

National Implementation Report

(As submitted by: Montenegro)

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development Phase III: 2011–2015

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 Marija Mijuskovic

Signature: *Nevena Cabrilo and Marija Mijuskovic*

Date: October 29, 2014

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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 for Sustainable Development and Tourism and Ministry of Education.

Stakeholders: One of the main contributors were REC Montenegro, UNDP and UNICEF.

NGOs (please specify): All NGOs in Montenegro received an email about the process of preparation of the Report but there were no responses from any of the NGOs. A deadline for responses was 1 month.

Academia (please specify): Information from schools were gathered through regular communication between Bureau for Educational Services and Ministry for Education and Schools; as well as National Council for Sustainable development and Climate Changes.

Business (please specify): Information were gathered through National Council for Sustainable Development and Climate Changes since 3 representatives of business unions are members of the Council.

Other (please specify): All faculties were informed about the process of preparation of the Report but the responses gained from the faculties were not satisfactory.

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 represents a great challenge for Montenegro since this is the first progress report on UNECE Strategy for Education for Sustainable Development that we are preparing. Process of preparation of the Report was done according the Guidelines we received from Steering Committee for the UNECE Strategy for ESD.

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<p>When the National Council for Sustainable Development set the task of adopting the Strategy and education programmes for sustainable development on all education levels in 2005, they had in mind that without significantly improved attitude of citizens towards the environment and precious resources of Montenegro, no goals from the National Strategy of Sustainable Development can be achieved, nor can the idea of an ecological state. This is why they included this in their priority tasks. The National Strategy of Sustainable Development emphasized two priority goals: high quality education for all, and more sustainable development topics in curricula on all levels. With this goal, the Ministry of Education created an Action Plan for Integration of Sustainable Development in Education Systems, which is also set as a goal of the current education reform in Montenegro. Detailed analyses of course curricula were done, as well as contents for sustainable development, from pre-school to university education, and curricula developed covering both compulsory and optional courses. Special vocation standards were also developed at the level of vocational education, such as the vocation of supervisors in protected areas (with UNDP and National Parks). Bureau for Education Services and the Centre for Vocational Education organized a training of teachers for the implementation of new curricula, as well as many seminars with thousands of teachers participating.</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 ministrie(s)/department(s) the focal point(s) are located.</i> We have two focal points: representative of Ministry of Sustainable Development and Tourism (Division for the support to the National Council for Sustainable Development) and representative of the Bureau for Educational services.
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD?
Yes <input type="checkbox"/> No <input checked="" 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>
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> National strategy for sustainable development of Montenegro http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.mrt.gov.me%2FResourceManager%2FFileDownload.aspx%3Frid%3D78343%26rType%3D2&ei=ca4RVJ-YNOPXyQPJsYFQ&usg=AFQjCNEVvPjsjZz7k-

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.

Issue ¹ 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).</i></p> <p>When the National Council for Sustainable Development set the task of adopting the Strategy and education programmes for sustainable development on all education levels in 2005, they had in mind that without significantly improved attitude of citizens towards the environment and precious resources of Montenegro, no goals from the National Strategy of Sustainable Development can be achieved, nor can the idea of an ecological state. This is why they included this in their priority tasks. The National Strategy of Sustainable Development emphasized two priority goals: high quality education for all, and more sustainable development topics in curricula on all levels. With this goal, the Ministry of Education created an Action Plan for Integration of Sustainable Development in Education Systems, which is also set as a goal of the current education reform in Montenegro. Detailed analyses of course curricula were done, as well as contents for sustainable development, from pre-school to university education, and curricula developed covering both compulsory and optional courses. Special vocation standards were also developed at the level of vocational education, such as the vocation of supervisors in protected areas (with UNDP and National Parks). Bureau for Education Services and the Centre for Vocational Education organized a training of teachers for the implementation of new curricula, as well as many seminars with thousands of teachers participating.</p>	
	<p>WGqyndZvI2EPOXRw&sig2=rk_oiC8CwlepNcR1LT5-yg&bvm=bv.74894050,d.bGQ</p> <p>National strategy for sustainable development of Montenegro recognized educational sector through two priority goals:</p> <ul style="list-style-type: none"> • Achieving quality education for all; achieving Millennium Development Goals and goals from the National Plan of Action for Children. • Increasing thematic contents of sustainable development in curricula from preschool to the university level. <p>Action plan: Integration of sustainable development into educational system</p> <p>http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=177480&rType=2 http://www.erisee.org/node/downloads/library_montenegro/action_plan_integrtrion_of_sustainable.pdf</p> <p>An action plan was prepared for implementation between 2007 and 2009 on the integration of sustainable development into the educational system. The plan is comprehensive and it is still relevant in terms of the implementation of educational reform and, with this, to enable individuals as well as society to gain the knowledge necessary to ensure sustainable development in Montenegro. Action plan is brought in line with principles and goals of UNECE Strategy for ESD, National strategy for sustainable development, as well as with those principles and goals given in the key documents of educational reform implementation.</p> <p>An important point is that environmental awareness and sustainability concepts find their place among the goals to be achieved through teaching; through compulsory and elective subjects.</p> <p>Education for Sustainable Development - inter-subject area in curricula - Elementary School (Podgorica, 2014)</p> <p>In order to focus on education for sustainable development and implement firm model of education for sustainable development, themes that contribute to integrative approach of general education and greatly combine contents of specific subjects and areas are defined leading towards development of key competences of learners.</p>

Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<p>When the National Council for Sustainable Development set the task of adopting the Strategy and education programmes for sustainable development on all education levels in 2005, they had in mind that without significantly improved attitude of citizens towards the environment and precious resources of Montenegro, no goals from the National Strategy of Sustainable Development can be achieved, nor can the idea of an ecological state. This is why they included this in their priority tasks. The National Strategy of Sustainable Development emphasized two priority goals: high quality education for all, and more sustainable development topics in curricula on all levels. With this goal, the Ministry of Education created an Action Plan for Integration of Sustainable Development in Education Systems, which is also set as a goal of the current education reform in Montenegro. Detailed analyses of course curricula were done, as well as contents for sustainable development, from pre-school to university education, and curricula developed covering both compulsory and optional courses. Special vocation standards were also developed at the level of vocational education, such as the vocation of supervisors in protected areas (with UNDP and National Parks). Bureau for Education Services and the Centre for Vocational Education organized a training of teachers for the implementation of new curricula, as well as many seminars with thousands of teachers participating.</p>	
Sub-indicator 1.1.5	Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify and list major documents.</i>

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

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><i>Please specify and list any major document(s).</i></p> <ul style="list-style-type: none"> – General Law on Education and Upbringing (OG 39/13, 44/13); – Law on Preschool Upbringing and Education (OG 64/02, 49/07, 80/10); – Law on Elementary Education and Upbringing (OG 64/02, 49/07, 45/10, 39/13); – Law on High School (OG 45/10, 73/10, 39/13); – Law on Vocational Education (OG 45/10, 39/13); – Law on the adult education (OG 20/11). <p>National strategy for sustainable development of Montenegro http://www.google.com/url?sa=t&rc=t=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CB0QFjAA&url=http%3A%2F%2Fwww.mrt.gov.me%2FResourceManager%2FFileDownload.aspx%3Frid%3D78343%26rType%3D2&ei=ca4RVJ-YNOPXyQPJsYFQ&usg=AFQjCNEVvPjsjZz7k-WGqyndZvI2EPOXRw&sig2=rk_oiC8CwlepNcR1LT5-yg&bvm=bv.74894050,d.bGQ</p> <p>Action plan: Integration of sustainable development into educational system http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rid=177480&rType=2</p> <p>The Educational Curriculum (ISCED0, ISCED1, ISCED2, ISCED3) (compulsory and elective subjects) http://www.zzs.gov.me/naslovna/programi</p> <p>Education for Sustainable Development - inter-subject area in curricula - Elementary School (Podgorica, 2014) http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rid=172423&rType=2</p> <p>Catalogue of teacher training programs (2008, 2009, 2010, 2011, 2012, 2013, 2014) http://www.zzs.gov.me/naslovna/profesionalnirazvoj/programi/</p>
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/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵

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

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

(a) Yes No

(b) Yes No

If yes, please specify details for (a) and (b).

a) National strategy for sustainable development of Montenegro recognized educational sector through two priority goals:

- Achieving quality education for all; achieving Millennium Development Goals and goals from the National Plan of Action for Children.
- Increasing thematic contents of sustainable development in curricula from preschool to the university level.

Action plan: Integration of sustainable development into educational system

The aim of developing Action plan is to create conditions for planned introduction of sustainable development contents into our educational system. This Action plan plans, defines and connects 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

b) Preschool

One of the main goals of preschool education is the creation of ecological consciousness in upcoming generations. This realized through adequate and appropriate play.

Primary schools

The Educational Curriculum (compulsory and elective subjects)

Objectives and principles of education for sustainable development are greatly compatible with goal of education concept in Montenegro, which is to train learners to actively participate and contribute to social, economic and cultural development of their country, their town and planet

Specific themes characteristic for sustainable development are already present in existing curriculum, but they have not been identified as such or their contribution to sustainable development concept is not visible. Some of these concepts are extremely important for understanding of sustainability; others are directly related to sustainable development. For example, learning about preservation and sustainable use of natural resources is related to sustainability; however, knowledge on natural resources is a foundation for sustainable use of natural resources.

Education for Sustainable Development - inter-subject area in curricula - Elementary School (Podgorica, 2014)

Secondary schools

Among the goals to be achieved with secondary education is to develop individuals who will be responsible towards themselves, other people and the natural and social environment. This goal is to be achieved through teaching the regular as well as the elective subjects.

Vocational training

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.

