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Geneva, 3 and 4 May 2018

Item 6 of the provisional agenda

Preparations for the next (2017–2019) mandatory reporting cycle under the Strategy**Format for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (2017–2019)***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring progress in the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/BATUMI.CONF/2016/11, annex II, para. 4 (d)).

On 1 November 2018, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national or State level during the next implementation phase (2017–2019). The present document sets out the format for reporting (annex I). The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators for Education for Sustainable Development. The reporting format has been updated by the secretariat in consultation with the Bureau to meet the reporting needs of the current phase.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2019, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for monitoring the progress made since the previous implementation phases and setting future priorities for implementing the Strategy and is expected to be presented at the fourteenth meeting of the Steering Committee in 2019.

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Introduction

1. The present document presents a format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development for the next implementation phase (2017–2019). It was developed based on the procedure for the review of implementation of the Strategy contained in the draft workplan for 2017–2019 (ECE/CEP/AC.13/2018/3). The reporting format also takes into account the two previous reporting exercises in 2010 and 2014, the related reporting templates (ECE/CEP/AC.13/2009/10 and ECE/CEP/AC.13/2014/5, respectively) and the feedback from countries following those exercises on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of the current phase of the Strategy sets out the timeline for the reporting exercise in 2018 (*ibid.*, para. 46).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. In 2014, to reflect the requirements the third phase (2011–2015) of the Strategy's initial implementation period (2005–2015), in consultation with the Expert Group on Indicators the secretariat introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the implementation of education for sustainable development (ESD) after the third phase of implementation came to an end, countries were given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II of the first implementation period were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("Describe any assistance needed to improve implementation") was revised to read "Future implementation of education for sustainable development", focusing on priorities for the future ESD implementation framework.

5. In 2018, to reflect the requirements and priorities of the 2017–2019 implementation phase, outlined in the framework for the future implementation of the Strategy (ECE/BATUMI.CONF/2016/11), in consultation with the Bureau, the secretariat has introduced the following changes to the 2014 reporting template developed by the Expert Group:

(a) The tables with ISCED levels provided in the “yes/no” part of indicators 1.2.2, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1 and 4.2.2 have been updated to reflect the growing interest in technical and vocational education and training by adding the relevant ISCED programme orientation category for vocational education, as follows: 25. Lower secondary vocational education; 35. Upper secondary vocational education; 45. Post-secondary non-tertiary vocational education; 55. Short-cycle tertiary vocational education. Similarly, the tables containing a breakdown by ISCED levels provided in appendixes I (a), (b) and (c) and appendix III have been also updated with the inclusion of these additional levels 25, 35, 45 and 55 for vocational education. Countries are invited to assess these levels if they have relevant information and data. Additional change was proposed during the thirteenth meeting of the Steering Committee (3-4 May 2018): where appropriate, the tables with ISCED levels have been updated by adding one option for the answer “9. No information available”;

(b) The title of indicator 1.3 “National policies support synergies between processes related to sustainable development (SD) and ESD” has been revised to read “National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD”;

(c) A new sub-indicator 1.3.1 “Does your country have a stand-alone ‘sustainable development’, ‘global understanding’, ‘international understanding’ policy, plan or law in place, in each case using ‘sustainable development’ language?” has been added;

(d) Former sub-indicator 1.3.1 “Is ESD part of SD policy(ies) if these exist in your country?” has been renamed as sub-indicator 1.3.2;

(e) A new sub-indicator 2.4.2 “Which of the following dimensions of learning is your country planning to reinforce in student assessment or examinations in the next five years, in relation to ESD?” has been added, which includes the following options for an answer: (a) Knowledge; (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; and (f) No information available;

(f) Issue 9 of the 2014 reporting template (“Future implementation of education for sustainable development”) has been revised to read “Describe any assistance needed in implementing the Strategy in your countries”, as the political mandate for the future implementation of the Strategy has since been agreed at the High-level Meeting of Education and Environment Ministries in 2016;

(g) Appendix I (a) has been revised and several new themes have been added to the listing of proposed themes, as follows: “Sustainable lifestyles”; “Gender equality”; “Oceans and sea”; “Renewable energy”; “Sustainable cities and communities”; and “Culture’s contribution to sustainable development”. Also, several themes have been revised as follows: “Ethics and philosophy” has been revised to read “Environmental ethics and philosophy”; “Citizenship, democracy and governance” has been revised to read “Global citizenship, democracy and governance”; “Environmental protection (waste management, etc.)” has been revised to read “Environmental protection (waste management, environmental monitoring, risk assessment, etc.)”; “Climate change” has been revised to read “Climate change and desertification”; and “Economics” has been revised to read “Economic growth and good jobs”.

6. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national or State level;

(b) Although the “yes/no” part of sub-indicators was required to be reported on in the initial phase I (2007) and the “descriptive” part in phase II (by 2010) and phase III (by 2015), countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country’s progress in implementing the Strategy for ESD;

(c) Thirty-eight member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Batumi in 2016. Thirty-six member States submitted national implementation reports for the Environment for Europe Ministerial Conference in Belgrade in 2007, and 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of their most recent report for 2018;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) The deadline for submission of reports to the secretariat, taking into account United Nations document management procedures, is 1 November 2018;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2019, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the fourteenth meeting of the Steering Committee in 2019;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

7. The key documents for the preparation of the 2018 national implementation reports include the following:

(a) The UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/3/Rev.1);

(b) The format for reporting presented in annex I to the present document;

(c) The guidance for reporting on the implementation of the UNECE Strategy for Education for Sustainable Development (ECE/CEP/AC.13/2009/5);

(d) The first progress report on the implementation of the Strategy (2005–2007), “Learning from each other: achievements, challenges and the way forward” (ECE/BELGRADE.CONF/2007/INF/3-ECE/CEP/AC.13/2007/2 and Add.1 and Corr.1);

(e) The second evaluation report on the implementation of the Strategy (2008–2010), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2012/3);

(f) The third evaluation report on the implementation of the Strategy (2011–2015), “Learning from each other: achievements, challenges and ways forward” (ECE/CEP/AC.13/2016/3);

(g) The publication: *Ten Years of the UNECE Strategy for Education for Development — Evaluation Report on the Implementation of the UNECE Strategy for Education for Sustainable Development from 2005 to 2015* (ECE/CEP/179).

8. A proposed timeline for reporting is provided in annex II to the present document.

Annex I

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Implementation phase: 2017–2019

The following report is submitted on behalf of the Government of [Montenegro](#) in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report: [Nevena Cabrilo](#) and [Aneta Kankaras](#)

Signature:

Date:
26 November 2018

Full name of the institution: [Bureau for Education Services and Ministry for Sustainable Development and Tourism](#)

Postal address: [Vaka Djurovica bb, 81 000 Podgorica](#)

Telephone: [+382 20 408 939](#); [+38267615614](#); [+382 20 446 388](#)

Email: nevena.cabrilo@zss.gov.me; aneta.kankaras@mrt.gov.me

Website: www.zss.gov.me; [Ministry of Sustainable Development and Tourism](#)

Contact officer for national report (if different from above):

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

Governmental institutions (please specify) Bureau for Education Services, Ministry of Sustainable Development and Tourism and Ministry of Education, VET Centre; Ministry of Economy, Directorate for Development of small and medium sized enterprise

Stakeholders: One of the main contributors were educational institutions and international organization such as REC Montenegro and UNDP

NGOs (please specify): The main NGOs ESD projects are included in this report.

Academia (please specify) _____

Business (please specify) Nacional partnership for entrepreneurial education

Other (please specify) All faculties actively participated during preparation this Report.

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

Preparation of this Report was a great challenge for Montenegro. The main obstacles were connecting between all stakeholders to obtain needed information and data. Process of preparation of the Report was done according to the Guidelines we received from the Steering Committee for the UNECE Strategy for ESD.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces). The National strategy for sustainable development of Montenegro until 2030 represents a long-term development strategy of Montenegro which sets out solutions for sustainable management of four groups of national resources: human, social, natural and economic ones, which are set as priorities of the overall sustainable development of the Montenegrin society. In terms of objective and integrated consideration of sustainability of national development, Montenegro has been one of the first countries in the world to fully embrace and integrate into its system the United Nations' requirements set out in the 2030 Agenda for Sustainable Development of the United Nations.</i></p> <p>UNECE Strategy is available in Serbian and Croatian languages. These languages are similar to the Montenegrin language.</p>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national ² language(s)?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify languages.</i>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>If yes, please specify in which ministry(ies)/department(s) the focal point(s) is(are) located.</i> We have two focal points: representative of the Bureau for Educational Services and Ministry of Sustainable Development and Tourism
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> We have a coordinating body for implementation of ESD which consists of representatives from different institution: Bureau for Education Services, Ministry of Education, VET Centre, Ministry of Sustainable Development and Tourism, UNDP and REC - office in Podgorica.
Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i>

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to "national" apply to "State", as appropriate. In this context, "data at the national level" means aggregated data received from sub-State entities.

	<i>The National Strategy for Sustainable Development of Montenegro until 2030</i> has been prepared together with Action plan. The UNECE Strategy is not directly included in this plan, but the ESD is included in the SDG 4 - Quality Education through targets and set of indicators, especially through target 4. 7.
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the Global Action Programme on Education for Sustainable Development as follow-up to the United Nations Decade of Education for Sustainable Development after 2014, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify and list major documents.</p> <p><i>National Strategy for Sustainable Development of Montenegro until 2030</i> in the aim 4 quality education, proposes achievement all SDGs.</p> <p>In our formal education the ESD content is introduced as cross-curricular topics in all education levels. The topics are similar as proposed topics in ECE ESD process, the Global Action Programme on Education for Sustainable Development and the United Nations Decade of Education for Sustainable Development.</p> <p>The topics identified are the following:</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1. <i>Education for Sustainable development in pre-school school education and care (from 3 to 6 years old kids)</i> 2. <i>Education for sustainable development – cross-cutting issue in the curriculum for the primary and upper secondary educations</i> 3. <i>Education for sustainable development – cross-cutting issue in the curriculum for the secondary educations</i> 4. <i>Catalogue of teacher training programs</i> (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016/18) 5. <i>Catalogue of teacher training programs in VET</i> (2014, 2015, 2016, 2017, 2018) <p>Higher education in Montenegro offers programmes related to the environment and sustainable development.</p>

³ See A/69/76.

Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify and list any major document(s).</p> <ul style="list-style-type: none"> – <i>National Strategy for Sustainable Development of Montenegro until 2030</i> – General Law on Education (OG No. 064/02 od 28.11.2002, 031/05; 18.05.2005, 049/07; 10.08.2007, 004/08; 17.01.2008, 021/09; 20.03.2009, 045/10 od 04.08.2010, 073/10; 10.12.2010, 040/11; 08.08.2011, 045/11; 09.09.2011, 036/13; 26.07.2013, 039/13; 07.08.2013, 044/13; 20.09.2013, 047/17; 19.07.2017); – Law on Preschool Education and Care (OG No. 064/02; 28.11.2002, 049/07; 10.08.2007; 080/10; 31.12.2010, 040/11; 08.08.2011, 040/16; 30.06.2016, 047/17; 19.07.2017); – Law on Primary Education (OG No. 064/02; 28.11.2002, 049/07; 10.08.2007, 045/10 od 04.08.2010, 040/11; 08.08.2011, 039/13; 07.08.2013, 047/17; 19.07.2017); – Law on High School (OG No. 064/02; 28.11.2002, 049/07; 10.08.2007, 045/10; 04.08.2010, 073/10; 10.12.2010, 039/13; 07.08.2013, 047/17; 19.07.2017); – Law on Vocational Education (OG 64/2002, 49/2007, 45/2010 39/2013; 47/2017.); – Law on the Adult Education (OG 64/02, 49/07; 45/10; 45/11; 47/17). – Law on Higher Education (OG No 044/14, 052/14, 047/15, 040/16, 042/17) – <i>Strategy of Inclusive Education in Montenegro(2014-2018)</i> – <i>Vocational Education Development Strategy in Montenegro 2015-2020</i> – <i>Adult Education Strategy of Montenegro 2015-2025</i> – <i>Action plan: Integration of sustainable development into educational system</i> – The Educational Curriculum (ISCED0, ISCED1, ISCED2, ISCED3) (compulsory and elective subjects) http://www.zzs.gov.me/naslovna/programi – <i>Education for Sustainable development in pre- school education and care (from 3 to 6 years old kids)</i> – <i>Education for sustainable development – cross-cutting issue in the curriculum for the primary and upper secondary educations</i> – <i>Education for sustainable development – cross-cutting issue in the curriculum for the secondary educations</i> – <i>Methodological instruction for curriculum implementation Education for Sustainable Development, Bureau for Education Services, REC- Office in Montenegro, Podgorica, 2015.</i> – <i>Methodological instruction for implementation of curricula - Education for Sustainable Education within Activities of Pre-school Education (age 3 to 6), Bureau for Education Services, REC- Office in Montenegro, Podgorica, 2015.</i> – <i>Catalogue of teacher training programs</i> (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016/18) – <i>Catalogue of teacher training programs in VET</i> (2014, 2015, 2016, 2017, 2018)

