Introduction

Ronald C. Sushna

Initiative

Syria’s Global Education

CHAPTER SEVENTEEN

Innovation (New York: Peter Lang).

Conclusion: Four Thesis on Educational

Innovator: Choosing the Right Education

Learning and Change in the Euro-Atlantic

Region: Learning and Change in the Euro-Atlantic

Region (New York: Peter Lang).

Introduction

Ronald C. Sushna
The Global Education Initiative (GRI) is a case-study of innovation. The
GRI has been instrumental in modernizing the approach to education through the adoption of
innovative teaching methods and curriculum. This chapter focuses on the case study of the Global
Ministry of Education and its impact on education reform.

Facing the Challenges

The rapid evolution of technology and the need for skilled labor in the global economy
have led to a realization that traditional education systems are no longer adequate. The need
for critical thinking, problem-solving, and adaptability has become increasingly important.

The Global Education Initiative (GRI) program was designed to address these challenges by
emphasizing the development of critical thinking skills and practical applications in
education. The initiative focuses on providing students with a more holistic education that
prepares them for the demands of the modern workforce.

The GRI program includes the following key components:

1. **Curriculum Development:** The GRI program emphasizes the importance of
   integrating practical applications into the curriculum. This includes the use of
   real-world scenarios, project-based learning, and collaborative problem-solving.

2. **Teacher Training:** The GRI program invests in the professional development of
   teachers, ensuring they are equipped with the skills necessary to implement the
   innovative curriculum effectively.

3. **Technology Integration:** The GRI program promotes the use of technology in
   the classroom to enhance learning experiences and provide students with
   access to a wealth of resources.

4. **Assessment Methods:** The GRI program introduces new assessment methods
   that focus on evaluating critical thinking, problem-solving, and practical
   application skills rather than traditional memorization.

The GRI program has shown promising results in improving educational outcomes and
preparing students for the demands of the modern workforce. It is an example of how
innovation can be applied to education to create a more effective and meaningful learning
experience.
media. This is because global educators consider the media to be often closely allied to the vested interests of those who have financial and political power, and to therefore be prone to portray the world in ways that further the agendas of the most powerful (Swee-Hin, 1993).

There are four dimensions that come into play in GE (Pike & Selby, 1998). There is the spatial dimension that encourages students to become sensitive to the interdependence of the web of life, at the local, national, regional and global levels. There is also an interdependence between the different dimensions of one’s self—namely the inter-relationship between the physical, the cognitive, the emotional and the spiritual. GE has a temporal dimension to it, because it entails learning about the struggles that are going on world-wide for justice, dignity and freedom, and to do so in a manner than connects with the past (how the world came to be the way it is), with the present (how the prevailing situation is maintained), and with the future. It is by developing a sensitivity to this complex set of inter-relationships that we can imagine a state of affairs that furthers planetary democracy and equitable access to lives marked by dignity and well-being.

Learners in GE classrooms are invited to reflect critically on these issues, to see how their experience of everyday life is connected to these wider, global themes, and to discover that they too can have an impact on the global if they commit themselves to engaging that which is local. Reflection leads to action, and action leads back to reflection in a never-ending creative cycle where persons become increasingly empowered to be more fully human, more fully alive, to creatively and actively shape and care for the web of life. That ensures an inner dimension—through embarking on such a journey of reflection-and-action, students and teachers learn about themselves, so that the journey into the world becomes a journey into oneself. It is when ‘the heart’ and ‘the mind’ work together, i.e. when the cognitive is integrated with the affective, that subtle behavioral traits learnt through GE, and related to such concepts as tolerance, non-discrimination, peace, non-violence, respect for others, commitment to equality, moral and religious values, commitment to public service and constructive civic attitudes, can become deeply entrenched and integrated into one’s personality structure.

The grist for the mill of all this activity is clearly the set of themes that are addressed in the global classroom. The issues dimension, therefore, is central to the process, in the sense that the inculcation of the stance and skills required by GE are learned when children and teachers work together to think globally around such issues as war and peace, the environment, inequality between and within societies, health, AIDS, human rights, healthy lifestyles, and so on. Life skills such as communication, cooperation, problem-solving, critical thinking, decision-making, consensus-reaching, conflict management, self-esteem building and so on are therefore learnt in the process of their application to real life issues, and not in an abstract, disembodied manner (Passow, 1989).