For students in three-year vocational education, special attention is given to practical on-the-job training. This involves a certain

	<p>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 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 master's 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.</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><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1" data-bbox="954 703 1610 1123"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>1. Primary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Lower secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Upper secondary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Post secondary non-tertiary education ⁶</td> <td></td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>8. Doctoral or equivalent level</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>	ISCED levels	(a)	(b)	Yes	Yes	0. Early childhood education	✓	✓	1. Primary education	✓	✓	2. Lower secondary education	✓	✓	3. Upper secondary education	✓	✓	4. Post secondary non-tertiary education ⁶			5. Short-cycle tertiary education	✓	✓	6. Bachelor's or equivalent level	✓	✓	7. Master's or equivalent level	✓	✓	8. Doctoral or equivalent level	✓	✓
ISCED levels	(a)		(b)																														
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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><i>Please specify.</i></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 programmes incorporating the aspects of</p>																																

⁶ In the Montenegrin Educational system doesn't exist ISCED 4 level

	sustainable development and environmental protection, as well as the adequate preparation of teachers. Awakenning the interest of adults to get involved in such training is also required.
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>With regard to non-formal education, efforts are being made to involve the media in promoting environmental protection and creating environmental awareness. At the moment, media engagement in this area is considered unsatisfactory.</p> <p>In December 2010 Government of Montenegro adopted Communication Strategy on Sustainable Development 2011-2013 together with Action plan for 2011 (http://www.kor.gov.me/vijesti/102434/USVOJENA-NACIONALNA-KOMUNIKACIONA-STRATEGIJA-ODRzIVOG-RAZVOJA-2011-2013-GODINE.html). Strategy is adopted together with conclusion that certain financing is needed for its implementation as well capacity building in relevant institutions. (in that time Office for Sustainable Development was in charge for its implementation).</p> <p>Communication Strategy's goal was to provide communication support to the implementation of the Strategy of Sustainable Development and increase the level of knowledge, understanding and support to the sustainable development concept by all generations of citizens to enable their active involvement in the relevant decision- making process. Having in mind complexity of sustainable development process, the strategy envisaged inclusion of representatives of all stakeholder groups such as the public of Montenegro, state institutions, local governments and public institutions, bussines sector, civil sector, media, educational institutions and international public.</p>

Sub-indicator 1.2.5	Does a formal structure for interdepartmental ⁷ cooperation relevant to ESD exist in your Government?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>1) <u>National Council for Sustainable Development and Climate Change</u>- advisory body to the Government of Montenegro on the issues of sustainable development, chaired by President of Montenegro.</p> <p>2) Minister of Sustainable Development and Tourism established a <u>Coorination body for Sustainable Development</u> in September 2013. This body has 35 members, representatives of all ministries and public institutions relevant for implementation of sustainable development. The main purpose of this body was strengthening of intersectoral cooperation.</p>
Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁸
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify.</i></p> <p>During last few years, Ministry of Education has signed many Memorandums of Cooperation/Understanding with many NGOs, international organizations as well as other relevant institutions in Montenegro within education field.</p> <p>Catalogue of teacher training programs is approved by the Ministry of Education every year. In this catalogue educational body (Faculty, Educational institutions, NGO ...) applied for teacher training programs. Catalogue is one of the important ways for CPD.</p> <p>Faculties and other responsible educational institutions participate in the process 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 and counseling in the schools.</p>
Indicator 1.3	National policies support synergies between processes related to sustainable development (SD) and ESD
Sub-indicator 1.3.1	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>ESD is part of SD policy(ies): National strategy for sustainable development of Montenegro, Ministry of Sustainable Development and Tourism, 2007; Strategy for preschool education 2010-2015, Ministry for Education, Podgorica 2010 (ISCED 0), Strategy for primary education (2011 – 2017), Ministry for Education, Podgorica 2011 (ISCED 1 and ISCED 2), Strategy for vocational education (2010-2014) Ministry for Education, Podgorica 2008; Strategy for scientific research activity Montenegro (2008-2016) Ministry for Education and Science, Podgorica, 2008; Declaration Montenegro is Ecological State; Directions of Development Montenegro of the ecological state (2001), etc.</p>

⁷ Between State bodies.

⁸ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

<p><i>Concluding remarks on issue 1</i></p>	<p><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>
	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> Montenegro did a lot in establishing institutional and strategical framework for sustainable development. Since 2002 when National Council for Sustainable Development was established and then Office for Sustainable Development in 2005, Montenegro adopted National Strategy fo Sustainable Development, an umbrella document for future development of Montenegro which implementation was monitored on yearly basis until 2013 when process of revision of the Strategy has started. – <i>What challenges did your country encounter when implementing this objective?</i> Coordination body for sustainable development as well as concrete activities of Bureau for Educational Services helped Esd to be more visible in practice, too. Full implementation of strategic documents in this field as well as inter-sectoral cooperation of institutions in charge for implementation of ESD. – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> It is expected to develop new and improve existing mechanisms for full implementation of education for sustainable development

Issue 2. Promote SD through formal, non-formal and informal learning	
<i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i>	
<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 and high school), who will respect and value, understand and implement in the future basic principles and accepted concept of sustainable development in Montenegro.</p> <p>Education system task is to develop necessary awareness of population for preservation of natural resources and their sustainable use.</p> <p>Programs for elective subjects have been developed, in addition to mandatory subjects implemented in elementary and high schools (Biology, Biology and Ecology, Chemistry, Nature, Nature and Society, Society, Nature and Technics, Civic Education, Geography, History...) aiming at increase of sustainable development topics in curricula.</p> <p>Curriculum for elective optional subjects has been developed for elementary schools: Characteristics of marine ecosystem, Medicinal herbs, Interesting geography, Research of Humanitarian law, Appreciation of space, Healthy lifestyles, Entrepreneurship, History of religion and European Union.</p> <p>Elective subjects for grammar school are: Tourism geography of Montenegro, Biodiversity, Ecology and environmental protection, Chemistry and life, Civic education, History of religion 1 and 2 and European integrations.</p> <p>Teacher training programs have been developed for following subjects: Civic education, Entrepreneurship, Healthy lifestyles, Appreciation of space and Humanitarian law, as well as training programs for implementation of Green Pack didactic material. These programs are accredited and presented in Catalogue for teacher professional development programs published by Bureau for Education.</p> <p>Manuals for teachers and worksheets for learners have been developed for optional subjects. All elective subject teachers were trained and possess capacities to apply new methods in the process of instruction delivery.</p>	
Indicator 2.1 SD key themes are addressed in formal education	
Sub-indicator 2.1.1	Are key themes of SD ⁹ addressed explicitly in the curriculum/programme of study at various levels ¹⁰ 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 addressed in the curricula.</i></p> <p>Specific themes characteristic for sustainable development are already present in existing curriculum through compulsory and elective subjects.</p> <p>In order to focus on education for sustainable development and implement firm model of education for sustainable development, themes that contribute to integrative approach of general education and greatly combine contents of specific subjects and areas are defined leading towards development of key competences of learners.</p> <p>Eight inter-subject themes were defined in line with Montenegrin priorities, tradition and commitments, with full compliance with</p>

⁹ For details, see paragraph 15 of the UNECE Strategy for ESD.

¹⁰ For the State or federal level, where relevant.

international strategic documents in the field of education for sustainable development.

Inter-subject themes:

1. **Climate change** (Global warming as a consequence of green house effect gas emission; Accommodation to climate change)
2. **Green economy** (Food safety, alimentation and sustainable agriculture; Forests; Energy sector; Technology; Tourism Food safety, alimentation and sustainable agriculture; Forests; Energy sector; Technology; Tourism)
3. **Environment protection** (Waste; Chemicals management; Noise pollution; Air; Acid rain; Water; Natural renewal and protection of environment (eco-remediation))
4. **Sustainable cities and settlements** (Spatial valuation and planning; Rural patterns of living; Sustainable transport; Emergency action principles)
5. **Biodiversity** (Biological diversity (genetic diversity, diversity of species, ecosystem diversity); Desertification, soil degradation; Mountains, forests, caves, canyons, agro-biodiversity; Continental aquatic ecosystems; Coastal areas and marine habitats; Biodiversity protection)
6. **Health education**
7. **Human rights education** (Social, civic, multicultural education and peace education; Gender equality; European integrations (EU); Consumers education)
8. **Entrepreneurial learning**

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

Please update the table in appendix I (a) that was used for implementation phase II 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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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Sub-indicator 2.1.2	Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum ¹¹ /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 formal primary and secondary 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>Developed new curricula for primary schools, secondary vocational schools and high schools imply obtaining knowledge, skills and competences oriented towards achieving important economical, social and environmental goals. New Curricula are modernized and adjusted to contemporary requirements in that field in Europe. They are built in a function of a goal-oriented planning of contents and teachers themselves can choose methods and activities by which the goals can be best achieved. New subject curricula are opened – teachers themselves, pupils and schools in cooperation with the local community, can create around 20% of contents. The percentage of sustainable development contents within new subject curricula is very high.</p> <p>Objectives and principle 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>During teaching/educating process student develop competences: learn to learn, learn to do, learn to be and learn to live and work together. After finishing obligatory education students to 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.</p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and</i></p>

¹¹ Idem.

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/learning methods that support ESD addressed explicitly in the curriculum ¹² /programme of study at various levels of formal education?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify what 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 the tendency to focus on correlations, connections, relations and interactions. Teaching and learning approach is learner centered and ensure context in which learners develop their ideas, values and understanding and pondering about reality.</p> <p>Teaching/learning methods proposed that learners approach to education for sustainable development objectives should be in form of research and objectives adoption 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 learners 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 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

¹² Idem.

