Country
Serbia

Primary Image

Primary Image Caption

Major Branches
- Conflict Resolution Education (CRE)
- Divided Societies
- Interethnic / Intercultural Education

Significant Approaches & Themes
- Civic Education
- Conflict Prevention
- Conflict Resolution Education (CRE)
- Critical Thinking
- Dialogue
- Human Rights Education
- Intercommunal Education
- Interethnic / Intercultural Education
- Preventing Violent Extremism
- Values Education
Historical Context

Serbia is a country located in South East Europe (Balkan Peninsula). The estimated number of population in the Republic of Serbia in 2019 was 6.9 million (Data of the Statistical Office of the Republic of Serbia). Serbia is a parliamentary republic. By ethnic composition, Serbia is multi-ethnic community: 83.3% are Serbs, while ethnic minorities are Hungarians, Roma, Bosniaks, Croats, Slovaks, Montenegrins, Vlachs, Romanians, Yugoslavs, Macedonians, Muslims and others (Population: Demographic Situation, Languages and Religions | Eurydice). The official language is Serbian and two alphabets are in use at the same time, Cyrillic and Latin. Minority languages are in equal official use, particularly in Vojvodina, the most diverse province, where Hungarian, Slovak, Rusyn, Romanian and Croatian are in official use. Albanian is in use, as well as Bulgarian in the southeastern part. Students learn in their mother tongues in primary schools. In addition, Czech and Macedonian are in use at the municipal level. Majority of the population declare themselves as Orthodox Christians (84.6%). Other religious communities are Catholics (5%), Muslims (3.1%), atheists (1.1%), Protestants (1%) and other confessions.

The history marks that “like other southern Slavic tribes, Serbs came to the Balkans during the great migration in 6th and 7th century AD. We find the earliest records of Serbs in the Balkans in the records of Byzantine Emperor Konstantinos VII “Porphyrogenitus” in the 10th century. During that time Serbs were populating the territory of present western Serbia, east and central Bosnia, Herzegovina with Adriatic coast, and on the south up to the river Lime and the Prokletije mountains. The first Serbian state was formed under the Viseslavic Dynasty. Byzantine played a major role in the future of Serbian people. At the end of IX century Serbs started leaving their pagan religion behind and adopting Christianity as their new religion. This period was the first rise of Serbian nation but then came the downfall that lasted up to the end of XII century.

After fighting his brothers, Stefan Nemanja, the founder of Nemanjic dynasty, came to the throne in 1170. He had the title of “veliki zupan” (the prince) and started restoring the Serbian state in the Raska region. His endowments include the Đurđevi Stupovi Monastery and the Studenica Monastery in the Raska region, and the Hilandar Monastery on Mt. Athos.

Medieval Serbia enjoyed a high political, economic and cultural reputation in Medieval Europe. It reached its peak in the mid-14th century, during the rule of Tzar Stefan Dushan. Dushan’s Code (a compilation of several legal systems, the greatest juridical achievement of Medieval Serbia), frescoes and the architecture of the medieval monasteries are eternal civilization monuments of the Serbian people from this period. Tzar Stefan Dushan doubled the size of his kingdom seizing territories to the south, southeast and east at the expense of Byzantium. This is a period marked by the rise of a new threat: The Ottoman Turk sultanate gradually spreading from Asia to Europe and conquering Byzantium first, and then the other Balkan states” (Brief History Of Serbia | Dr Tijana Prodanovic).

The Ottoman rule lasted for almost 500 years, while modern state building started in the 19th century under the dynasties of Obrenović and Karadordević. Serbian monarchs, King Petar I and his son Aleksandar I Karadordević were the founders of unified South Slavic states - the Kingdom of Serbs, Croats, and Slovenes (1918) and the Kingdom of Yugoslavia (1929) respectively. On the side of the Allied forces, Serbia suffered tremendous losses in both WWI and WWII and came out as a victorious country. The monarchy was substituted by the Federal People’s Republic of Yugoslavia, established by Yugoslav communists and their leader Josip Broz Tito. Serbia and its autonomous provinces - Kosovo and Vojvodina became part of it. The state was later renamed Socialist Federal Republic of Yugoslavia (SFRJ) and consisted of six republics: Slovenia, Croatia, Bosnia and Herzegovina, Macedonia, Serbia and Montenegro.

