

Education and Culture Committee

Recap of online activity on Loomio between February & March 2018

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1. [Intercultural cities](#)

[The city of tomorrow](#)

Coordinator: lamvi Totsi

Readings

- lamvi Totsi was invited to participate in the latest publication of the magazine "Prospective Strategique" on the reflection of the city of tomorrow.

[Reducing anxiety and exclusion](#)

Coordinator: Gabriela Frey

Issue

How can cities make significant steps to genuine integration, to combat anxiety and exclusion, leading to discrimination i.e. of Women, LGBTIs, religious minorities, immigrants, etc.?

Intercultural dialogue – Art and refugees

Context

Meeting between the Paris School of Fine Arts (ENSBA) and Claude Vivier Le Got - on behalf of the Education and Culture Committee - the initiatives and philosophies of the two institutions with regard to art and refugees or asylum seekers.

Questions

Can art create a dialogue and build bridges between cultures?

Like those who once went on the "Grand Tour", are not all artists "migrants"?

What initiatives can be put forward to deepen this relationship?

Can inter-city and inter-cultural networks be created?

Suggestions

Call for INGO testimonies on what is happening on the ground, at the micro level, because we measure how much the reception of migrants is more the responsibility of INGOs and local authorities
Faire témoigner les OING de ce qui se passe aussi sur le terrain, au niveau micro, car l'accueil des migrants relève davantage des OING et des pouvoirs locaux

Draw States' attention with concrete examples. Involve all levels from the local team to the Parliaments and the Council of Europe

INGOs' testimonies

Christmas 2017, Caritas: paintings were offered by muslim people migrating to their christian friends

Events

April 26-27, Tenerife, Spain: Living together in inclusive democracies: how can the intercultural approach promote participation in diverse societies?

28 June 2018, Strasbourg, France: meeting-concert with members of the association Makers for Change, organised by the Migration monitoring unit with the support of the Education and Culture Committee.

2. Lifelong learning

Vocational training

Assessment

- Too many young people and their parents think that success depends on university degrees.
- The market does not always guarantee the desired job openings. After many years of university studies, young people are too often faced with a fruitless job search, disillusionment and unemployment, only to end up changing careers
- Jobs in arts and craft, in construction, in IT, in business, in industry etc. (i.e. professions such as artisan-craftsperson, skilled worker, qualified employee, sales representative, marketing manager and so on) are very much in demand. Young people trained in these areas can find attractive jobs more easily.
- All vocational courses (at all levels) nowadays require more extensive knowledge of IT
- Over and above social constructs, education and training do not always meet the needs of the world of work. Professions are changing as new technologies emerge. Nowadays it is a real challenge to keep up to date

Issues to address

- Raising the profile of vocational training amongst young people. Many parents continue to consider that their children should choose a university course. For them vocational training is always a second choice. Many European schools, when their pupils have poor results, do not show interest and they repeatedly bump, compulsively oblige them to attend a vocational training. This type of behavior is more visible in the South than in northern Europe. That is why, often, the vocational path is interpreted as a punishment.
- Training should adapt to new technologies. We work in one of the fastest growing digital areas with many thousands of jobs unfilled. However the education policy makers don't recognise the urgency needed to ensure the needs of the industry are met. So how to change this?
- One of the biggest challenges is ensuring certificates that employers will actually take notice of. Especially in new job areas where changes are very rapid. The ECVET system takes a long time to establish.
- Need for a support not only "virtual" and of human contact. The term blended learning has frequently been used to address this. However what tends to happen is the virtual becomes very superficial, or is just a storage of documents - reflection, shared activities and collaboration does not take place, then the virtual is not really used and the face to face dominates. We need to ensure we maximise the use of virtual tools to support face to face learning.
- 65% of young people, who are 12 years old today, will work in professions that have not yet been created.

- Vocational education has at least two cohorts of students/learners whose aims are highly different: the youth focuses on getting first job and first skills therefore vocational studies are a stepping stone in life and autonomy while the adults mostly focus on remaining up to date and keeping in the loop of employment therefore vocational studies are linked to lifelong learning like to obtain new skills.
- Undocumented immigrants were barred from EU financed vocational training.

Suggestions

- We have work to do in terms of changing mentalities. We need to do away with the belief that vocational training is, always and everywhere, socially inferior to a university education. Suggestions: Web Information, dedicated leaflet, Broadcast information, European organised action plan
- Promote vocational training as an effective way of fighting unemployment
- Labour market needs should be rethought too and our economic policies too.

