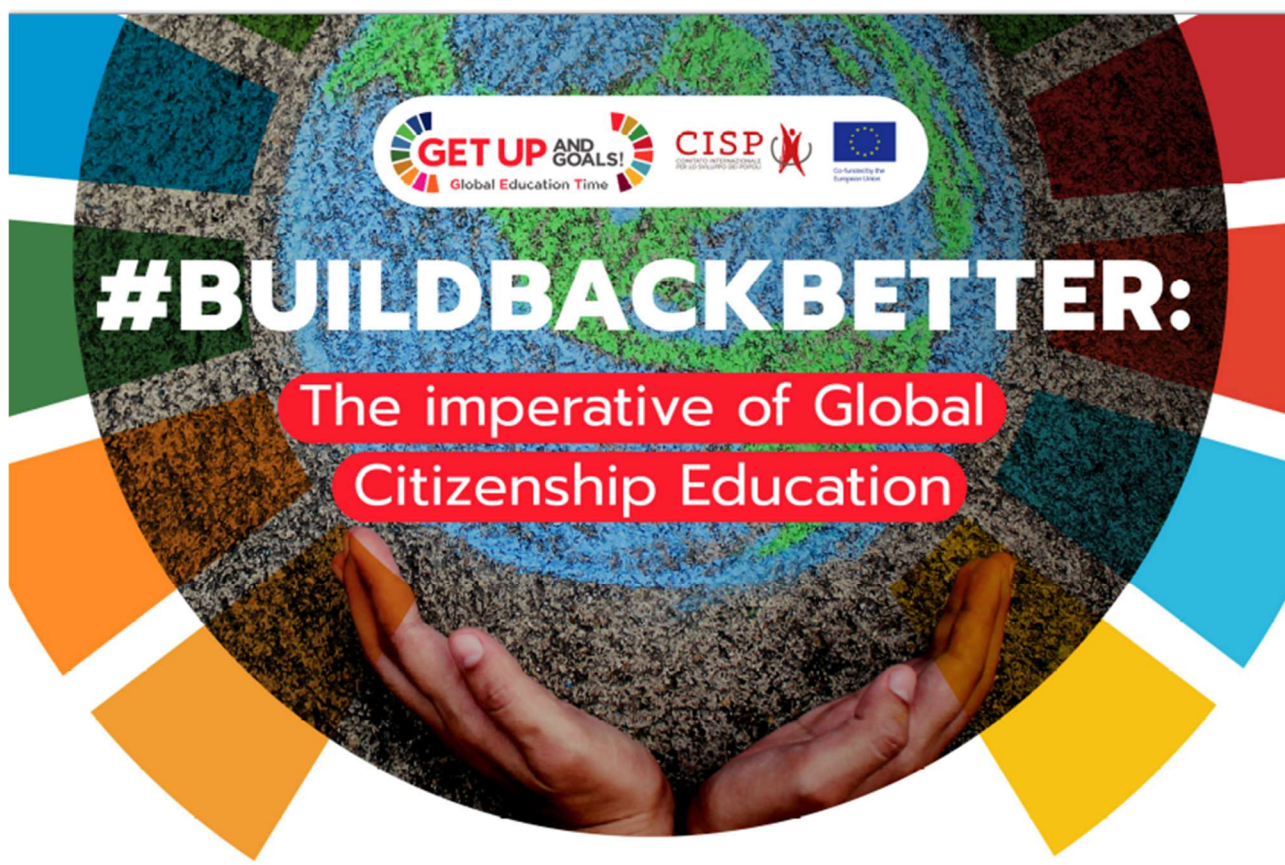




Feedback to Get Up & Goals November 20th' European Seminar

ALESSIO SURIAN
UNIVERSITY of PADOVA

The Seminar was very well structured, informative and inspiring. I would like to offer three areas of reflection on the following issues: the syndemic crises, the Global Education framework, cross-cultural and Southern partnerships.

