

Tutored Online Training Course

Global Education and Media

TOTC on GE and Media

Online

From the 6th of March to the 2nd of April 2023



Call for participants

Deadline for applications: 12th of February 2023 (23:59 UTC – Lisbon time)

Online application form: <https://www.coe.int/en/web/north-south-centre/application-totc-global-education-and-media>

The North-South Centre of the Council of Europe

The European Centre for Global Interdependence and Solidarity, more commonly known as [North-South Centre](#), is an Enlarged Partial Agreement of the [Council of Europe](#) created in November 1989. The North-South Centre was the result of a European public campaign which aim was to raise public awareness of the complex structural relationship which affected European and Southern countries, and to promote policies of solidarity.

The North-South Centre has over 30 years of experience in raising awareness about global interdependence and solidarity on the principles of global education and intercultural dialogue. It provides a platform for constructive dialogue between Europe and other parts of the world from a win-win perspective.

The North-South Centre gathers people from different backgrounds and cultures to learn from each other and together build stronger, more resilient, and critically aware societies grounded on the values of human rights, democracy, and equity. In doing so, the North-South Centre acts as an interface of the Council of Europe in Europe and abroad, a window to the South, and an instrument of its policy towards neighbouring regions.

The North-South Centre develops multilateral, regional, and interregional cooperation projects that include field activities around three main programmatic areas: [global education](#), [youth cooperation](#) and [women empowerment](#). The main mechanisms of intervention are:

- Advocacy and confidence-building: encouraging a structured dialogue among elected representatives and other sectors of society to act on legislation for everyone to enjoy their universal rights in a more sustainable planet.
- Capacity building: expanding expertise, knowledge and critical understanding through dialogue, peer education and intercultural learning.
- Awareness-raising: spreading the message that every individual has a role and responsibility in building inclusive and sustainable societies.

The activities of the North-South Centre gather four main partners: governments, parliaments, regional and local authorities, and civil society. The latter is especially relevant to the work of the North-South Centre, which aims at taking its lead from experiences at the grassroots level by empowering, supporting, and working hand in hand with civil society, in particular with women and youth organisations.

The Global Education Programme

Global Education “opens people’s eyes and minds to the realities of the world and awakens them to bring about a world of greater justice, equity and human rights for all; [...] global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship¹.”

The Global Education Programme is aimed at bringing together different stakeholders, among which are practitioners and institutional representatives, to strengthen global development education through the means of intercultural learning, dialogue, and networking in the Council of Europe’s member States and its neighbouring regions. As of present, its main activities fall under the framework of the iLEGEND project: Intercultural Learning Exchange through Global Education, Networking and Dialogue, a joint programme of the European Union and the Council of Europe. iLEGEND aims at strengthening global education and global development education where it is least established in the EU member States, candidate and potential candidate countries, by promoting multi-stakeholders advocacy and networking strategies, capacity building and exchange of education good practices. The primary beneficiaries and stakeholders include formal and non-formal educators and academia, civil society organisations, and members of the quadrilogue, amongst others. The programme unfolds through three pillars:

¹ Maastricht Global Education Declaration, 2002

- Advocacy (through multistakeholder experts' meetings and policy recommendations)
- Capacity-building (offering pedagogical resources, online and onsite trainings)
- Awareness-raising and networking (through campaigning, interactive webpage, and online data base)

Rationale of the course

The developments and innovations in the field of information and communication technologies (ICT) have changed the world we live in, making information, communication and knowledge more globalised, and broadening the influence of media, seen as a facilitator to connect people. The rise of social media and its by-products increased the amount of information available on the Internet, including by transforming everyday people into content producers. Media messages impact human dynamics both at local and global level, influencing economic behaviours, political analysis as much as interpersonal interactions and intercultural dialogue. If on the one hand, media may be used as an important tool in democratic processes, on the other hand, media can be a powerful tool to disseminate harmful content, leading to disinformation, hate speech and extremism.

Media Literacy needs to be considered as a fundamental element for conscious and responsible living in an extreme complex world. Recognising Global Education as a specific field of education aiming at empowering citizens to deal with complexity and interdependency in the global context, Media Literacy needs to be subsequently integrated as pivotal aspect of Global Education, because it provides a life-long set of skills and competences that enable informed decision-making and respectful interpersonal and intercultural dynamics.

