

## REPORT

### MONTENEGRO AND GLOBAL EDUCATION

*Global Education:  
competences for a culture of citizenship,  
intercultural dialogue and  
global awareness*

The conference *Montenegro and Global Education*, held on 31<sup>st</sup> of May 2013, in Podgorica, gathered 46 participants representing various stakeholders and provided necessary space for information sharing and networking in an effort to strengthen common ownership and improve overall coordination. This kick-off event gave impetus for initiating identification of the main needs at national and regional level and improving actions by all key actors in the field of GE/DE.

The conference, supported by North-South Centre of the Council of Europe, provided valuable inputs and sharing of experiences from **Latvia** and **Slovenia** with the focus on three thematic areas in order to analyse present situation and provide recommendations on the following topics: *GE and formal education*, *GE and non-formal education* and *GE and media*. In general, Montenegrin public is not aware of the concept *global education* and thus of value and importance of it. Also, due to legacy of post-conflict situation and being on receiving end of Developmental Aid, Montenegro has got fairly one-sided view on Development Cooperation and respectively on Development Education. Nevertheless, Montenegro is on its path towards European Union and thus there is a strong need to strengthen relations inside and beyond EU and find its place in the European family. Also, one of standards Montenegro would need to uphold will be to introduce Development Cooperation. In this respect, Global Education and Developmental Education will have an increasing role to play. However, Montenegro underwent through systematic Educational Reform which provided solid ground for implementation and incorporation of Global Education. Concrete recommendations and observations from numerous stakeholders were shared during Conference and represent the bases for this Report.





## Introduction to the conference and report, aims and methodology of the process

To launch the process related to the strengthening of GE/DE policies in Montenegro, **Forum MNE, in close collaboration with the Ministry of Education, the Directorate for Youth and Sports and the support of the North South Centre of the Council of Europe**, organised the conference *Montenegro and Global Education*. **The objective** of the conference was to bring together all relevant national stakeholders in the field of education and global development education, as well as regional and international guests, in a consultation process. The conference was organised in the framework of Joint Management Agreement between the North South Centre (NSC) and the European Commission with an aim to strategically contribute to the development of global development education in the candidate countries through bringing together state and non-state key actors in GE/DE.

The concept of the conference evolved around key inputs:

- Key note speech on state of GE/DE in Europe and presentation of the Global Education Partnership given by the representative of the North South Centre of the Council of Europe.
- Presentations of state of the affairs and good practices in the EU member states and particularly new member states provided by the international guests from neighbouring countries involved in the previous JMA regional seminars.

**The thematic focus** was on three topics: *GE and formal education, GE and non-formal education and GE and media*. The participatory approach and thematic working groups allowed engagement of various stakeholders in the process of needs assessment and identification of the future steps and guidelines on promotion of GE/DE. The conference ended with presentation of conclusions and commitments for the future. Final piece of methodology envisages production of national report on the state of GE/DE which should support initiation of a national strategy process, while contributing to the European GE/DE multi stakeholder process and to the implementation of the recommendations of the Lisbon Global Education Congress. The results of the conference should also contribute to the foreseen 2015 GE pan-European congress.

On 31<sup>st</sup> of May, in Podgorica, the conference gathered 46 participants including stakeholders from Montenegro, guests from neighbouring countries involved in previous JMA regional seminars and national and international experts. Namely, the conference was attended by representatives of:



- **National Parliament;**
- **Three local authorities** (Cetinje, Pljevlja, Tivat);
- **Three Ministries** (Ministry of Education, Ministry of Sustainable Development and Tourism and Ministry of Culture);
- **Five international organisations and projects** (OSCE, UN Coordinating Office, EU Delegation to Montenegro, Lux Development, KulturKontakt);
- **Seven educational institutions** (Primary School *Pavle Rovinski*, Vocational Secondary School *Vaso Aligrudic*, Grammar school *Slobodan Skerovic*, Private university *Mediterran*, Center for Vocational Education, Bureau for Educational Services, Institute for Montenegrin Language and Literature);
- **Five civil sector organisations** (Atlas Foundation, Foundation for Active Citizenship -FAKT, NF Civic Alliance, Center for training and education, Center for Civic Education);
- **Two national media** (Public Service TV RTCG and Daily newspaper *Vijesti*);
- **Three experts:** from Latvia (LAPAS/Latvian Platform for Development Cooperation and Latvian Media Professionals Training Center) and Slovenia (SLOGA/Slovenian Global Action);
- North South Center Executive Director and Global Education programme Manager
- Representatives of Forum MNE.

