



Visegrad Global Development Education Seminar Follow-up meeting

Warsaw, Poland

REPORT

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TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
INTRODUCTION AND BACKGROUND	3
KEY NOTE PRESENTATION: COMPETENCIES FOR DEMOCRATIC CULTURE	4
PANEL DISCUSSION - OVERVIEW OF THE GDE CONTEXT IN VISEGRAD COUNTRIES	6
WORKING SESSION - WORLD CAFÉ	9
BEST PRACTICES - OPEN SPACE	12
CONCLUSIONS AND CLOSING	14
FACTS AND FIGURES	15

EXECUTIVE SUMMARY

The Warsaw follow-up meeting of the Visegrad Regional Seminar on Global Development Education (GDE) brought together approximately 30 practitioners and decision-makers from the Czech Republic, Hungary, Poland and Slovakia to assess the level of implementation of the recommendations agreed in Prague in the field of GDE policy and curricula development, pedagogical support and advocacy, in accordance with Zagreb Congress strategic recommendations.

Each national delegation included participants representing formal/non-formal education sector; CSO platforms; local and regional authorities; Ministry of Education (MoE) and/or of Foreign Affairs (MFA); and the national coordinator of the North-South Centre Global Education (GE) network. These delegations correspond to a national multistakeholder task force approach established at national level to facilitate the monitoring process along the year through regular mid-term meetings and a regular consultation process.

During the one-day follow-up meeting and based on the Prague recommendations and on the outcomes of the annual task-force meeting(s), participants reviewed the state of advancement of these recommendations through a “World Café” session dedicated to Policy making and curricula development; Professional development of educators and quality support and Awareness raising and pedagogical tools. Moreover, participants had a chance to take part in the panel discussion which focused on GDE developments in partners’ countries as well as in the open space session, where different good practices in the area of GDE were shared by representatives of organisations and institutions taking part in the seminar.

INTRODUCTION AND BACKGROUND

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote GDE in new EU member States and candidate countries, the North-South Centre of the Council of Europe is continuing to facilitate and coordinate a cycle of regional seminars to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries. This monitoring process is based on the strategic recommendations of the 3rd European Congress on Global Education, organised by the North-South Centre in Zagreb in 2015, and on the Council of Europe [Recommendation CM/Rec \(2011\)4](#) on education for global interdependence and solidarity.

This annual GDE monitoring process covering the period 2016-2019, is in line with the Council of Europe Action Plan on Building Inclusive Societies (2016-2019); with the Council of Europe Standing Conference of Ministers of Education held in April 2016 under the theme “Securing democracy through education”; and with the Council of Europe Conference organised by the Cypriot Chairmanship of the Committee of Ministers “*Education: a safe option to Democracy*”, Nicosia, March 2017.

It is also in line with UNESCO efforts to make progress towards Target 4.7 of the UN SDG 4, in the framework of 2030 Agenda.

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, the North-South Centre contributes to the recognition and practice of GDE in the Visegrad region.



The follow-up meeting of the Visegrad Regional Seminar on GDE (Prague, June 2017) took place on May 22, 2018 in Best Western Portos Hotel in Warsaw. During the follow-up meeting over 30 representatives of public institutions, municipalities, CSOs, teachers and educators from Visegrad countries shared a platform to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE.

KEY NOTE PRESENTATION: COMPETENCIES FOR DEMOCRATIC CULTURE

With the aim of strengthening democratic values and practice, the Council of Europe has released a set of competences for educators and policy developers for implementation in education settings. This reference framework for Competences for Democratic Culture is integrated in the current revision process of the North-South Centre pedagogical resources, namely the Global Education Guidelines.

The main outlines of this new framework were presented to participants by one of the experts involved in the process.

