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Association for Democratic Initiatives

Report on Perspectives of Global Education in Macedonia

Executive summary

The objective of the kick off seminar "Perspectives of the Global Education in Macedonia", held on May 30, 2014 in Skopje 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. This event gathered 48 participants representing various stakeholders and provided information for the process of development of global education in Macedonia as country candidate for the EU membership.

The seminar served as an excellent platform for a broad discussion on the global education, as a key enabler of social, cultural and economic development for every society. In this context, the seminar was valuable to initiate a national strategy process, to contribute to the European GE/DE multi stakeholder process and to the implementation of the recommendations of the Lisbon Global Education Congress[1]. The results of the seminar should also contribute to the foreseen 2015 GE pan-European congress. In addition, the seminar provided valuable inputs and sharing of experiences in the field of Global education in Montenegro and for the current developments and overview of the school literature in Slovenia.

The seminar was organized in the framework of the Joint Management Agreement (JMA) signed between the EC and the NSC. The co-organisers of the meeting were the Association for Democratic Initiatives, as the implementing partner, and the North-South Centre of the Council of Europe.

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[1] http://www.gecongress2012.org/

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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 Macedonia, the Association for Democratic Initiatives (ADI) in collaboration with the North South Centre of the Council of Europe organised the kick-off seminar "Perspectives of the Global Education in Macedonia" on May 30, 2014 in Skopje. The objective of the seminar 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 seminar gathered 48 participants including stakeholders from Macedonia, guests form Montenegro and Slovenia, national and international experts. Namely, the seminar was attended by representatives of:

- Ministry of Education and Ministry of Foreign Affairs;
- Educational institutions (primarily and secondary schools, Centre for Vocational Education and Training; University Euro-Balkan Skopje, Yahya Kemal College);
- Civil society organizations (Macedonian Civic Education Centre (MCEC); Macedonian Centre for International Cooperation (MCIC), Centre for Institutional Development (CIRa), Coalition of youth organizations SEGA;
- Civil society organizations working with media (Centre for Investigative journalism SCOOP; School of Journalism and Public Relations and Macedonian Institute of Media (MIM);
- Local self governments of Strumica, Tetovo, Bogovinje and Brvenica;
- Forum MNE, Montenegro and Institute for Global Learning and Projects Development, Slovenia;
- Representative of the North South Centre;
- Representatives of the Association for Democratic Initiatives (ADI)

The concept of the seminar was structured into the three key inputs:

➢ Opening speeches by Mr. Safet Neziri, Deputy Minister of the Ministry of Education and Science; Mr. Albert Musliu, Executive Director of the ADI and Mr. Miguel Silva, programme manager from the North-South Centre.

➢ Presentation of situation with Global Education in Montenegro, a year after the kick off seminar on GE was organized in Podgorica, by Mrs. Tamara Čirgić, Forum MNE, Montenegro; and Global Education in Slovenia - a look at school literature, by Mr. Max Zimani, Institute for Global Learning and Projects Development, Slovenia.

> ➤ Thematic focus on three topics: Quality Assurance in Education in Macedonia; Education for Change and Global Education and Media. These presentations had two parts: plenary session and group work.

Thematic topic: Quality Assurance in Education in Macedonia, *Mr. George Nikolov,*

State Advisor at the Ministry of Education and Science

Panel presentation: The provision of quality in education as an educational policy in Macedonia is a permanent commitment based on the system of continuous improvement through four cycles:

1. Planning
2. Realization
3. Evaluation (Self-evaluation)
4. Revision

For the provision of quality in education, in the above four cycles a qualitative contribution is given by the institutions and organs from the central, local and school level. Of the utmost importance is that the entire system, from the central level up to the school level act coherently and strive towards the achievement and development of quality in education, which at this point is provided by a common legislation.

Particular progress in providing quality in education is achieved through the adoption of legislation to introduce integrated external evaluation and internal self-evaluation of schools performance. The external evaluation is a process conducted by the State Education Inspectorate every third year, whilst the self-evaluation is conducted by the employees of the schools once in two years.

What currently represents a challenge for the Macedonian educational system is the introduction of "Peer Review" as the next step that will furthermore contribute for a qualitative education.

Working group: The working group debated on the following two topics:
- Required improvements of the legislation in order to enhance the provision of quality in education; and
- Curricula and teaching programs in the function of achievement of the key competences for lifelong learning.