## Thematic groups conclusions

- **GE and formal education, facilitated by Mrs Inese Vaivare, LAPAS (Latvian Platform for Development Cooperation)**

The group has discussed connection of Montenegro with Global World and compared it against possible advantages and disadvantages. Additionally, the group was identifying stakeholders in formal education who should be concerned with GE and defining what would be the interests/motivators of those groups. Finally, the group engaged in discussion on what had to be done to continue discussions on GE in formal education? Their conclusions were highly profound and based on genuine understanding of on-going processes in formal education. Namely, the group made the point about the need to recognise **general interest** and to enhance **communication between and involvement of all levels of stakeholders**. Brief analyses of educational system in Montenegro brought shared feeling and understanding that the **system exists but it does not function** and urge to discover why? Strong emphases were put by group members on need to ensure **continuity** in all interventions related to formal educational system.





Finally, the group raised the question if the GE (and traditional formal education for that matter) can be truly implemented in society where **image and role of teacher** is being diminished.

- **GE and non-formal education (NFE):** *Mr Rene Suša, Sloga platform (Slovenian Global Action), Humanitas*

Through sharing of information and identifying key topics, the group was deciding to focus its attention on **co-relation between formal and non-formal education**. Some advantages of such relation were recognised: alternative methods that have entered in formal education and are more in line with GE recommended methods; greater appreciation of innovative methods of teaching and learning that non-formal education has brought to practitioners and policy makers in formal education field and finally, (re)introduction of interactive methods in the classroom with an emphasis on participation of all involved parties in a learning process.

Another issue discussed by the group was related to **challenge of measuring the quality of NFE**. Thus they stressed the importance of monitoring the quality and evaluating the results of NFE. This is very much in line with what GE is about when it comes to methodology. Three levels were identified: **Local** - important in terms of standards for implementers and *friendly* policies; **National** – where criteria related to Quality Assurance and relevant National Policies (e.g. National Youth Action Plan) should be defined and **Global** – where the group has recognised EU as trend setter and first reference for *global* when it comes to Montenegro.

- **GE and media:** *Anita Kehre, The Latvian Media Professionals Training Center*

The group was discussing the importance of media reporting shaped by new philosophy *local to local across global distances*. Alongside getting acquainted with GE and possible *global* issues that would be relevant for Montenegrin context, the group members were **discussing how to improve awareness for Global education and engagement of journalists in covering the issue**. The conclusion was that Montenegrin media scene would benefit from thematic seminars and conferences devoted to GE. Concern was raised related to lack of consistent self-regulatory mechanism for media which created space for misreporting on numerous issues related to GE. Finally, the proposal came from the group to set up the web-site with a data base of all Montenegrin journalists which dealt with global issues. Another proposal was to organise quiz with celebrities, ambassadors and students alongside additional similar initiatives and activities.

Having in mind that Global Education fosters a learning environment based on dialogue, active listening, respect for others' opinions and constructive assertiveness; that it promotes the principles of pluralism, non-discrimination and social justice; that it encourages learners to sensitively understand the opinions and feelings of other people, particularly those belonging to groups, cultures, religions and nations other than their own; and that it cultivates empathy and intercultural competences; there is no surprise that there is general consensus among key stakeholders in Montenegro about value and importance of global education and development education. At the same time, there is a clear recommendation not to enter into creating another strategy before assessing to what extent is GE/DE already incorporated in Montenegrin educational system. Various stakeholders were able to recognise different elements and characteristics affiliated to GE/DE in both formal and non-formal education being implemented in Montenegro. This report will not strive to provide such analyses, but rather to sketch the state of affairs.

## National context of global education/development education

Montenegro was one of republics forming the Social Federative Republic of Yugoslavia and a country that was significantly influenced by conflicts which followed the break-down of Yugoslavia. However, Montenegro is today well on its path to membership in the European Union and undertaking major reforms in economic, political and social spheres. Since 2001, when Montenegro adopted its strategy for educational reform *The Book of Changes*, the guideline shaping the process was awareness of changes that are brought by globalisation and individualisation. This book, being the strategic document, recognised the presence of new situation of constant innovations, as well as the need for acquisition of new sorts of knowledge and skills in the times when *knowledge is becoming basic resource for development of any society*<sup>1</sup>. The new educational system envisaged in this strategic document, aspired to be compatible with strategic developmental goals of Montenegro to build democratic, economically prosperous and open society based on Rule of Law, harmonious inter-ethnic co-existence, understanding and tolerance.