The time of socialist Yugoslavia was marked by 50 years of peace, economic stability and successful cooperation with the international community. The country had an active engagement in the regional and international organisations. Yugoslavia is one of the founding members of the Council of Europe and the League of Nations (the United Nations nowadays). Due to unresolved inter-ethnic tensions, its geostrategic position that attracted negative influences from several international actors, bad diplomatic decisions within the country and from the side of the EU, led to the dissolution of the country and wars. It started in 1991, after Slovenia proclaimed independence and civil war broke out.
on the territories of Croatia and Bosnia and Herzegovina. Long-term tensions between Serbs and Albanians in Kosovo turned into armed conflicts in 1998 between the paramilitary Kosovo Liberation Army and Serbian military forces. What followed was the NATO bombing of Serbia, launched in 1999 as the response to the failure of negotiations in Rambouillet. The intervention is controversial as NATO bombed an independent country in Europe without the consent of the UN Security Council. The bombing lasted for 78 days. The Serbian government estimates that “at least 2,500 people died and 12,500 were injured. But the exact death toll and the full extent of the damage remain unclear” (Death Toll From NATO Yugoslavia Bombing Still Unknown). Since then, Kosovo has been under the United Nations Mission in Kosovo protection (UNMIK), after the signing of the Kumanovo Agreement and the adoption of the UN Security Council Resolution 1244. The NATO bombing remains to be one of the most painful experiences in the collective memory of Serbian citizens.

The new peaceful decade brought opposition parties in power in 2000 with the Prime Minister Zoran Đinđić, who was determined to lead Serbia towards EU integration. The country became an independent state after Serbia and Montenegro separated peacefully in 2006. Tensions emerged in 2008 when the UN-administered Kosovo declared independence and Serbia refused it as illegal. Ever since, unresolved issues over the status of Kosovo highly influence foreign policy of Serbia. Direct talks between Serbia and Kosovo began in 2011 and have been facilitated by the EU. In time, the USA became the key global player in Serbia-Kosovo dialogue with a special envoy designated to the process.

A positive step towards the EU integration was made in 2012 when Serbia was granted candidate member status. Although Serbia is a parliamentary democracy with competitive multiparty elections, democratic processes have seriously declined in recent years under the ruling of Serbian Progressive Party (SNS). The rule of the party “has steadily eroded political rights and civil liberties, putting pressure on independent media, the political opposition, and civil society organizations” (Freedom in the World 2020 – Serbia). A series of anti-government protests were held in 2018 and 2019. The Coronavirus pandemic has worsened the socio-economic situation. The peaceful anti-government protests with a majority of the youth participating continued in July 2020 for several days after the government announced a new round of lockdowns to prevent further spread of the virus. Unfortunately, some radical groups provoked the violence, and the police reacted harshly overstepping its authority, which was condemned by the public. The protests flagged out a clear message about the need for substantial changes at all levels of society.

**Youth and peacebuilding:** The legacies of the Yugoslav wars still affect Serbia and the entire Western Balkans region. Regional processes of reconciliation and peacebuilding are entirely dependent on civil society organizations (CSO) activities. In addition, the bad economic situation continues to provoke new waves of brain drain which resulted in the lack of medical doctors, nurses, and engineers. Youth, under the age of 30, are considered to be “more hardened in its identity lines and views of the ‘other’, making any prospect for social cohesion and sustainable peace even harder to attain” (Fischer, M.; Petrovic-Ziemer, L. (2013) Dealing with the Past in Western Balkans Berghof Foundation.) At the same time, the youth is more open to interact with other ethnic groups freely, online or in person. Their capacities for active-participation and responsibility for peacebuilding need to be enhanced through education and by following developments of the digital era. Youth should be given more space for its active participation.

