

## Facilitators



Dr Stefan Melnik

Born in Oldham, UK, 16 September 1952, married, two daughters. Universities: Cambridge, UK (history, specialising in economic and social history), Bochum, Germany (mass communication, psychology and political science). Friedrich Naumann Foundation for Freedom: 1980 1987 (various positions; in charge of project policy and planning abroad, 1986-1987). Independent consultant from 1987 onwards specialising in training programmes for executives [communication and facilitation, coalition-building, basics of negotiation, conflict resolution]. Furthermore, he designs and directs courses and workshops on human rights (with a focus on property and minority rights), the market economy, environmental issues, basics of liberalism, secularism and education reform. He has authored and/or edited books and articles on many of the aforesaid subjects.



Manali Shah

Manali enjoys working with organisations as a facilitator of meaningful meetings and participatory strategy. Besides her independent consulting, she co-facilitates with other organisation development groups in India and teaches „training and development“ as guest faculty to masters students of Development Communications at Jamia Milia Islamia University. She has worked with Indian and international organisations since 2001 spread across organisational functions (programs, HR, training, fundraising, OD) and profile (implementor and funder. She worked at the South Asia regional office of the Friedrich Naumann Foundation as a programme executive from 2009-12. Her learning journey: Certification in Organisation Change Facilitation (Human and Institutional Development Forum-HIDF, Bangalore); Training in Facilitation, Moderation, Strategic Planning (Friedrich Naumann Foundation-Germany; Genuine Contact Space-Delhi)

## Venue:

### International Academy for Leadership (IAF)

Theodor-Heuss-Straße 26  
51645 Gummersbach  
Germany

[www.visit.fnst.org](http://www.visit.fnst.org)

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## Organisation/Contact

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## Education Policies – The Key to Enlightenment, Participation and Progress

02. – 29.05.2016  
Qualificatory Online Phase

10. – 22.07.2016  
Gummersbach, Germany

## IAF Seminar

## Objectives

### Participants

- elaborate why education is, and should be, a central concern of liberalism and a priority in liberal policy-making
- spell out how education can secure and promote freedom and, at the same time, serve as a gateway both to self-improvement and self-fulfilment on the one hand and to economic and social progress on the other
- list the most important challenges faced by the educational sector throughout the world – especially those related to rapid technological progress, employment and peaceful coexistence (or lack thereof)
- specify the manifold problems of bad service delivery in the field of education and their underlying reasons
- identify the central features of education policies that can be considered to be liberal, how they are different from other policies, and explain how and why they would meet the challenges and deficiencies detected
- detail the kinds of reforms required in the organisation and provision of education so that it becomes more relevant to the needs of individuals, their ambitions and their entrepreneurial or career activities.

## Background

The demand that basic education must be available for all members of society is an old demand of liberalism that is on the verge of being met throughout the world. This demand has always been linked to the idea that the best of opportunities must be available to all irrespective of gender, social status, ethnic origin or religious belief. But in our contemporary world, access to basic education only leaves us at square one. Being able to read and write does very little in opening up opportunities. Today we need much more.

In a world much of which is characterised by rapid development and urbanisation, radical globalisation, and a pace of technological development never before experienced in the history of mankind, we face a different challenge. Liberals all over the world express concern at the poor quality of education. The claim is that today's realities demand radical changes in education policies and the criticism is that these in the vast majority of cases are not forthcoming. Poor education means being unable to seize the full potential of opportunities being created, being left behind and even means exacerbating the inequalities that exist in society.

## Content

Liberals believe that part of the problem is a) the way in which education is organised and financed and b) the way in which administrators and teachers have become an entrenched vested interest opposed to modernisation. Today it is becoming increasingly clear that state-run education systems, favoured by most reformers of the 19<sup>th</sup> century, are not in a position to adapt in the ways we need them to. Can we force them to change? Or should we try to marginalise them instead through actively providing and promoting private, commercial and civil society-based alternatives?

Another important question covered by the workshop is the teaching profession and its future. Does it have a future or will learning increasingly become an online activity? What would a minimum curriculum consist of and who would determine the content? Will future teachers be tutors and coaches rather than teachers in the traditional sense of the term? How should we encourage learning, given today's technologies? How would we recruit the right kind of people for such new roles? Who would members of such a profession be accountable to? Do parents ultimately have a right to organise learning activities for their children – choosing from a menu of different offers? How should performance of children be measured, if at all?

We will pay particular attention to different models of financing education: should education be promoted through dedicated tax and savings incentives, should it be financed through voucher systems or should governments establish funds-follow-pupils systems? Should education be for profit? Would alternative ways of financing education exclude the poor and not-so-well-off from education?

The workshop will go on to consider higher education. Do we still have need for conventional universities in our high-tech world? Does pure research require universities? If scientific knowledge has a "half-life" of less than two years, what should students focus on at universities or other institutions of higher learning? Given the exploding costs of good university education, are online academic courses a viable alternative? Should higher education be completely independent of the state and how can this be achieved? Should universities, or the institutions that replace them, become business concerns themselves? How do we achieve a match between what universities teach and what the economy needs?

In the **final part of the workshop** we will try to do two things:

1. **summarise points of general agreement.** What would liberal reforms consist of? Are they realistic and how should they be achieved? How would liberal reforms differ from those of its rivals? Should the system be competitive and to what degree? Is it enough to focus on those members of society aged 5 to 25 or do we need to deal with

those under 5 (pre-primary education) and over 25 (life-long learning as well? How?

2. **discuss strategy and the best ways of communicating reform policies** vis-à-vis political parties and the general public. Are there useful alliances that can be forged? How can one generate support for reform, given the vested interests we face from members of the education bureaucracy? Can one risk conflict with teachers' lobbies? Are there potential allies within the teaching profession? Can liberal parties win support on a platform of education reform and how?

The event will include **a three-day excursion** to south-west Germany focusing on experiences that provide participants with added value: the importance of civics education in strengthening democracy; the advantages of a decentralised school system that encourages competition; the challenge of pre-school education in overcoming social disadvantage; creating human capital through a dual system of education (with an emphasis on vocational training).

## Participants' profile

The workshop is designed for liberal politicians and think tank members specialising in education policy, interested leading members of the educational profession and journalists who cover educational issues in their work. It is essential that all participants have a proven interest or track record in pursuing education reform and are not averse to unconventional approaches to the subject.

Time required for the Online Phase approx. 2 hours per week.

<b>Online Phase I:</b>	02. – 29.05.2016
<b>Online Phase II:</b>	ca. 13.06. – 08.07.2016 (for invited participants)

The best 24 participants from Online Phase I will be invited to the seminar in Gummersbach. In order to ensure a good international and regional mix of participants, the Foundation will invite the two best performers from Africa, Southeast and East Asia, South Asia, Eastern Europe, the Mediterranean Countries and Latin America, a subtotal of 12 participants. The other 12 participants in the Gummersbach seminar will be chosen according to performance, regardless of their residence region.

Closing Date  
for Nominations: 4 April 2016

Language: English