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Conclusions and recommendations from the first topic:

- It is necessary to strengthen the legal framework for the implementation of the right to education in native language of the Bosnians, Vlachos and Roma students;
- To provide access to higher education for the members of the ethnic communities in Macedonia. This should be accomplished by introducing quotas for ethnic communities who do not have high educational institutions in their mother tongue;
- The Centre for Vocational Education and Training should have an increased role in the process of integral evaluation of schools and to be proactively involved in the provision of quality;
- To facilitate and accelerate the receiving of consents for employment of teaching and non-teaching staff in schools;
- To improve the equipment of schools with teaching aids, whilst the vocational schools with technical equipments, laboratories, etc;
- More professional associates should be hired (psychologists and defectologists) in order to help the process of inclusion of the students with disabilities in the schools.

Conclusions and recommendations from the second topic:
- The existing concepts, curricula and programs in primary and secondary education are a good basis for achieving the key competences among students. In particular, it is provided by learning the English language from the first grade, the introduction of a second foreign language, the introduction of ITC into teaching, learning about entrepreneurship and innovation, civic education, etc.
- The realization of activities for interethnic integration in schools is a good basis for the development of multicultural and intercultural competencies among students.

Thematic topic: Education for Change, *Mr. Nebojsha Mojsoski and Mrs. Vera Kondik Mitkovska, Macedonian Civic Education Center*

Panel presentation: The presentation "Education for Change" was a sublimate of Macedonian Civic Education Center (MCIC) experience gained through implementation of many educational projects in Macedonia in the past 10 years. It reflected on lessons learned that are leading to practical, efficient and effective implementation of projects in a short and a long run. The presentation focused on important elements on how to ensure sustainability of project activities and how to make systematic changes in order to ensure that benefits and results do not vanish once the project funding ends. It was stressed that the project is sustainable if it generates benefits for the target group once the project will stop receiving financial support! The panelists continued with the presentation by summarizing the benefits of the projects which are educating for change:
- Readiness of the present and future generations for the challenges of today and tomorrow.
- Educational system prepared to anticipate the future and ready to respond to the demands of the future challenges.
- Pragmatic and practical orientation of the overall education system to create workforce skills needed by the market and society.

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Working group: In order to explore the creativity and imagination that change demands, the facilitators used a strategic thinking kit called 'Three Horizons'[2]. This kit helped to engage participants in a conversation about the way things are today, the things that are happening on the policy level, and the things we really aspire to do in the future. During the discussion, ideas and suggestions brainstormed by the participants were recorded on paper posted, and the facilitators placed them on the three horizon chart in one of the nine zones (A-H) described below.

Zone A: Aspects of exiting practice that need to be addressed. In this section aspects that gave participants cause for concern were recorded. Most common issues related to the low status of the teaching profession, the huge administrative burden on teachers, the existence of punishment measures, no system for motivation and recognition of good teachers, and same salary for all regardless of the quality of teacher performance. In addition, the participants stressed that the traditional teaching methods are prevailing over the use of interactive teaching and learning. Furthermore, they pointed out that the curriculum although very extensive, pays little attention to upbringing of students, which contributes to increased violence in and out of schools. The external testing of student is another aspect which needs to be addressed in terms of its purpose and input in improving the quality of education.

Zone B: Current innovations that help to sustain and develop today's practice. Actions and initiatives that improve the present system, but not long term solutions were placed in this section. The professional development of teachers and participation in projects, as well as competitions organized on school and regional level were some of the activities discussed in the group. As positive aspects of the system, the participants recognized the equal treatment of all students, the inclusion and the use of assistive technology.

Zone C: Practices pointing to very different approaches that we can develop for the future. Aspects the group desired, which are happening already, either in the region or elsewhere in the world were recorded in this section. The group aspired for introduction of more liberal

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[2] This resource was used with permission from Frank Crawford, education transformation consultant from Scotland. Three Horizons is part of the Opening Up Transformative Innovation developed and produce in partnership by the International Futures Forum and Education of Scotland.

curricula, with modern subjects, which meet the need and interest of students. In this regard they discussed the possibility of introducing classes without a bell, and increasing the number and interesting cross curricular activities which meet the students' curiosity and attract them to actively participate. Regarding increasing the quality instruction they stressed the importance of lowering the student-teacher ratio and introducing assistance teachers to support the regular teachers, as well as to pay more attention to students with special educational needs.