**Youth and violent extremism:** One of the serious challenges youth in Serbia are faced with is weak economy and high rate of unemployment. Recent research findings suggest that even though a relatively small number of individuals can be classified as violent extremists, “it is worrying that there is a significant pool of not-now-violent extremists, as well as a trend of spreading extremist beliefs among Serbian citizens, especially among the young and Roma population” (Western Balkans Serbia Report).

The role of education is therefore crucial in contributing to the prevention of future conflicts, violence and extremism through integration of values of multiethnic and inter-religious dialogue, tolerance and peace in curricular and extra-curricular subjects and activities.

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**Current Issues / Conflicts**

- **High level of unemployment, including youth unemployment.** The unemployment rate in Serbia is 38.8%. Youth unemployment rates in the Western Balkan 6 countries are among the highest in the world.
• **Potential for youth radicalization due to worsening of economic situation.** With economic deprivation, individuals, including youth may be drawn to extremist groups.

• **Freedom of expression / independent media.** Media freedom is undermined, the journalists are under direct pressure and threats from politicians and media owners, self-censorship is high.

• **Functioning of civil society organisations.** CSOs that openly criticize the government have faced threats and harassment in recent years. Funding of the CSOs, particularly those involved in peace work is a great challenge as a result of redirection of the funds due to the pandemic. There is also a shrinking of civic space.

• **Health crisis due to Covid-19 outbreak.** In July 2020, over 350 doctors called on the government to replace members of the state-level Crisis Response Team for the suppression of infectious diseases COVID-19 which has been leading the country’s highly-criticized efforts to combat the spread of the coronavirus. The Serbian health system has been dramatically burdened with a shortage of health personnel.

• **Functioning of the government.** Three months after the elections in June 2020, the government has not been formed yet. President Vučić has remained the dominant figure in the government despite the president’s limited executive powers under the constitution.

• **Ongoing Serbia-Kosovo political dialogue.**

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**Additional Resources for More Context**

- Freedom in the World 2020 – Serbia
- World Report 2020: Serbia/Kosovo
- Western Balkans Serbia Report - Extremism Research Forum
- Serbian Doctors Demand Action over COVID-19 'Public Health Disaster'
- The COVID-19 Crisis in Serbia - OECD
- Serbia after Covid-19: "Best economy in Europe"?

**Peace Education Efforts**

Significant approaches and themes of peace education in Serbia include:

- Strengthening Inter-ethnic Dialogue in Divided Communities
- School Mediation in Multiethnic Communities-Prevention of Violence in Schools
- Intercultural Education
- Civic Education
- Critical Thinking
- Resilience
- Prevention of Violence, Radicalization and Extremism among Youth

The children and youth of Serbia were affected by the consequences of Yugoslav wars of the 1990s in many ways. Society was deconstructed and deprived at all levels, leaving social and emotional traumas. Educational institutions, experts and peace educators addressed these needs by creating programmes for protection, prevention and reaction to violent conflicts.

Psychologists and educators used the approach of implementing peace education through “informal learning of attitudes, values and behavior by encouraging and incorporating action, dialogue, involvement, cooperation and participation” (Rosandic R.: Grappling with Peace Education in Serbia (2000). USIP.). This approach seemed to be beneficial in teaching about peace and non-violence and creating a network of committed peacebuilders and peace educators.

International and local non-governmental organisations played an important role in building capacities of teachers and future peace educators which enabled them to transfer the knowledge and skills to students through regular school curriculum and extracurricular activities. The programmes in which students were actively participating included various themes, from human rights to peaceful conflict resolution.