Interesting examples

- The Companions of Duty

Switzerland (and Germany?). Vocational training in Switzerland works perfectly. It is labour market-oriented and integrated into the education system. Two thirds of young people in Switzerland opt for an initial vocational education and training and in this way acquire solid basic professional knowledge. Young people have a choice of nearly 230 apprenticeships. Initial vocational training is the starting point for lifelong learning and offers many professional prospects. apprenticeships in Switzerland are initiated directly with an employer (a company, a work/craftsperson, a business, office etc.) rather than with a vocational training institution. This means that after finishing school the young person has to look for (send out letters and so on) and find an apprenticeship. The apprenticeship (theoretical lessons taught in a vocational institution plus practical work with the employer) lasts four years. At the end the young person receives a Certificat Fédéral de Capacité (CFC), which is considered proof of solid training. Armed with this certificate, the young person can start working relatively easily: he or she can find a well-paid post that, by the by, further demonstrates the utility of this kind of approach.

- Lifelong Learning Plateform

In the LLLP we speak about sustainable skills and jobs creation for instance and increased responsibility of labour market actors to help people keep up with the fast-changing labour market needs (Reskilling, Upskilling, Training of employees etc).

- World ORT

Professional and higher education organization present in more than 37 countries of the world. Among other things, World ORT has in the past developed adult education programmes in many African countries. World ORT's know-how could concretely be used to contribute to the development of vocational training for young people, adults or migrants.

Interesting resources

- CEDEFOP (<http://www.cedefop.europa.eu/en/about-cedefop/what-we-do>)

Real goldmine of information on vocational training. The LLLP (whose president, David Lopez, will take part in the Education and Culture Committee's next session) works closely with the CEDEFOP and could facilitate the cooperation with them.

"Reaching out to 'invisible' young people and adults : <http://www.cedefop.europa.eu/en/publications-and-resources/publications/9128?src=email&freq=weekly>

How many VET graduates continue in further education and training?:
<http://www.cedefop.europa.eu/en/publications-and-resources/statistics-and-indicators/statistics-and-graphs/10-how-many-vet-graduates>

- Openclassrooms

Words collected by Julie Stein at the *éducatec/éducatice* education event in France.

"The founder of OpenClassrooms explained his vision and described the platform he had created. He believes that classic learning rhythms are rapidly changing. Currently we are used to the same 'rhythm' at all levels, from primary school to master's level (i.e. lessons, exam, certificate awarded/progression to the next level). After graduation we are expected to find a job and a company to hire us for the duration of our careers. Once we have entered the job market, learning and training courses are, generally speaking, a rarity and do not necessarily correspond to the needs of the employee. However this model is rapidly changing. These days a member of the active population changes profession three times on average over the course of their career and changes job seven times. In order to adapt to this new rhythm, we need to get companies involved in school and university programmes much earlier and ensure there are provisions in place for lifelong learning. We're starting to see the appearance and evolution of micro-degrees (shorter degrees that could be taken more frequently)."

- 2017 report on Professional Training published by the Swiss Confederation : http://www.berufsbildung.ch/dyn/bin/24415-24421-1-02-fakten_zahlen_bb2017_en_1.pdf
- French report on the « towards a learning society»

It outlines "prospects for what could be genuine R&D in lifelong education". There are interesting avenues for reflection, for example to ensure that each citizen has a learner's number and a notebook that would make it possible to obtain "open badges" (online certification), facilitating the Validation of prior learning (VAE).

http://cache.media.education.gouv.fr/file/03 - mars/19/0/2017_rapport_taddei_740190.pdf

Events

Launching conference of the European Union/Council of Europe Joint Programme "Democratic and Inclusive School Culture in Operation (DISCO)" (16-17 April).

[Contribution to the Reference Framework of Competences for Democratic Culture](#)

Background

- In deprived neighborhoods where poverty and social exclusion are rampant, citizenship education is even more important than elsewhere. Schools cannot be the only ones teaching citizenship principles. The future of our societies is played out in these neighborhoods, structures of this kind have the greatest need to be recognized and effectively supported for their difficult work.

