

**Government of Montenegro**

**Ministry of Education and Science**

## **Questionnaire**

Information requested by the European Commission to the Government of Montenegro for the preparation of the Opinion on the application of Montenegro for membership of the European Union

### **26 Education and culture**

**Minister: Sreten Skuletic**

**Podgorica, December 2009**



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**CHAPTERS OF THE ACQUIS – ABILITY TO ASSUME THE  
OBLIGATIONS OF MEMBERSHIP**

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## **Chapter 26: Education and culture**

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## ***I. EDUCATION, TRAINING AND YOUTH Cooperation in the field of policies***

### **A. Educational system**

**1. Structure of the educational system: please describe the structure of the educational system, including vocational education and training (VET) and adult education, following the Eurydice format (<http://www.eurydice.org>). Give details of the different levels of education, whether compulsory and/or free of charge, and the mechanisms for transition between them. Also describe the role of private education and VET providers and of enterprises in VET provision.**

#### 1.1 Responsibilities and administration

##### 1.1.1 Basis of the school system: principles and legislation

Functioning of the education system of Montenegro is based on the following fundamental principles: decentralization, equal opportunities, individualization, life-long learning, quality assurance, flexibility and progression, harmonization of curricula with levels of education, interculturalisation, and gradual introduction of changes.

The structure of the education system of Montenegro, after introducing changes design of which commenced in 2000, includes:

- Preschool education,
- Primary education,
- Secondary general education,
- Vocational education,
- Higher education.

Adult education is a part of the overall system and is provided at all levels of education.

There are 12 laws governing the overall system, the Ministry of Education and Science being in charge of its policies at all levels, and they include:

- General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) ([Annex 204](#)),
- Law on Preschool Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) ([Annex 189](#)),
- Law on Primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) ([Annex 190](#)),
- Law on Gymnasiums (Official Gazette of the Republic of Montenegro 64/02 and 49/07) ([Annex 192](#)),
- Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07),
- Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) ([Annex 188](#)),
- Law on Education Inspection (Official Gazette of the Republic of Montenegro 80/04),
- Law on Education of Children with Special Needs (Official Gazette of the Republic of Montenegro 80/04) ([Annex 201](#)),
- Law on Recognition and Assessment of Education Certificates (Official Gazette of Montenegro 4/08) ([Annex 203](#)),

- Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) ([Annex 200](#)),
- Law on Scientific and Research Activities (Official Gazette of the Republic of Montenegro 71/05),
- Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08 and 14/09) ([Annex 191](#)).

Implementation of these laws is more accurately defined within a set of accompanying secondary legislation, which have been drafted, approved and published by the Ministry of Education and Science.

Teaching process at all levels in Montenegro is conducted in the language in official use (the Montenegrin language) and in the Albanian language.

In order to facilitate implementation of the individualization principle, Montenegro has paid particular attention to education of persons with special needs. Depending on the severity and form of impairment, these persons may attain education in Montenegro at special institutions, special classes at mainstream schools and within regular/inclusive classes at all levels of education, based on legal provisions ensuring that curricula implementation at all levels is adapted to persons with special needs.

#### 1.1.2 Distribution of competencies for the organisation and administration of the education and training system

The Ministry of Education is responsible for conducting educational policy at all levels. In addition to the Ministry, important constituents of the educational system are also:

##### a) Advisory bodies:

- a) Council for General Education,
- b) Council for Vocational Education,
- c) Council for Adult Education,
- d) Council for Higher Education,
- e) Council for Scientific and Research Activities;

##### b) Specialised institutions:

- a) Bureau for Educational Services,
- b) Vocational Education Centre,
- c) Examination Centre,
- d) Textbooks and Teaching Aids Office,
- e) Office for International Scientific, Educational, Cultural and Technical Cooperation.

#### 1.1.3 Inspection/supervision/guidance

As a part of the reform process and in line with the quality assurance principle, a quality assurance model was designed representing a combination of external and internal (self)-evaluation.

External quality assurance, based on pre-defined indicators, is conducted by external evaluators from the Bureau for Educational Services and Vocational Education Centre, i.e. by expert committees at the higher education level, formed for those purposes by the Council for Higher Education.

At all levels, self-assessment of quality is the responsibility of institutions themselves and includes stakeholders, such as pupils, parents and students.

The overall goal of this model is to identify strengths and weaknesses in order to use that information to prepare development activity plans aimed at improving the quality of education attained at educational institutions at different levels.

Another component of the monitoring system is provided through operations of the Examination Centre, which is responsible for carrying out external assessment of standards related to knowledge and skills attained by pupils, i.e. attendant



In addition to activities at the national level and for the purpose of monitoring and comparing the system with situation in other countries, Montenegro has joined international PISA survey since 2006, the first results having verified initial reasons for launching the reform.

As two completed cycles, which Montenegro has been involved in so far, included only those pupils who were not exposed to the reformed proposals (2006 cycle) or pupils partially exposed to the reformed proposals (2009 cycle), it is expected that Montenegro will be able to identify the first effects of the reform and make comparison with other countries only within the next PISA survey cycle.

As far as inspection is concerned, it is conducted at all levels in conformity with provisions of the Law on Education Inspection (Official Gazette of the Republic of Montenegro 80/04). This inspection, however, refers to the compliance with legal provisions only, and not to the teaching process itself.

#### 1.1.4 Financing

Although the intention has been, ever since the reforms started, to decentralise the financing of education and delegate some financing responsibilities to municipalities, the overall financing of the system is still done from the central level, in a manner that the Ministry of Education and Science covers all expenses, including salaries of employees, current expenses, expenditures for electricity bills, investment maintenance, capital expenditures, etc.

The funds that Montenegro allocates for education are earmarked in the budget of Montenegro within the budget for: Ministry of Education and Science, Bureau for Educational Services, Examination Centre, Office for International Scientific, Educational, Cultural and Technical Cooperation and University of Montenegro.

In addition to these earmarks, significant funds allocated by the Government for education are also included in the "Capital Budget", within which major funds are set for improvement of school infrastructure.

Starting from 2005, the Ministry of Education and Science has been applying the programme budget that includes 10 programmes, and they are:

- Preschool education,
- Primary education,
- Secondary education,
- Textbooks and Teaching Aids Office,
- Education of persons with special needs,
- Vocational Education Centre,
- Pupils' and students' standard,
- Science,
- Administration,
- Education Reform Project (this program refers to funds provided by the World Bank loan for improving educational system in Montenegro).

Compared to the executed budget, allocations for education, science and research sector in the past 4 years were:

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	Fiscal Year			
	2005	2006	2007	2008
<b>Total Executed Budget</b>	<b>503 407 631.79</b>	<b>531 462 185.26</b>	<b>749 088 301.36</b>	<b>838 251 649.20</b>
<b>Allocations for Education</b>	<b>89 609 350 .61</b>	<b>83 701 197.62</b>	<b>117 522 890.88</b>	<b>140.691.924.33</b>
<b>% Allocated for Education</b>	<b>17.80%</b>	<b>15.75%</b>	<b>15.69%</b>	<b>16.78%</b>

Generally speaking, the largest share of these funds in the system (about 80%) is spent for employees' gross salaries.

Schools are not involved in budget planning or in budget programming activities.

In addition to sources provided by the Ministry of Education and Science, schools generate some revenues from renting premises, pupil cooperatives and donations. Decisions on how these funds are generated and spent are made by school principle with approval from school, i.e. management board that he/she files a report to.

### 1.1.5 Advisory and consultative bodies

The most important advisory bodies in the education system of Montenegro include:

1. Council for General Education (15 members),
2. Council for Vocational Education (12 members),
3. Council for Adult Education (9 members),
4. Council for Higher Education (11 members),
5. Council for Scientific and Research Activities (9 members).

The Council for General Education, the Council for Vocational Education, and the Council for Adult Education were formed in conformity with provisions of articles 28, 29, 30, 31, 32, 33 and 34 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07).

Bearing in mind that these three councils were formed for the purpose of deciding on expert matters and for providing expertise in decision making processes and drafting regulations for the education sector, they have very important competences related to: syllabi and overall curricula, catalogues of knowledge, examination catalogues, textbook development standards, training program for principles, standards for school facilities, teaching aids and equipment that institutions need for their work, profile and professional qualifications of teachers, list of compulsory elective subjects and other, as defined by articles 35, 36 and 37 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07).

The membership structure of these three councils is defined by provisions of Article 29 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07)

Articles 11, 12, 13, 14 and 15 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) refer to formation, membership structure, competences and responsibilities of the Council for Higher Education, appointed by the Government for a period of six years to improve higher education and comprised of 11 members selected from the ranks of prominent experts for the field of higher education, science, technology, art, economy and social affairs.

The Law on Scientific and Research Activities (Official Gazette of the Republic of Montenegro, no 71/05) specifies in Articles 7, 8, 9 and 10 the formation, membership structure, responsibilities and manner of work of the Council for Scientific and Research Activities in Montenegro.

In addition to these advisory bodies that operate at the central level, all education institutions in Montenegro also have their own management or school boards.

### 1.1.6 Private schools

In conformity with provisions of Article 43 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07), a private institution may be established by a local and foreign legal or natural person, but the foreign legal or natural person may open a primary school only for education of foreign citizens, as primary education is a constitutional obligation for all citizens of Montenegro.

After this alternative was introduced in the educational system, three private schools have been opened in Montenegro up to the higher education level:

1. Gymnasium "Luča", in Podgorica,
2. Gymnasium "Drita", in Ulcinj,
3. "Quality Schools International - Podgorica", in Podgorica.

Teaching at the private gymnasium "Luča" is conducted in the language that is in official use (the Montenegrin language), while teaching at the private gymnasium "Drita" is conducted in Albanian. Both of these gymnasiums implement publicly valid curricula for gymnasiums adopted by the Council for General Education and approved and published by the Ministry of Education and Science.

At the "Quality Schools International - Podgorica" in Podgorica teaching is conducted in English, at preschool and primary education levels (age 3-14). In total, there are 40 children going to this school, and teaching is conducted in conformity with American curricula.

All pupils at this school are foreign citizens. Children who are citizens of Montenegro may go to this school only as a form of supplement to primary education attained in conformity with publicly valid curriculum, while pre-primary and secondary education may be attained without any limitations.

Article 46 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) specifies that a private institution may be established, if:

- a) There is a sufficient number of children, pupils, i.e. attendant;
- b) Curriculum has been adopted, i.e. approved in conformity with this law or an international curriculum has been approved;
- c) Education, i.e. teaching and other professional staff has been employed, in conformity with the curriculum;
- d) Adequate premises, teaching aids, equipment, and other have been provided, in conformity with norms and standards;
- e) Funds for establishment and operation have been secured;
- f) Hygiene and technical requirements have been met, in conformity with special regulations.

As regards opening of primary schools for education of foreign citizens, the law allows exemptions related to meeting the criteria on the number of children and teaching and other professional staff.

As regards higher education, there are in total 1 private university and 9 autonomous private faculties in Montenegro at this point.

## 1.2 Preschool education

### 1.2.1 Organisation

Preschool education in Montenegro is conducted in conformity with provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and provisions of the Law on Preschool Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07).

Preschool education, which includes children up to the primary school age, is neither compulsory nor a precondition for attending primary school. In Montenegro, this form of education is provided in preschool education institutions, which may be established as private and public institutions.

At the beginning of the school year 2009/2010, there are 21 public institutions licensed for preschool education in Montenegro. This type of service is also provided in some private organisations, which are not part of the network of institutions and which have been given a deadline by the Ministry of Education and Science until 31 December 2009 to file requests for receiving licences, in order for the Ministry of Education and Science to be able to adequately ensure quality of the educational process.

Preschool education is provided at: nurseries (children up to 3 years old), kindergartens (from the age of 3 until starting primary school) and in other forms of organising of preschool education, such as early schools, play schools, workshops, etc.

In cases when children cannot be admitted to these institutions due to an illness, this form of education may also be provided within their family.

In preschool institutions in Montenegro, curriculum is implemented in the language that is in official use (Montenegrin) and in Albanian.

### 1.2.2 Curriculum/assessment

Preschool education is provided according to the curriculum for preschool education, which defines: objectives and tasks of educational work, number of children per group, types, scope and forms of educational work.

The curriculum is implemented as:

- Full day (duration 6 to 10 hours),
- Half-day (duration 4 to 6 hours),
- Short (duration 3 to 4 hours),
- Specific (duration 3 to 4 hours).

The following programmes are developed based on the curriculum:

- Primary programme – defines scopes and forms of educational work with children in nurseries and kindergartens until starting primary school,
- Short programme – defines contents of continuous or occasional activities that can be organised once or several times a week for 4 hours,
- Specific programme – defines contents for educational work in: music, ballet and fine arts, rhythmic, sports and recreation, puppetry, foreign languages,
- Special program – defines forms and contents of educational work with handicapped children who cannot be included in regular groups. For children who can be included in regular groups, individual programmes are provided in addition to common ones.

Primary and special programmes for preschool education are defined by the Council for General Education.

Work at a preschool institution is organised in educational groups, their size for primary programmes being 12 (for children up to two years old), 14 (for children two to four years old), 10 (for children in a mixed group up to three years old), 20 (for children three to four years old), 24 (for children four to five years old), 25 (for children five to six years old) and 20 (for children in a mixed group three to six years old). Number of children in educational groups may be reduced in cases when they include children with special needs.

Number of children in educational groups for the short, specific, and special programmes is set by those programmes.

### 1.2.3 Teachers

Educational work at an institution is conducted by:

- Preschool teacher (work with children aged 3 until they start primary school, while preventive health care protection is provided by a nurse specialised for paediatrics),

- Associate preschool teacher (work with children aged 3 until they start primary school, as well as family based work with children, while preventive health care protection is provided by a nurse specialised for paediatrics),
- Special teacher pedagogue (educational work with children in a development group),
- Expert associate (provides support to kindergarten teacher and nurse in carrying out their professional duties),
- Assistant (nurse-assistant provides preventive health care protection of children, while educational work on implementing a specific programme is done by a kindergarten teaching assistant).

### 1.3 Compulsory education/primary school

#### 1.3.1 Organization

Primary education in Montenegro is provided in conformity with provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and provisions of the Law on Primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07).

At this moment, primary education in Montenegro is carried out in conformity with eight-year primary school curricula, and in conformity with newly adopted nine-year primary school curricula, in 162 schools in Montenegro in total.

Primary education is compulsory and free of charge for all children who are citizens of Montenegro, and teaching is conducted in the language that is in official use (Montenegrin) and in Albanian.

Pupils who attend classes according to eight-year primary school curricula have been enrolled at school at the age of 7, while pupils who attend classes according to the nine-year primary school curricula, implementation of which commenced in phases in the school year 2004/2005, are enrolled in school at the age of 6.

In the school year 2004/05, implementation of the nine-year school curricula started at 20 primary schools. After this, in the school year 2005/06, implementation of the reformed proposals commenced at additional 27 primary schools, in the following school year 2006/07 at extra 28 primary schools, in the school year 2007/08 at 44 more primary school, and in the school year 2008/09 at remaining 42 primary schools. (A new primary school was opened in the school year 2008/09, which has implemented the reformed proposals following the schedule of a group of schools that started implementation in the school year 2007/08, because its pupils had previously attended classes according to that schedule).

Given that at the beginning of the reform a decision was made to implement new proposals in phases with regard to the number of schools and grades in which it was to be implemented, there is a difference at this moment in Montenegro concerning schools, i.e. grades at separate schools at which nine-year school curricula are implemented. Starting from 2012/13, in accordance with the schedule given below, nine-year school curricula will be fully implemented in all grades of all primary schools.

of Group Schools	Grade	School Year																	
		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13	
Implementation started in the school year 2004/05	1	O	N		N		N		N		N		N		N		N		N
	2	O		O	N		N		N		N		N		N		N		N
	3	O		O		O	N		N		N		N		N		N		N
	4	O		O		O		O	N		N		N		N		N		N
	5	O									N		N		N		N		N

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of Group Schools	Grade	School Year																	
		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13	
		O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
	6	O		O	N		N		N		N		N		N		N		N
	7	O		O		O	N		N		N		N		N		N		N
	8	O		O		O		O	N		N		N		N		N		N
	9										N		N		N		N		N
Implementation started in the school year 2005/06	1	O		O			N		N		N		N		N		N		N
	2	O		O		O	N		N		N		N		N		N		N
	3	O		O		O		O	N		N		N		N		N		N
	4	O		O		O		O		O	N		N		N		N		N
	5	O		O									N		N		N		N
	6	O		O		O	N		N		N		N		N		N		N
	7	O		O		O		O	N		N		N		N		N		N
	8	O		O		O		O		O	N		N		N		N		N
	9												N		N		N		N
Implementation started in the school year 2006/07	1	O		O		O	N		N		N		N		N		N		N
	2	O		O		O		O	N		N		N		N		N		N
	3	O		O		O		O		O	N		N		N		N		N
	4	O		O		O		O		O		O	N		N		N		N
	5	O		O		O									N		N		N
	6	O		O		O		O	N		N		N		N		N		N
	7	O		O		O		O		O	N		N		N		N		N
	8	O		O		O		O		O		O	N		N		N		N
	9														N		N		N
Implementation started in the school year 2007/08	1	O		O		O		O	N		N		N		N		N		N
	2	O		O		O		O		O	N		N		N		N		N
	3	O		O		O		O		O		O	N		N		N		N
	4	O		O		O		O		O		O		O	N		N		N
	5	O		O		O		O									N		N
	6	O		O		O		O		O	N		N		N		N		N
	7	O		O		O		O		O		O	N		N		N		N
	8	O		O		O		O		O		O		O	N		N		N

of Group Schools	Grade	School Year																	
		2004/05		2005/06		2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13	
	9																N		N
Implementation started in the school year 2008/09	1	O		O		O		O		O	N				N		N		N
	2	O		O		O		O		O		O			N		N		N
	3	O		O		O		O		O		O		O	N		N		N
	4	O		O		O		O		O		O		O		O	N		N
	5	O		O		O		O		O									N
	6	O		O		O		O		O		O			N		N		N
	7	O		O		O		O		O		O		O	N		N		N
	8	O		O		O		O		O		O		O		O	N		N
	9																		

O – old curricula (eight-year curricula)

N – new curricula (nine-year curricula)

Primary education based on the “old” curricula is provided in two cycles (4+4 grades). Implementation of these curricula includes an obligation for all pupils to attend same subjects which the curriculum has been defined for at the central level, and pupils’ achievements are expressed in numeric marks (1-5).

The nine-year primary school curricula are implemented within three cycles (3+3+3), and in the third cycle pupils have an option to select subjects in accordance with their needs, abilities and interests.

Achievements within a specific subject are expressed descriptively (grades 1-3), numerically with explanation (grades 4-6), and only numerically in the last cycle of the nine-year primary school (grades 7-9).

Pupils in specific grades are organised in classes that can have no more than 30 pupils. The class where teaching is conducted in the language and alphabet of an ethnic minority may have fewer pupils but not fewer than 50% of the number of pupils set by the Ministry’s regulation and, in general, the class size may be reduced in cases when children with special needs are included. If there is a need, a class may even have 33 pupils, after approval from the Minister of Education and Science.

If it is not feasible to organise the teaching process in separate grades and classes, due to the small number of pupils, a class comprising pupils of two or three grades from the same cycle (a combined class) may be formed. However, a class combined of two grades may have up to 25 pupils, and a class combined of three grades up to 20 pupils.

### 1.3.2 Curriculum

Provision of primary education is based on the publicly valid curriculum for the primary school. Its general section is defined by the Ministry of Education and Science, following the proposal made by the Council for General Education, while the special section of the curriculum for this level of education is defined by the Council for General Education itself.

The curriculum defines: compulsory subjects, compulsory elective subjects, optional subjects, extracurricular activities, and grade teacher classes.