Key points from the presentation on the Reference Framework on Competences for Democratic Culture delivered by Ms Luisa Bivar Black from the Council of Europe:

- Living together as equals in culturally diverse democratic societies – this is the objective that the competences for democratic culture will help us to achieve.
- The framework on competences for democratic culture is rooted in the mandate of Council of Europe: democracy, rule of law and human rights.
- The best way to develop the democratic culture and social inclusion is through education, starting from the very young age, in schools and in non-formal and informal settings. The framework is to be applied wherever education is taking place, contributing to a set of behaviours and competences that we are willing to develop for a democratic society.

- The culture of democracy should be embedded in the citizens. It is beyond institutions. Patterns of inequality that exist in our societies need to be dealt with – education will not deal with them alone. Democracy is a way of living. All democratic behaviours can be improved and developed.
- The project started in 2014 but acquired a new level after Paris terrorist attacks when the project got the attention and political support. It was incorporated in the Council of Europe Action Plan.
- It is important to nurture democratic values, promote democratic procedures and citizens participation. Indifference of young people towards is the biggest challenge. We need citizens who believe in the functioning of the system. Most people are divorced from society decisions – education can be the solution to this disenchantment.
- No education is neutral and that is why we need these descriptors for our self – assessment.
- The Reference Framework on Competences for Democratic Culture includes three sections:
Volume 1: context, concepts and model
Volume 2: descriptors
Volume 3: guidance for implementation

The presentation was followed by Q&A session:

Mr Jakub Žaludko: It is somehow controversial for me. Someone from the institution who created this framework says that we are to develop self-thinkers who cultivate democracy beyond institutions. Are we trying to get rid of institutions? Do they give up on their responsibility? What is the role of the institutions?



Ms Luisa Bivar Black: What we want to achieve is to explain that education system can infuse these competences among the citizens. The institutions will become better because people who have these competences will be working in or with these institutions. Institutions, as they are, hinder the citizens. Education has a head (knowledge), a heart (emotions) and hands (behaviours). Whole person has to be educated to be a citizen that appreciates the democratic setting. Everything that is complex builds on previous learnings. Change is always a part of it.

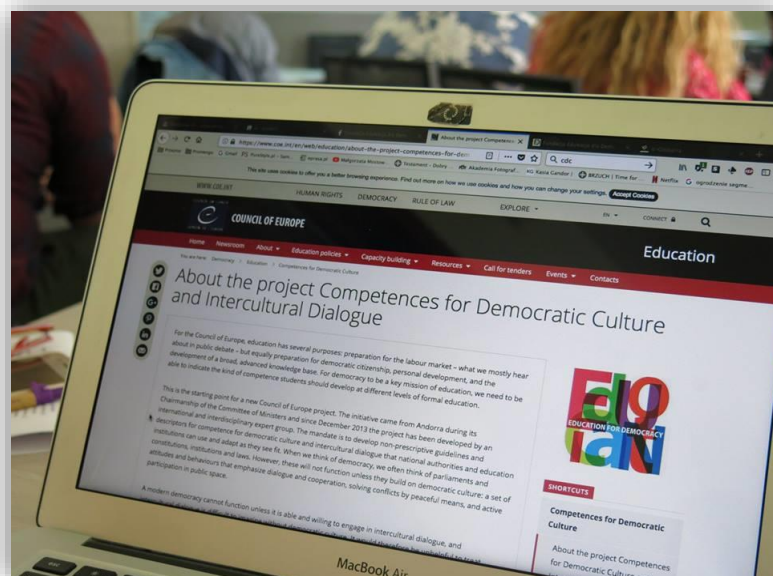
Mr Tomáš Profant: Could you please clarify what do you mean when you say that we also need citizens that are not constantly involved with the state and democracy?

Ms Luisa Bivar Black: We need both these citizens that are relaxed and trust the democratic institutions and those who are actively monitoring and questioning state actions. We want to fight against the indifference, we are not preaching for revolution.

Ms Katarzyna Tekień: Vast majority of Polish teachers involved in GDE or civic education are not aware of the CDC framework. Have you thought of popularising it?

