



Montenegro
Ministry of Education



CENTAR ZA
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CENTRE FOR PEACE STUDIES



AD



The interdependent nature of today's global challenges requires the coordinated and systematic cooperation between countries and the active engagement of its peoples and governments to ensure the sustainability of our societies.

The effective implementation of global education initiatives relies on the sound cooperation among a wide spectrum of stakeholders where civil society plays a central role, being the connector stakeholder between duty-bearers and right-holders. Integrating this multi-stakeholder approach in global education partnership building is crucial both to focus on the reinforcement of educators' competences and pedagogical support and on promoting dialogue, networking strategies, capacity building and exchange of good practices.

The Balkan regional expert online meeting aims to find answers on how to build and sustain national partnerships to support global education. The seminar will serve as a platform of sharing national updates, practices and discussing their application in strengthening cooperation between different stakeholders.

The North-South Centre refers to Global Education (GE), Global Development Education (GDE) and Global Citizenship Education (GCED) as analogous concepts.

Balkan Experts online meeting Global Development Education beyond crisis

26 November 2020

10.00 – 13.00 (CET)

OUTCOMES SUMMARY

Session 1

Presentation

To what extent did current reform processes in Balkan countries contribute to the recognition and practice of GDE?

Regional overview based on the state of play sent previously to participants

Please refer to summary of the state of play

The activities of the Global Education Programme are co-funded by the European Union and the Council of Europe under the iLegend II "Intercultural Learning Exchange through Global Education, Networking and Dialogue" Joint Programme.

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Session 2 Discussion

What have been the restraints for GDE initiatives/practices, in particular due to challenges arose during the period of COVID19?

- Technical and pedagogical adaptation to digital learning methods hindered current education reform processes;
- Need of new competences for formal educator, related not only to digital transformation but to ensure safe and ethical participation in new learning virtual environment;
- The lack IT equipment and digital literacy is putting at risk vulnerable groups such minorities or refugee communities;
- Economic, social and psychological negative side effect due to isolation and absence of physical contact among people due to the pandemic.

Session 3 Discussion

What could be the role of GDE beyond the current pandemic crisis as from 2021?

- The current pandemic emergency demonstrates the added value of GDE to tackle current world challenges and promote critical thinking;
- It raises the need for increased collaboration between formal and non-formal education sector/actors, to consolidate new learning approaches and competencies within formal education and curriculum to prepare educational communities;
- GDE and learner-centered non-formal education conceptual approaches and methodologies can support the adaptation of formal education settings through: *i)* conducive teaching methodologies and in-service teacher training; *ii)* an increased multistakeholder communication and working channels involving CSO, practitioners and policymakers (concretely through youth led organizations, students and teachers' unions, community-based associations, parents associations, local authorities, academia, vocational schools, pre and in-service teacher training structures, and related ministries); *iii)* MoE financial commitment;
- The new virtual learning environment requires:
 - i)* understanding the economic-social and psychological effects of pandemic and support people who are more affected due to the isolation, and lack of pedagogical support;
 - ii)* tackle youth exclusion risk in the formal education system, as well as other vulnerable communities such as migrants and refugees.;
 - iii)* developing media literacy and ethics to preserve a safe virtual learning environment
 - iv)* privileging a blended approach between digital and presential pedagogical activities
 - v)* revisig and updating GDE principles and methodologies to virtual learning environment, including good practice examples

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