



# Balkan Global Development Education Seminar

Follow-up meeting

Podgorica, Montenegro

# REPORT

27-28 June 2019

Organised by:



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



## EXECUTIVE SUMMARY

The two-day follow-up meeting of the Balkan Regional Seminar on Global Development Education (GDE) took place on the 27-28 June, 2019 in the Hotel Centre Ville in Podgorica, Montenegro. The meeting was organised by the North-South Centre of the Council of Europe, in coordination with the Ministry of Education of Montenegro, Forum MNE and regional partners, as well as the Programme Office of the Council of Europe in Podgorica.

Approximately 40 representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia and Serbia assessed the level of implementation of the recommendations agreed in the Belgrade Global Development Education seminar (2017) and in Zagreb follow-up meeting (2018), exchanged and jointly discussed existing perspectives and further developments on the concept and practice of GDE. Representatives from Cyprus, the Czech Republic, Romania, and Turkey shared their experience through a peer-learning approach.

Each national delegation included participants from formal/non-formal education sector; Civil Society Organisations (CSO) and CSO platforms; local and regional authorities; parliamentarians and Governmental bodies (Ministries of Civil affairs, of Education, and of Foreign Affairs).

Participants of the meeting reviewed the Zagreb recommendations within the framework of the following areas: Policy making and curricula development; Professional development of educators in formal and non-formal sector and quality support; and Awareness raising and pedagogical tools, through three working sessions using different techniques within the groups. Results were shared in plenary sessions enabling interaction and feedback from participants and the possibility for all participants to contribute to the three topics.

A keynote speech on mutual regional trends and challenges took place followed by a panel discussion on the GDE state of art in the region.

The second day was dedicated to the *i)* presentation of the outcomes of the working groups; *ii)* the keynote speeches from the international guests from Romania, Turkey, Cyprus and Czech Republic who shared GDE challenges, perspectives, and practices ; *iii)* and the presentation of iLegend II<sup>1</sup> followed by a consultation process around the proposed iLegend II.

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<sup>1</sup> Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education in new EU member States and candidate countries through Intercultural Learning Exchange through Global Education, Networking and Dialogue (iLegend)

## INTRODUCTION

The North-South Centre of the Council of Europe continues to facilitate and coordinate a cycle of regional seminars and annual follow-up meetings to monitor the recognition and implementation of GDE in the Balkan, Baltic, South-East Europe and Mediterranean, and Visegrad countries in the framework of the Joint Programme between the European Union (EU) and the Council of Europe to promote Global Development Education in new EU member States and candidate countries.

This monitoring process is based on the strategic recommendations of the 3<sup>rd</sup> European Congress on Global Education, organized by the North-South Centre in Zagreb in 2015, and on the Council of Europe Recommendation CM/Rec (2011)4 on education for global interdependence and solidarity.

This annual GDE monitoring process, covering the period 2016-2019, is in line with the Council of Europe Action Plan on Building Inclusive Societies (2016-2019); the Council of Europe Standing Conference of Ministers of Education held in April 2016 under the theme “Securing democracy through education”; and the Council of Europe Conference organized by the Cypriot Chairmanship of the Committee of Ministers “Education: a safe option to Democracy”, (Nicosia, March 2017). It is also in line with Council of Europe and UNESCO efforts to monitor the progress towards Target 4.7 of the United Nations Sustainable Development Goal 4, in the framework of UN 2030 Agenda.

By bringing together practitioners and decision-makers to exchange and jointly discuss existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, the North-South Centre contributes to the recognition and practice of GDE in the Balkan region.

The Podgorica follow-up meeting was organized in partnership with its Balkan regional partners, the Agency for Quality Assurance of the Pre-University Education - [AQAPE](#) (Albania); the [Ministry of Civil Affairs of Bosnia and Herzegovina](#); the [Centre for Peace Studies](#) (Croatia); the [Ministry of Education of Montenegro](#) and [Forum MNE-Forum Mladi i Neformalna Edukacija](#) (Montenegro); the Association for Democratic Initiatives-[ADI](#) (North Macedonia), the [Center for Youth Work](#) (Serbia); and the [Ministry of Youth and Sports](#) of the Republic of Serbia.

## OVERVIEW OF THE GDE BACKGROUND IN COUNTRIES OF THE REGION<sup>2</sup>

### ALBANIA

**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 the whole education system in Albania is being challenged recently by the need to address violent extremism and radicalization. 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 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 and global education philosophy and objectives are part of this process

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<sup>2</sup> The views and opinions expressed in this document are those of the regional partners and do not necessarily reflect the official policy or position of the North-South Centre of the Council of Europe. The North-South Centre of the Council of Europe declines to accept any responsibility for the information it contains which does not constitute a professional or legal opinion.

**Awareness raising and pedagogical tools** - There are different direction of actions that help the education system to highlight the importance of global education and its perspective based on the concept of interdependence and systemic way of viewing the world, subjacent to the philosophy of education and to everyday teaching and learning process.

## **BOSNIA AND HERZEGOVINA**

**Education priorities** - The goal of the current and forthcoming reforms in Bosnia and Herzegovina is full integration into the European Education Area. This integration refers to the full implementation of European standards in education. Furthermore, the goal is also the full implementation of conventions at international level, more specifically: implementation on UNESCO/Council of Europe Lisbon on Recognition of Foreign Higher Education Degrees. In close cooperation with UNESCO Office in Bosnia and Herzegovina, competent education authorities are following trends at global level and in this regard, identification and implementation of the UN Sustainable Development Goal 4 (SDG) are in place.