Since 2000, peace education has included different forms such as: “teaching social skills, techniques for constructive
conflict resolution in schools, work on the improvement of relationships among students, between teachers and students, work on changing the attitude towards conflict and creating a safe school environment” (Education for Peace Experiences from Practice - Nansen Dialogue Centre Serbia Belgrade, 2015).

**Nansen Dialogue Centre (NDC) Serbia peace education projects and achievements**

Since 1999 NDC Serbia has been implementing a number of projects in South Serbia, Vojvodina, Sandzak/Raska following two major lines: Education for Peace in schools and Capacity Building for local self-governments. Cross-border projects were implemented in cooperation with NDC canters from Montenegro, BiH and Croatia (2007 -2012). The most recent was Cross-Border Inter-Cultural Cooperation of Educational Institutions from Serbia and from Croatia (2017-2019). NDC Serbia is a GPPAC member.

During the process, lobbying and advocacy strategies were developed, as a result, partnerships with the Ministry of Education of Serbia (as well as with the Ministry of Education of Montenegro) were established. The change of legislation is the most concrete result: the articles of Laws on Education in both countries recommend school mediation to be used as a conflict mechanism.

NDC Serbia staff and associates (teachers, Ministry of Education (MoE) School departments’ advisors gained extensive experience working on Interethnic dialogue, Mediation and Reconciliation in multiethnic communities in Serbia, thus contributing to the cooperation of ethnic groups in their own environments.

The work in Bujanovac municipality, South Serbia started in the aftermath of armed conflict, in 2006. Deep divisions of ethnic communities resulted in separation of schools. Serbian, Albanian and Roma students have education in their own languages, however, teachers and students of different ethnic backgrounds live separate lives. In cooperation with Lillehammer and Bujanovac municipalities, NDC Serbia implemented a School Cooperation project connecting Serbian and Albanian schools in Bujanovac for 7 years. Mediators clubs were established in 4 primary and 2 secondary schools, inter-ethnic cooperation among teachers and students increased, local authorities and the Ministry of Education officially supported the project.

In Vojvodina province there are 26 ethnic communities, with education in primary and secondary schools conducted in the mother tongue of each ethnic group. Still, students attend separate classes and some schools are ethnically separated. NDC Serbia implements School Mediation in Multiethnic communities programme for teachers, students and parents to influence multiethnic cooperation and prevention of violence. Achievements are: 6 school mediators clubs in 6 municipalities; cross-sectoral cooperation with MoE and local stakeholders to jointly create a safe school environment.

Building on the achievements, NDC Serbia developed and got accreditation for the programme for professional development of teachers: School Mediation in Multiethnic and Multicultural Communities. It has been accredited for 3 school years: 2018/2019, 2019/2020 and 2020/2021.

The programme has attracted great interest of schools in Serbia and the number of schools inviting NDC Serbia to cooperate is broadening. Since 2018, teachers from 15 primary and secondary schools (Bački Petrovac, Gložan, Vranje, Belgrade, Ćelarevo, Novi Pazar, Koceljeva) have taken part in the trainings. Highest marks were given for practical conflict prevention/resolution skills, for the new insights regarding children’s behaviour and for new teaching methodologies. Based on the external evaluation done by the MoE, the number of conflicts and cases of violent behaviour has been decreasing in schools which use school mediation as a Conflict Resolution mechanism.

NDC Serbia facilitators give regular workshops on Conflict Analysis, Dialogue and Mediation for students at the International MA Peace Studies programme at the Political Sciences Faculty in Belgrade for the past 5 years.

Professional exchange of teachers, peace practitioners and ministry of education advisers during the implementation of project Educational Institutions Implement Peace Education brought valuable insights on the variety of programmes that have been implemented jointly in Serbia and in Montenegro which are presented below (Implemented by Nansen Dialogue Centre Serbia and Nansen Dialogue Centre Montenegro from 2011-2013, as part of GPPAC Western Balkans
In Serbia, the programmes are developed to strengthen capacities for inter-ethnic dialogue; to implement school mediation as a technique and mechanism for the prevention of violence and to develop intercultural cooperation in multiethnic communities.

