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# Balkan Regional Seminar on Global Development Education

Belgrade, Serbia

30-31 October 2017

## Concept Note

*In partnership with:*



**Forum MNE**



## BACKGROUND

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<sup>1</sup>, the North-South Centre of the Council of Europe (NSC) is continuing 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. This monitoring process is based on the strategic recommendations of the 3<sup>rd</sup> European Congress on Global Education organised by the NSC in Zagreb, 2015, and on the Council of Europe's [Recommendation CM/Rec \(2011\)4](#) on education for global interdependence and solidarity.

This annual GDE monitoring process covering the period 2016-19, is in line with the Council of Europe's Action Plan on Building Inclusive Societies (2016-2019); the Standing Conference of Ministers of Education held in April 2016 under the theme "Securing democracy through education"; and with the Council of Europe's 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 referring to Global Citizenship Education monitoring 4, in the framework of UN 2030 Agenda for Sustainable Development (UN Agenda 2030).

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 NSC contributes to the recognition and practice of GDE in the Balkan region.

The seminar is organised by 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"), the Ministry of Youth and Sports and the Ministry of Education, Science and Technological Development of the Republic of Serbia. The Slovenian NGDO platform – SLOGA and a representative from Bosnia and Herzegovina will be invited as observers, following Bosnia and Herzegovina recent accession to the NSC.

## ACTIVITY DESCRIPTION

Short introduction to the activity

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 SDG 4.7 target referring to Global Citizenship Education monitoring scheme, the objectives of the regional seminar are:

- to exchange and jointly discuss existing perspectives and recent developments on the concept and practice of GDE (in terms of policy making, curricula development, pedagogical support and advocacy);

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<sup>1</sup> Ilegend-Intercultural Learning Exchange through Global Education, Networking and Dialogue - PA Grant agreement between the European Commission and the Council of Europe – signed in July 2016

- 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 NSC, European Commission (EC), 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.

Participants will comprise key GDE stakeholders from each Balkan country (including whenever possible stakeholders involved in the previous GDE kick-off seminar and in the Zagreb GE Congress). National delegations representatives shall be distributed as follows:

- 1 representative from the Ministry of Foreign Affairs/Development Agency<sup>2</sup>
- 1 representative from the Ministry of Education
- 1 representatives from higher education, including teacher training institutes
- 5 NGO representatives, including, when existing, the national coordinators for the NSC [Global Education Week network](#), Council of Europe [EDC-HRE network](#), [CONCORD](#), [European Youth Forum](#), and [OBESSU national coordinators](#)
- 1 representative from the National youth Council
- 1 representative from diaspora organisation
- 1 teacher active in the GDE field
- 1 National and/or European parliamentarians<sup>3</sup>
- 1 representative from the national platform for local authorities<sup>4</sup>

The list of participants will include as well the following stakeholders:

- Representative from other regional GDE seminars and a representative from Bosnia and Herzegovina
- experts from the global North and South - workshop facilitators and a key note speakers
- representatives from the following international organisations:
  - CONCORD Board member
  - EC
  - European Youth Press
  - GENE
  - NSC
  - Regional UNESCO/UNDP offices
- Organisers

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<sup>2</sup> When possible, in accordance with [GENE-Global Education Network Europe](#) representatives

<sup>3</sup> Parliamentarian representatives within the Council of Europe Parliamentary Assembly: [Committee on Culture, Science, Education and Media](#)

<sup>4</sup> Members of the Council of Europe E [Congress of Local and Regional Authorities](#)

The numbers above are roughly estimated, the number of participants from each country may differ slightly according to people's availability. In total, the seminar aims at gathering a total of approximately 80 participants<sup>5</sup>.

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.

Targeted group(s):

- Formal and non-formal educators;
- CSO platform;
- Local authorities;
- Parliamentary commissions on education;
- Ministries (MoE and/or MFA);
- National coordinator within the NSC GE network

Working language

English will be the only working language of the seminar and no interpretation to other languages is foreseen. The seminar is intended to be interactive and thus only participants with relevant level of English will be selected to participate.