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

In 2017, APOSO 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** - 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 in October 2018. There has not been a lot of progress improving the status of Global Education (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. 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. 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'.

**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. 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. The Centre for Peace Studies coordinated the [Global Education Week](#) together with and other CSOs.

## MONTENEGRO

**Policy making and curricula development** - During the period between the 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. 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.

**Professional development of educators and quality support** - 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. 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.

## REPUBLIC OF NORTH MACEDONIA

**Policy making and curricula development** - The North 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: Law on Primary, the Law on Secondary education and the Law on Higher Education.

**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. 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. 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** - 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.

## SERBIA

**Policy making and curricula development** - The Ministry of Youth and Sport and the Center for Youth Work organised the Balkan Regional Seminar on Global Development Education, in Belgrade in October 2017, gathering representatives from Albania, Bosnia and Herzegovina, Croatia, Montenegro, North Macedonia, and Serbia, as well as Slovenia as guest country and representatives from EU institutions and international networks. Existing perspectives and further developments on the concept and practice of GDE, in terms of policy making, curricula development, pedagogical support and advocacy, were discussed 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 the working group in Belgrade the teachers are not trained for being a global education teacher. 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. Global education is not recognized as an umbrella that connects different sectors. Aspects of Global education are implemented through reform of the education system, campaigns that promote the rights of migrants and refugees in Serbia, the 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.

## OPENING SPEECHES

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### Speakers:

**Mr Dragiša Damjanović** – Ministry of Education (MoE)

**Ms Anđelija Lučić** – Program Manager, Forum MNE

**Mr Miguel Silva** – GDE Programme Manager, North-South Centre of the Council of Europe (NSC)

**Ms Angela Longo** – Head of the Operations of the Council of Europe Office in Podgorica

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On behalf of the Ministry of Education **Mr Dragiša Damjanović** opened the introductory session addressing the overall achievements in GDE in Montenegro stressing out the importance of the professional development of teachers as well as several programs for professional development of teachers focused on GDE and accredited by the Bureau for Education Services and Ministry of Education.

**Ms Anđelija Lučić** from Forum MNE welcomed participants. She said that Forum MNE is working now for years in the field of youth work and non-formal education and also tracking trends and needs of youth. Many of the GDE goals are directly connected to the developmental component which is implemented and promoted by youth work in Montenegro. In the name of the North-South Centre of the Council of Europe **Mr Silva Miguel** shared his expectations about the meeting, the last one closing the first cycle of iLegend project, and was confident that the results of the work and exchanges, involving international partner countries as well, would contribute to the iLegend II consultation process.

**Ms Angela Longo**, Head of the Operations of the Council of Europe Office in Podgorica also said that she is glad to open the meeting and that Council of Europe Programme Office in Podgorica tend to support all actions which are directly connected to the values and principles that the Council of Europe is promoting. Also she mentioned former projects in the area of Education implemented for the last two years in Montenegro which focused on fostering democratic culture in Montenegrin schools as well as making improvements related to the Project in Higher education which provided better situation regarding the plagiarism in the Higher Education.

## KEYNOTE SPEECH ON MUTUAL REGIONAL TRENDS AND CHALLENGES: Competences for Democratic Culture (CDC) framework in Montenegrin Practice

### Speakers:

**Ms Aleksandra Radoman-Kovačević**, former Consultant in the Project "Fostering Democratic culture in schools", Council of Europe Programme Office in Podgorica

**Ms Sabre Dragovoja**, former Consultant at the Project "Fostering Democratic culture in schools", Council of Europe Programme Office in Podgorica

**Ms Aleksandra Radoman-Kovačević**, introduced experiences and models of implementation of competences for democratic culture framework in the Montenegrin schools in the last two years.

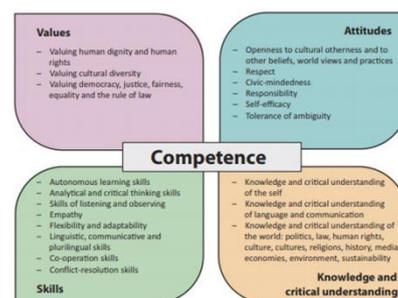
CDC framework comprises:

- ✓ **Whole school approach** which involves many stakeholders in the process of fostering democratic culture in the schools and wider communities;
- ✓ Four areas of 'competence' and each competence belong to some of the categories such as: **Knowledge and critical understanding of the world, skills, attitudes and values.**
- ✓ Competences are "genuine"- Although the definition of all 20 competencies is the result of the work of experts over many years, these competences are characterized by **connection to everyday practice and life.** For these reasons, **teachers easily recognize, understand and apply competences in teaching;**
- ✓ **Approach** – Training and coaching for teachers, parents, students and the community;
- ✓ FOSTERING CRITICAL THINKING AND LEARNING, INTERACTIVITY, ACTIVE PARTICIPATION – main achievements during lessons;
- ✓ Training for youth resulted in feedback that the different levels of PARTICIPATION AND LEADERSHIP ARE MOST INTERESTING TOPICS (they mostly recognised "decor" participation and were open to talk about leadership and higher levels of participation).

### A WHOLE SCHOOL APPROACH



The 20 competences included in the model



**Ms Sabre Dragovoja**, shared examples of good practice of CDC in teaching with the special stress on developing intercultural competences, tolerance and inclusion towards different ethnic and minority groups in Montenegro. Several examples were shared also on how teachers succeeded in implementing CDC in natural sciences. This is the biggest challenge for all teachers because they are not used to experimenting and trying out innovative approaches. This model was successful because teachers were supported and supervised in the longer timeframe, so there was enough place for reflection and experimenting in teaching.



