***Good evening, good people! This sermon already has significant figures in the amount of Sermons we have recorded, those phenomenal minds I am talking to, obviously there is room for education, obviously there is a serious space and need for this story, and we have given ourselves one task to gather all these powerful , good people, minds who rethink education in various ways, purely so that you would not have to. So I am pleased to announce tonight's Sermon. With me in the company of the respected Zorica Trikić, my friend, someone who has been in Step's family since I know for myself, and the world of course existed before Nedim, but another time about that period, and the senior program manager of the International Step by Step Association ISSA. What does that mean senior program manager, welcome, Zorica.***

Hello, Nedim. If you translate me, then I will be sad, because that means an older program manager.

***But it is in experience. It doesn’t have to mean in years.***

In my case, it kind of overlaps, so it comes sadly. Senior - that means that I am more responsible, that I have more opportunities to make some decisions, let's translate it that way.

***Does that mean that age brings the opportunity to independently choose the things you will do in life.***

No, unfortunately not.

***I just thought.***

You can choose the things you want to do all your life, but you also have to take responsibility for your choices.

***It is worst to take responsibility for your actions.***

And you know when a man would be smart, so he knew when you choose something, how it will end, we all make choices, we make choices all our lives.

***Education is your choice, Zorica.***

I don't know if it would be called education, I look at it much more broadly, I see it somehow as creating a world in which all people, from birth to the end of life, have the opportunity to grow, develop, learn, rejoice , to meet other people, to learn together with them, and to learn together with them, or to learn something from them. That's how I see education. Education is all this to me, what you and I are doing now is education, when we drink coffee there are elements of education. All life is one of the basic human needs is the need to learn, and then it comes so sadly when the failures of the education system are explained by how children do not like to learn. That is not so true. You feel the need to eat, to drink, to sleep, to laugh, so you have the need to both discover and learn. Only the way this need is met is often terribly wrong.

***I will remember this, I came to Step about ten years ago, we know so much. That’s when my knowledge of education began, I don’t know if I would be happy or unhappy about that knowledge now. Here is what happened in the meantime that I want to ask you, Zorica. In the meantime, a lot of changes, a lot is being done there, both horizontally and vertically, but in those ten years that I have been learning and trying to get to know through people, fundamentally in education we are talking about the same problems. Was it like that before Nedim?***

Before and after Nedim, and during Nedim. I think so, except that these problems got a different format, so they were called differently, we named them differently, but essentially there was always that story of what and why all this was not successful. And, unfortunately, we have always been more concerned with what the challenges are, what the problems are, where we are failing, than we have seen what is good and what is happening. What I see as a difference, and I don't know if others will agree, is that over time, everything has become more and more focused on cognitive achievements, on academic knowledge. Somehow this second part, which at the time I was growing up, was in some ways equally important, and those social skills - soft skills, were just as important: to learn to love your friends, to take care of them, to be proud of your family, to love your country, not the way we have loved it lately. Somehow loving where you are from, respecting where you are from, and somehow contributing that part of the story to the community. As we moved to the Netherlands, my son went to an international school, they had a social service, that's a subject where they have to do some things and collect points.

***You do good deeds for evaluation, right?***

Yes, but not as a numerical grade, but as if they have reached a certain level. But when I was growing up, it was a normal part that you had to do something with younger children, you had to help the older ones, it seems to me that that part was much more present at that time and somehow everything was in a way more relaxed. Now everything is a race, now everyone is living in the future. If you don't start reading at the age of one month, it will fail in life.

If he doesn't take a foreign language course at the age of two ...

Somehow everyone is scared, everyone is competing with something, and they have no idea what.

What does that mean now in the context of education, is this what we are talking about, I have a feeling that we are inventing something that exists, what you are saying now is almost common sense, what is so much of a problem in education? What we have been failing for so many years to make serious, but really serious ...

We are not the only ones failing, everyone is failing.

***That should comfort me, is it?***

I think it has a lot to do with politics: what each country wants to achieve, what kind of youth, what kind of present and what kind of future they want to have. If you want to have strong, thinking, independent, proactive people, then you will not have this kind of teaching, but if you are not sure that you need it - then you will have this kind of teaching we have: where everything focuses on memorization, on reproducing what is learned, to one global, I don't know what to call it, one shared dissatisfaction. Educators go to work sad, children go sad, and parents are sad, it all multiplies like that. In the past, documents related to education were called nation risk.