Ms Luisa Bivar Black: Countries involved in the piloting of the CDC are introducing the framework in their educational systems, they try to simplify it. One of these countries is Portugal. It is up to the countries to take up the framework, citizens need to activate it. In the Volume III of the CDC framework you will find tips on how to implement the competences in the curriculum.

Mr Miguel Silva: The CDC is the result of a collective and consultative process initiated by the Council of Europe, among educators and policy-makers across different member states, reinforcing its legitimacy and applicability.



Mr Miguel Silva *on the link between CDC framework and GDE*: One of the core competencies within GDE is multi-perceptivity, the capacity of listening to others, dealing with different and conflicting opinions, being aware that there is not one dimensional solution, dialogue being the driving process. The complementarities between GDE competences and the CDC framework are taken into consideration throughout the current revision process of the Global Education Guidelines - the core NSC pedagogical resource for educators - through the involvement of Ms Black in the drafting process.

PANEL DISCUSSION - OVERVIEW OF THE GDE CONTEXT IN VISEGRAD COUNTRIES

Panellists representing Visegrad CSO national platforms:

- Mr Jakub Žaludko (Slovakia)
- Ms Elżbieta Kielak (Poland)
- Mr Györgyi Újszászi (Hungary)
- Ms Kateřina Sequensová (Czech Republic)

The main aim of the panel discussion was to present developments of GDE in partner countries. The panel was moderated by Ms Marta Gontarska. There were three main questions asked:

1. What has changed after the Prague seminar as far as GDE in your national contexts is concerned?
2. Did the Prague recommendations help you in your work? What are your priorities as far as the recommendations are concerned?
3. In many cases the CSO sector is losing protagonism. You mention the resources that you need to implement the recommendations. What else, apart from the time and money, do we need to make them happen? What can we do together?

Czech Republic

1. The process of developing the new GDE national strategy has begun in the Czech Republic and is still ongoing. As it was discussed last year in Prague, Czech national strategy was valid till 2015 and it was extended by the action plan till 2017. There is no fixed deadline for the new strategy. In the context of the current political situation, there is lack of stronger support of the Agenda 2030 implementation in the Czech Republic. We are waiting for the new government thus we do not know what the future trends will be in our foreign and education policy. The working group involved in the development of the strategy consists of the representatives of the Ministry of Education, the National Institute for Further Education, the Ministry of Foreign Affairs, the National Institute for Education, the Czech School Inspectorate, the Office of the Government, universities, and NGOs. It is a multi-stakeholder process. NGOs were invited to design one of the chapters of the national strategy which deals with the competences and themes of GDE. The main priority is now to finalize the process and to have the strategy endorsed by the MFA.
2. The Prague recommendations are useful, but it is difficult to make them a reality. It requires involvement of all the actors and it is very hard to reach them. One of the main priorities is more intensive involvement of the Ministry of Education on the systemic level. The fact that in 2018 the National Institute for Further Education got funds to support GDE is an encouraging factor. At the same time this is a challenge for CSOs as these funds are from the same budget line allocated for the CSO. It means that the funds for GDE were not increased in general, at the expense of other institutions that cannot apply for the money through the open call.
3. What we have to do now is to share the experiences, especially on how to involve public institutions in GDE. We consider the adoption of the national strategy by the MFA as the most important priority at this moment. The process is led by MFA and will be presented to other ministries. However, anyone can contribute to the process: members of pedagogical institutions, NGOs, universities. There is one more process ongoing in the Czech Republic: the Ministry of Education (through National Institute for Education) is conducting the revision of the framework educational programmes and their cross-cutting themes. The cross-cutting themes (e. g. Education towards Thinking in the European and Global Context, Multicultural Education, Environmental Education etc.) are the compulsory part of the curriculum. Schools have to set their range and the way of implementation within their school educational programmes. NGOs were invited to cooperate on the process of their revisions. However, the process is not clearly communicated and future position of cross-cutting themes is uncertain. In any case, the NGOs would appreciate if the MoE and the National Institute for Education set a participatory and transparent process of the revisions, where all involved parties are informed timely and their contributions are considered appropriately.