## Q&A

The colleague from Croatia stated that the CDC framework would be very useful for the teachers in Croatia VET schools and that the Project results and model should be disseminated to Croatia and the region. It also tackles 'controversial issues' and therefore can be more interesting to the teachers.

The North Macedonian colleague was interested to know more about the cooperation of the schools and the community and the answer was that this was very a useful experience as schools involved mixed teams which consisted of the teachers, principals, students, parents and community members as well as CSO representatives.

Mr Dragiša Damjanović from the MoE of Montenegro stated that the MoE and the Government of Montenegro have noted the results achieved. From the point of view of the system it is important to provide sustainability and that is why this program will continue.

Wrapping up this discussion, Miguel Silva added that CDC creates 'space' for interaction and provides whole school approach which correlates with the key aims of GDE.

## NATIONAL PANEL DISCUSSION – MONTENEGRO

Speakers:

**Mr Marko Vukašinić**, Head of International Cooperation at the Ministry of Education, Montenegro

**Ms Vjera Mitrović – Radošević**, Deputy of the Coordinator for GDE in Center for Vocational Education

**Ms Svjetlana Aligrudić**, Education Department, Parliament of Montenegro

**Ms Nevena Čabrilo**, Head of department for international cooperation and public relation at Bureau for Educational Services of Montenegro

**Mr Miguel Silva**, GDE Programme Manager, North-South Centre of the Council of Europe

**Mr Dragiša Damjanović**, Ministry of Education (MoE)

**Mr Dragiša Damjanović** shared interesting developments related to the programs for professional development. He said that eight new programs directly tackling GDE are proposed to the new Catalogue for professional Development of teachers for the cycle from 2019 to 2021.

**Mr Marko Vukašinić**, Head of the International Cooperation at the Ministry of Education spoke about Montenegrin Education System and the possibilities for GDE to develop within the existing framework. He stressed out important changes in Reform which are related to focusing education towards learning outcomes. He also said that GDE is complementary to an entrepreneurship program introduced to the Montenegrin Education System some years ago and also through different subjects (cross curricular approach). Content and learning outcomes on cross-curricular topic Human Right Education are linked to subjects Education for democracy and active citizens, Human rights and liberties education, Gender equality and protection from discrimination, Multicultural, intercultural, humanitarian and peace education, Education for market, labour and consumption (economic education) and European integrations. In the new curricula in elementary school MoE incorporated elective subjects of which one is subject for civic education.

In secondary vocational education in Montenegro, key competences are achieved in three ways: through general education subjects, through vocational / elective modules and through extracurricular activities.

**Ms Vjera Mitrovic – Radošević**, Deputy of the Coordinator for GDE in Center for Vocational Education in Montenegro presented the model of vocational education, based on modularised programs, both in formal and non-formal system. Both types of programs include strengthening key competences and different topics of global education. They serve to acquire professional qualifications, or just lead to gaining key skills.

**Ms Svjetlana Aligrudić**, Education Department, Parliament of Montenegro pointed out the role of the Committee on Education, Science, Culture and Sport and some of the key developments. The Committee is a working body of the Parliament of Montenegro which considers proposals for the laws, other regulations and general acts and other issues relating to all levels of education.

A primary function of the working body is its legislative role. Montenegro is the first country in the Balkans in regulating academic integrity by a specific law. The Ministry of education had determined a Proposal of the Law on Academic Integrity which was adopted on March 2019. This law aims at preventing plagiarism and raising awareness on all forms of violation of academic and democratic values in higher education.

On April this year The Law on Youth was adopted by the Parliament of Montenegro. The Ministry of Sport and Youth had determined the Proposal for this law. The most important novelty is the creation of conditions for the strengthening of institutional framework for planning and implementing youth policy with special focus on strengthening the role and functioning of youth centres.

On March 2018 the Committee held a joint session with the Committee on Health, Labour and Social Welfare at which was held a consultative hearing of minister of education and minister of labour and social welfare on the topic of physical punishment of children and peer violence. There was concluded that it is the matter of the highest importance to act comprehensively to build-up awareness of the prohibition of any form of violence and other humiliating behaviours towards children.

On April 2019 the Committee held a thematic session “Digital Transformation of Montenegro”, concluding that the Parliament of Montenegro is ready to support the latest legal solutions in this field, that the Committee will hold consultative and control hearings of representatives from specific areas with the aim of obtaining information on the implementation mode of information and communication technologies in everyday work.

**Ms Nevena Čabrilo** from the Bureau for Education Services pointed out that Education for Sustainable Development (ESD) goals and principles have been implemented in the past decade as a part of reform processes and solutions and are in line with Montenegro’s national education and SDGs strategies and priorities. In Montenegrin formal education the ESD content is introduced in compulsory subjects, elective subjects, cross-curricular topics and extracurricular activities in all education levels (pre-primary, primary, general secondary and IVET education). The cross-curricular topics identified are the following: Climate Change; Green Economy; Environmental Protection; Sustainable Towns and Settlements; Biodiversity; Health Education; Education and Human Rights and Entrepreneurial Learning. The cross-curricular topics have been implemented in the school work plan and entire curriculum, teachers’ lesson plans, in the teacher and staff’s professional skills development and training programs, inclusion of the local community and wider public in creating the school culture as well as a united student, teacher, staff and local community engagement for a

more dynamic and more successful school. United Nations Development Programme (UNDP) and NGO “Expeditio” conducted the assessment of the implementation of the National Strategy for Sustainable Development and the results were that almost 90% of teachers are implementing different activities in line with the SDG in Montenegro.