In addition to the compulsory section of the curriculum, schools are required to organise remedial instruction throughout a school year for pupils who trail behind in specific subject learning processes, as well as additional instruction for pupils who accomplish particularly good results and show additional interest to expand their knowledge in specific areas.

If a school has sufficient capacities, it is required to organise an extended programme that includes: extended day, morning care, free activities and school in nature.

In addition, schools may also organise optional instruction, which then becomes compulsory for those who opt for it. Marks received for optional instruction have no effect on the pupil's general school achievements. A school may also provide and organise a variety of extracurricular activities (sports, cultural, artistic, etc.).

### 1.3.3 Assessment/certification/guidance

In addition to continuous assessment of pupils' achievements, conducted by a teacher in his/her everyday work based on standards set by the curriculum, external assessments of achievements are also conducted at the primary school level in Montenegro - in the third, the sixth and the ninth grade.

An assessment of knowledge of mother tongue language and mathematics is conducted at the end of the first cycle (the third grade), an assessment of knowledge of mother tongue, mathematics and first foreign language is conducted at the end of the second cycle (sixth grade), while a national exam is organised at the end of the final grade, which will test knowledge based on key parts of the curriculum and indicate level of individual achievements of pupils in subjects they will be tested in: mother tongue, mathematics and one subject selected by a pupil.

The national exam at the end of the primary school will be conducted for the first time at the end of the school year 2012/13, when all primary school pupils will fully attain their primary education in accordance with the nine-year school curricula.

### 1.3.4 Teachers

Educational work at schools is performed by:

- Teachers (organise and conduct educational work and work on its improvement),
- Preschool teachers (teach part-time in the first grade together with teacher), and
- Expert associates (involved at schools in pedagogic and psychological, social and health, library and other activities related to the educational work at schools).

Teaching is provided by:

- In the first cycle: by a grade teacher or by a primary teacher and in the first grade up to half norm by a preschool teacher ,
- In grade 4: by a grade teacher or by a primary teacher, and for foreign language by a specific subject teacher,
- In grade 5: by a grade teacher, i.e. by a primary teacher, with the exception of foreign languages, technics and informatics, physical education, art and music culture, which are taught by subject teachers.
- In grades 6, 7, 8 and 9, teaching is provided by subject teachers.

In addition to teachers, in classes that include pupils with special needs, expert associates with special pedagogic education background (psychologists, pedagogues, sociologists, speech pathologists, and special education teachers) are also involved in teaching.

## 1.4 Post compulsory secondary education

### 1.4.1 Gymnasium

#### 1.4.1.1 Organisation

General secondary education in Montenegro is provided in conformity with provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) and



with provisions of the Law on Gymnasium (Official Gazette of the Republic of Montenegro 64/02 and 49/07) General secondary education in Montenegro, which lasts for four years, is not compulsory and it is provided in the language that is in the official use (the Montenegrin language) and in Albanian, in altogether 10 public gymnasiums and 11 mixed secondary schools that implement general secondary curricula, as well as in 2 private gymnasiums (in altogether 23 schools).

Of the total number of pupils attaining secondary education in Montenegro, about 30% of them on average attain general secondary education (gymnasium).

General secondary education is attained upon passing a Matura exam, which is a general precondition to continue education at a higher education institution.

Implementation of revised curricula for general secondary education commenced from the first grade in all schools implementing general secondary curricula in Montenegro in the school year 2006/07.

Classes in secondary schools, in which general education is attained, have 30 pupils as a rule. However, classes where teaching is conducted in the language and an alphabet of an ethnic minority may have fewer pupils but not fewer than 50% of the number set by the Ministry's regulation and the class size may be reduced in cases when children with special needs are included. The Ministry may, under special circumstances, allow enrolment of additional three pupils.

#### 1.4.1.2 Curriculum

Teaching within general secondary education is conducted according to the curriculum, the general part of which is defined by the Ministry of Education and Science at the proposal of the Council for General Education, while the special part of the curriculum for this educational level is defined by the Council for General Education itself.

The following are studied within the curriculum:

- Compulsory subjects,
- Elective subjects or groups of subjects, and
- Compulsory elective contents.

#### 1.4.1.3 Assessment/certification/guidance

In addition to continuous assessment of pupils' achievements, conducted on the basis of standards set by curricula for each separate subject, one of the most important innovations within the educational system includes introduction of the Matura exam, which is to be organised for the first time in Montenegro at the end of the school year 2009/10.

The pupils will take the following exams at their graduation examination:

Mother tongue and literature,

Mathematics or foreign language, and

Two elective subjects.

In order to prepare pupils and all the parties involved in implementation of the Matura exam, the Examination Centre conducted two trial tests (in 2008 and 2009) that included all pupils who will take the first external (Matura) exam in June 2010.

#### 1.4.2 Teachers

Educational work at general secondary school is performed by:

- Teachers,
- Teaching associates, and
- Expert associates.

##### 1.4.2.1 Vocational education

#### 1.4.2.2 Organization of school

Secondary vocational education in Montenegro is provided in line with provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and provisions of the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) ([Annex 202](#)).

Of the total number of pupils attaining secondary education in Montenegro, about 70% of them on average attain vocational secondary education.

In line with legal provisions, vocational education in Montenegro may be provided as:

- Lower vocational education (two years of duration),
- Secondary vocational education (three or four years of duration), and
- Post-secondary vocational education (two years of duration, as a continuation of secondary vocational education).

Secondary vocational education is not compulsory, and it is provided in the language in official use (the Montenegrin language) or in Albanian at 3 mixed secondary schools, in municipalities of Plav and Ulcinj and city district of Tuzi.

Although the new legislation opened a possibility to establish post-secondary vocational schools, there is not a single institution in Montenegro at this moment providing this type of education.

The field of vocational education is grouped in 14 sectors. Each of these sectors has its own qualification structure/framework, which clearly and unequivocally shows connection and relations among qualifications and their levels within a specific sector, horizontally as well as vertically. In addition, this structure is designed bearing in mind the development perspective – it is open to add new occupations, in line with needs and changes in the labour market and life-long learning.

53 occupational profiles of four years duration, 28 occupational profiles of three years duration and 2 occupational profiles of two years duration are currently taught at schools providing secondary vocational education.

Upon completing their curricula (formal education), pupils attain education level or vocational qualification degree, i.e. education level qualification verified with a diploma and offering such a variety of general and vocational knowledge that facilitate personal and professional development, which implies both possibility of continuing education as well as possibility of entering the labour market.

In addition to education level qualification, completion of education according to a specific curriculum means attainment of one or several vocational qualifications, which facilitate entry into the labour market. Therefore, vocational qualification is formally recognised competence to perform tasks within an occupation, at specific demanding levels.

Total duration of education at two year vocational schools is 2.208 hours, at three year vocational schools 3.360 hours, and at four year schools 4.512 hours. Maximum weekly number of hours for all curricula and all types of schools is 32. A school year lasts for 36 weeks and in the final grade 33 weeks.

Secondary school classes in which pupils attain vocational education have 30 pupils, as a rule. However, classes in which teaching is conducted in the language and alphabet of an ethnic minority may have fewer pupils, but not fewer than 50% of the number of pupils set by the Ministry's regulation and the class size may be reduced in cases when children with special needs are included. The Ministry may, under special circumstances, allow enrolment of additional three pupils.

Article 3 of the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) defines that "vocational education is provided by schools (school form of education) or other legal entities and natural persons (employer) together with the school (dual form)".

Provisions of the Law on Vocational Education prescribe that:

- Level of practical training achievements of pupils educated with employers is assessed by association of employers and schools, at the end of each teaching year;
- A pupil is entitled to remuneration for the duration of the contract for education with an employer;
- If the association does not provide an opportunity to a pupil to attend practical training with another employer, the pupil is entitled to continue his/her education at school;
- For the duration of practical training with an employer, a pupil exercises labour relations rights, in conformity with labour related regulations;
- Supervision over implementation of the provisions of the law related to the status of a pupil with an employer is done by inspection competent for labour matters, and supervision of provisions related to education of pupils with employers is done by the inspection responsible for education matters.

Education of pupils in the dual form began in Montenegro in the school year 2004/05. The teaching process was organised for the Hairdresser curriculum in three schools and for the Car-mechanic curriculum in one school. So far, 127 pupils have attained education in the dual form of education.

In the course of this type of education, it could be noticed that the interest of employers to take pupils for dual education was poor and also diminished interest of pupils to enrol into the dual form of education could be observed. Therefore, public advertisement for enrolment of pupils into the dual form of education has not been published since the school year 2007/08.

Having considered all elements of organising and implementing the dual form of education in Montenegro, as well as genuine interest and willingness of the economy to be an active participant in the practical training of pupils and in development of the vocational educational system, the relevant institutions have reached a conclusion that approaches from the Law on Vocational Education, related to the dual form of education as a special form of education, should be modified. Practical training at vocational schools should be defined as a combination of education at school and education with employer, and compulsory organization of practical training both at school and with employer should be included in each curriculum. If an employer shows interests and has adequate conditions, practical training may fully be provided by employer. Contracts made with employer should be defined as individual – for those pupils who want to attend their practical training fully with employer who owns a license on fulfilling material and professional conditions to perform educational work, and collective – for pupils who attend a section of their practical training with employer and a section at school.

#### 1.4.2.3 Curriculum

Vocational education curricula, on the basis of which publicly valid education is attained, are structured, as a rule, by using as a basis several occupational standards of different demanding levels, approved by the Ministry of Labour and Social Welfare at the proposal of the Council for Vocational Education.

Although Article 6 of the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) prescribes that curricula are valued with credit points and that curricula include modules, preconditions for credit point valuation and modularization of curricula in vocational education have not been fulfilled yet. Therefore, within the project to be funded by Project IPA 2007 funds, the Ministry of Education and Science has defined necessary steps to continue working on these important matters.

The general section of the vocational education curriculum is defined by the Ministry of Education and Science, following a proposal made by the Council for General Education, and the special section of the vocational education curriculum is defined by the Council for Vocational Education.

The subject plan of the vocational education curriculum includes:

- Compulsory section (key subjects and modules that are compulsory for all pupils within a specific sector), and

- Elective section (subjects with curricular relation to the occupation selected by pupil according to his/her interests).

Framework subject plans for curricula implemented in two-year, three-year, and four-year vocational schools was approved in March 2002 by the previous National Council for Revision of Curricula, which ceased to exist after fulfilling its tasks in the field of revision of curricula.

These framework curricula were adapted by the Council for General Education in June 2008.

So far, all in all 83 curricula have been developed in all 14 sectors since the implementation of new legislation in the field of secondary vocational education commenced.

#### 1.4.2.4 Assessment/qualifications

The Law on Vocational Education prescribes that taking an exam includes:

- Practical exam - upon completing a two-year vocational school. The exam includes:
  - Production of practical assignment, and
  - Oral defence of practical assignment.
- Final exam – upon completing a three-year vocational school. The exam includes:
  - Written exam in the mother tongue and literature,
  - Oral exam in vocational theory subject, and
  - Practical assignment with oral explanation.
- Professional exam – upon completing a four-year vocational school, conducted by the Examination Centre and includes exams in:
  - Mother tongue language and literature, and
  - Mathematics or first foreign language, depending on occupational profile,
  - Vocational theory subject,
  - Occupational assignment;
- Graduation exam – upon completing a post-secondary school and it includes
  - Written or oral or both written and oral exam in vocational theory subject, and
  - Graduation assignment.
- Craftsman exam - for pupils who completed three-year vocational school, passed the final exam and have three years of work experience in their profession, as well as for pupils who completed four-year vocational school, who passed professional exam and have two years of work experience in their profession. The concept of craftsman exam has not been elaborated yet in Montenegro.

The program for practical, final, professional, and graduation exams is defined by the curriculum for each occupation.

#### 1.4.2.5 Progression/guidance/transition arrangements

Upon completing two-year education it is possible to continue education in three-year schools, by enrolment in appropriate grade and by taking additional and differential exams and the school is being responsible for organization and carrying out of the practical exam as a whole.

A pupil who completes a two year school may also enrol in appropriate grade of a secondary vocational school of the four years duration, by taking additional and differential exams and the school is also being responsible for organization and realization of the exam as a whole.

A pupil who completed a three-year vocational school may complete a vocational school of the four years duration with additional education of up to two years duration and by taking occupational exam.

A pupil who completes a secondary vocational school of the three years duration may enrol in the fourth grade of a four-year vocational school, under a condition that he/she has passed required additional and differential exams.

The Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) prescribes that candidates who pass the professional exam may directly enrol at appropriate post-secondary school. Individuals who complete a three-year school and pass the craftsman exam may also enrol in post-secondary school, under the condition to pass exams which match the general subject exams of the occupational exam.

In the course of his/her education, a pupil may change curriculum – profile he/she has enrolled at only after completing the first grade. A pupil of a three-year vocational school may change curriculum he/she has enrolled in after the first or the second grade, within the same sector. Transition from one occupational profile to another is completed by taking additional, i.e. differential exams.

Additional and differential exams are taken by a person who wants to attain education in gymnasium, after completing vocational education.

Schools are responsible for identification and carrying out of all additional and differential exams.

A person who completes a four-year vocational school and wants to attain gymnasium graduation may attend a graduation course, which lasts for no longer than a year and is organised and conducted by gymnasium.

A person who completes gymnasium and wants to attain a diploma of a four-year vocational school may attend an occupational course which lasts for no longer than a year and is organised and conducted by a vocational school.

Adults who want to attain education level qualification are educated according to adapted publicly valid curricula for formal education.

In order to enrol in a specific study programme candidates are also required to pass additional exams, which are defined as extra enrolment preconditions set by a specific rule book.

A person who does not have an appropriate secondary education is required to pass the differential exam, which is an extra enrolment precondition set by a specific rule book.

More details on enrolment at study programmes are defined by a specific rule book on conditions, criteria, and procedure for enrolment in the first study year, which is currently being amended.

### 1.4.2.6 Teachers

Educational work in vocational education is conducted by:

- Teachers,
- Expert associates,
- Teaching associates,
- Practical education teachers (provides practical education at school),
- Practical education instructors (provides practical education at facilities outside the school).

## 1.5 Higher education

### 1.5.1.1 Organization

Higher education reform in Montenegro commenced with adoption of the Law on Higher Education in 2003, and was continued with adoption of the University of Montenegro Statute in 2004 and development of acts necessary for its implementation, by which the higher education normative framework was created in Montenegro. At the time, the University of Montenegro was the only institution providing post-secondary and higher education in Montenegro. Implementation of Bologna Declaration principles commenced at the first study year at all faculties in Montenegro in the academic year 2004/05.

The new Law on Higher Education made the reform of higher education possible, primarily with the purpose of increasing the efficiency of studies and harmonizing the system with the European tendencies in higher education based on the Bologna Declaration and the Lisbon Convention principles.

Higher education in Montenegro is attained at university and other institutions, which may be established as public or private. University, however, has to provide at least five different study programmes from at least three fields of science and art.

University has a status of a legal person, and its organizational units are:

- faculties,
- academies,
- institutes, and
- post secondary schools and they do not have the status of a legal person.

Private higher education institutions in Montenegro may be established by a domestic or foreign natural person or legal person.

A private institution accredited by some other country or organization is required to file a certificate on accreditation to the Council for Higher Education, which then conducts the assessment procedure, in conformity with its act.

A higher education institution may start its operations only upon obtaining accreditation from the Council for Higher Education and a licence from the Ministry of Education and Science.

Currently, higher education in Montenegro is attained at:

- one state university - University of Montenegro
- one private university - University "Mediterranean", and
- 9 autonomous private faculties.

The University of Montenegro has 19 university units, 3 institutes, and 4 autonomous study programmes, and implements 76 study programmes at undergraduate studies. 21,000 students attended this University in the academic year 2008/2009.

The private University "Mediterranean" has 6 university units, implements 11 programmes at undergraduate studies and is attended by 2,000 students.

Existing autonomous faculties in Montenegro include:

- Faculty of Business Management (Bar), with 6 undergraduate study programmes,
- Faculty of Public Administration and European Studies (Podgorica), with 1 undergraduate study programme,
- Post Secondary School of Nursing "Kraljica Jelena" (Igalo), with 1 undergraduate study programme,
- Humanistic Studies (Podgorica), with 2 undergraduate study programmes,
- Faculty of International Economy, Finances, and Business (Podgorica), with 1 undergraduate study programme,
- Faculty of Legal Science (Podgorica), with 1 accredited undergraduate study programme,
- Faculty for Information Studies and Technologies (Podgorica), with 3 undergraduate study programmes,
- Faculty of Transportation and Communications Management (Berane), with 3 undergraduate study programmes, and
- Faculty of International Hotel and Tourism Management (Sveti Stefan), with one undergraduate study programme.

About 2,400 students attain higher education at private faculties in Montenegro.

Higher education in Montenegro is an activity of public interest that allows diploma to be received for:

- Applied undergraduate studies;
- Academic undergraduate studies;
- Specialist studies;
- Applied master studies;
- Academic title of master of science;
- Academic title of PhD.

An institution and its organisational units provide education through various professional development and training programmes as well.

#### 1.5.1.2 Curriculum

Education at higher education institution is provided through:

- Academic, and
- Applied study programmes.

Study programmes are organised as:

- Undergraduate,
- Postgraduate, and
- PhD.

Undergraduate academic studies last for no less than three years, and no more than 4 years (180 or 240 ECTS credits), and undergraduate applied studies last for 3 years (180 ECTS credits).

Studies of medicine last for 6 years (360 ECTS credits), and of stomatology and pharmacy 5 years (300 ECTS credits).

Postgraduate specialist studies last for 1 year (60 ECTS credits).

Postgraduate master studies (academic and applied) last for 1 year (60 ECTS credits) after specialist studies, and two years (120 ECTS credits) after undergraduate studies.

PhD studies last for 3 years (180 ECTS credits).

Degrees and diplomas attained after completed studies include:

- Diploma of applied undergraduate studies – upon completing applied undergraduate studies (a study programme of three years duration),
- Diploma of academic undergraduate studies – upon completing research oriented studies (a study programme of at least three years of duration),
- Diploma of specialist studies – upon completing a study programme of one year duration at postgraduate studies,
- Diploma of applied master studies - upon completing applied study programme of one or two years of duration at applied master postgraduate studies and upon defending master thesis (one year if the course is taken upon completing postgraduate specialist studies and undergraduate studies of four years of duration, and two years if taken upon completing undergraduate studies of three years of duration),
- Diploma of Master of Science academic title – upon completing a study programme of one or two years of duration at academic master postgraduate studies and upon defending master thesis (one year if the course is taken upon completing postgraduate specialist studies and undergraduate studies of four years of duration, and two years if taken upon completing

undergraduate studies of three years of duration),

- Diploma of PhD academic title – upon completing a study programme of three years of duration, and upon attaining diploma of Master of Science academic title and defending PhD thesis.

Information on programme attended by a student is described in “diploma supplement”, which must be issued together with diploma on completed studies.

When formulating its rules of studying, a public institution takes European Credits Transfer System (ECTS) as a starting point, while the extent of a study programme carried out in one year is 60 (ECTS) credits.

## 1.6 Adult Education

### 1.6.1 Organization

Adult education has been dealt with in a qualitatively new manner and equally with other segments of the educational system for the first time with the reform process in Montenegro. This concept was presented in the “Book of Changes” and later converted into provisions of the Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07), which specifies that adult education is a part of the system.

Adult Education in Montenegro is governed by provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and provisions of the Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07).

In addition to these two laws, adult education matters are also defined by provisions of special regulations within primary, general secondary, vocational, and higher education.

The conceptual framework for improvement of adult education was drawn up within the project “Technical Support to Vocational Education and Training in Montenegro” (2002-2003), which was financed by the European Union and implemented by the European Agency for Reconstruction. Within this project documents were drawn up and later approved and implemented, which established a basis for further development of this segment of education. Those are:

- Methodological basis for development of occupational standards,
- Methodology for curriculum development in vocational education,
- Skill training need assessment,
- Methodology for development and implementation of training programmes for adults,
- Basis for adjustment of curricula implementation to adults in the field of vocational education.

