



Balkan Global Development Education Regional Seminar

Belgrade, Serbia

REPORT

30-31 October 2017

Organised by:

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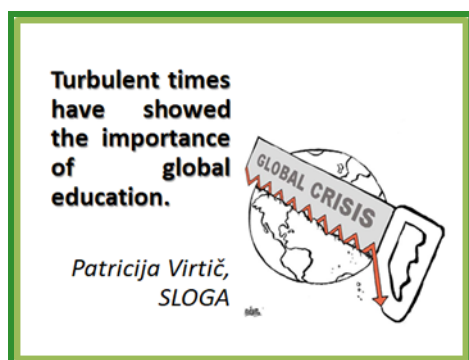
In partnership with:



1. EXECUTIVE SUMMARY

In the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in new EU member states and candidate countries, the North-South Centre of the Council of Europe continues to develop 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.

Thus, the Balkan Regional Seminar on Global Development Education, held in Belgrade on 30-31 October, gathered representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia and "The former Yugoslav Republic of Macedonia as well as representatives from EU institutions and networks. A space was created to exchange and jointly discuss the existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, and in line with the strategic recommendations of the Zagreb Global Education (GE) Congress; the conclusions of the Council of Europe's Conferences of Ministers of Education; and the UN SDG target 4.7 referring to the Global Citizenship Education monitoring scheme.



The seminar emphasized the need to increase critical awareness on the role that GDE can play in building up a globally responsible society, especially in today's society overwhelmed with turbulence and global crises. *"It is precisely in these uncertain and unpredictable situations that the true value of global education can be shown"*. In order to achieve these results, there has been recognition of the importance of networking and joint actions of relevant stakeholders, including additional ones such as media.

Furthermore, in line with the stated above, greater national coordination of GDE implementation in all respective countries is of imminent importance. While any of the five countries have an overall national strategy for GDE, but incorporate aspects of GDE in the existing strategies (mainly education and youth), the lack of coordination and cooperation among different actors is evident. A national mechanism consisting of relevant actors must be formed in order to act jointly and increase the impact of GDE.

The importance of Quality Assurance mechanisms for the implementation of the global education programs was highlighted. Global education curriculum needs a capable teacher/educator willing to develop his/her capability to learn and teach others through an interactive and participatory learning process. Therefore, a systematic support must be created in order to capacitate teachers/educators, such as the creation of quality capacity building curricula enabling teachers/educators to use adequate pedagogical tools and to address challenging global issues timely and adequately.

2. INTRODUCTION

The seminar was organised by the North-South Centre of the Council of Europe with the support of the European Commission and in partnership with its Balkan regional partners, the Institute for Development of Education (Albania); the Centre for Peace Studies (Croatia); Forum MNE -Forum Mladi i Neformalna Edukacija (Montenegro); the Center for Youth Work (Serbia); the Association for Democratic Initiatives-ADI ("The former Yugoslav Republic of Macedonia") and the Slovenian NGDO platform – SLOGA as an observer. A representative from Bosnia and Herzegovina was invited as an observer, following its accession to the North-South Centre on 12 January 2017.

Having as an overarching framework the strategic recommendations of the Zagreb GE Congress; the conclusions of Council of Europe's Conferences of Ministers of Education; and the UN SDG target 4.7 referring to a Global Citizenship Education monitoring scheme, the objectives of the regional seminar were:

- to exchange and jointly discuss the existing perspectives and recent developments on the concept and practice of GDE (in terms of policy making, curricula development, pedagogical support and advocacy);
- to identify common challenges in the Balkan countries and exchange information on best practices between GDE experts from the region, other European countries and/or organisations such as the North-South Centre, the European Commission, the European Confederation of Relief and Development NGOs (CONCORD), the Global Education Network (GENE), and UNESCO, as well as with experts from the South;
- to promote GDE as an integral part of education and disseminate the Council of Europe framework of Competences for Democratic Culture;
- to provide the space and opportunities to develop joint action and collaboration within and beyond the Balkan countries;
- to elaborate recommendations for furthering GDE in the Balkan countries and establish priorities and benchmarks, until the follow-up meetings in 2018.

Targeted outcomes:

- Common challenges and practices in GDE in the Balkan countries are exchanged;
- GDE as an integral part of education and of development policy is promoted;
- Opportunities to develop joint action and collaboration within and beyond the Balkan countries are discussed and planned;
- Recommendations and priorities for furthering GDE in the Balkan countries are established with benchmarks until 2018.

3. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

It is clear that each country has its own developmental path where there are number of similarities but also specific differences in relation to each other. Each country is facing different challenges that are influenced by political and social aspects. It is noticeable that each country implements the concept of global education within their existing national public policies as a part of other actions, mainly in the area of education and youth. None of the countries has a specific national strategy that concerns the coordination and implementation of global education, contributing to a lack of holistic understanding of global education and represents the stumbling stones in the quality of implemented programs. This also results with the lack of awareness among relevant actors that they in fact implement the concept of global education. One of the reasons behind this is that dialogue between stakeholders in each country needs to be improved in order to enhance the quality, coordination and monitoring of the implementation of global education. On the other hand, a positive aspect is that each respective country recognizes the importance of education reforms, reflecting on teaching methods, importance of human rights and their universal values, along with the importance of professional development.

3.1. ALBANIA

Albanian education met global education in 1998, as a result of a joint project on Global Education of the Institute for Pedagogical Research and International Institute for Global Education of Ontario, financed by the UNICEF. The Global Education project was justified, above all, by the need for a reformation of Albanian education, so that the educational system is capable of meeting and anticipating the country demands, in the context of a world in which changes and interdependence are increasingly growing. Based on this model, the Global Education project in Albania aimed to be active in two main aspects: 1) *Conception and creation of a global curriculum and* 2) *Capacity of teachers*, developing their ability to learn and teach others through an interactive and participatory learning process. This project paved the way to the integration of global education in the existing curricula and in the classroom activities in different subjects. The project made it possible for a number of global themes to become part of the curricula of citizenship education: human rights, environment, health, diversity etc. These themes became part of interdisciplinary themes for other subjects as well. Global education is a part of the whole curricula of Citizenship education which is taught as a separate subject in grades 1 to 10. In particular, the curriculum of Citizenship education for grade 8 is completely based on the philosophy of global education.

The national kick-off seminar for GE in Albania (October 2016) gathered representatives from different education systems in the region under the auspices of the North-South Centre. It offered a new opportunity to review the status of global education in Albania and a new perspective to its development in the future, in the framework of an education that strives to be a part of the European educational system.

3.2. CROATIA

For the last couple of years, the situation within the education system in Croatia has been in a state of uncertainty. Global education is framed within the concept of civic education, as its global dimension and civic education have not yet been systematically introduced into the formal education system. In 2014, the Parliament adopted the new *Strategy of education, science and technology* that led to the implementation of several activities including the curricular reform. Yet, in 2015, the new elections brought the change of government, resulting in the resignation of the curriculum reform leader and his team. This was the reason for a protest in 2016 where citizens demonstrated their support to the Curriculum Reform. Even if the situation remains uncertain, it is a fact that education is mobilizing citizens who defended qualitative and modern curricula. There are also other positive examples within the field of civic education – some cities and counties have decided to conduct civic education in their schools: the city of Rijeka (3rd largest city in Croatia) has been conducting global education in more than 20 primary schools since 2016 and in 2017 there were discussions on a similar system in a couple of other cities and counties. On the other hand, there is little or no progress in all the five interrelated categories of the 3rd European Congress on Global Education Strategic recommendations: a) there is still no national strategy promoting GE or Global Citizenship Education (GCED) and no resources have been allocated to its creation; b) there is very little dialogue between quadrilogue¹ stakeholders, most active in the GE/GCED field altogether are still Civil Society Organisations (CSO); c) global education has not been introduced in formal education through the scope of civic education; d) service and in-service professional development of educators is either non-existent or scarce.

3.3. "The former Yugoslav Republic of Macedonia"

The education system in "The former Yugoslav Republic of Macedonia" is normed by a set of legislative and policy documents adopted by the Parliament or the Government. The Macedonian Ministry of Education as a leading policy body started a reform process in the state education system aimed at improving the quality of several laws through broad consultation with various relevant stakeholders (state institutions, teachers, trade union, academia, CSOs). There are many strategies and documents related to education where the concept for Nine-Year Primary Education introduces a new approach to teaching and learning process, setting the pupil's experiential learning at the centre of the education system. The Bureau for the Development of Education (BDE) coordinates professional development programs for teachers in primary and secondary education. Programs are implemented by accredited training providers (CSOs) and by BDE staff. Several other measures have been adopted to improve the performance of the education system and contribute to new practices in quality assurance (school self-assessment and integral evaluation); the incorporation of key competencies in the curriculum; professional development for teachers and; external student assessment in lower secondary education. Moreover, an information and communication technology (ICTs) was introduced in various aspects of

