



# Balkan on-line experts meeting on Global Development Education

# REPORT

26-27 November, 2020

Organised by:



In cooperation with:



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## 1. EXECUTIVE SUMMARY

The North-South Centre of the Council of Europe (NSC) is implementing from 2019 to 2022 a cycle of regional meetings and follow-up events for the understanding of and competence development on Global Development Education in new EU member States and candidate countries. These regional meetings are developed in the framework of iLegend II, the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education (GDE) in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries.

These meetings aim at sharing expertise and practices, identify needs and priorities to be tackled in terms of capacity-building and advocacy, and agree on a follow-up mechanism through sub-granted projects.

They target formal and non-formal education practitioners; national Civil Society Organisations platforms; youth organisations and youth multipliers; Ministries of Education, of Youth and Sports, of Civil Affairs, and of Foreign Affairs; representatives of national parliaments (commission for education and/or development); and platforms of local and regional authorities, with the objective of offering a space for a Multi-stakeholder dialogue for a shared understanding, practice and recognition of GDE, for a sound development of education policies that can be carried back to the national level.

This approach follows the Council of Europe *Recommendation CM/Rec (2011)4* on education for global interdependence and solidarity and is aligned with the Council of Europe Reference Framework of Competences for Democratic Culture.

It is developed in the framework of the Development Education and Awareness Raising (DEAR) programme of the European Union and responds to the 2017 *European Consensus for Development* and the 2014-2020 financing instrument for development cooperation.

It is also in line with United Nations (UN) 2030 Agenda, contributing to the following SDGs:

- Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all (target 4.7.);
- Goal 5: Achieve gender equality and empower all women and girls;
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels;
- Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

The Balkan meeting is organised and implemented by North-South Centre of the Council of Europe with the support of the European Commission and in cooperation with the Balkan partners: Agency for Quality Assurance for the Pre-University (Albania); Ministry of Civil Affairs of Bosnia and Herzegovina; Centre for Peace Studies (Croatia); Association for Democratic Initiatives (North Macedonia); Ministry of Education of Montenegro; Ministry of Youth and Sport of the Republic of Serbia; GSM- Youth Services Centre (Turkey).

As from March 2020, the regional meetings took the format of on-line experts' meetings, in compliance with sanitary contingencies.

## 2. INTRODUCTION

The Balkan meeting on GDE, held on the 26 November 2020, brought together approximately 43 practitioners and decision-makers from Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia and Turkey to jointly discuss existing perspectives and further developments on the concept and practice of GDE - taking into consideration the challenges arise in the context of to the current pandemic situation and the contribution of GDE in this context - focusing on the competences development and pedagogical support of practitioners and decision-makers, and on awareness-raising and networking.

Each national delegation included five to six participants representing formal/non-formal education sector; CSO platform; Ministry of Education (MoE), Ministry of Education and Science, Ministry of Youth and Sport; parliamentary commissions on education, and the national coordinator of the NSC GE network.

Through plenary session, participants reviewed the state of advancement of professional development of and pedagogical support to educators and institutional stakeholders and advanced solutions to reinforce GDE capacity-building and advocacy at national and regional level.

The half-day online expert meeting was followed by a second half-day session for sharing its outcomes with a wider audience of GDE educators and stakeholders and allow additional contributions and enlarged Multi-stakeholder networking.

### Outputs:

- regional state of play in the field of GDE capacity-building and advocacy is shared;
- regional GDE recognition and increased institutional support for policy improvement and pedagogical support are discussed;
- regional needs and priorities are defined in terms of GDE competencies development of main stakeholders (both practitioners and institutional stakeholders) and in terms of policy development;
- digital challenges and divides in the period of COVID 19, and the support for educators facing such challenges, are tackled;
- follow up mechanisms for implementing GDE – including regional needs and priorities in terms of competencies development of main stakeholders (both practitioners and institutional stakeholders) and in terms of policy development - are proposed for the next two years in the framework of sub-granted projects.