Zone D: Innovations that improve the existing system and pave the way for future practice. Participants' ideas that will support the journey to a transformed education system were documented in this section. In this regard, they emphasized that the cooperation between schools, civil society organizations and municipalities need to be strengthened through implementing joint extracurricular activities that support better socialization and professional orientation of students. New and contemporary methods and teaching aids need to be introduced in the classroom, and that will contribute towards improving the quality of teachers, and also the mentoring process in schools should be systematically organized. Good and proven teaching and learning practices that exist in schools should be disseminated widely and recognized and supported by the Ministry of Education and Science. Another aspect that needs to be strengthened is the cooperation between academia and schools, in terms of more practical training of students who are preparing to become future teachers. Furthermore, related to the cooperation, it was suggested that the universities should organize professional development trainings for teachers to keep them informed about new useful theories related to better quality of teaching and learning that takes place in schools.

Zone E: Current activities that need to phase out. In this section the facilitators placed the current practices and activities that were identified by the participants as not valuable for the education system's stage of development, and thus they proposed that these activities need to phase out. According to them, the paper diary of students' marks should be abandoned and replaced with the E-diary, because it does no longer have its fit-for-purpose and to free up teachers from double recording of marks. The bureaucracy procedures present in the current system, shift teachers attention from ensuring quality teaching and learning into making certain that the huge administrative duties are done on time. The current practice of changing programs during the course of the year should also be forsaken. The political influence on all levels in education is significant and has negative consequences on the quality of education. As a result, measures have to be taken to eliminate the political influence in every segment of the school life and the education as a whole.
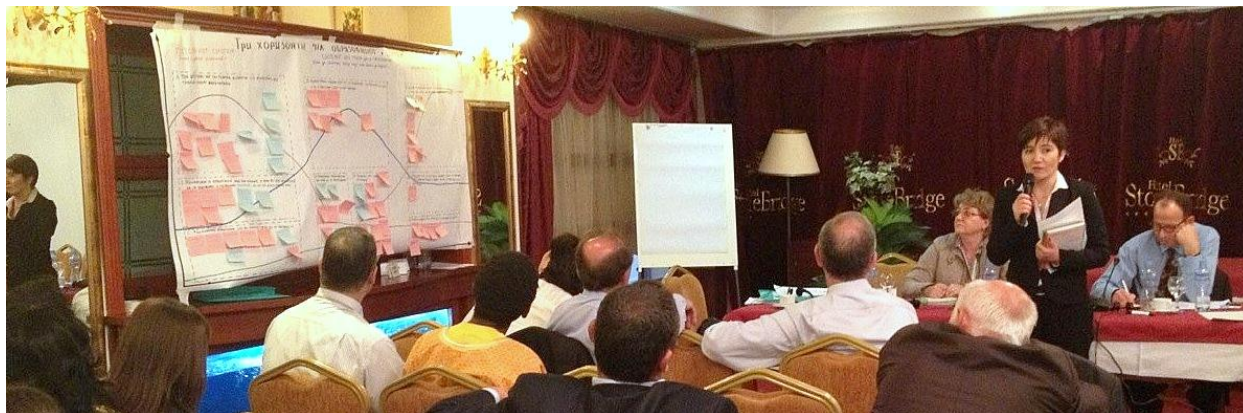
Zone F: Innovations that we need to grow for the future. In this zone, radical ideas that participants considered useful to lead the way to the future vision were noted down. The current education system pays some attention to utilizing student's talent and reviving their creativity, thus programs for stimulating innovations should be designed and implemented. This generation of students requires a new approach to keep their attention and foster their learning, thus some of curricula content should be taught through video games. In addition, participants suggested that mentorship program for monitoring and supporting the students' development need to be introduced in schools. Graduated, unemployed teachers should be given the opportunity to volunteer in schools, so that they can gain practical experience and be better prepared to enter the workforce when an opportunity arises. In order to nurture the multiethnic character of the country, the students should be granted the possibility to learn the languages of the different ethnicities in the country from early age. Furthermore, there have to be more workshops with students from diverse ethnic background.