¹ The "quadrilogue" is a North-South Centre concept coined to explain a partnership which brings together representatives of governments, national parliaments, local and regional authorities and civil society to ensure good governance. This system helps build bridges between political actors with different approaches, viewpoints and priorities, generating constructive synergies and offering a platform for structured dialogue and exchange of experience and good practice.

education ('e-diary', digital content such as textbooks, and the application of 'one computer per child' maximum).

There are several issues prevailing in the education debate in the country, such as Inter-ethnic integration, computerization, decentralization and religious education. Education for Sustainable Development (ESD) is used occasionally by education professionals and policymakers in the context of environmental issues. In line with ESD principles, a socio-cultural content is present in the curricula. Some of these aspects are cultural diversity, equity, ethics, peace and coexistence, conflict prevention, understanding "the others", etc., reflecting the multi-ethnic and multicultural composition of society in "The former Yugoslav Republic of Macedonia".

3.4. MONTENEGRO

Member state of the Council of Europe and of the North-South Centre, Montenegro is a signatory of international conventions and declarations and participates in numerous educational programs. In 2001, a strategy for educational reform, *The Book of Changes*, was adopted, raising awareness of changes that are brought by globalization and individualization. Also, extensive evaluations of the Educational Reform (2010-2012) point out that there is a shift in the classroom practice *towards learner-centered and active learning routine*. The evaluation of the reform objectives proved that the predominant type of teaching contributes to the advancement of the following evaluated dimensions: active learning, critical thinking and communication skills, as well as pupils' teamwork. Such result sets solid grounds for future incorporation of global education. Also, the classes *Introduction to Civic Education* and *Civic Education* are introduced in primary and secondary schools as regular and optional classes respectively. The biggest problem with this approach is that it neglects the potential of other classes to use these concepts and enhance students' competences which characterize democratic citizens (democracy, elections, rule of law, human rights, in particular minorities, Non-Governmental Organisations (NGO) and citizens, patriotism, tolerance, solidarity and equality). Education in Montenegro is regulated by the Ministry of Education. The Bureau for Educational Services and the Centre for Vocational Education are the organizers of teacher training for the implementation of new curricula while the Examination Centre organizes trainings for test authors and for administering exams. Non-formal education is being organised by various CSOs at local, national and international level, but also by the National Employment Bureau as part of pre-qualifications programs for its clients. The national kick-off seminar *Montenegro and Global Education* was organised in Podgorica, on 31 May, 2013 in liaison with the Ministry of Education.

3.5. SERBIA

In 2009, Serbia signed the Partial Agreement of the Council of Europe - North-South Centre. Through the national kick-off seminar on GE organised in 2015 by the North-South Centre in partnership with the Ministry of Youth and Sport and the Centre for Youth work, Serbia started its global education path in the promotion of global education values more intensively.

The main responsibility for global education is held by two ministries: Ministry of Education, Science and Technological Development along with the Ministry of Youth and Sport, which is the national coordinator. There are a number of public policies in relation to education and youth that concern the implementation of global education, yet Serbia does not hold a specific strategy for the implementation of global education but it is rather incorporated into other strategies. Even though there are existing global education practices, such as the subject of Civic education in primary and secondary schools, professional development and the recognition of Non-Formal Education, including validation of previously attained competencies, and implemented youth programs in line with the National Youth Strategy, the current practices are rarely recognized as a part of global education and there is a lack of holistic understanding of it. Thus, in order to promote and raise awareness of global education as a concept and its values, the Ministry of Youth and Sports organizes a Global Education Week annually.

4. STATE OF PLAY

Within the *opening sessions* host authorities on behalf of the Serbian Ministry of Education, Science and Technological Development, Ms Anamarija Vitek and Ms Snezana Klasnja on behalf of the Ministry of Youth and Sports stressed the importance of Global Development Education in today's society both from the perspectives of formal and non-formal education in overcoming challenges that Europe is facing. Ms Vitek emphasised the progress in educational reforms and existing public policies and laws concerning: a) increasing quality of education, specifically in the development of cross-curricular competencies that are in line with the EUs topics, such as responsible participation in democratic culture; b) increasing coverage and access to education from early age child development, especially targeting children with fewer opportunities. Ms Klasnja pointed out that non-formal education is equally important as formal. Furthermore, the importance of partnership youth CSOs was highlighted, where the Ministry of Youth and Sport, through financial allocations for youth associations, supports projects in the field of tolerance, volunteering, solidarity and active participation through non-formal peer education.