In addition to these documents, basis for development and further improvement of the adult education system are also included in the following documents drawn up by the Ministry of Education and Science and approved by the Government:

- Strategic Plan of Education Reform for the Period 2005-2009,
- Strategy for Introduction of ICT in the Educational System up to the University Level,
- Adult Education Strategy for the Period 2005-2015,
- Adult Education Plan for the Period 2006-2010,
- Human Resource Development: Montenegro 2007-2017.

In addition to the Ministry of Education and Science, the education reform assigned an important role to the Ministry of Labour and Social Welfare, thus establishing a link between the world of education and the world of labour.

Recognizing the principle of decentralization and social partnership, institutions and expert bodies formed during the reform were set up on a new basis, which laid foundations for social partnership and joint action, where particularly important role was assigned to:



- Vocational Education Centre – conducting development, advisory, research, and expert activities in the field of vocational education and adult education,
- Council for Adult Education, as the most important body for this field, formed following the tripartite principle, based on which one third of members are nominated by the Ministry of Education and the Bureau for Educational Services, one third by the Vocational Education Centre and the Ministry responsible for labour and social welfare affairs, and one third by the Union of Employers and the Trade Union,
- Employment Office,
- Examination Centre,
- Bureau for Educational Services,
- Chamber of Commerce,
- Union of Employers,
- Trade Union,
- Human Resource Management Agency,
- Directorate for Development of Small and Medium Sized Enterprises and others.

#### 1.6.1.1 Curriculum

The Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) prescribes that adults in Montenegro may attain education according to curricula for primary and secondary education, through an organised educational process - at adult education providers (schools, specialised adult education institutions) - *formal education*, but also through non-formal and informal learning.

Training programmes for professional development, retraining, additional training, specialization of the employed and unemployed are approved by the Ministry of Labour and Social Welfare, following the proposal from the Council for Adult Education.

Prior to defining a training programme proposal, the Council for Adult Education collects opinions from interested ministries, Employment Office of Montenegro, Union of Employers, Chamber of Commerce and institutions specialised for the given field.

The basis for development of both, curricula on the basis of which publicly valid education (education level qualification) is attained, as well as of training programmes on the basis of which vocational qualification is attained, in conformity with the law, makes an occupational standard. Occupational standards are approved by the ministry competent for labour affairs, following a proposal from the Council for Vocational Education (which previously obtains opinion from the Employment Office, Chamber of Commerce, Trade Union and others).

The legal framework defined in this way has facilitated the Department for Adult Education, which is a part of the Vocational Education Centre, to draw up 61 training programmes in the past period for different occupations, in cooperation with relevant experts for specific fields.

In addition to this, the Council for Adult Education has also accredited training programmes for attainment of key competences in the past period, following the proposal of adult education providers and other institutions and organisations.

The adult primary education and elementary functional adult literacy teaching programme has been carried out in Montenegro at three existing labour' and people's universities (Podgorica, Nikšić and Herceg Novi) and also, in conformity with provisions of the Law on Adult Education, at primary schools and licensed adult education providers.

Adult education for occupation, retraining, and additional training is conducted at adult education providers, secondary vocational schools, and training centres (established by the Ministry of Education and Science and the Bureau for Educational Services and which are based at vocational schools).

There are 30 licensed adult education providers currently in Montenegro, and they can be natural or legal persons who get the work license from the Ministry of Education and Science, based on a proof on previously fulfilled conditions set by the law and special rule book.

Additional stimulus to adult education was offered in 2007, when the Association of Licensed Adult Education Providers was formed.

#### 1.6.2. Teachers

Legal regulations so far have not significantly imposed obligations to adult education providers with regard to necessary professional qualifications that persons employed in adult education should possess.

Category of persons employed in adult education includes a big variety of experts, who differ greatly one from another as regards their level of education, but also as regards their occupational profile. Basic deficiencies that can be identified regarding andragogical and methodological competences of personnel employed in adult education refer to the lack of thorough andragogical and pedagogical education.

The Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07), in the article referring to persons who implement training programmes, specifies that "adult education is conducted by teachers, teaching associates, i.e. practical training instructors, lecturers, coaches, and other professional staff", who, as a rule, should have andragogical education and fulfil other conditions set by the law that governs the specific field of adult education.

In line with goals and tasks identified in the Adult Education Strategy and Plan, the Vocational Education Centre drew up the Program for andragogical training of personnel employed in adult education that was adopted by the Council for Adult Education in 2006.

**2. Statistics: please provide statistics on pupils/students and teachers/trainers at the different levels of the educational system, including VET and adult education. If possible give an estimate of the expected evolution over the next ten years. Provide statistics on public and, if possible, private resources allocated to education at national level (in % of GDP and national budget).**

There are 21 pre-primary institutions, 162 primary schools (with 281 accompanying satellite units) and 49 secondary schools in Montenegro, two of which are privately owned. Teaching in Montenegro is conducted in the language that is in official use (the Montenegrin language), in Albanian and bilingually.

	Teaching in the language in official use (the Montenegrin language)	Teaching in Albanian	Bilingual teaching
Number of pre-primary institutions	19	0	2
Number of primary schools	150	6	6
Number of secondary schools	45	1	3

The structure of secondary schools in Montenegro includes:

	Public	Private
Gymnasium	10	2

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Vocational school	26	0
Combined secondary school	11	0
<b>TOTAL:</b>	<b>47</b>	<b>2</b>

The following table offers an overview of the total number of pupils at the pre-primary, primary and secondary education levels for the past four school years:

Total number of children/pupils	School Year			
	2005/06	2006/07	2007/08	2008/09
Pre-primary education	10 808	11 034	11 555	12 089
Primary education	74 759	75 176	75 058	74 220
Secondary education	31 990	31 647	31 381	31 333

Of the total number of pupils, the following number attended teaching in the language that is in the official use (the Montenegrin language):

Number of children/pupils	School Year			
	2005/06	2006/07	2007/08	2008/09
Pre-primary education	10 599	10 827	11 396	11 896
Primary education	71 431	71 850	71 714	70 791
Secondary education	30 821	30 485	30 141	30 110

Number of pupils who attended teaching in the Albanian language at different levels of education for the past four years is given in the following table:

Number of children/pupils	School Year			
	2005/06	2006/07	2007/08	2008/09
Pre-primary education	209	207	159	193
Primary education	3 328	3 326	3 344	3 429
Secondary education	1 169	1 162	1 240	1 223

The total number of pupils in the secondary vocational and general education for the past four school years was:

Total number of children/pupils	School Year			
	2005/06	2006/07	2007/08	2008/09
Secondary vocational education	21 954	21 696	21 559	21 495
General secondary education	10 036	9 951	9 822	9 838

Of the total number of pupils, the following number attended teaching in the language that is in the official use (the Montenegrin language):

Number of children/pupils	School year			
	2005/06	2006/07	2007/08	2008/09
Secondary vocational education	21 476	21 255	21 108	21 069
General secondary education	9 345	9 230	9 033	9 041

In the past four years, teaching in Albanian was attended by:

Number of children/pupils	School Year			
	2005/06	2006/07	2007/08	2008/09
Secondary vocational education	478	441	451	426
General secondary education	691	721	789	797

The number of pupils who have attained vocational education in different sectors for the past four years is given in the following table:

Sector	School Year			
	2005/06	2006/07	2007/08	2008/09
Geodetics and civil engineering	603	608	728	768
Economics, law and administration	4026	4220	4379	4811
Electrical engineering	3093	2836	2770	2773
Metallurgy	68	123	137	121
Chemistry, non-metals, and printmaking	341	323	271	226
Mechanical engineering and processing	2061	1948	1705	1659
Culture, art, and public information	276	266	252	250
Agriculture, food production and processing	579	635	597	710
Transportation	1653	1644	1745	1683
Forestry and woodworking	104	143	125	131
Textile industry and leatherworking	142	97	75	69
Trade, tourism, and hospitality management	5590	5504	5494	5135
Personal services	593	525	404	349
Health, pharmacy, and social welfare	2825	2824	2877	2810

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The next table offers an overview of the number of teaching and non-teaching staff by the levels of education. However, it is not possible to separate staff working at secondary schools, because at combined schools the same staff conducts teaching within both general and vocational curricula.

Number of children/pupils	School Year	
	2007/08	2008/09
Pre-primary education teaching staff	936	1 009
Pre-primary education non-teaching staff	431	469
Primary education teaching staff	4 692	4 855
Primary education non-teaching staff	1 935	1 904
Secondary education teaching staff	2 257	2 297
Secondary education non-teaching staff	707	723

Primary music schools are also part of the educational system in Montenegro and pupils attend them parallel with their regular primary schools. There are 15 primary music schools in Montenegro, 3 of which operate within secondary music schools, and 12 autonomously. These 12 schools currently employ 148 teachers, and the total number of pupils in primary music schools is given in the following table:

	School year	
	2007/08	2008/09
Number of enrolled pupils	3,333	3,338

The number of students grouped by faculties, study programmes, types of study (US – undergraduate, SP – special and MS - master) and type of studying (B – budget and S - self-financing) at the University of Montenegro for the past three academic years is given in the following table.

FACULTY (study programme)	2006/07			2007/08			2008/09		
	US	SP	MS	US	SP	MS	US	SP	MS
Faculty of Economics	2 451		393	3 340		458	3 713		582
Faculty of Electrical Engineering	1 395			1 557	141		1 568	181	21
Faculty of Philosophy	2 715	1		2 366	281		2 320	363	88
Faculty of Law	1 840		31	2 239	77	33	2 522	101	

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FACULTY (study programme)	2006/07			2007/08			2008/09		
	US	SP	MS	US	SP	MS	US	SP	MS
Faculty of Mechanical Engineering	195			194	8		171	8	3
Faculty of Metallurgy and Technology	181			195	3	4	237	30	11
Faculty of Natural Sciences and Mathematics	523		53	560	53	54	594	56	60
Faculty of Civil Engineering	269			301	3		404	9	
Faculty of Medicine	347			454			521		
Faculty of Marine Studies	842			1061	21	55	991	64	25
Music Academy	81			80	9		81	12	15
Faculty of Fine Arts	54			72	4	10	64	24	15
Faculty of Drama	53			62	7		43	26	7
Faculty of Practical Physiotherapy	248	52		207	59		221	39	
Faculty of Tourism and Hotel Management	721	52	56	986	64	34	1,163	96	41
Faculty of Primary Teaching in Albanian	74			80			68		
Faculty of Biotechnology	205			318			381	43	
Faculty of Political Sciences	527	85		646	120	120	747	127	97
Study programme in Geodesy	85			49	13		26	25	32
Faculty of Architecture	190			205	17		201	25	
Study programme in Pharmacy				35			77		
Faculty of Sport and Physical Education	233			308	18		302	24	22
Institute for Foreign Languages	16	23		30	26	16	48	53	9
<b>TOTAL:</b>	<b>13,245</b>	<b>213</b>	<b>533</b>	<b>15,345</b>	<b>924</b>	<b>784</b>	<b>16,520</b>	<b>1,306</b>	<b>1,028</b>

ORGANIZATIONAL UNIT	With academic and scientific title	Assistants	Research fellows	Administration and maintenance staff	TOTAL
Faculty of Economics	25	21	-	32	78
Faculty of Law	20	14	-	21	55
Faculty of Electrical Engineering	31	23	-	15	69
Faculty of Mechanical Engineering	25	7	4	7	43
Faculty of Metallurgy and	26	3	5	5	39

## 26 Education and culture

ORGANIZATIONAL UNIT	With academic and scientific title	Assistants	Research fellows	Administration and maintenance staff	TOTAL
Technology					
Faculty of Civil Engineering	14	23	2	8	47
Faculty of Natural Sciences and Mathematics	49	29	7	18	103
Faculty of Medicine	3	3	6	22	34
Faculty of Political Sciences	6	10	-	9	25
Faculty of Architecture	6	10	-	6	22
Faculty of Philosophy	51	73	17	52	193
Faculty of Tourism and Hotel Management	8	5	2	9	24
Faculty of Marine Studies	16	11	6	20	53
Faculty of Fine Arts	17	14	-	22	53
Faculty of Drama	12	5	-	9	26
Music Academy	9	4	13	10	36
Faculty of Practical Physiotherapy	2	-	5	4	11
Institute of Biotechnology	25	18	15	107	165
Institute for Foreign Languages	9	11	4	5	29
Institute of History	7	10	6	-	23
Institute for Marine Biology	9	9	-	14	32
Faculty of Sport and Physical Education	8	2	-	-	10
Primary Teacher Education in Albanian language		1		1	2
Maintenance Service				39	39
University Library				10	10
Rector's Office				13	13
Information System Centre				13	13
<b>TOTAL:</b>	<b>378</b>	<b>306</b>	<b>92</b>	<b>471</b>	<b>1,247</b>

Private **University "Mediterranean"** comprises 6 faculties, and they are:

- Faculty of Tourism in Bar,
- Faculty of Business Studies "Montenegro business school" in Podgorica,
- Faculty of Information Technologies in Podgorica,
- Faculty of Visual Arts in Podgorica,
- Faculty of Law in Podgorica, and

- Faculty of Foreign Languages in Podgorica.

The total number of students at the University “Mediterranen” is about 2,000.

**Autonomous private faculties** in Montenegro are:

- Faculty of Business Management in Bar,
- Faculty of State and European Studies in Podgorica,
- Faculty of Legal Science in Podgorica,
- Faculty of International Economy, Finances. and Business in Podgorica,
- College of Nursing “Kraljica Jelena“ in Igalo,
- Faculty of Information Systems and Technologies,
- Humanistic Studies in Podgorica,
- Faculty of Transportation and Communications Management in Berane, and
- Faculty of International Hotel and Tourism Management - Sveti Stefan in Miločer.

The total number of students at private faculties is about 2,400.

At the University of Montenegro, there are 1,274 employees in total (an overview is given in the table). This number includes employees financed from faculties’ own revenues. 378 of them have academic and scientific title, 306 are assistants, there are 92 research fellows, and 471 are maintenance staff and administration.

In addition to full-time employees, 329 extra professors, assistants and research fellows are involved part-time in the teaching process at the University.

Organizational unit	With academic title	Assistants	Research fellows	TOTAL
Faculty of Economics	3	2	-	5
Faculty of Law	2	-	-	2
Faculty of Electrical Engineering	-	-	-	0
Faculty of Mechanical Engineering	9	-	-	9
Faculty of Metallurgy and Technology	2	-	-	2
Faculty of Civil Engineering	7	3	-	10
Faculty of Natural Sciences and Mathematics	8	2	-	10
Faculty of Medicine	21	-	-	21
Faculty of Political Sciences	23	-	5	28
Faculty of Architecture	10	3	-	13
Faculty of Philosophy	41	30	2	73
Faculty of Tourism and Hotel Management	3	1	-	4
Faculty of Marine Studies	5	2	4	11
Faculty of Fine Arts	8	1	-	9
Faculty of Drama	15	7	-	22
Music Academy	20	-	-	20



## 26 Education and culture

Organizational unit	With academic title	Assistants	Research fellows	TOTAL
Faculty of Practical Physiotherapy	6	3	1	10
Institute for Foreign Languages	-	6	-	6
Institute of Biotechnology	8	6	1	15
Primary Teacher Education in Albanian language	20	3	-	23
Pharmacy	6	4	-	10
Faculty of Sports and Physical Education	2	8		10
Geodetics	9	7		16
<b>TOTAL</b>	<b>228</b>	<b>88</b>	<b>13</b>	<b>329</b>

According to the Ministry of Finance data, allocations for education in relation to the GDP in the past three years were:

	2006	2007	2008
<b>GDP</b>	2 148.90 mil €	2 807.90 mil €	3 338.00 mil €
<b>Education</b>	8867 mil €	116.99 mil €	147.22 mil €
<b>Share of education in GDP</b>	4.13%	4.17%	4.41%

### 3. Stabilisation of reforms: what are the main objectives and the timetable for implementation of the most recent reforms of the education and training system or of current reforms? Should the system undergo yet more reforms?

Main aims of the education reform in Montenegro are related to provision of preconditions that will ensure that all Montenegrin citizens acquire knowledge, skills and competencies required for a successful personal and professional life of an individual.

In 2001, Montenegro drafted its long-term vision of the education system development up to high education level when it published the "Book of Changes", defining the following as fundamental objectives of changing the system:

- Education should promote development, together with science and technology,
- Education should develop in the direction of supporting involvement and participation at all levels and in all sectors and activities,
- Education should be designed so as to meet the needs, interests, wishes, and ambitions of individuals who are being educated,
- Education should be organised so as to provide an individual with opportunities to develop freedom of thought and wilful active participation,

- Education should be organised, in terms of its contents, so that formation of young people and adults results from the respect of human rights, rule of law, pluralistic democracy, tolerance and solidarity.

Therefore, the reform of education up to the high education level had as its task, among other things, to facilitate:

- Attainment of knowledge, skills, and competencies that are useful in daily and professional life,
- Stimulus for possibilities allowing different choices that are harmonised with needs, interests, and abilities of an individual,
- Objective approach, transparency, and comparability of the entire process and system, through establishment of clear and measurable standards,
- Stimulus for implementation of the principle of lifelong learning.

In the subsequent reform phase, this vision was incorporated into legal framework, upon which the following steps were taken: reform of curricula; preparation of new textbooks; establishment of advisory bodies and of new institutions that are relevant for improvement of the educational system; comprehensive training of teachers and principals; and improvement of the existing infrastructure (facilities, furniture, teaching aids and equipment), which was an important precondition for a successful implementation of the reform proposals.

The implementation of new proposals at the school level commenced:

- in the school year 2004/05, in the first grade of 20 primary schools,
- in the school year 2006/07, in the first grade of gymnasium,
- in the school year 2004/05, at 15 vocational schools that implement 13 revised curricula for specific occupational profiles.

The implementation of the reformed proposals has proceeded in line with the schedule, which means that they will be implemented in all grades of primary schools in the school year 2012/13. In the school year 2009/10, the first generation of pupils will attain general secondary education (gymnasiums) in line with the new curricula and this generation will also take the Matura exam, while the revision of vocational education curricula in 14 sectors has also proceeded in line with the schedule.

At the higher education level, changes in Montenegro started with the preparation and adoption of the new 2003 Law on Higher Education, which reflected Montenegrin efforts to get closer to the European Higher Education Area.

The 2003/04 academic year saw the beginning of experimental implementation of the Bologna Declaration principles at a number of faculties; in 2004/05, the implementation covered all faculties.

The first generation of postgraduate students, who study in accordance with the reformed proposals, was enrolled in 2007/08, so that there is already one generation that has completed this level of study in accordance with the basic tenets of the reform; the first PhD students, who got the opportunity to attain their PhD title in accordance with the reformed proposals, will achieve this in 2012.

The decision to apply phased approach in the implementation of reformed proposals up to the higher level of education allowed application of the “fine tuning” process (correction of spotted weaknesses of reformed proposals) simultaneously with the introduction of changes.

This is a process that is currently in the focus of the institutions that deal with education in Montenegro, and it will continue upon introducing changes in all school grades and at all education levels, including all vocational education sectors.

Accordingly, the following period will to great extent be dedicated to the measurement and evaluation of results achieved so far and to associated modifications. This will both ensure further improvement of the reformed proposals and an ongoing adaptation of the educational system to the occurring changes.

The most important upcoming steps, which should ensure sustainability of the reform and make achievement of the system's vision possible, are the following:

- Establishment of a National Qualification Framework that will ensure transparency and transferability of qualifications, and their comparability with the qualifications in other countries,
- Implementation of the decentralization principle in financing education in order to delegate a number of finance-related duties from the central level to local governments, thus ensuring greater involvement and interest of local communities in education on their territories,
- Implementation of the per-student formula funding in order to ensure more efficient spending of resources and promote larger autonomy and responsibility of school principals and governing bodies,
- Strengthening the implementation of the quality assurance model at all levels of education, particularly regarding the self-assessment that is conducted by institutions themselves,
- Optimisation of the network of primary schools in order to ensure potential savings within the system, which would provide a basis for a more efficient functioning of the system, through a reduction in the number of institutions and employees and without violating the principle of free and compulsory primary education,
- Completion of development and testing of a reliable data base for all educational system segments; the data base will allow an informed decision making and will constitute the core of the Montenegrin Education Information System (MEIS),
- Further improvement of education of persons with special needs, primarily by supporting the development of mobile teams' capacities and transformation of special institutions for children with special needs into resource centres that will provide support to all institutions dealing with education of children with special needs,
- Evaluation of the implementation of the new curricula and their revision, based on results and experiences of pupils, teachers, principals and other interested parties within the education process in the past period,
- Further development and evaluation of textbooks and teaching aids and their modification in accordance with the evaluation results in order to ensure improvement of their quality and adequate adaptation to the revised curricula,
- Provision of preconditions to increase preschool education coverage in order to allow as many children as possible to attend this level of education and thus ensure an adequate early development of children, which has a significant effect on their later achievements; this will be done primarily by regulating the issue of private institution licensing, where this type of education is currently practised,
- Further improvement of initial education of the teaching staff,
- Continuous professional development and training of teaching staff, with the increasing tendency to conduct these activities on the regional level and level of schools, where the peer exchange will ensure significant savings in financial resources that are allocated for teacher training; this will also ensure stronger connection and better exchange of experiences among colleagues, and further strengthening of teaching staff at schools,
- Encouragement of teaching staff to continue their professional development, by providing a system of promoted posts that is based on knowledge, involvement, and accomplished results and that will be accompanied by different payment categories, and thus achieve better results with their pupils and attendants ,
- Capacity development of people working in adult education,
- Continuous promotion of social partnership so that vocational education can effectively meet requirements of employers and labour market, and have social partners actively participate in planning, organization and implementation of vocational education,

- Definition of an enrolment policy that will adequately reflect the labour market needs and meet the requirement for the establishment of a long-term development policy of Montenegro,
- Introduction of the system of credit valuation of vocational education curricula in order to: increase transparency and comparability of attained qualifications; enable recognition of learning outcomes and link formal, informal and non-formal learning; and improve mobility and promote lifelong learning,
- Modularization of vocational education curricula so as to additionally encourage the reduction in the number of drop-outs and encourage an increase of population's overall level of education, along with the simultaneous support to the implementation of the lifelong learning principle.
- Organisation of external Matura and professional exam, which will be taken by the final grade pupils of gymnasiums and vocational school for the first time in the school year 2009/10, in order to use the achieved results for further improvement of the educational system, and also to objectively evaluate the pupils' achievements because these examinations will be one of the criteria for enrolment in higher education institutions,
- Creation of conditions for linking formal, non-formal and informal learning,
- Provision of conditions for the functioning of post-secondary vocational schools,
- Development of the Strategy on Higher Education in Montenegro,
- Definition of norms and standards for higher education financing,
- Increase of the mobility level of university students, professors, and researchers,
- Involvement of higher education institutions in similar European institutions and agencies,
- Increase of students' involvement in the work of various bodies at higher education institutions, and
- Provision of conditions for a quality implementation of the tertiary cycle of higher education (PhD studies).

**4. Governance and financing: please describe arrangements for the governance and financing of education and training, giving details about the degree of financial and administrative autonomy of establishments and about stake holder participation, in particular the role of the social partners in VET.**

Governance

Preschool , primary, and secondary education

Primary and secondary schools in Montenegro are governed by their school boards, while institutions from the field of preschool education, pupils` dormitories, pupils` and students` dormitories and students` dormitories and adult education organisation are governed by their governing boards.

Depending on its type of activity and size, institution's statute defines the number of members for school or governing board. This number, however, cannot be fewer than five or larger than nine members.

A school or governing board is responsible for:

- Adoption of a development programme,
- Adoption of an annual work plan and a report on its implementation,
- Analysing extra-curricular programmes and results,
- Adoption of statute, internal organization and job description by-law and other general acts,

- Adoption of annual financial plans,
- Approval of periodical and annual accounts,
- Proposing change of institution's name and location,
- Deciding, as a second instance body, on the rights of employees, pupils, i.e. users of services, in conformity with law;
- Performing other activities, in conformity with law and statute.

The school board or governing board from the field of public preschool , primary, general secondary, and education of children with special needs is comprised of:

- Two representatives of the Ministry or two municipal representatives for institutions founded by municipality,
- Two representatives of the Bureau for Educational Services,
- Two representatives of employees, and
- One representative of parents.

The school board or governing board of institutions from the field of vocational education is comprised of:

- Three representatives of employees,
- Two representatives of the Ministry of Education and Science or two municipal representatives for institutions founded by municipality,
- Two representatives of the Vocational Education Centre,
- One representative of social partners, and
- One representative of parents.

The governing board of pupils' dormitories, students' dormitories and pupils' and students' dormitories is comprised of:

- Two representatives of the Ministry of Education and Science or two municipal representatives for institutions founded by municipality,
- Two representatives of employees, and
- One representative of the Bureau for Educational Services.

The school board or governing board of mixed secondary schools and education centres is comprised of:

- Three representatives of employees,
- Two representatives of the Ministry of Education and Science or two municipal representatives for institutions founded by municipality,
- One representative of social partners,
- One representative of the Vocational Education Centre, and
- One representative of the Bureau for Educational Services and parents.

The governing board of adult education institutions is comprised of:

- One representative of the Ministry of Education and Science or municipality for institutions founded by municipality,
- One representative of the Bureau for Educational Services,
- One representative of the Vocational Education Centre,
- One representative of employees, and

- One representative of social partners.

Representatives of employees in boards are elected by teaching staff or professional staff conference and by secret ballot, while representatives of parents are elected by parents' council. Meetings of school or governing boards, however, may be attended by a representative of association of pupils, i.e. attendants and by representative of student.

Members of a school or governing board are elected for the period of four years.

The school board or governing board makes decisions by majority of votes of the total number of members, unless the institution's statute prescribes that a different majority should decide on specific matters.

A director manages an institution and is responsible for:

- Planning, organisation, and management of institution's operations,
- Organising reasonable and efficient implementation of a curriculum,
- Ensuring equality of pupils in exercising their right to education, in line with their abilities,
- Drawing up a proposal for annual work plan and its implementation,
- Managing teaching staff or professional staff conference,
- Selecting teachers, expert associates, and other staff employed at the institution,
- Proposing an act on organisation and job description,
- Carrying out professional and pedagogical supervision,
- Deciding on rights and duties of employees, in conformity with law,
- Encouraging professional development and training of teachers and proposing their promotion,
- Adopting educational work quality improvement plan for the institution,
- Advocating on behalf and representing the institution and being accountable for legality of institution's operations,
- Cooperation with parents and community,
- Establishing a pupils' knowledge assessment commission in the course of the teaching process, at the request of pupils, their parents or foster parents,
- Performing other activities, in conformity with law and institution's statute.

A director files a work report to the school or governing board at least once a year, and if necessary more frequently.

### Higher Education

As regards governance in cases when higher education is provided within a university, a responsible governing body is a governing board, which defines the business policy and is comprised of not more than 15 members, who are representatives of: academic personnel, non-academic personnel, student and representatives of founders and public, as well as external members (who constitute not more than 1/3 of the total number of governing board members).

In addition to the governing board, university founded by the Government also has an expert body - the Senate, which includes the Rector, Vice-Rectors, and representatives of the academic staff and representatives of students.

Rector is the management body of the university, founded by the Government, and he/she is responsible for efficient and quality work and order at the university as well as for management within business policy defined by the governing body.

Dean or director is the management body of a university's organisational unit, and council is the expert body of university's organizational unit.

The Rector, at the Senate's proposal, is appointed by the governing board from the ranks of full-time university's professors.

Matters regarding responsibilities, number, membership, term of office duration, method of selection and dismissal, as well as working and decision making procedures for the governing board and the Senate, method of electing Rector or Vice-Rector, powers and term of office duration are all specified by the university's statute.

A governing body of a public institution that is not a university is defined by the institution's statute. That body, however, is required to publish a work report once a year and file all information requested by the Government or the Council.

A management and expert body of a public institution that is not a university, their selection and appointment, powers, term of office duration and other matters are defined by the institution's statute.

Model of governance and management of private high education institution is autonomously regulated by the institution itself through its statute or other appropriate act; however, participation in decision-making process must be allowed to representatives of the academic staff and students, if those decisions are of interest to them.

Through its statute, the private high education institution also defines power, number, composition, duration of office, procedure for appointment and dismissal, as well as the method of work and decision-making of the expert body of the private institution.

### **Financing**

Despite education sector's efforts to start implementing decentralisation of education financing, a legal framework that would allow delegation of some education financing powers to the level of local governments does not currently exist in Montenegro, so that the whole system is financed from the central level.

Accordingly, Article 136 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) prescribes that funds from the budget are provided to a public institution for:

- Gross salaries and other personal income of employees,
- Current investment maintenance,
- Investments for institutions,
- Material costs and energy expenditures,
- Continuous in-service teacher training,
- Remedial primary education of our citizens temporarily employed abroad,
- Primary adult education,
- External assessment of pupils' knowledge, prescribed by the law (the assessment of pupils' knowledge at the end of the third cycle, Matura and other exams),
- Scholarships for talented pupils,
- Student competitions,
- Experimental teaching,
- Accommodation and diet for pupils in dormitories or at an institute,
- Subsidizing textbooks of small circulation, as well as those for the education of national or ethnic groups,
- Children's diet costs at preschool institutions, their parents being beneficiaries of the family financial support, in conformity with special regulations,
- Training of principles and for the work of expert councils,

- Development, advisory and research work in the field of education,
- Information system improvements,
- Subsidizing solutions of housing problems for employees at the institution,
- Other requirements prescribed by the law,
- Travel allowances for pupils.

Funds for financing current investment maintenance, investments in institutions, and material costs and energy expenditures of public institutions included in the network of institutions founded by municipality are provided from municipal budgets, while funds for financing public institutions not included in the network of institutions founded by municipality are earmarked in municipal budgets.

In addition, the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) specifies that an institution, fully financed from public revenues, cannot ask pupils or attendants for participation in covering education expenses.

A private institution implementing publicly valid curricula may also be funded from the budget, if:

- a) it implements curricula from the first to the last grade,
- b) it implements curricula for children of preschool age for the duration of at least one year,
- c) it has enrolled at least two first grade classes, and for music school at least 35 pupils, and
- d) if it employs teachers and associates needed to implement a curriculum, in conformity with the law and other regulations.

The General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) specifies in Article 135 that education is financed from:

- Public revenues (the Budget of the Republic and municipality);
- Founder's funds;
- Tuition fees in private institutions;
- Fees paid by parents;
- Revenues from property (rents);
- Proceeds from selling services and products;
- Donations, sponsorships, legacies;
- Other sources.

In addition, this article specifies that it is prohibited for public institutions to be financed from funds of political parties.

The basis for budget planning of the Ministry of Education and Science includes:

- Sector-specific Collective Bargaining Agreement (Official Gazette of the Republic of Montenegro 82/05, 8/07 and Official Gazette of Montenegro 4/07),
- Rulebook on norms and standards for receiving funds from public revenues for institutions implementing publicly valid curricula (Official Gazette of Montenegro 36/09),
- Strategic and programme documents of the Ministry of Education and Science.

Obligations related to food allowance and other personal income, then, material expenses, postal services, professional development and obligations that institutions have in relation to energy and water consumption and use of other utilities, current maintenance of facilities, and capital investments (equipment and construction works) are also planned in the budget, in addition to gross salaries).

The programme budget of the Ministry of Education and Science includes 10 programmes:

- Preschool education,



- Primary education,
- Secondary education,
- Textbooks and Teaching Aids Office,
- Education of persons with special needs,
- Vocational Education Centre,
- Pupils' and students' standard,
- Science,
- Administration,
- Education Reform Project (this program refers to funds provided by the World Bank loan for improving educational system in Montenegro).

Calculation of employees' salaries is carried out on the basis of the mid-term budget spending framework, which has seen numerous changes in the previous three years related to reduction of the natural person income tax rate, reduction of health insurance rate and pension insurance contributions.

Calculation of salaries is carried out by using uniform spreadsheets for all institutions that include: name and last name of an employee, starting coefficient, elements based on which employee's salary is increased (grade teaching, combined classes, work at two and more institutions, attained academic titles, extra teaching hours) and prior years of service calculation.

Amount of funds for a gross salary is calculated by applying tax and contribution rates with the minimum cost of labour, in conformity with provisions of the sector-specific Collective Bargaining Agreement for the field of education (Official Gazette of the Republic of Montenegro 82/05, 8/07 and Official Gazette of Montenegro 4/07).

On each 20<sup>th</sup> day in a month, institutions submit calculations of their employees' salaries to the Finance and Accounting Department of the Ministry of Education and Science, institution's director and chief accountant being accountable for the calculation accuracy. The Finance and Accounting Department performs a check of salary calculations and in case of irregularities sends them back to the institution for re-calculation.

In addition to calculations of their employees' salaries, institutions also deliver a spending schedule related to their obligations with regard to electricity and water consumption and charges for other utilities.

Based on bills received from service providers (Montenegrin Electric Enterprise, water supply and public utility companies), payments are made for all aforementioned items. Bills are checked, and director approves them with regard to both accuracy and correctness. In the case of any irregularities, director is required to claim a bill rebate and adjustment with the company that delivered the bill.

Facility maintenance and capital investments are planned within the budget based on strategies and programme documents of the Ministry of Education and Science.

In a centralised system such as this, schools are not involved in budget planning and decision-making regarding spending, although all institutions financed by the Ministry of Education and Science have their own bank accounts through which different payments are made. An institution's director and chief accountant are fully accountable for its financial operations.

All institutions are required to file an annual financial statement and an inventory of movable and fixed assets to the Ministry of Education and Science by March 1 for the preceding year, in order for the Ministry of Education and Science to be able to forward the aggregate data to the Ministry of Finance, not later than March 31 for the year the data are submitted for.

If a schools acquires funds by renting premises, which it can do with the consent of the Ministry of Education and Science, or by means of donations, principle of the school is obliged to ask the school board to approve his plan for disbursing those funds, as well as to brief it about purposes those funds were spent for.

As regards financing of higher education, the Law on Higher Education (the Official Gazette of the Republic of Montenegro 60/03) prescribes that public institutions are financed from: the Budget (for teaching, research, and art related work); from tuition fees and other charges paid by students; from intellectual and other services; from donations, endowments and legacies; from projects and agreements with national, international, government and private entities whose purpose is to promote teaching, research, and consulting services.

This Law also specifies that private institutions may receive funds from the Government for teaching and research that are of public interest, following such a proposal by the Council for Higher Education.

Currently, in Montenegro only public institutions for higher education are financed from the budget, and this is done in a way that the University plans an annual budget and forwards the budget proposal to the Ministry of Finance for synchronization.

After budget approval, the Ministry of Finance pays 1/12 of approved funds to the University each month and the University then forwards them to University units to cover their costs of salaries for their employees, honorariums and external collaboration, costs of extra teaching hours, material expenses, travel expenses, and for water and electricity bills. Other expenses are covered by the University of Montenegro with funds generated from other sources, including university fees.

As far as vocational education is concerned, partners' involvement is reflected in their participation in financing the operations of the Vocational Education Centre. The Vocational Education Centre is a public institution founded in 2003 in Podgorica by the Government of Montenegro, which was represented by the Minister for Education and Science during the founding procedure, who also on behalf of the Government and together with other founders (Chamber of Commerce of Montenegro, Confederation of Trade Unions of Montenegro, and Employment Office) signed an Agreement on Founding the Vocational Education Centre, which stipulated rights and duties of the Government as a co-founder of the Centre and mutual relations between the founders.

Based on Articles 6 and 7 of the Agreement on founding the Vocational Education Centre, in order to define mutual rights and duties and in line with the programme for financing activities of the Vocational Education Centre, in January 2004 the Government of Montenegro represented by the Ministry of Education and Science of Montenegro, Chamber of Commerce of Montenegro, Confederation of Independent Trade Unions of Montenegro, and Employment Office of Montenegro signed the Vocational Education Centre Financing Agreement, which stipulated the following in order to ensure funds necessary for Vocational Education Centre's activities:

- Ministry of Education and Science of Montenegro is required to pay in funds for payment of regular salaries to employees at the Vocational Education Centre, food allowance, travels costs and other allowances resulting from the general Collective Bargaining Agreement,
- Both Employment Office of Montenegro and the Ministry of Education and Science are each required to provide an equal amount of 40% of funds needed to finance costs for regular operations and activities of the Vocational Education Centre, as well as for other needs resulting from regular operations of the Vocational Education Centre, in line with its Annual plan of activities, which is approved by its Governing board,
- Chamber of Commerce of Montenegro and Confederation of Independent Trade Unions of Montenegro are each required to provide 10% of funds needed to finance costs for regular operations and activities of the Vocational Education Centre, as well as for other needs resulting from regular operations of the Vocational Education Centre, in line with its Annual plan of activities, which is approved by its Governing board.

Article 4 of the Vocational Education Centre Financing Agreement specifies that parties agree to pay funds quarterly, i.e. 4 times per year in equal amounts. The aforementioned amounts have to be paid in the 5<sup>th</sup> of the month that a quarter starts with.

The Ministry of Education and Science and the Employment Office of Montenegro regularly fulfil their duties, and the Chamber of Commerce had done the same with its "in-kind" contribution until early 2009, when it informed the Vocational Education Centre that it was not in a position any longer to continue with its participation for the needs of implementation of activities of that

institution. The Confederation of Independent Trade Unions, due to its specific state of affairs, provides only “in-kind” contribution.

**5. Qualifications: please describe educational and VET qualifications frameworks and structures, including arrangements for recognition of informal and non-formal learning (work experience, in-service training, self-learning, etc.).**

The General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05, and 49/07), the Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07), and the Law on Higher Education (Official Gazette of Montenegro 60/03) define types of qualifications and procedures for their attainment within the system of formal education. The Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08) builds upon these laws and defines in more detail the attainment of qualifications that is based on testing knowledge and skills acquired through curricula and training programmes, through modules or by directly testing previously attained knowledge and skills, or through non-formal and informal learning.

In accordance with the aforementioned laws, there are two basic qualification types: education level qualifications (vocational qualification degree) and vocational qualifications.

Education level qualifications are validated by a diploma and they facilitate entry into the labour market and continuation of education. Therefore, education level qualifications are attained upon completing curricula of formal educational; more specifically, programmes of general secondary education, vocational education and higher education.

Vocational qualifications are validated by a certificate, and they facilitate entry into the labour market and they can be recognised in further education, i.e. in education level attainment.

Upon completing primary school, pupils can continue education according to general secondary education curriculum or vocational education curricula.

In accordance with the Law on Gymnasium (Official Gazette of the Republic of Montenegro, no 64/02 and 49/07), the concept of gymnasium education was introduced in 2006/2007; it is a general type of education: there are no specialized courses, and elective subjects are offered in subject plans from the first grade, which allows pupils to choose themselves and thus create a part of curriculum that is suited to their own interests. The subject plan defines the number of hours for general education subjects, which are compulsory from one to four years, as well as the number of hours for elective subjects and compulsory elective contents. Gymnasium education ends with a graduation exam (Matura). The student who passes the graduation exam attains general secondary education, i.e. secondary education level qualification, which is a requirement for the continuation of education.