## 3. REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

### 3.1. Policy Making and Curricula Development

Significant initiatives and educational reforms have been implemented in the region in the field of policy making and curricula development. **Albania** is at the end of a curriculum reform for pre university education. Even though facing some challenges in addressing violent extremism and radicalization, as well as developing a new education standard, religion education has been added to intercultural education, as part of the curricula of Citizenship education. Moreover, a new strategy of the Albanian Parliament for law education of the public is translated into education goals and activities for the education system. Human rights education is a central pillar of this education and all cluster of competences (knowledge, skills, values and attitudes) are aimed by it.

**Bosnia and Herzegovina** have followed the implementation of *Priorities 2016-2026 Higher Education Development in Bosnia and Herzegovina*. Furthermore, the process of implementing the Instrument for Pre-accession Assistance (IPA II) took place for the country in the field of Employment, Education and Social Policy, with a focus on education for employment in accordance with the so called *Reform Agenda for BiH and priorities* defined between relevant institutional stakeholders. Regarding to the SDGs and global education, the two-year project “Support for Preparation for Implementation of the Sustainable Development Goals (SDGs)” is ongoing. The goal is to prepare private and public sector partners in Bosnia and Herzegovina to implement Agenda 2030. In 2015, the Agency for Pre-primary Elementary and Secondary Education (APOS0) developed a Common Core Curricula for subject “Democracy and Human Rights” grounded on learning outcomes. In 2017, APOS0 developed the Guidelines for the development of accreditation standards for teacher training in secondary vocational education. Lastly, in 2018 APOS0 developed a Common Core Curricula for all subject fields.

At the beginning of school year 2019/2020 in **Croatia**, all the schools entered the ‘*School for life*’ program – a pilot program aiming at implementing a comprehensive curricular reform. However, the curriculum is nationally focused and only at the end of the educational cycle EU related topics are mentioned. Therefore, a global dimension is lacking in the curriculum, even though it is mentioned in the purpose and description of the cross curricular theme. In the National Development cooperation strategy 2017-2021, education and the work on achieving SDG 4 is listed as one of the priorities with the statement that “*Global education initiatives will be encouraged*”. This support was partially operationalized through the second round of development cooperation calls for proposals organized in fall 2020 by the Ministry of Foreign and European Affairs with quality education set as one of the priorities. Moreover, the Croatian presidency of the Council of the European Union (1 January – 30 June 2020) was an opportunity for advocating for quality GE/GCE but the process was seriously disrupted by with COVID 19 pandemic.

Regarding the changes in legislation in the global education field, during 2019 and 2020, **Montenegro** was the first country in the Balkans in regulating academic integrity by introducing a specific law aiming at preventing plagiarism and raising awareness on all forms of violation of academic and democratic values in higher education. Besides that, on April 2019, the Law on Youth was adopted by the Parliament of Montenegro. On April 2019, the Education Committee of the Parliament of Montenegro held a thematic session named “Digital Transformation of Montenegro”, also, the Committee held a thematic session dedicated to the topic: “Studying and promoting antifascism in Montenegrin education system”, on June 2020.

In **North Macedonia**, the strategy for Education 2018–2025 is considered as a commitment to provide comprehensive, inclusive and integrated education within modern programs. Following the national concept for creating “One society for all”, the City of Skopje initiated numerous school and extracurricular activities that contributed to high schools creating an atmosphere of togetherness, cohesion and mutual understanding. With the implementation of the Strategy for interethnic integration and civic inclusion, joint teaching activities (joint classes) will be supported for students according to the planned scope and diversity that will result from the adopted annual programs of high schools, and will refer to Ministry of Information Society and Administration.

Through the Balkan Regional Seminar on Global Development Education, held on 30-31 October 2017, **Serbia** gathered in Belgrade 66 representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia and Slovenia, as well as representatives from EU institutions and networks. A space was created to exchange and jointly discuss the existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, and in line with the strategic recommendations of the Zagreb Global Education (GE) Congress; with the conclusions of the Council of Europe’s Conferences of Ministers of Education; and with the UN SDG target 4.7 referring to the Global Citizenship Education monitoring scheme.

