

## General report

### The Kick Off Seminar on Global Education in Albania

October 26, 2015  
Hotel Mondial, Tirana

Astrit Dautaj, General Reporter

In this seminar took part about 40 participants from different education institutions in Albania: Ministry of Education and Sports, Institute for Development of Education, Local Education Directorates, Ministry of Foreign Affairs, Ministry of Welfare and Youth, UNICEF, teachers, formal and non-formal educators. There was a vast media covering of the event, because of the Minister of Education presence in the seminar.

The seminar was supported coordinated by the North-South Centre of the Council of Europe - which also provided important inputs regarding the concept of global education and its importance in the present world – and the Institute for Development of Education, with the support of the European Commission.

In Albania, citizenship education is a subject, part of the official curricula, taught one class per week from grade one to ten. This provides the basis for global education to be part of the official curricula, as one of the dimension of Education of Democratic Citizenship. That is why this seminar was an important factor for generating ideas on how to take further qualitative and quantitative steps in the field of global education.

The overall education reform being carried out in Albania provides a good opportunity in improving curricula under the perspective of global education as well. The reform will provide a solid ground to make changes sustainable.

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### **Inputs in the seminar:**

The director of the Institute for Development of Education, Mr. Gerti Janaqi opens the seminar.

First of all, he availed of the opportunity to thank all the participant for attending the activity, as a sign of their commitment to Global Education as a new philosophy, methodology and line of actions, not only in the field of education.

He expressed his gratitude to the North-South Centre of the Council of Europe, for making it possible to get together in this activity, as a starting point toward a new strategy, that would serve to pave the road to a new phase of cooperation and collaboration between different stake holders, from different field of actions and responsibilities, at local and national levels, for a better education system, for a relevant curricula, teacher training and evaluation system.

He thanked representatives from Croatia and “The former Yugoslav Republic of Macedonia” for their will to share their experience and perspective on Global Education.

Finally, Mr. Janaqi thanked the Minister of Education, present at the Seminar, for accepting to join the activity, as a sign of her personal and ministry support for the reform of citizenship education in general and global education dimension in particular.

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## 1. Mr. Janaqi gives the floor to Minister Lindita Nikolla.



In her speech, the Minister made it clear that Competences for life and lifelong learning is the key word in the present reform of Pre-University education in Albania. The main goal of this reform is to provide students not only with knowledge but with the possibilities to help themselves to become active and responsible citizens for a democratic society.

The minister declared that we have the ambition to view ourselves lined up with the other European countries to promote European common values and leave less room for the development of negative phenomena that Europe is facing today, and to solve conflicts and provide new possibilities for young citizens. The Albanian government regards education as an absolute priority, based on the idea that investing in education is the best investment for the success of all economic and social activities.

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In her speech, Minister Nikolla mentioned the new reforming processes the Ministry has initiated and supported in the field of education, in order to bridge the gap between Albanian Education system and the European ones. The Curriculum reform, School as a community center, new textbooks and teacher training policy are some of the areas of intervention in this regard.

The minister availed of the opportunity to make clear, even for the media present during the opening session of the seminar, the policy of the Ministry of Education, in particular, the policy related to the quality of teaching and of the teachers. The minister firmly expressed the priority of the Ministry and of the government to address these issues seriously, focusing, in particular, on the way teachers are hired. She declared that the quality of the teachers will be the only criteria for hiring them.

In the end, the minister expressed that the Ministry of Education and Sports and she herself will be committing to fulfil the obligations deriving from the EDC/HRE Charter of the Council of Europe and, in this regard, global education will be part of it, as one of the main dimensions of democratic citizenship.

2. **Then, Mr. Janaqi gives the floor to Mr. Miguel. Silva.** Mr. Silva presents the perspectives of North-South Centre on Global Education as follows:

### *The Global Education perspective of the North-South Centre of the Council of Europe*

The **North-South Centre** (NSC) objective as regards global education (GE) is to develop, enhance and sustain strategies and capacity-building for global education, targeting institutions and practitioners from the formal and non-formal educational sector. Global Education is understood as a holistic education dealing with the **growing interconnectedness between local and global realities**. It aims at developing learning communities in which practitioners are encouraged to work cooperatively and develop skills for a participatory global citizenship.

**Global Education** aims at enabling learners to understand world issues while empowering them with knowledge, skills, values and attitudes desirable for world citizens to face global problems. It brings cultural, artistic and ethical knowledge and competences into curricula too often subordinated to the adaptation of learners to the demands of the national or international labour markets.