The basis for acquiring qualification in vocational education is the occupational standard that defines the contents of a vocational qualification at a specific requirement level and the necessary knowledge, skills and vocational competencies. The Law on Vocational Education stipulates that the vocational curricula are developed based on one or more occupational standards. This ensures the acquisition of a publicly valid education – educational level qualifications that are acquired through two-, three-, or four-year courses, and one or more vocational qualifications, depending on whether a curriculum is developed on the basis of one or more occupational standards.

The structure of vocational education (formal education) in Montenegro is as follows:

- lower secondary vocational education (two years),
- secondary vocational education (three or four years), and
- post-secondary vocational education (up to two years), which is a continuation of secondary vocational education.

Vocational education also includes the craftsman exam.

The lower secondary education qualification is attained upon completing the two-year curricula and upon taking a practical exam. Practical exam is taken internally. The qualification of the three-year secondary vocational education is attained upon completing the three-year curricula and upon taking a final exam. Final exam is organised internally, each school being responsible for arranging it. Qualifications attained by completion of the two- and three-year curricula allow pupils to enter the labour market, while further education is available upon taking additional and differential exams. The qualification of the four-year secondary vocational education is attained upon completing the four year curricula and upon taking a vocational exam. Vocational exam consists of four parts and is taken externally.

The four-year general secondary qualification level and the four-year vocational secondary qualification level can be attained upon completing vocational or graduation (Matura) courses, which connect general and vocational education. Upon completing successfully the fourth grade of gymnasium, a student may enrol on a vocational course of a specific curriculum. Upon completing the vocational course, the student has met conditions to take the occupational exam and attain four-year vocational school educational level. Upon completing successfully the fourth grade of vocational school, a student may enrol on a graduation course and thus prepare himself/herself for taking the graduation exam, which facilitates the attainment of the general secondary education level.

Post-secondary vocational schools belong to vocational education as a form of post-secondary non-university education. Any person that has completed a four-year vocational school and taken a vocational exam, or has completed a three-year vocational school, taken a craftsman exam and differential exams may enrol at a post-secondary vocational school. Post-secondary vocational schools are completed by taking a diploma examination. Craftsman exam, which is also a form of post-secondary education, is taken upon completing a three- or four-year education and a two or three years of work experience. The Law on Vocational Education stipulates that relevant councils are responsible for adopting theoretical, practical, and pedagogical/andragogical knowledge standards and company management standards for the craftsman exam, following the proposal of the association and the Centre for Vocational Education.

Activities are currently underway to create conditions for attainment of qualifications in the post-secondary non-university education, and they include: development of methodological documents for the design of modularised and credit valued curricula, and the development of an appropriate Rulebook that will define in more detail the procedure of taking the craftsman exam.

Since 2003, when the implementation of the new legislation started in vocational education, a comprehensive approach in the development of specific sectors has been assumed. The objective was to develop a system in which education of young people and adult would not be separated; a system where formal education would not be an entity in itself, but instead to connect all parts of the system – in this case, the connection between formal education and non-formal learning and the recognition of previously attained knowledge. Therefore, qualification structure/framework for a specific sector was designed first as a basis and a starting point in developing qualifications in vocational education.

Qualification structure/framework for a specific sector is a document which shows the connections and relations between qualification types and their levels within a specific sector, and the horizontal and vertical transition. It shows the mobility and the possibility of advancement within a specific sector, the possibility of attaining the same qualification in different ways: upon completing curricula or upon testing that follows the completion of training programmes; through modules; and through direct testing of the previously attained knowledge, skills and competencies. The qualification framework shows whether a curriculum is written by using one or more occupational standards and whether the standards included in the curriculum are of the same or different demanding level; and it shows the methods and ways of attaining a specific qualification. In vocational education, qualifications in Montenegro are classified into 14 sectors and a qualification framework was developed for each of them. The relevant sector committees were composed of the representatives of employers, trade unions, University, and schools, developed the qualification frameworks for their respective fields, following sector-specific condition analysis (labour market status, opportunities for attaining qualifications, development perspectives for a specific occupation, international comparability, and other). Qualification structure/frameworks are

development oriented; they can be supplemented with new occupations, in accordance with the needs and changes in the labour market. Due to difficulties in the organisation and financing, the specific sector committees stopped working. Activities are underway to facilitate the continuation of their work.

The Law on National Vocational Qualifications stipulates that an occupational standard is also a basis for attaining vocational qualifications by means of certification, which can be attained with testing upon completing a training programme, or by directly testing previously attained knowledge, or by completing a specific curriculum module. The certification of vocational qualifications is conducted in accordance with examination catalogue, which is developed based on occupational standard. Thus attained vocational qualifications do not result in level of education, but they may be recognised in a procedure of attaining a level of education. The possibility that a vocational qualification may be recognised when continuing with education and in attaining a level of education implies the connection between formal, non-formal and informal learning. The implementation of the Law on National Vocational Qualifications will facilitate attainment of the same vocational qualification in different ways. A final phase of developing regulations (rulebooks) that should facilitate a full implementation of this Law is underway; these regulations will define in more detail the following: composition and method of work of examination committees; examiner's training programme; testing and validation procedures; method of keeping records; certificate contents, and other. The National Qualification Framework component of the IPA 2007 Project included an evaluation of proposals provided in the Law on National Vocational Qualifications and other regulations in at least one sector.

The higher education structure has been harmonised with the modern European trends, by defining the three levels of higher education: undergraduate or basic, postgraduate and PhD (Law on Higher Education, Official Gazette of the Republic of Montenegro 60/03).

Undergraduate studies are organised as applied or academic; they are mostly three-year study programmes, and are in accordance with the European Credit Transfer System (ECTS) and the Bologna Declaration principles. The new system includes all elements that comply with the European standards and at the same time, where it proves to be necessary, it keeps the traditional four-year level of higher education.

At the University of Montenegro, teaching process at undergraduate and postgraduate studies complies with the Bologna Declaration principles and the European Credit Transfer System. As of 2009/10, these principles will be also applied at PhD studies; therefore, it is expected that the year 2012 will see the first generation of doctors of science who will have completed their studies in accordance with the Bologna Declaration.

The knowledge that is attained through non-formal and informal learning at the level of higher education is still not valued by means of credits.

The undergraduate types of study programmes at the higher education institutions are:

- Undergraduate academic studies (3 or 4 years),
- Undergraduate applied studies (3 years),
- Postgraduate specialist studies (1 year),
- Postgraduate master studies, academic or applied (1 or 2 years),
- PhD studies (3 years).

In the Montenegrin educational system, the qualification demanding level, i.e. the category of occupation complexity, is taken from the Codebook of Occupations and Vocational Qualifications, drafted in 1998 by the Employment Office of Montenegro and the Labour Market Agency of the Republic of Serbia. The Codebook was prepared in accordance with the Decision on unified methodological principles of keeping records in the field of labour and application and reporting forms (Official Gazette of the Federal Republic of Yugoslavia 40/97 and 25/00), and the Decision on unified code for entering and encoding data in labour related records (Official Gazette of the Federal Republic of Yugoslavia 9/98). The Codebook was prepared based on the classification and records of occupations from the Unified Occupation Nomenclature (Official Gazette of the Socialist

Federal Republic of Yugoslavia 31/90). Pursuant to these regulations, the qualifications are classified into categories of complexity, from 1 to 8, depending on the complexity of activities and work related tasks within a specific occupation. The category of occupation complexity is equalled with the vocational qualification degree. The Law on National Qualification Framework is currently being drafted. This law will define the levels and their descriptions and facilitate classification of qualifications, and their comparison with the levels of the European Qualification Framework.

In October 2008, the Government of Montenegro enacted the “Strategy for Introduction of the Montenegrin Qualification Framework 2008-2010”, which specifies necessary measures and activities to be implemented in the following two years in order to make possible for Montenegro to establish a qualification framework which will continually be developed and improved based on the experiences of other countries. The activities included in the Strategy are:

- Definition of levels and their description,
- Introduction of the credit transfer system,
- Introduction of Europass documents,
- Establishment of Ploteus portal,
- Development of common principles for:
  - quality assurance,
  - validation of non-formal and informal learning,
  - vocational guidance and counselling,
  - improvement of key competencies.

The National Qualification Framework Component of the IPA 2007 Project, which started in 2009, will support most of the activities that are planned by the “Strategy for Introduction of the Montenegrin Qualification Framework”.

**6. Please provide information on measures to integrate young people into the job market or higher education and VET, including educational and vocational guidance.**

Activities related to integration of young people into the labour market are mostly implemented by the Employment Office of Montenegro, within which the Centre for Information and Vocational Guidance (CIPS) started operating in 2007. Primary school last grade pupils and secondary school last grade pupils may use services of psychological and pedagogical offices at their own schools or contact directly CIPS in order to apply for different workshop-style activities, testing, group and individual guidance, which are organised at CIPS premises continuously throughout a year. These activities are related to:

- Occupational informing, related to individual and group informing of pupils and their parents;
- Vocational counselling, which includes individual and group counselling of pupils and their parents;
- Psychological testing, which includes questions and problems related to psychological aspects of choosing an occupation, difficulties regarding relationship and communication with people, poor results at school or at work, linking psycho-physical requirements of an occupation with individual characteristics, etc.

Through workshop-style activities and in a completely new way, young people get an opportunity to get to know themselves better, their own characteristics, particularly those that are important for being successful in certain occupations, as well as to get to know their value orientations, interests, and possibilities. With workshops like this, young people are supported to shape their attitudes and habits, which will facilitate them to choose an occupation, get integrated in the labour market and, subsequently, advance in their careers.

One of interesting ways, developed in recent years, to inform pupils and their parents about the educational system and jobs includes organization of fairs aimed at bringing together pupils, students, companies, and educational institutions.

At these fairs, which last for several days, organisers put up stands where schools, faculties, and companies present their organisations, occupational profiles and programmes and articulate their needs for personnel. There, pupils and unemployed people learn more about labour market job offers and at the same time attend seminars and lectures organised for them. These fairs are jointly planned and financed by schools interested for enrolment of larger number of pupils, by companies awarding scholarships or looking for personnel of specific profile and by institutions involved in employment.

Within the project “Future occupation - my choice”, The Ministry of Education and Science, in cooperation with CIPS, traditionally prepares “Choosing a Secondary School” information booklet, which offers detailed information to young people on possibilities regarding continuation of their education, but also identification of their possible future occupation.

As far as promoting higher education institutions is concerned, the Ministry has organised “Higher Education Fair” in the past three years, in cooperation with relevant non-governmental organisations, and has participated in publishing the publication “Where after the Secondary School”. Activities like these are aimed at increasing the number of people in higher education in Montenegro by promoting faculties and presenting the important role of scholarships, as well as mobility of members of the Montenegrin academic community.

Since Montenegro needs to get adequate human resources on its way to European integrations, and further social development as well, it is necessary to work on continuous improvement of the educational system that will meet the labour market needs in an adequate way. Therefore, within IPA 2008 programme and the “Reform of the Labour Market and Workforce Development” project, the Ministry of Education and Science and other interested parties involved in this process designed a component (part of the project) related to establishment and development of integrated vocational guidance system. The aim is to accomplish the following results with this component:

- inform the professional and wider public on the topic of vocational guidance;
- develop capacities of people employed in key institutions to be able to draft Strategy on Vocational Guidance in Montenegro.

Implementation of this project is expected to start in 2010.

## **7. Please provide information on the transition from school to work and the role of the social partners and enterprises.**

Development of social partnership is one of the key goals of the vocational education reform. It is also the most important precondition for designing education according to labour market needs, for the purpose of improving the quality of vocational education, and particularly quality of practical education as a part of it. Having in mind this goal, occupational standard was introduced to serve as a basis for attaining qualifications in vocational education that will directly connect education and labour market and be developed in cooperation with social partners.

In order to prepare pupils who complete vocational education curricula as much as possible for the labour market, in order for qualification contents to correspond to the labour market demands, in order to facilitate greater adaptability of education to technological advancement, curricula are developed based on occupational standards. Through occupational standards, employers express their requirements as regards key activities of an occupation and as regards knowledge, skills, and competences needed to carry out those activities.

Development of occupational standard is preceded by development of a sector-specific qualification structure/framework, which lists all qualifications that can be attained within a sector, through formal education and through certification from qualification level 2 up to level 4, as well as relations and links among qualifications. Sector-specific qualification structures/frameworks were

developed by separate commissions for each sector, following sector-specific condition analysis and projections with regard to development perspectives of a specific occupation and labour market needs. The sector-specific committees were composed of the representatives of social partners, University, and schools. The qualification structures/frameworks were approved by the Council for Vocational Education. Due to organisation and financing related difficulties, the sector-specific commissions stopped working. Activities are underway to ensure continuation of their work.

In accordance with the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07), practical training is organised in school-based and dual form of education. In the school-based form, practical training is conducted at school's facilities (school workshop, classroom, laboratory, school economy, and pupils' company) or at both school's facilities and outside school (company, institution, and small private business). If a part of practical training is conducted with an employer, mutual rights and duties between the school and the employer, as well as rights and duties of the pupil, are stipulated with a teaching contract, signed between the school and the employer. The school is responsible for education and assessment of pupils' achievements in the school-based form of practical training. For those pupils who complete their practical training at school's facilities, on-the-job training is organised upon completing each teaching year (except for the final year). The method and duration of this on-the-job training are defined by curriculum.

The predominant way of organising practical training in vocational education in Montenegro is to conduct it at school workshops. In some sectors, the cooperation between schools and employers as regards organisation of practical training is at a high level, although there is no regulation that compels employers to accept pupils for practical training. Sectors such as hospitality, medicine, and transportation can be taken as positive examples of quality cooperation between schools and employers in organising practical teaching. Besides being in a position to attain knowledge, skills, and competences in real work environment, these pupils often continue their business cooperation with employers where they have completed their practical training.

The Law on Vocational Education offered also another possibility – to have employers and schools conduct practical training together, so called dual form of education. The preconditions that an employer has to fulfil in order to provide vocational education, as regards the occupational profile of persons involved in training pupils and as regards equipment, are set by association of employers in cooperation with education sector representatives. Under the dual form of education, mutual rights and duties of a pupil and an employer are stipulated by the education contract, signed by the employer and the pupil, i.e. his/her parent or foster parent. A signed education contract is a precondition for enrolment at a vocational school with the dual form of education. With this, a pupil gets a job in the company and gets the status of an “apprentice”. The practical training achievement level of the pupil educated with employer is assessed by his/her employer and his/her school, at the end of each teaching year. For the duration of practical training with his/her employer, the pupil exercises labour relations related rights, in accordance with labour regulations, and they are paid by the employer.

Starting from the school year 2004/2005, the dual form was introduced in the educational system of Montenegro for two occupational profiles: hair dresser with a total of 67 pupils and car mechanic with a total of 19 students. The implementation of the dual form of education continued in the same towns and for the same occupational profiles in the school year 2005/2006 with 49 students in the first grade for hair dresser and 20 students for car mechanic. In order to support the initial stage of introducing the dual form of education in vocational education and motivate employers to get involved in this educational form/model, the Ministry of Education and Science covered all the expenses related to participation and compensations for the school year 2004/2005. The dual form of education was introduced in the Montenegrin educational system with the aim to include employers and their associations both in implementation of practical training for pupils and identification of labour market needs as regards occupational profiles. Despite evident interest at the beginning of this pilot project, problems related to organisation and financing emerged during the implementation of the dual form of education. Education sector's initiatives and efforts have not been met with a proper response of other stakeholders – employers and their associations, but



also pupils. Due to the pupils' and employers' lack of interest for the dual form of education, enrolment of pupils has stopped since the school year 2006/2007.

In accordance with recommendations of the Government of Montenegro, given after considering the Information on Dual Form of Education in July 2009, and having in mind the importance of improving the practical training and connecting education and work within occupational profiles in all sectors, an upgrade of current legal concepts is planned as well as the introduction of a principle that would define practical training as a combination of education at school and with employer. Practical education in a real work environment should be, to an appropriate extent, a part of each curriculum, and employers and schools together should be agents of practical education. The extent of practical education with employer, as well as material and personnel related conditions that an employer should fulfil, would be set by curriculum. Association of employers and school would make an assessment whether conditions for training with employer are met. Also, it has been proposed to have practical training fully organised and conducted with employer if there are proper material and personnel related conditions with employer to educate pupils for a specific curriculum and if both pupil and employer agree on it, by signing an individual pupil - employer contract.

It can be said that the level of involvement of social partners in education planning phase, through participation in sector-specific commissions, working groups for occupational standard development, Council for Vocational Education and Council for Adult Education, is satisfying. However, practical education in real work environment, learning by doing and cooperation of social partners in it, achievement of relatedness and interwoven condition of education and work, and provision of conditions to conduct practical training with employer is not at a satisfying level in practice. Limitations usually come from the employers' side, as they are still not ready to assume a more active role in education. In addition to all other measures taken with an aim to establish better connections between education and labour market demands, the Ministry of Education and Science plans to launch a project called "Partnership of Education and Work", in cooperation with the Vocational Education Centre, other ministries and schools. This project would, among other things, ensure improved flow of information between education within a work process and schools; it would ensure better participation of companies, in both planning the needs for occupational profiles and provision of education, as well as quality assurance. Some activities related to this project have already commenced. A project of improving education in the construction sector has been launched through cooperation of the Ministry of Education and Science, Ministry of Spatial Planning, and relevant companies, with clearly defined tasks, responsibilities, and deadlines. The employers expressed their willingness to equip training centres, grant scholarships to pupils educated according to curricula for deficit occupations, and employ trainees of all levels of education. There are also plans to develop a training programme for practical training instructors in companies. Activities like these are planned for other sectors as well, as it is obvious that quality vocational education is not possible without cooperation, involvement and responsibility of companies and their associations.

Individuals who complete certain level of education and want to enter the labour market use the services of the Employment Office of Montenegro to achieve it. Individuals who complete general secondary education or secondary vocational education of four years duration may continue their education at higher education institutions, in addition to having a possibility to enter the labour market. Secondary schools do not keep records on the number of individuals who enter the labour market or continue with their education upon completing the secondary school. The Employment Office has data on the number of unemployed people, their qualification structure, time they spend waiting to get a job, and other categories and those data are available to all interested partners in Montenegro.

**8. Young persons leaving education and/or training without formally recognised qualifications: what are their numbers and percentages? What are the second chance measures undertaken to provide alternative routes to achieving qualifications?**

Measures taken so far (at the level of the system) in order to reduce the number of pupils leaving education without formal qualifications include:

- Increase of educational offer and introduction of programme differentiation by developing curricula of diverse demanding level or duration.
- Teachers apply modernised teaching and learning methods in their schools, with more emphasis on pupil-centred teaching.
- The Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) allows to change a curriculum, with completed additional and differential exams after the first grade, and at three-year schools even after the second grade within the same sector.
- The Education Laws (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) introduced an option that pupils who have three negative marks at the end of a teaching year may take a remedial exam. (Previous regulations allowed a pupil to take a remedial exam if he/she had two negative marks). A pupil has a right to re-attend a grade, once at a two-year school, two times at a three-year or four-year school and gymnasium and once at a post-secondary vocational school.
- Pupils who leave full-time education may continue their education as part-time pupils. All the positive marks they receive in the course of their full-time education at the end of a school year are accepted. Part-time pupils may take grade exams in June, August and January. These pupils may return to full-time education.
- All schools have their own pedagogic and psychological services that also deal with problems that pupils may experience, such as poor learning results and leaving education early, then issues related to selecting a career and linking occupation related requirements with individual traits.
- Centres for Information and Vocational Guidance of the Employment Office of Montenegro in Podgorica and Bar have launched activities related to vocational guidance and counselling of primary school pupils, secondary school pupils and adults without qualification.
- A possibility of introducing compulsory secondary education is currently being considered (ISCED 3).