Inspiring examples

- In France, "régies de quartier" are fully integrated into lifelong education and training, through popular education. The reconstruction of the social fabric and the revitalization of the area of intervention by civic commitment of inhabitants are their main objectives. First step, to give dignity back to employees by providing work (and not only social benefits). It is important to feel useful to society: jobs of maintenance of public spaces are proposed thanks to the close partnership with the social housing landlord and the local community. But these activities, which suppose employment contracts, are only supports. Employees are strongly encouraged to start training so that one day they can reintegrate the so-called traditional economy.
- At the same time, the boards regularly offer their employees, the inhabitants of the district, to participate in a specific plan called "internship-actors" which is a practical civic training that first takes place in the neighborhood... To assess these "régies de quartier", public authorities attach more importance to the "positive exit" of employees (i.e. the percentage joining a private company) than to civic training... even if the moderating and constructive role of the "régies" is no longer to be demonstrated ... They are too rare a tool for effective social cohesion. (www.regiedequartier.org)
- Some countries have been inspired by this model. Belgian Walloon authorities set up what is called Citizen Activities Services (SAC) which also involve the identification of unmet needs in these neglected neighborhoods, mobilization of the inhabitants, a close partnership with local actors, through popular education...

Useful resources

- "Competences for democratic culture" webpage → <https://www.coe.int/en/web/education/competences-for-democratic-culture>
- Publication (from Eurydice): Citizenship education at School in EU - 2017 → https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/6/69/Eurydice_Brief_CitizenshipCert.pdf
- Newsletter of the European Wegerland Centre, partner of the Council of Europe on education for democracy and human rights: <https://mailchi.mp/33a3ef6e5639/g8eze32gps-2740365?e=7a18f5c6b7>

Further information

- EC Report on the implementation of the Bologna Process in higher education: https://eacea.ec.europa.eu/national-policies/eurydice/content/european-higher-education-area-2018-bologna-process-implementation-report_en
- Bulletin de l'OCDE sur l'éducation - articles sur les systèmes scolaires du XXI^e siècle, PISA, NEETs, le Portugal. <http://newsletter.oecd.org/q/13Vw7h6YrMdWMhrGFL1t/wv>
- Committee on culture and education report June 2018: Main points include Creative funding - 2021-2028 - Youth actions - Structured Dialogue

- EU-CoE youth partnership newsletter - <http://f.mailing.coe.int/o/?s=a48-396f-220A-c5eda67b-26c>
- Newsletter de la plateforme EPAL de la Commission européenne. Thème du mois de juin : l'évaluation des compétences des adultes.
<https://ec.europa.eu/epale/fr/newsletters/evaluer-les-competences-des-adultes>

3. Heritage and creation, shaping Europe

Background

- Europe must defend different cultures and traditions in all European states, which are slowly being highly influenced by the strong immigration from other countries. The introduction of European funds to organize classes in languages and local traditions in culture to teach migrants, should be excepted in all European states. One must also notice that teenagers born in different European states are also losing all interest in cultures and traditions due to continuous studies, difficult in obtaining jobs to earn a living. This is leading the teenagers not being influenced by the adults.
- Europe is made up of several cultures and this is already the case in a country like France, Germany and Russia. But through the teaching of history and religions, one can enrich oneself, understand the other. Young people must be encouraged to "look elsewhere" and programmes such as Erasmus provide opportunities to discover other lessons.
- Europe is made up of countries with diverse cultures and various languages that carry culture. Some countries already have similarities between them through the Latin language (ex: Spain, France, Italy, Romania) or differences ex: Latin / Anglo-Saxon. In addition, there are different arts of living. It is vital to define what "European Culture" is, that is, what we (the countries of Europe) share in common. It would be wise to develop an approach that makes it possible to identify the essence of our Common Values. E.g. Traditions, customs, art of living, arts, science, technology, etc. On this basis, a European educational programme should be developed to be introduced in primary (especially) secondary and higher education schools in all European countries. There are various cultural exchange programmes and even a bachelor's degree.
https://wwwfr.uni.lu/formations/flshase/bachelor_en_cultures_europeennes_academic_ue
- An instructive report that highlights the failure of digital technology in democratizing access to culture: there is no increase in museum attendance or even diversification of audiences.
<https://bit.ly/2vv70Zv>. Thus, our work on European culture could also open a chapter on access to culture. On access to culture we will have to avoid unwittingly heading towards a culture that would be "official". In fact, opening up to the European dimension helps us to take into account the diverse cultures of our continent to enrich each other. In these times of populism, there is undoubtedly something to work on this level.

Questions related to European cultural identity

- I would like to suggest a heritage project for the Ambassadors to reflect upon what would emphasize migration in Europe through the centuries, and here on good practices in the past, from which European societies could learn in the present.

