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REPORT

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EXECUTIVE SUMMARY

The two-day follow-up meeting of the Balkan Regional Seminar on Global Development Education (GDE) (Belgrade, October 2017) took place on the 17-18 October in the Ministry of Science and Education in Zagreb. 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.

The *quadrilogue* principle was respected with each national delegation which included participants from formal/non-formal education sector; CSOs and CSO platforms; local and regional authorities and Governmental bodies (Ministries of Civil affairs, of Education, and of Foreign Affairs).

Participants reviewed the Belgrade recommendations in three topics: *Policy making and curricula development; Professional development of educators and quality support; and Awareness raising and pedagogical tools*, using the World Café method which allowed all participants to contribute to the three topics.

Besides working on the above mentioned topics, a panel discussion on the state of GDE in the region was held with national Global Education Week (GEW) coordinators, giving participants the chance to learn from key note speakers and guest presenters from the Council of Europe, Concept Plus, SLOGA-Slovene NGO platform for development, global education and humanitarian aid - and the Centre for Technical Culture Rijeka. Recommendations were drafted and discussed during a session designated to sharing and planning future steps among national delegation members. The meeting was organised with the support of the Croatian Ministry of Science and Education and held in their premises in Zagreb.

INTRODUCTION

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, 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. This monitoring process is based on the strategic recommendations of the 3rd European Congress on Global Education, organised 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 2016-19, 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 organised 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 Zagreb follow-up meeting was organised with the support of the European Commission and in partnership with its Balkan regional partners, the Institute for Development of Education (Albania); the Ministry of Civil Affairs of Bosnia and Herzegovina; the Centre for Peace Studies (Croatia); Forum

MNE -Forum Mladi i Neformalna Edukacija (Montenegro); the Center for Youth Work (Serbia); the Association for Democratic Initiatives-ADI (“The former Yugoslav Republic of Macedonia”), the Ministry of Science and Education of Croatia; and the Ministry of Youth and Sports of the Republic of Serbia. The Slovenian NGDO platform – SLOGA representative was participating as peer observer.

OPENING SPEECHES

In the opening session **Ms Lidija Kralj** from the Ministry of Science and Education Croatia addressed the seminar on behalf of Minister Blaženka Divjak. In line with the European Commission Education and Training Monitor 2018¹ released on the previous day, Ms Kralj informed the participants on the education reform which the Croatian government had started and what is planned in the forthcoming year. Special emphasis was given on teacher training and creating support network for teachers and on the implementation of cross-curricular educational topics such as sustainable development. **Ms Vesna Baus** from the Ministry of Foreign and European Affairs of the Republic of Croatia introduced the panel highlighting the Croatian collaboration with Council of Europe with special attention to the ongoing Croatian Chairmanship of the Committee of Ministers and priorities linked to education issues such as the rights of national minorities and vulnerable groups, and the strengthening of local government.

Mr Miguel Silva, from the North-South Centre of the Council of Europe, recalled the Global Education pan-European Congress organised in Zagreb in 2015 which debated education for the 21st century, posing the question on how to make education a tool that responds to contemporary challenges. Education must be seen as a dynamic process that needs to be as reactive as possible to the changes within international political, economic, social, ethical and environmental contexts. He noted that education is more than transmitting knowledge; it contributes to building citizenship and ways through which citizens relate to the community, country, and the planet. He highlighted that education is a matter of all: field workers, organisations and institutions, all contributing to making of a critical citizen aware of and dealing with global challenges.

Ms Lana Jurman, from the Centre for Peace Studies, Croatia, thanked all regional partners for helping shape this seminar to regional needs, the North-South Centre of the Council of Europe and the Ministry of Science and Education for providing support in its organisation. She raised the concern on the possibility to work on joint regional recommendations and joint topics when country contexts and starting points in education are quite different. Ms Jurman reflected on the attributes of global competences in *‘combining knowledge, values, attitudes and skills, going beyond critical problem analyses and takes an active step for collective wellbeing and sustainable development’* and stressed that this implies a set of developed skills on critical thinking, multi-perspectivity, active listening, handling different viewpoints and conflicting opinions, being aware of the interconnectivity of systems and finally being courageous in questioning authority, challenging assumptions and rejecting complacency. She stressed the idea of civic courage combined with understanding and strengthening solidarity as key to creating better alternatives for all.

Ms Jurman alerted about the low democratic potential of youth in Croatia, questioning how the formal education system in Croatia prepares pupils for being globally responsible citizens, and shared recommendations from the European Commission for working more seriously on human rights education (HRE) in the formal Croatian education system.

Speakers:

Ms Lidija Kralj - Assistant Minister for Strategy & General Education, Ministry of Science and Education (MoSE)

Ms Vesna Beus - Minister Plenipotentiary, Head of the Department, Ministry of Foreign and European Affairs (MFEA)

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

Ms Lana Jurman – National GEW coordinator, Centre for Peace Studies (CPS)

¹ Education and Training Monitor 2018, Country analyses, EC

KEYNOTE PRESENTATION: Competences for Democratic Culture,

Ms Bivar Black, from the Council of Europe, introduced the participants to The Reference Framework of Competences for Democratic Culture (CDC Framework) developed by the Council of Europe. This framework document aims to strengthen democratic values and practice for educators and policy developers to implement in education settings. This reference framework for Competences for Democratic Culture is integrated in the current revision process of the North-South Centre's pedagogical resources, namely the Global Education Guidelines.