## VENUE

Belgrade, Hotel Zira

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<sup>5</sup> based on an approximate number of 13 participants per country delegation + 14 international guests

DAY 1

8:30 Registration of participants

9:00 Introductory plenary session

Host authorities  
European institutions (NSC & EC)  
Key note speaker

10:00 Q & A

10:30 Coffee break

11:00 Plenary session – National GDE strategies – Country situation and context

- Albania
- Croatia
- Montenegro
- "The former Yugoslav Republic of Macedonia"
- Serbia

12:00 Q & A

12:30 Introduction into the process of parallel working groups:

1. Policy making and curricula development
2. Professional development of educators and quality support
3. Awareness raising and pedagogical tools

13:00 Lunch

BLOCK 1

14:00 Three parallel working groups meet incl. coffee break at 16:00

17:15 Wrap up within each three WGs

17:30 Closing of the DAY 1

18:00 Networking event

DAY 2

9:00 Plenary session

Wrap up session from the three WGs

Keynote speeches from representatives of CONCORD and GENE on Global Development Education challenges and perspectives.

9:45 Q & A

BLOCK 2

10:00 Three parallel world cafe session 1 (*WG 1 goes to topic 2, WG 2 to 3, WG 3 to topic 1*)

11:00 Coffee break and rotation

11:30 Three parallel world cafe session 2 (*WG1 goes to topic 3, WG 2 to 1, WG 3 to 2*)

12:30 Lunch

14:00 Parallel working groups (*original groups from DAY 1 meet back and integrate feedbacks from other groups in their final recommendations*)

15:30 Coffee break

16:00 Wrap up plenary session and formulation of conclusions.

16:45 Evaluation and closing of the seminar

About *world café* format:

In their application form participants will have indicated their main preference to topics 1 or 2 or 3.

In the block 1 participants will join the chosen working group (WG).

In the block 2 participants from the WG 1, 2, 3 will rotate to the remaining two topics.

Facilitators and rapporteurs stay in their original working group and provide guidance to the „newcomers“ from the two other working groups, so that these get understanding what was already discussed and a chance to provide input also to other two topics.

At the final stage, original groups from block 1 meet back, see what is on the table and work on finalization of inputs and formulation of conclusions that later on will be presented at final plenary session.

## BACKGROUND DOCUMENTATION

- [Reports](#) of the GDE kick-off seminars from Albania, Croatia, Montenegro, “The former Yugoslav Republic of Macedonia” and Serbia
- 3<sup>rd</sup> GE Congress Strategic Recommendations: [Final Recommendations](#)
- 3<sup>rd</sup> GE Congress Report: [Final Report](#)
- 3<sup>rd</sup> GE Congress Background documents
  - [GE national seminars: 2013-14 overview](#)
  - [GE regional seminars: 2013-14 overview](#)
  - [Global Education Survey - Evaluating the 2012 Lisbon Congress Thematic Recommendations](#)
  - [Youth Global Skills Survey - Exploring Youth Skills for the 21<sup>st</sup> Century from a Youth Perspective](#)
- North-South Centre [Global Education Guidelines](#)—a Handbook for Educators to Understand and Implement Global Education, Lisbon 2012 (2008)
- Council of Europe [framework of Competences for Democratic Culture](#), Strasbourg 2016
- Council of Europe Recommendation [CM/Rec\(2011\)4](#) of the Committee of Ministers to member states on education for global interdependence and solidarity, Strasbourg 2011;
- White Paper on Intercultural Dialogue: “[Living Together As Equals in Dignity](#)”, Strasbourg 2008

Institutional partners:

The seminar is taking place in the context and with the support of the Grant Agreement signed between the European Commission and the Council of Europe (iLEGEND-Intercultural Learning Exchange through Global Education, Networking and Dialogue), which aims at promoting GDE in the twelve new member states of the European Union as well as in EU candidate and acceding countries.

Regional partners contacts:

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- ALBANIA

### Starting point

Albanian education met global education in 1998, as a result of a joint project on Global Education of Institute for Pedagogical Research and International Institute for Global Education of the Ontario, financed by 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 demands of the country, in the context of a world in which changes and interdependence are increasingly growing.

### Philosophy of Global Education

The project was based on the four-dimensional model of Global Education as follow:

1. The spatial dimension focuses on *the growing interdependence* of the world in which we live, a world in which the *phenomena* and human activities affect and are affected by global interdependence.

