

SUMMARY OF THE STATE OF PAY BALKAN COUNTRIES

➤ Policy making and curricula development

Significant initiatives and reforms have been implemented 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 reality, religion education has been added to intercultural education, as part of the curricula of Citizenship education.

Bosnia and Herzegovina have followed the implementation of *Priorities 2016-2026 Higher Education Development in Bosnia and Herzegovina*. Furthermore, the process of Programming of 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 stakeholders at all levels of authorities is BiH. 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 the largest global plan of today: Agenda 2030. In 2015, the Agency for Pre-primary Elementary and Secondary Education (APOSOS) developed a Common Core Curricula for subject "Democracy and Human Rights" based on learning outcomes. In 2017, APOSOS developed the Guidelines for the development of accreditation standards for teacher training in secondary vocational education. Lastly, in 2018 APOSOS 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 the EU has been mentioned. However, in the curriculum, a global dimension is lacking 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 seen as an opportunity for advocating for quality GE/GCE but the process was seriously disrupted and marked 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 improving a specific law. This law aims 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**, strategy for Education 2018–2025 is considered as a commitment to provide comprehensive, inclusive and integrated education with 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 to create 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; the conclusions of the Council of Europe's Conferences of Ministers of Education; and the UN SDG target 4.7 referring to the Global Citizenship Education monitoring scheme.

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 problems and the necessity to conduct distance education.. As vision and core values of the Ministry of Education have many dimensions overlapping with the global education approach, 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.

➤ Professional development of educators and quality support

In **Albania**, competences for democratic culture of the Council of Europe are agreed to be the starting points for accomplishing all the objectives and activities related to new core curriculum for citizenship education to be developed this year. It aims to review the core based on the competence, the in-service teacher training program and the curricula of citizenship education for pre-university education, to draft and develop the curricula for teacher training. 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 includes a minority of teachers and mostly those that 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, "Integration of key competences into the education system of Montenegro" to 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 with: total of 1.700 lectures from 17 subjects were 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 the 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.

➤ Awareness raising and pedagogical tools

In **Albania**, a three years project has being implemented in order to be able to empower students for digital citizenship for media and information literacy, cooperation between the Albanian Media institute, Ministry of Education, Sports and Youth and Agency for Quality Assurance in Pre-university Education. A new strategy of the Albanian Parliament for law education of the public is translated into education goals and activities for the education system. Furthermore, the CoE project implemented by European Wergeland Centre in Oslo that have put together 12 universities of education from Albania, North Macedonia, Kosova, Monte Negro, Serbia, Bosnia and Herzegovina in a joint work to improve the teaching and learning process based on culture of democracy, 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.