Zone G: Features of an ideal system and practice that are fit for the future and match our vision. In this section, vision for the ideal future was recorded. The participants' dream for the future education is a school without grades, content subject connected to the everyday life, and forcing students to memorize theory and learn definitions by heart. Schools with no classrooms, without traditional lessons, but school were learning is enjoyable and not stressful experience. They talked about integrative schools in a real sense, not only on paper, schools that consider the uniqueness of every student, and foster them to the maximum of their abilities.

Zone H: Innovations that have played out their role in transformation and that we no longer need them at the same level. The project 'Computer for every child' implemented by the Government furnished all schools with computers. It is now time to pay more attention on making the best use of technology in learning purposes.

Thematic topic: Global Education and Media: *Mrs. Aleksandra Temenugova, School of Journalism and Public Relations*
Panel presentation: The media is extremely important in the process of education in all of its phases. The media literacy is the key concept that should be addressed, because people should know how to handle the media "jungle" and the information flow. Several projects that promote media literacy were implemented and yet are in the process of implementation: MIM Project (2008-2010) Advancement of media literacy; „Medium" -

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www.medium.edu.mk, project of the High School for Journalism and Public relations for the promotion of media and digital literacy through journalist sections and school newspapers in the secondary schools. Despite numerous attempts to include new technologies, the media, especially the new ones, are insufficiently utilized during the school classes. Journalist sections in secondary schools do not provide the required potential for development of the writing skills, interviewing, and active participation of students on informing. The weak potential is partly due to the lack of enthusiasm of the professors responsible for conducting these sections. In addition, the schools do not have their own media, school newspapers or on - line newspapers.

Conclusions and recommendations from the working group: Involvement of the media and media literacy as an inevitable part of the process of education at all levels is necessary. The development of a democratic political system also depends on the active participation of citizens, especially of those informed.

Media in Education:

- Despite the reforms for inclusion of media in education, yet the media are not sufficiently utilized as sources of information, or as tools that can make the educational process more creative as well;
- Media and digital literacy are inevitability and their inclusion in education is necessary. The guidelines and policies of the expert groups and organizations (The Global network for media and digital literacy of UNESCO and The Alliance of Civilizations, World Association of Newspapers, Young Readers Network, etc) should be followed;
- Efforts should be made to harness the potential of journalist sections, drama or literary clubs to encourage knowledge and skills for clear and public expression. To determine whether and what kind of training is required for students and for teachers, in coordination with the key factors involved in the educational process;
- To encourage participatory culture among young people, who will be able to initiate even socio-economic changes by promoting their ideas through various media contents;
- The media should be the initiators, generators and transmitters of the public debate on issues that concern the young people;
- Given the reform for inclusion of management and entrepreneurship, efforts should be put on developing communication skills for an entrepreneurial spirit: successful communication with the public through online media (blogs, websites, portals, etc.), managing online contents and measuring their impact on the audience;
- To initiate an online generator of news and media that are created by the schools;
- Initiation of a Media Day that will have several goals and activities: 1. raising awareness among young people about freedom of information and 2. Integrated cooperation between media and students (Open Day when the media will host students aiming to present the process of news creation).

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Education in media:

- Strengthening the educational function of the media through a wealthier production of various media contents for children and young people;
- Besides the legal obligation of the public service, to also motivate the commercial media (electronic, printed and online) to produce educational programs;
- Topics that will encourage interculturalism, dialogue and involvement of members of various social and marginalized groups in the process of making media contents. Media should provide technical and other conditions for the engagement of these members.

National context of global education/development education

Macedonia was one of republics forming the Social Federative Republic of Yugoslavia and since its independence in 1991 the country undergone a profound transformation process towards democracy and a market economy. One of the characteristics of Macedonia is that it is established as a state of the Macedonian people, as well as of the citizens that live in its borders and are part of Albanian, Turkish, Vlach, Serbian, Roma, Bosniak people and others. The commitment to foster the multi-ethnic character of the state is reflected in all spheres of the society and the state, on local and central level.

Over the past decade, a legal framework was created to regulate state commitments to efficient education, reflecting the main developments in the EU. The education system is normed by a set of legislative and policy documents adopted by either the Parliament or the Government. The following documents regulate the education system:

- Laws: The Constitution, The Law on Primary Education, The Law on Secondary Education, The Law on Higher Education, The Law on Bureau of Development in Education, The Law on Education Inspection, The Law on State Exam Center, The Law on Adult Education, The Law on Vocational Education and Training, The Law on Textbooks.
- Policy Documents: The National Programme for the Development of Education 2005-2015, A Concept for Nine–Year Primary Education, School Performance Quality Indicators (2009), The Strategy toward Integrated Education in the Republic of Macedonia (2010).