Exact data on the number and percentage of young people leaving education without qualification cannot be given. The Ministry of Education and Science has data on the number of pupils by specific grades and occupational profiles at the beginning of each school year for all schools in Montenegro. However, the data collected on the number of pupils in specific grades are aggregate data. Schools send data on the number of pupils in a class for specific occupational profiles, but not the structure of those pupils – how many pupils have enrolled at specific grades for the first time, how many of them have re-attended a grade, how many pupils have come from another community, how many of them have changed occupational profile, how many of them have reassumed full-time education upon passing grade exams, etc. On the other hand, persons who have completed their education as part-time pupils also include persons who already had a qualification. Within its information system, the Ministry of Education and Science is designing software for keeping records of pupils by their identification number, which will facilitate a quality follow-up of persons leaving education without qualification.

Provision of alternative ways to attain qualification is included in the Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08), the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) as well as in recommendations for curricula development given in the Basis for Vocational Education Curriculum Development, which was approved in 2003 and amended by the national councils in 2006 and 2008.

One of the reasons to adopt the Law on National Vocational Qualifications was to allow persons who attended curricula of vocational schools and left full-time education to attain vocational qualification, provided that they had successfully completed part of the curriculum that corresponds to occupational standard. All persons who completed only their primary education may join training programmes for occupations that are demanded in the labour market and, after assessment, attain vocational qualification. Also, in accordance with concepts included in the Law, vocational qualification may be attained by direct assessment of previously attained knowledge. The goal is to improve the position of all persons (who have left education without qualification, who attend

training programmes, who want to certify previously attained knowledge) on the labour market, to verify and make their knowledge, skills and competences visible. Concepts from this Law are related to the concepts from the Law on Vocational Education.

The Law on Vocational Education includes modularisation and credit point valuation of curricula. Also, this Law sets a deadline to complete credit point valuation of curricula – not later than the school year 2011/2012. The Law on National Vocational Qualifications allows persons to attain a level of education if they complete all modules that make a curriculum. Thus, formal education and non-formal and informal learning have been linked through the system. Preparations for curricula modularisation are underway as well as provision of conditions for implementation of concepts from the Law on National Vocational Qualifications.

The Basis for Vocational Education Curriculum Development offered a recommendation that curricula, developed by using several occupational standards of different demanding level, should be designed in a way to allow pupils and adults to successfully complete appropriate levels of education or attainment of appropriate vocational qualification, in accordance with sector-specific qualification framework, as follows:

- 1) In lower vocational education, the following should be allowed for pupils and adults to achieve:
  - a) Appropriate vocational qualification (verified with a certificate) already upon completing the first grade,
  - b) Appropriate vocational qualification (verified with a certificate) upon completing the final part (module) of the second grade,
  - c) Lower vocational education of two-year duration upon completing the second grade and practical exam (diploma).
- 2) In three-year vocational education curricula, the following should be allowed for pupils and adults to achieve:
  - a) Lower vocational education upon completing the second grade and passing the practical exam,
  - b) Appropriate vocational qualification (verified with a certificate) upon completing the final part (module) of the third grade,
  - c) Secondary vocational education of the three-year duration upon completing the third grade and final exam (diploma).

As explained in the Basis for Vocational Education Curriculum Development, the proposed curriculum structure would allow acquirement of a personal document (credentials or certificate) practically after each year of education in lower and three-year secondary vocational education. This would mean that pupils and adults, who have not or are not able to complete the whole curriculum, would not leave the educational system without a vocational qualification or a level of vocational education. This would make the educational system even more flexible and humanistic towards those who do not complete their schooling, as it would be possible to value and recognise parts they have completed successfully and allow them to enter the labour market. Curricula for the wood processing sector have been developed in line with this recommendation. Full implementation of this model will be possible once conditions for implementation of the Law on National Vocational Qualifications are provided.

Having in mind the complexity of the issue of persons leaving school before attaining the first qualification and its impact on the individual and the society, the Ministry of Education and Science plans to launch a project of designing a national programme for prevention of early school leaving, in cooperation with relevant institutions and bodies. The following activities are planned: a research on how personal, social and cultural, and institutional factors influence early school leaving, training of pedagogical and psychological services at schools to work with pupils who perform poorly in learning and are often absent from school, enhancement of cooperation with parents with regard to improving achievements and behaviour, offer counselling to persons who left the educational system before attaining qualification, etc. Also, within IPA 2007 cycle, Project IV National Qualification Framework, the Ministry of Education and Science included vocational

guidance and counselling as one of the activities within which the issue of young persons who leave school without education will be dealt with.

### **9. Would you be interested in participating in the structures established under the Open Method of Coordination?**

One of the principles of the educational reform in Montenegro refers to provision of possibilities that would provide a basis for creating an educational system comparable to the systems of developed countries. This ensures a connection with developed countries and transition of diplomas, increases mobility, but it also creates optimal conditions to take good practises from other countries and adapt them to the Montenegrin circumstances.

Since Open Method of Coordination, as a policy instrument at the level of the European Union, refers to cooperation among Member States aimed at reaching common goals and at establishing joint monitoring methodology (statistics, indicators, guidelines), Montenegro has recognised the benefits of taking part in activities resulting from implementation of this method and is highly interested to get involved in those activities.

In the field of education, science, and research, Montenegro has paid a lot of attention to cooperation within the European Union programmes that are available at this phase of European integrations and which refer to mobility of undergraduates and researchers, quality assurance in higher education, introduction of national qualifications framework, as well as to modernisation of curricula and university management. This, primarily, implies involvement in programmes such as Erasmus Mundus and Tempus, but also cooperation with relevant European bodies in these fields. Since involvement in the “Lifelong Learning” programme is one of the preconditions for full participation in the Open Method of Coordination, some initiatives to have Montenegro join this programme have already been launched in the past period, and intensification of activities with regard to this matter is expected in the near future.

## **B. Administration of the systems**

### **10. Status of educational institutions: Describe the procedures for setting up educational institutions. Is there an authority which monitors the setting up and functioning of educational institutions? Are there different sorts of status for educational institutions (e.g. private, public, private subject to control, etc.)?**

The procedure for establishing an institution in the field of education is prescribed by the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07). Education is provided at pre-primary institutions, schools (primary school, gymnasium, vocational school, art school), education centres (institution in which several curricula are implemented for several levels of education), special institutions (for education of children and young persons with special needs), adult education providers and at dormitories for pupils.

Institutions from the field of education are established as public and private. Activities of a public institution are non-profit.

Public institutions implement publicly valid curricula, approved by the Ministry of Education and Science, at a proposal of professional councils formed by the Government of Montenegro. A curriculum implemented by a public institution becomes publicly valid when approved by the relevant council. Institutions implementing publicly valid curricula issue public school certificates.

Public institutions are financed from public revenues and other sources, in conformity with the law. Private institutions implementing publicly valid curricula may be financed from public revenues if

they fulfil conditions set by the law. The Ministry of Education and Science makes an assessment whether the conditions are fulfilled.

The state of Montenegro, a municipality, the Capital or the Historic Royal Capital can be founders of a public institution. A gymnasium, as a public institution, can be founded by the state of Montenegro, the Capital or the Historic Royal Capital. An act establishing or closing a public institution is passed by the Government, i.e. relevant body of a municipality, the Capital or Historic Royal Capital, when those entities are involved as founders of the public institution. Public institutions are established in accordance with the network of public institutions, which is approved by the Government, and which specifies the type, scope of activity, and distribution of public institutions. Before passing an act establishing a public institution, founder of the institution is required to consider and pass a feasibility study on social and economic justification for establishing the institution. In this study, it is obligatory to provide goals and tasks for which the institution is established, permanent social needs for the institution to perform its activities, and other facts important for establishment and operation of the institution.

A private institution may be established by a local or foreign legal or natural person. A foreign entity, however, may establish a primary school for education of foreign citizens only. The Act establishing or closing a private educational institution is approved by the institution's founder.

Education may be provided through a concession, approved by the Ministry of Education and Science. A private institution, local or foreign legal entity or natural person that fulfils conditions can be granted a concession by the Ministry of Education and Science to implement publicly valid curriculum, following a public advertisement. The concession is revoked if the concessionaire performs activities against the law.

The Law prescribes equal conditions for establishment and commencement of operations for both public and private institutions. An institution can be established if it fulfils conditions with regard to number of children, pupils, i.e. attendants; if a curriculum has been passed, i.e. approved; if teaching and other professional staff have been employed, if appropriate premises, teaching aids and equipment have been provided, if it has secured financial resources for establishing and carrying out activities; and if hygienic and technical conditions for institution's operations have been fulfilled, in accordance with special regulations. When a foreign entity establishes a primary school for education of foreign citizens, conditions related to the number of children and teaching staff are not assessed.

Conditions related to the number of children, pupils, i.e. attendants, as well as conditions related to premises, teaching aids, and equipment, as well as the licensing procedure, are prescribed in more detail by the rulebooks approved by the Ministry of Education and Science.

Educational institution with its head office outside Montenegro may perform an activity in Montenegro based on an approval from the Ministry of Education and Science, and regulations of Montenegro apply to the operations of those institutions.

The procedure of establishing a higher education institution is prescribed by the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03).

Higher education is provided by universities and higher education institutions, which are established as public and private institutions. An institution has a status of a university under condition that it provides at least five different study programmes from fields set by the law. University has a status of a legal entity, while faculties and other organisational units do not have that status. A public institution is established and closed by the Government of Montenegro, following the proposal of the Council for Higher Education. Private institution is established and closed by a local or foreign natural or legal person.

Publicly valid higher education may also be provided through a concession, which the Government may give, following a public advertisement, to a private institution, local or foreign natural or legal person that fulfils conditions for provision of higher education. The concession may be revoked in accordance with the concession contract.

A higher education institution may be established if it fulfils conditions with regard to: space and equipment, number and qualifications of academic staff; rooms for extracurricular activities of

undergraduates, if it has secured financial resources for its operations and a certificate on initial accreditation of study programmes issued by the Council for Higher Education. In addition to fulfilling aforementioned conditions, private institutions are required to file their business plans and founder's guarantee of the institutions financial ability for a period of at least three years. Also, in the case of ending its work and activities, a private institution is required to secure financial recourses to allow all enrolled undergraduates to complete their ongoing study programmes at another institution. A private institution may end its work and activities at the end of an academic year only. In the case of a public institution ending its work and activities, the Government is required to facilitate completion of studies to all existing pupils within the deadline set by the act on closing the institution.

An institution obtains the certificate on initial accreditation after quality assessment of its study programmes and their compatibility with professional needs and adopted standards. The certificate is issued for a period not longer than three years. Higher education institutions, i.e. their study programmes, are subject to re-accreditation procedure, i.e. quality assessment of institution's work and study programme, in accordance with standards and procedure defined by the Council for Higher Education. If an institution is not re-accredited, its work license is revoked.

Teaching, research and art related work at higher education public institutions are financed from the budget of Montenegro. A public institution generates revenues from other sources as well, in conformity with law. When allocating funds, the Government defines number of undergraduates who are to be financed from the budget. The Government may require a repayment of allocated funds from a public institution if an independent audit report identifies illegal and purposeless use of funds. Following the proposal of the Council for Higher Education, a private institution may receive funds from the budget for teaching and research activities of public interest. The private institution is accountable for purposeful and legal use of allocated funds.

Licensing of institutions (from pre-primary to higher education institutions) is done by the Ministry of Education and Science. Before it starts to work, an institution's founder is required to file a request to the Ministry of Education and Science to issue a license for the institution. In addition to the licensing request, the founder files the act establishing the institution and proof on fulfilling required establishment and work related conditions. The institution may start its activities when the Ministry of Education and Science verifies that the institution has fulfilled establishment conditions and issues a licensing decision.

The Ministry of Education and Science maintains a register on licensed institutions. Upon receiving the licensing decision, the institution is registered at the Central Register of the Commercial Court and acquires the status of a legal person.

The activities of administrative supervision of institutions' legality of work are performed by the Ministry of Education and Science, and inspection supervision of institutions' work is performed by Education Inspection, which is an organisational section of the Ministry of Education and Science.

The quality of educational work at pre-primary institutions, primary schools, gymnasiums, institutions for education of children with special needs, and at dormitories for pupils, as well as the quality of general education within vocational education, is provided by the Education Office, which was established by the Government of Montenegro as an administrative organisation. The Education Office also performs development, advisory, research, and expert activities in the aforementioned fields of education.

Development, advisory, research, and expert activities in the field of vocational education and adult education are performed by the public institution Vocational Education Centre, established by the Government of Montenegro, Employment Office, Trade Union, and Union of Employers.

**11. General mechanisms for monitoring and evaluation of the educational system: Are there mechanisms envisaged or in the process of implementation for monitoring and evaluating educational establishments? What data do they examine? To what extent are they independent of Government ministries?**

Since the issue of mechanisms for monitoring and evaluation of the educational system, i.e. the overall quality assurance model, has been identified as one of the areas where significant

improvements are needed, in the beginning of the reform we paid particular attention to the issue of defining a comprehensive system of quality assurance with clear criteria which will ensure quality „at the entrance“ to the system, but also monitoring and evaluation during the process and „at the exit“ from the system.

### **Mechanisms up to the level of high education**

#### **Quality assurance „at the entrance“ to the system**

Adequate quality assurance at the entrance to the education system is ensured through the procedure of licensing of institutions that implement publicly valid curricula, i.e. through the obligation to meet the requirements for establishing education institution according to the provisions defined in the Rulebook on precise conditions for establishment of institutions in the field of education (Official Gazette of the Republic of Montenegro 40/06) and the Rulebook on the procedure for licensing institutions in the field of education and on the methods for keeping registry of licensed institutions (Official Gazette of the Republic of Montenegro 45/06).

These processes involve public and private educational institutions and commissions formed for the purposes of licensing whose decisions cannot be influenced by the Ministry of Education and Science.

Apart from this, quality assurance is in this field also ensured through development and adoption of curricula for various education levels.

The process of developing and amending curricula involves expert commissions established by the Bureau for Educational Services and Vocational Education Centre and proposed by councils for education established by the Government of Montenegro, independent in their expert work from the Ministry of Education and Science.

Quality assurance is also ensured through hiring of adequate teaching staff that has to have the education level and be of the profile required in the provisions of the set of laws in the field of education and in the adopted curricula.

Employment of the staff to work in educational institutions in the territory of Montenegro falls within the competences of the concerned institutions, while the Ministry of Education and Science does not have any influence to such decision making.

#### **Monitoring „during“ the process**

In order to implement monitoring of the system *during* the process we had to make significant changes in the approach within the system, which used to be based on the restrictive idea of the existence of education inspectors that passed decisions on the quality of teaching process in an institution on the basis of only one visit to the institution.

On top of the lack of measurable and precise indicators on the basis of which the quality assessment would be done, the problem was also in the fact that in the former system it frequently happened that the same person developed curriculum, carried out professional development activities and performed the inspection supervision, which necessarily raised the question of objectivity of the whole process.

And finally, the ultimate purpose of the existence of the former system was not oriented to providing support to improvement of the quality of education, but to identifying weak points of individual teachers and no proposal for dealing with such weak points used to be prepared in the later stages.

That is why the new model of quality assurance model has been created. Legal framework for its implementation is defined in the provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and in the provisions of the Rulebook on contents, form and method for establishing the quality of education work in institutions (Official Gazette of the Republic of Montenegro 18/04).

This Rulebook defines that the quality of educational work in an institution is assessed internally and externally, where the internal assessment of the quality is done by the institution itself, while the external is done by the authorised advisers and education supervisors of the Bureau for

Educational Services (in the general education institutions) and Vocational Education Centre (in case of vocational education).

The external quality control is done at least once in four years, and more frequently if needed. It is done by the team of advisers/supervisors, who monitor the following key areas in their visits to institutions:

- 1) knowledge and skills attained according to education standards,
- 2) quality of teaching/learning,
- 3) governing and managing of the institution,
- 4) human resources, material-technical and safety conditions for work at the school,
- 5) spirit (ethos) of the community,
- 6) support the school gives to its pupils,
- 7) cooperation of the school with parents, institutions and local community.

On the basis of the established facts, for each set of indicators defined beforehand in the appropriate key areas results are classified in four levels:

- 1) very successful,
- 2) successful,
- 3) satisfactory and
- 4) dissatisfactory.

Apart from the data that the team establishes in the visit to a school, a significant part of the education quality assessment in an institution is based on the data that are taken from documentation and through direct insight into questionnaires for directors, questionnaires for teachers, questionnaires for pupils and parents, by interviewing participants in the process of educational work at institutions, from protocols for monitoring implementation of teaching and training, by analysing planning and development documents of the school, etc.

After analysing the quality of the educational work in the institution, the head of the team of supervisors collects the data from the whole team and prepares a draft report of which he informs the principal, in order to ensure the comparison and harmonization of the data collected in this way with the data established in the process of the internal quality assessment.

Final report on the external quality control in the institution contains a description of identified facts and a proposal of measures the institution should undertake to improve the quality of its performance. The institution is entitled to submit objections to the contents of the report within 15 days from the day of receiving it.

On the basis of the recommendations from the report the institution prepares a plan for improvement of the quality of educational work which is then submitted to the Bureau for Educational Services or Vocational Education Centre.

The report on the quality of educational work prepared in this way is submitted to the institution, to the body in charge of professional development and promotion of teachers and to the Ministry of Education and Science. The report is public and the plan is to put it on the notice board of the institution and on the web site of the Ministry of Education and Science.

The same key areas and indicators are also used within self-evaluation, which is done by the governing body of the institution with the view to using the comparison of external and internal findings in order to achieve a realistic insight into the quality of educational process implemented at the institution and to make the most appropriate development program which will facilitate overcoming of the weak points in the system.

The process of internal evaluation (self-evaluation) is not a legally defined duty of schools, although a significant number of educational institutions do undertake it.



Results of external assessments of the quality of educational work are published by the Bureau for Educational Services and Vocational Education Centre.

The Bureau for Educational Services is an administrative organization which is independent in performing its professional duties, while Ministry of Education and Science performs administrative supervision which includes: supervision of legality of administrative acts, supervision of legality and purposefulness of work and inspection supervision.

Vocational Education Centre is a public institution established by social partners, independent in performing its activities and duties delegated to it by the state, with the Ministry of Education and Science performing supervision over legality of its work.

### **Monitoring „at the exit“ from the system**

The system of education up to the level of high education is monitored and evaluated also through a novelty in the education system of Montenegro - external testing of pupils' achievements. The Examination Centre of Montenegro was established in February 2006 for the purposes of external testing of the attained standards of knowledge and skills.

The Examination Centre implements or will implement its basic activity and monitoring „at the exit“ from the system through the following:

- national testing,
- national surveys,
- international surveys,
- national exams.

#### **National testing**

National testing is organised at the end of cycles 1 and 2 of primary school.

It is the knowledge in mother tongue and Mathematics that is tested at the end of cycle I.

The knowledge in mother tongue, mathematics and the first foreign language is tested at the end of cycle II.

National testing aims at establishing the level of attained standards of knowledge defined in the curricula. Two pilot tests were carried out (in 2006 and 2007), as well as the first external national testing (in 2008) that included all the pupils of III and IV grade of the reformed primary school and the external-internal testing was carried out in the school year 2009/10.

#### **National surveys**

The plan is to monitor and evaluate the system in the future period also through national surveys, the goals and tasks of which will be defined on the basis of specific needs of the system. National surveys will be organised by the Examination Centre of Montenegro as needed and at request.

#### **International surveys**

Activities through which Montenegro follows developments within its educational system also include participation in international research. So far Montenegro has participated in PISA survey, in two consecutive cycles, which means that also in this way it follows the system and the changes within the system.

However, it is important to emphasise that only within the next PISA cycle Montenegro will have a somewhat more realistic insight into the results of the changes in the system, because only within that cycle the survey will include the pupils that will complete the entire primary education according to the new curricula.

#### **National exams**

This standardised form of external assessment of knowledge will be used by the Examination Centre in the future for measuring individual achievements of pupils in certain subjects at the end of primary and secondary education.