***The national question.***

This means that what you sow now, what you do now, what you invest in now, is what will be a reality for you very soon.

***You know what I'm particularly interested in, whenever you say something about education, that it should be changed, that it should be touched on, I keep saying that, playing with some other system is almost OK, but playing with the education system means that you play with real children’s lives, and what Jesper Jul says in those 12-13 years in forced accommodation we take it lightly.***

Yes. Because it can determine your destiny. You may be happy and end up with someone, so let's not mention names, someone who loves you, someone who cares about you, someone who wants to give you the opportunity to learn and grow, and then you flourish , as when you have your garden, as Dženana has her garden - if she talks and waters it she will grow. Or you end up with someone who doesn't love you, but just doesn't enjoy what he's doing.

***He doesn't love himself.***

I do not know. I wouldn’t go into the analysis so deeply now, someone who doesn’t really care.

**How do you say now that the teaching standard is to develop relationships with children, can that be the standard?**

It's an interaction for me, interactions are somehow the most important thing to me. If you unpack quality, regardless of who defined it, whether it was defined by ISSA or someone else, you will always find that at the core of everything are interactions, not only interactions between adults and children, but also interactions between children and interactions between adults. dealing with children. The way, the quality, the relationship with others is something that creates a learning environment. We invest in classrooms, you buy furniture - it won't help the children. What helps children is, of course - the better the conditions, the better we understand each other, but if you do not create a psychological environment, which is again defined more or less by the quality of the relationship, nothing will change.

***Can it be learned?***

Can. I think we all have the capacity for that, but the moment when from the most realistic, I deal a lot with early development, early learning, from the earliest, if you define the learning process as something that must result in certain achievements. If you define it as a matter of life and death, or you will succeed or you will fail, then there is no more joy, no more enjoyment, then it is terror. Then it's a load. You have wonderful people among educators, among teachers, you have wonderful people who are afraid that if they do not use a drill and do not achieve that children learn everything they are expected to learn, that they will betray children.

***Let's try to touch on this issue, we in BiH are still not very clear with ourselves, what to do with teaching standards, and the standards of the profession, occupation. Here, they are perceived as a punitive tool, as a tool for punishing teachers. That is not the case. That is not the idea of ​​a standard.***

I deeply believe, that's why I don't like to call them standards. We used to be in ISSI, and many countries including yours and your Step, we were all actively involved in drafting those standards, and then at one point we said what we would call standards - let’s call them principles. What essentially defines them, how they will be seen, does not depend on how they were created - under one, and how the other is applied. If they arose through some participatory process that everyone has the right to say, to include the voices of parents, and people who do the work, if everyone participates, if we all agree that it is something that must exist for someone’s practice to be called quality, then people experience it differently. They will have the experience that they are the creators and owners of it. Since you are among the people who work in practice, you have people who are very dissatisfied with how some of their colleagues work, but in order for you to be able to talk about quality, you have to have some framework. We like to talk about anything and everything without any reference point, and in order to have a meaningful conversation you have to have a reference point.

***Yes, like us in these Talks.***

The other thing is like judging, whether to use it to assess where who is and what he is missing, or to use it to define where you are.

***Just for promotion.***

Where is who at that moment, what are his capacities for growth, and the key question is - what kind of support should that person grow. That is the essence. But that means that if I want to be the one to help others grow, then I have to grow constantly. I can't stay Where I was twenty years ago and shouting from that perspective: "You're not worth anything," it can't be that way. It has to be a reciprocal process, we all have to grow, to develop, and we all have to learn - I know it sounds like platitudes and commonplaces, but the tragedy is that the essential things are actually commonplaces and we all know them. We have to learn to listen, we have to learn to have a dialogue, we have to learn not to agree with joy, and then to look for a solution together.

***But also to hear difficult things. I have a mantra that if we lied less in education, we would be better off.***

I worked for years as a psychologist in kindergartens, and my task was to supervise the work of nurses in nurseries and educators. When I left, after a few years we met, they said, “You were the worst. You never said what was good and what was not, you always asked us - and why did you do it. We were terribly afraid of that question. ”The bottom line is that maybe from my perspective I think that what you are doing makes no sense, but if you know why you are doing something, and if you are doing it for the needs of children or a current situation according to their interests, then it makes a lot of sense, who am I to judge.

***Shall we go back to these first thousand? It's very important to me. What about those first thousand days?***

Why does it matter to you?