In **Turkey**, the Ministry of Education published its 2019-2023 Strategic Plans and a new five-year road map of education was determined with the strategic plan. However, the strategic plan could not be implemented to a large extent in 2020 due to the pandemic constraints and the necessity to conduct distance education. The Ministry of Education vision and core values have many dimensions joining the global education approach, and this strategic plan and the five-years road map seems very promising in terms of harmony of Turkey's national education system and global education understanding.

### 3.2. Professional Development of Educators and Quality Support

In **Albania**, competences for democratic culture of the Council of Europe are agreed to be the starting point for accomplishing all the objectives and activities related to new competence based core curriculum for citizenship education to be developed as from this year, through the in-service teacher training program and within the curricula of citizenship education for pre-university education. Global education philosophy and objectives are part of this process.

In **Croatia**, as a result of the curricular reform and following the start of the 'School for life' program, most of the preparations for teachers has been done through the Ministry of Science and Education and their online platform. Training in cross-curricular topics is partially done by the National Teacher Training Agency and partially by CSOs but still embraces a minority of teachers and mostly those who are already inclined to trying out new methods and dealing with new topics. The research of global competencies within the PISA 2018 cycle showed that teachers in Croatia still rely on "traditional" teaching methods in conveying content and topics related to global competencies, as opposed to focusing on active, research and experiential learning" and also that they do not collaborate enough with their colleagues. This is a problem especially in designing meaningful work on cross curricular topics.

In **Montenegro**, the Instrument for Pre-accession Assistance (IPA) project is ongoing, through the "Integration of key competences into the education system of Montenegro" for the development of a comprehensive national framework. Moreover, within the scope of the British Council *21 Century Schools project*, a total of 2,340 microbits were distributed to schools during the programme implementation. Also, there is a distance learning platform *#LearnAtHome* as response to the COVID-19 during school 2019/2020, resulted in a total of 1.700 lectures from 17 subjects being recorded, with the participation of 200 teachers from 35 schools.

Also, in **North Macedonia**, several measures have been taken to improve education sector performance. The Bureau for the Development of Education (BDE) coordinates professional development programs for teachers in primary and secondary education and Education for Sustainable Development (ESD) is used occasionally by education professionals and policymakers in the context of environmental issues. As a novelty in education is the use of the Cambridge program in public high schools since September, school year 2018/2019. The Cambridge International Curriculum Centre and the Ministry of Education signed a contract for the implementation of this educational program in November of 2017/2018 in the secondary schools in the Republic of North Macedonia.

From the period of the GDE Belgrade regional seminar, in **Serbia**, there has not been a lot of progress in the field of Professional development of educators and quality support. The successfulness and learning outcomes of GE are still based on the free will of teachers, especially regarding cross-curricula approach. Through the national volunteer program "Youth Rule" the Ministry of Youth and Sports supported 150 youth volunteer projects across Serbia, 27 international volunteer camps and three large volunteer campaigns. In order to build capacities of national network of global education actors, the Ministry of Youth and Sport, in partnership with Centre for Youth Work, organized three days training about global education in the preparatory phase of the Global Education Week 2020.

In **Turkey**, in order to increase the quality of education and to establish a planned management approach in schools, within the scope of the strategic plan of the Ministry of Education, an efficient financing model will be established. In the distance education process, due to the COVID pandemic, the transfer of information to students and catching up the curriculum were prioritized.

### 3.3. Awareness Raising and Pedagogical Tools

In **Albania**, a three years project has been implemented in order to be able to empower students for digital citizenship for media and information literacy, in cooperation between the Albanian Media institute, the Ministry of Education, Sports and Youth and the Agency for Quality Assurance in Pre-university Education. Furthermore, the CoE project implemented by European Wergeland Centre in Oslo that have put together 12 universities of education from Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia, in a joint work to improve the teaching and learning process based on culture of democracy, and on practice teaching.