Impact in education: *This dimension obliges school to give pupils knowledge, skills and attitudes that are necessary for their effective participation in this new interdependent world.*

2. The temporal dimension. This dimension perceives the past, present and future in the dynamics of a comprehensive and dialectical integration. Consequently, the interpretation of the past is connected with, is a consequence of and is conditioned by concerns and priorities of the present as well as by prospects for the future.

Impact in education: This dimension aims to give the future the place it deserves in the process of education and to prepare and encourage pupils to be effective actors in a rapidly changing world.

3. The third dimension is the issues dimension, which embraces the following goals:
  - a) It aims to familiarize pupils with *the main current global issues* related to *development, environment, peace and human rights*.
  - b) It aims to familiarize pupils with the existence of differing perspectives, opinions, views and arguments in relation to these issues.
  - c) Global issues should not be seen simply in the context of a merely linear connection but as themselves interconnected in multiple ways.

### Impact in education

*This dimension requires that pupils should become acquainted with and reflects on aforementioned issues and problems as related to them and their locality.*

4. The fourth dimension of Global Education is the inner dimension. This dimension *explore humans in their physical, spiritual, material, intellectual and cultural complexity, in which their external and internal worlds are seen and assessed as parts of a whole.*

Impact in education: This dimension requires teachers to bear in mind that the social attitudes, values and aims of education can only be fully achieved if educational processes and the school climate are adequate for the promotion and development of aspects such as self-awareness, self-assessment, group membership, trust, cooperation, and attitudes which show proper regard and respect for the views, sentiments and outlooks of others.



Based on this model, the Global Education project in Albania aimed to be active in two main aspects:

1. First, in regard to the *conception and creation of a global curriculum*.
2. Second, in regard to the *capacity of teachers*, developing their capability to learn and teach others through an interactive and participatory learning process.

First results:

In view of the situation in Albania, the focus was put on the *training of teachers* on Global Education. Based on this priority, the project met the following objectives:

1. Developed modules for teaching and learning methods under the Global Education philosophy for teachers to choose and use them in their classrooms;
2. Pilot teachers of all subjects were trained in interactive teaching and learning methods and, in particular, to apply the teaching and learning modules, prepared in the context of the project.

This project paved the way to the infusion of global education in the existing curricula and in the classroom activities in different subjects.

Nevertheless:

- A global education curriculum to be integrated in the curricula of all subjects was not developed.
- The piloting process demonstrated that a good training is still not enough to meet all the objectives of global education.

Anyway, the project produced a lot of experience and made it possible that a number of global themes became part of the curricula of citizenship education: human rights, environment, health, diversity etc. Being part of the Curriculum Framework, these themes became part of interdisciplinary themes for other subject as well.

Today, Global education is part and parcel of the whole curricula of Citizenship education which is taught as a separate subject from grade 1-10. In particular, the curricula of Citizenship subject for grade 8 is based totally in the philosophy of global education.

Kick Off seminar for global education in Albania – October 2016.

This seminar put together representatives from different systems of Education in the region under the auspices of NS Center of the Council of Europe. 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 part of the European education. Under this perspective the following were identified as important steps to be taken in our education system:

- As a first step, a new analysis is needed in order to identify room in the existing curricula for infusing GE in the teaching and learning process.
- Knowledge, skills and attitudes related to GE should be identified as being part of a GE curriculum for students.
- Support for teachers (teaching materials, guidelines, teaching modules etc.) is needed.
- For assuring that GE is part of the learning and teaching process in the classroom, even textbooks authors have to be informed (possibly trained) for GE.
- Textbooks evaluators should have training on GE as well.
- To make teachers aware of Global issues and training them for teaching GE in the classroom remains a priority for the education system in Albania.

## ▪ CROATIA

Situation within the education system in Croatia has for the last couple of years been in a state of turmoil, uncertainty and political strife. Global education is framed within the concept of civic education, as its' global dimension and civic education has not yet been systematically introduced into the formal education system.

Listed below are key points to understand the context and background of the situation regarding education in Croatia:

- a) In 2014 the Parliament adopted the new Strategy of education, science and technology with no opposing votes and significant majority of votes.
- b) Adoption of the Strategy led to numerous implementation activities in all of three fields. Activity that got the most of public interest was curricular reform that for the first time involved the teachers and other educational experts into its implementation. All of this was engaged during the left-party government.
- c) In 2015 the new elections brought the change of government. Right party government that got the most of votes was under influence of far-right fractions and parties to overthrow the whole process that was labelled as "anti-patriotic, anti-Croat".
- d) These obstructions led to resignation of the Curriculum Reform leader and his team. This was the reason for 2016 protest where 50.000 citizens gave support to Curriculum Reform.
- e) The government resigned, and the new elections were in September 2016 where right wing party again won the majority of vote and formed the government.
- f) Even though the new government expressed the wish to continue with the reform, the reform was, in fact, suspended and obstructed through whole number of activities, nominations and wrongdoings. Since January 2017 the new committee on Strategy Implementation was established. Its work has been surrounded with numerous controversial decisions one of which was the selection of the new Curricular Reform leader who, as it was confirmed later, was a political appointee.
- g) The whole situation with the Strategy implementation as well as serious accusations of the minister for plagiarism led to 2017 protest where 20.000 people asked for resignation of three key persons in charge for the Strategy implementation: the minister, the coordination committee chairwomen, and leader of the curricular reform.
- h) Coalition partners, HDZ and MOST discontinued their coalition in May 2017 and a month later HDZ made coalition with liberal party HNS which pledged to take the Strategy implementation under its control and make it the way it is supposed to be as it is described in the document. This led to the resignation of the minister of education (HDZ) and appointment of the new non-partisan minister of education.

So far no clear steps are visible what will happen with the whole process<sup>6</sup>.

Beside the fact that the situation is so uncertain, what can be seen as progress is the fact that education has after a long time become a cause for the mobilization of big numbers of citizens who are dedicated to fight for a quality and modern curricula. This was clearly seen during the protests in 2016 when 50000<sup>7</sup> citizens gave support to Curriculum Reform and in 2017 when more than 20000 people mobilized again under the 'Croatia can do better' slogan. This brings hope that the process will not be easily manipulated again. Besides this, there are also some other bright examples within the field of civic education – some cities and counties have decided to conduct civic education in their schools regardless of state policies – the city of Rijeka (3<sup>rd</sup> largest city in Croatia)

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<sup>6</sup> Part taken and adapted from the 'Time for GOOD education' 2017 application written by GOOD Initiative coordination

<sup>7</sup> <https://www.cms.hr/en/gradanski-odgoj-i-mirovno-obrazovanje/gradani-ujedinjeni-za-promjenu>

has since 2016 been conducting CE in more than 20 primary schools and in 2017 there have been discussions on a similar system in a couple of other cities and counties.

There is little or no progress in all the five interrelated categories of the 3<sup>rd</sup> European Congress on Global Education Strategic recommendations. Key unresolved issues:

- To allocate specific resources for the implementation of the national strategies promoting GE/GCED – there is still no national strategy promoting GE/GCED and no resources have been allocated to its' creation;
- To strengthen a cross-sectorial, multi-stakeholder approach, improving coordination and partnerships at the local, national and global level, while respecting GE/GCED core values. Therefore, the dialogue between relevant Ministries, between the formal and non-formal education sectors and between CSOs and governmental institutions should be reinforced – there is very little dialogue between quadrilogue stakeholders, the most active in the GE/GCED field altogether are still CSOs;
- To embed GE/GCED both in formal and non-formal education through a whole school cross-curricular approach, involving community representatives – global education through the scope of civic education has not been introduced in formal education;
- To implement strategies for initial and continuing professional development; providing training and educational resources to educators that are adaptable and accessible in local languages – formal pre-service and in-service professional development of educators is either non-existent or scarce.