A Concept for Nine-Year Primary Education in the Republic of Macedonia, adopted by the Government in 2007, introduced the new structure of the primary education and the

new approach to teaching and learning process, setting the pupil's experiential learning in the center of the education system. It is a general document setting the basic principles, goals, outcomes and the general framework of the primary education system. While setting the general parameters of the teaching process it provides substantial freedom to teachers in teaching and ways to achieve the outcomes. It introduces three distinctive development periods in the primary education cycle. It also introduces Life-Based Skills Education as a compulsory subject and Environmental Education as an elective subject, both in line with the principles of Education for Sustainable Development.

The Law on Primary Education was adopted in 2008, by the Parliament. It gives the legal framework to the Concept for Nine-Year Primary Education, and puts it into effect. The Law is very prescriptive on the normative side. But it follows the Concept in the general approach prescribing the basic outlines leaving implementation freedom to teachers and schools. It does not include principles or outcomes, only goals.

Both documents draw from The **National Programme for the Development of Education 2005-2015**, adopted by the Parliament in 2006. This policy document sets the general guidelines for educational development and insists on the promotion of cultural identity in a multicultural context. One of the goals and tasks given to education in 2005-2015 is the development of the individual "getting to know, understand and respect other cultures at national and international level".

The current **Law on Secondary Education** was adopted by the Parliament in 1995 with a number of additions to it to follow the major directions adopted in the primary education. The major changes include compulsory secondary education, Matura exam, and computerization of schools, school evaluation and decentralized school governance.

The Ministry of Education and Science is the leading policy body covering all levels and sectors of education, as well as science and research, although it shares responsibility for innovation with the Ministry of Economy and for pre-school education and vocational education and training with the Ministry of Labor and Social Policy.
At central government level, primary and secondary education is supported by the following public agencies accountable to the Ministry of Education:

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- The Bureau for the Development of Education (BDE) –in charge of curricula, standards, professional development for teachers;
- The State Examination Centre – established as autonomous centre for student assessment in 2009, having previously operated within the structure of the BDE;
- The State Education Inspectorate – responsible for quality control of schools;
- The Vocational Education and Training Center – established as an independent institution in 2007 responsible for development of the vocational education and training (previously it operated as sector within BDE);
- The Adult Education Center, established as an independent institution responsible for development of adult education;
- The Pedagogical Service – established by Law in 2011 to strengthen the child-raising skills of parents and to work with and counsel parents;
- The Directorate for Development of Education in Minority Languages;
- The National Commission for Textbooks – responsible for ensuring the quality of textbooks.

On the local level, Municipalities are responsible for the provision of resources and legal compliance, but uneven institutional and financial capacity among these entities has an impact on their performance.

Global education in the formal education system

The structure of the Macedonian education system is as follows:
- Pre-school education (kindergartens): age 0-6, not compulsory;
- Primary education (nine years divided in 3 periods): age 6 to 14, compulsory;
- Secondary education (three / four years): age 15 to 18 / 19 compulsory;
- Higher education, not compulsory.

The school year at primary and secondary schools runs from the beginning of September until second week of June, for most pupils. Pupils attend school from Monday to Friday. With the decentralization in education, primary and secondary schools are the responsibility of municipalities. Costs for the public primary and secondary schools are covered by the Government.

Pre-school education is not compulsory, though highly desirable and useful for intellectual, emotional, physical and social development of children. It is organized in public and private kindergartens for children age 0-6 divided in groups: 0-2, 2-3, 3-4, 4-6 years old. Teaching and learning in all age groups is organized around the Early Learning and Development Standards for Children from nine months to 6 years.

Primary education lasts for nine years and it is compulsory. Language of instruction is Macedonian, Albanian, Turkish and Serbian. It is provided in primary schools and applies to children from six through fourteen years of age. Primary schools enrol children who turn six by the end of December in the school year of enrolment. Nine years of primary education is divided in three distinctive developmental periods': I-III, IV-VI and VII-IX grade. The new concept marks a shift in the approach to teaching and learning process towards creative thinking and problem solving, experiential and process learning.