“We strongly advocate that civic education with focus on citizenship and human rights become basis for prevention of discrimination and violence in schools among youth”

Ms Anamarija Vitek, Ministry of Education, Science and Technological Development, Serbia

Ms Bojana **Ćulum**, Associate Professor, University of Rijeka, Croatia, introduced the innovative model of Higher Education, Glocal University, which responds to the need of a Globalized world - making a shift from the individual and competitive paradigm to the social and collaborative higher education paradigm. *“Glocal University represents a socially responsive, responsible and engaging learning environment, fostering interdisciplinary, collaboration, education for citizenship, diversity, enhancing community and shaping knowledge”.*

This model has a commitment to local and global challenges, making students cosmopolitan agents of change, extending bridges of cooperation between different groups, developing inter and transdisciplinary projects, and integrating knowledge from diverse backgrounds (community-based teaching & research, indigenous knowledge, intercultural dialogue, etc.).

Mr Miguel Silva – Global Education Programme Manager, North-South Centre of the Council of Europe, introduced the background of this initiative, which is being organised within the framework of the Joint Programme between the European Union and the Council of Europe and which promotes Global Development Education in new EU member States and candidate countries. This event is also a monitoring process of the national GDE seminars held in the five countries from 2013 to 2015. He further emphasised the importance of having an inclusive approach that brings together all relevant stakeholders for the pedagogical improvement of education. This is a continuous process, including all phases, from developing recommendation to putting recommendation into practice.

Additionally, Mr Nebojsa Mojsoski, Macedonian Civic Education Center, “The former Yugoslav Republic of Macedonia”, and Ms Marina **Starčević** Cviko, CARE International, Balkans presented promising practices of Global Education programs, showcasing the impact and change of young people.



“Friendship bridge – ethnic divide” Macedonian Civic Education Center



“Young man initiative” CARE International, Balkans

Within the *plenary session*, representatives from respective countries presented current developments on GDE in line with the Zagreb recommendations. Presentations on Country situations and contexts (*please see Chapter 3. Regional Context of Global Development Education*) of each respective country served as a solid basis for quality discussions in three groups: 1) Policy making and curricula development; 2) Professional development of educators and quality support; 3) Awareness raising and pedagogical tools.

1. Policy making and curricula development

The main findings of mapping the progress made in respective countries in line with Zagreb recommendations were the following:

- GDE in all respective countries is integrated into the existing national policies and laws, namely in the area of education, including primary and secondary education, as well as in public policies for professional development and recognition of non-formal education and vocational qualifications. There is no existing practice of a specifically developed overall national strategy or other public policy that refers only to GDE.
- When it comes to curricula development, two main courses of actions were identified:

- a) Curricula aimed at young people and children within formal and non-formal education systems. Within the formal system, GDE finds its place primarily through the subject of Civic education in primary and secondary schools, and in some countries, namely Albania and Croatia in isolated cases, at a university level as well. Another form of integration of GDE is through cross-curricular competencies that are in line with the EU competencies. A strong presence of GDE in non-formal education has been recognized, specifically within the programs for youth and youth work implemented primarily by youth CSOs and CSOs for youth.
- b) Curricula aimed at building professional competencies of educators (teachers, professors and youth workers). The quality of these educational programs needs to be improved in order to assure quality of teaching. These programs are implemented ad-hoc and not systematically.

Some of the major challenges and obstacles of GDE are the following: a) In some countries, namely Croatia, implementation of the GDE concept via Civic education is facing the challenges due to a strong debate at the national level regarding the content and topics that should be covered by the Civic education; b) State institutions still do not recognize the true importance and value of GDE; c) All actors identified the problem of poor national coordination, monitoring and evaluation of GDE. Reasoning behind this is that none of the countries has an overall strategy for the implementation of GDE and no existing national mechanism (as the national board consisted from relevant stakeholders) for coordination, monitoring and evaluation.

