

GLOBAL DEVELOPMENT EDUCATION  
VISEGRAD  
REGIONAL SEMINAR  
Prague, 7-8 June 2017  
WORKING GROUP BRIEFING NOTES

## Working group 1 – Policy making and curricula development

Basic set up of the process

*Prepared by FoRS Ad hoc working group*

### Day 1, bloc 1: 1<sup>st</sup> session (2,5 hours)

#### Overview

The purpose of the working group 1 is to discuss the current trends and challenges in policy making and curricula development in the V4 countries in respect to the Agenda 2030 and the actual societal and policy context of Europe. Considering the conclusions of the 2015 Zagreb Conference, the experience of GENE, and the experiences of the V4 participants, the outcome of this workshop will be experience and knowledge sharing with a perspective set of recommendations (for all relevant stakeholders) in the field of policy making and curricula development at a regional level.

#### Process

The working group sessions will be facilitated by Ms Ditta Trindade Dolejšiová / GENE. At the beginning of the first session, Ditta will in brief (approx. 15 min) introduce the thematic focus of the working group, share some experiences from GENE in Europe, highlight conclusions of the seminar in Paris (autumn 2016), refer to the conclusions from the Zagreb conference in 2015. She will then give the floor to the participants to present themselves in one sentence. Ditta will later steer the consequential discussions so that the goal of thematic focus is met.

Representatives of governmental institutions from V4 will be invited to briefly share the status quo of policy making relating to GDE and its implementation in the respective countries.

Then the floor will be opened to a discussion around the following questions:

1. What is the purpose of GDE policy making and curricula development in your country?
2. What are the good practice examples that we know? What is needed to make it happen? What are the challenges and opportunities?
3. What actors / partners are needed to move ahead? How could they contribute to the effective division of labour? What data could be supportive (+ what we already have and what is missing)?
4. How can official GDE strategies help that? Are there any other ways, such as an educational framework, action plan or other strategies that may be relevant? How GDE could/should be mainstreamed - incorporated into core national educational and development strategies and policy papers (such as

*Strategie vzdělávání 2020 a Dlouhodobý záměr rozvoje vzdělávání 2015-2020, Strategie ČR 2030 in the Czech Republic)? What other national strategies should be GDE strategy interlinked with?*

5. Do existing educational policies or curricula reform processes at national level integrate or contemplate dimensions covered by GDE? What are the mechanisms put in place to make these processes effective (if not what are the obstacles)?
6. Is there a good cross-sectorial, multi-stakeholder communication/collaboration (within relevant ministries and within formal and on-formal structures and between all these structures)?
7. Can the implementation/monitoring mechanism of Education 2030/SDGs be an opportunity to advance GDE?
8. How to effectively link formal and non-formal education in policy making and curricula development? (Any existing mechanism for the validation of competences acquired through non-formal education?)
9. How to finance GDE implementation conceptually? What measures/processes/programs need to be financed?
10. What follow-up steps need to be taken and what actors could indicatively be addressed to get involved?
11. What are the regional similarities and differences we could identify?
12. What are the preliminary recommendations?
13. What key issues shall the other two groups of participants discuss during the "rotating" WG on the Day 2?

At the end of a day 1 at a wrap up session, the rapporteur summarizes the discussion and presents the task (desired inputs from other groups) for Day 2.

#### Day 2, block 2: World café sessions (1 hour each) and parallel working groups session (1,5 hour)

The aim of the World café rotation (1 hour each) of the participants from the WG 2 and WG 3 to WG 1 is to get the other participants acquainted with the key points and conclusions of the current discussion and give them opportunity to contribute by sharing their views and experience and feedback on the theme of WG 1. The facilitator and rapporteur will stay within the WG 1 thematic focus. They will have to make sure to 1) briefing the other participants on the crucial points and conclusions of the actual discussion of WG 1; 2) highlighting the potential areas of following discussion to focus on; 3) steering the discussion of the participants around thematic focus of the WG 1 and set forward possible recommendations; 4) ensuring the smooth linkage with the other rotating group; 5) summarize the key points and conclusions to the original participants of the WG 1 and lead on the process to the end.

After the World café rotating sessions, the WG1 will meet for 1,5 hour and discusses what has been added through the participative process and formulate conclusions, which will be then shared at the final plenary.

During the final plenary session, the rapporteurs could follow this proposed structure within their presentation:

- 1) What were the key issues discussed within the thematic focus of your WG?
- 2) What good practice could be highlighted within your WG?
- 3) What challenges/obstacles has the WG identified to move the topic forward?
- 4) What were the conclusions and what recommendations the WG has formulated?