Montenegro took the challenge to offer appropriate learning processes which would be able to respond to societal challenges and has undertaken an extensive primary and secondary education reform from 2000 to 2009.



<sup>1</sup> *The Book of Changes* (2001)



The reform's strategic objectives were developmental in nature and made an integral part of Montenegro's social, political and economic transition within a broader context of global changes. In this regard, following the grounds set by *The Book of Changes*, Montenegro has developed comprehensive strategies and action plans regarding: preschool, primary, secondary and higher education, inclusion of children with special educational needs, education of minorities and education in mother languages, inclusion of Roma children, vocational education and training, education of adults, lifelong career orientation, development of national qualifications framework, employment and development of human capacity, life-long entrepreneurial learning, education for democratic citizenship, etc. Apart from this important work at national level, Montenegro is signatory of international conventions and declarations and participates in numerous educational programmes in line with its the strategic goals. Namely, World Declaration *Education for all* (1990), Dakar Declaration with its *Quality Education for all* programme (2002), World fit for Children (2002), Salamanca Declaration (1994), Convention on Rights of people with disabilities 61/106 (2006), Strategic framework for European cooperation in Education and training – ET 2020 (2009), UN Decade for Education for Sustainable Development (2005 – 2014), UN Millennium Developmental Goals, etc. On 11<sup>th</sup> of May 2007 Montenegro became a member of Council of Europe and since 6<sup>th</sup> July 2006 was signatory of the Cultural Convention and the Convention on Human Rights and Fundamental Freedoms. Montenegro is a member State of the North-South Centre and the Ministry of Education joined the Global Education network in 2011. Montenegro participates in European programs in education field such are Erasmus, Tempus, Youth in Action, etc.

The process of accession of Montenegro to EU requires, among other things, the harmonisation of national legislation in the field of development policy and humanitarian aid with EU legislation. Still, there is no policy framework or regulation on development cooperation of Montenegro. Also, Montenegro has got no specific Ministry/Agency for Development Cooperation and there are no special projects to assist third countries. Bearing in mind the fact that the negotiation process between Montenegro and the EU has been officially opened, it is expected that the area of international development cooperation will be relevant in the future with the opening of *Chapter 30 - Foreign Relations*. The report of the European Commission on the progress of Montenegro for 2010 states the following: *Montenegro is aware of the obligations of the development and humanitarian assistance*, while the European Commission Report reports for 2011 and 2012 show that there is no progress in this area.



The report *Key competence and life-long learning*<sup>2</sup> assesses that formal education sector has partially included the key competences in curriculums, although *systematic* solution is still missing, while non-formal education sector is largely unfamiliar with the concept apart from organizations that use European Voluntary Service (EVS) programme. Further on, the report notes that key competences are introduced in the guidebooks for teachers in primary and secondary schools (all subjects), followed by number of trainings for teachers in vocational secondary schools with the aim of introduction of concepts of key competences for life-long learning. In December 2010, the Parliament of Montenegro passed the national qualifications framework law which includes all formal education qualifications (from general education, VET and higher education) as well as a system of national professional qualifications, which can be acquired through validation of non-formal learning. In the Action Plan—Integration of Sustainable Development into Educational System 2007–2009 it is assessed that Sustainable development is present in curricula through operational goals and activities for teaching units. Delivering sustainable development in education in Montenegro is based on the idea that children and young people may play an active role in promoting sustainable development.

One of extensive evaluations of the Educational Reform in Montenegro was conducted during the period 2010-2012 in a collaborative effort between NGOs, the Pedagogy Center of Montenegro, Parents' Association and Forum MNE and with the continuous support from the Open Society Foundation Network, the Ministry of Education and Sports, the Bureau for Educational Service and the Institute for Textbooks and Teaching Aids. Evaluation results refer to three key areas: quality of teaching, equal opportunity for students with special needs and participation in decision making. From the conclusions from evaluation it seems evident that there is shift in the classroom practice *towards learner-centred and active learning routine*. The evaluation of reform objectives proved that predominant type of teaching contributes to the advancement of evaluated dimensions: active learning (the most, out of all evaluated dimensions), critical thinking and communication skills, as well as teamwork of pupils. Such result sets solid grounds for future incorporation of Global Education. Also, the classes *Introduction to Civic Education* and *Civic Education* are introduced in primary and secondary schools as regular and electoral classes respectively. The biggest problem with such approach is that it neglects potential of other classes to use those concepts and enhance students' competences characteristic of democratic citizens (democracy, elections, human rights, rule of law, minority rights, NGO, citizens, patriotism, tolerance, solidarity and equality).