- The CDC Framework is grounded on human rights, democracy and the rule of law, and offers a set of competences needed for democratic participation and intercultural dialogue.
- The CDC Framework should be adapted to its surroundings, used as tool and not as a 'prescription' that has to be introduced in the same way regardless of its surroundings. She underlined the focus on competences as sets of values, attitudes, skills, knowledge behaviours that are necessary to build democratic societies where democracy goes beyond the laws and institutions. The culture of democracy should be embedded in the citizens, going beyond institutions. Patterns of inequality that exist in our societies need to be dealt with – education will not deal with them alone. Democracy is a way of living. All democratic behaviours can be improved and developed.
- “No teaching/learning is neutral” that is why educators need CDC descriptors for self – assessment.
- The CDC includes three sections: Volume 1: context, concepts and model; Volume 2: descriptors; Volume 3: guidance for implementation.

NO TEACHING/LEARNING IS NEUTRAL

Only facilitators who themselves act successfully in the everyday life of democratic and culturally diverse societies, will really fulfil their role in the classroom.

Luisa Bivar Black

Q&A

A few questions from the audience noted the conflict of values that exists due to attitudes developed in families, social media, elites, or cultural circles. Questions were posed on: i) situations where school is conflicted with these different sets of values and ii) how much influence schools have due to outside pressures. Ms Black noted that we have to work through the education system because it is the only system which almost everyone goes through. She noted that hate speech and other behaviours produce the sense of not belonging while precisely the sense of belong in society is the key to making it better. Schools, in this context, are the places that can help pupils think critically.

REGIONAL CONTEXT OF GLOBAL DEVELOPMENT EDUCATION

National coordinators from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and “The former Yugoslav Republic of Macedonia” prepared country reports giving a brief overview of the state of the art in their respective countries particularly related to: a) Policy making and curricula development; b) Professional development of educators and quality support and c) Awareness raising and pedagogical tools. This information is available in [Annex 2](#)

A moderated discussion was held with national GEW coordinators or experts from national delegations around the following questions:

1. What has changed after the Belgrade seminar as far as GDE in your national contexts is concerned? Did the Belgrade recommendations help you in your work? What are your priorities as far as the recommendations are concerned?
2. What kind of additional support do you need in order to improve your work in the GDE field?
3. Do you see the opportunities from regional Balkan cooperation in GDE? Are there any concrete ideas on how regional partners can work better together in order to help each other in developing GDE in our countries?

***What has changed after the Belgrade seminar as far as GDE in your national contexts is concerned?
Did the Belgrade recommendations help you in your work?
What are your priorities as far as the recommendations are concerned?***

Ms Dobrinka Temelkova, representative of ADI from “The former Yugoslav Republic of Macedonia” informed about the ongoing reforms in the national education system. The Education Strategy 2018-2025, with a corresponding Action Plan for implementation, addresses key challenges of the education system, from kindergarten to universities. More than 650 people participated in the preparation of the Strategy – public and educational institutions, professionals and stakeholders in the field of education. The Strategy aims at: *i)* improving the content of education and its relevance to the development priorities of society and the needs of the labour market; *ii)* fostering the acceptance of multiculturalism and interethnic integration; *iii)* improving the infrastructure of the education system, including the buildings, equipment, teaching and assistive technologies; *iv)* fostering the capacities of human resources, including managers, staff and professional services; *v)* increasing the quality and effectiveness of the educational process; *vi)* reinforcing the legislation, governance and financing. One of the major priorities, for now, is to strengthen the cooperation with state institutions and communities as well as to continue the consultative process related to global education. Another priority is raising awareness of the concept of global education based on proposed changes in legislative reform in regards to discrimination, hate speech and assistance to people with disabilities. External evaluation of schools will allow ranking of schools.

DISCUSSION PARTICIPANTS

Ms Dobrinka Temelkova - Association for democratic initiative, “The former Yugoslav Republic of Macedonia”

Ms Violeta Stanković and Ms Marijana Rodić – Center for Youth Work, Serbia

Mr Astrit Dautaj - Institute for Development of Education, Albania

Ms Sandra Brkanović - Centre for Vocational Education and Training, Montenegro

Ms Lana Jurman – Centre for Peace Studies, Croatia

Ms Sanela Turković - Ministry of Civil Affairs,

Ms Violeta Stanković, from the Centre for Youth Work in Serbia, informed of their continued efforts to work as an NGO and using resources they have as social workers to reach as many young people as possible through training and capacity building of youth leaders on GDE related issues and competences.

Mr Astrit Dautaj, from the Institute for Development of Education in Albania, informed on the positive changes that happened in the last two years making it possible for them to use the curricula for civic education to integrate GDE as a part of curricula enabling a more sustainable policy. In terms of dissemination, they have created a web page where all GDE resources are available. He stressed that it was important to regard schools as community centres.

Ms Sandra Brkanović, from the Centre for Vocational Education and Training in Montenegro, informed about the changes in curricula that integrated recommendations from Belgrade. GDE Key competences are integrated in all vocational modules. As 70% of children in Montenegro are involved in vocational training, this is seen as a big step forward.