	<p>relations between diverse contents.</p> <ol style="list-style-type: none"> 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. <p><i>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="981 978 1581 1082"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	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"/>
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"/>								
Indicator 2.2 Strategies to implement ESD are clearly identified													
Sub-indicator 2.2.1	Is ESD addressed through: (a) existing subjects ¹³ only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹⁴ ; (e) other approaches?												
(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</i>												

¹³ E.g., geography or biology. For higher education, “subject” means “course”.

¹⁴ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

(c) Yes No
 (d) Yes No
 (e) Yes No

ISCED levels 2011	(a)	(b)	(c)	(d)	(e)
	Yes	Yes	Yes	Yes	Yes
0. Early childhood education	√		√	√	
1. Primary education	√	√	√	√	
2. Lower secondary education	√		√	√	√
3. Upper secondary education	√		√	√	
4. Post-secondary non-tertiary education					
5. Short-cycle tertiary education	√		√	√	
6. Bachelor's or equivalent level	√		√	√	
7. Master's or equivalent level	√		√	√	

Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e).

a)

Specific themes characteristic for sustainable development (ISCED0, ISCED1, ISCED2, ISCED3) are already present in existing curriculum through compulsory and elective subjects: Art, Music, Science and Society, Society, Civic education, History, Geography, Technic 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 ISCED5/6 and level7 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

	<p>Postgraduate specialized and master's programme in Chemical Technology</p>	<p><u>Design and Planning in Environmental Protection</u> Pollution and Environmental Degradation Technology of Environmental Protection Environmental Protection in the Process Industry</p> <p>b) In order to focus on education for sustainable development and implement firm model of education for sustainable development, themes that contribute to integrative approach of general education and greatly combine contents of specific subjects and areas are defined leading towards development of key competences of learners.</p> <p>Eight inter-subject themes were defined in line with Montenegrin priorities, tradition and commitments, with full compliance with international strategic documents in the field of education for sustainable development.</p> <p>In all compulsory programs there is a Note: Curricular areas/topics are required in all courses and teachers are required to be exercised. in Curricular areas / topics are facilities that allow the general education curriculum include specific objectives and contents that are not part of the formal discipline or individual cases, or that are structurally interdisciplinary. These activities contribute to an integrative approach to general education and largely associated contents of individual cases.c) Introduction of elective courses students are enabled to choose a certain number of objects through which, in the best way, to be able to express their creativity and satisfy their interests. Elective courses are valued the same as the core courses.</p> <p>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.</p> <p>Elective courses are offered to students in the third cycle, respectively, in the seventh, eighth and ninth grade. Students are required will to choose as elective courses in a particular class, to raise a fund of five hours. The school is required to provide students of a class offered at least five elective courses, one of which must be a foreign language students are not taught from the fourth grade as a regular item. When students choose courses and groups are formed at the school selected objects are treated as ordinary as, among other things, that grades in elective courses participate equally in determining the success of students ca. EU agreement with their parents choose those items that match the child but also to prepare students' for further education.</p> <p>Nine elective courses for primary school can be directly or indirectly linked with the educational goals. Characteristics of marine ecosystems for VII, VIII or IX class (taught in elementary school 13, 366 students 7th, 8th and 9th grades representing 1.5%), Medicinal Herbs VIII class (be taught in elementary school 16, covered 454 7th grade students which makes 5.4%), interesting geography class VIII (37 studies in the elementary school, this course teaches students 8 1157 . classes which makes 14.5%), Exploring Humanitarian Law class VIII or IX (20 OS, this course teaches 600 students 7 or8. grades accounting for 3.5%), Evaluation of space VIII or IX class, (13 OS, this The course teaches students 546 8th and 9th graders which makes 3.25%), healthy lifestyle class VIII or IX (70 OS, this course teaches students 3344 8th and 9th grade which makes 19.9%), Enterprising VIII class (2 OS, this course teaches 61 students of grade 8 which makes 0.07%), history of religion class VIII or IX (4 OS, this course teaches 197 students of grade 9 which makes 2.5%), and the European Union Class VIII or IX (19 OS, this course teaches students 840 8th and 9th graders which makes 5.0%) and traffic education for VII, VIII or IX class (31 OS, this course teaches 870 students 7, 8 and 9 which makes 3.6%).</p> <p>Several elective courses has been developed for high school: Tourism Geography of Montenegro (23 high schools, 1564 students are attending this course or 14,6%), Biodiversity (4 high schools, 398 students are attending or 3,7%), Ecology and environmental</p>
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	<p>protection (15 high schools, 1048 students are attending or 9,8%), Chemistry and life (5 high schools, 203 students are attending or 1,9%), Civic education (19 high schools, 2778 students are attending or 25,9%), History of religions 1 (11 high schools, 405 students are attending or 3,9%) History of religions 2 (9 high schools, 672 students or 6,3%), European Integrations (18 high schools, 1289 students are attending or 12,0%) and Healthy life styles (13 high school, 684 students are attending or 6,4%).</p> <p>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.</p> <p>There has been also done Entrepreneurship and the Environment protection, which are studied as a regular or elective courses in the curriculum depending on the area of work.d) In the planning and implementation of the programme, a structured cooperation was established with the local community, non-governmental organisations, state bodies, media, as well as several international organisations, or regional projects supporting these programmes. Special programmes that can be underlined were: “Green Pack” with the Regional Environment Centre (REC) and the Ministry of Foreign Affairs from the Netherlands, “Lifestyles education”, “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. Institute for Teaching Books and Teaching Aids elaborated on ecological topics in numerous publications, and they also published a licensed magazine for children, National Geographic Junior, which was used to organise a quiz with one of the TV stations. There is an important action on energy efficiency and renewable energy sources (GIZ), which has an 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.</p> <p>e) School in nature “History class in Old Capital: Cetinje – one story“,</p> <p>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 and in the future will be an integral part of the educational process. More than 7,000 students of all Montenegrin primary (all students of the seventh grade) schools will be able to familiarize themselves with the values of the Old Capital in direct way, which is one of the best forms of learning.</p>
Indicator 2.3	A whole-institution approach¹⁵ to SD/ESD is promoted
Sub-indicator 2.3.1	Do educational institutions ¹⁶ adopt a “whole-institution approach” to SD/ESD?

¹⁵ 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).

¹⁶ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

Yes No

The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. 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.

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.

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.

Excursions and school trips aim at acquiring some of curriculum related to occurrences and correlations in environment.

Schools are planning these activities with parents, students, local community and school opportunities every year and put in annual school plan.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

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

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>After inspection of educational services, Bureau for Educational services writes recommendations for improvement of educational process, Based on those recommendations, educational institutions develop and 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).</p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="987 520 1570 943"> <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>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary 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> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify (provide examples).</i></p> <p>Guidelines for improvement of sustainable educational practice are developed within project “Education for Sustainable Development in Western Balkan. 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. The purpose of the program is to improve the practice of sustainable development in schools and communities in the catchment area of the river Drina (Bosnia and Herzegovina, Montenegro, Serbia and the wider area of the Western Balkans).The Guidelines are written with the intention to be a contribution to the development of our society in the community where the principles of sustainable development are considered values and whose citizens through education acquire and develop competences of education for sustainable development. Sustainable schools contribute to sustainable development.</p>	ISCED levels 2011	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education		6. Bachelor's or equivalent level		7. Master's or equivalent level		8. Doctoral or equivalent level	
ISCED levels 2011	Yes																				
0. Early childhood education	✓																				
1. Primary education	✓																				
2. Lower secondary education	✓																				
3. Upper secondary education	✓																				
4. Post-secondary non-tertiary education																					
5. Short-cycle tertiary education																					
6. Bachelor's or equivalent level																					
7. Master's or equivalent level																					
8. Doctoral or equivalent level																					
Sub-indicator 2.3.3	Do institutions/learners develop their own SD/ESD indicators for their institution/organization?																				
Yes <input type="checkbox"/> No <input checked="" 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><i>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</i></p>																				

(a) For formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

(b) For non-formal institutions:

ISCED levels 2011	Yes
0. Early childhood education	
1. Primary education	
2. Lower secondary education	
3. Upper secondary education	
4. Post-secondary non-tertiary education	
5. Short-cycle tertiary education	
6. Bachelor's or equivalent level	
7. Master's or equivalent level	
8. Doctoral or equivalent level	

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>The Bureau for Education Services is responsible for improving the overall quality of education at all levels (preschool, primary school, gymnasiums, vocational education, and inclusive education). Its main areas of work are: curriculum development and improvement, professional development of teachers and school principals, and monitoring the quality of education. Department for quality assurance conducts the supervision of school work. There are 27 supervisors in the Department. The external evaluation inspection lasts 2 to 3 days and the team consists of 5 to 7 supervisors, depending on the size of the school. The evaluation covers 7 key areas of school quality and it covers the subjects.</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>One supervisor covers a subject and a key area. For VET subjects, associate supervisors are contracted. Each school has to be inspected once in four years. The law allows more control upon the reasoned initiative of the Ministry of Education, Parents' Council or the assessment of the Bureau of Education.</p> <p>An inspection is divided in three phases: pre (document analysis: development plan, improvement plan, report on SE, Annual plan of the school, interviewing students, parents and teachers), during (lesson observation: 2 classes per teacher, 90 minutes in total, meeting with group of subject teachers, feedback meeting with principal), and after (writing of school report with recommendations to improve quality, to be sent to school and the publication of a report on the website of the Bureau for Education). Each supervisor produces part of the report and delivers a description per indicator and detailed recommendations.</p>

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>Higher Education</p> <p>Periodic control and reports on programs and awards are mandatory within reaccreditations of study programs and performed in accordance with standards and guidelines for QA. It complies evaluation and approval of all courses organized at HEIs by responsible institutional councils. At all HEIs exist teams committed to internal QA, or exactly said monitoring of quality assurance, which are responsible for preparation internal self evaluation reports as basis for external evaluation.</p> <p>Within the Project “Higher Education and Research for Innovation and Competitiveness”, financed by World Bank loan, the external evaluation of the all higher education institutions is being done by EUA. The result of this evaluation will be individual reports for each higher education institution and a comprehensive, integrated report on the overall higher education system in Montenegro, which will highlight common problems and challenges. The overall evaluation procedure performed by EUA is going to be finished in November 2014.</p> <p>Within the same Project we engaged international expert who has assessed all existing documents related to QA with special stress on criteria and procedures of external quality control. Also, he has given recommendations for quality improving and comprehensive plan for further capacity building of Council for Higher Education. In accordance with these recommendations engagement and concrete work of consultant for QA and Council for Higher Education, who is appointed respecting WB rules, is underway. Within the activities of engaged consultant all QA acts will be redesigned in order to be further harmonized with the new trends and acts concerning QA standards and guidelines in EHEA.</p>
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b)

ISCED 0, 1, 2, and 3

One supervisor covers a subject (compulsory and elective) and a key area. For the subjects there is a separate list of indicators: for each subject the same indicators are applied. Also, for each key area there is a standardized list of indicators and sub-indicators.

c)

The Bureau for Education Services is Governmental institution and it is responsible for improving the overall quality of education at all levels (preschool, primary school, gymnasiums, vocational education, and inclusive education).