#### Q&A

Ms Anđelija Lučić commented that a very important development in professionalization of the Youth Works services in Montenegro is the accreditation of the vocation of Youth Activists – adults working with youth people.

Mr Silva Miguel stressed that the North-South Centre is ending phase one of the iLegend

project and will engage in a new cycle, taking into account the recommendations of an external evaluation and consultation processes among the global education network. The continuation of iLegend for the next cycle (2019-2022) will focus on the Global Education network consolidation through its enlargement, capacity-building and intervention role, through the creation of task forces and sub-granted actions.

Mr Astrit Dautaj commented that the Council of Europe is implementing a reference framework for Competences for Democratic Culture (CDC) on all levels of education. Professors are actively included and given ‘space’ to contribute so they feel ownership over the framework for CDC.

### PANEL DISCUSSION ON THE STATE OF THE GDE IN THE REGION

Speakers:

**Mr Astrit Dautaj**, Albania

**Mr Dragiša Damjanović**, Montenegro

**Ms Monika Veljanoska**, North Macedonia

**Mr Radovan Ignjatović**, Serbia

**Mr Miguel Silva**, GDE Programme Manager, North-South Centre of the Council of Europe (NSC)

**Mr Radovan Ignjatović** from the Ministry of Youth and sports of Serbia emphasized that since the establishment of the Ministry of Youth and Sports, this institution has been supporting projects of associations and youth offices that achieve the goals of the National Youth Strategy and develop solid cooperation with the Serbian Umbrella Organization, the National Association of Local Youth Offices and the National Association of Youth Workers.

The National Youth Strategy (until 2025) promotes different aspects of GDE such as: multicultural youth exchanges, prevention of peer violence, gaining life skills, participation of young people in decision making, understanding and tolerance, intercultural learning.

**Ms Monika Veljanoska** from North Macedonia talked about the flexibility of the North Macedonian Education System which comprises many multicultural elements such as providing opportunity for the languages of the minorities to be taught beside the Macedonian as children and young people are provided with the opportunities to learn Albanian, Turkish, Roman and Serbian language.

The Strategy for Education 2018 – 2025 is a very 'open' document in relation to competences of the modern countries and is providing actions towards integration and inclusion of the students. Related to GDE competences, ADI is working on introducing young people journalism based on how to write journalist stories representing the interest and needs of Young people. Youth and GDE are interconnected in their work. ADI is also offering capacity-building actions to plan and implement non-formal education programs. The Ministry of Education includes CSOs and academia on a consultation process in order to improve laws on Primary, Secondary and Higher education. North Macedonia is in the process of opening three regional Vocational Education Centres. The Ministry of Education is working in synergy with the business sector, CSOs and these centres to open them also to youth with special needs.

**Mr Astrit Dautaj** from Albania shared his reflection on the contemporary needs and the competences which education formal system provides to learners and young people and also the 'space' to address issues related to GDE. He elaborated on competences for life and concluded that interconnectedness is central to GDE competences. If young generations want to change the world they must have key competences such as for ex. entrepreneurship skills, skills to take decisions, think independently.

**Mr Miguel Silva** concluded that there is a global stream promoting critical thinking on how to address teaching and learning needs in times when the amount of knowledge is rising. More than transmitting knowledge, transmitting social skills to citizens is one of the main aims of GDE.

## WORKING GROUP SESSIONS

During the working group sessions the participants' reflected upon the Belgrade recommendations and Zagreb contributions in regard to the following three thematic areas:



I POLICY MAKING AND CURRICULA DEVELOPMENT;

II PROFESSIONAL DEVELOPMENT OF EDUCATORS IN FORMAL AND NON-FORMAL EDUCATION AND QUALITY SUPPORT;

III AWARENESS RAISING AND PEDAGOGICAL TOOLS.

The working methodology was different according to the group size and facilitating styles - from a panel discussion in one of the subgroups (group 3) to a world café on GDE discussions which provided rotation, exchange and upgrading of the recommendation (group 2) and working in two subgroups in panel (group 1). The results of the working groups are the following:

### **Achievements**

- Enabling policy environment
- Recognised importance of GDE
- Process of GDE integration in curricula has started

### **Challenges**

- Contact points – or persons in charge in each institution for GDE
- To continue work on raising awareness on all levels
- Lack of cooperation among different sectors
- To ensure long term monitoring and assessment
- To ensure that GDE reach students
- To put it into political agenda (- to try to cover the issues firstly between two countries, than gradually include three, and then to expand (use Cross Border Cooperation programs as a tool for raising the issue of GDE)<sup>3</sup>
- Ask market for advice
- GDE is included in other different policies, there is no specific person or department that deals with GDE and gather information

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<sup>3</sup> CBC (cross border cooperation) - Through bilateral and trilateral cohesion co-operation between countries in the region. Many CBC programs imply requirements for the development of the CBC curriculum and these new curricula should be developed according to the Global Education Requirements.