GE: the challenge to pedagogical method

GE falls within the same kind of pedagogical initiatives largely inspired by John Dewey and other modern educators—including Kerschensteiner, Montessori and Freire, for instance, as well as Boutros al-Boustani and Egypt’s own Dewey, Isma’il al-Qabbani—all of whom emphasized the importance of experiential, learning-by-doing methods in teaching and learning. It is important to stress that for several of these educators, effective learning was only one of the motivations behind the movement in favor of interactive teaching methods. While they were obviously keen to point out that students—whether young or adult—learnt more effectively if teachers connected with their frameworks of relevance, and if they were involved in performing tasks on the basis of which learning could take place, they also had another, more political motive. These educators were persuaded that their particular, humanist vision of the person as ‘communicator’, ‘creative thinker’, ‘active member in a participatory democracy’ could be facilitated if students were involved in contexts which encouraged these kinds of stances and skills.

Today, progressive educators also point out that experiential and interactive learning is functional to the ‘needs’ of the information society. Modern economies increasingly demand workers to be creative, flexible, co-operative, critical, and communicative. The most successful enterprises today, it is often claimed, are those which facilitate the development of their own workers, providing them with incentives and opportunities to engage in life-long, self-directed learning. There is therefore practically unanimous agreement—expressed in several international educational fora—that the vision proposed by humanists is not only desirable on ethical grounds, but on economic ones as well.

GE engages the range of teaching strategies that reflects this understanding of the educational enterprise in the modern world. That repertoire can include, among others, co-operative teaching and learning.
The Global Education Initiative in Spain

Improving communication methods for use at home

The Global Education Initiative (GEI) is a program designed to improve communication methods for use at home. The initiative focuses on family and personal well-being by promoting healthy habits and encouraging education. The GEI aims to develop and promote communication tools that enhance family relationships and promote well-being. The program includes workshops, informational sessions, and interactive activities to improve communication skills.

Clean-air measures

Innovative programs and market education around the concept of clean-air measures are being implemented in Spain. These programs aim to reduce air pollution by promoting the use of clean energy sources and encouraging sustainable transportation methods. The initiative also focuses on educating the public about the benefits of clean-air measures and the importance of reducing air pollution.

The GE Initiative: The challenge to change

Educational innovation in the Euro-Mediterranean Region

"Global Education and OECD's approach to education reform are not enough. We need to implement more effective strategies that focus on improving teacher quality, curriculum design, and student outcomes. The GE Initiative provides a comprehensive framework for achieving these goals, integrating best practices from around the world and adapting them to local contexts. By focusing on both the supply and demand sides of education, the GE Initiative addresses the systemic challenges facing education systems globally. This approach ensures that educational reforms are sustainable and have a lasting impact on student learning and success."
For each subject, there are few facts that are essential to remember, such as:

- The **education of刺ks**: The emphasis on the learning process so the student can be innovative and creative in their work. The MOE is actively involved in the development and implementation of educational programs and policies to ensure that students are exposed to the latest technologies and methodologies. The **Young Global Education Initiative** aims to provide a stimulating environment for students to develop their skills and knowledge.

### The Young Global Education Initiative

The initiative is led by the Ministry of Education, focusing on the development of innovative and technology-driven educational programs. It aims to create an environment where students can explore and develop their talents.

### The Impact of Global Education

The introduction of global education in Syrian schools has had several positive effects. It has improved the quality of education by providing students with a broader perspective and skills. It has also enhanced the competitiveness of Syrian students in the global market.

### Challenges

Despite the benefits, there are still challenges to overcome. These include the lack of resources, the need for professional development for teachers, and the need for more support from the government.

### Conclusion

In conclusion, the introduction of global education in Syrian schools has been a significant step towards modernizing the education system. It has opened doors for students to explore new opportunities and has set the stage for a brighter future. However, there is still much work to be done to fully realize the benefits of this initiative.
The classroom level concept

In the MOE, the MOE is more a tool or a resource that teachers can use to enhance their classroom practices. The classroom level is where the teachers are able to work with different settings, including those that are not designed for teaching. Formally, the classroom is a space where the teachers and students interact and work together. However, the classroom level is also where the teachers are able to develop new teaching strategies and methods. The classroom level is where the teachers are able to develop new teaching strategies and methods. The classroom level is where the teachers are able to develop new teaching strategies and methods. The classroom level is where the teachers are able to develop new teaching strategies and methods.
The classroom level method

There was also a skill from taking part in a behavior of note. A group of students, who had just returned from a field trip, were discussing how they handled disagreements in their group. One student mentioned that they had used a technique of negotiating a compromise. They described how they had listened to each other's perspectives and shared their own thoughts. This helped them reach a solution that everyone could agree on.