Supervision and evaluation of work in primary and general secondary schools is conducted by the Department for quality assurance of the Bureau for Education Services. Reports on supervision can be found on the BES website (<http://www.zzs.gov.me/naslovna/nadzor/izvjestaji>).

Supervision of school work is performed in accordance with the Methodology for the external school evaluation (<http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=83034&rType=2>).

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)
	Yes	Yes	Yes
0. Early childhood education	✓	✓	✓
1. Primary education	✓	✓	✓
2. Lower secondary education	✓	✓	✓
3. Upper secondary education	✓	✓	✓
4. Post-secondary non-tertiary education			
5. Short-cycle tertiary education	✓		
6. Bachelor's or equivalent level	✓		
7. Master's or equivalent level			
8. Doctoral or equivalent level			

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 (Ozon, Expeditio, Fors Montenegro, fAKT, 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 Office in Monenegro which has many projects that includes youth and their education as well as many other international organisatiomns in Montenegro.</p>
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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"/>	<i>Please specify and provide information on new developments and good practice examples.</i> There is no strategic official support from the Government but many, in first place, international organizations, domestic enterprises and ministries support their employees to educate in fields that are related to their work.
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"/>	<i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i> Annual progress reports on the implementation of the National Strategy for Sustainable Development (2005-2012) offer information on the implementation of the two goals concerning the education: Achieving quality education for all; achieving Millennium Development Goals and goals from the National Plan of Action for Children as well as Increasing thematic contents of sustainable development in curricula from preschool to the university level. Since 2010, Montenegro is also reporting on the implementation of the Millennium Development Goals.: http://www.mrt.gov.me/ResourceManager/FileDownload.aspx?rId=144012&rType=2 .
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"/>	<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>

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).

The Ministry of Education and Sport, in cooperation with the Organisation for European Security and Cooperation (OSCE), Mission to Montenegro, initiated the making of the *Rulebook on Criteria and Procedure for Approval of NGOs' Programmes and Projects Implemented in Educational Institutions*. The Rulebook has been drafted by the working group made of representatives of the OSCE, the Ministry of Education and Sport, the Bureau for Education Services, the Centre for Vocational Education, the Examination Centre, the Institute for Textbook Publishing and Teaching Aids.

The Rulebook is aimed at setting up procedures for the best possible cooperation with non-governmental organizations in the implementation of programs and projects that are beneficial for both the educational system and the entire society (<http://www.mpin.gov.me/rubrike/saradnja-NVO/108782/Uputstvo-o-kriterijumima-i-procedurama-za-davanje-saglasnosti-na-programe-i-projekte-nevladinih-organizacija.html> <http://www.mpin.gov.me/rubrike/saradnja-NVO/108782/Uputstvo-o-kriterijumima-i-procedurama-za-davanje-saglasnosti-na-programe-i-projekte-nevladinih-organizacija.html>) 2011. Good examples have been set by international projects successfully turned into practice, such as *Healthy Lifestyles* implemented by the Bureau for Education Services, the Institute for Textbook Publishing and Teaching Aids, and the UNDP; *Emergency Preparedness, Response and Disaster Risk Reduction in Montenegro* implemented by the Bureau for Education Services, the Ministry of Interior - Directorate for Emergency Situations and Civil Security, and UNICEF Montenegro; *Eco-remediation*, implemented by the Ministry of Sustainable Development and Tourism, the Bureau for Education Services and Limnos, Slovenia (through bilateral technical assistance Slovenia-Montenegro); *Green Pack* and *Green Pack Junior* projects implemented by the Bureau for Education Services and REC; *Eco Thread* implemented by the Ministry of Sustainable Development and Tourism and the Bureau for Education Services.

COOPERATION WITH NGOs

2010

Caritas Luxembourg Foundation, Berane Projects implemented in compliance with the Bureau for Education Services' recommendations through activities in the field of ecology and environmental protection for students of educational institutions in Andrijevica, Berane, Plav, and Rožaje. The Ministry of Education and Sport approved the implementation of projects by the NVO Natura from Kolašin, the NGO Triton from Plav, the NGO Fors Montenegro and the NGO Mountaineering and Sport Club *Cmiljače* from Bijelo Polje in educational institutions of their respective municipalities. **NGO CEPROG Centre for fight against obesity, Podgorica**, Project *Obesity prevention in schools*, implemented in primary schools in Podgorica: the Primary School *Radojica Perović* and the Primary School *Oktoih*. What recommends this project, as an incentive to the students to form their attitudes on beneficial and healthy eating habits to help them prevent obesity, achieve and maintain health, both individual, and of the entire society, are the content of the proposed subjects, and, particularly, the project objectives. **NGO Women's Safe House, Podgorica** Distribution of a *Guide for Sexual and Reproductive Health* for Albanian speaking high-school students. The project was preapproved by the Ministry of Education and Sport for implementation in high schools in Podgorica, Danilovgrad and Kotor. The workshops and distribution of the Guide both in Montenegrin and Albanian were successful, which is why the project was recommended for implementation in high schools in Tuzi (Podgorica), Ulcinj, and Plav. **NGO Greens of Montenegro, Podgorica** Project *Eco Colouring Book in Montenegrin Kindergartens*, was implemented in Montenegrin preschool institutions in the following cities and towns: Podgorica, Cetinje, Danilovgrad, Nikšić, Bijelo Polje, Pljevlja, Kolašin, Budva, Bar and Ulcinj. What recommends this project, as an incentive for the children to form their attitude on the environment, its preservation, as well as for the teachers to commit themselves to the ecology-related topics in their work with children, are the content of the proposed subjects and, particularly, the project objectives: ecological education of children and teachers; development of children's creativity through visual arts; English teaching through eco messages translated into English, which the children learn during the key developmental phase for foreign language teaching.

2011

The Ministry of Education, in cooperation with **GIZ** (Deutsche Gesellschaft für Internationale Zusammenarbeit – German society for international cooperation), is implementing the **Energy Tour (Energetska turneja)** project in all the primary schools in Montenegro, for all the final-year. For that purpose, the Ministry and GIZ have signed the Memorandum of Understanding. **NGO Information and Education Centre The Right Way, Rožaje** Project **Prevention of New Addiction Diseases: Internet and Gambling** for high-school students in Berane, Rožaje, Andrijevica, and Bijelo Polje. The project is focused on high-school students and their parents, and it is aimed at prevention of new addiction diseases caused by the Internet and gambling, as well as increasing their awareness of negative effects of these addictions. **NVO Punkt, Podgorica** Project **Through creativity to self-confidence, through cooperation to community**. The project was focused on children with special educational needs in order to create nonconventional, informal educational methods and programmes aimed at their full and eventful social integration, activation of their creative potentials as an efficient method of building confidence in their own potentials and making plans for their own social position based on active involvement in social processes, as well as breaking of dominant stereotypes and prejudices on social positioning and estimates of potentials for social integration of persons with special needs. **Office of National Coordinator for Fight against Trafficking in Human beings**: Seminars for teachers: *Building Awareness of Child Trafficking through Educational System*, supported by UNICEF. **Celebration of 18 October – European Anti-Trafficking Day** Started in 2010, every year the first class in all Montenegrin primary and high schools is dedicated to this topic. **NGO Centre for Child Rights in Montenegro, Podgorica** Projects: *Child Rights and their prospect* supported by Save the Children Norway; *Parliaments as Model of Children's Participation*, supported by UNICEF; *It's about ability – Differences as Challenges and Possibilities*; supported by UNICEF; *Toward New Social Services for Children in Montenegro*, supported by the European Commission, and implemented in cooperation with the NGO Children Above All. **NGO Children Above All, Podgorica** Project *Towards New Social Services for Children In Montenegro*, within which a counselling line for children was launched, and public discussions held in primary and high schools in Podgorica, Nikšić and Herceg Novi, and a research was conducted on Internet violence against children.

2012

NGO Alfa Center, Nikšić Project *Safe step* aimed at students of the final year 2012/2013 in primary schools in Podgorica, Nikšić, Kotor, Mojkovac and Bijelo Polje. **NGO Alternativni kreativni centar Pravi put – 2006 (Alternative Creative Centre The Right Way – 2006), Tivat** Project *Youth Activism in Prevention of Peer Violence and Discrimination* aimed at the students of the Mixed High School *Mladost (Youth)*, Tivat, in the school year 2012/2013. **NVO Centre for Development of Physical Culture Duklja, Podgorica** Project *Universal Pioneer Sport School Duklja* aimed to the kindergarten children in Public Educational Institution *Djina Vrbica* and the students of the Primary School *Milorad Musa Burzan*, Primary School *Vuk Karadžić* and Primary School *Oktoih* in Podgorica. **FORS Montenegro – Foundation for Development of Northern Montenegro, Berane** - Project *Selective waste collection in schools and communities* implemented within the programme of cross-border cooperation with Albania and financed by the Delegations of the European Union in Montenegro and Albania.