*GDE is a philosophy and SDG is mechanism to develop  
GDE, participants WG1*

### **Achievements**

1. A specific strategy for GDE has not been developed, but there are national strategies for sustainable development, but also other strategic documents that are addressed to support the idea of global education.
2. Various activities were conducted in schools to raise awareness about the importance of global education and SDG, but there were no public debates at the national level.
3. National mechanisms for coordination, monitoring and evaluation for GDE and SDG have not been developed, but they are planned.
4. The significance of GDE and SDG is recognized, and it is slowly but surely spreading.
5. Schools are more open to cooperation, and there is a good cooperation between the local community and schools.
6. Student parliaments and student unions gradually become decision makers and become involved in the processes of developing GDE and SDG.
7. The number of pupils in kindergartens has increased.
8. Discrimination decreases and mechanisms for protection against discrimination are still developing.
9. The number of illiterates is decreasing and literacy programs are being developed to reduce illiteracy to 0%.

### **Challenges**

1. Good cooperation between institutions at the local, national and regional level is not always easy to achieve.
2. Conservative environments that are hard to reach ex. very closed and conservative Roma and Egyptian community on the North of Montenegro
3. The need for school cooperation between the countries of the region.
4. Identifying common interests in developing GDE and SDG
5. Develop a common framework for regional development of GDE

### **Recommendations**

- Development of a GDE common framework for the region
- After the seminar, hold workshops in order to spread news in the region
- Presentation of the Global Education Guidelines in educational institutions
- Include as many stockholders as possible in the organization of Global Education Week in region
- Promote Online Training Courses and implement at least one training at the national level
- Recommendations for kindergarten teachers
- Include the civil sector in national campaigns targeted at Goal 4 of the Agenda 2030

**WG 2 – PROFESSIONAL DEVELOPMENT OF EDUCATORS IN FORMAL AND NON-FORMAL EDUCATION AND QUALITY ASSURANCE (moderated by Ms Aleksandra Radoman-Kovačević, rapporteur Ms Bojana Stojković)**

**Main STAKEHOLDERS:** National Parliaments, Regional Parliaments and Ministries, Faculty of Education, Schools, Religious organizations (influencing public opinion and behavior), Parents, Mass media, Local stakeholders such as public services and institutions. It's needed to establish **Advisory groups composed by students** that will give suggestions to teachers what kind of methodology is suitable for them to develop GDE and share their opinions thereby promoting democracy as well as anonymous evaluation for students to contribute and evaluate (qualitative). Another idea is to **create and App only for schools – students** which will provide active participation in decision making processes, evaluation. It is also needed to strengthen the communication between the Ministry and schools to disseminate GDE.

When taking into consideration the i) Belgrade and Zagreb GDE recommendations and the ii) updated country summaries (annex 2), **main achievements** are following:

- ✓ Albania – there is curricula for teachers and globalization and identities are thought at the University as subjects.

**Main challenges:** Many teachers are educated but unemployed; Teachers feel pressure to implement GDE and see this as an obligation (without internal motivation); Some are not skilled enough to teach GDE; Lack of space for GDE in school program; The GDE is an 'out of the box' approach so not commonly accepted; Parents are not open for "controversial" topics, attitudes of the people from the community (parents, teachers, young people...); Young people consider it as one more subject, without understanding of the value; Negative social patterns and exclusion which prevent us to be open to other and otherness; Recognition of non-formal education in schools as a GDE (student practice in NGOs, youth workers delivering workshops in schools, continuously cooperation with schools by creating joint activities each year, youth worker in school); GDE is not recognized.

**Actions proposed:** National strategy of GDE, Schools for parents; Exchanges between non – formal and formal education – bonding between the formal and non-formal education sectors in order to fulfill the needs of young people; Education for teachers – new curricula; Advocate for civic education subject to be obligatory; Constantly developing teachers skills; Involving different ministries; Make GDE subject as a cross – cutting issue; Teachers training institute (Romania) – training course with the credits recognized in formal system (20 hours of 60 is dedicated for GDE); Non / formal trainings in youth centers on the GDE topic; Following the trends.



**GDE and the UN Sustainable Development Goals** - Align the GDE situation in Balkan countries with the European and international context, in particular as to the SDG monitoring process.

Global education is about sustainability and each goal is related but most linked to GDE goals such as quality education, no poverty, gender equality, sustainable cities and communities, reduced inequalities.

To achieve SDGs, ownership and engagement of all stakeholders including public and private sectors local authorities NGOs academia and citizens are essential at all levels.

As nowadays the main focus of North Macedonian politicians is EU and NATO integration, UN and EU is also pushing us to work more on fulfillment of the SDGs.

We need to empower Global Educators, create more opportunities on professional development. Cross sectional partnerships are also crucial. Business sector should also promote the SDGs and implement some innovative programs and approaches during their work, in order to give their own contribution in achievement of SDGs.

As global educators we have a role and responsibility to use the term more and make the connections with SDGs. Even small steps matter and there needs to be a political ownership so relations with decision makers is important as well.

**Challenges:**

- ✓ Teachers and educators are not really familiar with the concept of GDE and SDGs as well and they are not getting enough support and possibility for their professional development.
- ✓ Speeding about SDGs development requires mobilization of financial resources; it is necessary to use existing ones as well as to create innovative cooperation for future collaborations

**Action proposed:**

- ✓ To disseminate information related to the GDE;
- ✓ Development of programs; projects based on GDE, vocational trainings;
- ✓ Our proposed action is to form a network with a multi-stakeholder approach ("includes NGO's, business and local governmental institutions). This network itself is diverse.
- ✓ Organize TOT for teachers and educators this model is cheaper
- ✓ In Romania there is an umbrella organization called REPER 21
- ✓ Mentoring process can be set after teachers are trained they can share
- ✓ Educating parents has the influence on children so this can be added to school boards and curriculum and can be part of decision process
- ✓ Non formal education new technologies can be used on GDE.