In **Croatia**, in November 2019 was held the second coordinated Global Education Week. The events organized in three major cities ranging from activities with students on envisioning a better future, through public discussions on climate change and its' link to human rights and inequalities, nationwide small granting program for students organized around climate justice to teacher trainings and training for trainers and educators rooted in critical pedagogy. All activities were listed on the Centre for Peace Studies website with also an English version linked to the NSC GEW page.

In **North Macedonia**, the Ministry of Education and Science, the Bureau for Development of Education and the non-governmental sector are working together in order to increase the public awareness about the values and ideas offered by the global education, through expressing common interests and strengthening the already established cooperation.

In **Serbia**, in order to improve national awareness of global education, the Ministry of Youth and Sport, in partnership with the Centre for Youth Work, is implementing a raising awareness campaign about global education through online quiz contest on Fun Park platform. Fun Park is an open source game-based learning application and platform about global education which was developed by the Centre for Youth Work with the support of the Ministry of Youth and Sport and the European Youth Capital OPENS 2019. Fun Park aims to raise awareness about global education through fun, inclusive and engaging learning games. In addition, the Ministry of Youth and Sport, in partnership with the Centre for Youth Work, is developing a national award for best annual global education practice in Serbia – Fun GEek Award. It will be established as a national tool for promotion of global education and it will be awarded for the best global education practice every year in order to ensure strategic global education sustainability in Serbia.

In **Turkey**, in order to support the physical, spiritual and mental development of students with special needs, a functional psychological counselling and guidance structure will be established. A justice-based approach model will be developed in education that does not isolate individuals with special education needs from their peers and strengthens the culture of living together. These targets are in harmony with GE and any efforts on these would serve global education approach. The development of the capacities of young people, teachers and civil society in terms of global education during and after the pandemic can contribute to the continuation of the long but promising development process related to global education.

## 4. KEY OBSERVATIONS AND RECOMMENDATIONS

The Balkan online expert meeting focused on Global Education Challenges during Covid-19 and aimed at creating a space to discuss strategies and develop partnerships to support global education advocacy and capacity-building actions during and beyond the pandemic situation. The online meeting was an opportunity for practitioners and institutional representatives for sharing national updates and practices in the field of policy development and pedagogical support and strengthening cooperation between different stakeholders.

Concretely, participants shared the efforts and **practices**<sup>1</sup> pursued at institutional and educational level to overcome the impact of the COVID-19 pandemic in the field of education and youth work, at the local and national level, ranging from broadcasting education classes on TV channel; creating online learning platforms; developing collaborative pedagogical projects involving youth workers, CSO and educators; developing online teacher trainings and online seminars; collecting and distributing IT and learning equipment for vulnerable groups or implementing online awareness-raising projects. These examples illustrate the increased value of a multistakeholder approach involving institutional actors and field workers.

The following recommendations were outlined both during the meeting sessions and through written inputs from regional partners – *each recommendation builds on on-going educational processes*:

### ➤ **The COVID outbreak showed the importance of intersectional approach and solidarity.**

#### **Recommendation:**

- *cross-professional and multistakeholder approach* involving ministries, local authorities, educational communities, teacher and student unions, vocational schools, parent and community based associations, youth organisations and CSO, are essential for the smooth adaptation of education programmes into an online environment and for a successful mitigation of current sanitary contingencies;
- *Cooperation between formal and non-formal education* actors is essential to establish quality education in an online reality;
- Within the COVID period, as parents are playing an active role in the pedagogical assistance in this virtual environment, *family involvement* needs to be tackled and supported during the educational process.

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<sup>1</sup> For the links of good practices, please see the appendix 3



### **Current processes:**

*In the succeeding paragraphs this section details achievements and ongoing initiatives developed in participants' countries that can contribute to the recommendations.*

#### **Serbia:**

- In February 2020, the Ministry of Youth and Sports launched public calls to support youth organizations to create conditions for improving the position and participation of young people in the local communities. Total initiative value 1.815.000 EUR.
- To build capacities of national network of global education actors, the Ministry of Youth and Sport, in the partnership with Centre for Youth Work, organized three days training about global education in the preparatory phase of the Global Education Week 2020.