MS Lana Jurman, from the Centre for Peace Studies, Croatia, informed that GDE in Croatia is introduced as an element of civic education curricula. Croatia, together with Portugal, devotes fewest hours to civic education in formal education and teachers have few opportunities to participate in civic education training. Civic education has been introduced in some cities as an extracurricular activity, among which the city of Rijeka's model has been transmitted to other cities, all together in 11 municipalities. The progress is bottom-up rather than systemic.

Ms Sanela Turković, from the Ministry of Civil Affairs, Bosnia and Herzegovina, explained that the focus of the educational institutions in the country, in view of the status of candidate country in EU, is to build an education system oriented towards the labour market needs and its integration into the European education area. 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. Although global education as a term is new in Bosnia and Herzegovina, civic education is a compulsory subject for all students.

What kind of additional support do you need in order to improve your work in the GDE field?

"The former Yugoslav Republic of Macedonia" does not have a specific strategy for GDE. Good examples from European countries need to be followed. Representatives from Serbia stressed the need for more support from the institutions and voiced their concern on the lack of resources at a national level to deal with GDE. Representatives from Montenegro concluded that they would need more professional support. The GEW coordinator from Croatia said that the main priority at the moment is bringing different stakeholders together including ministries and academia, maybe with the support of the North-South Centre as facilitators in the process. Ms Jurman continued by stating that CSOs knowledge should be validated and included it in certified teacher trainings. This could be achieved through a better cooperation with the Teacher Training Agency. She concluded that resources for GDE in Croatia are scarce due to lack of national funding, causing organisations' excessive dependence on European funds.

Do you see the opportunities from our regional Balkan cooperation in GDE? Are there any concrete ideas on how we can work better together in order to help each other in developing GDE in our countries?

Ms Marijana Rodić from Serbia indicated that this issue is frequently discussed. She suggested focusing on some of the recommendations and openly discussing how they can be operationalised, with the support and facilitation of the North-South Centre. All cannot be done all at once, thus focus should be given on a few, relying on the existing knowledge and experience, which is not always recognised. The difficult questions need to be asked while opportunities for dialogue with institutions should be encouraged. **Ms Lana Jurman** from Croatia stated that the greatest value of this meeting is, not only that everyone gets to know each other, but also that it creates a common space for reflexion and the possibility to work together on concrete issues relevant for the region. The meeting creates a potential framework for regional collaborative work.

Mr Astrit Dautaj from Albania mentioned that we live in different situations with different perspectives and goals. All perspectives should be included and different topics should be involved in reaching a common goal. **Ms Violeta Stanković** from Serbia highlighted the fact that when there are negative trends, as is currently the case in Serbia, we do not have to be discouraged, but see them as an opportunity to practice our values and ask for bigger changes. **Ms Dobrinka Temelkova** from "The former Yugoslav Republic of Macedonia" concurs that regional Balkan cooperation in GDE is a great opportunity to work together in order to increase public awareness about the values and ideas offered by global education, fostering common interests and strengthening the already established cooperation. Study visits are very useful tools for further development in the field of GDE.

Mr Miguel Silva from the North-South Centre referred that the meeting provides an opportunity for dialogue and peer learning which recommendations can be liaised by the North-South Centre to the Steering Committee for Educational Policy and Practice of the Council of Europe. The monitoring of these recommendations remains the main task, involving all stakeholders in a continuous process.

SHARING GOOD GE PRACTICE

Three more presentations were organised in order to get inspired, share good practices and discuss different viewpoints on GDE in the region: 1. The link between entrepreneurship and GDE from the perspective of "The former Yugoslav Republic of Macedonia" was made by Mr Pekevski from Concept plus; 2. Ms Patricija Virtič from SLOGA, and the GEW network coordinator for Slovenia, described the state of GDE in Slovenia with a special focus on how to get different stakeholders on board and how to reach citizens that are not the 'usual suspects'

3. Ms Zagorka Prce Veseli from the Centre for Technical Culture from Rijeka introduced the use of digital storytelling in GE/GCE.

Siniša Pekevski, FYROM

- Entrepreneurism as a part of Global Education - the case study in "The former Yugoslav Republic of Macedonia" - Through education, entrepreneurship should be included in the lives of students from the earliest age. Entrepreneurial learning is not just another way to learn business skills, it is a way to empower young people with knowledge and skills that will help them in life. It is a process that develops the ability to turn the idea into action. The role of the teaching staff is crucial, which can stimulate and develop the spirit of entrepreneurial action among students. Entrepreneurship, today in "The former Yugoslav Republic of Macedonia" is a compulsory school subject.

Patricija Virtič, Slovenia

- In 2017 Slovene Parliament recognised global education, but there is still a question how to implement it in schools. SLOGA is using unconventional ways because of the lack of response from Ministry of Education. SLOGA is using teachers who use methods of global education. From this year, they are using UNESCO office and UNESCO schools, Ministry of Culture, ECO schools, and unconventional ways: Ministry of Labour, GENE, SDGs. The key to breaking barriers in the system is using more than one entry point.
- How to raise awareness is one of the key questions, and the answer is "Go where the people are" and don't be afraid to try new methods and new ways, and maybe to fail.
- SLOGA had difficulties with hostile audiences, but it decided to take a risk and try to reach new audiences. It's important to use all the resources you have to make the best things possible.