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards, ordinances or requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify details for (a) and (b).</i></p> <p>a)</p> <p>In the <i>National Strategy for Sustainable Development of Montenegro until 2030</i> are defined achievements for all SDGs in accordance with the Agenda 2030.</p> <p>The <i>Action plan</i>: Integration of sustainable development into educational system was the basic document in line with which have been developed all activities which lead to achieve ESD goals in Montenegrin education system. This Action plan has created conditions for the plan of introduction of sustainable development contents, to define and connect activities of educational institutions in the area of implementing sustainable development into educational system. Action plan is brought in line with principles and goals of UNECE Strategy, National Strategy for Sustainable Development, as well as with those principles and goals given in the key documents of educational reform implementation.</p> <p>General Law on Education (OG No. 064/02 od 28.11.2002, 031/05; 18.05.2005, 049/07; 10.08.2007, 004/08; 17.01.2008, 021/09; 20.03.2009, 045/10 od 04.08.2010, 073/10; 10.12.2010, 040/11; 08.08.2011, 045/11; 09.09.2011, 036/13; 26.07.2013, 039/13; 07.08.2013, 044/13; 20.09.2013, 047/17; 19.07.2017);</p> <p><i>The Law of Inclusive Education</i> and <i>Strategy of Inclusive Education in Montenegro (2014-2018)</i> and another educational laws have been included in the <i>National strategy for sustainable development of Montenegro until 2030</i> through strategic goal 1. 3 Ensure inclusive and quality education and promote lifelong learning opportunities for all. There have been proposed different measures as follows: Ensure comprehensive, inclusive and quality pre-primary education SDG 4 (4.2 and 4.a); Promote primary and secondary education SDG 4 (4.1, 4.4, 4.6, 4.7, 4.b); Promote educational and scientific component in higher education SDG 4 (4.3, 4.4, 4.c), SDG 8 (8.3); Promote the conditions for lifelong learning, informal education and education for adults, focusing on vulnerable groups SDG 4 (4.5)</p> <p>b)</p> <p>One of the important goals of education in Montenegro is to develop learner’s personality, through regular education system, to respect, appreciate, understand and implement main principles of sustainable development. From the perspective of overall context of our education system, its flexibility and openness, integration of sustainable development goals in curricula contributes greatly to increase of awareness of children on ecologic state of Montenegro concept which is to be harmonized with economic and social development.</p>

⁵ See <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>.

	<p>Education for Sustainable Development concept has been present within the existing curriculum until 2012 primarily through mandatory and optional subjects, mandatory optional contents and extracurricular activities. Cross-curricular areas have been defined, aiming at redirecting and implementing stronger model of Education for Sustainable Development in pre-school education, primary school education and secondary school education including VET schools, which contribute to integrative approach of general education, as well as, provide more correlation between contents of different subjects and subject areas thus enabling development of key competences of learners.</p> <ul style="list-style-type: none"> – <i>Education for Sustainable development in pre – school education and care (from 3 to 6 years old kids)</i> – <i>Education for sustainable development – cross-cutting issue in the curriculum for the primary and upper secondary educations</i> – <i>Education for sustainable development – cross-cutting issue in the curriculum for the secondary educations</i> <p>In new curricula in VET schools, in addition to reaching key competencies through professional and elective modules from any area, dedicated election modules have been developed to reach key competencies that relate to the Global Education Recommendations</p> <p>Students of the four-year vocational schools should also gain the knowledge required to achieve the curriculum goal related to taking responsibility for the natural and social environment. This knowledge should be developed through both the general and the specific and more profound profession-related subjects.</p> <p>For students in three-year vocational education, special attention is given to practical on-the-job training. This involves a certain number of courses through which students gain the practical knowledge and skills necessary for doing certain jobs. Nevertheless, environmental protection and sustainable development is also to be included in the job training.</p> <p>Higher education</p> <p>Higher education in Montenegro offers programmes related to the environment and sustainable development. At the University of Montenegro, the Faculty of Metallurgy and Technology offers applied and specialist study programmes on Environmental Protection, as well as specialized postgraduate and master’s programmes in Chemical Technology, including a module on ecology.</p> <p>The Faculty of Natural Sciences and Mathematics offers masters and doctoral programmes in Biology as well as specialized, one-year programmes in Ecology, Environmental Protection, and Experimental Biology and Biotechnology. The Faculty for Food Technology, Food Safety and Ecology of the private University of Donja Gorica offers training on sustainable food production. In this University on the faculty Polytechnic offers programs Entrepreneurial educations and Environmental Economics and Sustainable Development for Non-Economists.</p> <p>Sustainable development is also taught in various programmes at other institutions. The Faculty of Tourism at the private Mediterranean University of Montenegro, for example, includes sustainable development among the key areas to be studied</p> <p>Faculty of Architecture offers postgraduate specialized and master’s programmes related to sustainable development: Protection and revitalization of built heritage; Ecology of urban units; Protection and revitalization of architectural heritage and Techniques of</p>
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built heritage protection

Teacher Training Department (at the Faculty of Philosophy, University of Montenegro) offers several obligatory subjects that are in the area of sustainable development, e.g. Interdisciplinary Basics of Sciences (subject in the first semester) is dealing with Biodiversity, Environmental Protection (both are recognized in the subject learning outcomes); Geography (subject in the second semester) deals with Climate Change, while Methodology of Teaching Sciences and Social Sciences (VI, VII, and VIII semester) has different contents connected with the education for sustainable development. The last subject area, among others, also includes contents (and LOs) in teaching and learning Green Economy, Entrepreneurial Learning, Education and Human Rights etc. This department is strongly devoted to Education and Human Rights – many obligatory subjects are dealing with gender issues, equality, multiculturalism, and democratic culture as a principle of a modern society.

Department for Geography (Faculty of Philosophy) is strongly devoted to sustainable development, and that's one of the central topics of this department. The most visible elements of ESD are: Climate Change(s), Green Economy, Environmental Protection, and Biodiversity.

Faculty of Philosophy has master's program in Early Childhood Education and Care where students learn about ESD through separate subject Education and care for sustainable development in pre-primary education and many extracurricular activities devoted to ESD. For example, this Faculty has been involved as a pilot institution in the process of testing indicators for democratic culture during 2016. Namely, CoE developed new model of competences for CDC and HRE, and Faculty of Philosophy was the main HEI in Montenegro that implemented this pilot programme – there were several workshops about Education and Human Rights, and that's a part of ESD.

Please also fill in the table by ticking (✓) as appropriate.

ISCED levels 2011	(a)	(b)
	<i>Yes</i>	<i>Yes</i>
0. Early childhood education	✓	✓
1. Primary education	✓	✓
2. Lower secondary education	✓	✓
25. Lower secondary vocational education	✓	✓
3. Upper secondary education	✓	✓
35. Upper secondary vocational education	✓	✓
4. Post secondary non-tertiary education	✓	✓

	45. Post-secondary non-tertiary vocational education	✓	✓
	5. Short-cycle tertiary education		
	55. Short-cycle tertiary vocational education		
	6. Bachelor's or equivalent level	✓	✓
	7. Master's or equivalent level	✓	✓
	8. Doctoral or equivalent level		
	9. No information available		
We don't have Short-cycle tertiary education and Short-cycle tertiary vocational education			

Sub-indicator 1.2.3	Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Please specify.</p> <p>Efforts have been made to develop and introduce new curricula for adults with the aim of establishing an education system that will guarantee lifelong training possibilities which, in turn, should support economic and social development.</p> <p>As with formal education, informal education requires the development of training programs incorporating the aspects of sustainable development, as well as the adequate preparation of teachers (Catalogue of teacher training programs (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016/18).</p> <p>At the moment, offer is not regionally harmonized (in respect to Podgorica, far less programs for youth are organized in northern municipalities of Montenegro), while standards and quality control for trainings, seminars, workshops and programs offered by NGO and business sector are inexistent (this does not refer to adult non-formal education programs, which are regulated by law). Also, it is necessary to recognize so-called “soft” skills and experiences of youth acquired through non-formal education programs organized by different education providers in the country and abroad.</p> <p>The National Strategy for Sustainable Development of Montenegro until 2030 recognizes non-formal and informal education in the thematic area Improvement of human resource status and strengthening social inclusion whith in Strategic goal 1.3 Ensure inclusive and quality education and promote lifelong learning opportunities for all in accordance to Measures 1.3.4 Promote the conditions for lifelong learning, informal education and education for adults, focusing on vulnerable groups SDG 4 (4.5).</p> <p>Montenegrin <i>Adult Education Strategy of Montenegro 2015-2025</i> develops the procedures prescribed by the Law on Adult Education. The Strategy provides the guidelines which Montenegro will tend to implement in the following decade in adult education sector.</p> <p>In order to implement Adult Education Strategy, the Government of Montenegro will adopt a four-year “Adult Education Plan” in compliance with law. Based on the Plan, the Ministry of Education, upon the proposal of the VET Centre, adopts Annual Adult Education Plan, for each self-government unit with defined activities, implementers and funds needed for their implementation.</p> <p>Adult education and learning represent a significant component of life-long learning process which unifies different forms and programs of formal education, non-formal, informal and self-directed learning. This area of learning comprises various contents – literacy and general (key and generic) skills, vocational education and training contents, family, civic, environmental, media, leisure education and numerous other areas whose priorities depend on specific needs of each country.</p> <p>In order to achieve the goals of the Strategy, defined priorities are based primarily on strategic directions of development of the overall education system of Montenegro.</p>

	<p>Priority goals identified in this Strategy are the following:</p> <ol style="list-style-type: none"> 1. Increase social inclusion of adult citizens through life-long learning activities; 2. Improve knowledge, skills and competences of adults for employability, mobility on the labour market and competitiveness; 3. Increase competences of adults in view of achieving faster economic growth; 4. Establish quality assurance system in adult education; 5. Ensure flexible and sustainable adult education system.
Sub-indicator 1.2.4	Is public awareness in relation to ESD addressed in relevant national document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The <i>National Strategy for Sustainable Development of Montenegro until 2030</i> highlights public awareness in the different thematic area within measures as well as: 2.1.1 Ensure prerequisites for healthy development of individuals within their families SDG 3 (3.1, 3.2,3.7), SDG 5 (5.2, 5.3 and 5.6), SDG 8 (8.7), SDG 16; 3.6.1 Improve the understanding of hazard risks, SDG 11 (11.b), SDG 13 (13.1, 13.3), SDG 16 (16.6); 3.6.4 Improve readiness for response to emergencies and restoration through recovery, rehabilitation and reconstruction, SDG 3 (3.d), SDG 11 (11.5, 11.b), SDG 13 (13.3); 3.6.5 Strengthen capacities for adaptation to climate change, SDG 1 (1.5), 2 (2.4), SDG 11 (11.b), SDG 13 (13.1, 13.2, 13.3, 13.a, 13.b); 4.1.1 Build capacities, improve education and raise public awareness about climate change and measures for mitigation of their effects, SDG 2 (2.4), SDG7 (7.a), SDG 9 (9.2), SDG 12 (12.5), SDG 13 (13.2, 13.3), SDG 15 (15.b) and SDG 17 (17.3, 17.7, 17.9); 4.3.5 Improve application of penalty policy into waste management system and raise public awareness about the importance and advantages of sustainable waste management SDG 6 (6.b), SDG 12 (12.6, 12.8), SDG 17 (17.14, 17.19)</p>
Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The National Council for Sustainable Development and Climate Change and Integrated Coastal Zone Management. - Advisory body to the Government of Montenegro on the issues of sustainable development, chaired by President of Montenegro.</p> <p>Composition and functions of the National Council enable its functioning in the context of:</p> <ul style="list-style-type: none"> – strengthening inter-sectoral coordination among departments in the Government of Montenegro with the aim to achieve compliance of public policies with sustainable development policy; – encouraging cooperation of competent national and local authorities with the aim to achieve compliance of public;

⁶ Between State bodies.