#### **Turkey:**

- 2019-2023 Strategic Plan<sup>2</sup> has been published by the Ministry of Education. Within the scope of the strategic plan, a stakeholder Survey was carried out with the participation of 60 thousand relevant people working in the Ministry of Education, schools, public institutions and organizations and in the provincial and district education directorates. The goals in the strategic plan were determined by stakeholders' responses to this survey.

- ***The pandemic hindered the current education reform processes and curricular development in many countries, as well as on-going educational activities. Although it could be considered an opportunity to start using a variety of different platforms and to push for creativity, there is a need to develop new competences for online education and make IT equipment available.***

### **Recommendation:**

- International, regional and national cooperation need to be strengthened in the field of *competences development and teacher training*;
- teachers should be supported with quality resources, and trainings to develop online education skills;
- In order to enlarge *GE competencies implementation* and to disseminate them among the society, the vocational school also needs to be addressed as a priority, with more systematic pedagogical and thematic measures since they are lacking global skills.

### **Current processes:**

#### **Albania:**

- A project for "educating future teachers<sup>3</sup>" implemented by European Wergeland Centre in Oslo have put together 12 universities of education from Albania, Bosnia and Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia, in a joint work to improve the teaching and learning process based on culture of democracy.

#### **Bosnia and Herzegovina**

- The two-year project "Support for Preparation for Implementation of the Sustainable Development Goals (SDGs)" is still ongoing.
- In 2015, the Agency for Pre-primary Elementary and Secondary Education (APOS) developed a Common Core Curricula on the subject of "Democracy and Human Rights".

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<sup>2</sup> For further detail about the Strategic Plan: <http://planipolis.iiep.unesco.org/en/2019/turkeys-education-vision-2023-6564>

<sup>3</sup> For further detail about the project: <https://theewc.org/projects/preparing-future-teachers-in-the-western-balkans/>

- In 2017, APOSO developed Guidelines for the development of accreditation standards for teacher training in secondary vocational education. Sustainable development is one of the priority areas for teacher training to develop competencies.
- In 2018 APOSO developed a Common Core Curricula for all subject fields.

**Croatia:**

- At the beginning of school year 2019/2020 all the schools entered the 'School for life' program<sup>4</sup> as a pilot implementation of the comprehensive curricular reform.

**Montenegro:**

- Pre-accession Assistance (IPA) project, "Integration of key competences into the education system of Montenegro<sup>5</sup>" is ongoing.
- The Service-Learning project<sup>6</sup>, implemented by Forum MNE in partnership with the Ministry of Sports, aims to carrying out activities, in collaboration with the community in solving the identified problems, while strengthening the link with the curricula of universities and high schools.

**North Macedonia:**

- The Bureau for the Development of Education (BDE) coordinates professional development programs, implemented by accredited training providers and by BDE staff in coordination with international partners, for primary and secondary education teachers.
- The Cambridge International Curriculum Centre and the Ministry of Education signed a contract for the implementation of this educational program in November of 2017/2018 in the secondary schools in the Republic of North Macedonia. The Cambridge program is being used in public high schools since September (school year 2018/2019).

- ***While transferring the education system into the digital platform, students coming from disadvantaged communities such as minorities, displaced and refugees, or students with disabilities become at the highest risk of being neglected due to the lack of devices, internet connection to access online education.***

**Recommendation:**

- to assure that *no one left behind*, minority groups of all kinds ought to be targeted for the improvement of inclusive education with different types of initiatives.

**Current processes:**

**Montenegro:**

- In April 2019, the Education Committee of the Parliament of Montenegro held a thematic session "*Digital Transformation of Montenegro*" with the aim of obtaining information on the implementation and communication technologies in everyday work.
- Within the scope of the British Council 21 Century Schools project<sup>7</sup>, a total of 2,340 microbits were distributed to schools during the programme implementation in Montenegro.

