

SWIM and Horizon 2020 Support Mechanism

Working for a Sustainable Mediterranean, Caring for our Future

ESD in Montenegro

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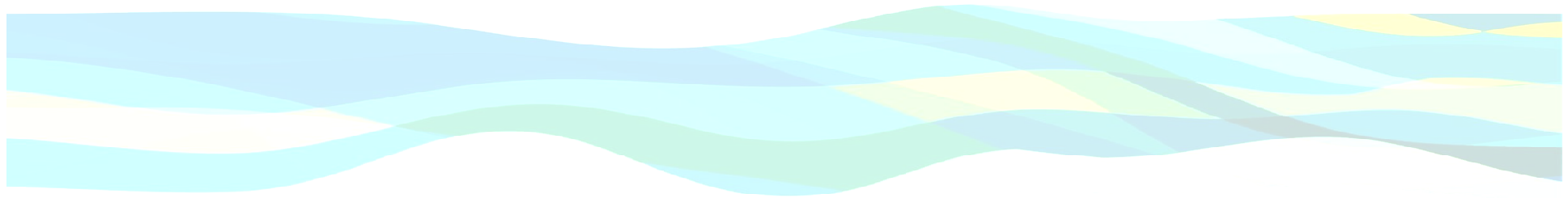
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1st Meeting of the Mediterranean ESD Committee /
Regional Training on Education for Sustainable Development (ESD)
Nicosia, Cyprus, 22-24 November 2017



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Implementation of ESD in the formal education system in Montenegro

An example of ESD project

Key strategic documents:

In Montenegrin education system significant attention is given to the implementation ESD. Even though there is not separate strategy for ESD at present existing, a lot has been done in this field as from 2007. A lot of our national strategy included education for sustainable development.

Key documents :

- In according to two main goals (include all in education and include ESD in all education levels) in our previous National Strategy on Sustainable Development (2007-2012) we have developed **Action plan for integrating sustainable development in education** as Annex to the Strategic plan of the Education Reform (2005-2009) (Action plan is on line of UNICE strategy for ESD)
- The present National SD Strategy until 2030 adopted on 7 July 2016 is included ESD in their main goals and action plan.
- The national strategy in the field of climate change by 2030 was adopted in September 2015.
- The national strategy biodiversity with action plan (2016-2020).
- In 22 April April 2016, Montenegro signed the Paris Agreement in the area of climate change.

ESD in formal education system in Montenegro

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

ESD is implemented in our formal education through:

- ❖ Regular subjects;
- ❖ Elective subjects;
- ❖ Cross-curricular topics;
- ❖ Extracurricular activities.





The topics identified are the following:

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



Preprimary education

ESD in preschool education (children from 3 to 6 years)

Linking knowledge, skills and values through topics: Healthy lifestyle, Security, Care for others, the Environment and Basic economic principles, through learning activities in Primary programmes, offers opportunities for creative use of SD concept and full respect for the specific context that preschool institutions are functioning.

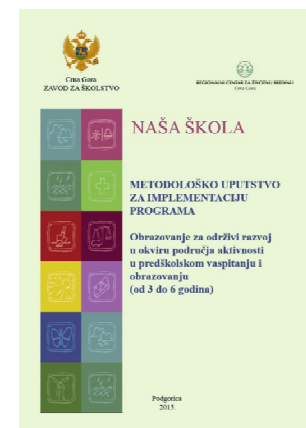
Teacher training programmes

All teachers now implement cross-curricular topics through compulsory subjects and extracurricular activities (annual school plan, teacher annual plan, teacher lesson plan, CPR plan).

The training programs for teachers and school management have been developed and performed. More than 25% teachers have passed training courses.

Didactical material for teachers and for students

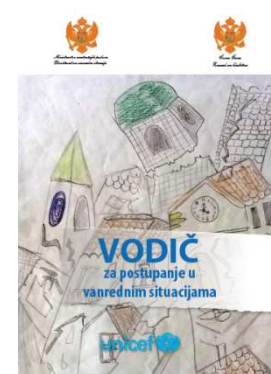
Methodological guidelines for implementation of ESD with lesson plans and more then 35 educational video materials for separate topics



Evaluacija projekta

Obrazovanje mladih u Crnoj Gori
za zdrave stilove života
(2007-2012)