### **Regional GDE cooperation proposals for action:**

- ✓ Collect and disseminate good practices, programs and project of Teacher Professional Development in the field of GDE;
- ✓ Organize study on teachers capacity to teach GDE (ex. something like TALIS, PISA in the GDE);
- ✓ To propose law solutions which enables better GDE professional development (screening);
- ✓ Analyze Higher Education curricula/study programs to identify on how they prepare teachers for GDE;
- ✓ Organize network of Higher Education Instructors which teach future teachers in GDE;
- ✓ Organize region wide project with TOT that would work in their respective countries (mentors);
- ✓ To ask MoE to give extra points for Teacher Training in GDE;
- ✓ To develop professional development quality assurance framework which could be used in all countries;
- ✓ To strongly suggest to teachers to attend GDE trainings;
- ✓ Web site with education/training opportunities;
- ✓ Regional Council on GDE Teacher Professional Development with all key stakeholders;
- ✓ Local Erasmus for teacher mobility as an exchange opportunity.

### **WG 3 - AWARENESS RAISING AND PEDAGOGICAL TOOLS (moderated by Ms Marija Radunović, rapporteur Ms Tamara Banjac)**



### **MAPPING OF MAIN STAKEHOLDERS AND RESOURCES FROM GDE THEORY TO PRACTICE:**

- ✓ Main actors involved and the added value of a multi stakeholder and peer cooperative approach, it's pedagogical (and political) impact;
- ✓ Policy and pedagogical resources and mechanisms contributing to the recognition, practice and dissemination of GDE.

#### **1. Media**

- ✓ Social media online campaign (for example using fb to map target group for example different campaign for teachers and for students);
- ✓ Traditional media round tables for stakeholders, NGOs and journalists';
- ✓ Short educational videos on social media.

## 2. NGO

- ✓ Advocating the concept of GDE among their target groups;
- ✓ Make synergy between different NGO and schools and policy makers;
- ✓ Providing trainings, mentorships programs and exchanges;
- ✓ Connect with donor community;
- ✓ To build connections between different countries and share good practices;
- ✓ Sports and youth clubs or centres.

## 3. Governmental institutions to be connected on one common goal

- ✓ Ministry of Education;
- ✓ Ministry of Youth or Agency for Youth;
- ✓ Ministry of economy;
- ✓ Ministry of social work.

### WE SHOULD RAISE AWARENESS ABOUT BENEFITS OF GLOBAL EDUCATION, WHICH ARE:

#### 1. Knowledge

- ✓ Democracy
- ✓ Human rights +++
- ✓ Differences
- ✓ Active citizenship
- ✓ Conflict prevention
- ✓ Sustainable development
- ✓ About the world as a system
- ✓ Civic education
- ✓ Media ++
- ✓ Globalization ++
- ✓ Multiculturalism

#### 2. Values

- ✓ Respect for human rights
- ✓ Respect for diversity
- ✓ Equality +++
- ✓ Accepting differences
- ✓ Intercultural values
- ✓ Tolerance
- ✓ Antidiscrimination
- ✓ Nonviolence behavior
- ✓ Integration ++
- ✓ Participation
- ✓ Inclusion ++
- ✓ Equity

#### 3. Skills

- ✓ Critical thinking
- ✓ Problem solving
- ✓ Participation
- ✓ Consider things in time and space
- ✓ Be future oriented
- ✓ World is a systemic way
- ✓ Multiculturalism
- ✓ Gender equality
- ✓ Communication
- ✓ Intercultural connection
- ✓ media literacy
- ✓ diversity and sensitivity
- ✓ Living with different people
- ✓ Teamwork
- ✓ Creativity
- ✓ Critical thinking
- ✓ Dialog



**CONTEXTUALISATION OF GDE IN BALKAN COUNTRIES TAKING INTO CONSIDERATION:**

- ✓ Belgrade and Zagreb GDE recommendations and the Updated country summaries (annex 2),
- ✓ Enumerate main achievements and challenges and propose some concrete guidance to improve the recognition, practice and dissemination of GDE in the region.

Challenges	Proposals
1. How to put global education in curriculums, how to make it obligatory	<ul style="list-style-type: none"> <li>✓ Civic education is obligatory</li> <li>✓ Mapping the subjects in which different aspects of GDE can be implemented</li> <li>✓ Put tools from GDE guide in curriculum in all subjects where there is a connection</li> <li>✓ Translate other curriculums which are example of good practice</li> <li>✓ Monitoring previously done programs and work of teachers in this field</li> </ul>
2. There are still challenges in ensuring social and intercultural integration in schools, especially in multicultural environments. It is necessary to propose and pursue holistic approach as well as to ensure political will in order to enhance interethnic relations both between students and teachers with different ethnic, language and social backgrounds.	<ul style="list-style-type: none"> <li>✓ School as a community center which will connect students from different cultures with</li> <li>✓ Sports activities</li> <li>✓ Debates</li> <li>✓ Watching movies</li> <li>✓ Workshops</li> <li>✓ Trainings</li> <li>✓ School parliament activities</li> <li>✓ Exchanges (in country and regional)</li> <li>✓ Cultural events</li> <li>✓ Social worker and youth worker in school</li> <li>✓ Mediator from youth center</li> <li>✓ Channels of communication between different stakeholders</li> </ul>
2. Teachers <ul style="list-style-type: none"> <li>✓ are not motivated*extra pay to implement global education</li> <li>✓ not qualified</li> <li>✓ not informed about global education</li> <li>✓ are covered with bureaucracy</li> <li>✓ have prejudices</li> <li>✓ not trained to deal with global education issues</li> <li>✓ don't feel safe in that process</li> <li>✓ not skilled enough</li> </ul>	<ul style="list-style-type: none"> <li>✓ Trainings for teachers (and guided mentorship program)</li> <li>✓ Observations/ better monitoring based on cooperation rather than on control</li> <li>✓ Individual support</li> <li>✓ Specific guide with concrete pedagogical tools</li> <li>✓ Less bureaucracy, more practice tools</li> <li>✓ Whole school approach can be valuable resource in order to help teachers feel safe and supported in their mission of sharing and implementing GDE</li> </ul>