Peace Education programmes are being implemented in different forms:

- As part of non-formal education through the projects of nongovernmental organisations;
- As part of the regular school curricular and/or extracurricular activities;
- As a school subject.

The approach that proved to be the most efficient is the ‘integration of peace education values and contents through various school subjects and as part of curricula’. Integration of peace education contents into the regular school system and in accordance with the existing legal frameworks contributes to long-term sustainability of the programmes and transfer of knowledge from teachers to students.

In these challenging times, the work on the prevention of violence and violent extremism should aim at “developing the system of values which includes humanity, understanding, friendship, empathy, and respect for diversity, non-violent conflict resolution, sustainable development and protection of environment” (Key values from the presentation of Biljana Lajović, School Psychology Specialist at the regional training on the Prevention of Radicalisation and Violent Extremism of Youth, June 2019, organised by NDC Serbia for peace educators, organised as part of GPPAC Western Balkans regional activities.).

These values have to be incorporated in the regular school activities, the work of the teacher teams for the protection from violence, teacher teams for school mediation, student parliaments and municipal councils of parents.

**Western Balkans | GPPAC peace education projects and online opportunities**

GPPAC’s members in Western Balkans believe education for peace is a regional priority. They have worked on this since 2006, with national and regional efforts contributing to peaceful schools and peaceful communities in the region. A new priority is the prevention of radicalisation and the prevention of violent extremism among youth. GPPAC members are engaged in the professional development trainings to approach these challenges. The work of Western Balkans GPPAC members is closely linked to the implementation of the SDG 4.7 that promotes culture of peace and nonviolence and SDG 4.5 on the prevention of discrimination in education.

The Western Balkans GPPAC approach to implement education for peace efficiently in curricula, members are:

- **Developing and practising social and conflict resolution skills** among teachers and pupils. They are also developing their capacities for the prevention of violent conflicts.
- **Advocating for integration of the values of education for peace**, inter-ethnic dialogue and interculturalism in the school curricula.
- **Providing trainings on school mediation**, recognized as one of the most useful techniques for the prevention of violence and a beneficial mechanism in the schools with established school mediator’s clubs.
- **Developing teaching tools** such as a handbook for teachers and educators: Education for Peace - Experiences from Practice.

Interethnic dialogue and cross-sectoral cooperation is a trademark of the work of GPPAC Western Balkans regional members. One of the highlights from the region is the joint Declaration between the Ministries of Education of Serbia and Montenegro on integrating education for peace into their education systems. This is a fruit of advocating efforts of GPPAC members Nansen Dialogue Centre Serbia and Nansen Dialogue Centre Montenegro, together with other educational actors.

Long-term vision/way forward includes:
• integration of divided communities;
• school mediation in multicultural communities and the prevention of violence, radicalization and extremism among youth;
• capacity building trainings for teachers, parents, students and representatives of local communities as curricular and extracurricular activities in schools;
• empowering local population to be resilient to negative influences of populist politics;
• strengthening cross-border cooperation by continuously facilitating joint ventures with the purpose of supporting reconciliation and creation of peaceful societies in the Western Balkans.

Online activities in 2020

• **Resilience and Dialogue in the Times of Crisis** was the first online regional training organised in 2020 and was intended for regional members, to support their work during the health crisis. The programme of the training was created by Tatjana Popović, NDC Serbia, conflict transformation trainer and Biljana Lajović, school psychologist who were the trainers. The training contents included deeper insights and practical tools on the concepts of crisis, resilience, dialogue skills.

• **Communication in Difficult Circumstances** was the second webinar held in local language. Branislava Bukvić, teacher of Serbian language at Jan Čajak Primary School, Serbia, prepared the presentation. The focus of the webinar was on sharing experiences of how communication processes and relations between teachers, students and parents are organised during the health crisis situation.