	<ul style="list-style-type: none"> – policies with sustainable development policy and relevant policies at local level of acting; – initializing more intense participation of business sector in implementation of public policies; – participation of non-governmental sector in shaping and harmonizing public policies with sustainable development goals.
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>The <i>National Strategy for Sustainable Development of Montenegro until 2030</i> in the chapter 2.5. Governance for sustainable development defines measures for establishment of institutional and strategic framework for sustainable development.</p> <p>In the Catalogue of Teacher Training Programmes which is approved by the Ministry of Education have been accredited teacher training programs which were proposed by the different educational bodies (Faculty, Educational institutions, NGO ...). Catalogue is one of the important ways for CPD.</p> <p>Faculties and other responsible educational institutions participate in the process of designing curricula.</p>
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Importance of ESD is recognized by the Bureau for Education that includes special financial lines in budget for developing of curricula and teacher training programs, providing consulting services in the schools, guidelines for the teachers, as well as paying participation for the Eco School network.</p> <p>Municipalities, NGOs and International organizations have supported ESD through teacher training, development of didactical material, building green roofs, green gardens, green classrooms and similar activities.</p> <p>VET Centre is partner in the implementation of Eco School programme.</p>
Indicator 1.3 National policies support synergies between processes related to the Sustainable Development Goals (SDGs), sustainable development (SD) and ESD	
Sub-indicator 1.3.1	Does your country have a stand-alone “sustainable development”, “global understanding”, “international understanding” policy, plan or law in place, in each case using “sustainable development” language?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>Montenegro has expressed political decision in terms of sustainable development of the society and has established institutional framework necessary for the functioning of management system for sustainable development. With the constitution from 1992, then the Constitution from 2007, Montenegro opted for the</p>

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

	<p>development based on sustainable development principles. Constitutional decision was followed by a set of activities directed towards the establishment of institutional and strategic frameworks for sustainable development.</p> <p>National Strategy for Sustainable Development of Montenegro until 2030 is an umbrella policy document for future development of Montenegro. It was adopted by Montenegrin Government in July 2016, integrating entirely the UN Agenda 2030 for Sustainable Development.</p>
Sub-indicator 1.3.2	Is ESD part of SD policy (ies) if these exist in your country?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>In the <i>National Strategy for Sustainable Development of Montenegro until 2030</i>, as previously explained.</p>
<i>Concluding remarks on issue 1</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> <p>In Montenegro has been established institutional and strategic framework for sustainable development. There are in place several coordination bodies such as National Council for Sustainable Development and Climate Change and Integrated Coastal Zone Management, Coordination body for implementation of National Strategy and Coordination body for ESD. Concrete activities of these bodies helped ESD to be more visible in practice.</p> <ul style="list-style-type: none"> – <i>What challenges did your country encounter when implementing this objective?</i> <p>Full implementation of strategic documents in this field as well as inter-sectoral cooperation of institutions in charge for implementation of ESD.</p> <ul style="list-style-type: none"> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>It is expected to develop new and improve existing mechanisms for full implementation of education for sustainable development.</p>
Issue 2. Promote SD through formal, non-formal and informal learning	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>Educational system is a basis and key factor for achieving economic development, ecologic vision and social cohesion in Montenegro. One of important goals of education is development and forming of learners personality, through regular education system (preschool, elementary school, high school, adult education and Higher education), who will respect and value, understand and implement in the future basic principles and accepted concept of sustainable</p>	

development in Montenegro.

Education system task is to develop necessary awareness of population for preservation of natural resources and their sustainable use.

The ESD is being implemented in the Montenegrin education system, from developing the key SD strategies at governmental level to implementing the ESD goals in schools as part of our reform processes.

The ESD content is included in compulsory subjects, elective subjects, cross-curricular topics and extracurricular activities. The goal is to increase the percentage of these topics in all education programmes and activities. In order to make improvements, we have designed and implemented the cross-curricular topics for all education levels. Eight cross-curricular topics have been defined keeping with Montenegrin priorities, tradition and commitments, with full respect of international strategic documents in the field of sustainable development (UNECE Strategy, Global Education Agenda 2030, and Global Action Programme for ESD). The preconditions for successful achievement of ESD goals are: inclusion of cross-curricular topics in the school work plan and full curricula, in the teacher and staff's professional skills development and training programmes, local community and wider public create the school culture and students, teachers, staff and local community united engage for a more dynamic and more effective school.

Several Methodological guidelines for education for sustainable development, especially for implementing cross-curricular topics in education have been produced.

The teacher and school management training programs have been developed and delivered and more than 25% teachers out of all have passed the training courses. All teachers now implement cross-curricular topics trough compulsory subjects and extracurricular activities (and are included in the annual school plan, teacher annual plan, teaching lesson plan, CPD plan).

Montenegro is a new member in the Eco-school network, since 2016. So far, there are actually 50 registered piloting schools, which make a good 20% out of all schools in Montenegro. 17 educational institutions obtained Green Flag Award and acquired the status of International Eco-School in September 2018.

Within the project: EPALE, National Support Service of Montenegro, supported by the European Commission and implemented through Erasmus+ program in Montenegro, the VET Centre created a publication entitled: Adult Education in Montenegro – the Role of NGOs.

The goal intended to be achieved by this publication is the provision of information to the citizens of Montenegro regarding the activities of NGOs and the possibilities to get involved in various non-formal education programs for the purpose of personal development and enhancement.

The publication contains information on NGOs which implement the activities/programmes in adult education area, the role of NGOs in social communities and types/sectors of activity.

One of particularly important areas of activity of NGOs in Montenegro is sustainable development, so the publication contains data on NGOs which implement the activities and programs of non-formal education in this area.

One of the goals of the publication is the affirmation of activities of NGO sector in the area of adult education, as well as the provision of recommendations and guidelines for active involvement of NGOs in a single national system of adult education and learning.

Higher education in Montenegro offers programmes related to the environment and sustainable development on the ISCED 6/7.

Indicator 2.1 SD key themes are addressed in formal education

Sub-indicator 2.1.1	Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are</i></p> <p>In our formal education ISCED 0/1/2/3/4 the ESD content is introduced in compulsory subjects, elective subjects, cross-curricular topics and extracurricular activities in all education levels.</p> <p>The topics identified are the following:</p> <ol style="list-style-type: none"> 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. <p>Contents of ESD are implemented in the primary program respecting age and developmental capacities of children from 3 to 6 years of age. Correlation of knowledge, skills and values perform through themes such as Healthy Life Styles, Safety, Looking after Others, Environment and Basic Economic Principles</p> <p>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.</p> <p>In the previous two years, the VET Centre developed 26 modularized curricula, out of which 10 have been implemented since academic 2017/2018, while 16 curricula will be implemented since academic 2018/2019. All modules in curricula ensure the attainment of key competences, as well as the manner how to develop certain key competences in specific module. The curricula contain a range of modules through which the students are able to familiarize with sustainable development:</p> <ul style="list-style-type: none"> • Environment and environmental protection • Entrepreneurship • Cultural-historical heritage of Montenegro • Tourism and sustainable development

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

- Energy efficiency
- Alternative electricity sources
- Protection at work and environmental protection
- Urbanistic planning and design

Key environmental programmes and subjects at the University of Montenegro

Study programme	Environmental subjects
Applied study on Environmental Protection	Principles of Environmental Protection Legal Aspects in Environmental Protection Environmental Impact Assessment Waste Management Water Management Protection of Soil and Air Remediation
Specialist study on Environmental Protection	Cleaner Technologies Modelling in Environmental Protection Environmental Monitoring Design and Planning in Environmental Protection
Postgraduate specialized and master's programme in Chemical Technology	Pollution and Environmental Degradation Technology of Environmental Protection Environmental Protection in the Process Industry
Faculty of Architecture Postgraduate specialized and master's programme	Protection and revitalization of built heritage Ecology of urban units Protection and revitalization of architectural heritage Techniques of built heritage protection
Faculty of Philosophy Masters programme in Early Childhood Education and Care	Education and care for sustainable development in pre-primary education
Faculty of Polytechnics Bachelor's programme	Environmental Economics and Sustainable Development for Non-Economists.

Please update the table in appendix I (a) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
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	<div style="border: 1px dashed black; padding: 2px; display: inline-block;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div>
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹⁰ /programme of study at various levels of formal education?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p>Montenegrin educational system is going through systemic changes in recent years as an answer to social reality which asks for changes in education, its adjustment and cooperation with other countries in the region and wider. One of very important aims of the ongoing educational reform in Montenegro is to produce, through education system, such personalities that will respect and in future appreciate, understand and implement basic principles and adopted concept of sustainable development in Montenegro.</p> <p>Learning outcomes of education for sustainable development mostly match with general objectives of the concept of education in Montenegro, which should enable pupils to actively participate and contribute to social, economic and cultural development of their country, each place, but also the whole planet as well.</p> <p>Learning outcomes that support ESD are addressed explicitly in the curriculum in all education levels troughs cross-curricular topics. There are defined specific learning outcomes for every topics separately. The most important of them are the following: Student will be able to:</p> <ul style="list-style-type: none"> – Critically investigate issues, – Analysing, synthetize, interpret and evaluate data, – Considering and evaluating of social, economic and cultural reality deal with more complex problems, – Analysing proposed solutions, evaluate their potential consequences and effects, – Explaining mutual relations connecting social, economic, cultural and natural dimension of life, – Making informed decisions and act according to them, – Encouraging combine ideas with undertake concrete steps, – Expressing knowledge on understanding world development, – Involving in actions leading to development of abilities for resolving complex challenges for the benefit of sustainable solutions, – Finding their own values, – Shows develop systematic approaches,

¹⁰ Idem.

- Responding with application of learnt,
- Exploring correlations between traditional and innovative approach,
- Identifying the importance and measures of energy efficiency and its role in sustainable development system,
- Analysing the possibility for the increase of energy efficiency in the production, transmission and distribution of electricity,
- Analysing the manners of exploitation of solar energy for the production of electricity,
- Analysing the manners of exploitation of wind energy for the production of electricity,
- Assessing the impact and significance of ethnographic values of Montenegro to its culture development,
- Conducting preparatory activities for the creation of planning documents,
- Elaborating the plan of surface purposes and divide the territory to planning units,
- Developing environmental awareness via getting to know sustainable tourism development.

After finishing obligatory education students will be able to: understand and to accept the own personality and the others, recognized and respecting differences, and participation in group, development of capacity for the identification of emotions, and the encouragement of the emotional experiencing and expressing, promotion of curiosity, exploring spirit, imagination and intuition, as well as the development of the thinking, provide the possibility for complete individual development regardless of the sex, age, social and cultural background, national and religious affiliations and of physical and psychological structure, meet needs, interests, wishes and ambitions of individuals for lifelong learning, develop the awareness, the need and the capabilities for the maintenance and the improvement of human rights, legal state, of natural and social environment, of multiethnic and diversity, enable individuals the involvement and participation in all levels of work and activities in line with their capacities, develop the awareness on national affiliation, culture, history and tradition, facilitate the involvement into the process of European integrations, acting with positive attitude concerning the nature and environmental protection.

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Some examples of learning outcomes are presented in the following.

Faculty of Metallurgy and Technology

Applied study on Environmental Protection

After completing the study, the student will be able to:

- Know the processes in nature in aims to protect water, air and land and technological processes as sources of environmental pollution;
- Defines the control of industrial waste streams and waste streams (water, waste gas and waste);
- Analyzes the causes of global warming of the atmosphere, destroying the ozone layer and the appearance of acid rain
- Know the equipment and laboratory methods to be applied in the analysis of physical and chemical tests of water, air and soil samples;
- Recommends methods for proper disposal, storage and recycling of waste;
- Apply basic knowledge in water management;
- Recommends radiation and noise protection measures in the environment;
- Solves rehabilitation and revitalization problems through various remedial, biological, physical-chemical and thermal methods;
- Knows goals and principles of standardization, standards in the field of protection environment and system of environmental management.

Environmental subjects - Technology as source of pollution

Learning outcomes: After passing the exam, student will be able to: 1. Differentiate and make a rational use of raw materials, 2. Explain the treatment and use of natural fuels, 3. Differentiate air-based and hydraulic binders, 4. Explain the technology for obtaining NaCl from sea water, 5. Explain the environmental pollution coming from Bayer process and electrolysis of aluminium, 6. Differentiate the waste from aluminum industry and its environmental influence, 7. Define the possibilities of reuse and recycling of aluminum waste, 8. Explain the technologies for obtaining iron and steel, 9. Define negative environmental influence of iron and steel technologies.

Faculty of Architecture offers different postgraduate specialized and master's programmes:

Protection and revitalization of built heritage with following learning outcomes:

It is expected that students after passing the exam Protection and revitalization of built heritage have knowledge of: 1. Principles and methods of protection of architectural heritage and its use in modern purposes; 2. Classification and valorisation of architectural heritage; 3. The general principles and objectives in the application of technical protection of the architectural heritage; 4. The possibilities and forms of contemporary revitalization.

Ecology of urban units with following learning outcomes:

It is expected that the student after passing the exam Ecology of urban units: 1. To know the principles, criteria and planning models, adjusted to local conditions of natural and built environment; 2. To have a certain synthesis knowledge in the field of sustainable development and urban planning and design.

Protection and revitalization of architectural heritage with following learning outcomes:

It is expected that the student after passing the exam Protection and revitalization of architectural heritage: 1. Has knowledge in modern tendencies in the field of protection and revitalization of the architectural heritage.

Techniques of built heritage protection with following learning outcomes:

It is expected that the student after passing the examination techniques of built heritage protection: 1. Has knowledge of modern methods and advanced techniques to protect the architectural heritage; 2. Able to participate in the development or to independently produced parts of technical documentation in the field of technical protection of the architectural heritage

Faculty of Philosophy - Early Childhood Education and Care

SD subjects - Education and care for sustainable development in pre-primary education (ISCED 0)

Outcomes: Raising the competences of future educators for the implementation of the sustainable development philosophy and improving the application of the basic content of sustainable development in preschool education; development of critical and creative thinking in order to create appropriate measures for a sustainable future, integrity of the environment, economic sustainability and establishing a just society for present and future generations..

Please update the table in appendix I (b) that was used for implementation phases II and III under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.3	Are teaching and learning methods that support ESD addressed explicitly in the curriculum ¹¹ or programme of study at various levels of formal education?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</i></p> <p>Education for sustainable development has tendency to focus on correlations, connections, relations and interactions. Teaching and learning approach is learner centered and ensures context in which learners develop their ideas, values and understanding and pondering about reality.</p> <p>Teaching/learning methods propose that learners approach to education for sustainable development objectives should be in form of research and objectives adoption and should be experience based. Experience based and research instruction is emphasized and development of cooperation and group work.</p> <p>Methods that directly include learners in teaching (active teaching) are insisted upon. Active learning achieved through activities and problem solving. Discussion and asking questions are essential to active learning. It frequently includes direct and authentic activities. Types of learners involvement in achieving objectives presented in particular inter-subject areas may be campaigns and research, project work, presentations or participation in special days – for example Natural Disasters Reduction Day. Practical work method is especially important. It is implementation of presented contents and acquiring knowledge through practical work and experiments.</p> <p>The most significant methods and approaches for work proposed in Montenegro are:</p> <ol style="list-style-type: none"> 1. Activity Centered approach that stresses the importance of concrete ecological activities implemented by learners or other target groups as part of teaching and learning process. This approach has two objectives: contribution to development of learner’s competences for independent taking of initiative and enabling sustainable short-term or long-term changes. 2. Critical Thinking can be defined as conscious accommodation of certain information by individuals to their way of understanding, within their system of values, interests and knowledge. It emphasizes importance of readiness of both teachers and learners to adopt open approaches, especially towards diverse cultural, economic, environmental, political and social issues. 3. Active Teaching during the learning process leads to reciprocal roles of teachers and learners, respecting existing knowledge and learners’ abilities, which can be seen as opposite to static teaching which is mechanical and sees teaching as learning by means of information transfer. Learner is passive receiver. 4. Interdisciplinary Approach emphasizes mutual relation between diverse perspectives, includes two or more subjects and cooperation between different disciplines. 5. Problem Centered Approach is related to focus on particular issue or problem instead of focusing instruction on a particular theme from one of usual disciplines. Problem centered learning is characterized by problem or situation contextualization, since the problems or cases from real life

¹¹ Idem.

are used as motivation and learners learning process drivers.

6. **Process Centered approach** is educational activities scope expanding, from those focused on limited contents to those resulting in understanding education and learning as a process, thus emphasizing activities, dynamics, participants, stages and relations between diverse contents.
7. **Project Work** is characterized by focus on problem and product, interdisciplinary work, theory and practice correlation and joint planning of teachers and learners. Problem needs to be found in the vicinity, and relevant knowledge are selected in line with the problem from specific subjects and disciplines. Project work is a process of individual and collective learning, aiming at finding possible solutions/proposals for change, and the answers are not offered in advance.
8. **Experience at a selected place for work** is a system of knowledge, skills, feelings and views formulated by learners through interaction with others and the environment after certain period of working in a particular place.
9. **Conceptual and Perceptive Mapping** is representative teaching resource used for relations between one spatial element, object, concept and the like and others; used for making connections, they present them through number, scheme or map. In addition to this, while perceptive mapping is a scheme created by human mind in the process of learning, observing and collecting pictures from the real world, conceptual mapping is related to development of abstract schemes that give meaning to perceived images.
10. **Explanation of Values** is a method used for encouraging learners to explain their thoughts, feelings, observations and actions and thus expand knowledge about their values, their exact contents and full meaning. This method can be developed through open and structured interview, means for presenting, visualization, interactive cooperation and group work, and through play.
11. **Role Play** is a method when learners are asked to describe and present views of specific personalities thoroughly described (e.g. local power representatives, local people, tourists, consumers) related to a problem or in a specific situation with clearly defined values, aiming at finding solution of the problem.
12. **Scenario** is analysis of investigated (and possibly realistic) problems, trends and processes, their impact and possible solutions, created through a number of combinations of resources, critical factors and hypotheses. Development of scenario enables comparison and thinking about consequences and about what “could happen” if changes in certain area arise. This can be achieved by finding compromise and common solutions, or by finding solutions radically different from existing trends.

13. **Work based learning**

Work-based learning system in Montenegro has been regulated by the General Law on Education, Law on Vocational Education and Training as well as rulebooks regulating the rights and duties of teachers, students, schools and companies.

Pursuant to laws and rulebooks, in work-based learning, employer is responsible for the organization, content and quality of practical training. Employer is obliged to educate students and examinations are

	<p>carried out at the end of a school year.</p> <p>Employer's responsibilities:</p> <ul style="list-style-type: none"> • To ensure conditions for students to acquire skills and competences during regular attendance of WBL, in accordance with curriculum; • To maintain records and documentation on attendance and achievements of students during WBL; • To ensure protection during WBL in compliance with regulations in the area of protection at work and to inform students on such regulations; • To take care on the health of students. <p>Employer should ensure that teachers have a direct insight into the implementation of WBL and insight into the documentation so as to ensure efficient monitoring.</p> <p>Students' responsibilities:</p> <ul style="list-style-type: none"> • To regularly attend practical training at employer and other lessons at school, in accordance with curriculum; • To abide by the instructions of employer i.e. mentor and school; • To duly keep work diary during the attendance of practical training; • To keep business secret and property of the employer; • To adhere to the house rules of the employer; • To behave in compliance with regulations in the area of protection at work; • To fulfil other duties specified by individual contract on education. <p>Schools' responsibilities</p> <ul style="list-style-type: none"> • To ensure practical training to be carried out at employers; • To supply employers i.e. mentors the programme of practical training subjects • If individual contract on practical training, signed between an employer and a student is terminated to the employer's failure to fulfil obligations, the school is obliged to conclude new contract with another employer; • To monitor the implementation of WBL by direct insight and insight into the documentation at employer. <p>Responsibilities of the Centre for Vocational Education and Training</p> <ul style="list-style-type: none"> • To define the responsibilities of employers for carrying out WBL; • To check the conditions of work of employers for carrying out WBL and license them; • To monitor the work of employers in implementing WBL
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Please also update the table in appendix I (c) that was used to report on implementation phases II and III, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Indicator 2.2 Strategies to implement ESD are clearly identified

Sub-indicator 2.2.1 Is ESD addressed through: (a) existing subjects¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project?¹³; (e) other approaches?

(a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No

Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0. Early childhood education	✓	✓	✓	✓	
1. Primary education	✓	✓	✓	✓	
2. Lower secondary education	✓	✓	✓	✓	
25. Lower secondary vocational education	✓	✓	✓	✓	
3. Upper secondary education	✓	✓	✓	✓	
35. Upper secondary vocational education	✓	✓	✓	✓	
4. Post-secondary non-tertiary education	✓	✓	✓	✓	
45. Post-secondary non-tertiary vocational education	✓	✓	✓	✓	
5. Short-cycle tertiary education					
55. Short-cycle tertiary vocational education					

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching or learning method.

6. Bachelor's or equivalent level	✓	✓	✓	✓	
7. Master's or equivalent level	✓	✓	✓	✓	
8. Doctoral or equivalent level	✓			✓	
9. No information available					

Please also provide information about the incentives on the national level for implementing
(a), existing subjects

Specific themes characteristic for sustainable development (ISCED0, ISCED1, ISCED2, ISCED3 and ISCED 4) are already present in existing curriculum through compulsory and elective subjects: Art, Music, Science and Society, Society, Civic Education, History, Geography, Technics Education, Biology, Ecology, Chemistry, ICT and Physical Education

(<http://www.zzs.gov.me/naslovna/programi>,
<http://cms.gov.me/ResourceManager/FileDownload.aspx?rId=73376&rType=2>,
<http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=131146&rType=2>,
<http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=131224&rType=2>,
<http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=131167&rType=2>)

On level ISCED6 and level 7 there are offers programmes related to the environment and sustainable development.

Study programme	Environmental subjects
Applied study on Environmental Protection	Principles of Environmental Protection Legal Aspects in Environmental Protection Environmental Impact Assessment Waste Management Water Management Protection of Soil and Air Remediation
Specialist study on Environmental Protection	Cleaner Technologies Modelling in Environmental Protection Environmental Monitoring Design and Planning in Environmental Protection
Postgraduate specialized and master's programme in Chemical Technology	Pollution and Environmental Degradation Technology of Environmental Protection Environmental Protection in the Process Industry
Faculty of Architecture	

	<p>Postgraduate specialized and master's programme</p> <p>Faculty of Philosophy</p> <p>Masters programme in Early Childhood Education and Care</p> <p>Faculty of Politecnics</p> <p>Bachelor programme</p>	<p>Protection and revitalization of built heritage Ecology of urban units Protection and revitalization of architectural heritage Techniques of built heritage protection</p> <p>Education and care for sustainable development in pre-primary education</p> <p>Environmental Economics and Sustainable Development for Non-Economists.</p>
<p><i>(b), a cross-curriculum approach</i></p>		
<p>ISCED 0</p>		
<p>Contents of ESD are predicted in the primary program respecting age and developmental capacities of children from 3 to 6 years of age. Correlation of knowledge, skills and values through themes such as Healthy Life Styles, Safety, Looking after Others, Environment and Basic Economic Principles, by means of learning activities in the Primary Program, provides opportunities for creative application of sustainable development concept and full appreciation of specific context of pre-school institutions.</p>		
<p>ISCED 1, ISCED 2, ISCED 3, and ISCED 4</p>		
<p>In order to make improvements, we have designed and implemented the cross-curricular topics. Eight cross-curricular topics have been defined keeping with Montenegrin priorities, tradition and commitments, with full respect of international strategic documents in the field of sustainable development (UNECE Strategy, Global Education Agenda 2030, and Global Action Programme for ESD).</p>		
<p>The topics identified are the following:</p>		
<ol style="list-style-type: none"> 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. 		

(c), the provision of specific subject programmes and courses

With the introduction of elective courses students are enabled to choose a certain number of subjects through which, in the best way, will be able to express their creativity and satisfy their interests. Elective courses are valued the same as the core courses.

Teachers have much greater freedom to independently create one part of a program to comply with the needs of students and the local community. This is largely evident independence and creativity of teachers.

Elective courses are offered to students in the third cycle, respectively, in the seventh, eighth and ninth grade. The school is required to offer students at least five elective courses per class. When students choose courses these selected subjects are treated as compulsory and, among other things, the grades in elective courses participate equally in determining the success of students.

The following elective courses for primary school can be directly or indirectly linked with the SD goals: Characteristics of marine ecosystems, Medicinal Herbs, Healthy life styles, Exploring Humanitarian Law, Civic education, Evaluation of space, Entrepreneurship, History of religion, European Union Class, and Traffic.

Several elective courses has been developed for high school: Tourism Geography of Montenegro, Biodiversity, Ecology and environmental protection, Chemistry and life, Civic education, History of religions 1, History of religions 2, European Integrations, Entrepreneurship and Healthy life styles.

In vocational education, each program of education for training or retraining of interest include thematic unit on Environment protection and certain number of hours devoted to the issues of environment and draws on the knowledge and subject catalogs through the whole program. These topics are included in the programs of professional development for specific areas of work.

There has been also produced Entrepreneurship and the Environment protection, which are studied as regular or elective courses in the curriculum depending on the area of work

(d), a stand-alone project

In the planning and implementation of the programme, a structured cooperation was established with the local community, non-governmental organizations, state bodies, media, as well as several international organizations, or regional projects supporting these programmes.

Special programmes that can be underlined were: “**Green Pack**” with the Regional Environment Centre (REC), “**Lifestyles education**” with UNDP, “**Climate change**” with UNDP “**Raising awareness on the value of space through the process of education**“ within INTERREG IIIB CADSES programme, “**Research of humanitarian law**”, as a part of the regional project, and organisation of several humanitarian actions, **Ecoremediation** etc.

There is an important action on **energy efficiency and renewable energy sources (GIZ)**, which has and educational goal, but it is also followed by the programme for reconstruction of a number of schools, in

order to make them have a better energy performance. The important programmes also include laboratories for youth, fairs of young inventors, science festivals, research camps, health campaigns, actions of knowledge against drugs, trafficking, etc.

SCHOOL4CITY - Bringing education about sustainable cities in Montenegrin schools. The goal of this project is to improve the understanding and application of sustainable cities concept among the teachers and children/students in kindergartens, primary and high-schools in Montenegro, through awareness - raising and capacity building actions.

Montenegro is a new member in the **Eco - schools** network, since 2016. So far, there are actually 50 registered piloting schools, which makes a good 20% out of all schools in Montenegro. 17 educational institutions obtained Green Flag Award and acquire the status of International Eco-School in September 2018. **Young Reporters for the Environment** cared out by NGO ECOM.

School in nature “History class in Old Capital: Cetinje – one story“,

By attending the school in nature, students of seventh grade are given the opportunity to meet with cultural and historical heritage of Old Capital. During 3 days in Ivanova korita, students have opportunity to visit all important sights in Cetinje, Rijeka Crnojevica, National Park Lovcen and Skadar lake. In addition to the educational part, schools in nature also have environmental and recreational character. The school is funded by the Bureau for Educational services. More than 7,500 students of all Montenegrin primary (all students of the seventh grade) schools every years familiarize themselves with the values of the Old Capital in direct way, which is one of the best forms of learning.

Didactic concept for Targeted Teaching on the fundamentals of Engineering-(DETT)

Creation a reformed didactic approach to the engineering fundamentals in accordance with new teaching and training trends and best practices, so that problem-solving and process activities can be flexible and unconstrained. The aim is to update and upgrade the didactical methods by introducing of practical training of students which simulate the industrial conditions but are performed at the Faculty premises.

The implementation of all the project activities will at the end have a great impact on education of the new class of engineers with the wider range of competencies on overcoming of negative public opinion about the real influence of these profiles on the strategic national orientation, as well as on the awareness about the labor market needs for these professionals.

Reform of the study programmes at MTF in line with the needs of Modern Education in the field of technologies, materials and environmental protection

The aim of the project was to reform curricula at the Faculty in order to establish a modern, flexible and adaptable teaching process based on innovation and a greater share of practical training. Emphasis has been put on creating modern engineering study programs in the fields of metallurgy and materials, chemical technology and environmental protection, in line with trends in the European area of higher education and a flexible labor market.

	(e).
Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted	
Sub-indicator 2.3.1	Do educational institutions ¹⁵ adopt a “whole-institution approach” to SD/ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2019.¹⁶ ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>Education for sustainable development is implemented at school, in addition to mandatory and optional subjects, by means of overall school atmosphere and organization of learners in: extracurricular activities, class, public and cultural school activities and local community activities.</p> <p>Extracurricular activities are especially significant through diverse types of activities such as ecological groups, biological groups, geographical groups, mountaineers, hikers, journalists groups, literature groups, art groups...), as well as through recreational instruction for junior classes.</p> <p>Excursions and school trips aim at acquiring some of curriculum related to occurrences and correlations in environment.</p> <p>Schools plan these activities with parents, students, local community and school opportunities every year and put in annual school plan.</p> <p>The preconditions for successful achievement of ESD goals are: inclusion of cross-curricular topics in the school work plan and full curricula, teacher annual plans and lesson plans, in the teacher and staff’s professional skills development and training programmes, local community and wider public create the school culture and students, teachers, staff and local community united engage for a more dynamic and more effective school.</p> <p><i>Also, please provide information for all levels of your education system in accordance with ISCED by</i></p>

¹⁴ A “whole institution approach” means that all aspects of an institution’s internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

¹⁶ See paragraph 20 of the framework for the future implementation of the UNECE Strategy for Education for Sustainable Development.

	<p><i>ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.</i></p> <table border="1" data-bbox="1086 220 1787 1002"> <thead> <tr> <th data-bbox="1086 220 1675 268">ISCED levels 2011</th> <th data-bbox="1675 220 1787 268">Yes</th> </tr> </thead> <tbody> <tr> <td data-bbox="1086 268 1675 323">0. Early childhood education</td> <td data-bbox="1675 268 1787 323">✓</td> </tr> <tr> <td data-bbox="1086 323 1675 379">1. Primary education</td> <td data-bbox="1675 323 1787 379">✓</td> </tr> <tr> <td data-bbox="1086 379 1675 435">2. Lower secondary education</td> <td data-bbox="1675 379 1787 435">✓</td> </tr> <tr> <td data-bbox="1086 435 1675 491">25. Lower secondary vocational education</td> <td data-bbox="1675 435 1787 491">✓</td> </tr> <tr> <td data-bbox="1086 491 1675 547">3. Upper secondary education</td> <td data-bbox="1675 491 1787 547">✓</td> </tr> <tr> <td data-bbox="1086 547 1675 603">35. Upper secondary vocational education</td> <td data-bbox="1675 547 1787 603">✓</td> </tr> <tr> <td data-bbox="1086 603 1675 659">4. Post secondary non-tertiary education</td> <td data-bbox="1675 603 1787 659">✓</td> </tr> <tr> <td data-bbox="1086 659 1675 715">45. Post-secondary non-tertiary vocational education</td> <td data-bbox="1675 659 1787 715">✓</td> </tr> <tr> <td data-bbox="1086 715 1675 770">5. Short-cycle tertiary education</td> <td data-bbox="1675 715 1787 770"></td> </tr> <tr> <td data-bbox="1086 770 1675 826">55. Short-cycle tertiary vocational education</td> <td data-bbox="1675 770 1787 826"></td> </tr> <tr> <td data-bbox="1086 826 1675 882">6. Bachelor's or equivalent level</td> <td data-bbox="1675 826 1787 882"></td> </tr> <tr> <td data-bbox="1086 882 1675 938">7. Master's or equivalent level</td> <td data-bbox="1675 882 1787 938"></td> </tr> <tr> <td data-bbox="1086 938 1675 994">8. Doctoral or equivalent level</td> <td data-bbox="1675 938 1787 994"></td> </tr> <tr> <td data-bbox="1086 994 1675 1002">9. No information available</td> <td data-bbox="1675 994 1787 1002"></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level		9. No information available	
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9. No information available																															
Sub-indicator 2.3.2	Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p>Troughs ASPnet flagship project “Whole-institution approach to climate change” whole-institution actions are implemented at all institutional levels: from governance, teaching and learning, campus and facility management to cooperation with local community. The steps of using the WIA approach are the following: forming action teams, situation analysis, the collection of data, producing action plans and their implementation, cooperation. Nine education institutions- from preschool to university level- have piloted the whole-school approach to climate change. The ASPnet guide on the WIA “Let’s get ready for climate change” was translated and adapted and shared with the participating schools; the action teams were formed in all nine institutions and action plans have been developed, their implementation being underway.</p>																														

All Eco Schools have been implementing whole-institution approach. The Eco school guide was translated and adapted and shared with the participating schools.

The process of implementing the whole-institution approach is precisely explained in the Methodological instruction for curriculum implementation - Education for Sustainable Development and Methodological instruction for implementation of curricula - Education for Sustainable Education within Activities of Pre-school Education (age 3 to 6).

Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	✓
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	✓
4. Post secondary non-tertiary education	✓
45. Post-secondary non-tertiary vocational education	✓
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	✓
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).

	Guidelines for improvement of sustainable educational practice are developed within project “Education for Sustainable Development in Western Balkan perform by REC. Main goal of this project is introduction of the sustainable development concept in primary education in Western Balkan and effective positioning of schools in their communities to improve local resources to achieve sustainable development.												
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?												
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</i></p> <p>Every school year educational institutions prepare annual school plans. These plans include action plan for implementation of cross-curricular topics (teacher annual plans, teacher lesson plans, teacher training program, cooperation with different stakeholders, local community etc.)</p> <p>After finishing QA of educational institutions, Bureau for Educational Services and VET Centre write recommendations for schools for improvement of educational process. Based on these recommendations, educational institutions develop an Action plan for improvement of education. Recommendations /Instructions are available on website of the Bureau for Educational services (http://www.zzs.gov.me/naslovna/nadzor). QA process is carried out based on <i>Methodology for external evaluation of educational work</i> and <i>Methodology for Quality assurance and improvement of the quality of educational work in institutions of VET and Adult Education</i></p> <p><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p> <p><i>(a) For formal institutions:</i></p> <table border="1" data-bbox="1095 1088 1774 1401"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓
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5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	
9. No information available	

(b) For non-formal institutions:

ISCED levels 2011	<i>Yes</i>
0. Early childhood education	
1. Primary education	✓
2. Lower secondary education	✓
25. Lower secondary vocational education	✓
3. Upper secondary education	✓
35. Upper secondary vocational education	✓
4. Post secondary non-tertiary education	✓
45. Post-secondary non-tertiary vocational education	✓
5. Short-cycle tertiary education	
55. Short-cycle tertiary vocational education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	

		8. Doctoral or equivalent level		
		9. No information available		

Indicator 2.4 ESD is addressed by quality assessment/enhancement systems	
Sub-indicator 2.4.1	(a) Are there any education quality assessment/enhancement systems?: ¹⁷ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please elaborate.</i></p> <p>a) ISCED 0, 1, 2, and 3</p> <p>QA departments in the Bureau for Education Services and VET Centre evaluate 7 key areas</p> <ol style="list-style-type: none"> 1. School/institution management and leadership 2. Personnel; material, technical and safety conditions in school/institution 3. School ethos 4. Support that school provides to its students 5. Cooperation with parents, other institutions and local community 6. Teaching and learning (by subject) 7. Students achievements in relation to curriculum standards <p>Within area Teaching and learning (by subject) QA supervisors evaluate implementation of cross-curricular topics together with subject by subject.</p> <p>Assessment of learners is implemented in the same manner as assessment of subject curriculum contents used for implementation of cross-curricular areas.</p> <p>In methodological guidelines for teachers, Education for sustainable development as cross-cutting issue in the curriculum for secondary educations is recommended strategy for student assessments.</p> <p>At the national level, determining the quality of work in pre-school institutions, primary schools, gymnasiums and in the general educational curriculum in secondary vocational schools is carried out by the Bureau for Education. Determining the quality of work in educational institutions is carried out on the basis of the methodology for determining quality in accordance with the legal and sub-legal acts on education. Reports on quality of work are available on the website of the Bureau for Education. All reports contain information on the implementation of cross –cutting issue.</p> <p>QA sector in the VET Centre evaluate:</p> <ol style="list-style-type: none"> 1. Management and organization 2. teaching/learning and training – delivery of VET programs 3. Achievement of VET students 4. cooperation which responds to the needs of partners in VET education 5. Compliance with legal regulations 6. Quality of teachers, trainers and associates 7. Quality management

¹⁷ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

	<p>8. Material resources 9. Documentation and procedures 10. Verification of competences</p> <p>Coordinating group which is responsible for monitoring of the National Strategy for Sustainable Development of Montenegro until 2030 through the annual reporting to the National Council for Sustainable Development and Climate Change and Integrated Coastal Zone Management and Government of Montenegro on implementation of the action plans for the Strategy.</p> <p>University of Montenegro developed an institutional system of QA through the Center for Studies and Quality Control. The center launched a QA guide with all the procedures concerning the educational process, research as well as strategic planning, reporting networking between various departments. The students' progress is also a high priority of its agenda and the follow up is made through the various forms of questionnaires. The issues concerning the ESD are also included.</p>																																																											
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9. No information available					

Sub-indicator 2.4.2 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?: (a) Knowledge, (b) Skills and competencies; (c) Values and attitudes; (d) Behaviours; (e) None; (f) No information available.