**GDE AND THE UN SUSTAINABLE DEVELOPMENT GOALS ALIGN THE GDE SITUATION IN BALKAN COUNTRIES WITH EUROPEAN AND INTERNATIONAL CONTEXT, IN PARTICULAR AS TO THE SDG MONITORING PROCESS.**

- SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
1. If the civic education is not compulsory how we can provide the same education for all – be flexible to adopt the philosophy of GDE – how to infuse the GDE in existing curricula – mapping the subjects where GDE approach is applicable

2. The absences of accordingly application of quality standards in education: **a)** to reform the curricula – to improve the existing curricula **b)** to monitoring and to evaluate the implementation of curricula (ante and post implementation of the policy) **c)** to provide the best education for students
3. Accreditation of non-formal educational programs for teachers and students in this field, for Example from MNE NGO Center for education and training has accredited trainings for teachers and in Serbia there is a University Course “Leadership and developmental youth work in the community” (Center for Youth Work and Jonkoping University, Sweden) or NAPOR’s course for Youth Leaders and Youth Workers.

**REGIONAL GDE COOPERATION POINTS OUT POTENTIAL AXIS OF COOPERATION FOR IMPROVED RECOGNITION, PRACTICE AND DISSEMINATION OF GDE IN BALKAN COUNTRIES, LINKED WITH THE THREE WORKSHOP DOMAINS.**



1. Exchange good practices;
2. Study visits to see how is implemented in other counties;
3. Translate new GDE guide;
4. Provide and exchange good examples of GDE curriculum and standards (for example Albania) and translate on local languages;
5. Use Erasmus plus and RYCO for further cooperation between Balkan NGOs.

**KEYNOTE SPEECHES FROM REGION/INTERNATIONAL GUESTS REPRESENTATIVES**

Speakers:

**Ms Kika Kattami**, European and International Affairs Office, Cyprus Ministry of Education and Culture

**Ms Georgeta-Paula Mihai**, Teacher Training Institute of Buzau County

**Ms Mevlude Sahilioglu**, Youth Services Center Turkey (GSM)

**Ms Zuzana Krulichova**, People in need (FORS)

**Mr Miguel Silva**, GDE Programme Manager, North-South Centre of the Council of Europe (NSC)

**Ms Kika Kattami** - Cyprus’s “Strategic Plan 2018-2020” implements an educational policy which aims to form literate, skilled, responsible citizens, with democratic ethos, historical identity and respect for diversity. Also, Interdepartmental Committee for GE was established in the Ministry of Education and Culture in order to strengthen a regular dialogue between all actors and agencies involved in order for Global Development Education to be further recognized and practiced. Some of the initiatives in progress include the development of a new structure for Environmental Education and Education for Sustainable Development, the development of a new framework of second-chance schools and of a Validation system for non-formal and informal learning. In addition, the Ministry of Education and Culture monitors Higher Education Institutions’ policy for promoting and ensuring

gender equality for all students and staff; the Student Welfare Service implements the national policy for financial support of all students of Higher Education who come from a low socioeconomic classes; the post-Secondary Institutes of Vocational Education and Training (PSIVET) provide students with the necessary qualifications in order to adopt to the changing needs of the industry and the labor market. Furthermore, School Violence Intervention Team (SVIT) and Observatory on School Violence (OSVI) Team, of the Ministry develop projects with special emphasis on peace education and school mediation. Antiracism education is applied to all public schools and multiple efforts are being developed for the integration of children with migrant biography into the Cypriot education system.

**Ms Georgeta-Paula Mihai** - In Romania, Global Education was implemented first as an extracurricular programme and has had a fast and extensive development mainly due to the challenges of the contemporary global world. Visible efforts have been made to implement GDE into the national compulsory curriculum throughout pre-university education. This process has been under the responsibility of the Ministry of National Education (MoNE) and has been supported, in a significant way, by numerous NGOs that have been invited to share their experience and expertise. Now, MoNE starting to revise the high-school curriculum and will integrate both Global Development Education competences and thematic clusters. The process of revision will be followed by teachers' training sessions which will include the principles of Global Education philosophy and the necessary information on its specific content. Teachers Training Institute of Buzau County from Romania accredited a training course on non-formal education which includes a GE module (20 h) and approaches global education concepts, globalization dimensions and cultural diversity as a resource of development, empowering with transversal competences. Romania implements various GDE projects, some on an annual basis - like the Global Education Week (GEW). The national coordinator of GEW is an inspector from MoNE. Romania also work with SDGs, which provides new opportunities for putting GDE on the political agenda, and foster new projects and multi-stakeholder cooperation. GE has grown constantly in terms of curriculum development and pedagogical approach. Global education stands for the liaison between theory and contemporary world, being part of every subject; Global development education interconnects all key competences; Global education can be effectively taught only in a cross-curricular manner.