Poland

1. Migrations and global issues are still sensitive topics in schools. It has not changed since last year. What has changed is that we somehow got used to it. We are trying to develop solutions, ideas that are outside of the box. Ministry of Foreign Affairs has announced a call for GDE proposals which CSO are very happy about. Grupa Zagranica is active in Hub 4 of Concord and consulting new DEAR proposal. In the meantime the Ministry of Education has introduced new curricula. Albeit the reference to GDE is less referred to, the CSO are working with teachers and showing them how to implement GDE within the new curricula.
2. The recommendations developed in Prague are diverse. It is impossible to reach them; we are lacking capacity and resources. Even for a long timeframe of implementation the recommendations are a huge thing. Maybe we need to choose two from each thematic group and focus on them. We need less of them but more practical and realistic. We need to go into operational level.

3. Such seminar, meeting is a huge opportunity which should be used. This gathering of people from Visegrad and other countries gives us the opportunity to learn about what is happening in national contexts in different countries. This is the platform of sharing and exchanging. It is impossible to implement the recommendations via e-mail. We have to do it in such contexts.

Hungary

1. There were elections in April in Hungary and now we are monitoring how the GDE will be dealt with by the new government. The funds for NGOs are being cut; fortunately we have some EU funding supporting our work. We are inviting the ministries to the bilateral meetings, we ask for their support. Sometimes we manage to start the dialogue with them, sometimes not. Migrations and refugees are still very difficult topics and it influences our work.
2. The revision of the national curriculum is in process. CSO stakeholders try to keep the GDE issue on the table, but it is challenging. We don't know who will be in charge. As it comes to recommendations from Prague seminar, they need to be made more practical, we need less of them. Maybe the funding from the Visegrad Fund will help us to implement them.
3. We are developing a new website on GDE where we will upload all relevant information regarding GDE, all good practices from all countries. It will be launched in six months. All NGOs gathered here are invited to contribute with its methodologies and practices. We will place them all on the international part of the website.

In the meantime, level of threats is higher and growing. Trust and acceptance of NGOs/NGDOs are decreasing which requires more international attention to support NGO members and workers.

Slovakia

1. Comparing the contribution from last year, not much has changed since then. The Ministry of Education privileging a more national oriented curriculum, issues related to global challenges are not prioritised. There is an initiative of the group of CSOs advocating for funding and further enhancement of civic education in the country. Maybe it could be beneficial for GDE as well. Last year we met colleagues from GENE that started to work in Slovakia. They started to cooperate with the Ministry of Education. We thought that they will have a push, but it was difficult. We are in the process of mapping of all the actors involved in GDE. This might eventually lead to development of national strategy that Slovakia does not have at the moment.
2. Analysing the process of implementation of Prague recommendations, it is good to see them as a process. There are a lot of them and they are very ambitious. We put them on paper without having any funding to make them reality. We try to follow them, but they are only on paper. Today we should transform them into something more practical – joint actions and projects. Our priority in the Slovakian platform is to reach out to different institutions on national, European and global level. We are testing the ground, and we are yet to see how these institutions respond to it.
3. We need to agree how to continue working after the seminar. Let us create the framework for future work.

Miguel Silva: the Prague GDE seminar recommendations, being the result of a consultative process among different type of stakeholders, are wide-ranging. The objective of the follow-up meetings is to select those which are more relevant to each national reality across the different Visegrad countries, and monitor their implementation. Making a recommendation operational lays on a successful multistakeholder coordination, connecting practitioners and decision-makers on a continuous dialogue. The current curricula reform taking place in some countries is an opportunity.

The North-South Centre can support this communication through the governing bodies of the Council of Europe, the Education Steering Committee, the Parliamentary Assembly, and the Congress of Local authorities. The Council of Europe is the best channel to keep this dialogue continuous and effective.

For more detailed information regarding the state of play in the field of GDE in the V4 countries please check Annexes I and II of the [Concept note](#).

WORKING SESSION - WORLD CAFÉ

During the World Café session, the participants were discussing the future of the Prague recommendations in regard to three thematic areas:

- (1) Policy making and curricula development;
- (2) Professional development for educators and quality support;
- (3) Awareness raising and pedagogical tools.

The questions guiding the discussions within each of the thematic areas were the following:

- What positive change has been introduced after the Prague seminar?
- What are the current priorities?
- Where do you see the opportunities in relation to the Prague recommendations?
- Which priority has the most opportunities to be implemented?
- What is the most burning recommendation that should be implemented?
- What is the biggest challenge?

Key points raised during the session are noted below.

POLICY MAKING AND CURRICULA DEVELOPMENT

- The realities after the seminar in Prague that affected the discussion of all three groups are the following:
 - There are too many recommendations; regional partners do not have the capacity and resources to efficiently reach them.
 - Some of the Prague recommendations are too broad for the scope and possibilities created by the North-South Centre V4 regional process.
 - There is an intention to put together a project proposal and get it funded by the Visegrad Fund – we might thus think of the recommendations in terms of their value and relevance for a potential 2-year V4 project.
- It has been suggested to respond to the realities mentioned above by dividing the Prague recommendations into four groups:
 - Recommendations with a potential to be reached/operationalized in the scope of a rather small VF project as well as the continued North-South Centre Regional Seminar process.
 - Recommendations representing our long-term objectives of systemic change (beyond the scope of the North-South Centre Regional Seminar process).
 - Recommendations which are no longer relevant or should be moved to the agenda of another thematic working group of this North-South Centre process.
 - Recommendations irrelevant in the scope of the North-South Centre Regional Seminar process.
- The resulting division of the recommendations into the four groups mentioned above, were as follows:

Group 1 – short term operational relevance

- Set up multi-stakeholder's processes, involving all relevant actors in all stages of GDE related decision making and practice.
- Advocate for variety of financial mechanisms earmarked for GDE and channelled through MFA, MoE and other institutions, allowing various actors to implement projects.
- Advocate for a new grant programme of the Visegrad Fund, with the specific allocation of financial resources for GDE, to improve cooperation and enhancement of GDE in the region.
- Influence the European Commission (DG DEVCO, DG EAC) to maintain DEAR programme and influence its criteria so that it is accessible for actors from EU13/V4 and support GDE there. Coordinate joint advocacy actions towards EC if necessary.
- Monitor the situation in V4 countries in respect of GDE (on a national level) to create appropriate response mechanisms (e. g. through watchdog, open letters, advocacy for funding).
- Advocate for tools and funding schemes for regional joint activities, e. g. to set up an independent and transparent multi-stakeholder (private or public) fund for GDE as an endowment fund to support especially those in a "crisis".
- Support national CSOs working groups at the level of V4 and also in line with CONCORD Hub 4.

Group 2 – long term regional aims

- Recognize (in strategic papers and financial instruments) GDE as a lifelong learning process covering all forms of education (formal, non-formal, in-formal education, including awareness raising).
- Promote and support interdisciplinary approach in educational systems (at all levels of curricula).
- Develop a well-balanced cooperation of MFA, MoE and other institutional stakeholders.
- Consider "Learners" as key stakeholders in decision making processes.
- Provide political and funding support to the development of civil society and GDE in the V4 region (with or even without engagement of national government).
- Broaden the spectrum of partners (according to the actual power maps) if the situation in a country is complicated and ensure a multi-stakeholders approach. Include dialogue with private sector and other stakeholders, not only traditional actors.

Group 3 – more relevant for the process in different Working Group

- Create supportive environment for teachers through guidance, time, space, resources, initial teacher training, Continuous Professional Development and similar (more appropriate for the agenda of WG2).
- Promote GDE campaigns for different target groups aimed at understanding of the importance of GDE in everyday life (more appropriate for the agenda of WG3).

