

GDE BALKAN REGIONAL SEMINAR

Belgrade, 30-31 October 2017

WORKSHOP BRIEFING NOTES

Working group 1 - Policy making and curricula development

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Rapporteur: Ms Marijana Rodic - Center for Youth Work, Serbia

The purpose of the working group briefing notes is to guide moderators and rapporteurs, as well as the participants of each aforementioned working session, and to link the discussions with the expected outputs of the session.

Having the Zagreb Congress Global Education strategic recommendations as an overarching framework, it is expected that working group participants, under the guidance of the moderator and rapporteurs, produce at the end of the session a set of operational recommendations (or a plan of action). These operational recommendations contribute to the monitoring process of the implementation mechanism of Zagreb recommendations in the Balkan countries for the period 2016-19. It is important that participants feel the ownership and the continuity of this process.

Each working group participant is invited to contribute to the discussions and propose solutions according to her/his professional background and experience in the field.

THE PROCESS

1st Session - 30th October 2017

INTRODUCTION

At the beginning of the first session the facilitators will introduce participants with the main conclusion from the Zagreb Conference in 2015, GDE and the UN Sustainable Development Goals (4.7) and with the GE/GCED Competence framework in order that all participants have the same level of understanding. Following introduction, the participants will have an opportunity to discuss on:

Critical overview of the country's situation when it comes to Policy making and curricula development

- Which policies exist (or could contribute) to recognition, practice and dissemination of GDE in your country? To what extent educational policies or curricula reform processes at national level integrate GDE measures? Are there any existing mechanisms that ensure effectiveness of this process? What are the obstacles?
- How your countries see the purpose of the GDE policy making and curricula development?
- Who are the main stakeholders involved in each country, and who else we need to involve in order improve recognition, practice and dissemination of GDE in the region?
- Is there any example of good practice of a multi stakeholder and peer cooperative approach and its value of pedagogical (and political) impact?

CONTEXTUALISATION OF GDE IN BALKAN COUNTRIES

1. What are the main achievements in each country regarding policy development and curricula development and its implementation in line with strategic Zagreb congress recommendation?
2. What are the main challenges in country/region? (political issues/public interest, how to link formal and non-formal education, how to finance GDE implementation, etc)
3. What are the recommendation in order to improve recognition, practice and dissemination of GDE in the region?
4. What are follow up measures and priorities?

REGIONAL GDE COOPERATION

Potential axis of cooperation for improved recognition, practice and dissemination of GDE in Balkan countries, linked with the three workshop domains.

1. What are the regional similarities and differences?
2. Are there examples of good practice of regional cooperation for improved recognition, practice and dissemination of GDE in Balkan countries?
3. Do you see any potential and benefit in the regional cooperation? If yes which?
4. How the regional cooperation can be improved?

CLOSING and SUMMARY

Summarizing discussion and opening the question what are the issues needed to be addressed/discussed by other 2 working groups.

Day 2 - WORLD CAFE

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?