**Ms Mevlude Sahilioglu** - There are 13 million young people in Turkey between the ages of 15 and 24. Young people are 16% of Turkey's population of 80 million. The youth unemployment rate in Turkey increased to 26,70 % in January 2019 from 24,50 % in December 2018.

The short term target for the Youth Services Center-Turkey is to form an Advisory Board. The middle term target is to form a group among Members of Parliament and the long term target to form a GDE Center.

Until now the Youth Services Center organized the GE Week in November 2018. They plan to organize Global Education through Volunteering Programs (17 programs in cooperation with different municipalities, first one will be in July 2019).

**Ms Zuzana Krulichova** – In the Czech Republic a new GDE Strategy is being adopted. Also the Curriculum is revised related to the GDE. The challenging situation is that GE and GDE are different. There are funding opportunities through the DEAR program of the EU Commission. In Poland there is decreased interest in GDE. Academics are interested but the New Curriculum does not include GDE. Slovakia has a success story in GDE. Without Strategy but Curricula provides GDE. There is extensive mapping on GDE in schools. In Hungary GDE has its place but without supporting Strategy or Action

plan. Curricula are updated so the promotion of GDE is carried out. Usually small CSOs are more active in the promotion of GDE.

## Q&A

Most of the participants were interested in some of the successful models, also in the GE Week. There was also interest on the DEAR program as a funding opportunity to further develop and disseminate GDE.

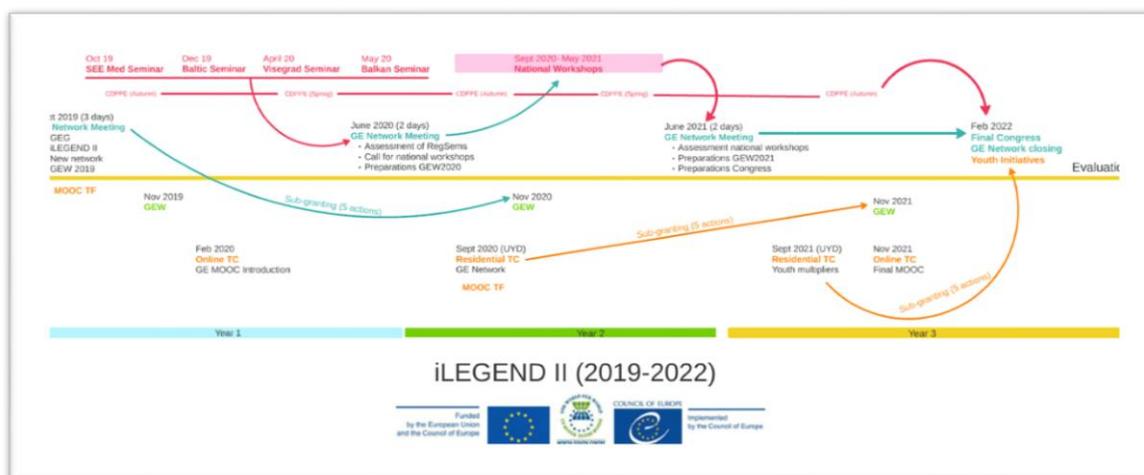


## iLegend II – PRESENTATION AND CONSULTATION PROCESS

**Mr Miguel Silva**, GDE Programme Manager, North-South Centre of the Council of Europe (NSC) did the presentation on iLegend II which was followed by the consultation process on iLegend II in the plenum. After the introduction on the North-South Centre Global Education programme and iLegend in particular, Mr Silva presented the next phase of the programme which will continue GDE activities in partner countries. iLegend II - starting in mid-2019 until mid-2022 - and which will focus on the enlargement, capacity building and intervention role of the Global Education network.

The new elements introduced in iLegend II are the following:

- ✓ Extended network to national quadrilogue representation;
- ✓ Task forces for a continuous follow-up of the programme;
- ✓ Regional seminars followed by sub-granted national /regional workshops focusing on a specific theme/priority area;
- ✓ Sub-granted awareness-raising actions/projects;
- ✓ Revised Global Education Guidelines;
- ✓ Media Literacy tool-kit;
- ✓ GE introductory tutored eLearning course;
- ✓ GE MOOC (Massive Open On-line course);
- ✓ GE residential training course for GE network members / youth multipliers;
- ✓ Final regional congress.



## Q&A

Participants were eager to hear about some of the proposed activities and questions arose on the possible duplication of the media literacy work with some other organisations (local and international) working in the field. The answer was that media literacy is a Toolkit complementing the revised version of the Global Education Guidelines. Also, there were questions about the structure, support to partners, regional networking to be enriched by representatives from other countries and regions. A question was raised about the role of education advisors and whether they could have monitored the implementation of the GDE. Also, participants recognised that the representatives of the Parliament could help identifying people for enlarging the network. The new version of the GDE includes the CDC which reinforces the evaluation and self-assessment competences.

## FACTS AND FIGURES

The Balkan regional seminar follow-up meeting targeted key quadrilogue stakeholders from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, North Macedonia, Cyprus, Romania, Czech Republic, Turkey, Spain: 37 participants in total. There were 25 female and 12 male participants. Country representation::

<b>Country</b>	<b>Number of participants</b>
<i>Albania</i>	5
<i>Bosnia and Herzegovina</i>	3
<i>Croatia</i>	2
<i>Montenegro</i>	11
<i>Serbia</i>	3
<i>North Macedonia</i>	7
<i>Romania</i>	1
<i>Czech Republic</i>	1
<i>Turkey</i>	1
<i>Spain</i>	2
<i>Cyprus</i>	1

The **quadrilogue representation** of participants is in the following chart:

