

INFORMAL COUNTRY REPORT

MONTENEGRO

Regarding the three priority areas postulated in the document ECE/CEP/AC.12/2013/13, please note that Montenegro has not officially participated in the UNECE Decade for Sustainable Development until now. However, incorporating sustainable development in the wider educational system has been an integral goal of the National Strategy for Sustainable Development – NSSD (2007-2012).

Concretely, the 2nd goal of the Education chapter in the NSSD is to increase of sustainable development topics and contents in the educational curricula from pre-school to university levels through four measures. The measures correspond greatly to the priority areas listed in the UNECE letter. Built on this, the Government of Montenegro adopted the Communication Strategy for Sustainable Development – CSSD (2010), which lists Educational institutions (formal and informal) as one of the target groups of the Strategy. The objectives laid down in the CSSD for this area include the provision of continuous support for the efforts to:

- (a) improve knowledge and the level of competence with respect to the SD concept in educational institutions (formal and informal);
- (b) secure understanding of the essentials and the significant of the SD concept by as many people as possible through the organization of numerous formal and informal educational events,
- (c) connect the application of the educational concept of “life-long learning” to SD/

The Fourth progress report on the NSSD’s implementation (covering the period from January to December 2011), shows the following progress in the achievement of the goal related to the ESD:

1. *“Preparation of syllabi for optional subjects for elementary and high schools, which incorporate sustainable development topics”*

- (a) **Sustainable development** or elements of it are **thought in 23 high schools (gymnasiums) and 163 elementary schools**. The curricula have been prepared for 8 elective courses at the level of high schools and for 9 electives in the elementary schools.
- (b) **Challenges:** Further support and capacity building should be made available for schools to start working on the implementation of the SD programs more vigorously. A particular challenge is how to ensure that the SD topics are implemented cross-curricularly.

2. *“Quality implementation of curriculum subjects, which incorporate sustainable development topics”*

- (a) **Seventy teachers have been trained** in including sustainable development into their curricula at the level of high schools, while this number increases to 796 for the elementary school teachers. In total, 8849 students of high schools and 46499 of elementary school pupils attended electives in the field of sustainable development in high schools.

(b) Challenges: More education for teachers needs to be provided, moving away from individual to team trainings, especially with regards to the cross-curricular defining of educational program.

3. *“Realization of special projects in school, which are offered by civil society organizations and relate to sustainable development and environmental protection”*

(a) In 2011, a total of 35 projects offered by civil society organizations in the field of sustainable development and environmental protection have been organized across schools.

(b) **Challenge:** A more planned coordination and cooperation among the activities of the civil society and the education institutions is needed. Despite the progress in the numbers of the activities, these programs are still occurring mostly on the ad hoc bases. Additionally, sustainability of the projects, i.e. the knowledge gained through them needs to be ensured and strengthened.

4. *“Encouraging life-long learning with special emphasis on informal education”*

(a) By the end of 2011, **69 institutions for the adult education have been licensed, while a total of 120 adult education programs have been accredited**¹. This represents an increase in the number of licensed adult education programs, particularly in the north of Montenegro (the least developed region of the country), which is a very positive trend. The programs of distance education (e-learning) represent the next step in adult education.

(b) **Challenge:** The most important challenge to the encouragement of lifelong learning is the lack of financial means, which is partly being remedied through individual requests of firms for the training of their employees as well as internationally funded projects. In future, more of these programs need to be focused on the skills needed for the transition to a green economy, which is, at the moment, happening only at a minor scale.

¹ The Ministry of Education and Sports works on the licensing process and license issuing, while the Vocational Training Centre works on projects for the accreditation of adult education.