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

Working group 3 – Awareness raising and pedagogical tools
Basic set up of the process

*Prepared by Ad hoc working group (Polish platform GRUPA ZAGRADNICA, Ms **Elżbieta** Kielak, Hungarian platform HAND, Ms Györgyi Újszászi, facilitator Ms Raffaella Kihrer, rapporteur Ms Jarmila **Dvořáková**)*

Day 1, bloc 1: 1st session (2,5 hours)

Overview

The purpose of the working group 3 is to discuss the current trends and challenges in the field of awareness raising and development of pedagogical tools for Global Learning/Global (Citizenship) Education (GCE) in the V4 countries. Considering the conclusions of the 2015 Zagreb Conference and the experiences of the V4 participants, the outcome of this workshop will be experience and knowledge sharing with a perspective set of recommendations in the field of awareness raising and development of pedagogical tools at a regional level.

Process

The working group sessions will be facilitated by Ms Raffaella Kihrer (CONCORD). At the beginning of the first session, Raffaella will in brief (approx. 15 min) introduce the thematic focus of the working group and refer to the conclusions from the Zagreb conference in 2015. Then she will give the floor to the participants to present themselves in one sentence. Raffaella will facilitate the discussions which will be divided into three parts:

1. Awareness raising - a more theoretical discussion on the concepts around awareness raising/ Global Learning/GCE
2. Pedagogical tools - sharing of good practices: tools and methodologies for awareness raising/ Global Learning/GCE
3. Recommendations – discussion on possible recommendations for further cooperation and actions at a regional level.

The participants of the working group are asked to prepare for this working group e.g. by bringing flyers, books and other supporting material, to share and discuss their good practices from projects or initiatives (tools, methodologies, etc.). Participants can present examples from all kinds of education, i.e. formal, non-formal (and informal), from pre-primary education to adult education.

The discussions will be facilitated/guided with the following questions:



Ad 1.

Awareness raising

- What does “awareness raising” mean? What kind of “awareness” are we talking about in the context of Global Learning/Global (Citizenship) Education (GCE)? What are the concepts of the awareness raising/Global Learning/GCE in your country?
- Who do we want to target (assess the different target groups)? How? Are the message format or communication strategy tailored to the target groups?
- What is the societal/political atmosphere for awareness raising/Global learning/GCE in your country?
- Is the political context creating an enabling environment for Global Learning/GCE? Are there any national or regional strategies or initiatives for Global Learning/GCE?
- What is the current discussion on Global Learning/GCE in your country, and what is the discussion at EU or European level? Is there anything specific for your country/region?
- How we deal with media? Which role does media literacy/media training play in awareness raising/Global Learning/GCE?
- Which topics or discourses are influencing Global Learning/GCE and its aims in your country/region? (e.g. the current discourse on immigration, democratic values,...)
- Are there any attempts to (re)define Global Learning/GCE?
- Which role do inclusion, diversity and empowerment play in the definition and implementation of Global Learning/GCE in your organisation/region/country?

Ad 2. Pedagogical tools – good practices: tools and methodologies for Global Learning/GCE

- What makes this tool/methodology so successful/innovative?
- Who is involved in developing and using the tool/methodology? (e.g. schools, civil society, local community, policy-makers, private sector, etc.).
- In terms of learning tools, methodologies etc., is there any exchange happening between formal and non-formal (or even informal) education?
- Who are the learners? Are there any specific outreach activities to bring Global Learning/GCE closer to disadvantaged groups?
- What does not work so well in your project/initiative?
- Is it transferable to other educational sectors?
- Who are the key actors for developing educational material for the formal sector? Does the formal sector use educational material developed by NGOs/CSOs/non-formal learning providers?
- What are the main learnings from your project/initiative?
- Do we engage with UN processes? (Education 2030 and SDGs, in particular target 4.7) What could be the benefit of a aligned monitoring approach?

Ad 3. Recommendations

- How to make the message effective (through the choice of the appropriate “language”/wording/communication mechanism according to the chosen target groups)?
- What do the good practices have in common?
- How can any projects or initiatives in Global Learning/GCE ensure inclusion, diversity and empowerment of the learners?
- What needs to be done at political level? Which preconditions have to be met at the political level?
- What is needed at organisational level?

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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), when the participants from the WG 1 and WG 2 will go to the WG 3, is to inform the WG 1 and 2 on the key points of discussions and provide them with the opportunity to contribute by sharing their experience and ideas regarding the topics of WG 3.

The facilitator and rapporteur will not rotate but they stay within the WG 3 thematic focus. They will brief the WG 1 and 2 on crucial points of the discussions of WG 3; highlight the potential areas of the following discussions to focus on; facilitating the discussions and the contributions of participants for setting the possible recommendations. After the World café rotating sessions, the WG 3 will meet for 1,5 hour and discuss what has been added through the participative process and formulate conclusions which will be shared at the final plenary.