<sup>2</sup> *Key competence for lifelong learning: Recommendations and Conclusions, Report produced by Forum MNE as outcome of regional project: Youth and key competencies as a corner stone for EU integration (2010), funded by BTD (Balkan Trust for Democracy).*

However, new strategy for primary education (2012) recognised this weakness and envisaged the activities in order to make *Civic values and practice the foundation of entire life and work of school*<sup>3</sup>. The same strategy in its guiding principles recognises need for *each child to be undistracted in pursuing own developmental potentials, guaranteed rights for quality life and responsible participation in life of society*. Further on, the aims are setting the agenda of each child *be equipped to co-live and work with others and different ones* as well as *to be ready to continue education and life-long learning*.

According to the already mentioned Evaluation of Educational Reform *Pre-service teacher education in Montenegro leaves much to be desired in the domain of teaching methodology*<sup>4</sup> while „*In-service teacher development is insufficient to empower teachers to successfully carry out the tasks set forth by a reformed schooling system*<sup>5</sup>. Such findings are clear pointers for future interventions and starting points when considering how to introduce Global Education to the formal education system. It is obvious that teachers have important role to play in introduction of any new approaches, methodologies and content that is desired in the classroom. They are also keen to exchange experience, ideas and good practices regularly and frequently, so they would be important multipliers and advocates for global education in Montenegrin education system.

**New curricula** are modernised and adjusted to contemporary requirements in Europe, built based on a goal-oriented planning of contents while teachers themselves can choose methods and activities by which the goals can be best achieved. The Evaluation of Educational Reform describes the curricula as *clear and easy to understand, they set relevant learning objectives and contain clearly defined standards of knowledge*<sup>6</sup>. However, active learning, critical thinking, communication skills and teamwork competence are represented in the operative objectives and curricula standards much less than it is possible, as assessed by this Evaluation. Further on, it was found that high school curricula foster active learning, critical thinking, communication skills and teamwork competence much more than elementary school curricula. The educational programmes are also assessed as too extensive almost unanimously by all relevant stakeholders including teachers and pupils. However, the new educational programme introduced open curriculum which gave teachers, students, and schools the independence to create new subject curricula. It means the local community can create around 20% of the local curricula's contents. Another important model introduced relates to elective courses in primary and secondary education giving pupils more liberty to explore their creativity and satisfy their interests.

<sup>3</sup> *Strategy of development of primary education with action plan (2012-2017)*

<sup>4</sup> *Evaluation of Educational Reform in Montenegro (2010-2012)*

<sup>5</sup> *Ibid*

<sup>6</sup> *Ibid*





When it comes to general high school, by choosing compulsory elective subjects pupils create their own *orientation* and in that way they actively influence the formation of their own professional orientation. Even though there are still weaknesses in realisation of those two concepts (e.g. discrepancy between broad range of elective subjects offered by the schools and the available human resource capacity; or introduction of relevant 20% of curricula is pending on teachers' motivations and capacities to adjust the curricula to the local community and school) they still represent great potential which could be utilised for introduction of Global Education.

**External evaluation** was introduced in 2005 when Bureau for Educational Service was given the role to assess the quality of educational process under seven key areas and following quality indicators: school management and governance; personnel, material, technical and safety requirements of school; school ethos; support that the school provides the students; cooperation between the school and parents, other agencies and local communities; teaching and learning; achievements, knowledge and skills of students towards educational standards. **School self-evaluation**, mechanism for quality security and enhancement, is additional element that is in-line with what Global Education is about. Even though there is still space for improvement in implementation and inter-connection with other mechanisms it should be noted that self-evaluation is fairly known concept among practitioners who regard it as important and valuable.

