



8th Global Education Training Course for Youth Multipliers: the glocal approach

REPORT

16-21 April, 2018

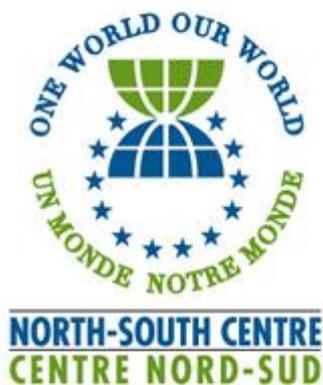
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European Centre for Global Interdependence and Solidarity - Council of Europe

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English edition

North-South Centre of the Council of Europe
Youth Cooperation Programme
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GENERAL OVERVIEW OF THE TRAINING COURSE

The concept of Global Education (GE) is promoted by the North-South Centre of the Council of Europe with an interdisciplinary approach where human rights, intercultural dialogue and democratic citizenship represent the main elements.

The 8th Global Education Training Course for Youth Multipliers aimed at creating a common understanding of Global Development Education (GDE) among participants, but still contextualizing global development education in different target areas and groups, building upon participants' experiences and knowledge and connecting different dimensions. Global development education is in fact intended as a dynamic concept following the social, political and economic developments of the global society and responding to the needs of different stakeholders, both from civil society and institutions.

In this new edition, the course explored global education in its *glocal* approach and it provided specific insights on its media literacy dimension. By focusing on these new elements, the North-South Centre provided youth multipliers and youth organisations with new tools and knowledge to play a greater change-making role in their communities within the current global interconnected context.

Dates and venue

The 8th Global Education Training Course for Youth Multipliers took place between the 16 and 21 of April 2018, in the municipality of Cascais, in the framework of Cascais 2018 European Youth Capital.

The training course consisted of four days of activities including also a roundtable on the *glocal* approach on economics and a media literacy workshop.

Main aims and specific objectives

The training course has two main aims:

- to empower young people to further support the practice of global development education based on North-South Centre global education methodology;
- to provide youth multipliers with a series of competences and tools to promote and disseminate principles of global development education to other young people.

The specific objectives of the course are:

- to understand the skills, values and knowledge behind the concept of global development education;
- to explore the media literacy dimension of global development education in order to foster responsible and ethical "citizen journalism";
- to raise awareness about the United Nations 2030 Agenda for Sustainable Development (UN Agenda 2030) and the role that young people and youth organisations have in implementing, monitoring and evaluating the United Nations Sustainable Development Goals (UN SDGs) in their local communities following a *glocal* approach;
- to offer a platform for youth peer-education and for the development of multilateral youth activities that promote peaceful and inclusive societies.

The iLegend project

The Global Education Training Course for Youth Multipliers is part of the iLegend (Intercultural Learning Exchange through Global Education, Networking and Dialogue) project implemented by the North-South Centre and funded by the European Union (EU). The overall objective of the project is to strengthen global development education in EU member states and potential EU member states, particularly where it is least established, by promoting dialogue, networking strategies, capacity building and exchange of good education practices in the field.

The partnership with Cascais Municipality

The 8th Global Education Training Course was organised with the support of Cascais Municipality and included in the official programme of the Cascais European Youth Capital 2018. Cascais Municipality acted as local partner guaranteeing the logistical aspects (including airport transfers) and the involvement of four local volunteers and two international EVS (European Voluntary Service) volunteers as support staff of the course. Cascais Municipality was also the co-organiser of the public roundtable having a specific role in setting up the event and inviting relevant guest speakers.

PEDAGOGICAL TEAM AND METHODOLOGICAL APPROACH

Trainers team

The pedagogical team of the training course was composed by two trainers: Ms Sara Andrade (Portugal) and Mr Simone Lucchi (Spain).

Both trainers have many years of experience in delivering training related with youth work, global development education and human rights education, having already being involved in past activities of the North South Centre (both as trainers and participants).

Furthermore, both participated in two long-term trainings for trainers organised by the Council of Europe:

- Mr Simone Lucchi (TRAYCE - Training of Trainers for Youth in the Council of Europe)
- Ms Sara Andrade (TOTHRE - Training of Trainers in Human Rights Education with Young People)



Preparatory work

The North South Centre's staff and the team of trainers had their first meeting on the 9 April about the overall rationale and aim of the course, discussing and setting together important details to develop the training programme such as methodology, priorities and the specific objectives.