Pogorica, 2012



[http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje odr zivi razvoj/](http://www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_odr_zivi_razvoj/)

The screenshot shows a web browser window with the address bar displaying www.zavodzaskolstvo.gov.me/rubrike/obrazovanje_odr_zivi_razvoj/. The browser has multiple tabs open, including 'Strategije', 'Google Prevodilac', and 'Obrazovanje za održivi razvoj'. The website content is in Serbian and includes a sidebar on the left with the heading 'ISKUSTVA IZ ŠKOLA' and a link to 'Priprema za nastavu: nastavna tema PRIVREDA'. The main content area lists several educational resources under the heading 'OBRAZOVANJE ZA ODRŽIVI RAZVOJ', including links to 'Metodološko uputstvo za implementaciju programa', 'ZELENI PAKET', 'ZELENI PAKET JUNIOR', 'Škola i grad / School4city', 'Podizanje svijesti o vrijednosti prostora kroz proces obrazovanja', 'Ekoremedijacije', 'Obrazovanje u oblasti vanrednih situacija', and 'Zdravi stilovi života'. On the right side, there is a search bar labeled 'Pretraživanje' with a 'TRAŽI' button, and a list of links to various programs and resources, such as 'Primjeri dobre prakse', 'Kalendar programa obuke nastavnika', 'Pestaloci program', 'Preduzetničko učenje', 'Eko – škole', 'Samo/evaluacija rada škole', 'Publikacije', 'Projekti', 'Saradnja sa NVO', 'Obrazovanje za održivi razvoj', and 'Nacionalne stručne kvalifikacije'. The browser's taskbar at the bottom shows various application icons and the system clock indicating 2:42 PM on 11/23/2017.

Several big international programmes

Eco-schools

Green Pack and Green Pack Junior

Raising awareness of values of space through education,

Ecoremediation in education

Project “School4City”,

Education for conducting in urgent situations

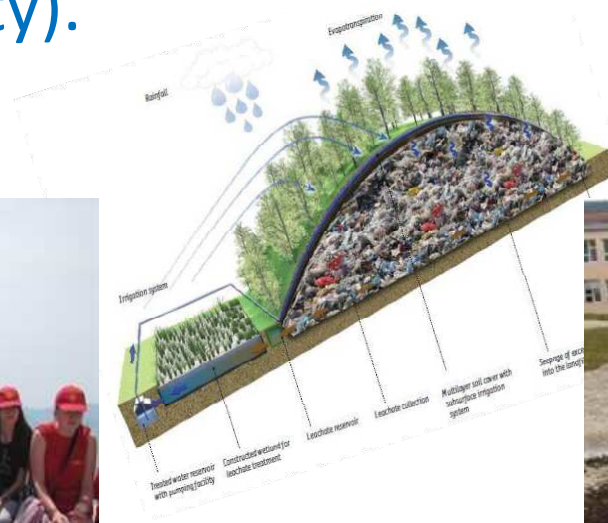
Healthy lifestyles

Climate change



In primary school Niksic student learn about waste water treatment on the demonstration site.

Since 2014 every year, all 7-grade students during three days attend outdoor school in old historical town Cetinje (exchange about cultural and historical diversity).





Example of good practice

Climate change: content and learning outcomes are linked to: global warming and climate change adaptation

In order to improve introduction of climate change topic in the existing curriculum in schools, UNDP Montenegro, in cooperation with Ministry of Sustainable Development and Tourism – Directorate for Climate Change, and Bureau for Education Services, have developed and accredited four Training Programs for Teachers related to climate change.

SYNERGIES

What are the synergies with the Med. Strategy on ESD and other internationally agreed policies, e.g. the SDGs, etc. in terms of topics covered and processes?

In line with the Med. Strategy and other international strategies objectives

- inclusion in all relevant subjects...;

- to incorporate ESD in formal education system, encompass all education levels (cross-curricular topics addressed in global Agenda for ESD 2030)

Context of The Education agenda 2030; reaching SDG 4 and targets 4.7, and 13.3 on CC mitigation

Target 4.7 – gain key competences and skills needed for promoting SD and working and learning towards achieving SD. (ESD is the goal, as well as the main strategy for reaching all 17 SDGs.)