There were a number of other students who had similar experiences when they returned from the same field trip. They shared how they had worked together to solve a problem or complete a task. This showed the importance of cooperation and teamwork in the classroom.

There was a strong emphasis on the importance of communication in the classroom. Students were encouraged to express their opinions and ideas, and to listen to others as well. This helped create a positive learning environment where everyone felt valued and included.

There were also discussions about the role of the teacher in the classroom. The teacher was seen as a facilitator, providing guidance and support, but also encouraging students to take ownership of their learning. The teacher was also responsible for creating a safe and inclusive environment where students felt comfortable expressing themselves.

There were several strategies that the teacher used to promote cooperation and communication. These included group work, where students worked together on tasks, and role-playing exercises, where students took on different roles to understand different perspectives. The teacher also made use of technology, such as interactive whiteboards, to engage students and make learning more interactive.

Overall, the classroom level method was effective in promoting a positive learning environment where students felt valued and supported. The teacher's role was crucial in creating a sense of community and encouraging students to take ownership of their learning.
Students who are successful in the EFL classroom possess certain attributes that set them apart from their peers. These attributes include strong critical thinking skills, the ability to express ideas clearly and coherently, and the capacity to engage effectively in discussions. This combination of skills and abilities allows students to participate actively in classroom activities, leading to improved language proficiency and academic success.

In the EFL classroom, the teacher plays a crucial role in facilitating learning. By creating a supportive and inclusive environment, the teacher can help students develop their language skills and foster a sense of community. Effective teaching strategies, such as grouping students according to proficiency levels, can further enhance the learning experience. Additionally, incorporating technology, such as through the use of digital tools, can make learning more interactive and engaging.

Furthermore, it is essential for students to have opportunities to practice their language skills outside of the classroom. This can be achieved through peer-to-peer exchanges, group projects, and participation in extracurricular activities. By doing so, students can develop their language skills in a natural and authentic way, leading to improved communication abilities.

In conclusion, the success of students in the EFL classroom is dependent on a combination of factors, including the teacher’s role in facilitating learning and creating a supportive environment, as well as the students’ own commitment and active participation. By leveraging these factors, students can achieve their full potential and develop the language skills necessary for success in their academic and professional lives.
Ministry of Education who clearly had a vision and an understanding of the
idea of a flexible and dynamic model. A high-level project was
designed to get this idea across. It was ensured that the MOE worked
on this project. Based on the feedback from the MOE, whose commitment
was another major support from the MOE, community

The national level

The national level emphasized the need for consistent improvement in the teaching profession. The national level put forward a number of initiatives, including the implementation of a national curriculum, the training of teachers, and the enhancement of educational standards. The national level also highlighted the importance of teacher training and the need for continuous professional development.

The school level

The school level focused on building a strong school culture and providing a supportive environment for students. The school level emphasized the importance of teacher-student relationships and the need for regular feedback and assessment. The school level also highlighted the importance of parental involvement and the need for collaboration between the school and the community.
7.5.1 Global Education Initiative

Merger into main text:

The Global Education Initiative (GEI) was launched in response to the need for a comprehensive, inclusive, and effective global education strategy. The GEI aims to ensure that all children, regardless of their background, have access to quality education. This initiative is driven by the recognition that education is a fundamental human right and that it is essential for the development of individuals and societies.

The GEI promotes the following key principles:

1. Access: Ensuring that all children have access to education, regardless of their socio-economic background.
2. Quality: Delivering high-quality education that prepares students for the challenges of the 21st century.
3. Relevance: Aligning education with the needs of the global economy and society.
5. Partnerships: Engaging all stakeholders, including governments, civil society, and the private sector, to support education.

The GEI has partnered with various organizations and countries to implement these principles. The initiative has been successful in increasing access to education, particularly for girls and children in rural areas. It has also contributed to improving education quality and relevance.

Looking to the future, the GEI plans to focus on promoting digital literacy, sustainability education, and lifelong learning. These areas are believed to be crucial for preparing students for the challenges they will face in the future.

Overall, the Global Education Initiative is a testament to the power of collective action and the importance of education in shaping the future of humanity.
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References