Education in Montenegro is regulated by the Ministry of Education of the Government of Montenegro. The Bureau for Educational Services and Centre for Vocational Education are the organisers of teacher training for realisation of new curricula while the Examination Centre organises training for test authors and training for administering exams. At University level, the education for teachers is organised at Faculty of philosophy, pedagogy department. Non-formal education is being organised by various NGOs at local, national and international level, but also by National Employment Bureau as part of pre-qualifications programmes for its clients. Important stakeholders are also Montenegrin Youth Forum as umbrella of youth organisations, Union of High-school pupils, Association of Parents – who each represent an important group. In addition, local municipalities, the Parliament and the Government are recognised as important stakeholders for introduction of GE in Montenegro. When it comes to other important stakeholders, it is worth noting that teachers, social workers, youth workers, psychologists, as well as employers are also identified by conference participants.



## Global education in the formal educational system

As already mentioned, the Montenegrin educational system has experienced a number of recent systemic changes as an answer to social reality which asks for changes in education and as it has begun to cooperate with the wider region and the European Union. The educational system is uniformed. The school curriculum includes the history and culture of all ethnic groups. The language of instruction is Montenegrin (Serbian, Bosnian, Croatian), and Albanian in some elementary and secondary schools where there is significant presence of Albanians. All students up to Secondary schools are enrolled in public schools, which are financed from the country's budget.

Education starts in either pre-schools or elementary schools. Elementary education in Montenegro is free and compulsory for all the children between the ages of 6 and 14, when children attend the nine-years' school (eight-year programme is no longer in use). Secondary schools are divided in two types, and children attend one depending on their choice and their elementary school grades:

- Grammar school lasts for four years and offers general and broad education. It is considered a preparatory school for college, and hence the most prestigious.
- Vocational schools last for three or four years and specialize students in certain fields, without an option of continuing education and specialize in narrow vocations (three years) or still offering relatively broad education and possibility for continuation to tertiary level (four years), respectively.

The tertiary level or High education is organised through faculties and art academies which lasts between three and six years (one year is two semesters long) and award diplomas equivalent to a Bachelor of Arts or a Bachelor of Science degree. Post-graduate education is offered after tertiary level and offers specialization education, Masters' degrees and Ph.D.

The educational process is designed as a participatory, with model envisaging the work of the school board, parents' council and pupils' council. The school board, as defined by Law on education from 2002 was involving the parents, pupils, local community representatives, representatives of educational institutions and social partners.





However, recent changes in the legislation (July 2010) seriously shook the principle of decentralization and thus democratisation of educational system, as number of parents in school boards has been reduced from 2 to 1, while the number of representatives of the Ministry of Education has increased from 2 to 3 members. Additionally, representatives of pupils are no longer able to take part in work of school boards. However, through support of project run by NGO Juventas, first Union of high-school pupils was founded in 2011 in an effort to allow for greater pupils' participation in life of schools.

When it comes to teachers and their position in society, there seems to be declining trend. Teacher profession is no longer considered to be one of most desired among youth deciding their professional career and no government policy seems to be tackling such situation. However, for those who are teachers there is well developed system of professional upgrade of knowledge and skills run by Bureau for Educational Service. The system is set up with the aim of supporting teachers to understand new and complex aims of teaching and education, as well as to gain and improve skills for using new contemporary teaching techniques. The faculties for teacher education are still not involved in development and realisation of such programmes. Additionally, those faculties seem to be unaware of the dynamic of changes and needs in teaching process in schools and consequently are not revisiting curricula for initial teacher education.

The educational system is well based and shares values also promoted by Global Education. Namely, to concentrate only on primary education the educational programmes have got, among others, following objectives:

- development of creative personality;
- development of critical thinking, independence and interest for new knowledge;
- enabling pupils for independent thinking and concluding and for participation in social life;
- acquiring of general knowledge that enables independent, efficient and creative application in practice;
- creating conditions for development of pupils' personalities in accordance with their individual abilities and developmental process;
- upbringing for mutual tolerance, respect of differences, cooperation with others, respect of rights and fundamental freedoms, and thus development of capacity for life in democratic society.