Project Mens Sana in Corpore Sano – A sound mind in a sound body, aimed at improving and promoting sport and healthy lifestyles in primary schools in Berane, Nikšić and Pljevlja. **NVO FORUM MNE** Project *Democratic workshops* implemented by Parliament of Montenegro in cooperation with the NGO Forum MNE, with financial assistance by ERSTE Foundation. **Caritas Luxembourg Foundation, Berane** – Promotion of energy efficiency aimed at students of educational institutions in Andrijevica, Berane, Plav, Gusinje, Rožaje, and Bijelo Polje. Project *Protect Nature, Save Energy*, intended to improve energy efficiency awareness, is planned to be implemented by three non-governmental organizations: NGO *Natura* from Kolašin, NGO *The Right Way* from Rožaje, and NGO *Triton* from Plav, with support of *Your Foundation*. The project is focussed on students of primary and high-schools in five municipalities of north-eastern Montenegro, aimed at informing them about the measures and devices contributing to rational energy consumption and increased energy efficiency, which would contribute to personal responsibility concerning energy and its consumption. **REPUBLIKA SLOVENIJA – ZAVOD KROG (REPUBLIC OF SLOVENIA – INSTITUTE CIRCLE)** – The Ministry of Education was addressed by the Primary School *Petar Dedović* from Plav asking for consent to implement the workshops *Violence in Family and in School*, and *Environmental Protection* within the cooperation with the NGO *Circle* from Slovenia. **Public Company National Parks of Montenegro, Podgorica** Project *Let's Make Nature Happy* for students of public schools, implemented through partnership with the NLB Montenegrobanka. **NGO Our Future, Nikšić** Project *Knowledge for Equality*, aimed at children of socially endangered families aged IV to VI grades of primary schools in Nikšić.

NGA Children of Montenegro, Podgorica Project *All Together*, aimed for the students of the Primary School *21st May*, and the Primary School *Božidar Vuković Podgoričanin* from Podgorica. **NGO Foundation for Promotion of Science PRONA, Podgorica** – Project *Science in Motion*, for students and teachers of physics, chemistry, mathematics and biology of high schools in Andrijevica, Plav, Berane, Rožaje and Ulcinj. **NGO PUNKT** – Project *Let's Create Our Fairy Tale*. **NGO Society for Recreation and Improvement of Sport Top Form, Berane** – Project *Increase of Physical Abilities and Self-Confidence of Children and Young People in Order to Prevent Obesity-Related Diseases*, aimed at students of primary and high schools in the municipalities of Berane, Andrijevica, Plav, Rožaje, and Bijelo Polje. **NGA Parents of Children with Developmental Problems Little Ray of Hope**

The Ministry of Education in cooperation with the United Nations Office of Drugs and Crime – UNODC, implemented, during the school year 2011/12 the project *Prevention of Drug Abuse, HIV/AIDS and Crime of Youth through Programmes of Family Skills*.

NGO Media Institute of Montenegro, Podgorica – Project *Ladies Dairy of Change*, whose realisation included the Journalist School from Novi Sad, Women's Association *Aureola*, Kosovo, and Greek Foundation for European Foreign Policy.

	<p>2013.</p> <p>NGO ALFA Centre, Nikšić organized the best photograph and essay competition <i>My country – Secure Country</i> for high-school students in Montenegro. The competition was aimed at presenting the future of Montenegro in a literary and artistic manner, as a secure and stable, internationally respected and democratic nation.</p> <p>NGO Center for Political Education implemented the project <i>Citizens in Judicial Reform</i>, aimed at high-school children in Nikšić.</p> <p>NGO Children of Montenegro implemented the project <i>Cooperation between Schools and Local Communities through Active Participation of Children</i>, for the Primary School <i>Milorad Musa Burzan</i> and Primary School <i>Branko Božović</i> in Podgorica.</p> <p>Implementation of the project <i>Democratic Workshops</i> by Parliament of Montenegro resumed through professional and technical realization by the NGO Forum MNE, financial support of <i>ERSTE</i> Foundation and support of the Ministry of Education.</p> <p>NGO Juventas – Project <i>We are Learning Non-Discrimination</i> in ten high-school in Montenegro:</p> <p>NGO Association for Assistance to Persons with Psycho-Physical Developmental Difficulties, Nikšić - Project: <i>Summer School of Inclusion</i>, financially supported by the EU through IPA Programme – Cross-Border Cooperation implemented with the Primary School <i>Bajo Pivljanin</i>, Donja Brezna, Nikšić.</p> <p>UDRUŽENJE MLADIH SA HENDIKEPOM (ASSOCIATION OF YOUNG PEOPLE WITH HANDIKAP), NIKŠIĆ – Project <i>Creative Workshop for Visual Arts</i> in primary schools <i>Janko Mićunović</i>, <i>Olga Golović</i>, <i>Luka Simonović</i>, and <i>Mileva Lajović Lalatović</i> in Nikšić.</p> <p>NGO Association of Parents of Children and Young People with Developmental Difficulties Paths – <i>Support for Inclusive Education of Children with Developmental Difficulties in Montenegro</i></p> <p>NGO EUROPEAN HOME, Tivat – Project <i>Assistance to Progress and Socialisation of Children with Developmental Difficulties</i> Programme <i>Personal Assistance</i> – NGA(Parents of Children with Developmental Difficulties <i>Little Ray of Hope</i>; NGO Let's Make Life Easier for Children with Special Educational Needs, Rožaje; NGO Association of Parents of Children and Young People with Developmental Difficulties Paths, NGO Association of Parents of Children with Special Needs, Bar.</p> <p>NGO Centre for Child Rights, Podgorica – Project <i>Children's Protection during Migrations in Montenegro</i></p> <p>NGO Children Above All and NGO Step by Step, Podgorica – Project <i>Monitoring and Implementation of Recommendations by the UN Committee for the Rights of the Child</i>, which includes implementation of a preventive programme for children with behavioural disorders <i>Extended Professional Assistance</i>, by the NGO Children Above All, in partnership with the NGO Step by Step from Podgorica.</p> <p>NGO Nansen Dialogue Centre Montenegro – Promotion of the <i>Collection Education for Peace – Practical Experience</i>; Awards for the participants of the Art Competition <i>I Support Peace</i></p> <p>NGO Association of Egyptians, Tivat – Project <i>Preschool for Egyptian Children</i> – creation of conditions for faster and better inclusion of Egyptian children into the educational system.</p>
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	<p>2014</p> <p>NGO Art of living Montenegro, Podgorica Project <i>Yes, We Can</i> in high schools in Podgorica and Danilovgrad. The programme is aimed at empowering the young people to model healthy lifestyles, be oriented toward a positive value system, and become active in a positive social change.</p> <p>NGO Association for Democratic Prosperity Wall, Podgorica – Project <i>Cross-Border Civic Network for Peace, Mutual Reconciliation and Human Security</i>, supported by the European Commission, network of NGOs from Montenegro, Kosovo, Serbia, Bosnia-Herzegovina, Bulgaria, and Turkey involved in researches and promotion of support to reforms aimed at improving civic liberties in the region. The project is supposed to be implemented in high schools in Podgorica, Bijelo Polje and Herceg Novi.</p> <p>NGO Association for Democratic Prosperity Wall Podgorica – Project <i>Secondary Level of Prevention from Gambling and Responsible Gambling Providing</i>, implemented in primary and high schools in Montenegro.</p> <p>NGA Children of Montenegro, Podgorica – Project <i>Education Against Prejudice</i>, aimed at students of primary schools <i>Blažo Jokov Orlandić</i> and <i>Mexico</i> in Bar. NGO Yound Ecologists' Society, Nikšić – Project <i>Eco Education and Summer School of Ecology</i> for high-school students in Nikšić. NGO Ecology Centre Dolphin Kotor – Project <i>EU Means YES</i> planned to be realized in high schools in Kotor, Tivat, Budva, Bar, Ulcinj, and Herceg Novi. The project is implemented in cooperation with the Delegation of the EU in Montenegro and the Public Company Radio and Television of Montenegro.</p> <p>NGO Ecosphere Bijelo Polje – Project <i>Activate Your Green Power</i> in the Primary School <i>Marko Miljanov</i>, Bijelo Polje. By increasing ecological awareness through a creative campaign that would be conceived by the students, the creativity is developed and competitive spirit strengthened, as well as motivation for learning about environmental protection.</p> <p>FORS Montenegro – Foundation for Development of Northern Montenegro, Berane – Project <i>Initiative for Green Economy</i>, planned for implementation in high schools in thirteen municipalities of northern Montenegro.</p> <p>NGO Prima, Podgorica – Project <i>Friend Request – Prevention of Peer Violence on the Internet</i> the NGO <i>Prima</i> from Podgorica is implementing with support of the Government of Austria in primary and high schools in Montenegro.</p> <p>NGO Volunteers of Montenegro, Nikšić – Project <i>I love, I learn, I Want to Help, Because THE OLD MAN Is My Friend</i>, implemented in primary and high schools in Nikšić.</p>
<p>Concluding remarks on issue 2</p>	<p>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</p>