Group 4 – irrelevant as a recommendation to be monitored

- When preparing key strategic frameworks regarding education (e.g. curricula reforms, peer reviews, national strategies on GDE/GE/DE/EGR...), get inspired by good practices from abroad but follow a strong recommendation to tailor them to the national context.
- Support CSOs' initiatives and activities in the field of GDE and campaigns for different target groups aimed at understanding of global issues.

In this framework, only the first 7 recommendations in group 1 should be monitored further in the NSC V4 Regional Seminar process with regards to Policy making and curricula development.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS AND QUALITY SUPPORT

- Good practices identified by the participants were:
 - Networking among schools and teachers, universities;
 - Creating one easy access to educational resources for teachers.
- Current priority in all V4 countries is integrating GDE in the curriculum at the national and school level.
- Most burning recommendations discussed by the participants:
 - Cooperation with universities, especially pedagogical faculties.
 - Promoting new methods of teaching.
 - Establishing the regional coordinators that would support GDE in the schools.
 - Research, evaluation and monitoring in the field of GDE.
- Bottom up approach in training of teachers was identified as an opportunity.

AWARENESS RAISING AND PEDAGOGICAL TOOLS

Group 1:

- The participants first reviewed all the recommendations developed in Prague. They decided that there are definitely too many of them and it is impossible to effectively operationalise all of them. It was agreed that that two or three recommendations will be selected based on the priorities of each V4 country.
- In the Polish context, recommendation nº 4 seemed to be more significant: “Adapt the language and ways of communication about GDE importance to various target groups especially to policy makers (in order to be understandable and acceptable)”.
- Participants from Hungary decided that recommendation no 6: “Make broader alliances with actors in close fields: ESD, GDE, Environmental Education, Citizenship education” should be given the highest priority in their country.
- Representatives from Czech Republic also mentioned recommendation no 6 as important, however, they suggested that it should be discussed together with recommendation no 7: “Involve the local authorities in GDE as well as in the multi-stakeholder’s dialogue on GDE”
- The participants decided to focus on recommendation no 4, 6 and 7 - they were rephrased, recommendation 6 and 7 were joined together. In the end the participants decided to prioritise the following issues:
 - (1) Create multi-stakeholder dialogue and broad alliances with actors in close fields: ESD, GDE, Environmental education, Citizenship education but also with policy makers, universities, local authorities, journalists, private sector, and parents.
 - (2) Adapt the language for different target groups – youth, general public, teachers, policy makers, local authorities, private sector, journalists, other NGOs, academics, parents – in order to make GDE understandable yet maintaining its high quality.
- Participants shared good practices within the two of above mentioned recommendations:
 - NGOs in Czech Republic are working on a dictionary that will explain most important GDE terms using a simple language.
 - It was suggested to map potential GDE partners/allies and to create a platform of exchange, i.e. roundtables. It could be done on a national and regional level.

Group 2:

- Ms Elżbieta Kielak presented a recap of the discussions of Group 1.
- Participant from Slovakia suggested that dictionary of GDE terms should be accompanied by pedagogical toolkit that the teachers can use. We should make it more practical, we cannot promote global education with dictionary only.
- Involving the teachers in material development is a good practice.

- Recommendation no 8: “Strengthen regional (V4) networking and joint advocacy for Visegrad fund and common fundraising” should be also given a priority. We need funds to assure the quality of GDE.
- Cooperation with business is a challenge as companies often do not share the same values as NGOs.

Group 3:

- Ms Elżbieta Kielak presented a recap of the discussions of Group 1 and 2.
- The participants emphasised the importance of recommendation no 7, especially working with the local authorities. A lot of GDE objectives can be achieved on this level. Local authorities are often easier to partner with compared to the central government.
- Ms Katerina Sequensova underlined that it is important to work directly with the journalists. Media play important role because they illustrate these themes and topics. Through the media we can reach out to the general public. We should think of media in a broad sense and include influencers, vloggers, bloggers etc.
- The participants agreed that a roadmap should be developed consisting of concrete steps that will help us achieve the recommendations.