Following this meeting, the team of trainers started to work on the flow and the structure of the programme taking into consideration the North South Centre's guidelines and the profiles of the participants.

On the 15 April the team arrived at the training venue and had another preparatory meeting on spot with the North South Centre's staff more focused on the specific activities to carry out.

On the 16, a final meeting with the course coordinator from the North South Centre took place to arrange the last details and to coordinate the work with the team of volunteers.

Methodological approach

The team of trainers designed and implemented activities using the Non-Formal Education (NFE) methodology and having as conceptual framework the Global Education Guidelines systematised by the North-South Centre.

The non-formal education methodology was used to develop collaborative and interactive dynamics which allowed the participants to contribute to the process. Case studies and thematic group discussion stimulated in-depth participatory reflections, meanwhile experiential learning activities and workshops strengthened the practical side of the course.

The course was built around these main principles:

The infographic consists of four horizontal bars, each with a different background color and an icon. Each bar contains a title and a short description of a principle.

- Learner centred** (Red bar): The main programme and methods for each session were decided in accordance to the application forms of the participants, their background and their expressed needs. 
- Flexible and adaptable** (Orange bar): The programme was designed but changes happened to answer to specific needs and requests of this group of participants. 
- Inclusive** (Yellow-green bar): The programme was developed to fit the different cultural backgrounds and different learning styles. 
- Experiential learning** (Green bar): The participants were engaged in dynamic participatory activities that allow them to learn through experience (learning by doing). 

PARTICIPANTS

The participants were 29 young professionals willing to increase their active citizenship skills and their capacities to mobilise other young people around the main global concerns.

Participants profile:

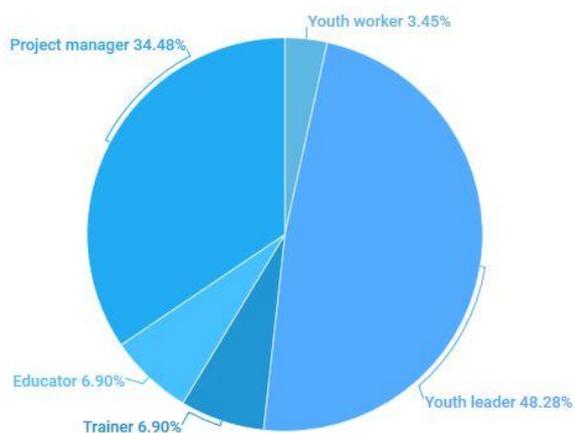
- ✓ citizens of one of the 47 Council of Europe member states or of the Southern Mediterranean countries ;
- ✓ aged 18-30 years;
- ✓ representatives of youth organisations or youth-related institution;
- ✓ knowledgeable about project work, project cycle management and international youth cooperation;
- ✓ knowledgeable in terms of Sustainable Development Goals (SDGs), human rights and intercultural dialogue and youth-related policies;
- ✓ experienced in trainings and other youth activities;
- ✓ committed to act as youth multipliers after the conclusion of the course by developing a follow-up initiative with the support of his/her sending organisation/platform/institution.

The participants were selected also considering other variables that allowed to build a diversified group able to guarantee richness in terms of nationalities, professional background and type of organisation represented.

Nationalities of the participants:

 Algeria	 Georgia	 Latvia	 Norway	 Slovenia
 Bulgaria	 Germany	 Lebanon	 Poland	 Tunisia
 Czech Republic	 Hungary	 Montenegro	 Portugal	
 Bosnia and Herzegovina	 Italy	 The Kingdom of Morocco	 Romania	
 Finland	 The Hashemite Kingdom of Jordan	 The Netherlands	 Serbia	