State Matura, i.e. Matura exam (for gymnasium pupils) and professional exam (for pupils of secondary vocational schools) is still in the stage of preparation and piloting and for the first time it will be implemented in the school year 2009/10.

Matura exam will be carried out according to the provisions of Article 38 of the Law on Gymnasium (Official Gazette of the Republic of Montenegro 64/02 and 49/07), while professional exam will be implemented according to the provisions of Article 82 of the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07).

After completing grade IV of the gymnasium, pupils will take external Matura exam in two compulsory subjects (mother tongue and literature and mathematics or English language) and two elective subjects.

In professional exam, pupils take external exam in mother tongue and literature and mathematics or first foreign language, depending on the vocational school profile. The exam in the vocational segment characteristic for occupational profile will be taken partly externally.

Two pilot Matura and professional exams were organised and carried out (in 2008 and 2009) and they included all the pupils that will go through the first external examination.

Apart from the Matura and professional exam, starting from the school year 2012/13, Montenegro will implement another external assessment – assessment of achievements at the end of cycle III of primary school (grade IX), when all the pupils will have completed the nine-year primary school.

This exam will be used for assessing the knowledge based on the key parts of the curriculum and it will show the level of individual achievements of pupils in the subjects they will take the exam in. Law on Primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) defines that at the end of the cycle III external assessment of pupils' knowledge will be done in the following subjects: mother tongue, mathematics and one subject at the choice of the pupil.

So far one pilot external exam has been carried out for the pupils of the final grade of primary school (in 2009).

Results of national exams will be significant both for monitoring the system, but also for pupils individually, because their success in the external examination in the final grade of primary school will be one of the criteria for enrolment into secondary schools, while the success in the Matura and professional examination will be taken into account at their enrolment to faculties.

Examination Centre, as a public institution competent for implementing external assessment of achievements, has its all powers defined in the law and it works as an institution of particular public interest being independent in the implementation of expert tasks defined in the Law and in the Decision on establishing the Centre. Ministry of Education and Science performs the supervision of legality of its work.

### **Mechanisms for monitoring and evaluation at the level of higher education**

Monitoring and evaluation of the system at the level of higher education is also done through the mechanisms of external and internal quality assessment, i.e. through the procedures undertaken in various stages - from initial accreditation, through monitoring of the teaching process to re-accreditation of the higher educational institutions in Montenegro.

These mechanisms are implemented through a number of explicit procedures of evaluation or assessment of study programmes, teaching processes and conditions of work of the institutions, defined in cooperation with the agencies for quality in the European higher education area, which is how Article 8 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) defines the quality assessment.

Overall promotion of higher education is a task of the Council for Higher Education, appointed by the Government. This Council is particularly responsible for achieving the quality of higher education, as defined in Article 13 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03).

Among other things, the Council for Higher Education is authorised for carrying out periodic controls of licensed institutions and it is responsible for issuing certificates on initial accreditation, accreditation or re-accreditation (Article 12 of the Law on Higher Education).

Monitoring and evaluation starts by initial accreditation of study programmes, which is a process that provides a study programme with a public recognition and interested persons with a guarantee that the study programme ensures high-quality education and meets the required standards, i.e. criteria for ensuring the national quality system in higher education. Standards, i.e. criteria for initial accreditation of study programmes are adopted by the Council for Higher Education.

The process of initial accreditation starts on the day of submitting the application to the Council for Higher Education and it takes at most six months from the day of reception of the application. After receiving the application, the Council for Higher Education forms a commission for accreditation, which comprises 3 to 5 members (an expert in the appropriate field, an expert pedagogue, a member of the Council for Higher Education, a member of professional organization, etc.). The task of the Commission is to visit the education institution, to check the data from the application, to prepare the report with the proposal of initial accreditation and to submit them to the Council for Higher Education for approval. The Commission can also give suggestions for improving the quality assurance of the study programme.

So, this is the procedure for identifying the validity of study programmes, i.e. institutions, and their compliance with the valid quality standards and labour market, as well as issuing of certificates which ensure institutions to grant levels of education, occupations and professions. The initial accreditation is issued for the maximum period of three years.

Obtaining the certificate on initial accreditation from the Council for High Education is followed by the process of licensing, since every institution established or carrying out teaching process in Montenegro has to have a licence for work issued by the Ministry of Education and Science.

Such licence establishes the following: type of institution, accredited study programme, maximum number of pupils which can be enrolled in certain study programmes, as well as the degrees and diplomas that can be granted.

The licence is issued on the basis of the standards and norms that refer to the following:

- adequacy of the facility and equipment, including classrooms, laboratories, library and computer equipment;
- number and qualifications of the academic staff;
- premises for extra-curriculum activities of students;
- funds.

A licensed institution can make modifications in the study programme up to 30 (ECTS) credits without accreditation.

Standards and norms, as well as the procedure for issuing, amending and revoking licences are defined by the Ministry of Education and Science, with the opinion of the Council.

Apart from these mechanisms there are also the procedures of external and internal quality assessment.

According to Article 31 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03), external quality assessment for every study programme is carried out by the expert body established by the Council for Higher Education.

The procedure of external evaluation is carried out according to the provisions on the Rulebook on re-accreditation of higher education study programmes and institutions, established by the Council for High Education. The following key documents in this field were consulted in the process of preparation of this Rulebook: Framework for Programme Accreditation, (Council on Higher Education), ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area (Conference of European Ministers Responsible for Higher Education, Bergen, 19-20 May 2005) and A Good Practice Guide for Quality Management of Research for Higher Education Institution (Council on Higher Education).

According to Article 30 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/30) institutions have the duty to carry out self-evaluation and assessment of the quality of their own study programmes and conditions of work on the basis of their Statutes. The methods for self-evaluation are determined in relation to study plans and programmes, equipment, qualification of academic staff, percentage of passability in the exams, percentage of graduated experts and other necessary indicators of the success of the institution.

Self-evaluation and quality assessment are done continually, through monitoring, control and reporting on the implementation of education process, including monitoring of the following:

- accomplished results in all courses (subjects),
- work of teaching staff,
- conditions in which teaching process is implemented (library, equipment in laboratories, presentation means, information technology).

This self-evaluation is carried out through polls, controls of regular teaching process, analysis of exam results and in other ways and along with the management and the conference of the faculty, students are also involved in the process. Through anonymous polls they evaluate the work of teaching staff and, on the basis of the feedback, the quality of teaching is subject to corrections and the work of teachers is stimulated.

Due to the significance of students involvement in the overall process of self-evaluation Article 93 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) defines a special right of students to express their opinion on the quality of teaching process and work of academic staff of the institution.

In the period of maximum five years the institution, i.e. the study program, is subject to the process of re-accreditation. Re-accreditation of the institution and the study programme is based on the internal and external quality checks. Results of internal and external quality checks are expressed in the Report on Self-Evaluation and Report on External Quality Check. Commission for re-accreditation starts from the Report on Self-Evaluation made by institutions according to the required form and following standards:

- 1) policy and procedures for quality assurance in the work of institution and study programmes,
- 2) activities and development priorities.
- 3) organization and management,
- 4) degrees of studies and qualifications,
- 5) structure of study programmes,
- 6) marking of students,
- 7) control and evaluation of teaching process and exams,
- 8) students,
- 9) academic, expert and non-academic staff,
- 10) scientific-research, art and professional work,
- 11) publishing,
- 12) spatial and material-technical resources,
- 13) information system of the institution,
- 14) informing public on the work,
- 15) cooperation and mobility and
- 16) finances.

Within its powers and obligations defined in this act, the Commission for re-accreditation carries out visits to the institution. For the purposes of objective analysis of the quality of work of the

institution and study programmes it is a duty to organise a panel discussion with the representatives of the institution. Commission makes the report which includes recommendations for improvement of the quality of the institution, i.e. study programme and submits such a report to the Council not later than two months from the date of direct visit to the institution.

After submitting the Report, the Council discusses it with the Commission and makes the decision on issuing the certificate on re-accreditation of the institution, i.e. study programme. Re-accreditation is valid for the period of time defined in the decision of the Council.

In the decision the request for re-accreditation is accepted fully or partially, or it is rejected. Consequences of rejection of re-accreditation are not regulated in the Rulebook, since in such a case the provisions of the Law on Higher Education apply.

If the institution or the study programme is not re-accredited, its accreditation is valid at most for the period of a year, without any possibility to enrol students in that year.

If after the expiration of the deadline re-accreditation is not obtained, licence is revoked and the act on revoking the licence is final.

**12. Statistical data collection and processing facilities: Describe the facilities and the data collected. Describe the various levels at which such data is collected and processed. Are there statistics on the destination of school leavers, VET and higher education graduates? Are there statistics on the concrete benchmarks for the improvement of education and training systems (early school leavers, number of graduates and gender balance in maths, science and technology, number completing upper secondary level education, basic skills, participation in continuing education and VET)?**

The Statistical Office collects data on the educational system and publishes them in its Statistical Yearbook. Also, the Ministry of Education and Science has its own data base for which it collects data at the beginning of each school year. Data on educational institutions, infrastructure, quality of teaching aids, number of pupils per class, gender and language in which pupils attend classes are maintained in this data base. Data on administrative and teaching staff are categorised according to their year of birth, years of service, professional background, number of hours, position they cover, etc. The statistics on early school leavers does not exist at this point, but it is planned to be a part of a new integral information system. Department for Information and Communication Technologies (ICT) at the Ministry of Education and Science provides IT support to pre-primary, primary, and secondary educational institutions.

Data on undergraduates collected by the Centre of Information Technology (CIS UCG) are a result of an inquiry (report) from the centralised data base on all undergraduates of the University of Montenegro. The data base includes detailed information that accompany an undergraduate from the moment he/she applies to the selected faculty (point system) until he/she graduates (grades, exams, subjects, payments...), or receives MSc or PhD degree.

CIS UCG (Centre of Information Technology of the University of Montenegro) provides IT support to undergraduate and employees at all faculties of the University of Montenegro. Within the Centre, there is the IS (Information System) for keeping records of resources and teaching processes at the University.

The Examination Centre's CIS performs activities related to education quality assessment, with a focus on primary and secondary education. This Centre is equipped with quality IT equipment specialised for designing and checking tests. Currently, a data base for keeping records of testing processes is being developed at the Centre.

The Ministry of Education and Science of Montenegro has given a priority over the past couple of years to the introduction of the ICT in the educational system. In early 2003, the main project of IS education named MEIS (Montenegrin Educational Information System) was designed. It defines specific methods, resources, and technologies for IS implementation. Implementation of MEIS is currently underway.

Integral information system is a part of this project and is currently under construction, and the plan is to be put in use from the school year 2011/12. The idea behind this project is to keep records of all educational resources, teaching processes and assessments, professional development of teaching staff, administrative and financial operations of schools, and to support management and quality assessment in the educational system of Montenegro, etc. This system will be able to give us data on pupils leaving education, students' achievements by specific subjects, on gender, language of teaching, etc. Since it is a web application, data update will be performed daily, which will give us an insight into the current state of affairs in the field.

### **C. Infrastructure**

**Please provide information on:**

**13. Criteria for setting up infrastructure: Coverage of national territory: What variables are taken into account for setting up educational infrastructure (population density, geographical criteria etc.)? According to what criteria is infrastructure set up for the education of children of national minorities?**

According to the provisions of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07), public institutions are established in accordance with the network of institutions, approved by the Government and based on benchmarks and criteria.

Education institutions in Montenegro can be public and private. The General Law on Education prescribes that education institutions in Montenegro can be founded by: the Republic or municipality, the Capital or the Historic Royal Capital, while a private institution can be founded by a local or foreign natural or legal person. Moreover, the same article specifies that a gymnasium, as a public institution, can be founded by the Republic or the Capital, i.e. the Historic Royal Capital, while a local or foreign natural or legal person can found a primary school for education of foreign citizens only.

In Montenegro in 2009, the network of education institutions included: 21 pre-primary institutions, 162 primary schools (with 281 accompanying satellite units) and 1 primary school for education of foreign citizens, 47 public and 2 private secondary schools, 1 state university, 1 private university, and 9 autonomous private faculties.

Pre-primary education institutions are organized in all municipalities in Montenegro. Pre-primary education curricula are taught in the Montenegrin language, as well as in the Albanian language at 1 institution in the municipality of Ulcinj. In addition to public pre-primary institutions, it is allowed to open private pre-primary institutions in Montenegro.

In conformity with the Constitution of Montenegro, primary education is compulsory and free of charge. The Law on Primary Education additionally specifies that primary education according to publicly valid curriculum is compulsory for all children aged 6 to 15.

Teaching at education institutions in Montenegro is conducted in the Montenegrin language. In communities where Albanian population makes the majority, teaching is conducted in the Albanian language or bilingually (in Albanian and Montenegrin), and at one primary school for education of children of foreign citizens teaching is conducted in English.

The General Law on Education prescribes the network of institutions and, accordingly, public institutions are established in accordance with the network of institutions. The network of institutions is approved by the Government of Montenegro, based on benchmarks and criteria. The benchmarks and criteria for definition of the network of institutions include: number and age of children in a specific region; typical characteristics of a region; development characteristics of a region; provision of equal conditions for education attainment; financial capacities of Montenegro.

Furthermore, the Rulebook on more detailed conditions for establishing institutions in the field of education (Official Gazette of the Republic of Montenegro 40/06) defines precise criteria with regard to an institution's space, location, building, premises, its typical features, and equipment and teaching aids.

If it is not possible to organise the teaching process in grades and classes, due to an insufficient number of pupils, a class including pupils of two or three grades from the same cycle may be formed (a combined class). The decision on organising combined classes is made by school principle, at the proposal of teachers' conference.

In the school year 2008/2009, there were 162 primary schools in 21 municipalities in Montenegro. 37 of them had 50 pupils, and 15 schools had 51 to 100 pupils. Such distribution is influenced by efforts of the Ministry of Education and Science to ensure provision of education in all parts of Montenegro, especially in the northern region which is underdeveloped and where a large number of schools are located in rural areas. Also, in order to ensure access to primary education and cover as much of the territory as possible, it is possible to organise satellite units in addition to central schools, and the decisions on such organisation is made by the Ministry of Education and Science.

In cases where means of transportation have to be used to reach schools, the Ministry of Education and Science provides a share of costs for commuter transportation of pupils and pupils from primary and secondary schools, commuter and inter-municipal transportation for undergraduates, as well as for transportation of children with special needs.

Secondary education in Montenegro is provided as general secondary education or is attained at the level of lower, secondary, and post-secondary vocational education. Pupils can opt for general secondary education, i.e. gymnasium in each municipality in Montenegro. As far as vocational education at all levels is concerned, it is also present in all municipalities and curricula for secondary vocational education differ, depending on the needs of municipality and labour market demands, and are harmonised with data and activities of the Employment Office of Montenegro and other social partners. The criteria for setting up the infrastructure are directly related to priority, strategically defined sectors and possibilities on both national and regional level. New curricula are developed through an ongoing cooperation with social partners, in order to respond to the labour market needs and ensure representation of the secondary vocational education.

Education of minorities is a part of the overall state integral education system that respects typical features of ethnic minorities and guarantees a possibility of education in their mother tongue with preservation of their national and cultural identity. In conformity with the Constitution and law, schools that conduct teaching in the Albanian language are part of the single school system. In communities where members of the Albanian national community make a significant part of the population, the teaching process in the mother Albanian tongue is organised per levels: pre-primary education, primary education, and secondary education. A person with active knowledge of a minority language and alphabet and the language that is in official use in Montenegro can be also appointed as principle in public institutions where teaching is conducted in the language and alphabet of that minority. Teachers at institutions where teaching is conducted in a minority language must also have active knowledge of the language and alphabet of that minority and the language that is in official use in Montenegro. In order not to jeopardize teaching in the language and alphabet of a minority, the class in which teaching is conducted in the language and alphabet of the minority may include fewer pupils, but not fewer than 50% of the class size set by the law.

Higher education in Montenegro is attained at one state university, one private university, and at 9 autonomous private faculties. Public and private higher education institutions are organised in 9 municipalities in each of the three regions – northern, central, and southern.

An institution can have a status of a university, i.e. use the determinant "university" in its name, only if it implements at least five different study programmes in at least three out of eight following fields: science and mathematics, engineering and technology, biotechnology, medicine, social science, law and economics, culture and history, and art.

Teaching at higher education institutions in Montenegro is conducted in the Montenegrin language. It is conducted in the Albanian language within one study group at the state university (education of

teachers in the Albanian language), and at some autonomous private faculties it is even conducted in the English language in a number of subjects.

According to the Law on Higher Education (official Gazette of the Republic of Montenegro 60/03), each higher education institution that is established and conducts teaching in Montenegro must have a work license. The license is issued by the Ministry of Education and Science and it defines the type of institution, accredited study programmes, maximum number of undergraduates that can be enrolled in a specific study programmes, as well as degrees and diplomas that can be awarded. The license is issued based on standards and norms related to: appropriateness of facilities and equipment, including classrooms, laboratories, library and computer equipment, number and qualifications of academic staff; premises for extra-curricular activities of undergraduates; financial resources.

Standards and norms, as well as the procedure to issue, change, and revoke a license are set by the Ministry, with an opinion of the Council for Higher Education, an advisory body appointed by the Government to improve higher education area.

Accreditation of an institution is performed by the Council for Higher Education, which issues a certificate on accreditation. The accreditation procedure and a form for a certificate are prescribed by the Council, with a special act. Initial accreditation is obtained upon quality assessment of study programmes and their adaptation to professional needs and accepted standards. Accreditation is issued for the period not longer than 3 years. An institution cannot start enrolling pupils, teaching and conducting examinations before obtaining the license.

An institution, i.e. a study programme is a subject to re-accreditation procedure within the period not longer than 5 years. Re-accreditation is based on the report on quality assessment of the work of institution, i.e. study programme, in accordance with the standards and procedure defined by the Council for Higher Education.

Recognising the importance of the quality of education for the further development of Montenegro, methods to stimulate implementation of study programmes in the northern region of Montenegro, as well as to encourage young people to enrol in higher education institutions will be considered in the forthcoming period.

**14. Criteria for the provision of equipment: Who takes decisions and according to what procedures concerning the purchase of equipment for schools and universities? Does equipment include: manuals, libraries, teaching equipment for instructors, computer and multimedia equipment? Give information for each type of equipment and each level of education.**

Funds for capital expenditures and investment maintenance are earmarked in the budget of the Ministry of Education and Science for each level of education. The decision on the amount of funds and their purpose is made at the level of the Ministry of Education and Science, based on detailed analysis of priorities and needs of a specific educational institution. Capital expenditures are related to expenditures for buildings as well as to expenditures for equipment, while expenditures for investment maintenance are related to maintenance of educational facilities.

Budget expenditures for equipment include expenses for means of transportation, computer equipment, office equipment, telecommunication equipment, medical equipment, machines, equipment for public order and safety, defence equipment, etc, and expenditures for investment maintenance are related to expenses for infrastructure of common importance, local infrastructure, buildings, equipment, etc.

The decision on equipment purchase is made at the state level; funds are provided through the state budget, and equipment procurement is conducted according to the Montenegrin Public Procurement Law (Official Gazette of Montenegro 46/06). If contacts with donors are established, then a final list of equipment items to be procured is arrived through negotiations and in line with



priorities and needs. In cases when funds for equipment procurement are obtained through credit arrangements, provisions of the Montenegrin Public Procurement Law are also applied.

As far as textbooks are concerned, the funds are provided by parents. The Ministry of Education and Science has started setting up a textbook borrowing scheme. Bearing in mind limited budget funds, the Ministry of Education and Science provides funds for purchasing textbooks for children whose parents are beneficiaries of the family material support and for children without parent care who are placed with other families. Pupils attending the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade of primary schools receive new sets of textbooks, through school libraries and because those textbooks are of working type. Pupils attending the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade of primary schools receive free textbooks through school libraries (if they have returned back textbooks they borrowed for the previous schools year). Pupils of secondary schools receive free textbooks or funds to purchase them, if textbooks are not provided at school.

