

2015



**“GLOBAL EDUCATION IN SERBIA”
NATIONAL CONFERENCE
REPORT
23rd October 2015. - Belgrade**



Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

INTRODUCTION

National conference: "Global Education in Serbia" was held on 23rd October 2015, in Belgrade, the Palace of Serbia, in partnership between the Ministry of Youth and Sport, the North-South Center of the Council of Europe and the Center for Youth Work.

The main goal of the conference was raising relevant stakeholders' awareness of the importance of global education, exchange of experience, as well as encouraging an initiative for more effective implementation of global education in Serbia.

According to definition, global education is an education perspective that comes from the fact that modern people live and influence each other in a world that is becoming more and more globalized. It is crucial that education gives students opportunity and ability to scrutinize and share their own views and roles within a global, interconnected society, as well as to understand and discuss complex relations between mutual social, environmental, political and economic issues, so as to create new ways of thinking and action. Global education includes developmental education, human rights education, sustainability, peace and conflict prevention, intercultural education, as well as global dimension of citizenship education.¹

The event gathered 40 relevant representatives in the area of global education in Serbia, as well as regional and international experts in the area, including civic society representatives, resource ministries, international organizations, local authorities, umbrella organizations and national associations. Bearing in mind that Serbia still do not have a global education strategy, the conference welcomed colleagues from the neighboring member countries of the Council of Europe: Slovenia and Montenegro, where the process of global education development has begun, in order to ensure opportunity for experience exchange.

In regards to Serbia, a special focus was put on implementing global education and its aspects in formal and non-formal education, as well as in National Youth Strategy and youth work. This conference report will present key analyses in regards to the current state in Serbia when it comes to implementing global education, but also a recommendation for improvement.

¹Global Education Week network in cooperation with the North-South Center of the Council of Europe: "Global Education Guidelines"; the North-South Center of the Council of Europe - LISBON, 2008, First Edition 2008 - Updated version 2010

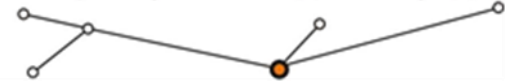
2. CONFERENCE REVIEW

Bearing in mind that the conference represented the first activity on a national level regarding global education implementation in Serbia, we wanted to analyze this issue through a multisector approach. Conference attendees: representatives of the Ministry of Youth and Sport, the Ministry of Education, Science and Technological Development, Serbian Commission for the Protection of Equality, Office for cooperation with civil society of the Government of the Republic of Serbia, Social Inclusion and Poverty Reduction Unit of the Republic of Serbia, the EU delegations in the Republic of Serbia, Tempus and Erasmus Offices in the Republic of Serbia, representatives of local authorities and youth offices, civil society and their associations; the National Association of Youth Work Practitioners, the National Association of Youth Offices, the Serbian Youth Umbrella Organization.

The conference goals were the following:

- ensure an opportunity for politics and good practice exchange on a national and regional level;
- encourage learning based on regional cooperation in order to improve global education implementation, that is, to use the results of previously held regional seminars in the Baltic sea region (2014), in Europe/Mediterranean region of the Southeast Europe (2013), as well as the Visegrad Group (2013);
- enhancing the capacity of global education key stakeholders in Serbia;
- identifying potential roles and obligations of key stakeholders on national level;
- identifying complementarity among different areas of education policies, as well as potential mutual actions in order to increase coherence;
- encouraging national strategy development through consultation processes among national stakeholders in Serbia;
- encourage dialog and observation of processes that will contribute to implementing strategic recommendations of the European Congress on Global Education Congress - Lisbon


The conference started with opening and welcoming speeches by Mr. Nenad Borovčanin, State Secretary, the Ministry of Youth and Sport, coordinator on global education in the Republic of Serbia, Mr. Tim Cartwright, Head of the Council of Europe Office in Belgrade, as well as Mrs. Danijela Radić, Executive Director, the Center for Youth Work.



