

# Balkan Regional Seminar on Global Development Education

## Follow-up meeting

Podgorica, Montenegro  
27-28 June 2019

## Appendix 2

# GDE regional state of play

*In partnership with:*



Ministry of  
Science and  
Education



CHAIRMANSHIP OF CROATIA  
Council of Europe  
May - November 2018  
PRÉSIDENCE DE LA CROATIE  
Conseil de l'Europe  
Mai - Novembre 2018



BOSNIA AND HERZEGOVINA  
MINISTRY OF CIVIL AFFAIRS



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by the European Union  
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Implemented  
by the Council of Europe

### **Policy making and curricula development**

Albania is in the end of a curriculum reform for pre university education. But, as a result of several political priorities such as dealing with violent extremism, the curricula of citizenship education and all education system in Albania is being challenged recently by the need to address violent extremism and radicalization. Besides, religion education is a new dimension added to intercultural education, as part of the curricula of Citizenship education. Coming from a society that considered itself an atheist society by constitution, this new dimension has created a lot of controversies regarding what and how religion related issues are to be taught in school. This means that the reform in citizenship education is still open and being carried out. A reform in the teacher training programs in order to meet the requirement of the new education reality is needed as well.

### **Professional development of educators and quality support**

Competences for democratic culture of the CoE 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:

- To review the core curriculum of citizenship education based on the competence for democratic culture of the council of Europe.
- To review the curricula of citizenship education for pre-university education based on the new core curriculum
- To draft and develop the curricula for teacher training institutions (faculties of education)
- To review the in-service teacher training program.

Global education philosophy and objectives are part of this process

### **Awareness raising and pedagogical tools**

There are different direction of actions that help education system to become aware of the importance of global education and its perspective based on the concept of interdependency and systemic way of viewing the world, but also make it part of the philosophy of education and, what is more important, make it part of the everyday teaching and learning process:

- GE is the thread that goes throughout the curricula of Citizenship education for grade 1-10.
- GE is the key concept of the 8<sup>th</sup> grade curricula of citizenship education.
- GEG are part of the teacher training program for social studies teachers related to all issues (political, economic, social, cultural, religious related issues etc.)
- GEG is displayed together with other EDC/HRE document and tools in the website of the Institute for Educational Development. All teachers have access to this website.
- Competences for Democratic Culture are going to be translated soon and disseminated to all educational institutions for pre university and initial teacher training institutions.

## BOSNIA AND HERZEGOVINA

### **Education priorities in Bosnia and Herzegovina**

The goal of the current and forthcoming reforms in Bosnia and Herzegovina is full integration into European Education Area. This integration refers to full implementation of European standards in education.

Furthermore, the goal is also the full implementation of conventions at international level, more specifically for ex: implementation on UNESCO/CoE Lisbon on Recognition of Foreign Higher Education Degrees.

### **Agenda 2030 and SDGs**

In close cooperation with UNESCO Office in BH, competent education authorities in Bosnia and Herzegovina are following trends at global level and in this regard, identification and implementation of SDG 4 goals are in place

The two-year project "Support for Preparation for Implementation of the Sustainable Development Goals (SDGs)" is ongoing and has the goal to prepare private and public sector partners in Bosnia and Herzegovina to implement the largest global plan of today: Agenda 2030.

One of the aims of the project is to raise awareness on Agenda 2030 (Incheon Declaration) and further select or prioritize specific indicators for Education sector for Bosnia and Herzegovina.

### **Indication of global education in Bosnia and Herzegovina**

In 2015, the Agency for Pre-primary Elementary and Secondary Education (APOS0) developed a Common Core Curricula for subject "Democracy and Human Rights" based on learning outcomes.

In 2017, APOS0 developed Guidelines for the development of accreditation standards for teacher training in secondary vocational education. Priority areas for continued professional development of teachers in vocational education are defined within the framework of the standards. Sustainable development is one of the priority areas for teacher training to develop competencies to include sustainable development in their areas of teaching.

## CROATIA

### **Policy making and curricula development**

On October 17th-18<sup>th</sup> 2018, Centre for Peace Studies with the support of the North-South Centre and the Ministry of Science and Education Croatia organized a two-day Balkan follow-up meeting assessing the progress in GE after the Belgrade regional seminar. Over 50 representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and "The former Yugoslav Republic of Macedonia" assessed the level of implementation of the recommendations agreed in Belgrade, exchanged and jointly discussed existing perspectives and further developments on the concept and practice of GDE. Report is available [here](#). In the period after the GE regional seminar held in Zagreb in October 2018, there has not been a lot of progress improving the status of GE in Croatia, mostly due to lack of capacity and resources. The Ministry of Science and Education led pilot implementation of new curricula called 'School for life' ("Škola za život") began in