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By bringing these human based competences, it becomes a process of individual and collective growth which allows transformation and self-transformation, in which the acquisition of operative and emotional competencies for analysing and thinking critically on the reality, makes possible for learners to become active social agents.

One of the core competences of Global Education is the ability to understand facts holistically, fostering *multiperspectivity* and the *deconstruction of stereotypes*. It helps learners to understand the complexity of the world, be aware of contradictions and uncertainties and understand that there is no one-dimensional solution for complex problems. It helps learners to deal with cultural variety of languages and codes so that mutual understanding can be achieved.

### ***The North-South Centre strategy to promote Global Education***

The North-South Centre strategy to promote Global Education is based on three dimensions: 1) policy-making, 2) awareness-raising and 3) capacity building

#### **Policy-making**

NSC has been supporting educators and policy-makers to understand and implement global education through the creation of reference documents and pedagogical tools such as the *Global Education Charter* (1997) and the *Global Education Guidelines* (2008/updated version in 2012) and by advocating strategies such as the *Maastricht Declaration: an European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015* (2002).

Moreover, a recommendation process – recommendation for *Education for Global Interdependence and Solidarity: building a global citizenship based on human rights and responsibilities* - culminated with its adoption by the Council of Europe (CoE) committee of Ministers in May 2011.

In 2012 the Lisbon Global Education Congress assessed the work accomplished since Maastricht Declaration and defined priorities to be tackled until 2015 in the field of 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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## Awareness-raising

In parallel, the North-South Centre coordinates a network of practitioners to share strategies and practices for increased and improved global education. This networking process is supported through an annual awareness-raising event (Global Education Week), a webpage and the network itself (Global Education Week network).

## Capacity-building & pedagogical support

The dissemination of the *Global Education Guidelines*, a pedagogical handbook for educators to understand and implement global education, is complemented with the *global education on-line training course* scheme and the *residential training for trainers*.

The NSC offers annually six e-learning courses under three topics: the *Human Rights dimension of GE*; the *Intercultural dimension of GE*; and *Democratic Citizenship*. It offers also residential training of trainers on *Youth & Global Citizenship* and on *Structured Participation*.

The residential trainings take place in the framework of the NSC network of Universities on Youth and Global Citizenship including the University on Youth and Development, the African University on Youth and Global Citizenship and the Mediterranean University on Youth and Global Citizenship.

This network of Universities offers a space for debate, training, exchange of experiences and affirmative action in the field of Global Youth Cooperation.

Additional information on programmes and on activities is available on the North-South Centre institutional website and more specifically on the Global Education programme webpage and on the Youth programme webpage. A specific website on Global Education is also available.

### **3. In his speech, Mr. Astrit Dautaj, Head of Curriculum Development Unit in the Institute for Development of Education spoke about the history of Global Education in Albania. His main ideas are as follows:**

Today, we are here, participating in this Kick Off seminar of Global Education in Albania which has gained the status of a country candidate for European Union.

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These seminars will not only serve the purpose of launching global education in the European Countries, but to identify the good practices and initiatives existing in these countries as well, and to learn from them and make them part of joint efforts which aim at:

- Enabling students and young people to understand global issues and equip them with knowledge, skills and attitudes necessary for the challenges of everyday life.
- Developing and supporting strategies and capacities for global education in the member states.

In fact, global education in Albania started, almost 20 years ago, as a joint project between the Pedagogical Research Institute of Albania and the Global Education Institute in Toronto, Canada, financed by UNICEF. This project had two main objectives:

1. Conceptualizing and developing global education curricula, being able to reflect the global world.
2. To train teachers to able to implement a global education curricula.

In view of the situation in Albania, the training of teachers was made one of the priorities of global education. The idea behind this priority is that any effort to effect changes in school curricula (whatever their quality) would fail if there are no capable teachers to apply these curricula in the classroom.

Based on this priority the global education project met the following objectives during its first two year life.

1. Developed modules for teaching and learning methods under global education philosophy, which served as a comprehensive alternative programs for teachers involved in the project, who were given the possibility to choose and use them according to the needs arising out of the concrete conditions in their classrooms
2. Teachers were trained in interactive teaching and learning methods and, in particular to apply the teaching and learning modules, prepared in the contexts of the project.
3. Published supportive materials for teachers and publishing findings results.
4. 140 teachers were trained during the phases of the project.

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

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.

In brief, this is a part of the history of education in Albania and its efforts for a global education curricula, which is a solid base for further qualitative and quantitative steps in this direction.

In this view, the present kick off seminar is not a kick off seminar for Albania.