<sup>4</sup> For further information about the program: <https://glashrvatske.hrt.hr/en/news/domestic/school-for-life-program-begins-with-new-school-year/>

<sup>5</sup> For further information about the project:

<https://www.developmentaid.org/#!/organizations/awards/view/147792/integration-of-key-competences-into-the-education-system-of-montenegro>

<sup>6</sup> For more information about the project: <https://www.forum-mne.com/en/project/service-learning/>

<sup>7</sup> For more information about the project: <https://www.gov.uk/government/speeches/launch-of-the-21st-century-schools-project-in-montenegro>

- With distance learning platform, #LearnAtHome<sup>8</sup>, a total of 1.700 lectures from 17 subjects were recorded, with the participation of 200 teachers from 35 schools, in order to meet the developmental, educational but also psycho-social needs of marginalized children during the lockdown and isolation at home.
- In cooperation with the HELP organization and Telekom Crne Gore, 100 smartphones were provided with free 3-month access.
- In cooperation with NGO Young Roma, the Ministry of Education provided 45 telephones and free access cards for primary final grade students.

**North Macedonia:**

- 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.
- In the Work Program 2020-2024, the Government of North Macedonia plans to develop National Strategy for Digitalization of the Education System to define and legalize distance learning as a possible alternative solution for the next generation to deal with crises.

**Serbia:**

- Through the national volunteer program<sup>9</sup>, "Youth Rule", the Ministry of Youth and Sports supported 150 youth volunteer projects across Serbia, 27 international volunteer camps and three large volunteer campaigns, for promoting intergenerational cooperation, understanding, tolerance, solidarity, humanity and equal opportunities for all, especially towards socially disadvantaged groups.

**Turkey:**

- With the Safe Schooling and Distance Education Project<sup>10</sup>, the World Bank provided money to the Republic of Turkey to enhance the capacity of the education system.
- With UNICEF support, Ministry of National Education (MoNE) has improved the Education Information Network (EBA) remote learning platform<sup>11</sup>.
- Turkey managed to establish 3 television channels for education namely TRT EBA Primary School, TRT EBA Secondary School and TRT EBA High School channels within 10 days after the beginning of the pandemic<sup>12</sup>.

➤ ***As a psychological consequence of isolation brought by pandemic, it is significant to understand how COVID affected or triggered some discriminative attitudes such as hate speech and bullying.***

**Recommendation:**

- Ethical approach and solidarity need to be strengthened through relevant GE competences (such as *empathy, multiperspectivity and critical thinking*) and through *science literacy, evidence-based thinking, sustainability and mental health*. At this point, *civic education and citizen education*, as part of the curriculum, are essential to develop citizens' critical awareness to prevent any manipulative discourse or information. Ultimately, developing media literacy can be also considered a great help for how to communicate and work in virtual reality.

<sup>8</sup> To see the project: <https://www.ucidoma.me/>

<sup>9</sup> For further information about the project: <https://eacea.ec.europa.eu/national-policies/en/content/youthwiki/24-youth-volunteering-national-level-serbia>

<sup>10</sup> For further information about the project: <https://www.worldbank.org/en/news/loans-credits/2020/06/25/turkey-safe-schooling-and-distance-education-project>

<sup>11</sup> For the UNICEF report: <https://www.unicef.org/media/81771/file/Turkey-COVID19-SitRep-June-2020.pdf>

<sup>12</sup> For details: <https://www.meb.gov.tr/education-plan-during-covid-19-process-with-his-counterparts/haber/21957/en>

## Current processes:

### Albania:

- A three-year project for media and information literacy is being implemented, in cooperation between the Albanian Media institute, the Ministry of Education, Sports and Youth and the Agency for Quality Assurance in Pre-university Education.

### Bosnia and Herzegovina:

- The project “Strengthening media literacy among young people in Bosnia and Herzegovina”<sup>13</sup> was implemented in cooperation with the Association of Secondary School Students in Bosnia and Herzegovina (ASuBiH) and with the support of the European Union.