	<p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> <p>Concept of ESD is entirely introduced in all primary schools. Teachers are including topics related to the ESD in annual work plans and preparation for teaching.. Reports of QA says that planned topics and goals are implemented in teaching process.</p> <ul style="list-style-type: none"> – <i>What challenges did your country encounter when implementing this objective?</i> <p>Definition of cross-curricular topics for high schools is in the process of defining. Until now, this concept was realized through compulsory and elective courses/subjects as well as compulsory elective contents..Since school year 2015/16 godine ESD topics will be implemented as cross-curricular areas/topics. In order to help implementation of this process on even higher level, it is also necessary to work in developing competences of school management.</p> <ul style="list-style-type: none"> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>Establishment of cooperation between all stakeholders that are responsible for implementation of the UNECE Strategy.</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 accordance with the educational reform many changes occurred in our country in the field of education in the past ten 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. To be successfully engaged in all these roles, a teacher should be open and ready for change and motivated for lifelong learning.</p> <p>In order to really change the role of teachers and align it with the current developments in education, synchronized work should be initiated on several levels. First of all, it is a system of initial teacher education, then preparation to conduct the teaching profession through the probation work and, eventually, the intensive participation in professional development activities during the working career.</p> <p>If the teacher does not perceive all those various roles, as well as their modification in accordance with the actual needs of society and does not continue to develop them, s/he would be hardly able to apply them in his/her work.</p> <p>It is clear that the different roles of teachers, especially those imposed by the development and progress of society, require his/her organized and continuous professional development. S/He directs the teaching content that, it is expected from him/her to organize activities for students, to teach, to be responsible for their progress and to know to evaluate their progress.</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

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

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>In particular specify what ESD competences²¹ are explicitly included in the study programmes.</i> There are several study programs Principles of Environmental Protection: Legal Aspects in Environmental Protection, Environmental Impact Assessment, Waste Management, Water Management, Protection of Soil and Air, Remediation, Cleaner Technologies, Modelling in Environmental Protection, Environmental Monitoring, Design and Planning in Environmental Protection
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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.unece.org/education-for-sustainable-development-esd/publications.html.html>.

Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²²
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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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>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>Development of teacher's competences for implementation of education for sustainable development is necessary on all levels of formal and non-formal education. Learning and teaching strategies and methods are didactically and methodically accommodated to the nature of inter-subject areas and problems from this field.</p> <p>Teachers who receive training are trained to use different methods and techniques that lead to the achievement of the following competencies: professional competence, creativity, organizational skills, willingness to cooperate, motivation, empathy...</p> <p>Teaching/learning process 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.</p> <p>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) (http://www.zzs.gov.me/naslovna/profesionalnirazvoj/programi/))</p> <p>The Catalogue of teacher training programs contains all accredited training programs designed for teachers. Programs are selected according to the procedure provided in the Rule book 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.</p> <p>Teacher training programs have been developed for following subjects: <i>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.</i> These programs are accredited and presented in Catalogue for teacher professional development programs published by Bureau for Education.</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><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p>
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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 what 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 way that its goals and content emphasize the development of different competences that are needed for je svojim ciljevima i sadržajem for a successful and quality work results. Program is functual and designed in a way that apart from theoretical knowledge, participants can learn about practical use in everyday work. It has 6 modules:</p> <p>Program je razvijen kroz šest modula: 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. (http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=155108&rType=2)</p> <p>Need for professional capacity building of leaders of educational institutions is established by Book of changes (2001), Strategic plan of educational reform (2007) and General Law on Education (Article 79).</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 checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>Network for Social Responsibility has been established in 2012 and in July 2013 has become advisory body to the Ministry for Sustianable Development and Tourism for social responsinibilty. The network now has 37 members and includes representatives of state and academic institutions, business and professional associations, and civil society organizations. One of the main activities of the Network is awerness raising on topics of SD which includes education of the public but also media. This may not be direct connction with ESD but it represents good basis for promotion of ESD topics.</p>
Concluding remarks issue 3	<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>

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

Please address in particular the following questions:

– Which actions/initiatives have been particularly successful and why?

Two initiatives were specifically important: *In-service training* and Training of leaders and administrators of educational institutions

1) *In-service training* – training of teachers for the implementation of sustainable development topics, as well as application of didactic materials – *Green package*.

1000 (13%) teachers with different backgrounds and 40 (25%) school managers of primary schools in Montenegro participated in the Program. The main effects of the training are The effects of training are reflected in encouraging the establishment of new values and new models of behavior in school, at home and in society, as well as encouraging students to have a proactive approach to the challenges provided by the environment and encourage them to apply their newly acquired knowledge into practice. It is important to emphasize that this type of training helps teachers to use multimedia package in the learning process and thematic content are processed through inter-correlations.

Montenegro: European Union Project for teacher training on sustainable development curricula In Montenegro, a project on “Raising Environmental Awareness” was recently implemented by the Ministry of Sustainable Development. The Project was financed by the European Union. Six two-day seminars were organized and attended by 158 teachers from elementary and secondary schools in Montenegro. Seminars were realized through 8 workshops:

- presenting the aims and principles of sustainable development
- applying the concept of sustainable development, analysing the obstacles in aware-ness raising and proposing activities to overcome them through the examples from everyday teachers’ practice
- familiarizing teachers with agendas, strategies, and action plans which define education for sustainable development
- recognizing topics which are necessary for the implementation in the teaching process through cross curricula connections
- teachers were implementing one topic through different subject curricula
- key competences for the students • key competences for the teachers
- debating: solving actual examples

	<p>The project R.A.V.E. Space – Raising Awareness of Values of Space through the Process of Education meets with the UNECE Strategy of promoting sustainable development through education. R.A.V.E. space project – deals with problems of education about spatial planning and sustainable spatial development in primary and secondary schools. It searches for new ways of education about spatial development and land use as a contribution to raise awareness of importance of spatial planning which is considered to be a basic tool for a responsible spatial management, land use and territorial cohesion under the terms of sustainable development.</p> <p>R.A.V.E. Space project gathers together 9 partners from 5 countries (Greece, Italy, Montenegro, Poland, Slovenia) who joined their forces because they are convinced about the importance of raising awareness about spatial planning and spatial development.</p> <p>This program became elective subject for eight and ninth grade of primary school as a result of participation of the Bureau for Educational Services in RAVE Space project. (Awareness raising on values of space) within INTERREG III B CADSES program.</p> <p>Training of teachers represents the most important precondition for successful implementation. This program enables improvement of education in the area of spatial planning and sustainable development of space, two topics that have been included in educational system only in fragments but modern society shows great need for its implementation. Implementation of trainings enables integration of multidisciplinary skills and knowledge (for both teachers and students) in one overall system of knowledge about space as a resource in context of sustainable development. There were 4 seminars for teachers (74) of primary schools organized, 1 seminar for teachers of high schools (20) and round table for managers of primary schools. The purpose of these seminars was to</p> <p>The intent of this seminar was to familiarize teachers with the proposed methodology and developed teaching resources including video material. It was also pointed out to the teachers to the possibility of applying the methodology in the realization of the open part of the curriculum and related topics in the existing subject curricula.</p> <p>Training of leaders and administrators of educational institutions – project <i>Education for Sustainable Development in Western Balkans</i> has improved methodology of school developing program.</p> <p>Within the Programme of international cooperation between Slovenia and Montenegro, Bureau for Educational Services together with Ministry for Sustainable development and tourism and company LIMNOS are implementing project “ecoremediation as strategy of development of Montenegro” within which there were to activities implemented related to primary school: development of teaching programs that include ecoremediation and construction of eco remediation polygon for cleaning of waste water in one of the primary school in Montenegro.</p>
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	<p>– <i>What challenges did your country encounter when implementing this objective?</i> Connecting institutions within the system, developing modules of training for school management, as well as provision of financial resources for establishment of sustainable model for training of teachers. The largest number of programs/ trainings for teachers have been supported by international and non-governmental institutions.</p> <p>– <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> Ensure sustainable model of training for teachers and heads of educational institutions on all levels of education, as well as establishing stronger connection between initial and in-service trainings.</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 to article 13 paragraph 3 General Law on Education and Upbringing (OG 64/02); Ministry of Education and Science approved Rules of Procedure of obtaining, evaluating, approving and preparation of textbooks and teaching aids (OG 31/04 and 38/05). 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 type="checkbox"/> No <input type="checkbox"/>	<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>																				
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"/>	<i>Please specify.</i> Instructional material has not been approved in accordance with the Rules of procedure of acquisition, evaluation, approval and preparation of textbooks and teaching on recommendation of Bureau for Educational Services, Center for Vocational Education has to be approved by the National Council for Education.																				
Sub-indicator 4.2.2	Are ESD teaching tools/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"/>	<i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i> <table border="1" data-bbox="987 651 1570 1070"> <thead> <tr> <th>ISCED levels 2011²⁴</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>3. Upper secondary education</td> <td>✓</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td></td> </tr> <tr> <td>5. Short-cycle tertiary 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> </tbody> </table>	ISCED levels 2011 ²⁴	Yes	0. Early childhood education	✓	1. Primary education	✓	2. Lower secondary education	✓	3. Upper secondary education	✓	4. Post-secondary non-tertiary education		5. Short-cycle tertiary education	✓	6. Bachelor's or equivalent level	✓	7. Master's or equivalent level	✓	8 Doctoral or equivalent level	
ISCED levels 2011 ²⁴	Yes																				
0. Early childhood education	✓																				
1. Primary education	✓																				
2. Lower secondary education	✓																				
3. Upper secondary education	✓																				
4. Post-secondary non-tertiary education																					
5. Short-cycle tertiary education	✓																				
6. Bachelor's or equivalent level	✓																				
7. Master's or equivalent level	✓																				
8 Doctoral or equivalent level																					
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?																				