• **Restorative Practice and Tools for Conflict Analysis**, a programme of training, was designed by Tatjana Popović of NDC Serbia and Elvir Đuliman of NDC Mostar with a goal to equip regional members with conflict resolution skills required in the times of different crises. Tatjana and Elvir were the trainers.

• **Resilience and Critical Thinking webinar** was organised as a follow up of a three-day online training held from 26 do 28 May 2020 in order to broaden the knowledge about: Resilience, Characteristics of Resilient Persons; Classification of Knowledge; Concept and Skills of Critical Thinking; The Influence of the Media on the Attitudes; How to Develop Critical Thinking among Pupils/Students and Logical Errors-Basics. The programme of the webinar was developed by Biljana Lajović and Tatjana Popović.

• **Prevention of Radicalisation among Youth** was a training, held online for two days on 8 and 10 December 2020, with an aim to strengthen the capacities of regional members to continue working jointly on the prevention of violent behavior and the prevention of radicalisation of youth in multiethnic local communities by equipping them with necessary skills, knowledge and methodologies; and to empower youth as peacebuilders and promoters of diversity and tolerance in the local communities. Participants were from Serbia, Bosnia and Herzegovina, Montenegro and Croatia.

### Legislative and Policy Initiatives

In Serbia, the goals of peace education are included in legal acts, by-laws and strategic documents which refer to the education and pedagogical system. Peace education values are integrated in the legal documents that regulate education and pedagogical work, education outcomes and standards, quality standards, teachers' competences and procedures for the activities in protecting children against violence, abuse and neglect.

The 2009 The Law on the Fundamentals of the Education System introduced the prohibition of discrimination and segregation in education along with other important provisions, setting the framework for implementation of inclusive education (Закон о основама sistema obrazovanja i vaspitanja). The law has been implemented since the 2009/2010 school year. The overall goals highlight development of student competencies for communication and dialogue, sense of solidarity; efficient cooperation with others; capacities for team work and nourishing of friendship.

Since 2018, The Manual on Socially Responsible and Humanitarian Work in Schools (Правилник о обављању друштвено-корисног, односно хуманитарног рада) has been used for the development of activities aimed at empowering socially responsible behaviour of students. The Manual recommends different techniques of restorative discipline in the cases of violations of school regulations by students. The activities that can be implemented include: individual and team work, such as taking care about the classroom, working with teachers on preparing workshops,
use of dialogue and mediation skills to resolve conflicts.

Other legal documents that contain concept of peace education and prevention of violence are:

- The Standards of Quality of Education and Pedagogy Institutions
- Competence Standards for Teachers
- The Special Protocol for Protection of Children and Students from Violence, Abuse and Neglect in the Educational and Pedagogy Institutions
- The Institutional Protocol Guidelines in Responding to Violence

Ministry of Education advisers and education specialists (Kalezic-Vignjevic, A. et al) outlined the following challenges and issues that educational institutions face in the process of protecting students against violence and in implementing education for peace:

- “How to ensure that teachers and educators apply knowledge and skills acquired through various trainings in their daily work, but also how to ensure further continuous and all-encompassing professional advancement?
- How to include parents as partners in protecting pupils/students against violence?
- How to ensure cooperation with the local community through sports clubs, youth work and social protection services?
- How to empower children to be the bearers of change, to be actively engaged in creating and realizing pre-emptive activities, and in constructively responding to violence?
- How to work with children at risk or whose behaviour is extremely violent (sports fans, peer gangs, etc.)?”


Policy / Legislation
- Supportive

Teacher Training
- Mandated

SDG Indicator 4.7.1 Data / Analysis

No formal reporting on 4.7.1 is currently available. For general reporting on SDGs, please visit the Statistical Office of the Republic of Serbia.

Preliminary analysis of SDG Indicator 4.7.1 was conducted in 2018 by UNESCO (based on 2016 data) that provides a ranking according to Serbia’s inclusion of global citizenship education and education for sustainable development across five indicators. The scores are denoted by numbers (the higher the number, the greater the inclusion): High = 3, Medium = 2, and Low = 1. M is used to refer to missing national responses.