### Croatia:

- In the National Development cooperation strategy 2017-2021, education and the work on achieving SDG 4 is listed as one of the priorities with the “*Global education initiatives will be encouraged*” statement.
- Handbook for Civic Education has been published under Rijeka municipality initiative.<sup>14</sup>
- “Start the change” is a project<sup>15</sup> co-financed by the European Union, partnership with 15 organisations active in 12 European Countries. It aims to raise European citizens’ awareness of the importance of a joint effort to contribute to ending poverty, protecting the planet and ensuring peace and prosperity for a

### Montenegro:

- The Silent Movie Project<sup>16</sup> is funded by the US Embassy in Podgorica, to create a space for educating and empowering young people to express their opinions through the creation of three-minute video.

### Serbia:

- *Fun Park online quiz*<sup>17</sup>, an open game-based learning application and web platform, has been developed by the Centre for Youth Work with the support of the Ministry of Youth and Sport and the European Youth Capital OPENS 2019. It aims raising awareness about global education through fun, inclusive and engaging learning games.
- *Fun GEek Award*, a national award, has been developed by the Ministry of Youth and Sport in partnership with the Centre for Youth Work, for best annual global education practice.

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<sup>13</sup> For further information about the project: <https://zastone.ba/en/media-and-information-literacy-workshop-was-held-in-banja-luka/>

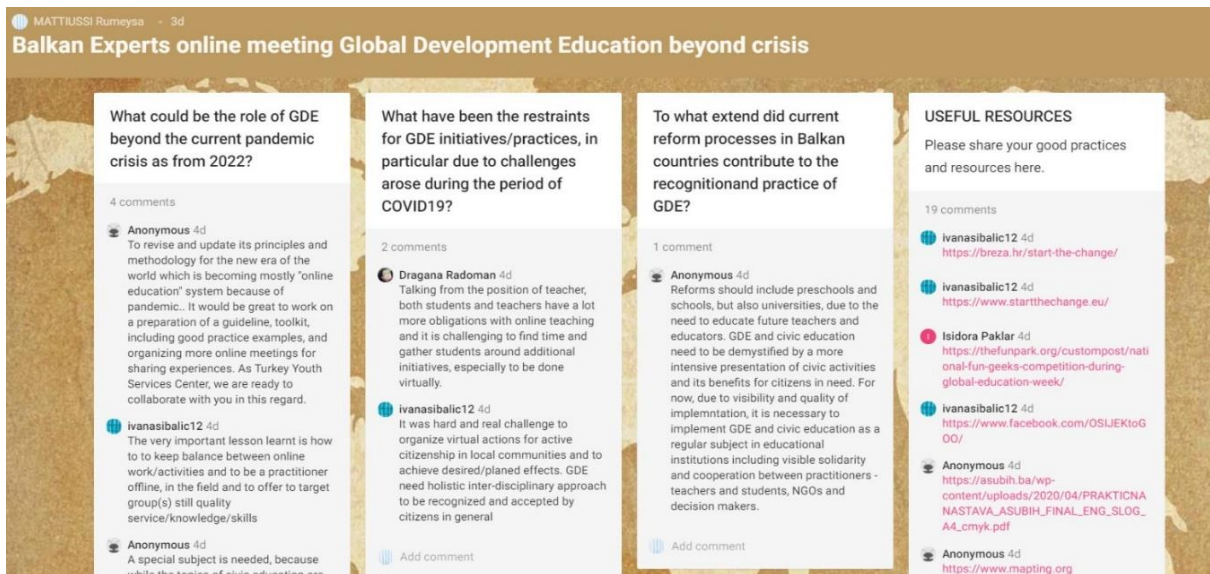
<sup>14</sup> Handbook for Civic Education: <https://www.rijeka.hr/wp-content/uploads/2016/05/U%C4%8Denik-gra%C4%91anin-Priru%C4%8Dnik-za-Gra%C4%91anski-odgoj-i-obrazovanje.pdf>

<sup>15</sup> For further information about the project: <https://www.startthechange.eu/>

<sup>16</sup> For more information about the project: <http://www.forum-mne.com/en/project/youth-silence-fiction/>

<sup>17</sup> Online game: <https://thefunpark.org/>

Participants shared their insights throughout three working sessions, complemented with a padlet. The [padlet](#) has been created through an online platform and the link was shared on the chat. The participants were asked to share their insights on the targeted questions.

