



## North-South Centre of the Council of Europe

### *An overview of common points*

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## National Seminars

- **Montenegro** (May 31<sup>st</sup> 2013, Podgorica)
- **"The former Yugoslav Republic of Macedonia"** (May 30<sup>th</sup> 2014, Skopje)

By acquainting learners with topics such as Globalisation, Interdependence, Sustainable Development, Intercultural Dialogue and Human Rights, Global Education (GE) aims at forming Global Citizens, able to think critically and to understand the complexity and diversity of perspectives which underlie most global problems. As it is based on a culture of cooperation and dialogue, GE can be a powerful tool in times of rising extremism and xenophobia.

Several GE Seminars have been organised by the **North-South Centre** (NSC) since 2009, at the regional and national levels. These events bring together GE stakeholders from new EU Member States and from EU candidate countries, in order to discuss the local implementation of GE. Below, we propose a brief overview of the output of the two most recent GE National Seminars.

### *General Seminar Data: Participation, Context and Conclusions*

- 1) **Participation pattern:** both seminars gathered about 50 participants, comprising institutional actors and Civil Society Organisations (working in the areas of education and media). Among the participants were relevant national stakeholders, as well as regional and international guests.
- 2) **Lack of awareness:** in both cases, the general public knows little about GE.
- 3) **EU accession process:** the candidate status granted to both countries is a stimulus for curricular reform.
- 4) **Potential:** in both States, there is great potential for the introduction of GE in formal education systems, which are based on the values promoted by GE.

### *National Strategy Development and Implementation*

- 5) **Lack of a national strategy:** both seminars paved the way for the drafting of a national strategy.
- 6) **Coordination among stakeholders** needs improvement in both cases.

### *Curricular Reform*

- 7) **Common reforms:** in both countries, broad reforms have been undertaken in order to modernise the education system, adapting it to societal changes. The actual curricula are good bases for further work, and several proposals regarding future improvements were issued in both seminars.
- 8) **Multiculturalism:** the rights of minorities are taken into account in both education systems, although proposals to deepen the multi-ethnic features of curricula were issued in the seminar of "the former Yugoslav Republic of Macedonia". In both cases, amid other tools, languages play an important integrative role: classes are taught in the languages of certain minorities.

### *Development of Educators' Competences*

- 9) **Involvement of faculties:** there is a lack of coordination between schools and academia. Such coordination should be developed to ensure GE is addressed in the training of educators.

### *Quality Support and Monitoring*

- 10) **Evaluation:** external evaluation and self-evaluation are available in both countries.

### *GE and non-formal education<sup>1</sup>*

- 11) **NGOs:** Organisations conducting non-formal education activities have been progressing in both States, although cooperation with the formal sector seems more advanced in Montenegro. NGO platforms in the fields connected with GE would be useful in both cases.

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<sup>1</sup> The notion of "non-formal education" covers a vast range of educational activities conducted outside the school system (formal education). Most of the time, non-formal education focuses on specific learning objectives. For more information, consult: Smith, M. K. (2001). 'What is non-formal education?', *the encyclopaedia of informal education*. [<http://infed.org/mobi/what-is-non-formal-education>]

## *GE and Media*

- 12) **Lack of awareness and coordination:** there is a lack of awareness of GE among journalists, although coordination between them and GE stakeholders (especially schools) could be fruitful.
- 13) **Divergence in focus:** whereas the Montenegro Seminar focused on how to promote GE through the media, the Seminar taking place in "the former Yugoslav Republic of Macedonia" put more weight on the interactions between the media and schools, which could help reach educational goals consistent with GE.



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