Virtual Exchange - a new pedagogy for global citizenship and inclusive education?

Concept
The enormous potential of Virtual Exchange methodology is increasingly apparent to education and youth stakeholders. At the European level, and through pioneering initiatives like Erasmus+ Virtual Exchange launched in 2018, decision-makers have set their minds on investing in this pedagogical revolution. This accessible, ground-breaking tool enables young people to engage in meaningful intercultural experiences online as part of their formal or non-formal education, to gain direct exposure to different ideas and backgrounds, and to think critically about their own identities and views. Thus, young people are empowered to deal constructively with diversity, open their attitudes towards cultural ‘others’, and develop their self-esteem and curiosity.

Speakers will explore the value of such pedagogy to expand the reach and scope of the Erasmus programming, and its demonstrated impact on developing learners’ key skills linked to global citizenship education, including intercultural competencies, empathy, curiosity, and critical thinking. They will consider how this scalable and inclusive model can complement physical exchange programmes, offering a transformative experience to young people who would otherwise be disconnected from such opportunities. A combination of policy reflections and real-life testimonies will allow for rich debate.

Agenda - Panel discussion

Introduction: MEP Pierfrancesco Majorino
Policy panel:
Moderator: Ms Tamara Gojkovic, LLLP Vice-president
Speakers:

- Ms Salima Yenbou, MEP, Member of the CULT Committee
- Ms Stephanie Siklossy, Erasmus+ Virtual Exchange Project Leader, Search for Common Ground
● Ms Francesca Helm, Monitoring and Evaluation Manager for Erasmus+ Virtual Exchange, UNICollaboration
● Mr Davide Capecchi, Programme Manager, EU-Council of Europe Youth Partnership
● Alumni Participant

Questions to be addressed:
● What is virtual exchange and how does it intersect with global citizenship education?
● How can virtual exchange complement physical intercultural exchanges and learning mobilities?
● What potential does Virtual Exchange hold for increasing the inclusivity of Erasmus+? What are some of its limits and challenges?
● What competences does it develop, based on results and data from the EVE project?
● What pedagogical approaches can be drawn from it?

Conclusions: MEP Majorino