²⁴ Education level in accordance with ISCED.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please describe and in particular highlight what measures are the most efficient for dissemination.</i></p> <p>There is no national strategy. Bureau for Education Services is governmental body and it prints textbooks and manuals for teachers of compulsory and elective courses.. Students are obliged to use these textbooks. Apart from required readings, there are many publications (handbooks for both teachers and students) that are also printed by the Bureau, Center for Vocational Education , international organizations, NGOs and others and are distributed to the schools</p>
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Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<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> 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.
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<i>Please describe and name in particular official Internet sites.</i> Bureau for Education Services has a link on its website for Education for Sustainable Development (http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/) so that teachers, school authorities, students and other stakeholder can find all available teaching materials.
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 type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i>
Concluding remarks issue 4	<i>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</i>

Please address in particular the following questions:

– *Which actions/initiatives have been particularly successful and why?*

Project Raising Awareness of Values of Space through the Process of Education

As many United Nations and European Community documents pointed out, a better understanding of space elements and their relations, of human settlement growth and its limitations in fact contributes to thoughtful land use, environmental balance and territorial cohesion, the responsibility of which has to be taken over on a personal and community level. Spreading the knowledge of the values of space among citizens can provide them with the ability and sensibility to actively participate in planning processes, understanding and carefully taking into account their future impacts on natural, economic, cultural and social features.

Thus, more knowledge about spatial development and its consequences is nowadays requested to all of us. A way to achieve such a goal can be to promote a deeper understanding of spatial resources, starting from education very early stage. This is, definitively the aim of the project R.A.V.E. Space the acronym stands for Raising Awareness of Values of Space through the Process of Education), approved under the INTERREG III B CADSES Programme 3rd Call, and developed from March 2005 to December 2007 by five CADSES countries (Slovenia, Italy, Greece, Poland, Montenegro). The project is mainly based upon a bottom-up approach, focusing on the need to develop the attitude to recognize the values of livable spaces through a closer observation of relations between space and local communities, giving a particular attention to the reading and interpreting of the material signs of territorial actions aimed to build and/or to take control of space, as well as to the listening to inhabitants' demands, feelings and memories.

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. Project target groups are not only meant to be teachers and pupils, but also parents and families, local authorities, professionals. In order to reach these goals, activities structuring the project worked on two main levels. At the methodological level, existing curricula and teaching tools from primary and secondary schools in partner countries were carefully analyzed, to assess (also through the spreading of survey questionnaires among teachers) to what extent subjects which are more or less directly related to sustainable spatial development are actually integral part of the education process. The aim was not to introduce new subjects but to define, among the existent ones, those more suitable for adding topics referring to such an interdisciplinary concept as values of space.

The results concerned the elaboration of key education themes and principles, which were synthesized through the writing of a document –namely a Strategy for spatial education– closely related to the tasks of Education for Sustainable Development (ESD), set forth by the United Nations Commission for Europe (UNECE). On a more practical level, 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 plan-ning into regular education curricula. These activities were oriented towards the organization of Seminars and a Summer camp open to teachers and researchers, and to the production of this Tool Kit for teaching the values of space where an innovative learning process is suggested. To summarize, R.A.V.E. Space main results and outputs can be defined as follows:

- the working out of a methodology for analyzing spatial related topics in different school systems curricula;
- the elaboration of education concepts and methodologies dealing with sustainable development and values of space, to include in subjects already taught in primary and secondary schools;
- the organization of training workshops for teachers and the distribution of teaching tools, brochures and posters among schools in order to promote the awareness of values of space;
- the working out of an educational TV cycle;
- the exchange of experiences, best practices and know-how among project partner countries.

	<p>30% students of eighth or ninth grade studied this subject, and teachers implement the proposed contents as across curricular area (http://www.zzs.gov.me/rubrike/projekti/projekti/rave_space/)</p> <p>Green pack and green pack junior</p> <p>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. Half of the trainings were held at the Institute for Education in Podgorica, and the other half in elementary schools, throughout our country, which gave a special touch to our Green pack which has successfully found its way to its users.</p> <p>Approximately 1000 teachers (10%) and 50 directors (30%) participated at the trainings. All components of Green pack were presented in a very creative, beautiful and memorable way by our trainers who also received diplomas.</p> <p>Wishing and hoping that they would share gained knowledge and provided material with their colleagues, each teacher received Green pack package. 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.</p> <p>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> <p>In the end, they all agreed on one thing - they were very glad to be a part of this project and that Green pack with all its components was pleased to be implemented in all schools, which was our ultimate goal.</p> <p>www.rec.org.me; http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/</p> <ul style="list-style-type: none"> - <i>What challenges did your country encounter when implementing this objective?</i> <p>Training of teachers for application of different teaching materials in the process of teaching/learning</p> <ul style="list-style-type: none"> - <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> <p>In the coming period it is planned to develop more educational materials for pre-school and the high school.</p>
Issue 5.	Promote research on and development of ESD

If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).

Bureau for Education Services conducts qualitative and quantitative research and:

- defines the priority research problems according to needs of pedagogical practice,
- develops instruments for analysis of pedagogical issues and problems,
- initiates and defines drafts of research projects both qualitative and quantities for conducting research into attitudes towards education (separate elements and processes in the education),
- initiates and defines drafts of projects for indirect research of teaching process, its elements and participants,
- analysis and interprets research results and proposes solutions for improvement of pedagogical practice and position of education system,
- prepares reports for different users at their request,
- publishes and forwards to users the research results and other information.

Indicator 5.1 Research²⁵ on ESD is promoted

Sub-indicator 5.1.1	Is research that addresses content and methods for ESD ²⁶ supported?
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²⁵ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁶ 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.

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>REC with Bureau for Education services conducted research: Knowledge, attitudes and behaviors of primary school pupils on sustainable development and possibilities of implementing of these topics into curricula in Montenegro</p> <p>Subjects of our research are knowledge, attitudes and behavior of primary school pupils on sustainable development, with particular emphasis on the environment and exploring possibilities and obstacles of implementation of these topics into educational curricula in Montenegro. The aim of this research was to provide answers to two key questions: 1. What knowledge, attitudes and behavior do elementary school pupils express related to sustainable development; 2. What are the opportunities for implementation of sustainable development themes in curricula in Montenegro and how does implementation of Green Pack contribute to teaching process. 702 pupils of the senior years of elementary school and 235 teachers (diverse subjects) from 24 elementary schools and 16 towns from different regions in Montenegro were included in the research.</p> <p>The following was identified in relation to the question: What knowledge, attitudes and behavior do elementary school pupils currently express related to sustainable development?</p> <ul style="list-style-type: none"> - Pupils express positive attitudes related to environmental protection which is seen as important. - The pupils assess their level of knowledge on sustainable development themes, such as global warming and greenhouse effects as very good. - They achieved significant results at the knowledge test on global warming consequences. - Pupils stated that formal education, school and teachers are the main source of information on sustainable development themes. - The pupils successfully identified activities and behavior of people that cause negative and positive consequences for environment. - Despite significant knowledge and developed awareness on the importance of environment preservation, it cannot be said, on the basis of this research, that the pupils have developed environmentally friendly habits (it is more realistic to state the opposite). - The pupils express high level of readiness to accept environmentally friendly forms of behavior. - The most significant effect in the process of environmental protection would be, according to the pupils, measures of severe polluters fining/sanctioning and organization of cleaning events. - In addition to the contents taught within the mandatory curricula, activities significant for the development of environmentally friendly behavior of pupils (environmental events and the like) are not sufficiently implemented at schools. - The research indicated high level of pupils' interest in environmental themes and high level of readiness to act towards preservation of environment at school and outside of school in the local community.
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	<p>The following was identified in relation to the question: What are the opportunities for implementation of sustainable development themes in curricula in Montenegro and how does implementation of <i>Green Pack contribute to teaching process?</i></p> <ul style="list-style-type: none"> - The majority of teachers are able to use teaching resources at school that are needed for implementation of education for sustainable development objectives. - The practice of joint planning and preparation of instruction at schools is insufficiently developed, and it may pose an obstacle for implementation of inter-subject themes in general, including sustainable development themes and the objectives of the Green Pack. - The research shows that forms of teaching/learning that are important for implementation of sustainable development program and Green Pack objectives are significantly used in the process of instruction. - The research shows that methods of teaching/learning that are important for implementation of sustainable development program and Green Pack objectives are significantly used in the process of instruction. - The research shows that learning activities that are important for implementation of sustainable development program and Green Pack objectives are significantly used in the process of instruction. - The research indicates high level of opportunities to implement general school objectives, including the objectives related to development of environmental awareness and environmentally friendly behavior, within diverse subjects. - The research indicates that the teachers possess developed environmental awareness and positive view on environmental education for pupils. - The majority of teachers from the survey have either heard of or attended seminar on Green Pack. - When the teachers use the Green Pack, they mostly use all of its parts: scenarios, printed teaching materials, videos, dilemma games. <p>The teachers express exceptionally positive view on lessons delivered on the basis of Green Pack.</p>
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"/>	<p><i>Please specify what subjects were investigated and list major reports.</i></p> <p>Methodology and analysis of the existing situation in primary and secondary schools</p> <p>International research is realized through R.A.V.E: Space Project (Raising Awareness of Values of Space through the Process of Education). The main aims of this project are Awareness of Values about importance sustainable spacial development between European citizenship and their participation in the process spacial planning.</p> <p>Two international surveys have been undertaken as part of the R.A.V.E. Space project. Both surveys were devised and conducted by the Department of Geography, Faculty of Arts, University of Ljubljana and carried out with help of other project partners from Slovenia, Italy, Poland, Greece, and Montenegro. First, an international survey about the values of space was undertaken to provide valuable information about the extent of these values at different levelst hrough out the educational systems in the participating countries. Secondly, a survey of primary and secondary school teachers was carried out to analyze the present situation regarding teachers' and students' preferences, their perceived resistance to various space-related topics, and the teaching aids by which these subjects are included in the educational process.The main aims of the project called for a detailed list to be compiled of the objectives, contents, and notions connected with spatial planning, sustainable development, and values of space currently written into the curricula of different school subjects in all the participating countries. The examination of the actualsituation regarding the inclusion of the spatial contents in the syllabi and extent of the values of space at different levels of educational system was carried out in 4 steps: Analysis of the syllabi, Sorting aims and notions, Selection of aims and notions and Preparation and analysis of the questionnaire.</p> <p>International surveys of primary and secondary school teachers were carried out to analyze the present situation regarding teachers' and students' preferences and perceived obstacles with respect to various space-related topics and the teaching tools by which these topics are included in the educational process.Tefindingsofbothsurveyshaveformedthebasisoftheeducationalstrategyonvaluesofspace. It mainly deals with the including concepts of sustainable planning topics in the syllabi according to specific age groups and subjects. Pilot campaigns and an educational TV programme based on these teaching strategies have been prepared.</p> <p>The results showed that syllabi give basic origins for the introduction of the educational process on the field of spatial values. Analysis of education on spatial development in the participant countries: existing status, differences, common issues. The results of this research are showed big differences between countries. (http://www.cilj3.mzip.gov.si/uploads/file/142_sl_ravespace_final_report_web.pdf)</p>
Sub-indicator 5.1.3	Are post-graduate programmes available: (1) on ESD: ²⁷ (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?