Objectives

- To reflect on Global Education, its concept, principles and methodology
- To explore the concept of Media Literacy, its link with Global Education and its impact in the society
- To develop specific competences focused on Media Literacy and Global Education for practitioners
- To promote networking among participants involved in global awareness-raising or educational actions

Main topics

Global Education / Global Development Education; Media Literacy; Digital Citizenship Education.

Content

- Critical analysis and production of media messages, news manipulation and instrumentalization, information crisis
- Analysis of algorithms and own worldview, perception, knowledge and belief
- Active participation in societies, eParticipation, responsible participation, learning about participation
- Privacy, wellbeing and e-identity management, digital footprint, digital threats

Methodology and working methods

The conceptual and methodological framework of the course is based on the [Global Education Guidelines](#), systematised by the North-South Centre. Participants' learning process will be focused on developing competences related to the main topic of the training course: the [CoE Reference Framework of Competences for Democratic Culture \(RFCDC\)](#) will be the reference in terms of competences. Through a non-formal learning approach, collaborative and interactive activities and exercises allow participants to contribute to their own learning process. The main content of the course relies on the [Media Literacy for Global Education – Toolkit for Youth Multipliers](#).

The training course is fully online, hosted on [HELP CoE e-learning platform](#), based on MOODLE. Working methods are structured according to the possibilities offered by the Learning Management System, they include different kind of activities and exercises that meet the different learning styles of participants. Two tutors will accompany participants during the 4-weeks activity, supporting their learning process, providing feedback, moderating discussion, giving inputs, and promoting further reflections on the main topics of the training.

The activity programme is structured in 4 modules (one module per week). The expected workload is approximately 25 hours in total. The training course is mainly asynchronous: this means that each participant will learn on their own schedule and pace completing activities and exercises; nevertheless, a certain regularity is required, in order to properly follow the learning process of the group of participants, especially if a group activity is planned (when participants have to self-organise and schedule group work when it is convenient for everyone). Synchronous tutoring sessions are foreseen only to facilitate group activities, and eventually to support the participants' learning process and contribute to the achievement of expected learning outcomes. At the end of the training, participants will obtain a certificate of participation.

Profile of participants

Education practitioners in the formal and non-formal sector, media professionals and state and non-state actors; social media activists, media literacy experts/trainers/teachers, hacktivists and communication managers among others.

Selection criteria

30 participants will be selected for this activity, application content will be the basis of the selection's procedure. Candidates should be able to communicate in English (working language of the course). Priority will be given to candidates between 18 and 30 years old, and/or active in a CSO or a youth organisation/platform/youth-related institution.

This activity is open to citizens of the 46 Council of Europe Member States plus Algeria, Cabo Verde, Morocco and Tunisia (North-South Centre Member States). However, a quota is available for citizens from other countries. The selection will be carried out by the North-South Centre, also seeking gender and geographical balance.

The Council of Europe welcomes applications from all candidates who fulfil the specific profile of the activities, irrespective of gender, disability, marital or parental status, racial, ethnic or social origin, colour, religion, belief or sexual orientation.

Please note that due to the large number of applications only the selected candidates will be contacted. Individual requests and follow up questions will not be addressed, unless considered as assistance to the application process. The selection results will be announced on the 15th of February 2023. After the communication of the selection results, the selected participants must confirm their participation to the North-South Centre; if not, they will be replaced by shortlisted candidates.

Dates

The Tutored Online Training Course on Global Education and Media will take place from the 6th of March to the 2nd of April 2023.

Costs

The activity is fully free of charge.

How to apply

Please fill the [online application form](#) before the 12th of February 2023 (23:59 UTC – Lisbon time)

For more information

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The Tutored Online Training Course on Global Education and Media is part of *iLEGEND III: Intercultural Learning Exchange through Global Education, Networking and Dialogue (2023-2026)*, Joint programme of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe.

The overall objective of the project is to increase the active engagement of EU member States, candidates and potential candidate countries' citizens (in particular young people) in safeguarding sustainable development and confronting global challenges and inequalities at local and global level.

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