## Global education in the non-formal education, civil society and youth organisations

The Government of Montenegro adopted a new Law on Non-governmental Organizations in 2011, which was effectively put in force on 1/1/2012 granting legitimate right to citizens to organise themselves through various forms of free association. New Law is in accordance with international standards and it creates necessary presumptions for activities of NGOs as an important factor in society that strives to build civil and open society. Furthermore, the Government has established the *Office for Cooperation with NGOs* (2007) and has adopted Strategy for cooperation with non-governmental organizations (2009-2011)<sup>7</sup>. This strategy identifies that *development and implementation of the concept of lifelong learning, particularly in the field of civic education (activities through which the young and elderly are trained to actively participate in democratic life and to exercise their rights and responsibilities in society), has not integrated NGO potential in appropriate measure*. However, it needs to be noted that there is significant progress done in processes of recognition of non-formal education with the establishment of Examination Center with the mandate to assess and verifies skill and knowledge acquired through non-formal and informal education. Additionally, the Strategy for Education of Adults, Strategy for Civic Education (2007-2010) and the Strategy for Life Long Entrepreneurial Learning (2008-2013) created presumptions for development and advancement of non-formal education and involvement of NGOs. Adopted strategies clearly demonstrate solid understanding of policy makers on importance of education for democratic citizenship for active participation of youth and adults in democratic life. The concept of life-long learning is incorporated in education ever since 2001.

It is worth noting that the Law on Games of Chance, which regulates the issue of allocation of funds from the Budget of Montenegro for funding of NGOs' projects, also defines the four thematic areas for which allocations are to be provided. One of those thematic areas is *out-of-institution education* and even though usually the smallest amount of funds is allocated to this line, it still provides important funding for NGOs active in the field of non-formal education.

NGOs active in the field of non-formal education are mainly focused on civic education, human and minority rights, conflict transformation, sustainable development and development of civil society, as well as some other topics. NGOs organising non-formal education activities are having as participants and learners both young people and adults. Organisations active in the non-formal education field are not being classified in such way when registering the NGO and thus are hard to identify.



<sup>7</sup> The process of developing new strategy is on-going.



However, it is evident that there is a number of NGOs with high level of competence and with sound experience in organising various forms of non-formal education in compliance with the European trends.

The practitioners in non-formal education field are actively working on the recognition of issues connected with challenges of quality assurance in such flexible system. The value of evaluation and self-assessment is well known to the NGOs that were also involved in process of recognition of non-formal education at European level. The NGOs also use the opportunities provided by European education and mobility programmes, such is Youth in Action, and thus acquire experience and are exposed to variety of information sources regarding trends in education field. Therefore, those NGOs can be logical starting point for further introduction of Global Education in Montenegro.

When it comes specifically to youth NGOs - situation seems to be less clear as there is lack of such identification of organisations themselves and a lack of understanding about what such classification might signify. However, the first platform of youth organisations (Montenegrin Youth Forum) has been established in 2012 with still a fairly limited impact. It seems that there is still lack of capacity to go through this process fully and to create functional and influential platform of youth NGOs.

Nevertheless, youth NGOs still have to play important role and use the possibility to make impact. It was only due to great efforts and initiative of NGO sector that the government adopted its first National Youth Action Plan (2006-2011) in a highly participative process.

Further on, the Youth Office (2009) was firstly set up at the premises of the Ministry for Culture, Sports and Media within the Sector for Sports and Youth and in 2011 it was re-structured into the Department of Youth and Sports under the Ministry of Education. Several local youth offices were established in this period, following the impetus provided from national level. The profession of Youth Activist, partly requiring competences on realisation of non-formal education activities, is in the final stage of recognition and classification. Now, there is an important opportunity through the working group for drafting the Law on Youth where YNGO representatives are taking part.

## Key observations and recommendations

Montenegro is well on the way of reforming educational system – both in terms of changes in formal education and in terms of recognition of non-formal education. In such a situation, there is great interest to learn more about Global Education, its value and how it contributes to development of individuals and society. However, at the same time there is the concern of entering into creation of new strategies and action plans which would linger and not be really implemented, as is the case with several important documents already. One of the conclusions from the conference recognises that *reformed education still needs to come into place and that major challenge for key stakeholders is to recognise where and why the system is not yet fully functional and efficient.*

When it comes to non-formal education in Montenegro, regardless of all invested efforts, recognition is still missing. At the same time, the practitioners in non-formal education field are actively working on recognition issues connected with quality assurance and are constantly bringing in the innovations and new trends. Thus practitioners in non-formal education field seem to be the natural choice, alongside the teachers in formal education system, for first round of awareness raising and training of multipliers and advocates for Global Education.

In the Montenegrin context, media professionals would benefit from awareness raising and education in order to be able to recognise the relevance and value of GE/DE and find the ways how to incorporate them in their media programmes. Media are increasingly run by economic and political interest of their owners, thus the challenge for introduction of GE/DE in more formal and sustainable way on Montenegrin media scheme would be finding the balance between the educating public on connection between local and global issues and creating profitable programmes.