Professional background



Gender balance



F: 20 | M: 9
Average age: 24,9

List of the participants with their supporting organisation

FIRST NAME	NAME	ORGANISATION	COUNTRY
Mihaela	LYUTSKANOVA	YOUTHHub Assosiation	Bulgaria
Daniela	KARAIVANOVA	BUNDjugend Baden Württemberg	Denmark
Lenka	VYBÍRALOVÁ	Visegrád School of Political Studies	Czech Republic
Klára	SOMMEROVÁ	Project (S)právně, organization NIDI, z.s.	Czech Republic
Viktoria	LACHENMAIER	Organizing Bureau of European School Student Unions	Hungary
Mihály	SZABÓ	Oya Opportunities	Hungary
Riccardo	BRUNO	ONE - Youth Ambassadors	Italy
Ilaria	RIZZATI	UNICEF	Italy
Kristine	ROMANOVSKA	Glen Latvia	Germany
Sandra	OBORSKA	European Students Forum AEGEE-Europe	Poland
João Cristiano	MATOS MACHADO	European Youth Parliament Portugal	Portugal
Elena	CEBAN	Center for Intercultural Dialogue	"The former Yugoslav Republic of Macedonia"
Ana	VRHOVEC	Young Europeans Association	Slovenia
Ornella	NANA	Ecounesco Ireland, and One International	Ireland
Eeva	KEMPPAINEN	Pro Ethical Trade	Finland
Svenja	WANDT	VJAAD e.V. Migrafrica	Germany
Anamaria	HOLOTA	Romanian Youth Forum	Romania
Caitlin	SCHAAP	Roots and Routes	Netherlands
Dejan	NIKOLASEVIC	Youth without borders	Bosnia and Herzegovina
Salome	TARKHNISHVILI	"Roheline - for progressive changes"	Georgia
Ognjen	MARKOVIĆ	Center for Democracy and Human Rights - CEDEM	Montenegro
Radovan	Ognjenović	Montenegrin Pan-European Union	Montenegro
Samedin	ROVCANIN	KOMS - National Youth Council of Serbia	Serbia
Saad Islam	REMANI	Youth Capacities Development Association	France
Rahma	HENCHIRI	Cross-Cultural International Foundation (CCIF)	Malta
Hiba	Mednini	AEGEE Europe	Hungary
Nidal	BENALI	National Local Youth Councils Network	Morocco
Momen	BADARNEH	AIESEC	Hungary
Meray	MADDAH	International Youth Federation	Italy

THE PROGRAMME



Arrival day - Evening: Welcoming

Purpose of the session

- To break the ice
- To present the participants and the training team
- To set the tone of the activity and provide technical information

Structure and Activities

An hour long session where the participants had the chance to get to know each other sharing some information about their personal and professional background.

Creative and artistic activities allowed participants to share information about themselves, pointing out links and connections between participants. Afterwards, an exercise on "first impressions" was held with the aim of getting to know each other in a more personal and informal way. Logistic information was shared at the end of the session.

Learning outcomes

- Personal and professional information about the group of participants some high-lightening the interconnectedness of our lives.

Day 1 - Morning: General framework and introduction to global development education



Purpose of the session

- To build the group's cohesion and ability to work together during the week
- To allow participants to understand the framework of the training course
- To explore the concept of global development education

Structure and Activities

The session was opened by Mr Graziano Tullio, the project coordinator from the North South Centre, presenting the general framework of the training course. The rest of the morning was devoted to teamwork activities aiming at creating a common definition of global development education to establish a common ground.

Learning outcomes

- General information about the North South Centre, its priorities and political dimension
- Social skills such as negotiation, active listening, decision making process.
- Basic knowledge of global development education and the effects of the “globalised” society and interconnections of our lives.

Day 2 – Morning, part I: Methodological approaches on global development education



Purpose of the session

- To understand the principles of non-formal education
- To explore methodological approaches useful to develop global development education activities

Structure and Activities

Participants worked in groups to collect inputs about the important elements to consider when organising and implementing global education activities. Special attention was given to the educational principles such as dealing with controversy, active involvement, building on personal experiences, dialogue-based learning and critical thinking.

Afterwards, the presentation of the group works allowed a meta-reflection to connect non-formal education experiences (and particularly the activity carried out on the previous day) with these methodological approaches.

Learning outcomes

- Knowledge on non-formal education methodology and experiential learning.
- Design and plan global development education activities in a non-formal education setting.

Day 1 - Afternoon: Experiencing Global Education



Purpose of the session

- To understand the concept of power and reflect on the structures/forms of power distribution in the world
- To experience privilege and unequal distribution of resources
- To experience different reactions to power and injustice

Structure and Activities

The participants got involved in a complex simulation game based on experiential learning. The simulation made the participants deal with social justice looking for possible solutions. Afterwards the group was split in small groups and was invited to reflect about the connection between the simulated scenario and the reality in their communities.

Learning outcomes

- Better understanding of the injustice that results from the unequal distribution of wealth and power.
- Critical thinking skills focused on the factors perpetuating the dominant structures.
- Reflection on social injustice they witness in their communities.