Zagorka Prce Veseli, Croatia

- "Digital storytelling - BRIGHTS perspective on Global Citizenship Education". Ms Prce Veseli shared experience from digital storytelling combining creativity, digital literacy and critical thinking with themes and topics of Global Citizenship Education. The methodology also allows exchange between different countries and is adaptable for use with different target and age groups.
- <http://www.brights-project.eu/en/>

WORKING GROUP SESSIONS – WORLD CAFÉ

During the World Café session, the participants were discussing the future of the Belgrade recommendations in regard to the following three thematic areas:



- (1) Policy making and curricula development;
- (2) Professional development of educators and quality support;
- (3) Awareness raising and pedagogical tools.

Key points raised during the session are noted below.

WG1 Policy making and curricula development

(Moderated by Mr Aldin Hodžić, rapporteur Ms Iva Zenzerović Šloser)

The working session of the WG 1 was divided in three parts:

1. introduction and basic insights on specific moments in education and GDE at national levels;
2. introduction of the delegation of Bosnia and Herzegovina, basic analysis and common recommendations for policy development;
3. based on the *recommendations of the Belgrade GDE meeting (2017)*, analysis and proposal of the following priorities for curricula development:
 - DEVELOPMENT OF A JOINT NATIONAL OVERALL STRATEGY FOR IMPLEMENTATION OF GDE,
 - OPEN DEBATE WITH ALL THE STAKEHOLDERS AT THE NATIONAL LEVEL,
 - DEVELOPMENT OF A NATIONAL MECHANISM FOR COORDINATION, MONITORING AND EVALUATION
 - DEVELOPMENT OF AN OVERALL INSTRUMENT FOR EVALUATION AND MONITORING OF THE GDE PROGRESS
 - GREATER VISIBILITY OF GDE IN THE ALREADY EXISTING NATIONAL STRATEGIES
 - INVOLVEMENT OF REPRESENTATIVES OF YOUTH MOVEMENTS IN THE PROCESS OF GDE
 - GIVING GREATER AUTHONOMY TO THE SCHOOLS

Policy making

Montenegro and Croatia – are going through the curricula reform

In **Croatia**, the content of GDE in the new curricula is organised through four cross curricula domains: Civic education, Sustainable development, Personal Growth and Development.

In existing curricula GDE is part of the cross curricular Civic education, extracurricular program Civic education (The Rijeka Model). **Montenegro** is a step ahead – now facing the need to develop an evaluation and monitoring approach.

Bosnia and Herzegovina has a complex educational system (12 ministries of education)

In 2015, the *Strategic Guidance for Development of Education in BiH with the Implementation plan for 2008-2015* came to its term and the revision process is in progress.

- GDE is represented in: Socio-human education, Democracy and Human Rights

- Teachers training is a key issue for its successful implementation
- GDE can be promoted at Students parliament, through media campaigns, Youth committee, Local governments

“The former Yugoslav Republic of Macedonia”

- GDE should be integrated into different strategies
- Recommendations to follow to increase GDE: open debates, raise visibility, promotion and defining educators’ needs
- See what could be a minimal option (e.g. - to include GDE core competences in various subjects (Civic education: basic fields at different ages)
- Be more specific and agree on the subject: What is to be monitored? Is there a specific, clear (revised) product? What is to be implemented?
- The need for joint regional proposals/projects – with obligatory deadlines and reports.

Common needs for policy development:

Based on participants’ feedback from all sectors

- **There is no need for a separate GDE strategy.** In that case they foresee problems with implementation, because official (mandatory) strategy should be followed by an Action plan and a concrete budget. That does not seem realistic to Serbia, or to most other countries. Where possible it should be integrated in the overall strategy of education. ***We can’t develop Strategy for one part, one specific issue of education.***
- It could be regulated on a cross curricular framework – there are some tools, documents (regulations) that could be used and in that case a monitoring and evaluation mechanisms should have developed.
- There are different levels of and policy dynamics in each country, to be taken into consideration.
- We may need a joint approach, a regional project for the visibility of GDE with “specific campaigns” and localised processes in each country. ***We need to hear each other and promote the concept.***
- We need joint recommendations and a joint action through good practice exchanges and sharing mistakes, through cooperation among cities who implement GDE, meetings with local authorities (get people directly involved).
- It is important to integrate monitoring and evaluation in the process –this idea should be considered from the beginning (Montenegro experience) – ***and have more clearness on what we monitor – what is our product, what we implement***

Curricula development

- GDE as one school-subject or cross curricula – it depends on each specific context
- Minimal option could be to include the core of GDE in various subjects (Civic education: basic fields at different ages – in can be included in different parts)
- Depending on special national context there is the need to start or continue developing and implementing pre-service education and in-service training for teachers that covers GDE values, content and methods. Training should be prepared and implemented with civil society organizations and groups with experience in global education.
- Involve all stakeholders in order to overcome the problems of lack of cooperation between different sectors, especially formal and non-formal education actors, and create platform to exchange experiences and resources
- Important is that the methodology is based on the GDE values and develops competences for GDE we want to achieve

- It should involve: the building of critical thinking, learning from practice, relationships – be more practical, raising sensitivities
- It should be integrated in pre-service and in-service training of teachers
- What is the entry point? When we start with global education? Can we start with preschool? Are there any preschool experiences? Kindergarten are good surrounding for GDE

Resources for GDE curricula development:

- Teachers are the main resources. They need to be supported with law regulations.
- Sometimes they do not have the theoretical knowledge, but they live and practice GDE values. The basic values of GDE should be the spirit of all teachers
- Council of Europe experts – could work on developing the curricula
- Make a shift: positive selection when choosing students going towards teaching
- Share practices - digital exchange
- Preconditions for experience exchange between teachers: know foreign languages (English)
- Cooperation between civil society organizations and schools in concrete awareness-raising activities, or extracurricular activities, enhancing knowledge complementary (share information on specific subject)
- Youth workers – peer educators (pupils, students) – practical activities - more confident
- A contradiction which needs to be overcome: topics in school curricula are not connected with the global dimension, the accent is on national realities, national identities – how can we expect global competence to be the outcome? - *We are sitting on two chairs: old tradition and new approaches*
- Albania has an official curriculum for GDE. *We should pay more attention on a holistic and systemic point of view*

WG2 Professional development of educators and quality support

(moderated by Ms Aleksandra Radoman-Kovačević, rapporteur Ms Dragana Kovačević)



After discussing the Belgrade recommendations, the group for Professional development of educators, as well as two other rotating groups, gave their suggestions for improvement of the recommendations and gave proposals and ideas on how these recommendations should be implemented. The recommendations are divided in priority 1 and priority 2, where priority 1 are those issues that need to be sorted out before being implemented and priority 2 recommendations *per se*. Participants agreed to use the term educator for all stakeholders in the education process (teachers, advisers, youth workers).

Global education curriculum needs a capable teacher/educator, able and willing to develop his/her capability to learn and teach others through an interactive and participatory learning process. In order to do so, the working group developed a set of competencies that a teacher/educator should have. The concept of competence framework initially proposed in Belgrade in 2017 by the facilitator of the WG2 Mr Astrit Dautaj (*Institute for Development of Education, Albania*), was updated in line with the CDC framework proposed by group facilitator Aleksandra Radoman-Kovačević (*Education and Training Centre Montenegro*) in Zagreb seminar in 2018. The revised table of knowledge, skills, attitudes and values for a competent GE teacher is [annexed](#) to this report.

KEY OBSERVATIONS AND RECOMMENDATIONS

Work in groups was focused on recommendations and also on giving proposals and ideas on how these recommendations could be implemented.

PRIORITY 1		
Recommendation	Feasibility ² S/L	Steps/actions towards its implementation
<p>1. Educators are not adequately capacitated to teach global education programs. Besides supporting mechanisms via curriculum, additional effort in the overall campaigns and strategies should be given to INCREASING SUPPORT TO THE TEACHING PROFESSION.</p>	s/L	<p>Additional education for educators on GDE such as: System level - online courses (MOOC); ToT (to train the trainers); CSOs, youth umbrella organizations – face to face trainings; Development of training program for teachers at national level:</p> <ul style="list-style-type: none"> • Creation of a training program/scheme, • Implementation of trainings, <p>Monitoring of educational programs, constant development of programs and adaptation based on educators' needs assessment</p> <p>Campaign, conferences, thematic meetings (peer support at national and regional level)</p> <p>Action plans developed (and implemented)</p>
<p>2. GLOBAL EDUCATION SHOULD BE A PHILOSOPHY OF THE OVERALL EDUCATION THAT WOULD MAKE IT SUSTAINABLE. It should be a part of:</p> <p>a) official curricula (in Albania, and Montenegro it is a part of the official curricula);</p> <p>b) the compulsory teacher training programs.</p> <p>c) trainings organized from civil society organizations (program for leaders, youth workers, youth activists...)</p> <p>d) trainings for university level staff</p>	L	<p>Working group of relevant experts for development of pedagogical study program for university students.</p>
<p>3. NEW POLICIES ARE NEEDED REGARDING THE PEDAGOGICAL ASPECT OF GDE IN INITIAL EDUCATORS' TRAINING. The open questions remained: should it be a Master Degree in GE/GDE developed through regional partnership; a Subject on BA program for pedagogy or beyond the Western Balkan region within EU?</p>	L non-feasible	<p>Universities should participate in an open debate</p> <p>Working group for development of national framework (instrument) of standards/competences for teachers implementing GDE</p> <p>Testing the instrument</p> <p>Adoption process</p> <p>Implementation</p> <p>Evaluation</p>

