Paulo Freire Forum
XIIth International Meeting

Education, Gender and Migration:
Opportunities and Threats in a context of Increasing Online Hate Speech

Paris, September 16-17, 2021
(new dates due to the Covid 19)

CALL

While the end of the XIXth and XXth centuries were characterized by industrial capitalism and nationalism, which entailed long and deadly conflicts on a world scale, the XXst century is, in turn, challenged by the largest migratory transnational movements ever to take place(Wihtol de Wenden, 2018). In this global context marked by increasing international migrations in relation with terrorism, various conflicts, environmental disasters etc., democratic societies are challenged on their capacity to ensure the universal right to education (proclaimed by the Universal Declaration of Human Rights, article 26.1), adequate schooling conditions and success for all children. According to UNESCO, 15% of children in the world were still out of primary school in 2000, even though this figure was 9% in 2014 (UNESCO Institute for Statistics). In the same way, we have to remember that girls, persons with disabilities and children in zones affected by conflict are the most likely to be out of school (UNESCO Institute for Statistics, UNESCO eAtlas on Out-of-School Children and Youth, UNICEF, 2016).

In addition, important societal changes in some parts of the world, such as the Mediterranean area, Central America (even more than South America), the southern border of the United States with Mexico's border, among others, moved from being lands welcoming migrants or exiled people to lands producing or attracting low-paid workers, and these changes occurred in just a few years (Wihtol de Wenden 2013, 2017, 2018).

The inclusion project challenged by inequalities in education

In general, the main issue with inclusive education for all, reaffirmed by international bodies in the last century, was to generate educational policies aimed at greater inclusiveness and inclusivity. But the new geopolitical situation and the new massive displacements compromise many struggles for the access for all to school, though often compulsory. Despite the democratization of schools and the widening of access to secondary and high school education as well as to the university for working class people (in Western societies in particular), these inclusion policies were nevertheless implemented with a reconfiguration of school inequalities (Duru-Bellat & Kieffer, 2008, Merle,

2002, CNESCO, 2016, Felouzis & Fouquet-Chauprade, 2015), in a context of school massification, growth / diversification of migratory flows and global swarming of the neoliberal mode of school governance (Laval et *al*., 2011). In this movement, the exclusion of the most vulnerable people occurs together with the difficult access of some migrants to new technologies which allow them, for example, to learn a new language, to geolocate themselves *via* a smartphone, or to access various other services useful for their social integration.

All in all, the XXth century established education as both a universal right and a freedom. The XXIth century continues to question this right in those interstitial spaces (relaxation zones, zones of conflicts, refugee camps...) where it would be threatened, while reaffirming education more than ever as a necessity (Chelpi-den Hamer et *al*., 2010). The economic integration of the person, regardless of gender, geographical, social or religious origin, henceforth underlies national and international initiatives. However, we cannot stop but lamenting the exclusion of the most vulnerable. This exclusion expresses itself at the crossroads of different social relationships and is expressed in multiple forms of racist, homophobic, or anti-LGBTQI inequalities, racism and / or discrimination, now captured and highlighted by a lot of research, including qualitative analysis (Bartlett, Rodríguez & Oliveira, 2015 ; Fournier et *al*., 2018 ; Patterson & Leurs, 2019…). Better yet, these inequalities and exclusions embrace multiple paths and especially increasingly sophisticated operating procedures, like online hate speech.

The inclusion project challenged by increasing online hate speech

From this point of view, both in Europe and in Latin America, but also in other parts of the world, the Internet and social networks spread rumors and infox, by targeting for example, and particularly, the denigration of Gender studies, by denigrating Gender studies (Kuhar & Paternotte, 2018, Gallot & Pasquier, 2018). Let us mention one of the darkest aspects of these new spaces, which have become places of expression and dissemination of xenophobic, racist, (hetero)sexist hate speeches or also against gender or sexual minorities.

Fueled by technological innovation, these aggressions and methods of a new kind, such as cybersexism (Ikiz, 2018 ; Couchot-Schiex, Moignard & Richard, 2016), act as a category of power used to disqualify social networks, any form of mobilization or movement of emancipation and empowerment of minority groups. More generally, they serve political manoeuvring, as we have seen through the dissemination of *fake news* during the recent presidential election campaigns in 2016 in the US, in 2017 in France, or even in 2018 in Brazil (for example, through the rumour of the distribution of a "Gay Kit" designed to turn school children into homosexuals, etc.).