What was emphasized in the opening speeches was the importance of the agreement of the North-South Center of the Council of Europe which represents a framework for European cooperation aimed at raising social awareness of issues such as global interdependency and solidarity, with respecting human rights, democracy and social inclusion. As those are the values which every society should be based on, and the youth are significant part of every community, the Ministry of Youth and Sport believes that, by including themselves in activities of the Center and the youth of Serbia, they get an opportunity to become acquainted with the real meaning of the mentioned notions. Awareness of the significance of the Partial Agreement of the North-South Center was also demonstrated during the Chairmanship of the Republic of Serbia on the Committee of Ministers of the Council of Europe in 2008, when assessing the Center was defined as one of the country's priorities during the chairmanship. Furthermore, it was emphasized that the importance of global education of the youth is great, especially today, in the time of increasing social changes and global crises that point to mutual connectedness of global citizenship. Mr. Cartwright emphasized that we must look beyond Belgrade and national level and perceive the way poverty and war in Syria, Afghanistan, Iraq and Libya affect our lives. The importance of education reform was also emphasized, and needs to be aimed at creating global citizens, in order to overcome challenges brought to us by the 21st century. Mrs. Radić pointed out the important role of partnership in global education development that contributes to processes of civic development through participative methods, in order for citizens to take a part of responsibility, and not to leave everything to the current authority and decision-makers.

After opening and welcoming speeches, Mr. Miguel Silva, Programme Manager for Global Education, the North-South Center of the Council of Europe, presented the concept and purpose of global education, as well as the roll of the North-South Center of the Council of Europe in the development and implementation of global education.

On this occasion, three (3) strategic directions in global education promotion were presented:

- 1) Policy-making** that includes giving support to educators and policy makers in order for them to realize and implement global education through creating reference documents and pedagogical tools. It was pointed out that in 2012, the Lisbon Global Education Congress assessed the work since the Maastricht Declaration and priorities defined up to year 2015, which refer to: 1) national strategy development and implementation; 2) curricular reform; 3) continuing professional development of educators; 4) quality support and monitoring; 5) campaigning and outreach.
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- 2) Awareness-raising** refers to the fact that the North-South Center coordinates a network of practitioners to share strategies and practices in global education. Global Education Week, which is also carried out by Serbia under the coordination of the Ministry of Youth and Sport, and represents one of the activities.
 - 3) Capacity-building and pedagogical support** - aiming at capacity-building and pedagogical support, the North-South Center published a pedagogical handbook for educators: "Global Education Guidelines", and also offers training courses. Six on-line courses are available on annual level, covering the following topics: human rights and global education; intercultural dimension of global education and democratic citizenship.

Mrs. Snežana Klačnja, Assistant Minister, the Ministry of Youth and Sports of the Republic of Serbia, presented a comparative analysis of the youth in Serbia and the youth in Europe in regards to education, active participation, unemployment and volunteering. Current global education programmes implementing in Serbia were also presented, as well as the analysis of global education implementation through National Youth Strategy (*Please see more in the part Work group 3: Global Education and National Youth Strategy*). Furthermore, there were key challenges in implementing global education, which were emphasized:

- Understanding the value of diversity
- Validation of non-formal education (recognition of previous learning)
- Promoting legal framework and youth work standardization
- Cooperation on establishing Regional Youth Office
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– Networking on different levels of all who implement Global Education Programme



At the end of presentation, Mrs. Klačnja emphasized that today's conference is one of the ways of exchanging experiences and better networking of domestic and international stakeholders in implementing global education.

Colleagues from the neighboring member countries of the Council of Europe, Slovenia and Montenegro, presented the process of global education implementation in the region, that is, in their own countries, including difficulties and examples of good practice. Mrs. Tamara Čirgić, Forum MNE, Montenegro, presented the process of global education initiation in Montenegro, which started in 2013. It was emphasized that the Montenegrin public is not fully aware of the global education concept, and as a result, it is not aware of its value and importance. The fact that Montenegro is in the process of accession to the European Union is seen as an advantage. As a result, Montenegro has undergone the educational system reform which represents a good foundation for global education inclusion.

It is important to point out that Montenegro does not have a strategy for global education implementation. However, the decision-makers decided not to create a strategy. It was explained that global education could be implemented through the existing ones (*or soon to be adopted strategies*). Practitioners in non-formal education and teachers in formal education system represent a "natural choice" to be the first one whose capacities should be built for raising awareness, advocating and implementation of global education.

