

# MONTENEGRO

1. National reporting on the progress achieved in the implementation of the United Nations Economic Commission for Europe (ECE) Strategy for Education for Sustainable Development offers a valuable opportunity for countries to learn from each other and to share newly produced resources and materials within and beyond the ECE region.
2. In preparation for the thirteenth meeting of the ECE Steering Committee on Education for Sustainable Development, countries are requested to fill in the questionnaire below, reporting on progress made and challenges encountered in implementing the selected three priority action areas since the twelfth Steering Committee meeting (Geneva, 20-21 April 2017).
3. Additional sub-section in this questionnaire refers to the alignment of the national strategies for ESD with the Global Action Programme on Education for Sustainable Development, contributing to the implementation of the 2030 Development Agenda in terms of achieving the SDG 4.7 on education and as an instrument to achieving all 17 SDGs.
4. Countries are kindly requested to submit this information in writing to the secretariat via e-mail (esd@unece.org) by **15 March 2018**.
5. The secretariat will review all the information submitted and deliver a synthesis presentation at the Steering Committee's thirteenth meeting. The presentation will be followed by an interactive discussion.
6. Recognizing the importance of celebrating champions of education for sustainable development, Steering Committee members are in particular invited to indicate if there are any outstanding initiatives on the implementation of the priority action areas in their countries that they wish to share and/or present. Countries might also wish to report on how the implementation of the national strategies for ESD contributes to the achievement of the Goal 4.7 and the 2030 Agenda at the national level, and also on mainstreaming gender aspect in the national ESD policies.

## **Questionnaire for 2018 informal country<sup>1</sup> reporting on the implementation of the three “vertical” priority action areas<sup>2</sup>**

### **Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017**

#### ***I. Priority action area (a)***

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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#### **1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?**

Yes  No  • *Please specify*

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<sup>1</sup> Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

<sup>2</sup> See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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*The ESD goals and principles have been implemented in the past decade as part of reform processes and solutions and are in line with Montenegro's national education and SD strategies and priorities.*

*In our formal education the ESD content is introduced in compulsory subjects, elective subjects, cross-curricular topics and extracurricular activities in all education levels.*

*The topics identified are the following:*

- 1. Climate Change,*
- 2. Green Economy (Food safety, food and sustainable agriculture; Forests; Energy sector; Technology; Tourism),*
- 3. Environmental Protection (Waste; Chemicals management; Noise pollution; Air; Acid rain; Water; Natural renewal and protection of environment (eco-remediation)),*
- 4. Sustainable Towns and Settlements (Raising awareness of values of space; rural patterns of living; Sustainable transport; Emergency action principles),*
- 5. Biodiversity,*
- 6. Health Education*
- 7. Education and Human Rights (Social, civic, multicultural education and peace education; Gender equality; European integrations (EU); Consumers education)*
- 8. Entrepreneurial Learning.*

*The cross-curricular topics have been implemented in the school work plan and entire curriculum, teachers' lesson plans, in the teacher and staff's professional skills development and training programs, inclusion of local community and wider public in creating the school culture as well as a united student, teacher, staff and local community engagement for a more dynamic and more successful school.*

*Apart from this, we have 15 ASPnet schools (Associated Schools Project Network - ASPnet), 9 of which are included in the program for the implementation of SD Goal 13 through entire curriculum.*

*Montenegro is a new country in the Eco-Schools network. We have been running this program since 2016 and there are 52 piloting schools. All of those schools implement whole school approach. It is very important to mention that we have total of 224 pre-primaries, primary and secondary schools in the country.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?**

Yes  No

- Please specify*

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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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*There are numerous training programs for teachers (CDP). Programs are accredited and published in the Catalogue of professional development of teachers. 40% of all Montenegrin teachers have participated in the training programs. Methodological guidance on the implementation of the ESD Goals has been also developed ([http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje\\_odrzivi\\_razvoj/](http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_odrzivi_razvoj/)).*

*In our educational institutions we are heaving first Green Flag awards in September this year.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?**

Yes  No

- *Please specify*

*That is difficult to estimate. All schools in Montenegro have ESD plans. For them it is the compulsory thing to have. Implementation was gradually spreading to all schools but it is evident that students and teachers who started implementing ESD programs at early stage have more activities in the area of environmental protection.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  No

- *Please specify and, if applicable, indicate the language and website address*

1. *Education for sustainable development in the area of activities for pre-school*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=212321&rType=2>)
  2. *Methodological guidelines for implementation of the program "Education for sustainable development in the area of activities in pre-school upbringing and education" (3-6 years).*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=226768&rType=2>)
  3. *EDUCATION FOR SUSTAINABLE DEVELOPMENT - inter-subject area in curricula – elementary school*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=172423&rType=2>)
  4. *EDUCATION FOR SUSTAINABLE DEVELOPMENT - inter-subject area in curricula – gymnasium (high school)*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=196095&rType=2>)
  5. *Methodological guidelines for the implementation of the program "Education for sustainable development"*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=241993&rType=2>)
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*Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019*

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6. *Green Pack*  
([http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje\\_o\\_drzivi\\_razvoj/obrazovanje\\_za\\_odrzivi\\_razvoj\\_zeleni\\_paket/](http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_o_drzivi_razvoj/obrazovanje_za_odrzivi_razvoj_zeleni_paket/))
7. *Green Pack Junior*  
([http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje\\_o\\_drzivi\\_razvoj/odrzivi\\_razvoj\\_zeleni\\_paket\\_junior/](http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_o_drzivi_razvoj/odrzivi_razvoj_zeleni_paket_junior/))
8. *School and the city / School4sity*  
([http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Rubrike\\_projekti\\_projekti\\_skola\\_i\\_grad/](http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Rubrike_projekti_projekti_skola_i_grad/))
9. *Awareness raising on the values of space through education*  
([http://www.zzs.gov.me/rubrike/projekti/projekti/rave\\_space/](http://www.zzs.gov.me/rubrike/projekti/projekti/rave_space/))
10. *Ecoremediations*  
([http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/naslovna\\_rubrike\\_projekti\\_projekti/](http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/naslovna_rubrike_projekti_projekti/))
11. *Educations in the area of emergency situations*  
([http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Obrazovanje\\_u\\_oblasti\\_vanrednih\\_situacija/](http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Obrazovanje_u_oblasti_vanrednih_situacija/))
12. *Healthy life styles*  
([http://www.zzs.gov.me/rubrike/projekti/projekti/zdravi\\_stil\\_ovi\\_zivota/](http://www.zzs.gov.me/rubrike/projekti/projekti/zdravi_stil_ovi_zivota/))
13. *Eco-Schools*  
(<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=255227&rType=2>)

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  No

- *Please specify*

*We measure impact of the action taken in this area through quality assurance process and various researches. We did not develop separate assessment of students' achievements, but it is a part of regular assessment in subject curricula.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):**

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## **II. Priority action area (b)**

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*Promoting the extension of education for sustainable development in teacher education and in the training of all educators*

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**1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators' initial training?**

Yes  No

- *Please specify*
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- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?**

Yes  No

- Please specify

*Teachers are participating to the number of seminars in order to improve their knowledge on implementation of ESD goals. All seminars/programmes are accredited by the National council for education and published in the Catalogue of the professional development of teachers (<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=253287&rType=2>). The Bureau for Education services has organised a lot of seminars about cross-curricular topics and new methodological approach. Also the seminars are organised by various stakeholders such as NGOs, universities, international organisations, teachers from other schools etc.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?**

Yes  No

- Please specify

*We didn't perform research on this topic. Quality assurance reports have shown that there are no significant differences.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?**

Yes  No

- Please specify and, if applicable, indicate the language and website address

1. *Methodological guidelines for the implementation of programme "Education for sustainable development" (<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=241993&rType=2>)*
2. *School and the city / School4sity ([http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Rubrike\\_projekti\\_projekti\\_skola\\_i\\_grad/](http://www.zavodzaskolstvo.gov.me/rubrike/projekti/projekti/Rubrike_projekti_projekti_skola_i_grad/))*

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  No

- Please specify

*Several assessments have been undertaken mainly by the international organisations on specific topics. Assessment on the level of implementation of education for sustainable development and impact of implementing*

*programmes within this initiative will be done through regular monitoring process of the National Strategy for Sustainable Development which have been adopted in July 2016. First report on the implementation of NSSD is expected in 2019 (and its preparation is expected during 2018).*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

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**III. Priority action area (c)**

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*Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy*

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**1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?**

Yes  No

- *Please specify*

*In TVET schools ESD goals have been implemented as cross-curricular topics through general educational curricula since school year 2016/17. TVET schools are included in ASPnet network and they are also participating on the pilot programme Eco schools. In some TVET schools existing environment protection as a separate subject.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?**

Yes  No

- *Please specify*

*Teachers from TVET have passed the same seminars as teachers in general education. All guidelines and other publications are accessible for the TVET teacher too.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?**

Yes  No

- *Please specify*

*We are not able to provide this information since we don't have database or other tool to follow students after they finished school.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**4. Are there any recently produced materials or resources that are accessible**

**to a wider audience (e.g., online)?**

Yes  No

- Please specify and, if applicable, indicate the language and website address

*We have provided link to all publicly available materials throughout the answers within this questionnaire (question 4; priority action area I).*

**5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?**

Yes  No

- Please specify

*Assessment on the level of implementation of education for sustainable development and impact of implementing programmes within this initiative will be done through regular monitoring process of the National Strategy for Sustainable Development which have been adopted in July 2016. First report on the implementation of NSSD is expected in 2019 (and its preparation is expected during 2018).*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):**

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**IV. Monitoring SDG 4 (Targets 4.7 and 4.a)**

*SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*

*Target 4.7: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."*

*Target 4.a: "Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"*

(Note: According the UNESCO methodology (see report "Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

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**1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using "sustainable development" language?**

Yes  No

- Please specify

*In our country have been adopted Sustainable Development Strategy and other related regulations. But we don't have common understanding in the country about SDGs.*

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- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**2. Is ESD reflected in your country's current education policy/ies and frameworks?**

Yes  No

- Please specify to what extent

*Cross-curricular topics are incorporated as a compulsory part in our current curriculum at all education levels.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**3. Is ESD reflected in your country's current school curricula?**

Yes  No

- Please specify to what extent

*Cross-curricular topics (SDGs) are incorporated as a compulsory part in current school curricula.*

- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

**4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?**

Yes  No

- Please specify to what extent

*ESD is reflected in the curriculum in the-service teacher training? All seminars/programmes are accredited by the National council for education and published in the Catalogue of the professional development of teachers (<http://www.zavodzaskolstvo.gov.me/ResourceManager/FileDownload.aspx?rId=253287&rType=2>).*

**5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)**

*The Bureau for Education Services has already established working group for improvement of cross-curricular topics according to new key competence proposal.*

(a) Knowledge

Yes  No

- Please specify

(b) Skills and competencies

Yes  No

- Please specify

(c) Values and attitudes

Yes  No

- Please specify

(d) Behaviours

Yes  No

- Please specify

(e) None

Yes  No

- Please specify
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(f) No information available

Yes  No

• *Please specify*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**6. Are the other core elements of the Target 4.7 part of education in your country?**

– Sustainable lifestyles

Yes  No

– Human rights

Yes  No

– Gender equality

Yes  No

– Promotion of a culture of peace and non-violence

Yes  No

– Global citizenship

Yes  No

– Appreciation of cultural diversity and of culture's contribution to sustainable development

Yes  No

Yes  No

• *Please specify*

*The topics identified are the following:*

1. *Health Education*
2. *Education and Human Rights (Social, civic, multicultural education and peace education; Gender equality; European integrations (EU); Consumers education)*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

**7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):**

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**8. Is Target 4.a (see above) part of education policy in your country?**

Yes  No

• *Please specify*

*Child, disability and gender sensitiveness as well as safe, non-violent, inclusive learning environment are built in postulates of our educational system.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your*
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*country on this topic*

**9. Is climate change education/environmental awareness mandatory at any level of education in your country?**

Yes  No

- *Please specify*

*The content of cross – curricular topics climate change in education is related to: reason for climate change, climate adaptation and global warming.*

*The content about climate and climate change are incorporated in regular subject as geography, physics, chemistry biology and similar.*

- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*