***It matters to me. Some narratives that exist in BiH society, I have a serious problem with them: one of them is the guardian aunt, one of them is not recognizing the importance of early growth and development, the importance of some things that need to be done at a certain age to provide for the child. an environment for natural and healthy growth and development, I have a problem with that. Let's try to convince people and tell them why those first thousand are the most important.***

I have spent twenty years reassuring people that the first thousand is terribly important. It is slowly changing. There are some pictures, it is related to a story that we have been dealing with for a very long time, and it is a story about prejudices, discrimination, oppression. One of the most common oppressions is the image of children, as we see children. We see them as incompetent, as someone to be protected, someone who is the ornament of the world - which automatically means that you are there to plant it and everyone admires it, someone who is sweet and good, because everyone who works with children knows that they are children different, so they are sometimes cute, sometimes they are not. Individuality is abolished, a generalized image is created, but what is dominant is that children are seen as someone who is incompetent. Then it is very difficult to get out of that picture of a child, because in order to understand what happens to a child, not only when it is born, but also before birth, you have to open your mind to the possibility that someone who has two days of life has abilities and capacity. to learn - not the way you and I learn, not the way a three- or seven-year-old learns, but the way a two-day-old learns. Why they matter - you have a lot of different things here, what we use most often, and I don't like much, it's that economically famous story that showed, proved, that investment is in the early ages, I don't know how many times it pays off more than when you invest later. I much prefer these new scientific reasons, and that is how the brain develops and what happens in those first three years. In fact, most of your brain develops in the first three years, but that doesn't mean that it's all over, it doesn't mean that you can't do something that will support the child later. I don't like those stories if you don't do them in the first ones, it's a bit too difficult for me, I don't believe in that. The essence is that it will be much harder and it will be much harder for the child. You have some critical periods in your development. For me, one of the essences, that is my passion and my love, is that the base, the basis for all those most terrible differences and inequalities in life are laid in those first thousand days. You have research that shows that a child who grows up in a family of highly educated parents who are dealing with a child has, I don't know now by heart, but, let's say, a ten times better vocabulary. What is interesting is that we all expect these differences to appear at the level of knowledge and some specific skills, but what is dramatic about these large differences is that inequality is also affected by non-cognitive function, it also affects socio-emotional development, it affects all aspects of children's development. Be careful, of course, that the school as it is will suit them better. If the school had been a little more flexible, these other children might not have suffered so much. I remember, it was a story, when Roma children come to school and they don't know anything, whether they really don't know anything or they don't know what a school like this expects from them.

***These centric systems***

They don't know how to hold a pen, but they know how to cross the street, they know how to manage.

***That audacity of the system that states that all children have the same chance, what is the problem with that?***

First, not all children need the same chance, all children need a chance that suits them. This is the first big trap. Every time you hear someone say, "I treat all children the same way," stop. What I need is not the same what you need. These are the basic needs: every child wants to be loved, every child wants to be seen, every child wants to be respected, but the ways in which children receive it are completely different. Some children need more stories, some children need more stimulation, some children are independent - that's right.

***Of course. And what you are saying, Zorica, means one serious work, one serious preparation, one serious individualization.***

It requires, but then it is easier for everyone. It is completely divine to me how people constantly repeat the same model and suffer, instead of thinking about what they could do differently. For me, it's more for older children, additional classes - you have children who sit, I don't know how many hours at school and they don't succeed, and then you help them, organize another two hours of the same classes and expect things to change. .

***Einstein said that a long time ago: "I don't know what to tell you about the approaches to solving problems in the same way."***

It happens to us in training, when we work with people and when you show them that wealth of the world, when you get them out of that awful scheme or - or, or you are successful or you are unsuccessful, or you can or you can't, and you show them that huge wealth which is ui - i - i, they are liberated. I don't blame, it's easiest to blame teachers, it's easiest to say they don't work, of course, as in any other group of professionals you have people who are better, and people who are less - I wouldn't say better, I like to say people who are for that job and people who aren’t. The bottom line is that they have never seen it, how you expect someone to show respect, care, and interest in children, if that person has never felt it during all that lifelong schooling. You know, it's the same as when you come to training and he says, "You have to listen to what the kids have to say, treat them with respect, do you understand?" What did I show them?

