

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 South-East Europe and Mediterranean experts online meeting and follow-up session explored answers on how to build and sustain national partnerships to support global education – offering a platform for sharing national updates, good practices and for discussing their application in strengthening cooperation between different stakeholders.

Global Education (GE) encompasses the concept of Global Development Education (GDE) and Global Citizenship Education (GCED)

SOUTH-EAST EUROPE AND MEDITERRANEAN EXPERTS ONLINE MEETING

&

FOLLOW-UP SESSION

22-23 October 2020

GLOBAL EDUCATION CHALLENGES DURING COVID-19

SUMMARY

Meeting organisers:

North-South Centre of the Council of Europe in cooperation with the SEE-Med partners: Open Education Centre-OEC (Bulgaria); Ministry of Education, Culture, Sport and Youth (Cyprus); Directorate for learning and Assessment programmes, Ministry of Education and Employment (Malta); Ministry of Education and Research (Romania); SLOGA (Slovenia), with the support of the European Commission.

Participants: 41 participants took part in the SEE-Med experts on-line meeting and its follow-up session (*25 pax & 16 pax respectively*) which brought together formal and non-formal educators, academia, CSO representatives and institutional representatives (*MoE & MFA*) from Bulgaria, Cyprus, Malta, Romania and Slovenia.

OVERALL SEE-MED REGIONAL CONTEXT

Global Education Challenges during Covid-19

Regional overview based on the [state of play](#) shared by SEE-Med partners

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DISCUSSION 1

What have been the restraints for Global Education initiatives/practices, tools and methodologies during the Covid-19 period? What have been/are the good main practices implemented to overcome those challenges during this period

The measures taken to fight Covid-19 pandemic brought many changes, including in the field of GE/GDE/GCED. The shift to an online working environment has revealed new perspectives and approaches. How were GE/GDE/GCED fundamentals, such as empathy and critical thinking been ensured? Participants are expected to present to regional members up to two implemented practices.

OUTPUTS

How to navigate within new existential fears and avoid instrumentalization of the pandemic situation?

- *Reinforce a multistakeholder approach to work on and to assess challenges and opportunities within this pandemic context*

Virtual working and learning format brought new forms of communication enabling better bridging between formal and non-formal education

- *New forms of communication imply codes of conduct which needs to be agreed together, to safeguard namely GE fundamentals such as empathy, active listening, critical thinking, agreeing to disagree*

The pandemic situation puts in forefront GE as the means to raise awareness on and to tackle global issues and challenges, through its related set of competences and methodological approaches

- *Introducing the SDGs in formal education and academia curricula, favouring cross-fertilization between formal and non-formal approaches*

Increased digitalization of teaching/learning methods for a lasting period

- *Be aware of digital divide (urban/rural areas)*
- *Be aware of psycho-social-economic side effect of pandemic situation due to lack of people's interaction and as well as potential economic exclusion processes*
- *Contribute to increased collaboration between local authorities and education structures, learning communities and youth organisations, to prevent socio-economic digital divide and generational digital divide*
- *Training of local authorities for increased involvement with learning communities and communities at large*
- *Keep attentive to ethical code of conduct within the new virtual working/learning environment*
- *Whenever possible always privilege a blended approach between digital and presential pedagogical activities*
- *Adapting to virtual working/learning environment goes beyond distance learning techniques – it should tackle as well educators and learners well-being*

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DISCUSSION 2

What are the opportunities for Global Education in periods of crisis?

Unforeseen periods of crisis can be frustrating and can change plans and practices. However, crises can always bring forth new opportunities. Aim of this session is to exchange views on the opportunities, to find new ideas and approaches GCE can take in times of (global) crises. The session will encourage participants to explore new ways and additional methods to further strengthen national GE/GDE/GCED policies and practices and make people, young people, citizens, society more resilient and GE/GDE/GCED to be more effective.

OUTPUTS

The pandemic and new virtual context can be an opportunity to:

- privilege project based educational approaches
- increase multistakeholder advocacy, pedagogical work and research
- work on and develop transformational learning based on GE set of competences and values
- proceed with digital reform in formal education, adaptation of resources and teaching methodologies which can benefit from a cross-fertilisation between formal and non-formal education
- increased interaction/partnerships/collaboration between practitioners and local actors (local authorities, private sector, local media)
- put forward environmental issues and resilience as priority topics which can be dealt by learning communities, and communities at large, through participatory learning methods

The dramatic socio-economic side-effect of the pandemic and the growing risk of social or economic exclusion is a reality that needs to be checked and dealt throughout any pedagogical project or policy development

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