Day 2 – Morning, part II: Global Education and the SDGs



Purpose of the session

- To gain basic knowledge on the Sustainable Development Goals and the UN 2030 Agenda
- To create a common framework for participants' multiplier actions

Structure and Activities

The second part of the morning was dedicated to present the 2030 Agenda and the SDGs. The participants were asked to share their experience and opinions about the SDGs.

The trainers then went in-depth on the main dimensions and the possible implications of the SDGs, making sure that the entire group had the same fundamental knowledge regarding that.

Thereafter, each participant chose an SDG to further explore. Then a group-working activity allowed participants to analyse the main issues and the possible local actions towards the chosen SDG.

Learning outcomes

- Knowledge about 2030 Agenda and the SDGs.
- Analytical competences for civic engagement: (identify core issues, understand the chain of causes and consequences, suggest proposals of solutions).

Day 2 – Afternoon - Roundtable on the *glocal* approach

Moderator:

Mr Graziano Tullio

Youth Cooperation Programme
North-South Centre of the Council of Europe

Opening:

Ms Joana Balsemão

City Councilor of Cascais

Mr Miguel Silva

Global Education Programme
North-South Centre of the Council of Europe

Panellists:

Mr Pedro Neves

United Nations Economic Commission for Europe

Mr Afonso Fountoura

Social Entrepreneurship Institute

Ms Filipe Portela

Impact Hub Lisboa

Ms Barbaba Leão de Carvalho

Biovilla association

Closing remarks:

Ms Catarina Marques Vieira

Commissioner

Cascais 2018 European Youth Capital

Ms Rocio Cervera

Deputy Executive Director

North-South Centre of the Council of Europe

A roundtable titled “Global Economy, Local Social Impact; Local Economies, Global Social Impact” was included in the programme of the training course.

It was intended as an opportunity for the participants to debate and reflect with social entrepreneurs and policymakers at local and national level around the role of education and social entrepreneurship in achieving Sustainable Development Goals.

The roundtable focused on the connection between the global economy and the local impact of it (and vice versa) and how global development education and a *glocal* approach could help in integrating the private economic priorities with the public need for social justice.

The opening session provided an overview of the public framework behind the examples coming from the private sector that was exposed during the round table session. It presented the efforts and challenges for public bodies to pursue the Sustainable Development Goals through an integrated *glocal* approach.

During the panel session, policymakers, civil society organisations and social entrepreneurs interacted with the young training course participants debating about the role that each of the sectors represented in the roundtable should have in this process towards a more sustainable and inclusive society.

The debate allowed exploring different dimension of the work towards the SDGs: international investments, public development policies, local resources, educational priorities, social entrepreneurship trends and even conscious marketing strategies.

In the closing session the focus was on the role that young people should have to promote this new and more sustainable approach to global economy and the

contribution that a European Youth Capital and an intergovernmental organisation, such as the North-South Centre, could give to this effort.

The roundtable was organised in collaboration with Cascais 2018 European Youth Capital with the support of the organization “DNA Cascais”.

The roundtable was open for the participation of the general public allowing a bigger interaction between the international participants and the local stakeholders, including local youngsters.

Day 3 - Media literacy workshop

The North-South Centre of the Council of Europe established in November 2017 a Media Literacy Task Force for Global Development Education (MLTF): a group of six international experts holding different but complementary expertise related to social media, media literacy, journalism, youth work, digital citizenship and global development education.

The main objectives of the task force are to promote awareness and knowledge about the media literacy (ML) dimension of global development education, improving at the same time the impact and the outreach of the actions developed by the Youth and Global Education programmes of the North-South Centre of the Council of Europe.

The task force will be active for 12 months and it is expected to contribute for the revision of the North-South Centre Global Education guidelines, for the design and the implementation of a media literacy social media campaign during the Global Development Education Week 2018 and for the development of an educational tool-kit on media literacy for Global Development Education in order to further enrich the future editions of the Global Development Education training course.

For the purpose of developing the education too-kit for trainers in media literacy for Global Development Education, two members of the MLTF joined for 3 days the training course and have delivered a 1-day workshop. The workshop had the objective to test and receive feedback regarding some of the activities that the MLTF is developing for the tool-kit.