2. Professional development of educators and quality support

It has been defined that global education curriculum needs a capable teacher/educator, able and willing to develop his/her capability to learn and teach others through an interactive and participatory learning process. In order to do so, the working group developed a set of competencies that a teacher/educator should have. The concept of competence framework has been proposed by the facilitator of the group Mr *Astrit Dautaj - Institute for Development of Education, Albania*, where participants from the conference gave their inputs and suggestions for change and modification.

KNOWLEDGE	SKILLS	ATTITUDES
<ul style="list-style-type: none"> ▪ Theory of knowledge ▪ Global issues ▪ Controversial issues ▪ Applied ethics ▪ Local appearance of global issues 	<ul style="list-style-type: none"> ▪ Systemic way of viewing the world ▪ Decision making skills ▪ Dealing with controversies ▪ Conflict resolution skills ▪ Problem solving skills ▪ Critical and creative thinking ▪ Leadership skills ▪ Learning to learn skills ▪ Able to create safe space in the classroom and school environment 	<ul style="list-style-type: none"> ▪ Open-minded ▪ Acknowledges and accepts his/her limitations ▪ Accepts multi-perspectives ▪ Considers them when making decisions

Yet, reality is different and there are a number of challenges:

- The teacher, actually, is a subject teacher that acts inside a subject framework meaning that their subject matter is their priority. They are not trained for being a global education teacher; they are “prisoners” of their subject curricula. Due to a lack of qualified support and systematic professional capacity building, the subject teachers are not qualified, they are challenged and scared to deal with issues which are not part of their area of expertise (dealing with methodology or topics related to GE as well as EDC, HRE and other forms of GE related education).
- Professional capacity building of teachers/educators is done adhoc and without a systematic approach and common training curriculum. In most cases, these are short term trainings through which it is not possible to gain competencies as a GE teacher/educator. It requires almost Bachelor or Master Degree program.
- The current situation is that the successfulness and learning outcomes of GE are based on the free will of teachers, especially regarding cross-curricula approach. Global education needs and deserves time, which often lacks in cross-curricular approach.

3. Awareness raising and pedagogical tools

The major challenges in regard to this were as follows:

- Lack of cooperation among state institutions, CSOs and other relevant actors also reflects on awareness of the importance of GDE and its role in today's society. The media, as one of the key actors in raising public awareness on global issues, is not involved in the process and, more importantly, with its given focus on sensationalism, the media is often counter-productive.
- Even if some progress has been made in the implementation of GDE and public policy framework, it is still finding its place in the education system, both formal and non-formal. There is no strategic overall approach which also has an impact on sending a clear message on the role and importance of GDE. An additional stumbling stone is that non-formal education has still not gained its recognition and has not been promoted, especially in Albania.

In order to improve this situation, the discussion led to the conclusion that it is necessary to identify so called entry points in each country through which GDE can be promoted and incorporated into the system:

- Recognition of the media as allies (possibility to include the media in the processes);
- Promotion of examples of good practice in the system of education;
- Using after-school activity to promote GE through workshops or school volunteering programs;
- Students councils, universities, local authority, parents as partners (capacity building, promotion of the values of GE);
- Recognition of Erasmus + as a platform to improve practice, as well as a funding resource for cooperation between schools/CSOs/institutions;
- Using the process of development of various national strategies (youth, education, culture, etc.) to import GE components;

- Using the existing local, national, regional, international networks to disseminate values of GE;
- Using the existing peer reviews as a showcase of importance of GE;
- Using direct youth and community work to promote GE;
- It has been agreed that the entry points as such do not have any value unless we *use multiple entry points, work consistently and believe in what we do!*



Additional value to the seminar was given by the key note speakers Ms Patricija Virtič, SLOGA - National NGO platform for development, global education and humanitarian aid, Slovenia; Mr Rilli Lappalainen, CONCORD, CONCORD / Kehys (Finnish NGDO platform to the EU), Finland; Ms Ditta Trindade, Global Education Specialist, GENE, Slovakia.

Ms Vitric showcased progress made in Slovenia and emphasized the importance of networking of relevant actors in order to make greater impact.

“It is precisely in these uncertain and unpredictable situations that the true value of global education can be shown”

Ms Patricija Virtič, SLOGA

Mr Lappalainen gave a historical perspective of development of GDE, as well as its linkage with Sustainable Developmental Goals, which gave a clearer overview and relevant inputs for advocacy on GDE recognition, development and implementation.