But, in other perspectives, this is a Kick Off seminar for Albania.

- It is a kick off seminar considering the high level of commitment of the education authorities of the Ministry of Education of Albania and of the Minister Nikolla herself;
- It is a kick off seminar in terms of the objectives of global education that match those of the present Education Reform in Albania: competences for life and lifelong learning, based on the CoE key competences;
- It is a kick off seminar considering the reform and the possibilities that global education objectives become part of the new curricula;
- It is a kick off seminar in terms of involving a great number of stakeholders;
- It is a kick off seminar in terms of the higher quality of global education aimed in Albania, in the framework of an education that strives to be part of the European education.

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## II SHARING REGIONAL EXPERIENCES IN THE FIELD OF GLOBAL EDUCATION

### Perspectives of global education in “The former Yugoslav Republic of Macedonia”

#### *Association for Democratic Initiatives (ADI)*

The kick-off seminar in “The former Yugoslav Republic of Macedonia” was held on May 30, 2014 in Skopje and it was an excellent opportunity:

- to present the challenges of the education current system in “The former Yugoslav Republic of Macedonia”
- to explain the concept of GE to the different stakeholders
- to share experiences about the situation of GE

**The objectives** of this kick-off seminar were to have a consultation process and to raise awareness about the Concept of Global Education.

The **education system** is normed by a set of legislative and policy documents adopted by either the Parliament or the Government. The following documents regulate the education system:

- **Laws:** 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.
- **Policy Documents:** The National Programme for the Development of Education 2005-2015, A Concept for Nine–Year Primary Education, School Performance Quality Indicators (2009), The Strategy toward Integrated Education in the Republic of “The former Yugoslav Republic of Macedonia” (2010).

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**The structure of the “The former Yugoslav Republic of Macedonia” education system is as follows:**

- Pre-school education (kindergartens): age 0-6, not compulsory;
- Primary education (nine years divided in 3 periods): age 6 to 14, compulsory;
- Secondary education (three / four years): age 15 to 18 / 19 compulsory;
- Higher education, not compulsory.

### **Curricular reform**

- **Pre-school education** is not compulsory, though highly desirable and useful for intellectual, emotional, physical and social development of children. It is organized in public and private kindergartens for children age 0-6. Teaching and learning in all age groups is organized around the Early Learning and Development Standards for Children.
- **Primary education** lasts for nine years; it is compulsory and applies to children of age 6-14. The programs emphasize the importance of creative thinking and problem-solving skills, as well as experiential and process learning. Language of instruction is Macedonian, Albanian, Turkish and Serbian.
- **Secondary education** is also compulsory (since 2008), and it is offered in public and private secondary schools. Secondary schools are divided into Secondary Grammar Schools (*Gymnasiums*), and Secondary Vocational Schools (VET with a three- or four-year curriculum). Language of instruction is Macedonian, Albanian, Turkish and English in private schools.
- **Higher Education is not compulsory** it is offered in four public universities with dispersed programs throughout the country and a number of private accredited universities. Upon graduation from the secondary school pupils make their choice of the higher education institution and program based on their interest, scores from the State Matura exam and financial means. Language of instruction is Macedonian, Albanian and English.

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## Global Education and formal education

### Outputs from the Working Groups

- To provide access to higher education for the members of the ethnic communities (the Bosnians, Vlachs and Roma students) in “The former Yugoslav Republic of Macedonia”. This should be accomplished by introducing quotas for ethnic communities who do not have high educational institutions in their mother tongue;
- Themes related to multiculturalism are traditionally present in Macedonian curricula (for instance coexistence, or conflict prevention), which are good bases for further work.
- NGOs and IOs support the professional development of teachers. However, in this respect, cooperation should be strengthened on two fronts: between schools and academia; between schools, municipalities and CSOs.
- The current educational system does not ensure the adequate recognition and motivation for good teachers. There is excessive bureaucracy and political influence in the daily work of schools, with negative impacts on quality, for instance when programs are changed in the course of the year.

## Global Education and non-formal education

- There are only a small number of fully professional CSOs operating at national level and well-developed, non-membership-based NGOs, working in the field of socio-economic development, good governance and civil society strengthening through a range of capacity building activities, advocacy and lobbying.
- Larger organizations with high levels of organizational capacities, technical skills and specialist know-how and are well prepared to compete for and manage large grants and service contracts available from international donors, such as the EC.

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- In 2012, there were 3.732 registered associations and foundations in the country. There is still a large number of CSOs mobilized by ethnicity. Besides, the majority of CSOs are small, and semi-professional or voluntary membership-based organizations, working at the local level. In the fields related to GE, NGOs are becoming more numerous and more active.