Purpose of the session

- To increase the awareness on the importance of media literacy for democratic participation
- To provide tools and knowledge on media literacy for Global Development Education

Structure and Activities

Throughout the whole day the participants took part in different group activities exploring and understanding the following topics:

TOPIC	ACTIVITY USED
Information crisis and fake news the rationale behind it	Role-play on production and presentation of fake news
Influencing through algorithms personalization	On-line research on a specific topic and analysis of the result based on selective exposure
Biases and stereotypes in media	Newspaper theatre play on the way how we understand the world resulting by mass media influence
Social media engagement	Producing and testing a social media campaign becoming aware of the different levels of participation
Digital footprint and privacy	On-line research on a targeted person and profiling based on the on-line results

Learning outcomes

- Understanding of the media literacy's concept and of its main dimensions.
- Knowledge on how media work and how their influences perceptions.
- Competences useful to deconstruct biased information and to interact on social media.
- Skills for producing and reporting media content related to global development education.



Roundtable on the glocal approach



Media literacy workshop

Day 4 – Morning: Competences of a Global Education practitioner and follow-up action plan

Purpose of the session:

- To reflect about the competences of a global education practitioners
- To assess the participant's competences as global education practitioners
- To reflect on how participants can apply their learning points to specific needs in their local context and how they can support one another to carry out their action plans

Structure and Activities:

Split in working groups participants collected inputs on the competences that a global education practitioner should have and pointed out the skills, knowledge and attitudes/values that they consider the most relevant.

Afterwards, they were invited to individually fulfil a self-assessment questionnaire based on the Global Education Guidelines of the North South Centre and then, in plenary, they shared what strategies they had in mind in order to develop further the competences that they would like to improve.

In the second part of the morning, the participants developed their follow-up ideas and the relative action plan.

Learning outcomes

- Awareness of participants' competences and further training needs.
- Development of strategies to acquire/further develop such competences.
- Design and developing of a follow up-project and relative action plan.
- Improvement of skills related to networking, project development and entrepreneurship.

Day 4 – Afternoon: evaluation and closing

Purpose of the session

- To reflect on the participants' learning process and overall training engagement
- To assess the training course and provide feedback on the quality-related feedback

Structure and Activities:

Firstly, the trainers recalled the whole training programme encouraging participants to share thoughts about each session. Then, participants were asked to go back to their initial expectations and assess the level of fulfilment.

Afterwards, in plenary, a more structured evaluation activity helped to evaluate specific aspects such as logistics, contents, methodology and participants own participation.

The closing part was led by the project coordinator from the North-South Centre which shared the final remarks high-lightening the importance of the multiplying effect of the course.

Learning outcomes

- The final learning outcomes are gathered in the next section of the report.

MAIN LEARNING POINTS AND TRAINING OUTPUTS



Global Development Education

- Knowledge about global development education and its connection with the SDGs and the 2020 Agenda
- Knowledge about the global approach on global development education, becoming aware of the relation between the *global* and the *local* level and of the need of actions at local level
- Practical instruments to act as multiplier translating global development education concerns into youth initiatives
- Knowledge of the work of the North-South Centre and how it supports the work of youth organisations
- Higher awareness about media literacy dimension of g and the danger of stereotypical images and biases channelled and reinforced through social media



SDGs

- Deeper understanding of the SDGs and of their mutual interconnectedness
- New ways to contribute for the achievement of the SDGs through individual efforts
- Capacity to design project promoting SDGs and global awareness at local level through youth-related organisations
- New insights on how to use the narrative of SDGs for local advocacy efforts
- New insight on how a youth workers can contribute for the SDGs not just by educating other youngsters but also by acting as role models in his/her own community



Youth multiplier

- New competences to act as global development education practitioners
- Improvement of skills on team cooperation, networking and peer-education
- New competences to work on advocacy, social inclusion and awareness raising
- Acquisition of new tools to translate social concerns into investible projects
- Capacity to transmit personal knowledge and experiences to other young people through peer-to-peer methodology
- New competences and tools based on the non-formal education approach to work on global development education

« I learned about working with different kinds of people from different cultural backgrounds and skill levels. This combination of three elements is quite unique »

« I understood much more what the SDGs are, the impact of media in our society and their importance in shaping our perception of reality. Plus I experienced great activities I want to repeat with young people I work with »

From the final evaluation of one of the participants

TRAINING OUTCOMES, MULTIPLIER EFFECT AND FOLLOW-UP

Approximately 20 individual “action plans” and five group projects were elaborated and all the participants leaved the training course eager to include a global development education in their activities. The action plans elaborated during the training course were in a later stage presented and introduced into the agendas of the represented organisations and global development education activities are likely to be developed in the upcoming months by the participants.