Ms Trindade introduced the work of GENE network and its role in GDE development and exchange of know-how among the countries. Ms Trindade also used the opportunity to announce the formal invitation to governments of Republic of Serbia and Republic of Croatia to join the network.

5. KEY OBSERVATIONS AND RECOMMENDATIONS

All of the three working groups actively worked on recommendations and prioritization of future steps and measures for GDE policy and practice, both at the national and regional level.

1) Policy making and curricula development

- DEVELOPMENT OF A JOINT NATIONAL OVERALL STRATEGY FOR IMPLEMENTATION OF GDE - In order to respond to the problem of the lack of national cooperation and coordination of the implementation of GDE, the recommendation is to initiate the national process involving all relevant stakeholders to develop joint national overall strategy for implementation of GDE. The main responsibility for coordination of the given action should be within the responsibility of the current national coordinator in partnership with CSOs. The strategy should integrate all the trainings in a well-thought framework of ideas, goals, objectives and action plans, based on a clear philosophy of Global Education which is students-centred.

- AN OPEN DEBATE is needed with all the stakeholders at the national level in order to provide proposals for position paper for the purposes of developing the national global education strategy or an action platform.
- DEVELOPMENT OF A NATIONAL MECHANISM FOR COORDINATION, MONITORING AND EVALUATION -Following action of developing an overall strategy for implementation of GDE, each country should develop a national mechanism for coordination, monitoring and evaluation of GDE implementation and development. The mechanism should be in the form of a national working group consisting of relevant stakeholders, which would also increase the quadrilogue.
- DEVELOPMENT OF AN OVERALL INSTRUMENT FOR EVALUATION AND MONITORING OF THE GDE PROGRESS – With the fact that monitoring and evaluation of the GDE in each country is not implemented adequately, it would be useful to develop an overall instrument for evaluation and monitoring of the GDE progress development. The instrument should define indicators of success (policy development, established mechanisms, inclusion of stakeholders, implementation of global education programs, quality assurance mechanisms, etc.). Therefore, each country should be able to clearly monitor and evaluate at what stage of development they are. In this way, a standardized approach toward monitoring and evaluation will take place, as well as having clear objectives of achievement.
- GREATER VISIBILITY OF GDE IN THE ALREADY EXISTING NATIONAL STRATEGIES – Even though some aspects of GDE have already been implemented within the existing strategies (primary education and youth), the aspects have not been recognized as GDE. Thus, the recommendation is to ensure greater visibility in the existing national strategies. It should be clearly stated that the measures belong to the overall GDE strategy.
- Since it has been identified that there is still a general lack of awareness of the key stakeholders, (especially the decision makers) on the importance and role of global education in today's society, each country should develop a specific strategy for each stakeholder in order to increase their awareness on GDE importance and their active participation.
- INVOLVEMENT OF REPRESENTATIVES OF YOUTH MOVEMENTS IN THE PROCESS OF GDE – Thinking strategically in the long term, the recommendation is to involve the representatives of youth political parties in the processes of GDE. These young people are potential leaders of the society and future decision makers; by gaining awareness of importance of GDE in global crises, they would be able to act adequately.
- GIVING GREATER AUTHONOMY TO THE SCHOOLS – In order to adequately respond to the global issues at the local level (such as inclusion of refugee/migrants children into schools), schools should be given greater autonomy. The national directives often do not respond to the local needs. On the other hand, this could also be counter-productive (e.g. by giving full autonomy to the local schools, some of the schools could refuse the action of inclusion of refugee/migrants children in the schools). Therefore, the autonomy should be partial and it should be given in the terms of methods usage.