***You modeled nothing.***

But I didn't teach them anything. In order for someone to give love, he must feel it. In order for someone to be able to see that, every individual child must sit during their studies, either in primary school or in high school, they must feel that they have been seen or seen, that they are respected, that they are loved, that they are respected. That’s when you talk to people and ask them to remember when they learned the most - those are the people who loved them.

***It is important. People react to us the most in these Sermons the most, but we will not stop talking about that relationship.***

But it’s not just love, it’s the same for you - you can’t learn when you’re scared, you can’t learn under stress, you can’t learn when you’re in a panic, you can’t learn when you’re punished.

***And not when you're hungry.***

You can't study even when you're hungry.

***The educational system has its mantra, it has its archetypes of how something looks ...***

That's the worst thing about not having them.

***What, that's my illusion now? The disadvantage of strategy is strategy.***

I think Haustor sang, "Don't be afraid, they're just paper devils." That's my favorite sentence. When you start digging through the system, it is not written anywhere, it is the devils made of paper, it is our construction, it is a completely magical story - when you try to get out of that vicious circle and out of that mantra, then suddenly you find yourself seeing no one nothing, everyone is silent, everyone enjoys no one pays attention.

***I want about the teaching profession, about competent educators, competent teachers, who are the key to any good educational system. Who should practice the teaching profession? What questions must he ask himself constantly, not now - outside the context of a pandemic?***

He has to ask the question first - whether the children in that system have progressed, whether those children get something from being there, or sitting where they are just because they have to. The welfare of children is in the first place, and not only whether they have learned something, but whether they are happy, whether they are satisfied, whether they feel good, safe, whether they feel motivated. And the second level is really whether you meet their needs to learn, to learn things that are relevant to them. No one has ever said that mathematics must be learned only by sitting with a pencil and writing some numbers. Nobody said, it was fascinating to me, with physics - we did physics in the manger by playing. It was never clear to me that children cannot learn physics under the window in the school yard, you have a seesaw, a slide, and all the elements you need to learn.

***Basic laws of physics.***

To me, that part of the story is totally fascinating - how you separate a child's life from learning. It's like everything happens in some parallel systems. As I see it, competent teachers are people who constantly re-examine their practice, but not in terms of self-criticism, not in terms of always being dissatisfied with themselves, but in terms of assessing what we are good at - not what we are not, and where we would like to be still good. I believe in the power of language, everyone laughs at me, I insist terribly on the language I use, because if I say what I'm bad at, it's a drop in energy - there's something I'm bad at, but if I say there's something I can be even better at , that means I'm good, but I can still.

***Yes. Important. What does ISSA do? Zorica calls us from the fairytale Leiden. What has***

***Dutch society done, what has happened there, is society changing, is it worried, is it asking a question, is it questioning itself?***

Yes, everyone cares and everyone asks questions. What is divine to me, everything is closed here: shops, schools, kindergartens ... but you have no restrictions, prohibitions, movements. I see how it works, if the state tells you from an early age that it trusts you and knows that you are smart and competent enough, and that you will take enough care of yourself and others, you will start behaving that way.

***A self-fulfilling prophecy, right?***

Absolutely.

If someone sends you the same message long enough, expect that you will eventually start behaving accordingly.

And here you have people who follow the rules less, but they are really a minority. Then the police come to you and say: "Please, disperse. You know how important it is for our common good not to be in the crowd. "

***"Please" first of all.***

But beware, how important it is for our common good not to be in a crowd, no intimidation, no panic.

***These are values.***

I have my comments on many things, nothing is perfect, but again, on the other hand, the atmosphere is somehow completely different.

***Are these values ​​again?***

They did.

***People mean a lot, and I'm not sure we can play with values ​​by taking them for granted.***

You don't go beat the values ​​and wave like flags, but somehow it has to be your personal, inner value, you have to really believe, it can't be faked, because if it is faked then everyone knows it's faked. When you look at people and say, "I trust you," you really have to trust them. We laughed the other morning, our colleague's child saw the Prime Minister of the Netherlands on a bicycle going to work and all the children were waving at him, because he was on television. There are no bodyguards, nothing, a man on a bicycle goes to work at the time of the crown.

***This Talk is not intended as a provocation, Zorica.***

No, I have been dreaming all my life that one day we will live in something that could be called a decent society. For me, that is the essence of education, to invest love, energy, time, when you have decent people around you. It's my biggest sadness, it's not my sadness - everything can be learned, especially today with computers and all these things that are a disaster for me, you can get whatever information you want. The essence is that people are polite, to smile, to really care how their neighbors are, to really care how their friends are. The West has that trait and some competition that is becoming more and more dominant.