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The first period, grade I-III, deals with "pre-operational level of thinking transfers towards the system of real operations" ..."the pupils have enough time to systemize their experience and knowledge and acquire new knowledge. ... They should be allowed to learn from their experience, to handle objects, use symbols, ask questions, search for answers and compare their findings with those of other children."[3]

The second period, grade IV-VI age 9-11, "guide's' the development of thinking process of the pupils towards the stage where they can visualize operations, anticipate results, use systems of classifications."[4]

The third phase, grade VII-IX age 11-14, "The pupils ...reach conclusions on the basis of deductive thinking, give explanations, interpretations and develop hypothesis ... They use methods of determining cause and effect relations, as well as hypothetical and deductive statements such as 'if...then"'.[5]

Secondary education is compulsory since 2008. It is offered in public and private secondary schools. Language of instruction is Macedonian, Albanian, Turkish and English in private schools. Secondary schools are divided into Secondary Grammar Schools (*Gymnasiums*), and Secondary Vocational Schools (VET with a three- or four-year curriculum). The interest among students is greater for the gymnasiums and for the four-year VET schools than for the three-year VET schools.

The students make their choice among these schools upon enrollment. They can transfer to a different type of curriculum or school in the upper classes under the strict conditions and if they pass differential exams. There are three types of Graduation exam: State Matura, granting Diploma, for pupils from both gymnasiums and four year VET schools that want to continue their education at universities; School Matura granting Certificate for completed secondary education, for pupils from gymnasiums; Final Exam, granting Certificate for completed secondary education, for pupils from four year VET schools.

The Bureau for the Development of Education (BDE) coordinates professional development programmes for teachers in primary and secondary education. Programmes are

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[3] A Concept for Nine-Year Primary Education in the Republic of Macedonia, 2007

[4] Ibid, p.15

[5] Ibid, p.16

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implemented by accredited training providers and by BDE staff. International partners cooperate with the BDE in various areas of professional development for teachers and teacher training programmes.

The BDE works closely with several international donors and local organizations: USAID and MCEC on the Interethnic Integration in Education Project and Teacher Professional and Career Development Project; UNICEF with MCEC on improving literacy and numeracy in early years and Inclusive Education; the Goethe Institute on German language teaching; and the British Council on English language training for new teachers, amongst others.

NGOs and international organizations support the professional development of teachers in the early phases of their careers in areas related to education and social inclusion (OSCE), as well as with teacher key professional competences (MCEC), in particular entrepreneurial learning (SEECEL[6] and NCDIEL[7]). The Network of Entrepreneurship Educators, established in November 2011, is expected to reinforce teacher competences in this area.

Higher Education is not compulsory. It is offered in four public universities with dispersed programs throughout the country and a number of private accredited universities. Language of instruction is Macedonian, Albanian and English. Upon graduation from the secondary school pupils make their choice of the higher education institution and program based on their interest, scores from the State Matura exam and financial means. Twenty years ago, the country had two state universities whereas today there are five state universities and some 18 private higher education institutions. In the 2010/11 academic year 14 towns across the country had entities offering courses classified as dispersed higher education. The country joined the Bologna process in 2003 and the new Law adopted in 2008 brought in many changes: it gave the universities an integrated structure, introduced several new approaches in governance and student representation, strengthened the national Quality Assurance agency, established employer and international participation in quality assurance, and ensured compliance of the national quality assurance system to European Standards and Guidelines (ESG), described first and second cycle using the European Credit Transfer and Accumulation System (ECTS) and generic descriptors based on learning outcomes, aligned doctoral studies with the European Higher Education Area overarching qualifications framework, and, introduced the Diploma Supplement.

There are several topics dominating the education debate in Macedonia. Inter-ethnic integration, computerization, decentralization, religious education, are some of the most discussed topics at present. Education for Sustainable Development (ESD) is fairly new concept used occasionally by education professionals and policy makers in the context of environmental issues. Sustainable development is on the margins of the interest of both education professionals and policy makers. It does not have the necessary public attention or the institutional will to push for it's incorporation in the education system as a very important principle that needs to be integrated in the existing curricula from the very early age throughout the compulsory schooling.
 In line with ESD principles are socio-cultural contents present in the curricula. Elements like cultural diversity, equity, ethics, peace, coexistence, conflict prevention, understanding "the

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[6] South East European Centre for Entrepreneurial Learning (www.seecel.hr/)

[7] National Centre for Development of Innovation and Entrepreneurial Learning (www.ncdiel.mk/)

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other" is traditionally present reflecting multi ethnic and multi-cultural composition of society in the Republic of Macedonia.