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Secondary Image Caption

In 2019 in Belgrade, peace educators from Serbia share their experiences on Prevention of Violent Extremism among Youth with colleagues from the region. Organiser: NDC Serbia as part of GPPAC Western Balkans regional activities.

News

Access the comprehensive archive of news articles related to Serbia on the Global Campaign for Peace Education website. For a more customizable search, please visit the Global Campaign for Peace Education Clearinghouse.

- Horizon 2020: Ministerial Meeting of the Western Balkans Platforms on Education and Training & Research and Innovation
- GPPAC Peace Education Webinar: School Mediation in Multi-Ethnic Communities in Serbia
- GPPAC Peace Education Working Group Supports Projects in Armenia, Serbia and the USA
- Education for Peace: Bridging the Divide in the Western Balkans
- GPPAC Peace Education Hosts Webinar on School Mediation in Multi-Ethnic Communities in Serbia
- Announcement of Publication of Education for Peace: Experiences from Practice
- GPPAC Peace Education Working Group has allocated funds to peace education projects in Armenia, Serbia and the United States
- Seminar “Education for Peace - Resolution through Dialogue” in Temerin

Research

Access the comprehensive archive of research articles related to Serbia on the Global Campaign for Peace Education website. For a more customizable search, please visit the Global Campaign for Peace Education Clearinghouse.


Where to Study Peace Education

- Regional Master’s Program in Peace Studies at the Faculty of Political Sciences in Belgrade “The Regional Master’s
Program in Peace Studies is an advanced interdisciplinary program designed for both students and practitioners, offering expertise in several specialized fields, including Conflict Resolution and Peace and Development. Peace education is discussed as a part of the course 'Peace and Development' as well as in readings for 3 other courses.

Visit the Global Campaign for Peace Education Global Directory for where to study peace education in Serbia and around the world.

Third Image

School Mediation in Multiethnic Communities accredited training seminar brings together teachers-peace educators together in the Gložan-Vojvodina Province of Serbia. Organisers: Nansen Dialogue Centre Serbia. Trainers: Tatjana Popović, NDC Serbia and Branislava Bukvić, Jan Čajak Primary School.

Country Expert 1
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Bio - Country Expert 1
Tatjana Popović holds MA in Peace Studies from the Faculty of Political Sciences, University of Belgrade and is a certified mediator. She is a director of Nansen Dialogue Centre Serbia and an experienced trainer within the conflict transformation field. She facilitated, over the last 18 years, a number of inter-ethnic dialogue seminars for teachers, ministries of education advisors and local authorities’ representatives in the Western Balkans, thus contributing to cross-border cooperation and reconciliation. Read more...

Country Expert 2
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### Bio - Country Expert 2

Dragana Šarengaća is Regional Cooperation Coordinator working at the Nansen Dialogue Centre Serbia based in Belgrade, Serbia and also has a role of GPPAC Regional Liaison Officer for the Western Balkans. Dragana has been engaged in peacebuilding for 20 years as part of Nansen Dialogue Network in the Western Balkans. Since 2007, the focus of Dragana’s work has been on the implementation of education for peace programmes by working with key actors in education. [Read more...]

### Bio - Country Expert 3

Kristina Miletić currently coordinates the Western Balkans, Eastern and Central Africa, West Africa and Southern Africa regions at the Global Partnership for the Prevention of Armed Conflict (GPPAC) and supports the Peace Education and the Improving Practice Working Group. In this capacity, she is responsible for stakeholder engagement, promoting cross-regional learning exchange between peacebuilders, and facilitating research projects. For example, Kristina oversaw three research projects which reviewed the progress on SDG16+ in Cameroon (2019), Ghana (2019) and Uganda (2020) as well as established collaborative relationships with UNDP in-country teams, EU delegations, and national governments. [Read More...]

### Citation