#### ▪ MONTENEGRO

Montenegro was one of republics forming the Social Federative Republic of Yugoslavia and a country that was significantly influenced by conflicts which followed the break-down of Yugoslavia. However, Montenegro is today well on its path to membership in the European Union and undertaking major reforms in economic, political and social spheres. Since 2001, when Montenegro adopted its strategy for educational reform *The Book of Changes*, the guideline shaping the process was awareness of changes that are brought by globalisation and individualisation. This book, being the strategic document, recognised the presence of new situation of constant innovations, as well as the need for acquisition of new sorts of knowledge and skills in the times when *knowledge is becoming basic resource for development of any society*<sup>8</sup>. Apart from this important work at national level, Montenegro is signatory of international conventions and declarations and participates in numerous educational programmes in line with its strategic goals. Namely, World Declaration *Education for all* (1990), Dakar Declaration with its *Quality Education for all* programme (2002), World fit for Children (2002), Salamanca Declaration (1994), Convention on Rights of people with disabilities 61/106 (2006), Strategic framework for European cooperation in Education and training – ET 2020 (2009), UN Decade for Education for Sustainable Development (2005 – 2014), UN Millennium Developmental Goals, etc. On 11th of May 2007 Montenegro became a member of Council of Europe and since 6th July 2006 was signatory of the Cultural Convention and the Convention on Human Rights and Fundamental Freedoms. Montenegro is a member State of the North-South Centre and the Ministry of Education joined the Global Education network in 2011.

Montenegro participates in European programs in education field such are Erasmus, Tempus, Youth in Action, etc. The process of accession of Montenegro to EU requires, among other things, the harmonisation of national legislation in the field of development policy and humanitarian aid with EU legislation. Still, there is no policy framework or regulation on development cooperation of Montenegro. Also, Montenegro has got no specific Ministry/Agency for Development Cooperation and there are no special projects to assist third countries. One of extensive evaluations of the Educational Reform in Montenegro was conducted during the period 2010-2012 in a collaborative

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<sup>8</sup> *The Book of Changes* (2001)

effort between NGOs, the Pedagogy Center of Montenegro, Parents' Association and Forum MNE and with the continuous support from the Open Society Foundation Network, the Ministry of Education and Sports, the Bureau for Educational Service and the Institute for Textbooks and Teaching Aids. Evaluation results refer to three key areas: quality of teaching, equal opportunity for students with special needs and participation in decision making. From the conclusions from evaluation it seems evident that there is shift in the classroom practice *towards learner-centred and active learning routine*. The evaluation of reform objectives proved that predominant type of teaching contributes to the advancement of evaluated dimensions: active learning (the most, out of all evaluated dimensions), critical thinking and communication skills, as well as teamwork of pupils. 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 electoral classes respectively. The biggest problem with such approach is that it neglects potential of other classes to use those concepts and enhance students' competences characteristic of democratic citizens (democracy, elections, human rights, rule of law, minority rights, NGO, citizens, patriotism, tolerance, solidarity and equality).

Education in Montenegro is regulated by the Ministry of Education of the Government of Montenegro. The Bureau for Educational Services and Centre for Vocational Education are the organisers of teacher training for realisation of new curricula while the Examination Centre organises training for test authors and training for administering exams. Non-formal education is being organized by various NGOs at local, national and international level, but also by National Employment Bureau as part of pre-qualifications programmes for its clients.

The Kick off conference *Montenegro and Global Education* was organized in Podgorica, on 31<sup>st</sup> of May 2013 in close liaison with the Ministry of Education.

- "The former Yugoslav Republic of Macedonia"

Macedonian legal framework was created to regulate state commitments to efficient education, reflecting the main developments in the EU. The education system is normed by a set of legislative and policy documents adopted by either the Parliament or the Government. The laws regulating Macedonian education system are: The Constitution, The Law on Primary Education, The Law on Secondary Education, The Law on Higher Education, The Law on Bureau of Development in Education, The Law on Education Inspection, The Law on State Exam Center, The Law on Adult Education, The Law on Vocational Education and Training, The Law on Textbooks, The Law on Student standard, The Law on National Qualifications Framework. The language of instruction in Macedonian formal education (primary and secondary education) is in Macedonian, Albanian, Turkish and English in private schools.

Macedonian Ministry of education as leading policy body has started a reformation process in state education system aimed to improve the quality of several laws. Namely, the reformation process includes conducting a broad consultation with various relevant stakeholders such as representatives of state institutions, teachers, trade union, the Academia as well as representatives of CSOs, in order to assure qualitative recommendations on the improvement of the Law on Primary, the Law on Secondary education and the Law on Higher Education.