Global education in the non-formal education system

The number of registered associations and foundations in Macedonia according to data from Central Registration Office in April 2012 was 3,732. It is estimated that 40% of all the registered associations are sports clubs and cultural associations. In Macedonia civil society is predominantly located in urban areas. CSOs are poorly represented in rural areas, where organizations are less developed and tend to be less active than those in urban areas. A consequence of this uneven distribution is that many of the poor and socially marginalized are insufficiently directly represented by civil society. There is still cleavage within civil society along ethnic lines, with a large proportion of CSOs, even in multi-ethnic localities, mobilizing according to ethnicity or national ascription.

Regarding the level of development, there are only a small number of fully professional CSOs operating at the national level. These are well-developed, non-membership-based NGOs, usually located in the capital, working in the fields of socio-economic development, good governance and civil society strengthening through a range of capacity building activities, advocacy and lobbying. They are larger organizations with high levels of organizational capacities, technical skills and specialist know-how and are well prepared to compete for and manage large grants and service contracts available from international donors, such as the EC. The greater mass of other CSOs consists of smaller, semi-professional or voluntary membership-based organizations, working at the local level. They cover a wide range of special interests and target groups, and provide services to the community and their members including, in many cases, local-level advocacy on social policy, as well as raising awareness on certain issues and capacity building by means of education.

Macedonian civil society covers a wide and varied range of target groups and fields of operation. Apart from the numerous sports and cultural clubs, among the most active are women's associations, which commonly work on raising awareness of gender issues and

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advocating of the mainstream of gender in public policy. Youth associations and human rights organizations are increasing in number and profile. There is also a new generation of young environmental associations. There is large number of organizations working expressly for the benefit of children and those with disabilities, as well as the relatively high numbers of professional associations. According to the report CIVICUS Civil Society Index (MCIC, 2011), in the last 5 years CSOs have been most active in the field of human rights and equality, and the least active in influencing the national budget. Regarding activities to influence policy-making, again, highest activeness exists in human rights and equality, then the processes of decentralization and the Ohrid Framework Agreement. According to public perception, which is examined within the CIVICUS report, most organizations are working on citizens' empowerment, raising their awareness in various areas and provide services.

The Association for Democratic Initiatives (ADI), within the frameworks of the Project "Improvement of the intercultural understanding in the multiethnic municipalities in Macedonia" (2013-2015) supported by the British Embassy in Skopje, work on drafting, adoption and implementation of the Strategies for promotion of multiculturalism and strengthening of the interethnic relations in six multiethnic municipalities in Macedonia. These strategies will represent an institutionalized mechanism for local authorities, education system and the media, and will serve as basis for future and continuous engagements of local communities in this area; improving inter-ethnic dialogue.

In Macedonia, in 2010/2011 year, 163 electronic media have been registered, around 20 printed editions and approximately an equal number of Internet portals which offer serious informative content. The research on the level of education of the journalists who work in the electronic media is conducted by the Broadcasting Council. According to this research the number of journalist with a university education was almost twice higher than the number of journalists with high-school education in 2010. Apart from the higher education institutions for directed and vocational education, the journalists from the Macedonian media have received and receive their professional education in the field of media through various training, conducted by various media and non-media citizens organizations and other types of organizations. In the past 20 years many projects have been carried out for improving the quality and the level of knowledge of the media professionals in the country. Training for journalists were organized since the beginning of the 90s, by domestic and foreign organizations, such as OSCE, UN, FOSM, USAUS, the programmes of the European Union, and from the domestic organizations.

In 2001, with the foundation of the Macedonian Institute for Media (MIM), a civil society organization supported by around 90 media, a more organized platform for training of journalists was started. MIM organized a large number of training for journalists and other media professional staff. Training was organized for basic journalistic skills, but also for more complex forms of journalism, such as investigative journalism, and specific training for particular fields, such as reporting on differences, training for journalists working on economic and political columns, training for reporting during elections, training for reporting with the use of computer equipment, reporting on human rights, etc.