2) Professional development of educators and quality support

- Teachers are not adequately capacitated to teach global education programs. Besides supporting mechanisms via curriculum, additional effort in the overall campaigns and strategies should be given to INCREASING SUPPORT TO THE TEACHING PROFESSION.
- GLOBAL EDUCATION SHOULD BE A PHILOSOPHY OF THE OVERALL EDUCATION THAT WOULD MAKE IT SUSTAINABLE. It should be a part of: a) official curricula (in Albania, it is a part of the official curricula); b) the compulsory teacher training programs.
- THE NEW POLICIES IS NEEDED REGARDING THE PEDAGOGICAL ASPECT OF GE IN INITIAL TEACHER TRAINING. The open questions remained: should it be a Master Degree in GE developed through regional partnership or beyond the Western Balkan region within EU?
- TEACHING STANDARDS FOR TEACHERS HAVE TO BE DEVELOPED in terms of competence framework of teachers (what teachers should know and be able to do in order to meet the requirement of students learning standards).
- QUALITY ASSURANCE MECHANISM needs to be developed and adopted within the institutional system.
- In order to further assure quality, SUPPORT FOR TEACHERS AND EDUCATORS NEEDS TO BE ENHANCED, especially in terms of peer capacity building in the field of GE, including promotion of online learning for teachers in the field of GE. MOOC (Massive Online Open Courses) is an example.
- EMPOWERING CIVIL SOCIETY ORGANIZATIONS to maintain their role as monitors of the policy of state institution, in particular MESY, regarding GE policy.
- IMPROVING THE EFFECTIVENESS OF USING ALL INSTRUMENTS PRODUCED so far through an online platform of all instruments gathered and translated into the national languages (the model of living democracy books). Additionally,
- ENABLING YOUTH WORKERS to take civic initiatives and consider them.
- Initial and in service teacher education needs to be based on the following: a) It should be present and future-oriented; b) related to sustainable development; c) It should be culture-based, considering personal and other's culture; d) It considers learning as a lifelong learning process; e) respecting human rights; f) creating links between subjects and subject areas; g) aware of and addressing global issues; h) better use the professional training of student-teachers in school (linking it with GE philosophy).

3) Awareness raising and pedagogical tools

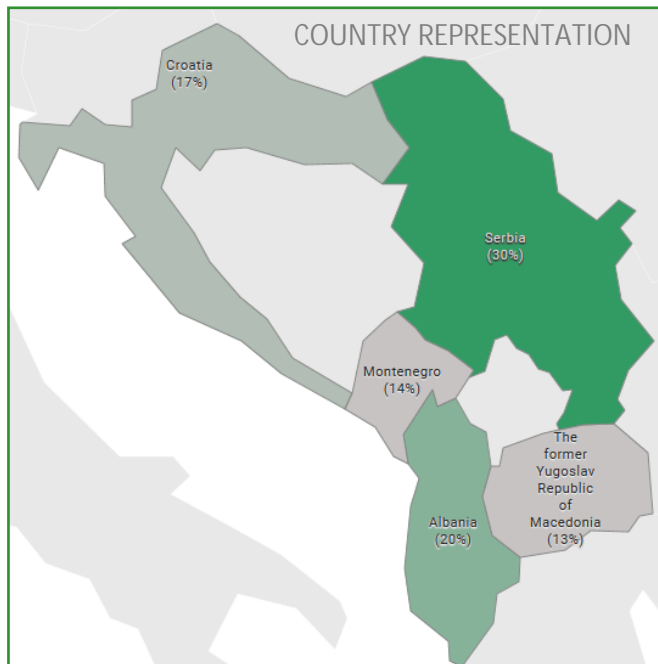
- In order to increase the impact of GDE recognition and importance, the recommendation is to SIMULTANEOUSLY USE MORE THAN ONE EXISTING ENTRY POINT on the national or/and regional level to raise awareness on Global Education. Entry points are referred to as identified opportunities that can be used at this point to implement GE as a part of the system (*for more info please see Appendix 4: the Report from the Working Group 3 - Awareness raising and pedagogical tools*)
- Advocating towards GLOBAL EDUCATION BEING CROSS-CURRICULAR SUBJECT;
- It is noticed that the media representatives are poorly involved in the process of GDE; therefore the recommendation is to INVOLVE THE MEDIA IN THE GDE PROCESSES AS PARTNERS, but at the level

of participants in order to raise awareness on GDE. Due to lack of the media awareness on GDE, the current practice of reporting is contra-productive.

- Advocating for and DEVELOPING PEDAGOGICAL TOOLS USING METHODOLOGY OF GLOBAL EDUCATION, as well as advocating implementation of these pedagogical tools towards professionals working with young people.

6. FACTS AND FIGURES

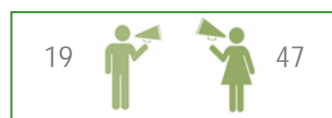
The Participants



The regional seminar targeted the key stakeholders from Albania, Croatia, “The former Yugoslav Republic of Macedonia”, Montenegro and Serbia, including representatives from Bosnia and Herzegovina and Slovenia, as well as respective EU institutions and networks, representatives of governmental and educational institutions and civil society organizations contributing in the field of global education, 66 of them in total. The representatives came from nine countries, five representing countries (Albania, Croatia, “The former Yugoslav Republic of Macedonia”, Montenegro and Serbia), and four guest countries (Bosnia and Herzegovina, Finland, Slovakia and Slovenia).