² For short-term mark **S**, For long-term **L**

<p>4. TEACHING STANDARDS FOR EDUCATORS HAVE TO BE DEVELOPED in terms of competence framework of teachers (what teachers should know and be able to do in order to meet the requirement of students learning standards).</p> <p>Initial and in service teacher education needs to be based on the following: <i>a) It should be present and future-oriented; b) related to sustainable development; c) It should be culture-based, considering personal and other's culture; d) It considers learning as a lifelong learning process; e) respecting human rights; f) creating links between subjects and subject areas; g) aware of and addressing global issues; h) better use the professional training of student-teachers in school (linking it with GE philosophy); i) ability for critical thinking and good communicating skills; j) able to make environment for kids and youngster for live and behave what they believe and say</i></p>	S	<p>Teaching teacher for debate, facilitation and moderation</p> <p>Examination for students that want to study pedagogy in order to became teachers</p> <p>Peer review and sharing of best practices in the region</p>
<p>5. In order to further assure quality, SUPPORT FOR TEACHERS AND EDUCATORS NEEDS TO BE ENHANCED, especially in terms of peer capacity building in the field of GE, including promotion of online learning for teachers in the field of GE. MOOC (Massive Online Open Courses) is an example.</p>	L	<p>Supervision</p> <p>Peer support</p> <p>Monitoring of the process</p>
PRIORITY 2		
Recommendation	Feasibility S/L	Steps/actions towards implementation
<p>6. QUALITY ASSURANCE MECHANISM needs to be developed and adopted within the institutional system.</p>		<p>Creating school boards/people that will follow and measure implementation of quality assurance mechanism.</p> <p>Action plan *monitoring and evaluation process</p> <p>Capacity to create indicators of success to compare standards with good practice (learning from success and mistakes)</p> <p>Mechanism to support and evaluate the educators (process?)</p> <p>Developing unified criteria and instruments for assessing students' performance.</p>
<p>7. EMPOWERING CIVIL SOCIETY ORGANIZATIONS to maintain their role as monitors of the policy of State institution, in particular Ministries of Education and other relevant institutions, regarding GDE policy.</p>		<p>Council of Europe can empower and support some of CSO to advocate their role in monitoring (professional and financial support)</p> <p>Create indicators for monitoring process</p> <p>Supporting of networking different CSO in countries in Balkan Region</p>

<p>8. IMPROVING THE EFFECTIVENESS OF USING ALL INSTRUMENTS PRODUCED so far through an online platform of all instruments gathered and translated into the national languages (the model of Living democracy books).</p>		<p>Make an online platform</p> <p>Support the organization of peer groups</p> <p>Involve youth and participants in the evaluation process of methods and tools used</p> <p>Improve in the practice from now on.</p>
<p>9. ENABLING YOUTH WORKERS to take civic initiatives and consider them.</p>	<p>L</p>	<p>Recognition of Youth Work – Campaigns and awareness raising, Trainings for Youth Leaders</p> <p>Develop specific open calls for the application of projects on global educations in the field of CSO</p>

The following step was to discuss the topic throughout four main fields: **Mapping of main stakeholders and resources; Contextualisation of GDE in Balkan countries; GDE and the UN SDGs; Regional GDE cooperation.**

1. Mapping of main stakeholders and resources; Added value of stakeholders; Pedagogical and political impact; Resources

The main actors involved in GDE are Ministries, centralised education institutions, teacher training agencies, local and regional educational authorities, teachers involved in curricula development, schools as community centres, CSOs.

The added value of a multi-stakeholder and peer cooperative approach enables interdependency, interdisciplinarity, shared responsibility and collaboration.

Pedagogical impact of GDE is delivered through all levels of education systems comprising formal and non-formal education and it provides: inclusive education, opportunities for all, equality and space for critical debate and expressing different opinions. Manuals, online courses, social media, SDGs, educational policies, non-discriminatory policies etc.; monitoring and evaluation mechanisms contribute to the recognition, practice and dissemination of GDE.

2. Contextualisation of GDE in Balkan countries

Taking into consideration the *i)* Belgrade GDE seminar recommendations and the *ii)* country summaries (annex 2), enumerate main achievements and challenges and propose concrete guidance to improve the recognition, practice and dissemination of GDE in the region:

Learning from each other, disseminating ideas, more direct involvement, using models from different countries (e.g. schools as community centres from Albania); campaigning, involving local media to make the concept more visible and sustainable; more advocacy and pressure on teacher training agencies to implement GDE trainings; sharing resources (such as “Living democracy model”, Council of Europe Manual covering different levels).

3. GDE and UN SDGs

GDE can respond to the implementation of all SDGs (and not only SDG4.7) as well as to the enhancement of pupil’s understanding and competences. Considering that GDE is dealing with social, environmental and economic aspects of life, it provides numerous opportunities in line with youth work, formal education and non-formal education, to tackle topics for all of the 17 SDGs.

The situation in the Balkan countries is far from the development level of GDE around Europe and depends on the willingness of local actors to implement specific activities. Monitoring is a very distant concept at this state of the art.

4. Regional GDE cooperation

Each delegation should find at least one country with which they will develop a mutual Action plan for a common recommendation during the conference.

The North-South Centre should develop a mutual campaign for increasing the visibility of GDE in Balkan Countries.

Fund for national delegation projects that promote GDE best practices with a multi-sectorial approach, funds should be provided from the Council of Europe and should be doubled by national governments – relevant ministries.

WG3 Awareness raising and pedagogical tools

(moderated by Mr Miomir Rajčević, rapporteur Ms Jasna Račić)

This working group reviewed the recommendations of the Balkan GDE Regional Seminar Report (Belgrade, 2017) and the use of multiple entry points, working consistently, and building on what is done. Through work in smaller groups the following recommendations were delivered:

MULTIPLE ENTRY POINTS *(What are the main entry points?)*

- **Media:** if traditional media is hard to access in some countries, it is important to work with social media (promotion of good practices, testimonials from target groups).
- **Non-governmental organisations** that offer programs for youth, **non-formal education programs**, as well as **teacher training** should be used as an entry point.
- **Governmental institutions:** ministries have the responsibility to find a way to include GDE in the school system through reforms (it was noted that most of the Balkan countries have an ongoing or planned educational reform). Also, national **SDG implementing bodies** are seen as an entry point.
- **Local and regional institutions and schools; cultural institutions, UNESCO schools, local authorities.**
- **Private sector.**
- **Sports.**
- **Transnational CSOs.**
- **North-South Centre.**

'Go where the people are and don't be afraid to try new methods and new ways, and even to fail.'