***I don't see anything different here either.***

I don't know, I love my Belgrade.

***Why don't you come back to us, the seed of hope for a better education is born here, the masses gather around education, and I think it's time to come back.***

No one was happy with the masses. Be very careful with the masses. I want groups of motivated and sanctified individuals who have decided to come to one place to unite, I do not want the masses.

***I want them to unite for education, so now what advice would you give me on how to invite people to advocate more for education, not to mention another word because this is a public service after all?***

How to invite them - nice, you say: "Come, please."

***Fight for a better education. I have a question, doesn’t it sound as cheap as our fight for a better education? To me, all those coins are so cheap now.***

What constantly hinders us is that we constantly talk about these general categories, to me it is - what is it, what do you want, do you want children to be happier, do you want children to get along better in life. It's not that you want your kids to be more successful for the PISA test. Who cares about the PISA test.

***Yes, we won't even have it anymore.***

He's not bullshit, it all makes sense, but if you want to motivate me, you have to call me - to do something, and in the darkest times you could gather people around the idea of ​​what dreams we have for children, what our dreams are for our children, what we want for our children, not only mine and yours, but what we want for each child.

***And our children dream less and less, and especially us, Zorica.***

Hell, only people are afraid to dream, because they are disappointed and because many of their dreams have not come true. Maybe there was no time, sometimes it's about timing.

***Dream again.***

Don't dream again, but never stop dreaming.

***I'm for it. The responsibility is on the adult.***

I'm watching what you're doing, so you had a webinar today, so Sanja, Gerda and Simon talked - who worked in Rotterdam, it's so nice, how people mobilize, how people who never wanted to do reflection, who hesitated to write. The famous Freire also talks about how the elite writes and creates, and those who follow them just read and repeat what the elite wrote.

***Is it Pedagogy of the Oppressed?***

It is.

***It can also be found for free, I invite you to google it.***

You have the same thing Freire said, I will paraphrase, he claimed that the approach of pedagogy oppressed, he always said that the moment in which two human beings find and start talking about the world, that is the moment when the world changes. Each of your Sermons is a small change of the world.

***That's nice too.***

Wonderful. I love it. It makes me happy.

***I keep repeating, I would not like people to understand this as a provocation, as a criticism, I think that education is a public good and for the public good I think I have the right by nature to question it and to deal with it.***

It is again a question of what energy. If you look at him to criticize him and to bring him down, it is always in difficult times that the tendency is to blame someone, we are always looking for scapegoats. If you look at your Sermons and the people you talk to, they were all kind of, they have that approach focused on strength, not on criticism, not on deficit, but on what is there. If you look from that side, then everyone is satisfied, everyone is thinking somehow - yeah, so there is, people are not bad. People often behave as they have been taught in totally abnormal circumstances. Circumstances change, many people will change. Not everyone will ever, but most will. Most want when they feel freedom, when they feel that joy again, learning and teaching, they will enjoy, then children will automatically enjoy, then parents will automatically enjoy, and everyone will be better. That crazy happiness multiplies, when there is little of it, you share it and it grows.

***You're running away from my questions.***

What question did I run away from?

***When I was preparing, I talked to some of your colleagues and they said: "Nedime, you don't need to get ready, just let yourself go."***

Leave it to me. I know what I mean. I want you to ask me something about this situation, I want you to ask me about those who are on the margins.

***More questions with you, but we need to bring the Sermon to an end. REYN, first tell us what it is, briefly about it and why it is important to return, not return - during a crisis we always forget those who had a problem outside the crisis, so in this case Roma children and many other children from marginalized groups are just now especially forgotten?***

REYN is one ISSA initiative, the Romani Early Years Network. They have 11 countries, you have them too. The goal of that network is to draw attention to the situation of Roma children at an early age, I emphasize. Also, the goal of REYN is to attract as much as possible, to affirm the Roma community, to point out the importance of Roma parents and their participation, to attract the glorification of that workforce to include more Roma and people who have some connection with the Roma community. include in education. When REYN represents the rights and position, the change of position of Roma children, we always talk about the position of all children who are so-called. vulnerable groups, which is again a phrase that is problematic, but what I love about REYN is that it somehow mobilizes people and gives credibility to people who work with Roma children, makes their work and their engagement more visible. That is somehow very important to me. I don't think we don't see children who are on the margins, I think we pretend to be crazy because we don't know what to do.

