to security/expression

  - Transparency, independence, and redress are **also** needed.

# Role of intermediaries

- UN **Guiding Principles** on Business and Human Rights

- Intermediaries should **respect** rights

- Need for clear **policy** & for **transparency**

- See UNESCO publication on this subject



FOSTERING FREEDOM ONLINE
The Role of Internet Intermediaries

UNESCO SERIES ON INTERNET FREEDOM
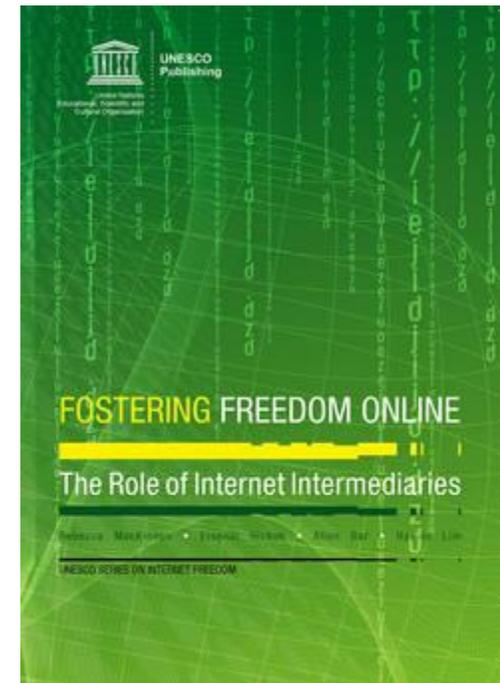
# Beyond the "protection" paradigm

UNESCO advocates **free flow** on the basis that pluralistic information enables people to identify propaganda for violence and war, and **choose** peaceful alternatives

- Any mechanism for protecting vulnerable persons from clearly inciteful information must:
  - **Meet 3 international standards** for legitimate limits on speech
  - Be complemented by a **preparedness** paradigm

- Not wise to put all the eggs in a protection basket!
- Instead, we need to focus on longer-term indirect, deep effects
- **We need to build capacity of media to amplify new narratives** and of **users** to respond to bids to hijack one's identity and emotions

# 2. Empowerment paradigm - MIL

- **Innoculate** against all levels of effects

- Empower each individual to become **master** of his or her own **identity** … in a socially-conscious way.

- To **understand** media, & media influence at all levels

- UNESCO promotes a "**chapeau**" concept called "Media and Information Literacy" for covering the range of competencies in the digital age.

# 3. Active counterspeech

- **Social**, besides legal, proactive responses

- MIL can enable youth to **actively resist** hatred, not least online

- NGO initiatives like RespectZone seek to promote **civil terms of** engagement…

- Going further, as part of pluralism, **counter**-speech is an important antidote to hateful expression – see UNESCO publication



COUNTERING ONLINE HATE SPEECH

UNESCO SERIES ON INTERNET FREEDOM
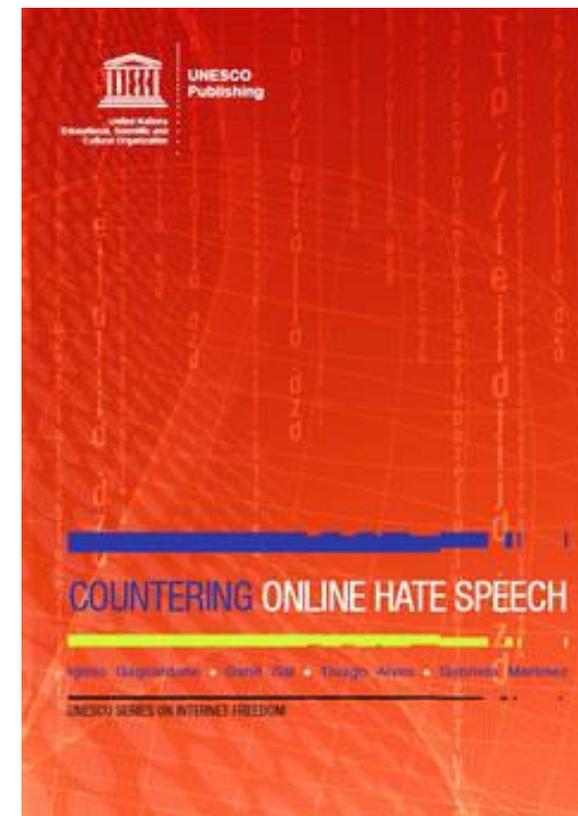
# Cautions for counterspeech:

- ▶ "Crowd" can sometimes lead to **chilling** legitimate speech

- ▶ Paid-for "counter-speech" can **boomerang** under exposure

- ▶ **Info Wars** paradigm can **instrumentalise** - and discredit – the roles of media, leading to a loss of trust

- ▶ Comms campaigns should not **spill** over into, or co-opt, independent journalism that is essential for **credibility** and **knowledge** impact.

# 4. Strengthening media capacity

- **Credible** & professional news media can sow the seeds of doubt about comforting certitudes

- Journalism can expose the **simplicity** of binary frames such as:
  - them / us
  - violent action / no action

- Coverage can be given to **solutions**

- **Media** can avoid and expose **stereotypes**

- **Inclusive, pluralist media** can also **amplify new narratives,** and empower youth to be **heard**

# SECTION 3: UNESCO responses

# Youth 2.0 – Building Skills, Bolstering Peace

▶ "We need to provide youth with skills, knowledge and values to resist radicalization, to rebuild self-esteem and confidence – to help them fight for peace and defeat extremism." Bokova

**Putting youth at the centre of efforts to counter radicalisation**

# Combining UNESCO's forces

- **Multidisciplinary** response: media, culture, education, social science
- **Field office** presence, existing projects & networks
- Alongside several other **international** efforts
- Aims to strengthen the **positive** role of young women and men in resisting radicalization,
- Building lasting **peace**, intercultural **dialogue,** & **inclusion**

# Momentum



- Project builds on conference **Youth and the Internet: Fighting Radicalization and Extremism** (UNESCO Headquarters, Paris, 16-17 June 2015)

- Strong **education and cultural** components – including citizenship education, and heritage as a source of identity, cohesion & creativity

- The #**Unite4Heritage** = a positive alternative narrative to propaganda that attracts vulnerable young people

# Outcomes: covering KAP

▶ 1. **Knowledge**:
<u>Understanding</u> is bolstered, and is used by young people and youth stake-holders to develop new narratives and improve national/local policies and actions

▶ 2. **Capacity and activity**: Young people and key youth stakeholders become <u>key actors</u> in preventing and countering violent extremist content online.

*The project equips young people with **affirmed** values & attitudes, as well as **knowledge** and **skills** to exchange, communicate and cooperate for peace, beyond social, cultural & linguistic boundaries*

# Specific media outcomes

▶ **Social Media action:** Online youth communities **engage** in creative media campaigns and outreach actions, and cross-cultural/cross-religious dialogue,

▶ **News Media**: Mobilized & empowered media professionals including journalism schools, are capacitated with **conflict-sensitive** reporting skills, and **new media spaces** are set up for youth and vulnerable groups.

▶ **News coverage:** involving **youth** and **marginalised** communities (eg. refugees, migrants) contributes help social cohesion and offer reliable knowledge.

# SECTION 4: Conclusion

**Presentation has covered**:

▶ **Diagnosis of media effects:**

  ▶ strong

  ▶ weak

  ▶ indirect

  ▶ deep

▶ **A typology of responses**:

  ▶ protection,

  ▶ empowerment,

  ▶ counter-speech,

  ▶ journalism

**And: *UNESCO's integrated response***

# Way ahead

- **Counter & pre-empt** media role in radicalization.

- A **holistic** response is vital:  not merely protective, not merely regarding media.

- All responses should safeguard **human rights**, especially free expression.

- Responses are relevant to AV and media **policy.**

- Efforts need **resourcing.**

# THANK YOU FOR YOUR ATTENTION.