Patricija Vrtič on raising awareness on GE

CONSISTENCY *(How to create consistency in the work on GDE?)*

- GDE must rely on practices of the whole school, it is important to include it in existing curricula, to prevent the risk of “loosing generations”. Showcases have to be developed on how to include GDE in existing curricula.
- Regular and stable funding is the key to consistency of the work on GDE.

TRUST *(How to have and create trust in what we do?)*

- Bridging the gap between schools, NGO's, scientists, decision makers: working together on concrete projects.
- Trust will come from taking action.

Participants mapped *What we have & what we need?* In the context of GDE promotion and implementation.

<i>What we have?</i>	<i>What we need?</i>
Different names for similar approaches	Integration of approaches
Project based activities	Program based activities Financial support Space for mistakes, learning and good practices
Constant need for something new and innovative	Space and opportunities to replicate good practices/projects
Different levels of commitment from stakeholders	System on national level with multistakeholder approach (public, private, CSO)
Human resources (NGOs, youth)	Networking and education in field of GDE (coordination on national level outside seminars and congress, bigger visibility)
Institutions, laws that do/don't recognise GDE as important	Complete implementation of laws, political will
Limited access to mainstream media	Use of social media, different media tools (such as digital storytelling), access to mainstream media (with support of decision makers)
Limited number of teachers interested in GDE	Engaged teachers, network of teachers
Tools	Tools that are flexible, adaptable, interactive

Key recommendations of WG3 include:

- 1) **Stronger connection between GDE and the SDGs**, precisely goal 4 to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”; target 4.7 stating that “all learners acquire knowledge and skills needed to promote sustainable development, including: sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”
- 2) **Connecting the existing struggles and resources with GDE.** As the motivation of educators is to deal with everyday questions in their learning environments, we must ensure they do not get additional tasks but that they see **GDE as a part of the solution for better learning processes and outcomes.** In order to achieve this recommendation, proposed actions include mapping and recognising places for GDE in curricula, connecting and improving existing GDE practices.
- 3) **Development of good practices that include multiple stakeholders** in order to promote GDE and develop quality mechanisms.
- 4) **Support from Council of Europe to the national struggles with GDE implementation.** This support can come in the form of pressure on local institutions, or national campaigns for promotion of GDE.
- 5) **Funding from local authorities or Council of Europe** is seen as crucial for the consistency of work in GDE. In Balkan countries there is no funding provided for organisation or coordination of GDE activities and campaigns.
- 6) **Recognition of GDE** is significantly influenced by the understanding of the application of its methods and tools, and that it is important to demonstrate how GDE tools and methods influence the solution of existing issues in education and in society. **Practitioners in education do not need to complicate their work even more, but to have help on how to respond to existing needs using GDE methods. Therefore, a clear and concrete presentation of the applicability of tools and methods in working with children and young people on issues is important.**

CONCLUSIONS AND CLOSING

Having in mind the fact that drawing-up realistic joint recommendations for all regional partner countries was a concern that was raised during the Belgrade Regional Seminar in 2017, and understanding that the rationale of the follow-up meetings is for national delegations to focus on national GDE priorities for the upcoming period, here are the key findings:

Albania

- CDC will be the starting point for accomplishing all the objectives and activities related to the core curricula for citizenship education to be revised by December 2018
- To review the curricula of citizenship education based on CDC in general and global education in particular (starting from 2019)
- To review teachers standards and teacher's training standards (starting from 2019)
- To start cooperation with faculties of education, responsible for initial teacher training, regarding the possibility of reviewing the curricula of social sciences considering CDC and GDE in particular, as a philosophy for teaching and learning and as a methodological tool.
- To bring as much as we can the community and local issues, problems and ideas in the classroom

Bosnia and Herzegovina

- When preparing new strategic education documents, GDE is planned to be included as an integral part of them.
- Common Core Curricula for civic education, defined on learning outcomes, has been already developed and next step could be to revise the curricula for civic education. This process has to be implemented by responsible entities and cantonals ministries of education in Bosnia and Herzegovina.
- Teacher training - strengthening the pedagogical institutes in order to be able to conduct adequate trainings for advisers in pedagogical institutes.
- Establishing collaboration between governmental and NGO and youth organisations, aimed at youth awarenessraising.
- Implementing new teaching pedagogical tools in learning process.

Croatia

- To explore the possibility of introducing GDE as an extracurricular activity similar as civic education (CE) in some cities/municipalities for a start - 35 hour curricula that needs to be aproved by the Ministry of Science and Education and Teacher Training agency
- Liase GDE more with the initiatives for civic education - joint discussions, putting GDE in joint advocacy plans as the global dimation of CE; connect with LAs conducting the 'Rijeka model' of CE.
- Organize a nationwide awareness raising campaign on GDE.
- Start cooperating with the Teacher Training Agency in the area of preschool education - introduce GDE to inservice preschool eduactors professional development

"The former Yugoslav Republic of Macedonia"

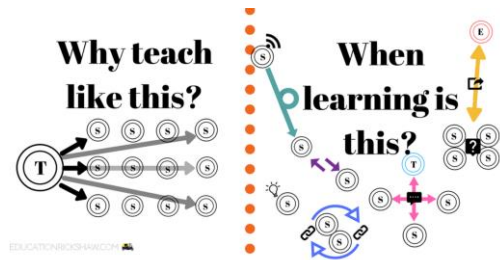
- Campaign for Global Education (promotion of the goals and opportunities);
- Adopting the concept curricula for Civic Education;
- Mapping the activities of Global Education that are provided by civil society organizations and relevant institution;
- Organizing Roundtable (or some similar activity) for the upcoming steps (consultative process);
- Advocacy and lobbying of the process;
- Implementation of the recommendation which will come out of the consultative process.