On the other hand, Mr. Marjan Huč, SLOGA platform, Humanitas society, Slovenia, represented the importance of global education implementation due to outdated curricula that do not encourage respecting human rights and are based on competitiveness among nations. He also emphasized the importance of global education in regards to global economy development which is currently unsustainable and based on large inequalities. The current state in the region was presented, as well as some of the challenges the region is facing with when it comes to global education implementation:

- None of the countries in the region has a developed national strategy for global education;
- Global education is a relatively new concept for most of the states in the region, thus there is low awareness of experts and general public on global issues;
- There are no campaigns in the region that promote global education;
- There is a scarce of national resources for global education realization;
- Frequent crises in the region give opportunities, but also represent a threat;
- Global education debates are strongly connected to debates on education quality and role of teachers

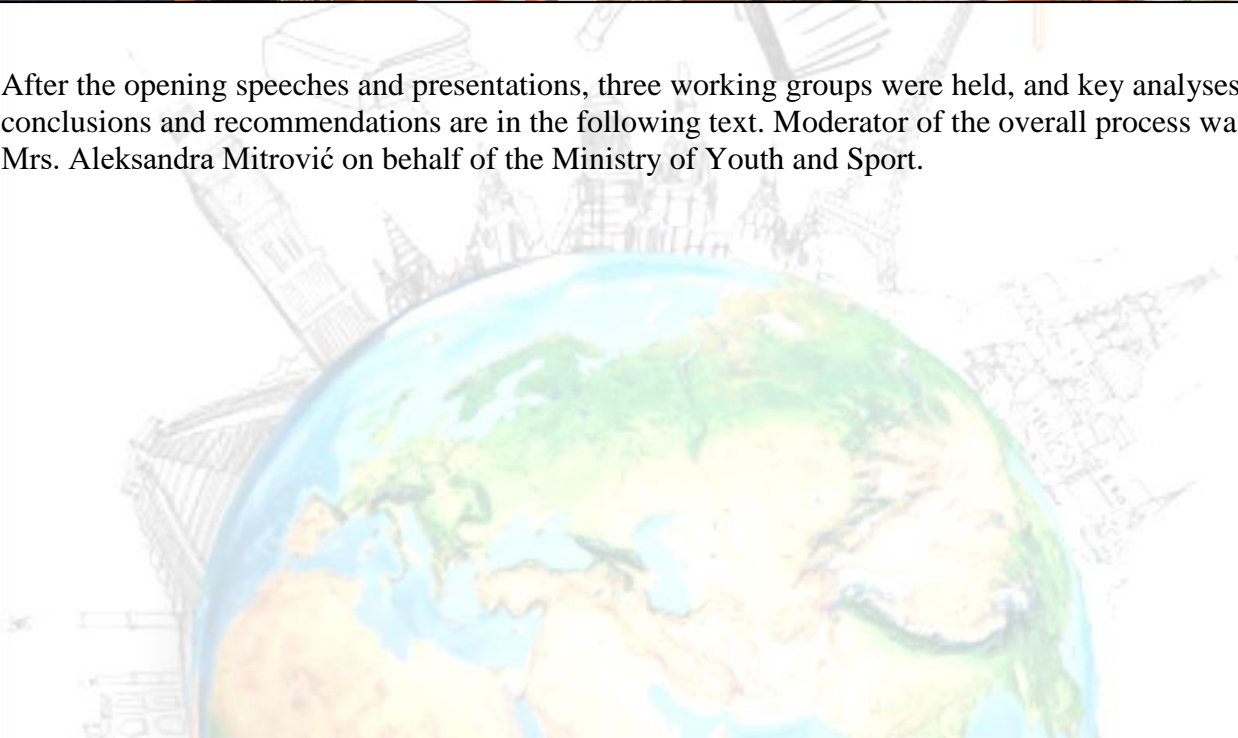
Mr. Huč concluded his presentation by introducing the next strategic steps which would encourage more efficient implementing of global education in the region, and those are:

- Establishing a regional platform for global education implementation
- Including regional stakeholders that deal with specific topics of global education;
- Possibility of establishing an official on national level for a long-term advocating the processes of establishing and implementing global education;

After the speakers' presentations, there was a panel discussion which pointed out the importance of including the media into the process of raising awareness of the general public on global issues, as well as on values of global education. In its strategic actions, Montenegro recognized the media as one of the relevant stakeholders. It was pointed out that the media so far have been too focused on sensationalist news, thus it is needed to implement education of the media representatives, in order for the existing way of informing to undergo changes, and thereby raise awareness of the general public and make them better informed.



After the opening speeches and presentations, three working groups were held, and key analyses, conclusions and recommendations are in the following text. Moderator of the overall process was Mrs. Aleksandra Mitrović on behalf of the Ministry of Youth and Sport.



WORKING GROUP 1

"GLOBAL EDUCATION AND FORMAL EDUCATION"

Facilitator: Marjan Huč, SLOGA platform, Humanitas society, Slovenia

Working group Global Education and Formal Education started the discussion primarily on participants' experiences when it comes to different activities/projects of global education that were in some way incorporated into the formal education system in Serbia. As the participants represent different organizations and institutions, local, national and international, the experiences were divers and helped with better perceiving current processes happening at different levels that can also contribute to global education promotion. Even though there is an interest for cooperation that most often comes from individuals, it is evident that there is a lack of communication between different stakeholders in order to start processes necessary for improving current state.

All participants of the working group agreed on the necessity to have an overall multisector approach in order to improve the state and the formal education curriculum regarding global issues. It was identified that recognizing non-formal education is the first step towards promoting cooperation, as well as towards an effective and efficient use of the existing resources.

Since Mr. Nenad Borovčanin, State Secretary at the Ministry of Youth and Sport, is also the national coordinator for the *Global education week*, it was suggested that the Ministry submits an initiative for forming an expert work group with all the main stakeholders: The Ministry of Education, Science and Technological Development, the Ministry of Youth and Sport, representatives of civic sector including their associations, as well as the media.

The working group would suggest further steps and networking in terms of connecting global and formal education. Bearing in mind the difficulties of organizing and functioning of the working groups which consist of a larger number of members, it was suggested that this group consists of 9 members at the most, so as to ensure uninterrupted functioning. Role of the working group would not be creating new frameworks (strategy and action plans), but suggesting action directions based on the existing ones. The suggestion is that a part of the work group would be representatives of the National Youth Council of Serbia (KOMS) and the National Association of Youth Workers (NAPOR), together with the Ministry of Youth and Sport and the Ministry of Education, Science and Technological Development.

In order to build capacities of the existing human resources in formal education, and thus raise motivation for opening global issues, it was suggested to develop and accredit programme for teachers and associates in schools. It is necessary to continue this kind of good practice, which should be in any case promoted with programmes for empowering teachers to be more creative and independent in lesson planning. Significant changes in the quality of programme and approach to students could be achieved in that way.

As this approach has not been practiced in the existing education system, it is recommended to follow the effects of such programmes.

Furthermore, it was acknowledged that university education should be enriched with the use of non-formal education methods, which have proved to be very effective regarding active inclusion of students in the studying process, as well as acquiring knowledge, skills and attitudes from different areas, especially topics regarding citizenship and civic actions on local and global level.

Bearing in mind that elective subject Civic Education is a part of formal education curriculum, working group acknowledged the importance of it, as well as expressed concern for its neglecting. By the decision of the Ministry of Education, Civic Education or Education for Democracy and Civic Society was introduced into the education system of the Republic of Serbia in school year 2001-2002 for the first grade of elementary and the first grade of secondary school. After that, the Ministry of Education implemented series of systemic solutions and activities, which lead to inclusion of Civic Education into the curriculum, linearly into all elementary and secondary school grades, as a compulsory subject. Since Civic Education and Religious Education developed somewhat of a competitive relationship, one of the two subjects could be marginalized in those circumstances, which affects the subject's status at school. There is a situation where teachers are not adequately motivated, classes mostly come down to teaching classes, students are not pleased, and all of those points to small probability for realization of the goals set. The working group acknowledged the potential and compatibility of Civic Education for implementing global education goals. Thus, it is suggested that this subject should be affirmed in order to be a compulsory subject within formal education in the future.



In that way, it would be ensured that all young people get opportunity to understand some key aspects of social and political life of a community and to realize how important the active role that every citizen should take is.

Furthermore, an additional suggestion was to use positive experiences from inclusive education when promoting or considering global education in formal education, since inclusive education uses an approach to education through human rights. The importance of the multisector approach is once again emphasized here, in order to use previous experiences and examples of good practice. This definitely includes improving communication on all levels, from national to local.

WORKING GROUP 2

"GLOBAL EDUCATION AND NON-FORMAL EDUCATION"

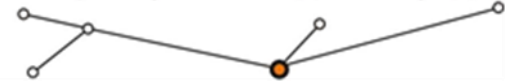
Facilitator: Mrs. Tamara Čirgić, Forum MNE, Montenegro

The working group dealing with "Global Education and Non-formal Education" went through processes and activities happening within non-formal education programme, but also youth work programme where various aspects of global education in Serbia are carried out.

In Serbia, when discussing non-formal education/learning in Serbia, it includes every form of education carried outside formal education system (school or faculty), although it can represent addition to formal education. It refers to personal and social development. With non-formal learning, one can acquire knowledge, skills and competencies aimed at development of personal potentials and values, as well as at improving competitiveness on the labor market. Activities in non-formal learning are carried out according to principles of volunteering and active participation, relying on experiences of those participating in them. These activities should be systematically monitored and assessed, and can be certified during the process. In non-formal education, the participants in learning activities create final outcomes of the process. Another name for this type of learning is *out-of-institutional learning*. National framework of qualifications offers following definition of the notion: *Out-of-institutional learning* is a process happening outside educational institutions, where the aim of the learning process is clear either way.²

When discussing non-formal education/learning, it is necessary to mention the concept of lifelong learning which, according to the European Commission, represents all types of learning in adult age with the goal of promoting knowledge, skills and competencies within personal, civic, social or professional action of an individual.

² Youth Policy Dictionary, Defining notions and stakeholders in the Republic of Serbia and their roles, Novi Sad, 2015



On the other hand, youth work represents expert, pedagogical work with the youth, happening outside the formal education system, that is, within their free time, where the youth participate voluntarily. Youth work is complementary with formal education. It represents a planned (and continuing) educational process, created with the purpose of supporting the youth in the process of achieving independence. Youth work is implemented by youth workers, who help the youth in their personal and social development in order for them to become active members of society in the process of decision-making. The idea of youth work is based on creating safe environment and opportunities for active youth participation.



The youth in youth work acquire competencies for employability; they test and build their own values and attitudes, and build their identity.

Definitions of youth work and non-formal education represented the basis for discussion inside this working group, with the goal of acknowledging significant aspects of global education which are, within these frameworks, most frequently implemented in Serbia. At the very beginning, an overview was represented, that is, achievements of the National Association of Youth Work Practitioners where global education is a part of the curriculum for youth workers and other processes. It was identified that NAPOR carried out a process of:

- validation of previously acquired competencies,
- training for a youth leaders and youth workers,
- accreditation of organizations for application and promoting youth work standards

The listed processes have not been formally acknowledged, except by the Ministry of Youth and Sport that validates and acknowledges accreditations during carrying out an open call for implementing Youth National Strategy.

On the other hand, an institution such as the Faculty of Economics in Belgrade acknowledges non-formal education as a significant one, and enables the process of enlisting non-formal education into student's subject list card. In time when there are still no clear standards in non-formal education in Serbia, there is a possibility for different ways of abuse.

Therefore, it is necessary to set certain criteria in order to ensure credibility and quality of non-formal education.

Programme accreditation in the Institute for Improvement of Education - ZUOV (the Ministry of Education, Science and Technological Development, the Ministry of Health, Employment, Veteran and Social Policy) was acknowledged as a great potential. What was also identified was the lack of register of "non-formal education service" providers and absence of formal acknowledgment of non-formal education in the systematization. Some of the global education programmes acknowledged in Serbia as being available are: school of human rights, intercultural education, children's rights education, gender equality and other similar topics. Bearing in mind the current overview in non-formal education and youth work programmes, the working group created a list of recommendations for further promoting global education through the existing systems.

One of the great potential for the implementation of global education is the legal framework established by the Adult Education Act and its Implementing Regulations which provide the basis for better regulation of non-formal education. It is expected that in the first half of 2016 National Qualifications Framework will be adopted, which will set the framework for the professionalization of youth work. This is important since programs of global education are mainly implemented through youth work programs. The Law provides founding an agency for dealing with work related to approving the acquisition of another agency's status of a publicly acknowledged activities organizer within non-formal adult education. It also acknowledges previous studies, in compliance with international instruments and research standards, monitoring and evaluation in adult education, acknowledging a foreign university document for the sake of employment and other affairs, according to the Act on the Establishment. Since 2004, there have been two institutes - the Institute for Improvement of Education (ZUOV in Serbian) and the Institute for Education Quality and Evaluation, where the key activities are "defining standards in education, evaluation of education, training participants in the education system". There are three national councils in Serbia, founded by different laws - the National Council for Higher Education, the Vocational and Adult Education Council and the National Education Council. The Serbian Commission for Accreditation and Quality Assurance also works independently, and within ZUOV, among other things, there is the Center for vocational education and adult education. Furthermore, the potential is visible in the new regulations handbook for professional specialization, which can contribute to building competencies for dealing with global issues.

In order to encourage global education programmes within the civic sector, it is necessary to give support to the organizations implementing global education programmes. There is a potential for accreditation of those organizations through NAPOR and promotion of specific programmes of good practice in the area of human rights, interculturality, peace building, tolerance, sustainable development, as well as global questions. Global aspects of human rights education are not visible enough in Serbia, or the larger number of users of non-formal education programmes and youth work participates in those aspects.

It is necessary to introduce interesting approaches in order for primarily the youth in Serbia to learn about global issues. Furthermore, they will understand the situation in the world, as well as the implications of global order on the situation in Serbia, in a better and easier way. To achieve this, it is necessary to strengthen the partnership between the public sector and civic society organizations, in order to apply this approach on the overall society, and not just on certain segments.

One of the ways is providing support to intergenerational, non-formal and informal learning which would help raising awareness of the general public and key stakeholders that, under the umbrella of global education, everything that gives competencies to the citizens, develops critical thinking and attitudes on values leading to a tolerant, mindful and just society is conjoint. Competencies developed under the umbrella of the National Association of Youth Workers and the Ministry of Youth and Sport represent one step towards acknowledgment and validation of key competencies for lifelong learning that is, knowledge, skills and attitudes acquired, among elsewhere, through non-formal global education programmes.

WORKING GROUP 3

THE ROLE OF THE NATIONAL YOUTH STRATEGY IN THE IMPLEMENTATION OF GLOBAL EDUCATION

Facilitator: Vanja Kalaba

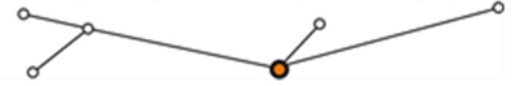
The main task of this working group was to analyze the role of the National Youth Strategy (hereinafter NYS) in the implementation of global education. In order to respond to this task, we had to answer to the following questions:

- What is the current situation, and to what extent does NYS implement global education?
- What are the positive sides of the current implementation of global education and its aspects, as well as the difficulties and disadvantages?
- What measures can be taken to encourage more efficient implementation of global education through NYS

AN OVERVIEW:

After analyzing the NYS (2015-2025), at least when we talk about the vision and principles on which NYS is based and the values it promotes, we can conclude that it is largely in compliance with global education. However, if we analyze the vision in detail:

"Young people are active and equal participants in all areas of social life who fully develop their potential and contribute to their personal and social development and well-being. The young have support from the society, make better living conditions and potential development, and actively contribute to general progress of the society."



The vision is in line with the values of global education, however, the term "society" is not sufficiently specific and concrete. "Society" can be interpreted as an exclusive focus on the national level of Serbia, but also could be interpreted as a notion in terms of global society. Bearing in mind that this is a national strategy, it is more likely that the notion is more linked to the first mentioned and the Serbian national level context, than the second - global level. It must be pointed out the fact that specific cultural models of education are present in the region, believing that global issues and raising awareness about the global realities are not relevant for the development of national visions. These models lead to adversarial relationships between the people and the domination of one nation over another. Of course, for the NYS it cannot be said to go in that direction, because of the principles upon which it rests, such as: *Respect for human and minority rights, equality and non-discrimination, equal opportunities for all, active youth participation and cooperation, social responsibility and solidarity.*

However, it can be understood that these values and principles are being fostered within the national level.