- Secretive privatization of thousands of historic buildings by Catholic bishops in Spain. Does this occur elsewhere? Why not ask the ambassadors? [http://www.en-re.eu/images/pdf/Secretive Privatization of Historic Buildings.pdf](http://www.en-re.eu/images/pdf/Secretive_Privatization_of_Historic_Buildings.pdf)
- Can we talk about European culture? Or culture in Europe? What would seem interesting is to show or to ask the question of the LIVING culture of Europe, in Europe, by reminding perhaps how much our predecessors were nourished by multiple cultures... European culture is on the march, therefore integrative!
- Ambassadors could be asked how they honour, promote and integrate works of art that are particularly representative of diversity and interbreeding into school curricula. Consider Picasso (Demoiselles d'Avignon), Modigliani, Barcelo... but also of course music and especially African and North African literature in French, English, Italian... until today, as Daniel Guéry suggests, but also from Antiquity (Virgil's Eneide for example) in the Spirit of the colloquium on the Algerian philosopher Augustine d'Hippone (known in Europe as S. Augustin) at the initiative of President Bouteflika in Annaba (Algeria) in 2001
- How can we work on European culture in our schools, so that our young people become true European citizens fully aware of their rights and duties?
- Interesting avenues for discussion could be inspired by the example of Switzerland as a subject of analysis for the Organisation of Europe.
- Perhaps the greatest challenge we see is the threat posed by globalization and overdevelopment (tourism) to cultural heritage. How does your country seek to protect what is important while encouraging progress?
- Is it possible to have a European cultural heritage when there is still a lot of nationalism?
- We have a landscape convention agreed and signed to protect our cultural heritage. Countries register but do not follow it in their policies. What can we do in the Council of Europe to change this, when it is not considered a priority?

Raising the interest of the youth for European culture

If we are talking about shaping, constructing Europe and its future, it is clear that we cannot omit the youth. So how to integrate youth, how to get them away from populist, nationalistic tendencies and raise their interest in European culture?

- How about starting to discuss youth associations that cross national borders, to advertise their traditions and showing thereby our common cultural bases?
- The European Youth Parliament (EYP) is present in more than 40 European countries and today it's the largest association of young people interested in European issues.
- 10 international youth movements met in the INGO Conference Speed Dating meeting in the Strasbourg Youth Centre in 2016: <http://www.en-re.eu/index.php/council-of-europe-top-menu/council-of-europe-menu/346-international-movements-for-young-people>
- The FEDE (Federation for Education in Europe) includes a module dedicated to European Culture and Citizenship into all its courses. Thus, in all cycles and in all specialities, FEDE graduates are made aware of the history and genesis of European integration, the Community rules, the role and functioning of the European institutions, Europe's place in the world and the challenges it faces. This module meets the requirements of the Council of Europe Reference Framework of Competences for Democratic Culture. Making these educational initiatives known and developing them among young people of all backgrounds is already a first step!

- Within the Council of Europe, 30 European youth movements make their voices heard through the Advisory Council on Youth → <https://www.coe.int/fr/web/youth/advisory-council-on-youth>

Note: Anne Kraus is the VP of the Conference in charge of the integration of youth issues.

Debate on History

- Due to budgetary restrictions, various CoE programmes have been discontinued such as history teaching and Holocaust remembrance work. This is a difficulty that will inevitably have repercussions on education. In this context, working on the highlighting of culture (and consequently humanism) as a European catalyst bringing together heritage, artistic practices and our common values could be the alternative to history.
- Bringing culture together heritage, artistic values and our common values is decisive for the present generation and those to come. It therefore seems impossible to separate this from history. And the history of the construction of Europe. In these conditions, how is it possible, "for budgetary reasons", to suppress Holocaust remembrance work? There is a real problem here. "European culture is full of democracy and citizenship. It is also intimately linked to our desire for conservation and memory, which we find in heritage, whether built or intangible. Aren't we in complete contradiction? Isn't it the role of NGOs to "influence" political decisions?"
- Our working group on European culture could be both an important safeguard against oblivion by including moments of history as cultural heritage (our intangible heritage), and a lever of pressure with regard to policies to set up or strengthen work on the teaching of a collective or even supranational history (without, however, denying or minimising national histories) founding European values (among others).

Switzerland, an example of multiculturalism

First by studying the 3 official national languages (German, French and Italian) from secondary school onwards (at least 2).