These phenomena give rise to concern of public authorities in Europe or international organizations, regarding the dissemination of hate speech online, as illustrated by the publication in 2017 of a book supported by the Council of Europe entitled: *Taking Action against Hate Speech through Counter and Alternative Narratives*. In France, the legislation reinforces teachers' and educators' training as well as students' to fight against online hate speech, through the proposal of a law to fight "online hate speech".

In the United States, inspired by Paulo Freire and in the wake of bell hooks, but also Douglas Kellner and Jeff Share, a critical media pedagogy was developed. Teacher Education Program at the University of California at Los Angeles (UCLA) illustrates this approach, as well as some initiatives such as the *Critical Media Project*. This perspective focuses on how socially privileged or, on the contrary, socially discriminated groups are represented in the media. It describes more broadly how the media can contribute to hate speech.

Critical pedagogy and the contemporary challenges

Two decades after the Second Paulo Freire Forum International Meeting on "Paulo Freire's Method and New Technologies" (2000), the moment seems opportune to rethink Freire in a context of transition from web 1.0 to 2.0, based on a reflection on the opportunities and threats that this context represents in terms of inclusive education (migrants, people of all gender, sexualities, racialized social groups, people considered vulnerable, prevented from accessing to education or training ...).

The expected proposals may represent different territories and fields, practices and analysis attempting to answer some of the following questions:

OPPORTUNITIES:

- How can Freirean-inspired critical pedagogy, enthuse all new forms of *education*, whether it is an anti-patriarchal gender education, a sustainable eco-citizenship education, a critical and sustainable media and information literacy education etc.? What is the legacy of an adapted critical pedagogy?
- What could be some of the contributions of Freirean pedagogy in front of online hate speech?
- What opportunities are there for Freirean thinking in the international co-regulation relating to inclusive education?
- What critical pedagogies for which responsibilities in the era of the so-called integral university (Lison, 2019), also the Anthropo/Capitalo/Cene era? What "ethical vigilances" for an education through media as well as media education?

THREATS:

- Is education in the "Cyber" era pursuing a "banking education project 3.0", under the influence of 5G? Would the Internet be a more favourable tool for transnational and transmedia banking education?
- Does the smart paradigm (phone, cities...) give room for a critical pedagogy or would it be one of the many firewalls to critical thinking?
- Educators without borders or borders without education, what geopolitics of oppression through exclusion?

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Submission Guidelines:

Since we aim at bringing together the academic, artistic, cultural, literary, activist (in particular pedagogical) and educative spaces of creation, from the formal to the informal and popular education, of both children and adults, we welcome plural and multiple formats of submission: theoretical proposals, state of the art and empirical research presentations, workshops, practical scenarios, artistic, literary and/or cultural creations are furthermore welcome. In coherence with the Freirean pedagogy, our goal is to create a space of dialogue, and co-creations, between different forms of knowledge, drawn from the academic world, as well as that of activist, professional and artistic one. The objective is to offer a learning space, for academics, professionals, activists and artists who aim at developing their own knowledge and thought within a critical form of dialogue. For us, a learning process is a process that can take place both within a formal and informal space.

Submission Format:
One author or more can submit a proposal; submissions will then be put together by topic and theme workshops.

Paper and Poster Proposals of maximum **3000 characters** (spaces included) must include:

-   Information concerning: name(s) and institutions of the author(s)
-   Title
-   A clear presentation of the research question, theoretical framework
-    Depending on the type of research conducted (empirical, historical, philosophical etc.…) a presentation of the methodology, of the data collected (drawn from a field study, documentary or archival work), or the elements of a philosophical and theoretical discussion.
-   Key words
-   Bibliographic references

Workshop and Session Proposals:
Each proposal should not exceed 4500 characters (spaces included) and should include:
-   Information concerning: names and institutions of the coordinator and of the other contributors.
-   Title
-   A short, yet clear, presentation of the general research problem of the contributions; experiences; suggestions of practices; artistic, cultural and literal *oeuvres*.
-   3 to 4 key words

Languages
French, Spanish, Portuguese and English.
According to submissions, sessions in the various languages will be programmed.

Publication
The Forum proceedings are expected to be published.

Important Dates

Steering Committee

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