²⁷ ESD is addressed by substance and/or by approach.

(1) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i>
(2) (a) Yes <input type="checkbox"/> No <input type="checkbox"/> (b) Yes <input type="checkbox"/> No <input type="checkbox"/>	
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 type="checkbox"/> (b) Yes <input type="checkbox"/> No <input 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? ²⁸
Yes <input type="checkbox"/> No <input 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 ²⁹ to share the results of research and examples of good practices in ESD ³⁰ among authorities and stakeholders?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and provide information about where published research and dissertations are accessible.</i>

²⁸ Activities may include projects, action research, social learning and multi-stakeholder teams.

²⁹ E.g., conferences, summer schools, journals, periodicals, networks.

³⁰ 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><i>Please name the major publications for (a) and (b).</i></p> <p>a)The Green Pack is a multimedia environmental education kit for use in teaching children aged between 11 and 15 about environmental protection and sustainable development.</p> <p>It focuses on particular aspects of environmental protection and sustainable development and includes a variety of educational materials such as a teacher’s handbook with lesson plans and fact sheets for students, a film collection with animated clips and educational films, an interactive CD-ROM with extensive information on various environmental topics, and a dilemma game. Users of the Green Pack are able to follow lesson plans, complemented with video presentations and additional information from the CD-ROM, which includes links to relevant websites.</p> <p>Each Green Pack is adapted substantively, in collaboration with national education and environmental ministries, to the particular country’s environmental context, with national and regional information supplementing the core material, and translated into the relevant language or languages. Distribution is carried out in cooperation with national education ministries and targeted at school teachers via training workshops.</p> <p>Four websites have been developed to support and promote Green Pack implementation. Green Pack Online contains the educational material from the video, online dilemma games and lesson plans. (http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/obrazovanje_za_odrzivi_razvoj_zeleni_paket/)</p> <p>Green Pack Junior - As an addition to the Green Pack multimedia environmental education kit, Green Pack Junior is specifically geared towards younger children, aged between seven and 10, and for schools with less technical equipment and few multimedia facilities.</p> <p>The topics covered present the key issues facing the world today: pupils are encouraged to think critically about them and, ultimately, to become involved citizens. The topics have been selected in order to demonstrate how human beings are connected to, and how we affect, the environment in which we live.</p> <p>Two websites have been developed to support and promote Green Pack Junior implementation. The websites have been developed in English and Montenegrin. (http://www.zzs.gov.me/rubrike/obrazovanje_odrzivi_razvoj/odrzivi_razvoj_zeleni_paket_junior/)</p> <p>Our School - Learning Together is a collection of authorial texts, thematically different, but with a common purpose to describe and emphasize some important issues that follow the performance of education reform, in order to have a real insight into their importance and values. The publication covered the following topics: assessment, contemporary approach to the study of Mother tongue and literature, European language portfolio and education for sustainable development. (http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rid=70143&rType=2&file=Nasa_skola_ucimo_zajedno.pdf)</p>

	<p>From education to valorization of space (Handbook for teachers)</p> <p>Handbook is designed for teachers in eight and ninth grade of primary school. Handbook describes different activities that are being realized partly outdoor and partly in the classroom. The main goal of these activities is to help students in learning about values of space and to influence on awareness raising among students about protection and improvement of these values in processes of sustainable development. Structure and content of Handbook are designed with the intention to help teachers during the development phase of learning that have been proposed. Handbook contains key concepts and definitions, and a description of the learning process. (http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?Id=77931&rType=2).</p>
	<p>b) 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>Publication 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. It is also intended for all interested parties in school and outside it that could influence the process and support it. The guidelines describe all segments of the system, as well as the process itself. Besides, it offers a number of instruments (instrument for self-evaluation of the needs for professional development, form of the plan for professional development and individual professional development plan, etc.). The publication was distributed to all kindergartens, primary schools and gymnasiums in Montenegro.</p> <p>Publication 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. It covers all essential elements of mentoring: from defining the concept of mentoring, over the role of mentor and specificities of the mentoring cycle to the particular elements of mentoring relationships that include interpersonal communication, lesson observation and creating a professional portfolio. The publication was distributed to all kindergartens, primary schools and gymnasiums in Montenegro.</p> <p>The publication Teachers' performance appraisal system - manual for schools presents a model of efficiency assessment of teachers' work in Montenegro, its objectives, principles and strategies. It is a process which periodically assesses the performance of teachers, i.e. a process whose results show how teachers are successful in their work. The process itself and the instruments given in the Manual are designed with the aim to make this evaluation less subjective. The evaluation is done by the school director as prescribed in the General Law on Education and the starting points for its realization are the same for all teachers. The publication was distributed to all kindergartens, primary schools and gymnasiums in Montenegro.</p>
Concluding remarks on issue 5	<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>
	<ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective?
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/support international ³¹ networks on ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify concrete networks and explain who supports these networks.</i>
Sub-indicator 6.1.2	Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify. List major networks.</i>
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please specify and list the major ones.</i>
Sub-indicator 6.1.4	Does your Government take any steps to promote ESD in international forums outside the ECE region?
Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please list and describe.</i>
Concluding remarks on issue 6	<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/ initiatives have been particularly successful and for which reason?</i> - <i>What challenges did your country encounter when implementing this objective?</i> - <i>Which 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>
	<i>What the 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>
	<i>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).</i>

³¹ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

National Council for the Sustainable Development and Climate Changes will consider this report on its next session (end of November) when they will discuss next steps in promotion and implementation of ESD Strategy in Montenegro.

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	3	4	5	6	7	8
Peace studies (e.g., international relations, security and conflict resolution, partnerships)			✓			✓	✓		
Ethics and philosophy				✓		✓	✓		
Citizenship, democracy and governance		✓	✓	✓		✓	✓	✓	✓
Human rights (e.g., gender and racial and intergenerational equity)		✓	✓	✓		✓	✓	✓	✓
Poverty alleviation		✓	✓						
Cultural diversity	✓	✓	✓	✓		✓	✓		
Biological and landscape diversity	✓	✓	✓	✓		✓	✓	✓	✓
Environmental protection (waste management, etc.)	✓	✓	✓	✓		✓	✓	✓	✓
Ecological principles/ecosystem approach	✓	✓	✓	✓		✓	✓	✓	✓
Natural resource management (e.g., water, soil, mineral, fossil fuels)	✓	✓	✓			✓	✓		
Climate change		✓	✓	✓					
Personal and family health (e.g., HIV/AIDS, drug abuse)	✓	✓	✓	✓		✓	✓		
Environmental health (e.g., food and drinking; water quality; pollution)	✓	✓	✓	✓		✓	✓	✓	✓
Corporate social responsibility						✓	✓	✓	
Production and/or consumption patterns		✓	✓	✓		✓	✓		
Economics				✓		✓	✓	✓	✓
Rural/urban development		✓	✓	✓		✓	✓		
Total	7	13	14	13		15	15	7	7
Other (countries to add as many as needed)									
Entrepreneurship		✓	✓	✓		✓	✓	✓	✓

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
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Scale	A	B	C	D	E	F
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Appendix I (b)

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 curriculum³²/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	3	4	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	6	6	6	6						
	- other (countries to add as many as needed)?										
- entrepreneurial thinking		✓	✓	✓							
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	6	6	6	6						
	- other (countries to add as many as needed)?		✓	✓	✓						
- entrepreneurial acting											

³² At the state level, where relevant.

Competence	Expected outcomes	ISCED Levels									
		0	1	2	3	4	5	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 (<i>for phase III</i>)?	√	√	√	√						
	Total	4	4	4	4						
	- 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:	- ability to identify and use opportunity		√	√	√						
	- 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	7	7	7	7						
	- 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/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-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	3	4	5	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	9	11	13	14		6	6	6	6
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 (a) and (b) template-tables 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			
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	6	4	5	4	4
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.							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1.							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2.							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.																		
5.	✓	✓	✓	✓	✓	✓												
6.	✓	✓	✓	✓	✓	✓												
7.																		
8.																		
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 type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> Developing	<input checked="" 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 type="checkbox"/> Developing	<input checked="" 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> In progress	<input type="checkbox"/> Developing	<input type="checkbox"/> Completed
Indicator 2.6	ESD implementation is a multi-stakeholder process	<input type="checkbox"/> Not started	<input checked="" type="checkbox"/> In progress	<input 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 checked="" type="checkbox"/> Developing	<input 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 checked="" type="checkbox"/> Developing	<input 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 checked="" type="checkbox"/> Developing	<input 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 checked="" type="checkbox"/> In progress	<input 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