BEST PRACTICES - OPEN SPACE

The participants were invited to share good practices or exchange ideas on GDE issues relevant in their context in the open space format. In total, six open space sessions were held in parallel, all participants had an opportunity to participate in two of them.

- Ms Anna Kertyczak, **E-globalna website**

E-globalna is the website that integrates educational materials developed by NGOs - mostly classroom lesson plans. Anna Kertyczak presented what the website includes and how it runs. This good practice can be adapted in other countries.

- Ms Kateřina Sequensová, **Developing Global Development Education quality indicators**

We are at the beginning of developing and setting the GDE quality indicators in the Czech Republic. The idea of this process was suggested in autumn 2017 in order to support the quality of GDE in the Czech Republic. The aim of this block was to collect and share experiences of the participants (their own systems of indicators, interesting materials, GDE quality detection systems etc.). Kateřina Sequensová (People in Need, Czech Republic) briefly introduced the main ideas of the developing process and opens the space for sharing and active engagement of the participants. During these sessions the participants attempted to identify good practices of setting up the quality indicators for GDE. Participants shared their ideas and experiences, e.g. material development quality assurance. More exchange will follow after the Warsaw seminar. Other people interested in the topic are invited to share their experiences/materials that could be useful for the process of setting up the quality indicators.

- Ms Sarka Řehková, Sarka Zapotocka, **project on sustainable municipalities**

Union of Towns and Municipalities of the Czech Republic (represented by Sarka Rechkova) and Caritas Czech Republic (represented by Sarka Zapotocka) introduced their common project called Sustainable cities and municipalities for development. This project was implemented for 2 years (2016-2017). The project was focused on raising awareness and promoting the involvement of cities and municipalities in development cooperation in the context of the new Development Agenda 2030, especially in the context of the Sustainable Development Goal 11 – Sustainable Cities and Towns. In addition, the project, in cooperation with the Czech municipalities, mobilized the interest of the local public in the new development framework defined by the SDGs through the special seminars and public events.

- Ms Zuzana Hlavičková, **Challenges and Benefits of the National Strategy for Global Development Education in the Czech Republic**

Ms Zuzana Hlavičková presented the process of development of the new national GDE strategy in Czech Republic for the upcoming years. It is a multi-stakeholder initiative involving the NGOs, ministries, local authorities, universities. After 7 years of the implementation of the past national strategy for GDE, the Czech Republic is currently preparing a new updated version. In her short presentation the global development education expert and former MFA director Ms Zuzana Hlavičková addressed the most challenging issues the working party for GDE has been facing in the last months (and years) with a special focus on these questions: What are the main benefits of the National Strategy and the Action Plan for target groups (teachers, students, general public etc.)? How can strategy help implement an effective GDE? How can it help improve the quality of GDE? How can other players be involved? How can we reflect Agenda 2030 in the new global development education concept?

- Mr Jakub Žaludko, **joint V4 project between platforms**

Initial potential areas of cooperation within the framework of the proposed project were identified: advocacy and policy work on national and European level. The proposal to the Visegrad Fund will be submitted in October.

- Ms Luisa Bivar Black, **Framework on Competences for Democratic Culture**

The participants discussed how CDC could be linked with the activities that are used in global education. There is a huge potential of CDC to go together with global development education and advocate for global agenda.