Montenegro

- Accreditation of the North-South Centre online programme for professional development of teachers through Center for Vocational Education and Training Catalogue and Catalogue of Bureau of Education Services, Ministry of Education.
- To train at least 2 preschool teachers and 2 Primary education teachers in GDE with the support of NSC.
- In Primary schools higher grades (from 5 to 9) there are weekly class teaching lessons. Create, together with North-South Centre, guidance which provide step by step practical framework for these classes so pupils can contribute the best from them.
- In Secondary vocational schools, within the framework of educational programs, 36 hours per year are provided for free activities for which is needed to make a plan on the school level framework for free activities based on the principles of global education so that teachers can implement it. Same for the electoral content in gymnasiums.
- Educators from the field of youth work, youth activism or other could also gain GDE education via trainings and online seminars or through projects. It is of crucial importance to include youth NGO's as they directly operate with youth. Also, local communities can be very good stakeholder in implementation of the GDE through municipal Youth Offices and branches.
- Ministry of Sports and Directorate of Youth should take more active role in GDE approach dissemination as they provide funds on yearly bases which can contribute to better implementation of the youth programs.

Serbia

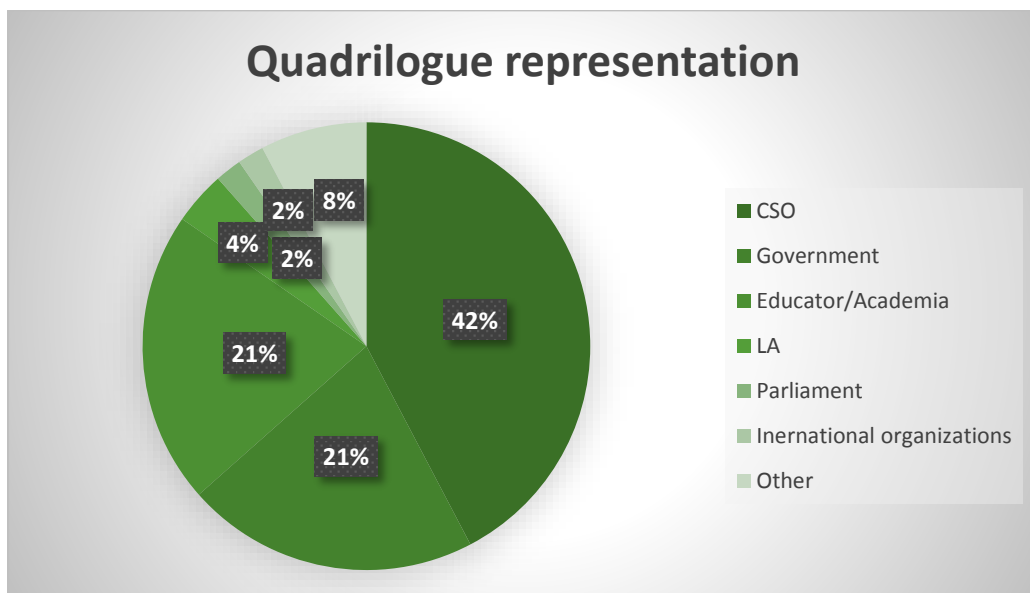
- Ministry of Youth and Sport and Ministry of Education, Science and Technological Development of the Republic of Serbia should consider forming a working group - in charge of coordination of activities and gathering information on GDE at national level. Working group should gather representatives of the relevant institutions and organizations, and among them to involve: Ministry of Youth and Sport, Ministry of Education, Science and Technological Development, The Institute for education quality and evaluation, National Youth Council of Serbia, Centre for youth work, National Association of youth workers (NAPOR), Media Education Centre, Scouts' Association, Standing Conference of Towns and Municipalities Serbia, National Association of local youth offices Serbia.
- To strengthen and use the mechanisms that exist at local level, first of all it refers to youth offices, for the promotion and implementation of the goals of global education as a tool for problem solving.
- Members of the delegation, participants in the Zagreb seminar, could jointly prepare a project proposal related to global education.



**Luisa Bivar Black on methods and approaches teachers use*

FACTS AND FIGURES

The Balkan regional seminar follow-up meeting targeted key quadrilogue stakeholders from Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and “The former Yugoslav Republic of Macedonia”, 52 participants in total. There were 38 female and 14 male participants. The chart below shows the quadrilogue representation of participants:



As for country representation, the meeting had the following distribution of participants:

Albania	6
Bosnia and Herzegovina	4
Croatia	17
“The former Yugoslav Republic of Macedonia”	8
Montenegro	5
Serbia	9
Other (Portugal, Slovenia, Austria)	3