### **Global Education and media**

- Several projects have been carried out for improving the quality and the level of knowledge of the media professionals in the country, by domestic and foreign organizations, such as OSCE, UN, FOSM, USAID, the programmes of the European Union and domestic organizations.
- In 2001, was founded the **Macedonian Institute for Media (MIM)**, a civil society organization supported by around 90 media, provides an organized platform for the training of journalists, providing:
- Trainings for basic journalistic skills, investigative journalism, and specific training for particular fields, such as reporting on differences, training for journalists working on economic and political columns, training for reporting during elections, training for reporting with the use of computer equipment, reporting on human rights, etc.

### **Conclusions and recommendations from the working group:**

- Media and digital literacy are inevitability and their inclusion in education is necessary.
- To harness the potential of journalism and drama sections, and that of literary clubs, in order to foster the participatory culture and communication skills of young people.
- To create an online platform for news published by students.
- To stimulate the production of educational programs for children and young people.

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### **Key observations and recommendations**

The **kick off seminar** on the **Perspectives of Global Education** proved that “The former Yugoslav Republic of Macedonia” has potential and a good foundation to begin the process of change, because significant change needs to occur over time – through intelligent transformation of the educational system. Because education is a continuous investment, for that purpose, stakeholders must continue to establish links among them.

**The seminar also showed that there is potential for GE in “The former Yugoslav Republic of Macedonia”:**

- It is evident that the educational system in “The former Yugoslav Republic of Macedonia” is in great need to follow the global education trends.
- Improved and flexible teaching curricula are essential and one of the most important pre-conditions for ensuring better future for young people of “The former Yugoslav Republic of Macedonia”.
- Establishing links between the educational institutions, schools and municipalities is a process that started, but still there are plenty of things to be addressed and to be done in order to improve this relation.
- Involvement of parents in the school bios is detected as crucial for achieving better results of the students.

### **Promotion of the “Global Education Guidelines”**

Translation of the “Global Education Guidelines” into Macedonian language

Promotion of the “Global Education Guidelines” at primary and secondary schools in Gostivar.

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### III Contribution from the Albanian Ministry of Foreign Affairs

**Mr. Lorenc Xhaferraj**, representative of the Ministry of Foreign Affairs, congratulated the organizers for giving him the possibility to address such an extremely important topic and for presenting the Foreign policy of Albania under the perspective of its efforts to contribute to a more peaceful region.

Recently, Albania has gain a new status and role in the international relationship, as result of its partnership with all regional and global security structures.

Being, geographically, a strategic country, Albania can contribute to the peace, security and prosperity in the region and in Europe. Albania has always been looking forward to regional integration and to having good relationships and neighbourhood in it.

Economic, social, political, cultural and religion problems and challenges of today, can very easily produce violence, extremism and radicalization.

In this situation, we consider education a key factor for preventing these negative consequences. We need to make sure that all children are provided with appropriate education that will equip them with key competences for life and future.

We need an education that always has an eye to the world, not only to the regional, but also to the global one.

Investing in our children means investing for long life and sustainable solutions.

We express our commitment to deepen our regional, European and global cooperation, so our citizens feel themselves home and respected everywhere.

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## IV Workshops

### KEY FINDINGS

#### Group 1

**Topic:** Developing a global education curricula

**Moderator and reporter** Evis Mastori

All contributions in this workshop were mainly focused, on developing recommendations in order to have a curriculum for GE, rather on exploring the status of the GE curriculum in the curriculum.

As a result, the workshop produced the following ideas (recommendations):

Integrating or infusing global education philosophy and practice in the curricula and school practice should be part of curriculum reform, in particular, with respect to social studies and citizenship. Whatever the approach is, a subject, a cross curricular or extracurricular one, the following is needed:

- As a first step, an 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 a 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.

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## Group 2

**Topic: Teacher development policy**

**Moderator and reporter: Albania Markja**

Laws and legal acts support the importance of professional development of skilled teachers, being able to train young people to live in an interdependent world.

- The teacher, actually, is a subject teacher that acts inside a subject framework
- A great number of teachers have not received any training with respect to GE.
- Teacher training needs regarding GE, in particular and EDC/HRE in general, should be identified.
- There is no any core (common) initial training curriculum for all faculties of education that fits the requirement of pre-university curricula. More specific policies are needed in this framework.
- The curricula for initial teacher training needs to be reformed.
- Teaching standards for teachers have to be developed (what the teachers should know and be able to do in order to meet the requirement of students learning standards)
- A new policy regarding the pedagogical aspect of initial teacher training in needed.
- The training should be organized nationally.