GDE for professional development

«The work of our organisation is mostly related to the development of skills for personal and professional development of young people; we will now broaden the scopes of topics we work on by adding GDE»

GDE for global citizenship

«When designing future projects and youth exchanges, I will take into consideration the concepts of global education looking for new ways to implement global citizenship»

SDG awareness for youth people

«I am considering to design projects aiming at raising awareness on the SDGs as well as to support my colleagues in the youth centre who may have some ideas but don't know how to link them with global education»

Network and partnerships

«For my organisation this course was a great for opportunity to initiate new partnerships and develop our professional network in Europe and also in the MENA region»

Tools for trainers

«I want to start doing GDE sessions and workshops at the youth centre I am working at. I am also planning to carry out a project to strengthen intercultural sensibility in my community. Such initiatives will be something new, since at the moment there aren't similar activities in my area. I think also that our local trainers will beneficiate from them, hopefully applying GDE methodology in their future work»

New organisations

«I want to start a volunteer or student organisation in Malta to promote, migration and refugee studies. I want to equip young people with knowledge, skills and tools for humanitarian actions. The organisation will also raise awareness on the gravity of humanitarian issues in today's world, highlighting the huge role that youth can play to find new solutions»

GDE and food issues

«I am planning to develop a joint project between Czech Republic, Hungary and Germany about "The double food standards"»

GDE and environmental issues

«I will set up a conference on the environmental aspect of the SDG's with people from our network and the school student unions. It will be implemented next autumn»

GDE information on national languages

«My research showed that there is not much online in Bulgarian language related to GDE, so it is hard for people to get and understand information on GDE. For this reason I will use the help of volunteers/activist that have interest in the topic create a website in Bulgarian on GDE and develop an awareness campaign on GDE»

Summer school on GDE

«I would like to organise a summer school on GDE for young people in Romania. The idea is to bring together people who worked a lot in the NGO field, volunteers, students' representatives and people who have no idea about what is global education or civic participation. I want to create a learning environment for all of them and a mentoring process also»

GDE in European eastern countries

«I'd like to start a cooperation program involving some European eastern countries for creating a new generation of people involved on global themes since the young age»

GDE for National Youth Council

« I would equip my colleagues from the National Youth Council with the necessary knowledge to develop with them concrete project ideas for young people from their local communities »

« I really liked the training course and am really happy and delight to be part of the project and the team of youth multipliers! Thank you for the opportunity and I am looking forward to our future common work! »

From the final evaluation of one of the participants

SOCIAL MEDIA CLIPPINGS

S-právně is in Cascais. April 23 · 🌐

Původní plán: pravidelně informovat o aktivitách Rady Evropy v oblasti vzdělávání mladé generace. 🌍📱

Aktualizovaný plán: Uživat si tréninku bez připojení k internetu v celém Portugalsku s lidmi, kterým není budoucnost v jejich zemi lhostejná. 🇵🇹🌍
 #SDGs #SpravneNIDI #8thGECascais

See Translation



Like Comment Share

DNA Cascais April 20 · 🌐

Juventude, Economia de Impacto, Educação, Sustentabilidade foram os temas em debate.

Promovido pelo North-South Centre of the Council of Europe e por @Cascais2018 - European Youth Capital, o evento levou até à DNA Cascais, jovens de 22 países europeus para debater os desafios da Agenda 2030 das Nações Unidas, os Objetivos de Desenvolvimento Sustentável e qual o papel da educação e do empreendedorismo no alcançar dos mesmos.

#impacthublisbon #cascais2018 #biovilla #ies #capitaleuropeiadajuventude #objetivosdesdesenvolvimentosustentavel

See Translation



Like Comment Share

Helena Ceban is attending Global Economy, Local Social Impact, Local Economies, Global Social Impact at Agência DNA Cascais. April 18 · Cascais · 🌐

"SDGs are about people, planet and prosperity" - today's evening is dedicated to discussing how we - public authorities, educators, young people, businessmen and entrepreneurs, global citizens - can and should contribute to achieving these goals. It is always a pleasure to listen to inspiring people here in Portugal - thank you Global YOUTH -powered by the North-South Centre of the Council of Europe for making this happen!
 #8thgecascais



doranguen Estoril, Portugal
 doranguen Creating a plan for the world's wealth
 #8thGECascais #youth