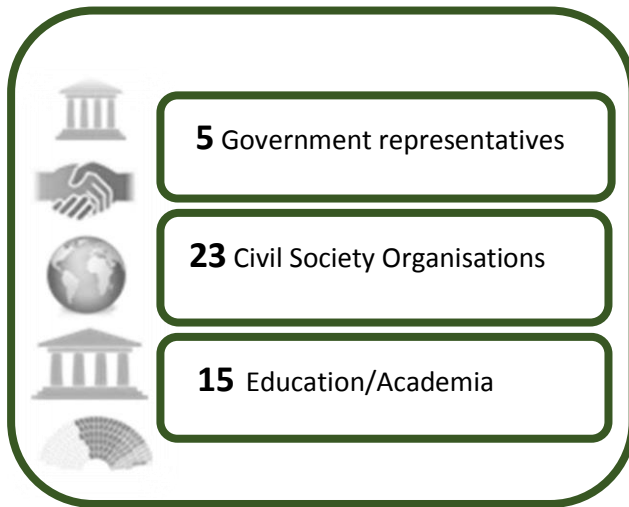


## 5. FACTS AND FIGURES

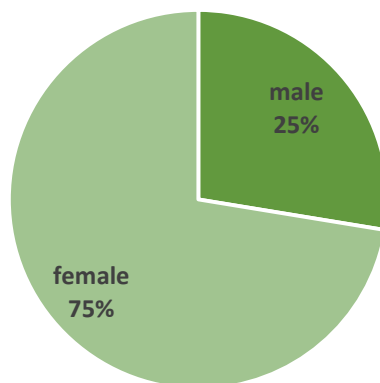
The online expert meeting targeted stakeholders from Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, Serbia and Turkey including formal and non-formal educators, academia, CSO representatives and institutional representatives (MoE & MFA) in the field of global education, global development education or global citizenship education - 43 of them in total attended the expert on-line meeting. When it comes to country representation five from Albania, Bosnia and Herzegovina, North Macedonia and Serbia, nine from Croatia, eight from Montenegro and six from Turkey.



### Quadrilogue representation of participants



In terms of gender mainstreaming there were 33 female and 10 male participants.



## 6. BACKGROUND DOCUMENTS AND APPENDICES

### 6.1. International reference documentation

- North-South Centre Global Education network annual meeting [report](#), Lisbon, January 2020;
- North-South Centre [Global Education Guidelines – a Handbook for Educators to Understand and Implement Global Education](#), Lisbon 2019;
- 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;
- Council of Europe [Charter on Education for Democratic Citizenship and Human Rights Education](#), Strasbourg 2010;
- Council of Europe White Paper on Intercultural Dialogue: [“Living Together As Equals in Dignity”](#), Strasbourg 2008;
- [European Consensus for Development](#), 2017;
- [2014-2020 financing instrument for development cooperation](#);
- United Nations [2030 Agenda for sustainable development](#)

### 6.2. Reginal reference documentation

#### Croatia:

- [‘School for life’ program as a pilot implementation of the comprehensive curricular reform.](#)
- [Handbook for Civic Education.](#)

#### Montenegro:

The materials are available in Montenegrin language on the Bureau for Education Services [website](#).

- Methodological instructions for implementing Education for Sustainable Education, Bureau for Education Services (BES) and Regional Environmental Centre (REC) of Montenegro, 2015;
- "Our School" – Methodological instructions for implementing the programme: ESD in preschool education (3 – 6-year old), BES and REC of Montenegro, 2015;
- Education for Sustainable Development: Cross-curricular area in the subject programmes of primary education, BES and REC of Montenegro, 2014;
- Cross-curricular areas in general secondary education subject programmes, BES, 2014;

#### Turkey:

- [2019-2023 Strategic Plan published by the Ministry of Education.](#)
- [Education Information Network \(EBA\), remote learning platform.](#)