(a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No
 (e) Yes No
 (f) Yes No

Please elaborate.
All of these outcomes have been assessed within regular assessment procedure.
Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)	(f)
	Yes	Yes	Yes	Yes	Yes	Yes
0. Early childhood education	✓	✓	✓	✓		
1. Primary education	✓	✓	✓	✓		
2. Lower secondary education	✓	✓	✓	✓		
25. Lower secondary vocational education	✓	✓	✓	✓		
3. Upper secondary education	✓	✓	✓	✓		
35. Upper secondary vocational education	✓	✓	✓	✓		
4. Post-secondary non-tertiary education	✓	✓	✓			
45. Post-secondary non-tertiary vocational education	✓	✓	✓			
5. Short-cycle tertiary education						
55. Short-cycle tertiary vocational education						
6. Bachelor's or equivalent level	✓	✓	✓			
7. Master's or equivalent level	✓	✓	✓			
8. Doctoral or equivalent level						
9. No information available						

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	
Sub-indicator 2.5.1	Are SD issues addressed in informal and public awareness-raising activities?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Many NGOs in Montenegro (Green Home, Ozon, Expeditious, Fors Montenegro, Delfin, fAKT, Center for Democracy and Human Rights, Građanska alijansa, Juventas, Center for Civic Educating etc.) are very active in the field of education for sustainable development and have many activities on almost daily basis that address these topics in the media such as campaigns, ecological schools, development of materials for students, etc. It is also important to emphasize the activities implemented by UNDP, UNICEF and REC - Office in Montenegro which has many projects that include youth and their education as well as many other international organizations in Montenegro.</p>
Sub-indicator 2.5.2	Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>Dual system was piloted in academic year 2017/2018 with 270 students involved in 19 municipalities (out of 21) in Montenegro. Another 300 students enrolled dual system in academic year 2018/2019 and there are around 250 employers which are involved in dual system due to their interest for cooperation and fulfilment of material and professional conditions. The number of VET schools involved in dual system is 26 out of 38, and the number of curricula implemented in dual system is 19.</p> <p>Curricula to be implemented via WBL in academic year 2017/2018 are the following: automotive electrician, automotive tinsmith, automotive technician, locksmith, electro-installer, installer of sanitary devices, heating and cooling, cook, waiter, confectioner, fashion designer, installer of telecommunication systems, processor of precious metals, baker, shop assistant, producer of nutrition products, farmer, carpenter and welder. The curricula from civil engineering are feasible via WBL, but taking into account the safety of students, it is more suitable that the employers ensure scholarships for students which may ensure better employment chances for them following the completion of their education.</p> <p>Syllabi of certain curricula define the number of hours of work-based learning. The students of the first grade usually spend one day per week at employer, the students of the second grade usually spend two days, and the students of the third grade three days. One lesson of work-based learning lasts 60 minutes</p> <p>Montenegro is fully committed to develop economic potentials based on green economy principles. Montenegro undertakes measures that should provide the harmonization of development needs and priorities with globally accepted principles and sustainable development priorities at the sectoral policy levels.</p> <p>Investment development fund as a government-owned development institution is offering a specific credit</p>

	<p>line named „Programme for Financing Environmental Protection, Energy Efficacy and Renewable Energy Sources Projects“, aiming to realization of investment projects intended for: landfill recovery, supporting avoiding and reduction of waste production, waste management, waste processing and exploiting valuable waste features (recycling, mini- thermal power plants etc.); stimulating cleaner production, i.e. avoiding and reduction of waste production and emissions in production process; supporting usage of renewable sources of energy (sun, hydro energy, biomass etc.),and other projects aimed to protecting environment, achieving energy efficiency and introduce renewable sources of energy.</p> <p>Higher Education</p> <p>There is a support in form of various training and placement. All the universities in Montenegro are obliged to introduce practical work in their curricula. This demand is implemented through the contracts and agreements with various multinational companies as well as mediators like American Chamber of Commerce, various banks (Societe general, NLB, etc.). Students receive a six-month long trainingship during their last year of study. They also receive a symbolic remuneration during this period.</p>
Sub-indicator 2.5.3	Are there any instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular which instruments were the most effective in assessing the outcomes of ESD as a result of non-formal or informal learning.</i></p> <p>Annual progress reports on the implementation of the National Strategy for Sustainable Development of Montenegro until 2030.</p> <p>Within the project: EPALE, National Support Service of Montenegro, supported by the European Commission and implemented through Erasmus+ program in Montenegro, the VET Centre created publication entitled: Adult Education in Montenegro – the Role of NGOs.</p>
Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁸	
Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>Educational institution (schools, kindergartens, universities), Bureau for Education Services, Ministry for Sustainable Development and Tourism and Ministry of Education; VET Centre; Ministry of Science, Ministry of Sport, Ministry of Culture, Ministry of Economy, Directorate for Small and Medium</p>

¹⁸ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

	<p>Enterprise, NGOs etc.</p> <p>NGOs realize more than 80 projects in the educational institutions per year. The projects carried out by the NGOs had a big influence on the student's competences on the field of SD. For example:</p> <p>NGO Green home realized a lot of projects. Here are mentioned some of the following:</p> <p>Project Cross Border Marine Network Nature 2000 Mapping, Monitoring and Management - 4M increase capacities and foster crossborder cooperation of Croatia and Montenegro in the field of managing natural resources. Workshops about these topic were held in elementary schools. The youngest ones were given promotional materials prepared within the project: Colouring book, drawing book, while the exhibition of educational panels was also presented;</p> <p>Project Protection of wild plants and their habitats in the South and East Mediterranean was organized in cooperation with students of High school field visit was to perform the monitoring of endemic species;</p> <p>Project Supporting the Long-Term Sustainable Management of the Skadar Lake - Children from Elementary schools had the opportunity to learn about the flora and fauna of the Skadar Lake</p> <p>Living in harmony with the Drim –Act for Drin -Act4Drin - Within this project NGO organized the spring school in Ohrid. The spring school was attended by students from Montenegro, Macedonia, Albania, Kosovo and Greece. The students had the opportunity to familiarize themselves with the values of the Drim watershed through workshops, theoretical and field training. During the two last days of the school the students visited Ada Bojana and Ulcinj Salina.</p> <p>Project Clean air for Montenegro - A lecture was held to the students of Secondary Vocational School in Pljevlja. The topic of this lecture was "Impact of coal on climate and health". The objective of the presentation was to better introduce the students to the notion of climate changes, to consequences of using coal as energy source and to inform them about the impact this fuel has on people's health;</p> <p>South East Europe Sustainable Energy Policy (SEE SEP) - During the project implementation the NGO prepared the Energy Model 2050 and an energy "game" which, in addition to Montenegro, included Croatia, Serbia, Bosnia and Herzegovina, Albania, Kosovo and Macedonia. The Energy model was presented through a series of events: workshops in kindergartens and elementary schools, training in secondary electrical engineering school "Vaso Aligrudić", a presentation within the international event "Light me, Light the future"; etc.</p> <p>Good examples having been set by international projects successfully turned into practice, such as <i>Healthy Lifestyles</i> implemented by the Bureau for Education Services, the Institute for Textbook Publishing and Teaching Aids, and the UNDP; <i>Emergency Preparedness, Response and Disaster Risk Reduction in Montenegro</i> implemented by the Bureau for Education Services, the Ministry of Interior - Directorate for Emergency Situations and Civil Security, and UNICEF Montenegro; <i>Eco-remediation</i>, implemented by the Ministry of Sustainable Development and Tourism, the Bureau for Education Services and Limnos, Slovenia (through bilateral technical assistance Slovenia-Montenegro); <i>Green Pack</i> and <i>Green Pack</i></p>
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	<p><i>Junior</i> projects implemented by the Bureau for Education Services and REC; <i>Eco Thread</i> implemented by the Ministry of Sustainable Development and Tourism and the Bureau for Education Services; UNDP in cooperation with the Ministry of Sustainable Development and Tourism accredited and conducted four training programmes related to climate change.</p> <p>Community representatives are included in the educational board in the every educational institutions.</p> <p>Private sector supports a lot of extracurricular activities in educational institutions as well as student’s fairs, site visits, exhibitions, etc.</p> <p>Media actively participate in all activities.</p>
<p><i>Concluding remarks on issue 2</i></p>	<p><i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning.</i></p>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions and/or initiatives have been particularly successful and why?</i> <p>SD key themes are addressed in formal education on the appropriate way, Strategies to implement ESD are clearly identified and a whole-institution approach to SD/ESD is promoted.</p> <ul style="list-style-type: none"> – <i>What challenges did your country encounter when implementing this objective?</i> <p>Support for work-based learning which addresses SD issues, and assessment student’s achievement.</p> <ul style="list-style-type: none"> – <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Development instruments (e.g., research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?</p>

Issue 3. Equip educators with the competence to include SD in their teaching	
<p><i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i></p> <p>In line with the educational reform many changes occurred in our country in the field of education in the past five years, and there was a need to prepare the teachers, that is to organize their training for the implementation of these changes.</p> <p>If we try to summarize and categorize the new roles of teachers caused by changes in the educational system of Montenegro, we can mention in the first place the shift from teaching to learning, then the ability to work with diverse students (different abilities, special needs, multicultural diversity ...), the necessity of cooperation and teamwork with colleagues, professional associates and parents, use of modern information technology, and capacity for reflection and evaluation of their own work. Education for sustainable development requires diversion from providing knowledge towards problem investigation and identifying possible solutions, this is why education should maintain its traditional focus on individual subjects, yet simultaneously open the door to multidisciplinary and interdisciplinary investigation of situations from real life.</p> <p>To be successfully engaged in all these roles, a teacher should be open and ready for change and motivated for lifelong learning.</p>	
Indicator 3.1 ESD is included in the training¹⁹ of educators	
Sub-indicator 3.1.1	Is ESD a part of educators' initial training? ²⁰
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences²¹ are explicitly included in the study programmes.</i></p> <p>University of Montenegro organizes (frequently) training for early-stage-researchers and future professors which encompass soft skills training as well as research methodology training. They are trained in domain of communication skills, creative thinking, team - building, networking etc.</p>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²²
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>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 <i>Catalogue of the professional development of teachers</i> (Teachers who receive training are trained to use different methods and techniques that lead to the</p>

¹⁹ ESD is addressed by content and/or by methodology.

²⁰ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

²¹ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unecce.org/education-for-sustainable-development-esd/publications.html>.

²² For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

achievement of the following competencies: **professional competence, creativity, organizational skills, willingness to cooperate, motivation, empathy**)...

Teacher training programme for sustainable development includes practices related to understanding, negotiating and change of fundamental beliefs, perceptive orientations, ethical principles and values. Practices related to visualization, modeling, selection and development of idea, create environment, processes and systems that will contribute to desired future, aiming at creation of sustainable solutions.

Teachers have the right and the **obligation** to go for in service training through various forms of in service (individual, formal and informal). The Ministry shall prescribe the programs and the organization of the forms of in service training for teachers, at the proposal of the Bureau for Educational Services, or the Vocation Education Center. (*Catalogue of teacher training programs* (2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016/18).

The Catalogue of teacher training programs contains all accredited training programs designed for teachers. Programs are selected according to the procedure provided in the Rulebook on programme and organization of teacher training (Official Gazette of the Republic of Montenegro 20/04) meaning that the Commission for accreditation, after a public competition, evaluated the submitted programs according to the established standards.

Teacher training programs have been developed for following: *Implementation cross-curricular topics, Sustainable development education, Civic education, Entrepreneurship, Raising Awareness of Values of Space through the Process of Education, Healthy lifestyles, Appreciation of space and Humanitarian law, as well as training program education for Sustainable Development, training programs for implementation of Green Pack didactic material, Education on waste management, The energy around us and climate change, ECDL Start, ECDL modules 5, 6, 7, 8, 9, 10, 11 and 12, etc.* These programs are accredited and presented in Catalogue for teacher professional development programs published by Bureau for Education.

All of these teachers training programme develop competences which are needed for teaching ESD.

Programme Sustainable development educations develops following competences:

Learn to know, Learn to work, Learn to live together and Learn to be.

Learn to know implies complexity of opinion and system thinking (complex problems of sustainability can only be understood and resolved with cognitive higher level processes), ability to ask analytical questions and critical thinking, as well as, ability and courageousness for overcoming obstacles and problem solving.

Learn to work implies ability to apply knowledge in life situations, acting responsibly, determinately/decisively, with preservation of self-esteem, ability to confront crisis and risks and make decisions in situations of uncertainty.

	<p>Learn to live together means to respect others, responsibility of acting (locally and globally), cooperation and team work ability and skills, readiness to accept distribution of tasks and take responsibility, participation in democratic decision making, identifying social partners and their interests skill, negotiation and accomplishing agreements skill.</p> <p>Learn to be is ability of self-expressing (personal views, interests, strivings, principles), and communication, self-consciousness, ability to identify and clarify values, ability to overcome stress.</p> <p>The seminars were attended by teachers of different educational profile was mandatory. The purpose was to train teachers in sustainable development and to integrate these issues into their educational programs so that students can apply them in life and work when they finish their education.</p> <p>More than 25 % teachers at all education levels pass through these training programmes.</p> <p>Teachers have been passing many different seminars which were performed by the NGOs.</p> <p><i>Please also update the information provided under the phase III national implementation reporting in appendix III.</i></p>
Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify which ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i></p> <p>Program for training of leaders of educational institutions is designed in such way that its goals and content emphasize the development of different competences that are needed for a successful and quality work results. Program is functional and designed in a way that apart from theoretical knowledge, participants can learn about practical use in everyday work. It has 6 modules: Legislation and administration; Planning, programming, organization and monitoring of educational institutions; Teaching / learning; Ensuring the quality of the institution; Management of Human Resources and Cooperation of Director with parents, school board and the local and wider community.</p> <p>The need for professional capacity building of leaders of educational institutions is prescribed by the Book of changes (2001), Strategic plan of educational reform (2007) and General Law on Education (Article 79).</p> <p>All principals and management staff have passed one day's seminar about whole school approach.</p>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD	
Sub-indicator 3.2.1	Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in

	your country?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the Government in any way? ²³
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify how, listing the major ones, and describing them as appropriate.</i>
<i>Concluding remarks issue 3</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching.</i>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - <i>Which actions and/or initiatives have been particularly successful and why?</i> <p>Different international organisation help a lot in the teacher education fields. An Example: UNDP in cooperation with the Ministry of Sustainable Development and Tourism accredited four training programmes related to climate change:</p> <ul style="list-style-type: none"> - Man and Climate Change - Climate Change - Natural Aspects - Mitigation and Adaptation and - Climate Change Policy. <p>The training programmes were accredited by the Bureau for Education for two school years, 2017/2018 and 2018/2019. The first set of trainings was organised for secondary school teachers, in the school year 2017/2018. More than 200 teachers were able to learn about various aspects of climate change, including: natural aspects and causes of climate change, impacts and consequences of climate change with special reference to Montenegro, GHG emissions, mitigation, adaptation etc. In addition big part of the trainings was related to methodologies and tools/ exercises that teachers can use in their everyday work with pupils.</p> <p>REC in cooperation with the Bureau has adapted Green pack and green pack junior Activities related to the Green pack in Montenegro have been successfully implemented and completed. The thirty trainings of teachers and two short presentations of Green pack for directors of primary schools were realized. Approximately 1000 teachers (10%) and 50 directors (30%) participated at the trainings. After completion of each training of teachers, evaluations were given to participants, in order to gain insight into the performance and quality of training realization, and to summarize their impressions on the material they received.</p> <p>All Green pack benefits were recognized and welcomed by the teachers, who were very pleased that such an innovative, multimedia tool fell into their hands, because they work with children and knew that their attention was not easy to win, and this pack provided so many ways to win and hold it.</p>

²³ Including assistance through direct funding, in-kind help, political and institutional support.

	<p>– <i>What challenges did your country encounter when implementing this objective?</i> Training of teachers for application of different teaching tools in teaching/learning process</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i> School networking and sharing good practice examples.</p>
Issue 4. Ensure that adequate tools and materials for ESD are accessible	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 4.1 Teaching tools and materials for ESD are produced	
Sub-indicator 4.1.1	Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe.</i></p> <p>According article 13 paragraph 3 General Law on Education (OG No. 064/02, 031/05, 049/07; 004/08, 021/09, 045/10, 073/10, 040/11, 045/11, 036/13, 039/13, 044/13, 047/17); Ministry of Educations approved Rules of Procedure of obtaining, evaluating, approving and preparation of textbooks and teaching aids.</p> <p>These Rules prescribe the procedure for obtaining, evaluating, approving and preparation of textbooks and teaching aids used in institutions in the field of education.</p>
Sub-indicator 4.1.2	Is public (national, subnational, local) authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>Bureau for Education Services together with other governmental institutions prepares guidelines for the teachers. All off these publications we publish on our Web-site and hard copy deliver to educational institutions. Approximate amount for annual expenditures is 5000 USD. Ministry of Education and Ministry of Science have launched a project named HERIC INVO funded by the loan from World bank.</p> <p>Project included several budgeting lines for the improvement of educational process in Higher education as well as research. In the form of project funded on competitive basis Ministries have funded educational tools (IT and other tools) as well as interior infrastructure and small-scale laboratory equipment. Within this project the very first Center of Excellence was funded over a five-year period. The products of this</p>

	type of funding were numerous research papers as well as several patents.
Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist	
Sub-indicator 4.2.1	Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions?
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>a) All instructional materials for the teachers and students must be approved by the Ministry of Education and only after that can be used in educational institutions.</p> <p>b) All teaching tools and materials which have been prepared by the Bureau for Educational Services, and Center for Vocational Education, must be adopted by the National Council for Education and approved by the Ministry of Education.</p> <p>c) Bureau for Educational Services, Center for Vocational Education tested a recommended teaching tools and material which has been prepared by the other institutions (International organizations, NGO, etc.) and recommend to the educational institutions.</p> <p>University funds the books and teaching materials in the specified procedure through its own bodies. The procedure starts with Faculty's Council and progress through Council for publishing. Upon the approval of this council, procedure finishes with the approval of Senate. University funds its own teaching materials (books, scripts etc.)</p>
Sub-indicator 4.2.2	Are ESD teaching tools and materials available: (a) in national languages?; (b) for all levels of education according to ISCED?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="1088 220 1783 1002"> <thead> <tr> <th>ISCED levels 2011</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> </tr> <tr> <td>25. Lower secondary vocational education</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>35. Upper secondary vocational education</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education</td> <td>✓</td> </tr> <tr> <td>45. Post-secondary non-tertiary vocational education</td> <td>✓</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td></td> </tr> <tr> <td>55. Short-cycle tertiary vocational education</td> <td></td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td></td> </tr> <tr> <td>9. No information available</td> <td></td> </tr> </tbody> </table>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	25. Lower secondary vocational education	✓	3. Upper secondary education	✓	35. Upper secondary vocational education	✓	4. Post secondary non-tertiary education	✓	45. Post-secondary non-tertiary vocational education	✓	5. Short-cycle tertiary education		55. Short-cycle tertiary vocational education		6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8. Doctoral or equivalent level		9. No information available	
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Indicator 4.3 Teaching tools and materials for ESD are accessible																															
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?																														
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and in particular highlight which measures are the most efficient for dissemination.</i></p> <p>There are no separate national mechanisms for dissemination of ESD tools and materials. We use the same mechanisms as we use for the dissemination tools and materials for compulsory and elective subjects. We disseminate tools and materials during workshops, counselling, schools visits, and roundtables, sent by post and published on the Web site.</p> <p>The most efficient way for dissemination is during or after workshops.</p>																														

Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>We do not have specific amount in USD because all the activities are funded from different budgets including the Budget of the Government of Montenegro.</p>

Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and name in particular official Internet sites.</i></p> <p>Bureau for Education Services has a link on its website for Education for Sustainable Development (http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_odrzivi_razvoj/) so that teachers, school authorities, students and other stakeholder can find all available teaching materials.</p> <p>VET Centre and Ministry of Education implemented the project intended for networking of VET teachers, financed by the European Training Foundation with technical support of NGO Forum MNE.</p> <p>The goals of the Project were the following:</p> <ul style="list-style-type: none"> • Engagement and commitment of vocational teachers to make ongoing use of web-based networks to access and share OERs and other digital instructional materials, e.g. lesson plans, subject content, learning tasks • Creating networks of teachers that work together • Empowering teachers to innovate, to motivate others and extend their skills • Raising the awareness of vocational teachers generally in Montenegro of the opportunities for collaborative learning through the web • A larger number of Vocational teachers in Montenegro are made aware of the networking project and access the network in order to participate, for example, to view or download materials • Promotion - Creation, design and printing of informative brochures on how to use the platform <p>The list of developed and published materials in tourism, electrical engineering and mechanical engineering is available at teachers' portal and can be downloaded from the following links:</p> <ul style="list-style-type: none"> • http://www.skolskiportal.edu.me/Docs/Didaktiki%20softver/Forms/AllItems.aspx?RootFolder=%2fDocs%2fDidaktiki%20softver%2fSrednje%20stru%C4%8Dne%20%C5%A1kole%2fTrgovina%2c%20turizam%20i%20ugostiteljstvo%2fTuristi%C4%8Dki%20tehni%C4%8Darka&FolderCTID=&View=%7b97DACFEF-CA2F-44D1-96EF-EFF8D39E6624%7d • http://www.skolskiportal.edu.me/Docs/Didaktiki%20softver/Forms/AllItems.aspx?RootFolder=%2fDocs%2fDidaktiki%20softver%2fSrednje%20stru%C4%8Dne%20%C5%A1kole%2felektrotehnika&FolderCTID=&View=%7b97DACFEF-CA2F-44D1-96EF-EFF8D39E6624%7d • http://www.skolskiportal.edu.me/Docs/Didaktiki%20softver/Forms/AllItems.aspx?RootFolder=%2fDocs%2fDidaktiki%20softver%2fSrednje%20stru%C4%8Dne%20%C5%A1kole%2fMa%C5%A1instvo%20i%20obrada%20metala&View=%7B97DACFEF-CA2F-44D1-96EF-EFF8D39E6624%7D
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels?

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	For (a) and (b) please specify and mention by whom it was established and by whom it is managed. a) All publication have been published on the website of Bureau for Education Services.
Concluding remarks issue 4	Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible.
	Please address in particular the following questions: – Which actions and/or initiatives have been particularly successful and why? Project Raising Awareness of Values of Space through the Process of Education R.A.V.E. Space specific goals are: to improve education in the fields of spatial planning and spatial development through the introduction of sustainability issues into regular European education curricula; to equip teachers with appropriate teaching supports; to raise the ability of pupils and of a wider community to have a hand in decision making processes. The project focused on the organization of training activities for teachers and on the elaboration of innovative teaching tools, aimed to promote a step by step integration of the concepts of sustainable spatial development and of the methodologies of participatory planning into regular education curricula. Through this project we have been produced the Tool Kit for teaching the values of space with an innovative learning process and educational video materials (http://www.zzs.gov.me/rubrike/projekti/projekti/rave_space/). Green pack and Green pack junior Activities related to the Green pack and Green pack junior in Montenegro have been successfully implemented and completed. All components of Green pack were presented during the work-shop in a very creative and innovative way. Each teacher received provided material Green pack or Green pack junior. In this way, our goal was achieved - that the most possible number of teachers becomes familiar with Green pack and that every school in Montenegro obtains copies of this educative pack. All Green pack benefits were recognized and welcomed by the teachers, who were very pleased that such an innovative, multimedia tool fell into their hands, because they work with children and knew that their attention was not easy to win, and this pack provided so many ways to win and hold it (http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/obrazovanje_za_odrzivi_razvoj_zeleni_paket/ ; http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/odrzivi_razvoj_zeleni_paket_junior/). SCHOLASITY

	<p>This project is focusing on: creating a database of stakeholders, partners exchange in a form of meetings/workshops in Montenegro and a study visit to Germany, promotion and dissemination of project results, carrying out a survey, defining guidelines, creating and accreditation of teachers training programs, creating manuals for teachers, organizing trainings for trainers, providing workshops on “Sustainable cities” in primary and high-schools, implementing practical activities with children/students, etc.</p> <p>– <i>What challenges did your country encounter when implementing this objective?</i></p> <p>Training of teachers for application of different teaching materials is in the process of teaching/learning</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>In the coming period it is planned to develop educational platform where teachers can share their lesson plans and another teaching material.</p>
Issue 5. Promote research on and development of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 5.1 Research²⁴ on ESD is promoted	
Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁵ supported?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify in particular the most important outcomes of supported research.</i> <i>During this period we didn't have some official research which explicitly focuses on ESD.</i>
Sub-indicator 5.1.2	Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify which subjects were investigated and list major reports.</i>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) On ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) Addressing ESD: (a) for the master's level?; (b) for the doctorate level?
(1)	<i>Please specify what programmes are available and list the most important academic dissertations that</i>

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g., concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology; and means of evaluation, including socioeconomic impacts.

²⁶ ESD is addressed by substance and/or by approach.

