

## WERA Task Force: Global Challenges and Education

The WERA Task Force Global Challenge and Education is Co-chaired by Liesel Ebersohn and Sergey Kosaretsky and include the following members Ingrid Gogolin, Joanna Madalińska-Michalak, Rocio Garcia-Carrion, Geovana Mendonça Lunardi Mendes, Harkaitz Zubiri, Gil Noam, Daniela Véliz Calderón and Bee Leng Chua.

Except for the last two members, all others were able to participate in a first virtual meeting on 18 August 2020 with the following agenda points. The Task Force agreed on the principles stated in the concept note that served at the May 2020 Council meeting, especially that:

- the Task Force will coordinate strategies to distil and disseminate education knowledge in the WERA community which can serve as resource to advise and assist the global education sector to respond to global shocks (such as COVID-19);
- the COVID-19 challenge is viewed as an exemplar of global challenges which requires coordinated and evidence-based systemic and education responses;
- the focus is on a process resilience stance of evidence-based pathways (interventions) that support positive outcomes (not on generating lists of risk factors, explaining what can't be done, and describing negative outcomes predicted when disturbance occurs);
- the intended social impact of activities (who and what is to be influenced) need to be evident in the objectives and strategies decided on<sup>1</sup>: how can the system use the lesson?.

The Task Force decided on short, medium and long-term objectives with associated guiding questions and initial strategies – portrayed in Table 1.

Related Task Force strategies and action steps decided on for the objectives include:

### **1. WERA Series Publications with a topical focus on 'Global Challenges and Education'.**

Leverage existing WERA Series to disseminate distilled knowledge from the WERA community. Relevant series are:

- Routledge Global Perspective and Education Research IV (where space exists in volume IV to consider additional manuscripts for review), and
- Springer Education Science, Evidence, and the Public Good'.

Global Challenge and Education thematic volumes or volume sections could include:

- Education innovation to enable inclusivity and leverage diversity during global challenge (including emphasis on digital inequality and disability)
- South-North education responses to global challenge that support positive education and wellbeing outcomes
- Enabling wellbeing (student and teachers) during global challenge
- The social roles of schools during global challenge
- Research network collaboration during global challenge
- Communicating science during global challenge

#### **Action:**

Email invitation to WERA Associations WERA IRNs to submit contributions based on the requirements per objective (for example stating the short turn-around time for GPER IV).

### **2. Crises communication: WERA Online seminar series 'Global Challenges and Education'**

Brief (self-generated) video-clips by WERA-community members on publications related to the topic where they explain in accessible ways the significance of their published position for use by target endusers to respond to COVID-19 researchers, policymakers, school leaders, teachers, parents/caregivers, students).

Disseminated on-line as a seminar series, on the WERA website, and notifications posted on WERA social media.

#### **Action:**

Set up infrastructure to coordinate the posting of online series.

Alert associations, IRNs and individual WERA members to the invitation.

### **3. Citizenship in crises: WERA networks to share opportunities related to 'Global Challenges and Education'**

Leverage WERA networks to share relevant opportunities (calls for: publication, funding, seminars) to increase pathways for WERA members to participate in and benefit from existing global activities.

#### **Action:**

Invitation (mailchimp, social media, website) to WERA community to share opportunities in WERA networks regarding the Task Force topic.

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<sup>1</sup> Rocio to share a European Network document as social impact resource.

**Table 1 Global Challenges and Education Task Force Objectives and strategies**

DESCRIPTION	OBJECTIVE as QUESTION	SPECIFIC PATHWAY
<b>SHORT-TERM</b>		
Time sensitive (short-turn around time) case study responses (including opinion pieces) aimed at specifically sharing education knowledge to inform responses to the COVID-19 pandemic and education.	<ul style="list-style-type: none"> <li>- How can existing education knowledge help now?</li> <li>- Considering COVID-19 as a global challenge to education, what is different and similar per country with regards to education responses?</li> <li>- And, how can these insights serve as advice to policymakers, research networks, teachers and students to respond to COVID-19 challenges to support positive outcomes (and buffer against expected negative outcomes)?</li> </ul>	Publication in WERA Series Volume (GPER IV) <sup>2</sup>
<b>MEDIUM-TERM</b>		
Case study type submissions, based on (either/or): <ul style="list-style-type: none"> <li>- small scale available data,</li> <li>- opinions on topic by using evidence from related work.</li> </ul>	<ul style="list-style-type: none"> <li>- What does it mean to face global challenges (such as COVID19, HIV&amp;AIDS, refugees) in <u>different contexts and cultures</u>?</li> <li>- What does it mean to face global challenges (such as COVID19, HIV&amp;AIDS, refugees) through <u>different theoretical and methodological lenses</u>?</li> <li>- And for both these questions:</li> <li>- And, how can these insights serve as advice to policymakers, research networks, teachers and students to respond to COVID-19 challenges to support positive outcomes (and buffer against expected negative outcomes)?</li> </ul>	WERA Springer Series Volume(-s) <sup>3</sup>
<b>LONG-TERM</b>		
Large scale, longitudinal multi-country study (requiring coordinated funding) aimed at using exemplar evidence from the COVID-19 pandemic to inform coordinated structural responses to future global challenges.	<p>What are the effects (consequences) of global education responses driven by the crisis of a moment, COVID-19?</p> <p>And, how can these insights serve as advice for structural transformation to policymakers, research networks, teachers and students to respond to future global challenges to support positive outcomes (and buffer against expected negative outcomes)?</p>	Seek and apply for funding based on an established network of international researchers with relevant capacity and interest in the topic.

<sup>2</sup> Liesel & Ingrid to draft an invitation to be disseminated to the WERA community by 24 August.

<sup>3</sup> Consultation required with Springer series editors ‘Education Science, Evidence, and the Public Good’: Ingrid Gogolin, Felice Levine, Barbara Schneider and Mustafa Yunus Eryaman.