September 2018 in a smaller number of schools (50 primary and 30 secondary) with potential of including more GE and global learning but the reality of these changes is still being assessed with the idea to introduce the new curricula in all Croatian school in the school year 2019/2020. The pilot implementation year was laden with different problems – from important processes as equipping schools or public commenting of new curricula being late, curricula revised in dubious circumstances (especially history curricula), teachers being trained for the new methodology only online, lack of communication between the Ministry and schools on how to prepare for the process etc. The curricula that had most direct connections with GE, the new civic education curricula has been designed in a much more constrained way than previous ones and will be introduced in September as an obligatory cross curricular topic. The curricula that at this moment shows the most potential for GE topics/principles is the Sustainable Development curricula that will also be cross-curricularly introduced in autumn. It is organized through three interconnected domains: a) Connection, b) Action and c) Wellbeing with the overall aim of achieving general well-being through ‘knowing and learning about the connectivity of everything in the network of life on our planet’ that helps us find/organize the right actions focused on solving problems<sup>1</sup>. The biggest overall problem with the pilot “School for life” year is that it has not been systematically monitored or evaluated but will nevertheless be introduced in all schools in September 2019.

Most progress in introducing GE topics can still be seen through the process of local authorities in Croatia introducing civic education as an extracurricular activity following the so-called ‘Rijeka model’. After the City of Rijeka started to conduct its’ program, eight more cities and 2 counties signed contracts with Rijeka and started implementing their model in schools gradually from grades 5 – 8 (for pupils 11-15 YOA). CSO organizations including the Forum for Freedom in Education, GONG and Centre for Peace Studies have been supporting the implementation by providing systemic teacher training in the abovementioned cities and counties.

### **Professional development of educators and quality support**

From the period since the GE regional seminar in Zagreb, there has not been a lot of progress in the field of professional development of educators. Preservice training of students in most cases is still predominantly focused on the discipline they study, there is little interdisciplinary work and even less participatory methodology they can learn and experiment with. In-service teachers also mostly receive support and training linked with their subject curricula making it hard for them to really develop competencies needed to be a quality global education teacher. Training in cross-curricular topics correlating most with GE (civic and sustainable development) 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. Majority of teachers don’t feel comfortable working on GE topics so fulfilling outcomes of cross-curricular topics related to GE will be hard and most likely unsystematic as it will rely mostly on the enthusiasm of individuals rather than systemic and quality support. Qualitative research done through focus groups of teachers conducting cross curricular civic education in 2018 by the Institute for Social

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<sup>1</sup> Adapted from the Sustainable Development curricula available in Croatian at MOSE webpage – [www.mzo.hr](http://www.mzo.hr)

Research<sup>2</sup> in Zagreb shows teachers point out the positive sides of GCE - students express great interest in topics covered by civic education, enjoy innovative methods and there is increased cooperation in the school resulting in a better atmosphere. Still, negative sides are predominant: insufficient capacity of teachers, organizational challenges, excessive administrative burden, arbitrariness of teachers, and reluctance of all teachers to carry out civic education and unwillingness of institutions for monitoring the quality of the delivery.

### **Awareness raising and pedagogical tools**

In November 2018 the first coordinated Global Education Week was held in Croatia with events organized in six cities ranging from activities with students on migration and human rights, through cooking events promoting zero waste, to climate justice quizzes, teacher trainings and an expert forum on global education and developing global competencies of youth. Centre for Peace Studies coordinated the Week (<https://maphub.net/cms/tgo.cro>) and other CSOs (Green Action, Green Istra, Volunteer Center Istra, Žmergo Opatija, Breza Osijek; GOOD Initiative) in partnership with schools they usually cooperate with organized activities. Feedback from events was quite good with organizations willing to participate also in the 2019 edition. The GEW was promoted mostly through social networks and local media.

## **MONTENEGRO**

### **Policy making and curricula development**

During the period between Belgrade seminar (2017) and Zagreb follow-up meeting (2018), there were no changes in legislation in the area of education in the Parliament of Montenegro. The focus was on monitoring the implementation of the reform process of the education system, with the biggest challenges in the North region of the country due to the migration of the population to the Central and Southern regions and the fact that it's about poorer municipalities. The special attention of the Committee on Education, Science, Culture and Sports, the working body of the Parliament of Montenegro, was dedicated to thematic sessions, out of which a session dedicated to the *Use of Information and Communication Technologies in Educational Institutions*, attended by representatives of many relevant institutions, Ministry of Education and Ministry of Public Administration.

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<sup>2</sup> Research done by Marko Kovačić and Nikola Baketa presented as „Papir sve trpi” – perspektiva nastavnika o (međupredmetnoj) provedbi GOO-a“

### **Professional development of educators and quality support**

In the period from January to June 2018, the Center for Vocational Education has been working on the development of new modularized educational programs in secondary vocational education. Based on the recommendations of Global Education, optional modules have been developed: Contemporary Growth, Social Networks, Globalization and Business Culture, for all new four-year educational programs which are arranged in second, third and fourth grade.