Then by living it together in a space where mentalities and cultures are quite varied: French-speaking Switzerland influenced by France, German-speaking Switzerland and Ticino where Italian is spoken. The educational programmes guide students from a very early age towards the essential values of living together. For example: first Civism, then Respect in all its forms: respect for democracy, respect for others, respect for the law, respect for the word given, etc.. Morality is not an empty word and rigour is not a crude word..

Young people from early childhood are steeped in these values, which are widely passed on at home by parents, who set an example for their children to follow.

In addition, Switzerland practices a direct democracy (the only one in the world) allowing everyone to feel concerned by the political life of the commune, canton or confederation.

At the university level, higher education institutions provide quality education. The two Federal Institutes of Technology, Lausanne and Zurich, in addition to their renowned programmes, provide quality expertise to the industry with which they collaborate on a permanent basis.

To all this is added a result: the sense of compromise. The constant search, in the event of a conflict, for a fair outcome around the table means that Switzerland knows practically no strike. All this has not happened in a few years, of course. As always, political will is the key.

Inspiring projects

Greeters: "Greeters are volunteers with a passion for their city or region, who warmly welcome visitors from around the world as they would do with their friends. They offer freely their time to discover spots they like, to talk their stories and share their daily life." Many cities (in France, what about elsewhere?) have developed their Greeters network, each offering a charter to guide the activity. More information: <http://www.greeters.online/amazing-places/?lang=en>

Protecting Europe's cultural landscapes and biodiversity heritage is organised by the European Environment Agency <https://www.eea.europa.eu/highlights/protecting-europe2019s-cultural-landscapes-and>

CHeriScape is a landscape-focused network created by a project funded initially over three years (2014-2016) as a pilot call of the European Joint Programming Initiative on 'Cultural Heritage – A Challenge for Europe. <http://www.cheriscape.ugent.be/>

"Here we are": a collaboration project between migrants and Europeans in artistic co-creation, orchestrated by the theatre company "La Transplanisphère". <http://latransplanisphere.com/index.php/2018/02/22/here-we-are/?lang=en>

"Lost objects": a project supported by La Ligue de l'Enseignement (Pas-de-Calais, France). This project is conceived around objects lost by migrants during their journey to Europe. Artist: Rossella Piccinno. <https://rossellapiccinno.com/portfolio/objets-perdus/> (English description at the Bottom of the page)

ERASMUS + Project ""Heritage interpretation, inhabitants involvement and innovative practices"

Observation periods in favor of renewed forms of cultural mediation.

"A new approach to heritage and its interpretation consists in:

- Becoming more people-centred.
- Taking new opportunities, offered by digitisation and online accessibility that enable unprecedented forms of engagement and open up new revenue streams.
- Organising an intelligent dialogue between different points of view thanks to an increasingly community-oriented approach, led by people and stories. For instance, proposing heritage-based narratives that weave the personal stories of community members into the interpretation of larger historical events.
- Engaging the audiences with the collections, by placing them at the heart of the activities."

<http://www.fontevraud.fr/en/About-Fontevraud/ERASMUS>

Mygrantour: promotion of a form of responsible and solidarity-based local tourism accompanied by "culture couriers" who, although living in the same city, have cultural roots coming from elsewhere.
<http://www.mygrantour.org/en/migrantour-paris/>

Useful resources

- Teaching the Holocaust (2000) <https://rm.coe.int/1680494241>
- Teaching the Holocaust in the 21st Century - http://www.crdp-strasbourg.fr/auschwitzDoc/enseigner_holocaust.pdf
- "Community-led Urban Strategies in Historic Towns": <https://www.coe.int/en/web/culture-and-heritage/-/applying-the-faro-convention-principles-to-deliver-heritage-based-urban-development>
- International Council on Monuments and Sites: <https://www.icomos.org/en/>
- CEDEFOP Think European, Act Local: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4158?src=email&freq=weekly>
- European Cultural Heritage Strategy for the 21st century: <http://www.patrimoniocultural.gov.pt/static/data/noticias/strategy21.pdf>
- Getting Cultural Heritage to work for Europe: <https://www.kowi.de/Portaldata/2/Resources/horizon2020/coop/H2020-Report-Expert-Group-Cultural-Heritage.pdf>
- Année européenne du patrimoine culturel 2018 : <https://publications.europa.eu/es/publication-detail/-/publication/22841c64-d96f-11e7-a506-01aa75ed71a1/language-en/format-PDF>
- How European Institute of cultural roots boosts Europe's tourism: <https://www.youtube.com/watch?v=aKZXO9XU1IY>

Events

3-4 October 2018 : the Cultural Heritage Agency of the Netherlands will host the International Conference on Participatory Governance of Built Cultural Heritage. This conference will take place in Amersfoort. It is being organised in the context of the European Joint Programming Initiative on Cultural Heritage and Global Change (JPICH). The meeting is one of the flagship events of the European Year of Cultural Heritage 2018.