Syndemic:

Lancet has published a paper recommending that we consider the Covid-19 emergency as "syndemic". The very fact of focusing also on socio-economic factors and structural conditions affecting (sectors of) the population has generated a transnational perspective that links cultural and social justice issues. These issues have been addressed by **Richard Orton** here:

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)32000-6/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)32000-6/fulltext)

[https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)32218-2/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)32218-2/fulltext)

Comprehensive Global Education framework:

It seems urgent to address school institutions, teachers, students and local communities with a co-ordinated “offer” concerning “values” / “global” educations – one that offers a sound methodological approach and does not tear apart one global theme from another. This is important also in relation to a mixed-method approach to more suitable and specific indicators and descriptors concerning SDG 4.7. A likely scenario is to build on the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms adopted by UNESCO’s General Conference at its 18th session in 1974. The 6th Consultation on the implementation in 2012- 2016 of the 1974 Recommendation reports a disparity between high level of policy commitment and need for more progress in teacher education (UNESCO, 2018). Today Global Citizenship Education (GCE) is one of the strategic areas of the UNESCO’s education sector programme which considers GCE as being characterized by three notions that distinguish GCE from other educational approaches: (i) “respect for diversity”, (ii) “solidarity”, and (iii) a “shared sense of humanity”.

Cross-cultural and Southern epistemologies and partnerships:

The Seminar, the available tools and the debate was missing this partnership element, both in terms of partners and scholars based in the Global South as well as of local European population strongly linked with it. Here are three very short triggers.

Sharma (2018:43) suggests that global education initiatives and curricula should have an intercultural focus and engage with non-Western and less widely known perspectives, for instance those provided by Asian thinkers such as Makiguchi, Gandhi, and Ikeda. In this way Global Education practices can be enhanced, for example by allowing alternative ways of thinking about and engaging with others to expand the current focus from individual empowerment to an emphasis on enhancing the capacity within students to live a contributive life.

African scholars such as Swanson (2015:34) suggest a core role for “Ubuntu” in global citizenship and related education initiatives. Ubuntuizing global citizenship would serve the purpose of decolonising it. Murithi (2004) and Swanson (2015) draw on the philosophical underpinnings of Ubuntu to demand a move towards a culturally inclusive notion of human rights (including its educational implications) to be reflected into a new international charter. They suggest that ubuntuizing global citizenship discourses and education would offer a counter-hegemonic perspective.

From a Latin American and a youth perspective, Cunha and Gomes (2012:104) consider the work of Enrique Dussel, Aníbal Quijano and Walter D Mignolo as crucial in order to understand persisting elements of colonialism and coloniality of knowledge that shape power relations in the social realm after the end of the colonial cycle as such: “colonialism, as a formal political system, may have come to an end, but that it maintains a central role in the social imagination as a system that legitimises roles and relationships of dominators and dominated, citizens and subjects, hegemonies and subalterns, based on cultural differentialism, racism, religion and role in human history”.

MIGUEL CARVALHO DA SILVA
North-South Centre of the Council of Europe

There is a good wealth of pedagogical resources – in the field of capacity-building as well as in the field of academic production and policy papers – enough to contribute to educators' understanding, their competence development and practice of GCE.

This production of pedagogical resources beneficiaries from non-formal education methodologies and conceptual approaches – however in spite of formal educators' receptiveness to innovative pedagogical methodologies, the formal educational settings and curricula are not fit (excessive bureaucratic/reporting work, program load or classroom size hinder formal educators' pedagogical role).

Getting through this obstacle requires i) an increased multistakeholder communication and working channels efficacy between CSO, practitioners and policymakers, privileging existing channels such as: students and teachers' unions, community-based associations, parent associations, and local authorities; ii) a whole school approach introducing a bottom-up approach based on non-formal participatory methodologies building on the link between local daily-life reality and global issues.

Breaking down the borders between the different sectors/actors in formal education (academia, pre and in-service teacher training structures, and related ministries) privileging intra and inter sectorial continuous (all year-round) coordination.