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c/o North-South Centre, Rua São Caetano nº 32, 1200-829 Lisboa, Portugal, tel.: +351 213584030, fax+351213584072,
www.nscentre.org

Key observations and recommendations

The world is changing more quickly than ever and thus, for children and young people to succeed a new, improved education system is needed in order to ensure that they are better prepared. The pace of change is perfectly mirrored in the quote: *'We are currently preparing students for jobs that don't yet exist, using technologies that have not been invented, in order to solve problems we don't even now are problems yet'.*- Karl Fisch, Shift Happens, 2006*.*

Having this in mind, it is more and more evident that the educational system in Macedonia is in great need to follow the global education trends. Improved and flexible teaching curricula are essential and one of the most important pre-conditions for ensuring better future for young people of Macedonia. Establishing links between the educational institutions, schools and municipalities is a process that started, but still there are plenty of things to be addressed and to be done in order to improve this relation. Involvement of parents in the school bios is detected as crucial for achieving better results of the students.

The seminar on the Perspectives of Global Education proved that Macedonia has potential and a good foundation to beginning the process of change, because significant change needs to occur over time – through intelligent transformation of the educational system. Because education is a continuous investment, it is not a product but process which requires holistic involvement by all educational stakeholders.

Annex 1: Seminar agenda

PERSPECTIVES OF GLOBAL EDUCATION IN MACEDONIA
Hotel Stone Bridge, 30 May 2014
Skopje, Macedonia

09:00 – 09:30	**Registration of participants**
09:30 – 10.00	**Opening speeches** Mr. Albert Musliu, Executive Director, ADI Mr. Safet Neziri, Deputy Minister of the Ministry of Education and Science Mr. Miguel Silva, North-South Centre of the Council of Europe Moderators: Lulzim Aziri and Anica Aleksova
10.00 – 11.00	**Panels** **Montenegro and Global Education:** Mrs. Tamara Čirgić, Forum MNE, Montenegro **Global Education in Slovenia** - a look at school literature: Mr. Max Zimani Institute for Global Learning and Projects Development, Slovenia
11.00 – 11.30	Coffee break

11.30 – 12.30	**Panels** **Quality Assurance in Education in Macedonia:** Mr. George Nikolov, State Advisor at the Ministry of Education and Science **Education for Change:** Mr. Nebojsha Mojsoski, Macedonian Civic Education Center Mrs. Vera Kondik Mitkovska, Macedonian Civic Education Center **Global Education and Media**: Mrs. Aleksandra Temenugova, School of Journalism and Public Relations
12.30 – 13.30	Lunch Break
13.30 – 15.30	**Working groups** **Quality Assurance in Education in Macedonia:** Mr. George Nikolov, State Advisor within the Ministry of Education and Science **Education for Change:** Mr. Nebojsha Mojsoski, Macedonian Civic Education Center Mrs. Vera Kondik Mitkovska, Macedonian Civic Education Center **Global Education and Media**: Mrs. Aleksandra Temenugova, School of Journalism and Public Relations
15.30 – 16.00	Coffee break
16.00 – 17.00	**Plenary Session** Presentation of conclusions and recommendations from the working groups
17.00 – 17.30	**Wrap up, conclusions and commitments**

Annex 2: List of relevant strategies, action plans and documents used for drafting this report:

Ministry of Education and science, National Programme for the Development of Education in the Republic of Macedonia, 2005 – 2015.

Concept for Nine-Year Primary Education in the Republic of Macedonia (2007), Bureau for Development of Education.

Strategy towards Integrated Education in the Republic of Macedonia The, 2010, Ministry of Education and Science of the Republic of Macedonia.

General Secretariat of the Government of the Republic of Macedonia, Skopje (June 2012) "Strategy for cooperation of the Government with the civil society 2012-2017".

National Strategy for Sustainable Development in the Republic of Macedonia (2009-2030), 2010, Ministry of Environment and Physical Planning

Macedonian Center for International Cooperation (2011) "CIVICUS Civil Society Index – Long road to increased citizens engagement".

Macedonian Civic Education Center (2011), Education for Sustainable Development in the Republic of Macedonia

Technical Assistance for Civil Society Organizations, Needs Assessment Republic of Macedonia Final Report, Skopje, January (2014)

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Macedonian Institute for Media, Development of the Media in Macedonia according to UNESCO Indicators, Analysis, Skopje, (2012)

Association for Democratic Initiatives (ADI)
July, 2014
Gostivar, Macedonia