15 likes
 APRIL 17

North-South Centre @NSCentre · Apr 18
 Opening roundtable "Global Economy, Local Social Impact: Local Economies, Global Social Impact" @NSCentre #8thGECascais



1 4

ARTICLES AND DISSEMINATION

Youth +
without
borders
Bosnia and Herzegovina

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GLOBALNA EDUKACIJA

Centar Sever-Jug Vijeća Evrope (North-South Centre of the Council of Europe) organizovao je 8. globalni kurs obuke za omladinske multiplikatore, u Eštorilu (Portugal) od 16. do 21. aprila 2018 godine.

Kursom je obuhvaćena Globalna Edukacija u svom "glokalnom" pristupu i pružen je specifični uvid o dimenziji medijske pismenosti kako bi se učesnici osposobili novim alatima i znanjima kako bi imali veću ulogu u promjenama u svojim zajednicama.

"Globalno obrazovanje je obrazovanje koje otvara oči i umove ljudi ka realnostima globalizovanog svijeta i budi ih da dovedu svijet do veće pravde, ravnopravnosti i ljudskih prava za sve". Maastrichtska deklaracija, 2002.

Podrazumeva se da globalno obrazovanje obuhvata razvojno obrazovanje, obrazovanje o ljudskim pravima, obrazovanje za održivost, obrazovanje za mir i sprečavanje sukoba i interkulturalno obrazovanje.

Rad Sever-Jug Centra (North-South Centre) za razvoj globalnog obrazovanja započeo je 1997. godine kada je izrađena Povelja o globalnom obrazovanju i postala njen referentni pozadinski dokument. Od tada Centar sever-jug doprinosi diseminaciji i obogaćivanju globalnog obrazovanja kroz niz inicijativa.

Kurs je okupio oko 30 predstavnika omladinskih organizacija ili omladinskih institucija iz zemalja članica Vijeća Evrope i zemalja južnog Mediterana.



Možeš nas pozvati +38766202792



youthwithoutborders@yandex.com



Više informacija



<http://youthwithoutborder.wixsite.com/youthwithoutborders/globalna-edukacija>



Training's participants in Cascais during the final evaluation.

The 8th Global Education Training for Youth Multipliers by the North-South Centre of the Council of Europe.

Published on June 2, 2018



Mireille Maddah | + Follow
Fellow at Associazione Rondine Cittadella della Pace
1 article

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Around mid-April of this year, I have had the opportunity to partake in the 8th edition of the Global Education Training for Youth Multipliers, organized by the North-South Centre of the Council of Europe in partnership with Cascais 2018 European Youth Capital in summer Portugal. The training has been a culmination of multiple topics that brought a variety of youth-interested advocates, educators and practitioners from around the world to both highlight and promote new strategies concerning Global Education and its criteria.

Before delving into the heart of the prior training, it is rather of an importance to underline what characterizes the concept behind Global Education and the connection between its advocacy and the North-South Centre of the Council of Europe (NSC). A closer look into what inspired the NSC's Global Education Guidelines initiative would be descriptive of the broad theme that designated the Cascais training[1]. Global Education circumvents the framework and the significance of mobilizing a unified social justice program, Human Rights and democracy, peace-based actions and preventions, along with intercultural elements touching upon equality and equity in different areas around the world which can, ultimately, enhance the overall well-being, livelihood and interdependence of societies and communities through galvanizing individuals in a multilateral approach.

Since early 2008, the NSC has been in the forefronts of creating a comprehensive agreement on global education, along with prior initiatives such as the *Maastricht Declaration on Global Education* and the 2003 *Resolution 1318* recommendation of the Parliamentary Assembly of the Council of Europe, which paved the way for the official adoption of the recommendation on global education by the Council of Europe Ministers. In 2011, the Committee of Ministers of the Council of Europe adopted the recommendation "on education for global interdependence and solidarity"; hence, making it the very first European legal standard on global education. Such initiatives being recognized and erected by international organizations, were able to be the cornerstones in manifesting the different programs, methodologies and qualities that make up global education and navigate it within an aspiringly sustainable structure.