(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>address ESD.</i> a) Master's level: Pollution and Environmental Degradation Technology of Environmental Protection Environmental Protection in the Process Industry Protection and revitalization of built heritage Ecology of urban units Protection and revitalization of architectural heritage Techniques of built heritage protection
Sub-indicator 5.1.4	Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please provide information on (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted	
Sub-indicator 5.2.1	Is there any support for innovation and capacity-building in ESD practice? ²⁷
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify what main projects were/are being implemented to that end.</i>
Indicator 5.3 Dissemination of research results on ESD is promoted	
Sub-indicator 5.3.1	Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ E.g., the "participatory approach"; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD?
<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Please name the major publications for (a) and (b).</p> <p>a)</p> <p>Several Methodological guidelines for education for sustainable development, especially for implementing of cross-curricular topics in education have been produced. Please find the Bureau's web site for the publications: http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_odrzivi_razvoj/.</p> <ol style="list-style-type: none"> 1. Education for Sustainable Development Goals - Learning Objectives 2. Education for Sustainable development in pre – school education and care (from 3 to 6 years old kids) 3. Education for sustainable development – cross-cutting issue in the curriculum for the primary and upper secondary educations 4. Education for sustainable development – cross-cutting issue in the curriculum for the secondary educations 5. Green Pack 6. Green Pack Junior – 7. Our School - Learning Together 8. From education to valorisation of space (Handbook for teachers) 9. Guidelines for Education in the field of emergency situations caused by natural disasters <p>b)</p> <p>Publications dealing with the professional development of teachers and monitoring the introduction of professional development for teachers in Montenegro are aiming at easier and more efficient introduction of its segments into the practice and support schools and teachers to act in that direction. They are in accordance with the key competences for lifelong learning of the European Commission.</p> <p>School-based professional development - guidelines for schools is intended for schools (teachers, pedagogues and psychologists and school management) for the implementation of the system school-based professional development.</p> <p>Mentoring - a manual for teachers is based on the research of the mentoring process in our schools and responds to the needs of teachers who are mentors to the novice teachers.</p> <p>Teachers' performance appraisal system - manual for schools presents a model of efficiency assessment of teachers' work in Montenegro</p>
<i>Concluding remarks on issue 5</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i>
	<p>– <i>Which actions and/or initiatives have been particularly successful and why?</i></p> <p>Productions a lot of publications and guidelines for educators.</p>

	<p>– <i>What challenges did your country encounter when implementing this objective?</i> Common understanding in all implementing levels.</p> <p>– <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i></p> <p>Connecting between research and development ESD.</p>
Issue 6. Strengthen cooperation on ESD at all levels within the ECE region	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond	
Sub-indicator 6.1.1	Do your public authorities cooperate in or support international ³⁰ networks on ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify concrete networks and explain who supports these networks.</i></p> <p>Eco –school was supported by Bureau for Education, Eco-reporters supported by NGO ECOM, and UNESCO Associated School Network supported by UNESCO, Montenegro National Commission for UNESCO and Ministry of Education.</p> <p>Montenegrin Training Firms Service Centre (www.serviscentarpzv.me) was established in June 2005 with the goal of ensuring realistic business environment to training firms, by performing the role of institutions with which real companies cooperate (Central Registry of Commercial Entities, Tax Administration, bank, insurance funds, and the like), as well as the work on the improvement and promotion of entrepreneurial learning in secondary schools.</p> <p>The Service Centre implements the activities for the involvement of Montenegrin training firms in EUROPEN (Association of Training Firms in the European Union) and it represents the link between national training firms and training firms on international market.</p>
Sub-indicator 6.1.2	Do educational institutions or organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify. List major networks.</i></p> <p>All our educational institutions actively participate in all mentioned network.</p>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms or agreements that include an explicit ESD component?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list the major ones.</i>

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

	Agreement between Bureau for Education Services, Foundation for Environmental Education and NGO ECOM.
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i> The Ministry of Sustainable Development and Tourism of Montenegro presented the Voluntary National Review (VNR) at HLPF in July 2016. In addition, any opportunity has been used (for a, meetings, conferences...) in order to promote the NSSD until 2030, and therefore the implementation of the UN Agenda 2030 at the national level.
<i>Concluding remarks on issue 6</i>	<i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i>
	<i>Please address in particular the following questions:</i> - <i>Which actions and/or initiatives have been particularly successful and why?</i> All of these networks improve our educational process in the field of ESD. - <i>What challenges did your country encounter when implementing this objective?</i> Establishing new networks. - <i>What other considerations have to be taken into account in future ESD implementation concerning this objective?</i>
Issue 7. Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
The curriculum for elementary schools did not introduce a special subject "Knowledge of Cultural Heritage of Montenegro", but these contents are included through teaching topics and objectives and outcomes of learning in existing subjects, as well as through the organization of the school in nature and excursions for ninth grade students.	
<i>What role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.</i>	
Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy	
<i>Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.</i>	
Montenegro has included SD perspectives throughout education and have had strong political support at all levels of governance. Even though there is no separate ESD strategy existing at present, a lot has been done as from 2005 until today in this field. Education for sustainable development is included in our national strategies as a goal and means for reaching sustainable development. As Annex to the Strategic Plan of the Education Reform (2005-2009), the Action Plan on Integrating Sustainable Development in Education System of Montenegro for the period 2007-2009 was written in 2007 by our education key institutions - the Ministry of Education, Bureau for Education, VET Centre, Examination Centre and Bureau for Textbooks and Teaching Aids. This	

action plan, aiming to “create conditions for strategic introduction of SD content in our education system” is in line with the UNECE Strategy. We have a coordination mechanism for implementing SD Strategy at the state level but connections between all stakeholders could be better. We have established national and international cooperation on education for sustainable development.

Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy’s main objectives (issues 1–6).

We didn’t promote research in the development of activities in different areas of ESD, especially evaluation tools, and school/institutional development and implementation of ICT. Our indicators and evaluation instruments for ESD are not still clear for all actors and we want to improve sharing the results of examples of good practices on the appropriate way. Adequate financial means to implement ESD haven’t been ensured yet.

Issue 9. Describe any assistance needed in implementing the Strategy in your countries

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

We would like if we can get assistance to develop ESD Strategy which include all stakeholders, and which would be harmonized with National Strategy for Sustainable development until 2030 and all another educational strategies.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education by filling in the table below. (Please tick (✓) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for SD.)

Also, could you specify which specific themes are of critical importance in your country and why?

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Environmental ethics and philosophy													
Global citizenship, democracy and governance	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Sustainable lifestyles	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Poverty alleviation													
Cultural diversity	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Gender equality	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Biological and landscape diversity	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Environmental protection (waste management, environmental monitoring, risk assessment, etc.)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Ecological principles/ecosystem approach		✓	✓	✓	✓	✓	✓	✓			✓	✓	
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Climate change and desertification	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Personal and family health (e.g., HIV/AIDS, drug abuse)		✓	✓	✓	✓	✓	✓	✓					

Some key themes covered by sustainable development	ISCED Levels 2011												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓	✓	✓	✓	✓					
Corporate social responsibility											✓	✓	
Production and/or consumption patterns	✓	✓	✓	✓	✓	✓	✓	✓					
Economic growth and good jobs	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Rural/urban development	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Oceans and sea	✓	✓	✓	✓	✓	✓	✓	✓					
Renewable energy	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Sustainable cities and communities	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
Culture's contribution to sustainable development													
Total													
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; "other" categories not counted) is:

No. of ticks	0–9	10–16	17–39	40–75	76–112	113–153
Scale	A	B	C	D	E	F

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹ or programme of study at various levels of formal education, by filling in the table below. (Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)

Table of learning outcomes

Competence	Expected outcomes	ISCED Levels												
		0	1	2	2.5	3	3.5	4	4.5	5	5.5	6	7	8
Learning to learn Does education at each level enhance learners' capacity for:	- posing analytical questions/critical thinking?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- understanding complexity/systemic thinking?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- overcoming obstacles/problem-solving?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- managing change/problem-setting?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- creative thinking/future-oriented thinking?													
	- understanding interrelationships across disciplines/holistic approach?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	Total													
- other? (countries to add as many as needed)														
Learning to do Does education at each level enhance learners' capacity for:	- applying learning in a variety of life-wide contexts?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- decision-making, including in situations of uncertainty?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- dealing with crises and risks?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- acting responsibly?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓
	- acting with self-respect?													
	- acting with determination?													
	Total													
- other? (countries to add as many as needed)														

³¹ At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels													
		0	1	2	25	3	35	4	45	5	55	6	7	8	
Learning to be Does education at each level enhance learners' capacity for:	- self-confidence?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- self-expression and communication?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- coping under stress?														
	- ability to identify and clarify values?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	Total														
	- other? (<i>countries to add as many as needed</i>)														
Learning to live and work together Does education at each level enhance learners' capacity for:	- acting with responsibility (locally and globally)?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- acting with respect for others?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- identifying stakeholders and their interests?														
	- collaboration/team working?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- participation in democratic decision-making?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- negotiation and consensus-building?	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	
	- distributing responsibilities (subsidiarity)?														
	Total														
	- other? (<i>countries to add as many as needed</i>)														

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; "other" not counted) is:

No. of ticks	0–11	12–21	22–53	54–105	106–156	157–207
Scale	A	B	C	D	E	F

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching or learning methods for each level. Use the blank rows to insert additional teaching or learning methods that are considered to be key methods in your country in teaching and learning for sustainable development.)

Table of teaching-learning methods

Some key ESD teaching/learning methods proposed by the Strategy ^a	ISCED Levels												
	0	1	2	25	3	35	4	45	5	55	6	7	8
Discussions	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Conceptual and perceptual mapping	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Philosophical inquiry	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Value clarification	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Simulations; role playing; games	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Scenarios; modelling	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Information and communication technology (ICT)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Surveys	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Case studies	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Excursions and outdoor learning	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Learner-driven projects													
Good practice analyses													
Workplace experience	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Problem-solving	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Total	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Other (countries to add as many as needed)													

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33 (e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

No. of ticks	0–8	9–42	43–53	54–76	77–98	99–126
Scale	A	B	C	D	E	F

Appendix II

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent ESD implementation is a multi-stakeholder process by filling in the table below. Please provide examples of good practice. *(Please tick (✓) in both tables (a) and (b) to indicate what types of education stakeholders are involved.)*

Table (a)

According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	<i>Formal</i>	<i>Non-formal</i>	<i>Informal</i>
NGOs	✓	✓	✓
Local government	✓	✓	✓
Organized labour		✓	✓
Private sector		✓	✓
Community-based	✓		
Faith-based			
Media	✓	✓	✓
Total	4	5	5
Other (<i>countries to add as many as needed</i>)			

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

No. of ticks	0–1	2	3–5	6–10	11–15	16–21
Scale	A	B	C	D	E	F

Table (b)
According to United Nations Decade of ESD

Stakeholders	Classification by United Nations Decade of ESD				
	<i>Public awareness</i>	<i>Quality education</i>	<i>Reorienting education</i>	<i>Training</i>	<i>Social learning</i>
NGOs	✓	✓		✓	✓
Local government	✓	✓	✓	✓	✓
Organized labour	✓				✓
Private sector					✓
Community-based	✓	✓	✓		✓
Faith-based					
Media	✓				✓
Total	5	3	2	2	6
Other (<i>countries to add as many as needed</i>)					

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

No. of ticks	0–5	6–11	12–17	18–23	24–29	30–35
Scale	A	B	C	D	E	F

Appendix III

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent ESD is a part of the initial and/or in-service educator's training, by filling in the table below by ticking (✓) as appropriate.

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0. Early childhood education									✓									✓
1. Primary education									✓								✓	
2. Lower secondary education									✓								✓	
25. Lower secondary vocational education									✓								✓	
3. Upper secondary education									✓								✓	
35. Upper secondary vocational education									✓								✓	
4. Post-secondary non-tertiary education									✓								✓	
45. Post-secondary non-tertiary vocational education																	✓	
5. Short-cycle tertiary education																		
55. Short-cycle tertiary vocational education																		
6. Bachelor's or equivalent level						✓												

ISCED levels	Percentage of education professionals who have received training ^a to integrate ESD into their practice																	
	<i>Educators</i>												<i>Leaders/administrators^b</i>					
	<i>Initial^c</i>						<i>In service^d</i>						<i>In service^e</i>					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
7. Master's or equivalent level						✓												
8. Doctoral or equivalent level																		
9. No information available																		
Non-formal																		
Informal																		

^a Training is understood to include at least one day (a minimum of five contact hours).

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

Percentage of educated trainers	0–5	6–10	11–25	26–50	51–75	76–100
Scale	A	B	C	D	E	F

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

Indicator 1.1	Prerequisite measures are taken to support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.2	Policy, regulatory and operational frameworks support the promotion of ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 1.3	National policies support synergies between processes related to SD and ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.1	SD key themes are addressed in formal education	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 2.2	Strategies to implement ESD are clearly identified	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.3	A whole-institution approach to ESD/SD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.4	ESD is addressed by quality assessment/enhancement systems	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.5	ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 3.1	ESD is included in the training of educators	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 3.2	Opportunities exist for educators to cooperate on ESD	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 4.1	Teaching tools and materials for ESD are produced	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 4.2	Quality control mechanisms for teaching tools and materials for ESD exist	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 4.3	Teaching tools and materials for ESD are accessible	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input checked="" type="checkbox"/> Completed
Indicator 5.1	Research on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.2	Development of ESD is promoted	<input type="checkbox"/> Not started	<input type="checkbox"/> In progress	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 5.3	Dissemination of research results on ESD is promoted	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 6.1	International cooperation on ESD is strengthened within the ECE region and beyond	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed

Annex II

Proposed timeline for reporting

The proposed timeline for the preparation and submission of national implementation reports set out below aims to facilitate the reporting exercise at the national level. Member States are asked to respect the deadline of 1 November 2018 to ensure sufficient time for the preparation of the report on progress in implementation during the first post-2015 phase of implementation of the Strategy at the regional level, and the reflection of any review of implementation in the discussions on education for sustainable development within the framework of the Steering Committee.

<i>National preparation process</i>	<i>Time required</i>	<i>Tentative timing</i>
First draft of the report	1 month	June 2018
Multi-stakeholder consultation on the draft	1–3 months	July-September 2018
Final report preparation (including translation, where required)	1 month	October 2018
Deadline for submission of national implementation reports to ECE		1 November 2018