***There is that too. You know what hurt me: I read REYN Croatia published, if I'm not mistaken and forgive me for this, what challenges the Roma communities in Croatia face the most and I found two things dominant: that I can't get support from my parents at home, because while we are talking here about the future of education, in a meantime, or in parallel watch what is happening: children do not have support from their parents, and the other thing is inadequate conditions. Where is this environment?***

It has always been a problem in education, only it is now crystal clear and can now be seen more than before. It just shows how our system works. When I say "ours" I mean in different countries in a similar way. There is a tendency that you always blame, we call it "the defendant's fault", that they are to blame for their own. But if you create an education system and create a school in which so much depends on the level of education of parents and the help that parents can provide to children, then all children, not only Roma, but also children from rural areas, children with parents with the same level of education they have no chance. You do not assess the knowledge and progress of the children, you have somewhere smuggled indirectly with this online, you have somewhere smuggled the help they received from their parents and what the children did on their own. It is also a big problem, and that is the story from the beginning, when you have a serious competition that children are not allowed to make mistakes, to make mistakes, to learn from their mistakes.

***When will you make a mistake than at school?***

What is wrong with me with children from a marginalized group, I mean refugees, Roma children, and children with - I like to say "children who develop differently". I told you I believed in the power of language.

***Perfect!***

We never had anything for them. We have included them in the classrooms, we have something like - they are there, but we have no strategy, we have nothing to offer them. What is terrible is, I don't know what to call it, but as if we are giving up, we are not giving up on other children, and we are giving up on these children. Because they don’t fit us into that picture we made. What is important for me to emphasize now, you have all heard of toxic stress, you have W child, this is a stressful situation in many ways: someone suffers more, someone suffers less, it depends on the conditions in which you are, how close this disease has come to you. The bottom line is that what affects you the most, especially in those first thousand days of life, is toxic stress. It’s stress that is intense, that lasts a long time, and when you don’t have it, we call it a buffer, and when you don’t have anyone to alleviate that stress. When you have a family that lives in a refugee camp in Greece, or lives at the border crossing between Croatia and Hungary, or lives in a Roma settlement, those parents are desperate, those parents have no solutions, those parents are probably depressed and scared to death. How can they support their children, how can they help those children !? Somehow we constantly separate children and parents, it goes in a package, it's one package. You asked me a moment ago how to convince people to deal with the first thousand days, I worked a lot, in the nineties, but also now in Germany, in Greece, with refugees, and you can't persuade people to deal with parents and children at an early age. It just shows you what the perception of education is and what the understanding is and what learning is.

***Let us address our teachers with an appropriate message.***

I just wanted to say and I will end it: to use this opportunity to think about what children learn, the way they learn, whether it really has to be that way, whether it is really the content that is relevant to them. Is that something, you know how they say - the real authority that people respect is the authority that brings good into your life. Let's think about education, because education brings good, something that enriches us, something that makes us better. He sees the sun slowly setting and I see myself less and less.

***You had one wonderful message, and it's happening to us here too, I'd love to get back from fade out to that - sorry.***

This is a natural fade out.

***Related to the teacher's TV appearance. You have been dealing with teachers all your life ..***.

How superficial we are, how seduced we are by being superficial, how we look at who is dressed, how who looks, how who speaks. Then the most terrible stereotypes, the most terrible prejudices flourish. And what children learn, they learn to make fun of, they learn to make jokes about women, they learn to comment, not to listen to what someone is saying, but to watch how a woman is dressed, are frightening comments on social networks. We simply use this opportunity to see what our children are really learning, and the way our children are learning, then we all talk together with those teachers so that things can change. The term education, if it is focused only on academic achievements, is not of good quality, by default it is not of good quality. In order to be of good quality, it must have a dose of socio-emotional support for children and families, so it must have one point of activism. That's my message. Step boldly out of the traditional role of teacher, and enjoy the adventure.

***We have a message for you too - come back to us, Zorica. As soon. Let's work together.***

I will.

***It was my Zorica Trikić, a great friend of both education and innovative teachers, someone who thinks about it constantly and I am privileged to learn from you for years, I am infinitely grateful for that and I am infinitely grateful for my time.***

I love you too!

***Zorica Trikić, International Step by Step Association, many greetings until the next talk.***