This seminar, like most seminars in the field of education, shows a greater participation of women in relation to men. The number of participants by gender on this seminar was 47 female and 19 male participants.

GENDER REPRESENTATION



QUADRILOGUE REPRESENTATION



From 66 participants in total, 50% of the participants came from the CSOs, while only 18% of them came from education institutions and 20% of participants came from governmental institutions. This situation shows that the interest in global education generally exists more in the field of non-formal education in relation to formal education.

Communication and visibility

The seminar was promoted via social media (Facebook), the North-South Centre website, internet pages of the Ministry of Youth and Sport and the Ministry of Education, Science and Technological Development. Additionally, the media visibility has been made by Radio Television Vojvodina, which actively deals with the topics of education and youth, and who, as a participant in the seminar, conducted interviews with the key speakers and young people. Records from the conference were broadcasted in the radio show of 54 minutes. Estimation of the number of people reached through different media channels is 10 000.

7. CONCLUSIONS

The participants stressed the importance of such regional seminars in order to exchange examples of good practice, enter into significant dialogues with different stakeholders and to be introduced to the situation in other countries. It is stressed that participation of all relevant stakeholders is crucial in order to enhance quadrilogue. Yet, due to the identified problem of awareness lacking among state institutions, especially among decision makers on GDE, it has been recognized that the seminar generally did not have an adequate number and participation that relates to decision makers. In order to make this seminar more constructive, efficient and effective, additional efforts must be made in order to ensure participation of institutional decision makers.

Additionally, the seminar covered a wide range of important topics and challenges that require time for quality discussions from which recommendations for future actions are made. The seminar generated a vast number of recommendations, yet due to differences among the countries and their political and social situations, each of the recommendations made must be evaluated at the national level, where each of the respective countries will make tailored-made, realistic and measurable follow-up actions that are in line with the national context.

Priorities for follow-up actions will be on:

- Increasing ownership among relevant stakeholders, especially government decision makers, including enhancing quadrilogue among national stakeholders;
- Increasing coordination, monitoring and evaluation of GDE at the national level, including establishing mechanisms at the national level by involving all relevant stakeholders;
- Establishing Quality Assurance mechanisms for implementation of the global education programs.

The most important task is to develop ownership over the process among all relevant stakeholders that will result in collective, strategic and joint actions, whereas the North South Centre is a facilitator of the process. At the end, the challenges of global issues can only be resolved by a joint strategic action of all relevant stakeholders where each of the actors must understand their responsibility and duty in the Global World.

8. APPENDICES

Appendix 1 –Concept paper – Balkan Regional Seminar Global Development Education, Belgrade, Serbia

Appendix 2 – List of participants

Appendix 3 - The Program of Balkan Regional Seminar; Global Development Education

Appendix 4 – Workshop briefing notes and the Report from the Working Groups

Appendix 5 – Key note speakers presentations, including:

5.1.Presentation: Ms Bojana Ćulum, Associate Professor, University of Rijeka, Faculty of Humanities and Social Sciences, Department of Education, Croatia

5.2. Presentation: Ms Marina Starčević Cviko, Project coordinator, CARE International, Balkans

5.3. Presentation: Mr Astrit Dautaj, Head of Curriculum and Standard Sector, Institute for Development of Education

5.4. Presentation: Ms Lana Jurman, Program Coordinator, Centre for Peace Studies

5.5. Presentation: Ms Tamara Čirgić, Programme Manager, Forum MNE

5.6. Presentation: Ms Monika Veljanoska, Project Officer, Association for Democratic Initiative ADI

5.7. Presentation: Ms Bojana Perović, Advisor for Analytical Affairs, Ministry of Youth and Sport of Republic of Serbia

5.8. Presentation: Ms Patricija Virtič, Head of Global Education department, SLOGA - National NGO platform, Slovenia

5.9. Presentation: Mr Rilli Lappalainen, Secretary General of Kehys – representing CONCORD, CONCORD / Kehys (Finnish NGDO platform to the EU), Finland

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