4. Digital Citizen

Human perspectives related to disruptive and transformative digital environments

A digital citizen refers to a person utilizing information technology (IT) in order to engage in society, politics, and government. K. Mossberger, et al. define digital citizens as "those who use the Internet regularly and effectively".

Digital Citizenship is a concept which helps us to understand what users of digital media should know if they are to use technology appropriately. It is a way to prepare users for a society full of technology. So what do you think the digital citizen should be prepared for?

Podcasts

What about producing a handful short webinars or podcasts about topics we have in our work field? The podcasts should examine the topics (from democracy, human rights and education terms) and relate to (be targeted at) the policy makers.

Suggestions:

- EU Laws on personal data
- Metadata and big data
- Learning and social media
- eGovernment and open data

Resources

Technology impacts future job trends : <http://www.cedefop.europa.eu/en/news-and-press/news/technology-impacts-future-job-trends?src=email&freq=weekly>

eGovernment factsheets 2018 published - an overview of policies and activities related to the implementation and the delivery of digital public services in 34 countries : <https://ec.europa.eu/digital-single-market/en/news/egovernment-factsheets-2018-published>

The European Commission is proposing to create the first ever Digital Europe programme and invest €9.2 billion between 2021-2027 : <https://ec.europa.eu/digital-single-market/en/news/eu-budget-commission-proposes-eu92-billion-investment-first-ever-digital-programme>

Global digital report :

https://loomio-uploads.s3.amazonaws.com/documents/files/000/148/706/original/digital_report_2018.pdf

Web 3.0 : <https://medium.com/l4-media/making-sense-of-web-3-c1a9e74dcae>

Council of Europe's view on Digital Citizenship (to be discussed) : <https://medium.com/@coe/education-for-digital-citizenship-f885ac3c0636>

[On digital education](#)

Context

Political speech in reaction to "fake news" and "hate speech", under the pretext of "protect" the population, tends to favor censorship and repression of this type of talk.

This trend is worrying for two reasons:

it infantilises the population by "forbidding" information, which will weaken its critical thinking,

it uses methods of censorship, which once in place and accepted, can be used to silence any dispute.

Shouldn't we try to reinforce citizens' critical thinking in order to make the population resistant to these remarks?

The analogy with biology would be to choose between placing an organism in a sanitized universe, or to develop its immune system (what we do with vaccination).

Background

Education for the media is very important because the average citizen accepts more and more all the news as true. A Facebook post, a twitter, a newspaper cover has tremendous power among those who do not have a minimum of knowledge to help them have critical abilities. Some politicians, instead of telling the truth, talk about what people want to hear, and unfortunately, in many cases, people believe.

Suggestions

It is necessary to invest in media training soon in school to train critical and awake citizens. A good example is the Media Smart program, which already exists in many European countries and also in Portugal, which helps parents and teachers to work on media literacy.

Censorship will never be a solution, but we must increasingly demand democratic oversight bodies to be vigilant and act against those who use demagoguery and populism to achieve their goals.

We need more than media education - in order to counter the exaggerated media claims and stories we have to get behind the news and access the information itself. This is why my association (EUROGEO) has been promoting 'information literacy' and 'data literacy', especially in schools and among young people - see our Youthmetre project (<http://youthmetre.eu>). Now so much information and data is open citizens need to be able to use that information and data (the same as available to media and policy makers) to be able to make their minds up. Media literacy does not do this. It takes what is said for granted. Rather than being in a position to challenge it

Engaging and empowering citizens to be able to respond is central to the future digital citizen. They need to be able to not only to have a critical perspective, but also to be able to understand and use digital technology in a positive way - to inform themselves, make their opinions known and to be critical of the media / news they get

Ressources

See this ebook "MOOCs and Open Educational Resources: A Handbook for Educators"
https://media-and-learning.eu/files/newsletter/Media-and-Learning-News_2018-04.pdf#ebook

Events

4-6 December 2018 ICT 2018: Imagine Digital - Connect Europe, Vienna

Digital Day 2018

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