Each Educational program is based on Education Level Calibration Standard document, which contains a clearly linked module with professional qualifications, but also with key competencies and Global Education.

Besides above mentioned module, through each module in the new education programs, key competences are recognized which, in addition to professional competencies, can be achieved by this module.

During the development of educational programs, the members of the working groups have been trained to develop modules on topics based on the recommendations of the Global Education. In addition, the Center for Vocational Education organized training for all teachers dealing with the implementation of the educational program, with emphasizing on development of key competencies and recommendations of Global Education.

All teachers who implemented new educational programs in Montenegro were involved in this training.

## **Republic of North Macedonia**

### **Policy making and curricula development**

The Macedonian government considers education, training, research and innovation as key factors for strengthening the national economy and the welfare of citizens. In this context, the Strategy for Education 2018 – 2025 can be considered as a commitment to provide comprehensive, inclusive and integrated education with modern programs that enable future generations to acquire knowledge, skills and competencies in accordance with the needs of a democratic multicultural society, the market of labour and new challenges in the global science and technology environment.

The Ministry of education as leading policy body has started a reform process in the state education system aimed to improve the quality of several laws. Namely, the reform process includes conducting a broad consultation with various relevant stakeholders such as representatives of state institutions, teachers, trade union, the Academia as well as representatives of CSOs, in order to assure qualitative recommendations on the improvement of the Law on Primary, the Law on Secondary education and the Law on Higher Education. Those days The Ministry of education has proposed the new Law on Primary Education in which it is envisioned several aims: acquiring general and applicable knowledge that is needed in everyday life or for further education; harmonious, intellectual, emotional and social development of students according to their abilities; developing self-confidence and awareness among students about their individuality and responsibility for their actions; developing skills for research, experimentation, and problem-solving; inclusion and care for the development of students with special educational needs; etc. Moreover it is envisaged establishing national standards that will be based on the competencies to be acquired and adopted by students at the end of each period of primary education in the areas of: linguistic literacy, other languages, mathematics, science and technology, digital literacy, personal and social development, democratic culture and citizenship, entrepreneurship and artistic expression, culture and multiculturalism. The new Law of Primary Education it is expected to be adopted by the assembly of Republic of North Macedonia during the last quarter of 2019.

### **Professional development of educators and quality support**

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

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

Several other measures have been taken to improve education sector performance and contribute to new practices in such key areas as quality assurance in education (school self-assessment and integral evaluation); the incorporation of key competencies in the curriculum; professional development for teachers and; external student assessment in lower secondary education.

In line with the general government policy supporting a digital economy, the Ministry of Education and Science introduced information and communication technologies (ICTs) in various aspects of education, including the use of the ‘E-diary’, digital content (textbooks) and application of ‘one computer per child’ maxim.

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. However, the beginning of the reform has been delayed in order to obtain a reasonable amount of time for debate and preparation of textbooks from which the Macedonian students will receive the deserved quality and secular education.

### **Awareness raising and pedagogical tools**

Education should be striving to bring moral, intellectual and physical nature of students to perfection so they can make the greatest possible contribution to themselves and others. What is essential is precisely that moral, cognitive and intellectual component that needs to be transferred to the students, certainly in a way that will correspond to the student's age. The goal of a good education system is a well-integrated combination of education with upbringing. It is necessary to increase the understanding and to raise awareness among the general public about the benefits arising from the improvement of the education system through interethnic integration, inclusion and civic education. 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.

### **Policy making and curricula development**

The Balkan Regional Seminar on Global Development Education, held in Belgrade on 30-31 October, gathered 66 representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, Slovenia and “The former Yugoslav Republic of Macedonia 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. From that seminar until now there is little or no progress in implementing the recommendations from the Seminar at the country level.

### **Professional development of educators and quality support**

From the period of the GDE Belgrade regional seminar, there has not been a lot of progress in the field of Professional development of educators and quality support. As it was concluded by working group in Belgrade the teachers are not trained for being a global education teacher; they are strictly implementing their subject curricula. Due to a lack of qualified support and systematic professional capacity building, the subject teachers are not qualified; they are challenged and scared to deal with issues which are not part of their area of expertise (dealing with methodology or topics related to GE as well as EDC, HRE and other forms of GE related education). Professional capacity building of teachers/educators is done ad-hoc and without a systematic approach and common training curriculum. In most cases, these are short term trainings through which it is not possible to gain competencies as a GE teacher/educator. The successfulness and learning outcomes of GE are still based on the free will of teachers, especially regarding cross-curricula approach. Global education needs and deserves time, which often lacks in cross-curricular approach

### **Awareness raising and pedagogical tools**

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