## Recommendations

So far, teachers had fragmented training sessions for issues and themes related to GE. This is the time to integrate all the trainings in a well thought framework of ideas, goals, objectives and action plan, based on a clear philosophy of Global Education which is students centred and based on:

- Time and space dimensions
- Issue dimension
- Inner dimension
- Action dimension

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GE needs open-minded teachers related to the following areas or priorities:

- Subject content
- Pedagogy of teaching that bring the outside world into the classroom
- Teachers competence

Initial and continuing teacher education need to be based on the following:

- It should be future oriented.
- It should be related to sustainable development.
- It should be culture based, considering personal and other's culture.
- It considers learning as a lifelong learning process.
- It respects human rights.
- It helps creating links between subjects and subject areas.
- It is aware of and addresses global issues.
- Initial teacher's training should focus more on interdisciplinary and multidisciplinary approach.
- Global education competence for teachers should be developed.
- A global education related curriculum should be developed for initial teacher training.
  - Knowledge, skills and attitudes for GE should be identified.
- A national teacher training platform should be developed.
- A network of TOT is needed at national level for social studies teachers.
- Teachers training module for all teachers should be developed and good practices should be exchanged.
- Teachers of natural sciences should be part of the training for GE.

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## V Key findings of the seminar

I. The seminar confirmed that **all countries in the region need** to get familiar with global issues because:

- For every one, everyday life challenges are multifaceted
- Most of the challenges have a global dimension
- Most of the domestic issues/problems/challenges are becoming global- we cannot ignore this.
- The world/Europe is facing new global problems.
- Old problems reappear in a new identity, which is unknown to the new generation.
- All global problems affect us, as a country and as individuals
- Solutions need to be global in order to be long lasting and sustainable
- Individual issues/problems can only be solved or their solution can only be facilitated through global actions etc.

Global education which provides us:

- with a holistic way of viewing and understanding things;
- with a future oriented philosophy;
- with a systemic way of considering things, meaning as interconnected and interrelated parts of a an entity;
- with the information and knowledge on global issues etc.

II. The seminar confirmed that global education need a global education curricula (ideally), part of the official curricula (e.g. a subject – citizenship or civic education tough in school at least 45 minutes/week). These curricula should be flexible and allow the teacher to update it to the needs of the context, as well as their relevance with global context.

- a. A cross curricula approach – it is OK to have it, but not enough. A cross curricula approach means everywhere, but nowhere. These curricula should be complementary.
- b. Teachers of different subjects are not qualified to teach global issues.

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- c. Subject teachers do not have the time to teach other issues/content, but their subject's one.
- III. The seminar confirmed the idea that teachers and teacher training remain an absolute priority for the education policy in general and for the global education in particular.
- a. Teachers of social studies should be more committed in their self-qualification process on global education
  - b. Science teachers have to be trained for global education purposes (curricula and the pedagogy of global education)
- IV. The kick-off seminar in Albania pointed out:
- a. There is already a clear and a shared vision on global issues and global education at European level
  - b. The level of commitment makes the difference and, in Albania, the seminar showed the highest level of institutional commitment for global education. The Ministry of Education and Sports was represented by the Minister – Mrs Lindita Nikolla, who assures her personal and institutional commitment at all level of education.
  - c. A number of state institutions were presented in the seminar with their contribution as well:
    - i. Ministry of Foreign Affairs, which has a very important role to get the school and society with updated information on global issues, diverse perspectives and controversies related to current issues etc.
    - ii. Ministry of Welfare and youth, which is responsible for vocational education.
  - d. International organization contributed in the seminar as well:
    - i. UNICEF
    - ii. UNESCO
    - iii. Council of Europe Office in Tirana
    - iv. Save the Children etc.
  - e. A great number of NGO- **some of them even not invited** joined the others in the seminar.
  - f. National Agency for examination had its own representatives
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- g. Local Education Directorates were present in the seminar, as to assure the whole education system be involved in this process.
  - h. There was a vast media covering of the event.

In Albania there is a great experience and good examples on global education, but, nevertheless the seminar was really a Kick-off seminar because of:

- High level of education institutional commitment-Minister of Education contribution in the seminar/Institute for Development of Education/Local Education directorate/National Agency for Examination/Schools etc.
- A seminar that coincide with the curricular reform in Albania
- Great number of institutions participated.
- Great number of stakeholders involved.
- Global education that aims toward a new quality, as part of a European strategy and practice of Global education

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