The same applies to the envisaged strategic objectives and measures;

1. employability and unemployment of young women and men;
2. quality and possibilities for acquiring qualifications and competence development and youth innovation;
3. active participation of young women and men in society;
4. health and well-being of young women and men;
5. conditions for developing the security culture of the youth;
6. to support social inclusion of the youth from categories at risk of social exclusion;
7. mobility, range of international youth cooperation and support for young migrants;
8. youth information system and knowledge of the youth;
9. use and participation of the youth in creating cultural content.

If we consider strategic directions, as well as concrete measures envisaged, they also correspond to topics of global education. On the other hand, although the topics are present, they are not perceived nor recognized as global education. We are missing the holistic approach and alignment of topics under the umbrella of global education. At the same time, greater links with global issues are needed. It has been identified that the educational topics are too focused on the national level, while only in rare cases there is a link with the region or the EU. The greatest link with global education and global issues are considered in strategic direction; "*Mobility, the scope of international cooperation of youth and support for young migrants,*" but the potential to include an aspect of global education can be seen in all strategic objectives. What is necessary is to reinforce the learning outcomes of raising awareness of interdependences on a global level.

Also, it is recognized that youth work carries a huge potential for the implementation of global education because of their flexibility to rapidly respond to the changing needs of society in a short period of time. Youth work according to its fundamental principles (1st *Encouraging young people to actively participate*; 2nd *Creating opportunities for testing values and beliefs*; 3rd *Promoting diversity and interdependence*) and that young people make informed decisions about their lives, is in absolute correlation with the principles of global education. In addition to the basic principles, work methodology and outcomes of learning and the acquisition of transferable skills are highly correlated with global education. This is why the Ministry of Youth and Sport sees youth work as the biggest potential for the implementation of global education. When it comes to the practical applicability of global education, it was concluded that, in previous work, through the implemented programmes certain aspects of global education such as education for human rights, sustainability, peace and conflict prevention, as well as intercultural education are being highly implemented. However, the link with global issues is missing.

The reason for this situation is that the human resources that deals with the implementation of educational programmes through non-formal education and youth work is not sufficiently knowledgeable in the areas of global education, especially when it comes to global issues of mutual economic, social and political cohesion.

Based on the situation analyses, the working group developed a **set of recommendations** for improving the implementation of global education through the National Youth Strategy;

- Bearing in mind that global education is a multisectoral issue, as well as youth and NYS, it is necessary to introduce a cross-sectoral approach in the implementation and monitoring of the National Youth Strategy.
- Training of educators in the non-formal (including youth work), formal education, as well as the media in the field of global education
- The measures of the National Youth Strategy as well as the Youth Action Plan must be brought in clear correlation with global education where it is necessary for the learning outcomes to be linked to issues of global topics of mutual economic, social and political cohesion.
- Promoting the concept and raising awareness of the general public about the importance of global education. It is very important to seize the opportunity and
- To use the existing situation (*e.g. refugee crises*), in order to understand the practical applicability of global education
- Bearing in mind that the Action Youth Plan is effective until 2017, and is currently impossible to change, the creation of a new three-year Action Plan should introduce the term and concept of Global Education.
- Use the new media to raise awareness about global education and global issues
- Introduce new programs and adapt existing ones which deal with global education

FINAL CONCLUSIONS AND RECOMMENDATIONS

Final conclusions and recommendations from national conference: "Global education in Serbia":

- Global education gives new, holistic perspective to the educational activities in youth sector, therefore these activities should be enriched with resources available from the North-South Center
- The Global Education Guidelines should be translated in Serbian and disseminated to schools, local youth offices and youth organizations
- Teachers, youth workers and local youth office coordinators should be trained as trainers for global education activities
- Formal education should profit from non-formal in developing active classroom
- Global educational programmes should be accredited and incorporated in curriculum of the National Association of Youth Workers
- The Ministry of Youth and Sport should form cross-sector work group on the operational level in order to gather information and coordinate activities
- Serbia should follow good practice from Montenegro and include the media representatives in educational activities in order to help them understand the values and importance of activities
- Serbia should explore and connect to development aid aspect of Global education, with respect to the good practice from Slovenia