- teacher training programme,

- tools and materials for ESD,

- Web site

- Learning approaches: multidisciplinary approach, integrative teaching, cross-subject and cross-area approaches, whole-institution approach, focus on the key competencies and learning outcomes, innovative and action-oriented teaching and learning

Project-oriented learning

CHALLENGE VS OPPORTUNITIES OF ESD

Name 1-2 challenges / obstacles in the way ESD is applied in the formal system?

Monitoring and evaluation of the learning process
Assessment of students competencies

Name 1-2 opportunities for ESD in your country?

Cooperation between all actors,
Improvement of the existing education context



KEY LESSONS LEARNT

What are the lessons learnt from the way ESD is applied in your country that you would like to share with other countries?

Inter-subject ESD area and ESD themes are included in national curricula, but these themes are still in the process of integration in the education system and should be further advanced, promoted and supported.

UNESCO Associated Schools Network /Project “Whole-school approach to climate change”

WHY did you choose to present this ESD example from your country?

HOW can others benefit from it?

- A good example of testing of an innovative approach to ESD through a school network
- Today more and more schools in the world are implementing the “whole-school” approach in order to transform towards a sustainable school
- To raise awareness about the strategy to advance climate actions in order to achieve changes in school environments towards climate-friendly environment.
- Current topic CLIMATE CHANGE

Project “Whole-school approach to climate change” implemented by the UNESCO Associated Schools Network

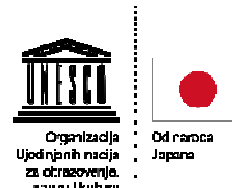
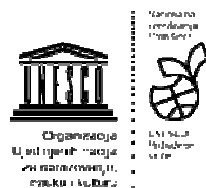
UNESCO Associated School Network is a global network of education institutions (over 10 000 in 181 countries) dedicated to promoting and implementing the principles and value of UNESCO, through: education projects, celebration of UN and UNESCO dates, cooperation with ASPnet schools, piloting innovative approaches, testing UNESCO’s education materials, sharing best practice.

The four priority areas of UNESCO ASPnet: *peace and human rights, ESD, UN’s role and priorities and intercultural learning.*

- New flagship project on the whole-institution approach to climate change was launched in June 2016
- The project aims to support ASPnet schools in their efforts to reduce climate change by taking action and advancing actions at all school levels and including all school stakeholders
- 250 schools from 25 countries are part of the project
- Montenegro - participating country as of 2017 (in the second group of countries)

UNESCO ASPnet project on climate change

This ASPnet project is a component of the UNESCO project “Today for Tomorrow: Coordinating and Implementing the Global Action Programme on Education for Sustainable Development”, within Priority 2- Transforming the teaching and learning environments and is supported by UNESCO and Japanese-funds-in-trust.



- The task of participating schools is to produce and implement climate action plans
- WIA actions implemented at all institution levels : governance, teaching and learning, campus and facility management and cooperation with local community
- WIA approach: action teams/situation analysis and collection of data/action plans/implementation/cooperation)

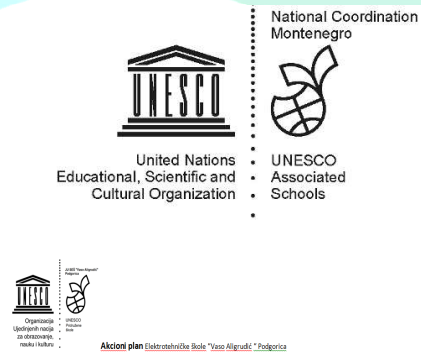
Project “Whole-school approach to climate change” implemented by the UNESCO Associated Schools Network

- At national level, the project is coordinated and implemented by the Ministry of Education in cooperation with Bureau for Education Services.
- 9 education institutions from preschool to university level in Montenegro are piloting the whole-school approach to climate change

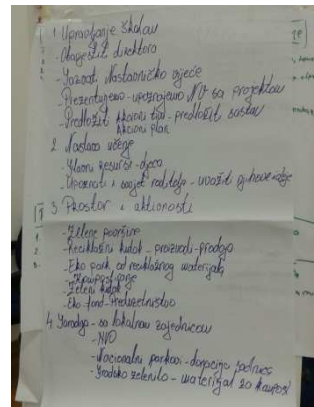
ACTIVITIES already carried out:

- National training for facilitators held in September 2017 (18 facilitators)
- The ASPnet guide on the WIA “Let’s get ready for climate change” shared with participating schools
- Action teams formed in all nine institutions
- Action plans have been developed and their implementation is underway
- Activity to stimulate learning: *Ecoremediation (ERM)*: visit to a primary school having an ERM demonstration site built in the schoolyard (ERM measure: developed a plant system of reeds to purify school’s waste water. Purified water is then used for the irrigation of the school’s orchard and vegetable garden. The experimental and demonstration classes are taught at the ERM site. Visit organized for teams of students and professors from participating schools.
- Presentation on ERM/Presentation of the school’s ERM site/Experimental lesson

Photos WSA to Climate change



Redni broj	Ciljni akcionog plana	Aktivnost	Mjesec izvođenja	Osobni aktivnosti	Očekivani rezultati
1.	Organiziranje akcija zaštite i poboljšanja kvalitete okoline	Sadržaj jasne i tražiti u dječjoj školi	septembar	Učenicima, nastavnici	Završena jasna tražiti
2.	Uvođenje dječje škole	Uvođenje dječje škole	oktobar	Učenicima	Održana dječja škola
3.	Uspostavljanje sistema učenja na temu klimatske promjene	Radionica na temu klimatske promjene	novembar	Članovi akcionog tima, učenicima	Održana radionica
4.	Problematika i uspostavljanje sistema učenja na primjeru drugih	Problematika i uspostavljanje sistema učenja na primjeru drugih	novembar	Članovi akcionog tima, učenicima	Održana radionica
5.	Uspostavljanje sistema učenja na primjeru drugih	Problematika i uspostavljanje sistema učenja na primjeru drugih	decembar	Članovi akcionog tima, učenicima	Održana radionica
6.	Uspostavljanje sistema učenja na primjeru drugih	Problematika i uspostavljanje sistema učenja na primjeru drugih	decembar	Članovi akcionog tima, učenicima	Održana radionica



Project “Whole-school approach to climate change” implemented by the UNESCO Associated Schools Network

Main ACTIVITIES to be carried out:

- Visits and face-to-face meetings between the 9 participating institutions in order to share knowledge and experience
- Online exchanges between schools at international level to share the best practice and lessons learnt, participation in the online ASPnet platform and space dedicated to the climate change project.
- Tele and video-conferencing with UNESCO and ASPnet participating countries
- Review and monitoring of activities
- Meeting with project coordinators and all schools to share experiences, results and challenges of piloting the WIA to CC and plans for future actions
- Reporting and celebration of results

CHALLENGES VS OPPORTUNITIES

Name 1-2 challenges / obstacles in your ESD example?

To achieve sustainability of actions it needs money

Months of December to March – winter time and holiday will slow down the implementation of action plans

Lack of time and motivation of school coordinators and teachers –need of continuous training and a system of rewarding

Name 1-2 opportunities in your ESD example?

Action plans as part of yearly institutions' work plans

Incorporating the ESD at all institution levels means 'greening' of school strategies and activities

More materials on ESD means improved transfer of knowledge and better information on ESD

Opportunities of cooperation with more partners and school networks

Greening of schools

Opportunities for exchanges and visits to improve learning

Learning from different stakeholders in school and community

KEY LESSONS LEARNT

What are the lessons learnt from the way ESD is introduced or applied in this example that you would like to share with others?

- ❖ Climate change is a more urgent issue than ever and climate actions should be promoted and incorporated in the institutions' and schools' missions and strategies with focus on student learning and everyday functioning in an institution
- ❖ Change towards healthy (low-carbon) lifestyles and sustainable functioning of an institution as a whole, lead to climate change reduction and environmental and climate protection
- ❖ Climate actions in all dimensions can improve institution's performance
- ❖ The active engagement of all stakeholders: students, teachers, managers, non-teaching staff, parents, local community are key to a successful implementation of the WSA to CC. – chance to participate and learn from different people and professions!
- ❖ Integrated approaches are important for the success: inclusion of CC topics in all subjects; teachers of different subjects together plan lessons on the same CC topic; work method: cooperative learning to develop students key competencies etc.
- ❖ The WSA approach to Climate actions leads to richer cooperation with local partners in order to solve a local CC issue (for example...recycling centres, waste water, school garden, town cycling campaign, town parks etc.)
- ❖ Cooperation with schools at international and global level
- ❖ Volunteer-based work in school and local community is a good WSA approach to climate actions

Thank you!