In the Republic of Macedonia, there are many strategies and documents related to education such as Government Work Program 2017-2020, The Ministry of Education Strategic Plan, Entrepreneurial Learning Strategy of the Republic of Macedonia, Strategy for Vocational Education and Training.

A Concept for Nine-Year Primary Education in the Republic of Macedonia introduces a new structure of the primary education and a new approach to teaching and learning process, setting the pupil's experiential learning in the centre of the education system. It is a general document

setting the basic principles, goals, outcomes and the general framework of the primary education system.

The Bureau for the Development of Education (BDE) coordinates professional development programmes for teachers in primary and secondary education. Programmes are implemented by accredited training providers and by BDE staff. International partners cooperate with the BDE in various areas of professional development for teachers and teacher training programmes. NGOs and international organizations support the professional development of teachers in the early phases of their careers in areas related to education and social inclusion as well as with teacher key professional competencies, in particular, entrepreneurial learning.

Several other measures have been taken to improve education sector performance and contribute to new practices in such key areas as quality assurance in education (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. In line with the general government policy supporting a digital economy, the Ministry of Education and Science introduced information and communication technologies (ICTs) in various aspects of education, including the use of the 'e-diary', digital content (textbooks) and application of 'one computer per child' maxim.

There are several issues prevailing in the education debate in Macedonia. Inter-ethnic integration, computerization, decentralization, religious education, are some of the most discussed topics at present. Education for Sustainable Development (ESD) is used occasionally by education professionals and policymakers in the context of environmental issues. In line with ESD, principles are socio-cultural contents present in the curricula. Elements of cultural diversity, equity, ethics, peace, coexistence, conflict prevention, understanding "the other" is traditionally present reflecting the multi-ethnic and multi-cultural composition of society in the Republic of Macedonia.

#### ▪ SERBIA

In period from 2011 until now, Balkan countries (Albania, FYRO Macedonia, Croatia, Montenegro and Serbia,) joined Global Education (GE) movement. It is probably important to mention that even before (2009), Serbia has signed Partial Agreement of the Council of Europe - North - South Center regarding GE.

Trough GE Seminar (kick off) organized by the North-South Centre (NSC) in partnership with the Ministry of Youth and Sport and the Centre for Youth work in 2015, Serbia started its Global Education path in promotion of GE values and forming Global Citizens, able to think critically and understand complexity and diversity of perspectives which underline most global problems.

Up to now Serbia made several steps when it comes to development, promotion and implementation of Global Education:

- Kick off seminar
- Global education week

THE NATIONAL (KICK OFF) SEMINAR 23<sup>rd</sup> of October 2015.

The Nation Seminar gathered 40 actors from public institutions members, members of civil society organizations (CSO), as well as from other regional countries in order to transfer know-how and share experience in implementation of GE.

When it comes to Serbia, focus was given on implementing Global Education and its aspects in formal and non-formal education, as well as in National Youth Strategy and Youth Work.

Conference report presents key analyses in regards to the current state in Serbia regarding implementation of Global Education, but also a set of recommendation for improvement of GE implementation (please read <https://rm.coe.int/168070ee2a>).

GLOBAL EDUCATION WEEK 12 - 20 November 2016.

As a part of worldwide event, Global Education Week (GEW) was held in Serbia, with idea to promote Global Education and its dimensions.

Round table gathering relevant stakeholders created a space to discuss potentials and obstacles for GE implementation as well to promote GE values through movie projection about the topic of SDGs. Low turnout for this event from young people can be seen as lesson learned that approach to towards youth in Serbia must be different, more interactive, systematic, grass roots based.

With that said, Serbia representative was taking part in GEW 2017 preparation meetings in Sofia (Bulgaria) during December 2016.

#### INSTEAD OF THE CONCLUSION

Global education in Serbia is in a process of finding its place. Interdisciplinary dimension of it allows many stakeholders and duty bearers to speak about Global education, but just rare ones do. Why? Global education is not recognized as an umbrella that connects different sectors. Yet, this does not mean that aspects of Global education are not implemented. They are, but not under that name. This is done through reform of education system, campaigns that promote the rights of migrants and refugees in Serbia, National Youth Strategy, Youth Work programs, etc. All this is strongly connected to the idea and values of GE, although holistic understanding of it is lacking.