

Editorial

It is a fact that on the threshold of 2021 is engraved the hope of humanity for a return to normalcy. The effects of the global pandemic have brought about significant changes and major disruptions in all the areas of human life, including education.

The almost universal, due to the pandemic, application of distance methodology at all levels of education and the consequent annihilation of time and space, seems to lead education to new data. In this perspective, the educational community is called upon to manage this situation by providing a pedagogical framework to the evolving process and maintaining at a high level not only the cognitive but also the emotional goals of learning. At the same time, as the UN High Commissioner for Refugees points out, if the world community does not take immediate and bold action to halt the devastating effects of COVID-19 on education, then the prospects of millions of children are further threatened, and of course refugee children are most at risk and in a particularly disadvantaged position.

These new data, which in just one year seem to have changed the world around us, give a different context to European policy towards 2030, as it has been essentially adopted by the United Nations Agenda, setting out a comprehensive global action plan for people and the planet, in order to enhance prosperity and universal peace, while emphasizing a key goal that serves coherent and equitable quality education and the promotion of lifelong learning opportunities for all.

In this context, the “Educational Circle” opens the page of the ninth volume of its history, providing direct and open access to its content, supporting the principle of enhancing the global exchange of knowledge and making the results of scientific research available to the public.

The first issue of the ninth volume contains twenty five new articles (eight in English and seventeen in Greek) which cover formal and non-formal education, with references to the contemporary effects of the pandemic on education, but also on issues of teaching, classroom management, teacher guidance, assessment and leadership.

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