In Cascais and under the sponsorship and guidance of the NSC, were five intensive days that branched out into numerous topics on Global Education and its underpinnings. Each day has merited emphasis on a quintessential segment that paints a larger picture of what assembles Global Education. For instance, and after probing deeper into the fundamentals of Global Education and its alternating skills, a round-table examining a *glocal* [2] approach between countries' economies and their impacts, was held in the presence of different experts on social and environmental entrepreneurship, public-private economic partnerships and sustainable development strategies. Another correlation that was accentuated in terms of Global Education, was the multi-dimensional alliance between the United Nations' Sustainable Development Goals (SDGs) and the 2030 agenda associated with the 17 SDGs and their fulfillment by member states in their respective ecosystems [3].

Moreover, another aspect that was put into perspective by the NSC's Media Literacy Taskforce for Global Education Development, was the dimension between media literacy and Global Education and the inexorable interplay between the two. Through a variety of team-based activities, the Media Literacy Taskforce has explored with the participants what defines media literacy, especially in a technological era whose mosaic included an excerpt of what makes up truth, facts and credible information specifically found online by other tech-savvy individuals in a period that has been ominously described as yielding into a momentous "post-truth"[4] impediment. Participants were introduced to the role that the media plays in global education development, and its multitudes in steering the right skills towards a more comprehensive picture of media literacy.

The coastal city of Cascais, having been awarded the official label as the European Youth Capital (EYC) of 2018, provided a dynamic environment, particularly for the participants, which can combine both global and local initiatives in a more cohesive manner. Throughout the present year, the Portuguese city would be underscoring the assortment of social, economic, political and cultural facets around youth-related topics and issues.

The youth-multipliers initiative in Cascais was an anchoring opportunity to learn more about the components of Global Education through informal practices and strategic action-plans that can be materialized in the future through the provided catalysts and beyond. Cascais was a validating experience by the NSC to widen the scope of youth-multipliers and their parallel projects whose audience can reap the benefits of what have been sown today.

[1] Global Education Resources. (2012). Retrieved from <https://www.coe.int/en/web/north-south-centre/global-education-resources>

[2] A coined term combining both 'global' and 'local'.

[3] Sustainable Development Goals http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf

[4] Council of Europe. (2018, January 31). Media Literacy – new investments in Global Education and resilient generations. Retrieved from <https://www.coe.int/en/web/north-south-centre/-/media-literacy-new-investments-in-global-education-and-resilient-generations>

From EU to YOU

- This is the official site of the project "Glocal Youth – Cascais 2018" -

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A week for “Global Education” with North-South Centre in Estoril

May 3, 2018
glocalyouth

Last week **Arthur** and **Gianluca** had the opportunity to support the realisation of the “8th Global Education Training Course for Youth Multipliers”, held in Hotel Amazonia, **Estoril**.

This was the official presentation:

“In this new edition, the course will explore Global Education in its “glocal” approach and it will provide specific insights on the media literacy dimension in order to empower participants with new tools and knowledge to play a greater change-making role in their communities within the current global interconnected context.”



Arthur and **Gianluca** collaborated with **Cascais** volunteers and with the trainers, **Simone** and **Sara**, in the organisation of this great event.

They spent a week filming the workshops and activities planned for the participants and reflecting about the concept of “**Global Education**”.

This is a truly important topic on which as **evs volunteers** we will focus to create a final product to share our ideas and perspectives.

We also discovered an institution like the **North-South Centre of the Council of Europe** and we felt really lucky for being part of this project, that involved 30 inspiring youth leaders from all over Europe and north Africa.

Let's see what **Gianluca** and **Arthur** think about last week:

Arthur:

That was definitely a worth experience for me, as our EVS project is strongly connected with global education and youth work topics. The participants and trainers I met on the training had a vast professional background in their fields of youth work, and interviewing them was truly unique opportunity to get forward with my own video project. Apart from listening to meaningful topics during the course, I got to meet undoubtedly inspiring people during the “Round tabel”, which happened in Cascais DNA. Big shout-out to the person who impressed me most **Bárbara Leao**, who achieved a lot of things in her life thanks to her positive nature and persistancy. What I learned from her was that you will more likely to achieve your goal if you have the true passion towards it.

Gianluca: “I literally arrived in **Estoril** from the airport and I also stopped in **Lisbon** to take some material for the training from **North-South Centre**'s office and I immediately realised that we were involved in a great project.

During the 4 days of the training I heard a lot of interesting opinions about global education and I met some incredible youth leaders, ready to be effective change-makers. I feel much more inspired now and I am motivated to contribute to youth future as best as I can”

Never stop learning!



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