CONCLUSIONS AND CLOSING

V4 GDE ROADMAP

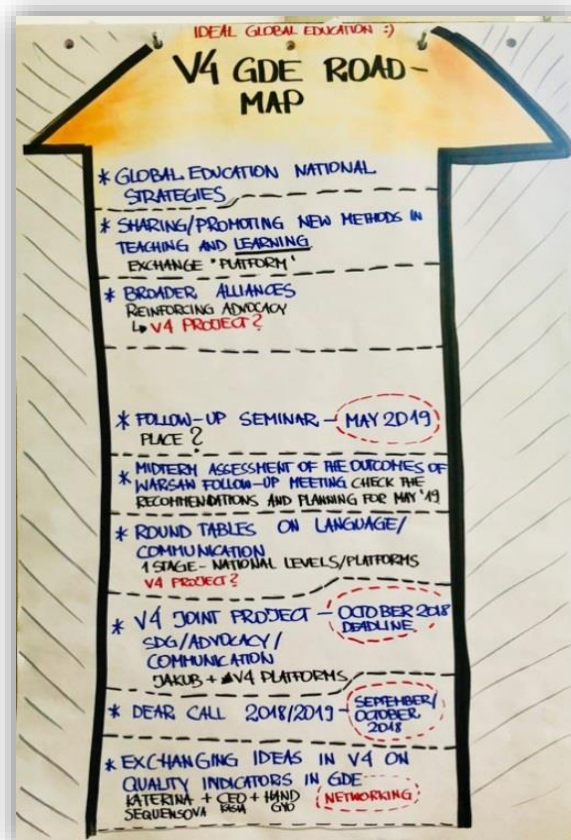
The Roadmap has as its main aim to answer on participants' needs to conclude the follow-up meeting with list of realistic, timely and useful set of recommendations. The participants developed a roadmap consisting of concrete steps that will help achieving all above-mentioned recommendations.

Short-term perspective: activities to be initiated during the upcoming year:

- Sharing experience between V4 countries and GDE actors between regional meetings. Selected CSOs who participated in the meeting decided to share experiences/ideas in GDE quality indicators between Center for Citizenship Education from Poland, People in Need from Czech Republic and HAND from Hungary. All regional partners are welcomed to join the exchange group.
- The participants are interested in developing a joint project for V4 countries partners working on GDE (both formal and non-formal education and advocacy towards SDG 4) answering on next DEAR CALL 2018/2019 as consortium of CSOs. Next steps will be announced by partners in coming months (communication between platforms is essential for this process).
- Partners identify the opportunity of funding a V4 project focusing on SDGs, advocacy and communication from regional resources. The representatives of platforms will plan joint advocacy towards decision makers to support the idea.
- The participants identified the importance of opening the discussion on language and communication tools to support the GDE message. The proposed round tables on language/communication could be a first joint activity in one of the proposed project for all V4 countries (DEAR project or funding from other resources).
- The participants agreed on the midterm assessment after six months in preparation for the next follow-up meeting co-organized by North-South Centre.
- Follow up meeting co-organized by North-South Centre in one year time (May 2019). The place to be confirmed with hosting platform/organization.

Long-term perspective on the way to ideal global development education:

- The participants finds the importance of building broader alliances to support GDE agenda and thinking outside of our, mostly CSOs bubble. The joint V4 project could be an opportunity to make it possible in long-term perspective.

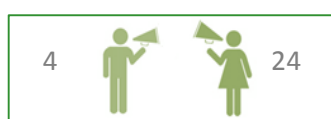


- All participants find important and valuable to create a space to share and promote new methods in teaching and learning of GDE and build joint capacity. The idea of exchange platform both virtual and real is important to reach big numbers and address decision makers to change the education system both on national and European level.
- The participants find important and valuable in a long term perspective to develop GDE strategies and country strategy papers to support GDE on systemic level, by goals identifications, targets and measures.

FACTS AND FIGURES

The regional seminar targeted the key stakeholders from the Czech Republic, Hungary, Poland and Slovakia, including representatives of governmental and educational institutions and civil society organizations contributing in the field of global education, 28 of them in total. There were 24 female participants and four male.

GENDER REPRESENTATION



When it comes to country representation, 12 participants came from the host country, 8 from the Czech Republic, and from Hungary and Slovakia four and three respectively. The key note speaker as well as organiser came from Portugal.

	Poland	12
	Czech Republic	8
	Hungary	4
	Slovakia	3
	Portugal	1

The table below shows the *quadrilogue* representation of the participants:



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