Finally, it is fair to conclude that Key stakeholders are genuinely interested to learn more and find ways to incorporate Global Education in education system in Montenegro for the benefit of learners.



## Annex 1. Conference agenda

### MONTENEGRO AND GLOBAL EDUCATION

Ministry of Education, 31st of May 2013

9:30 am-5:30pm

Podgorica, Montenegro

9:00-9:30 am	<b>Registration of participants</b>
9:30-10.00 am	<p><b>Opening speeches</b></p> <ul style="list-style-type: none"> <li>➤ <b>Mrs Mubera Kurpejović</b>, Deputy Minister for Higher Education, Ministry of Education</li> <li>➤ <b>Mrs Tamara Čirgić</b>, Forum MNE</li> <li>➤ <b>Ambassador Francisco Seixas da Costa</b>, Executive Director of the North South Centre of the Council of Europe</li> </ul> <p>Moderator: <b>Mrs Ajša Hadžibegović, expert</b></p>
10.00-11.00 am	<p><b>Panel</b></p> <ul style="list-style-type: none"> <li>➤ <b>Mr Miguel Silva</b>, North-South Centre of the Council of Europe – Global Education: competences for a culture of citizenship, intercultural dialogue and global awareness</li> </ul>
11.00-11.30 am	<b>Coffee break</b>
11.30 am-12.30 pm	<p><b>Panels</b></p> <ul style="list-style-type: none"> <li>➤ <b>GE and formal education:</b> <i>Mrs Inese Vaivare, LAPAS (Latvian Platform for Development Cooperation)</i></li> <li>➤ <b>GE and non-formal education:</b> <i>Mr Rene Suša, Sloga platform (Slovenian Global Action), Humanitas</i></li> <li>➤ <b>GE and media:</b> <i>Anita Kehre, The Latvian Media Professionals Training Center</i></li> </ul>
12.30-1.30 pm	<b>Lunch break</b>
1.30-3.30 pm	<p><b>Working groups:</b></p> <ul style="list-style-type: none"> <li>➤ <b>GE and formal education:</b> <i>Mrs Inese Vaivare, LAPAS (Latvian Platform for Development Cooperation)</i></li> <li>➤ <b>GE and non-formal education:</b> <i>Mr Rene Suša, Sloga platform (Slovenian Global Action), Humanitas</i></li> <li>➤ <b>GE and media:</b> <i>Anita Kehre, The Latvian Media Professionals Training Center</i></li> </ul>
3.30-4.00 pm	<b>Coffee break</b>
4.00-5.00 pm	<b>Plenary – presentation of conclusions and recommendations from working groups</b>
5.00-5.25 pm	<b>Wrap up, conclusions and commitments – Mrs Ajša Hadžibegović</b>
5.25-5.30 pm	<b>Closing – Mrs Tamara Čirgić, Forum MNE</b>

## Annex 2.

List of relevant strategies, action plans and documents used for drafting this report

- Strategy of development of primary education and upbringing with Action Plan (2012-2017)
- National strategy of life-long career orientation (2011-2015)
- Strategy for development of National Framework of Qualifications in Montenegro (2008 – 2010)
- National strategy of employment and human resource development (2007- 2011)
- Strategy of life-long entrepreneurial learning (2008)
- National action plan for employment (2010-2011)
- Strategy of development of vocational education in Montenegro (2010-2014)
- Strategic plan of Education Reform (2003-2004), (2005-2009), (2006-2010).
- Strategy of civic education (2007-2010)
- Strategy of inclusive education (2008-2012)
- “European Inventory on NQF 2012 MONTENEGRO”, Publication Analysis and overview of NQF developments in European countries, Annual report 2012, © Cedefop, 2013 retrieved from [http://www.cedefop.europa.eu/EN/Files/NQF\\_developments\\_2012-MONTENEGRO.pdf](http://www.cedefop.europa.eu/EN/Files/NQF_developments_2012-MONTENEGRO.pdf) on 22nd July 2013
- Evaluation of Education Reform in Montenegro (2010-2012), authors Besic Milos and Reskovic Tomislav (2012), funded by Network of Open Society Foundations
- *Key competence for lifelong learning: Recommendations and Conclusions*, Report produced by Forum MNE as outcome of regional project: Youth and key competencies as a corner stone for EU integration (2010), funded by BTĐ





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