The budget of the Ministry of Education and Science also provides funds for teaching materials, with which schools, based on allocated funds, can provide necessary materials, administrative forms, grade books, report books, teaching aids, library materials, and multi-media equipment.

If IT equipment is procured, then the equipment specification is coordinated with the Department for Information and Communication Technologies of the Ministry of Education and Science. Criteria such as number of pupils, number of employees, quantity and age of the existing equipment are considered within this process.

The Rulebook on more detailed conditions for establishing institutions in the field of education specifies thoroughly equipment (including teaching aids) that an institution should have in order to carry out activities defined by curriculum, starting from premises where teaching process is conducted to secondary premises and facilities.

At a university, Rector is responsible for budget management. Dean or director of a university's organisational unit is responsible with regard to management and use of funds allocated to the university's organisational unit. Funds for procurement of necessary equipment are earmarked based on an annual budget. As regards state university, which is funded from the state budget, the state university manages the funds and distributes them to its members. Equipment procurement is carried out according to the needs of university members, in conformity with their financial plans.

During the licensing procedure, when type of institution, accredited study programmes, maximum number of students that can be enrolled in a single study programme, as well as degrees and diplomas that can be awarded are identified, a licence is issued based on standards and norms related to: appropriateness of facilities and equipment, including classrooms, laboratories, library, and IT equipment; number and qualifications of academic staff; premises for extracurricular activities of students and financial resources.

A licence can be issued to an institution upon receiving a certificate on initial accreditation by the Council for Higher Education. Introduction of new study programmes, degrees, and diplomas for those programmes is a subject to licensing procedure. Standards and norms, as well as the procedure to issue, change, and revoke a licence are defined by the Ministry of Education and Science, with an opinion from the Council for Higher Education.

In line with modern global trends in this field, a tendency to reorganise University library and integrate the entire Montenegrin higher education library information system is ever more present at the University of Montenegro.

**15. Please provide information and statistics on ICT use in education and training, including the number of pupils per computer and distance learning facilities, etc.**

Almost all primary and secondary schools are equipped with adequate IT equipment, so that 99% of pupils and students from primary and secondary schools attend schools equipped with modern computer classrooms. The licensed MS software, as well as corporative antivirus software has been installed on all computers in the educational system. Currently, there are 4,250 computers at schools, which means that the ratio of pupil to computer is 16 : 1. If we take into consideration the fact that many schools organise teaching in two shifts, then the possibility of access to computers increases.

LAN (Local Area Network) computer networks were set up during the phase of equipping schools with computers.

As far as coverage of schools with Internet connection is concerned, the situation is slightly worse than with computers due to the lack of technical capacities to bring Internet connection to a certain number of schools (not a single Internet provider covers the whole territory of Montenegro at this point). All secondary schools have Internet connection, while of the total 162 primary schools 84 have a possibility to be connected to the Internet. Primary schools not covered with Internet connection are mostly those with a small number of pupils, which means that majority of pupils do have access to Internet through the teaching process,, which can be seen from the following table:

	Have Internet	Do not have Internet
Number of pupils at primary schools	67 203 (90.55%)	7017 (9.45%)
Number of pupils at secondary schools	31 333 (100%)	0 (0%)
<b>Total:</b>	<b>98 536 (93.35%)</b>	<b>7 017 (6.65%)</b>

One compulsory information technology subject has been introduced at primary and one at secondary schools. Their contents are related to attainment of basic IT literacy. In addition to compulsory IT subjects, a variety of elective IT subjects have been introduced at primary and secondary schools as well, including: Computer-based Text Processing and Design, Graphics Design and Photo Editing, Production of Multimedia Slide Presentations, and Introduction to Programming (for primary schools) and Business IT, Computer and Web Presentations, and Algorithms and Programming (for secondary schools).

The Ministry of Education and Science has designed a portal for teachers with presentations of didactic software for teachers. Teachers can download them and use while teaching. One of the most important links in efficient introduction of the ICT in the educational system includes IT training of teaching staff, and particularly teachers. The Ministry of Education and Science has trained 2 ICT coordinators at almost each school (all 47 state secondary schools and 140 out of 162 primary schools). In addition to managing entire ICT policy, their duty also includes training of their colleagues. Also, training of most of the teachers who teach elective IT subjects at gymnasiums has been completed. However, we are behind the schedule as regards more comprehensive teacher training, which is a serious problem, and therefore use of didactic software for non-IT subjects is more of an exception than a rule.

The degree of ICT application at the University of Montenegro can be described as high. All faculties have their own LAN networks with many computers that are all connected to a single academic WAN network with the centre in Podgorica and a special University unit (Centre of Information System), which takes care of it and all centralised services. The academic network, i.e. all faculties, has permanent and redundant Internet connection, which is at the level of 30 Mbps at this moment. The academic network is connected to GEANT and offers all public services (mail, web, ftp, dns ...) as well as access to GRID infrastructure and resources (SEEGRID) to all students and the staff.

According to June 2009 data, the total number of computers at the University of Montenegro is 1,673. All faculties have at least one computer classroom, and some even 5 classrooms with more than 100 computers used solely for teaching and by undergraduates. There are exams from IT subjects at all faculties, but not in all study programmes (34 of them). Distance learning was introduced 4 years ago in combination with the traditional way, and the first group of undergraduates has been enrolled in a special course for that kind of learning at postgraduate studies. This form of learning is conducted with specialised ICT equipment for video conferences (Polycom) and LMS software (Moodle).

Selection and procurement of didactic software is under the jurisdiction of faculties and we do not have any records on their types and capacities. Activities are underway, launched by the relevant ministry, to analyse needs for didactic software and its single procurement with participation of the Ministry.

ICT Department of the Ministry of Education and Science and CIS of the University of Montenegro have modern equipment and server rooms with a number of servers for different purposes (portals, sites, DNS servers, mail servers, LMS, etc) and they are connected with a direct optical link, which facilitates efficient communication.

Activities planned for the forthcoming period (and some of them are already underway):

- To equip all educational institutions with IT equipment in line with defined standards by the end of 2010.
- To ensure that the ratio of computers to pupils is 1:8 by 2013;
- To provide and distribute didactic e-materials and software for as many subjects as possible.
- To provide Internet access to all stakeholders in the educational system; to facilitate interactive connection of pupils with their local but also global community through web-sites, joint projects with far-away schools, etc. (The project within which each primary and secondary school had an opportunity to design their own web-site has already been completed).
- To implement LMS and video conference system at schools and faculties.
- To provide ICT training for employees of the educational system, and primarily teachers, principles, administration, etc. Also, a minimum IT literacy should be defined for certain groups of employees and accordingly testing and ICT trainings should be conducted.
- To use ICT in education of children with special needs.
- To involve educational system of Montenegro into current international ICT projects and educational networks and to harmonise ICT curricula with the curricula of countries in the region.

**16. Provision of accommodation for students/trainees not living at home: What facilities exist? What services do they provide? Are developments in such facilities envisaged? If so, what developments?**

Dormitories for pupils and students in Montenegro are exclusively designed for accommodation and food service of students and undergraduates educated according to curricula of formal education and at this moment there is no possibility that persons attending trainings could use those capacities and services.

Accommodation and food service for pupils and students at these dormitories is granted in accordance with the provision of the Rulebook on the criteria and method of taking in pupils at dormitories for students and exercising the right to transportation allowance (Official Gazette of the Republic of Montenegro 56/03) and the Rulebook on the criteria, method, conditions, and compensation amount for exercising the right to accommodation and food service at a dormitory, the right to a student credit, scholarship, and transportation allowance (Official Gazette of the Republic of Montenegro 12/07).

## Accommodation

Articles 2, 3 and 9 of the Rulebook on the criteria and method of taking in pupils at dormitories for pupils and exercising the right to transportation allowance specify that pupils can stay at a dormitory throughout the teaching period in line with the school calendar, i.e. until completing duties set in a curriculum.

The procedure of taking in pupils at a dormitory is carried out based on an announcement that is advertised by the Ministry of Education and Science in a printed media published in Montenegro and on the Ministry's web-site. This announcement includes: name and location of the dormitory, number of available places, deadlines and conditions for taking in pupils, list of necessary documents, and other information. If the number of applicants is larger than the number of available places, the selection is made based on pupils' achievements in the previously completed grade and on distance from place of residence to school. In the case of equal number of points, advantage is given to pupils who have more points resulting from achievements at school. The procedure of taking in students at a dormitory must be completed by 31 August of the current year.

Articles 2, 3, 8 and 15 the Rulebook on the criteria, method, conditions, and compensation amount for exercising the right to accommodation and food service at a dormitory, the right to a student credit, scholarship, and transportation allowance specify that the right to accommodation and food service at a dormitory throughout the academic teaching period can be exercised by *students* financed from the state budget for a specific study programme and by final year students who attend education outside their place of residence, for the duration of the final year period.

If upon distribution of places to these students there are still available places at a dormitory, the right to accommodation and food service at an economical cost may be exercised by self-financing students, foreign students, and postgraduates attending education outside their own place of residence.

The procedure of taking in students at a dormitory is carried out based on an announcement advertised by the Ministry of Education and Science at least two months before the school year starts.

The announcement for taking in students is published and includes the same criteria as the announcement for taking in pupils at a dormitory. If the number of applicants is larger than the number of available places at a dormitory, the advantage is given to undergraduates with higher average mark from the previous school year.

The distribution of places and moving of students into a dormitory must be completed by 31 October of the current year.

## Food service

All pupils who obtain the right to accommodation at a dormitory are also entitled to the food service at a dormitory, as well as pupils not using accommodation services at a dormitory, if restaurant capacities allow it, and based on a decision made following a special request filed to the dormitory.

The right to the food service at a dormitory may be exercised by students financed from the state budget, self-financing students, foreign students and postgraduates if they are unemployed, who attend education outside their own place of residence. The request to exercise this right is filed to the dormitory.

Distribution of places, classifications, and moving of pupils and students into dormitories for pupils and students are responsibilities of dormitories. The governing board of a dormitory appoints a committee comprised of representatives of the Ministry of Education and Science, beneficiaries, and employees of the dormitory. The report on the distribution of places is delivered to the Ministry of Education and Science.

In total, there are 9 (nine) institutions used for accommodation and food service for students and undergraduates, including:

- 4 dormitories for pupils and students
- 3 dormitories for pupils
- 2 boarding-school type of institutions

These institutions are located in the following municipalities: in Podgorica, Nikšić, Kotor, and Cetinje (dormitories for pupils and students); in Plužine, Berane and Bar (dormitories for pupils), and in municipalities of Pljevlja and Šavnik (boarding school type of institutions). In this way, a balanced coverage with institutions has been ensured in all three regions (North, Centre, and South) in Montenegro. This distribution is also a result of the fact that capacities in the past were planned and provided in those municipalities where faculty units previously used to exist and which were parts of the only higher education institution in those days – the University of Montenegro.

In addition to these institutions, accommodation for students of the Faculty for Applied Physiotherapy in Igalo (municipality of Herceg Novi) is provided in privately owned capacities and food service at a restaurant. For this, the Ministry of Education and Science pays regular monthly contributions, which are at the level of earmarks for other students in dormitories in Montenegro.

There are a total of 272 employees in 4 dormitories for pupils and students, 3 dormitories for pupils, and 2 boarding-school type of institutions, with total surface area of 36,607 m<sup>2</sup>. Beneficiaries have 1,000 rooms in total at their disposal.

Municipality	Surface area of the building (dormitory) in m <sup>2</sup>	Number of rooms	Number of beneficiaries of accommodation and food service	Number of food service beneficiaries	Number of employees
Podgorica	22 500	610	1 171	897	154
Nikšić	2 486	126	372	163	33
Kotor	4 514	117	231	226	28
Cetinje	2 903	38	140	110	17
Plužine	1 200	28	70	-	10
Berane	1 430	25	102	71	17
Bar	1 574	48	75	-	13
Pljevlja	577	4	7	-	-
Šavnik	550	4	11	-	-
<b>UKUPNO:</b>	<b>36 607*</b>	<b>1 000</b>	<b>2 179</b>	<b>1 467</b>	<b>272</b>

\* Surface areas for Plevlja and Šavnik are not included in total surface areas, because rooms are located inside facilities where teaching is conducted, too.

A total of 3 646 pupils and students used the services of these institutions in the school year 2008/09, and 2 179 of them used both food service and accommodation services, while 1 467 pupils and students used only food services.

Of the aforementioned total number, the accommodation and food service or only food service in these institutions were used by 155 beneficiaries who are not citizens of Montenegro.

Total monthly cost for accommodation and food service in dormitories in the school year 2008/09 was EUR 117.80 for students, i.e. EUR 125.80 for pupils, while the beneficiaries' share in that cost was EUR 29.60. Although allocations for accommodation and food service for pupils are higher, as their presence requires additional expenses for hiring an educator, the students' share in costs for these services is the same as for undergraduates, and the difference is covered by the Ministry of Education and Science.

Total monthly allocations per an student by the state for accommodation and food service purposes were EUR 88.20 in the school year 2008/2009, or EUR 882.00 annually, or EUR 96.20 monthly per pupil, i.e. EUR 962.00 annually.

The amount of subsidies from the Ministry of Education and Science depends on the number and structure of beneficiaries and cost for accommodation and food service set by the Ministry, upon

receiving the opinion from relevant services of dormitories.

In the school year 2008/2009, the Ministry of Education and Science earmarked EUR 312,000 monthly for subsidies to these institutions, i.e. EUR 3 120.000 in total for ten months, while EUR 327 446.38 were earmarked in July and August, when there are no beneficiaries in these institutions, because it was a period when only expenses for salaries and summer allowances of employees were covered.

#### Investments in development

The Ministry of Education and Science has continuously invested funds in the improvement of existing capacities and plans construction of new, given that available surface areas cannot meet all the needs of students and undergraduates.

In order to support education of pupils and students with special needs, the Ministry of Education and Science facilitated construction of access ramps, special entrances, automatic doors with remote control in the Podgorica dormitory, and construction of an access ramp and modification of a room specially adapted for pupils and students with special needs.

In the course of 2008/09, the Ministry of Education and Science earmarked EUR 295 564.72 for renovation and adaptation of the Dormitory for Students and Undergraduates in Podgorica, EUR 110.000.00 for renovation of the Dormitory for Students and Undergraduates in Nikšić (this institution participated with EUR 70 000) and additional EUR 291 380.68 for various repairs and renovations of existing capacities.

Having in mind the limited capacities of these institutions, additional investments to the amount of approximately EUR 1 229 074.00 are planned in the 2009 capital budget for the purpose of expanding the capacities of dormitories for pupils and students in Podgorica and Nikšić.

### **17. Are there special facilities, at all levels of education, for handicapped persons in mainstream education and VET establishments?**

Basic principles of the educational system reform in Montenegro are related to provision of conditions that particularly address specific needs of each individual. Under those circumstances, space is created for integration of children with special needs into the mainstream system, with a possibility to adapt curricula and also design individual-oriented curriculum.

Adhering to the principles defined in the strategic document "Book of Changes", the Law on Education of Children with Special needs (Official Gazette of Montenegro 80/04) was adopted, defining in more details the guidance of those children into curricula. This law emphasises the following as the most important goals of education: provision of equal opportunities, adequate conditions allowing optimal development, timely guidance and inclusion into an appropriate curriculum, individual approach, as well as involvement of parents in habilitation, rehabilitation, and educational process. In addition to the law and relevant rulebook, the Government of Montenegro approved the Inclusive Education Strategy in 2008.

In conformity with the valid legislation, education of children with special needs is organised in Montenegro in several ways:

- 1) **Inclusive education**, which implies inclusion of children with a handicap into the mainstream system. According to the data base maintained by the Ministry of Education and Science, 3,416 children were included in this programme in the school year 2008/09 (at pre-primary institutions, primary, and secondary schools);
- 2) **Special classes at mainstream schools**, in which children attend teaching according to modified curricula. In addition to teaching staff, special teachers and special pedagogues are also involved in working with these classes. According to the data base maintained by the Ministry of Education and Science, 86 children were included in this programme in the school year 2008/09 (at pre-primary institutions and primary schools);

- 3) **Special institutions**, which are entirely specialised for education of children with special needs and provide a possibility of primary and secondary education at one place. There are 5 institutions of this kind in Montenegro:
- a) Institution for Schooling and Rehabilitation of Persons with Hearing and Speech Disorders in Kotor;
  - b) Institute for Schooling and Professional Rehabilitation of Disabled Children and Young Persons in Podgorica (for children with sensory handicaps related to their eye-sight and children with physical handicaps);
  - c) Centre for Education and Training of Children and Young Persons in Podgorica (for children with intellectual handicaps and autism);
  - d) Special Institution for Children and Young Persons "Komanski most" in Podgorica (for children with serious and severe intellectual and combined handicaps);
  - e) Institution for Education of Children and Young Persons in Podgorica (for children with behavioural disorders and problems with law). There are 405 children at these institutions, and each employs an acceptable number of special teachers trained for work with this children.

In conformity with provisions of Article 19 of the Law on Education of Children with Special Needs and provisions of the Rulebook on the criteria to determine the form and degree of a defect, handicap or disorder of children and young people with special needs and method of their inclusion into curricula (Official Gazette of the Republic of Montenegro 23/06), 18 local first instance commissions have been formed for guidance of these children. Due to the lack of adequate staff, commissions have not been formed in three municipalities - in Žabljak (children are provided with guidance by the Commission from Pljevlja), Plužine and Šavnik (children are provided with guidance by the Commission from Nikšić).

Commissions make a proposal for guidance into an appropriate curriculum, pre-primary institution, school or special institution where a child with a special need is included. The first instance commission has six members, and is composed of: a paediatrician, a doctor of relevant specialty, a psychologist, a pedagogue, a special teacher of relevant specialty, and a welfare officer.

Special focus has been put on training members of local commissions. Accordingly, in cooperation with UNICEF and Handicap International, the Ministry of Education and Science is implementing a project of training members of commissions aimed at facilitating inclusion of children in the educational process. The following have been conducted so far: initial training for all members from all 18 commissions, training of commissions' permanent members, training of commissions' secretaries, piloting of instruments for work in 5 municipalities, training of trainers for application of instruments for commissions' work, and a training of all members from all committees, including the Second Instance Guidance Commission, to apply these instruments is currently under way.

486 teachers have attended full training programmes in the field of inclusive education since 2005. 148 participants attended training programmes in the field of inclusive education organised by the Education Office until June 2009. In cooperation with Save the Children UK, a total of 1,023 attendees were trained for inclusive education at pre-primary institutions and primary schools by the end of the school year 2007/08, and data for 2008 and 2009 show that 596 teachers and expert associates were trained. Within the Finnish project »Towards Inclusive Education» implemented from 2006 to 2008, the training was organised for 40 principles, deputy principles, supervisors, and inspectors; 38 advisors for improvement of the educational process from the Education Office; 39 teachers and other professionals, and specialist studies were attended by 27 expert associates and teachers.

As far as infrastructural modifications of facilities are concerned (access ramps, adapted toilets) and didactical aids necessary to work with children with special needs, in cooperation with relevant non government organisations the Ministry has worked on modifying accesses and entrances in almost all primary schools in Podgorica. As a result, 17 primary and 4 secondary schools in Podgorica have overcome architectural barriers with an access ramp, and all newly constructed schools in Montenegro are accessible for children and young persons with special educational needs, and the situation is similar as regards faculties.

The Inclusive Education Strategy includes reorganisation of special institutions into resource centres. In addition to providing existing educational services for children and young persons with moderate, serious, severe, and combined handicaps, these institutions will expand their activities to advisory and professional support for specific type of developmental handicap. Each resource centre will be responsible for a specific type of a developmental handicap, i.e. disability. Accordingly, the plan is to have the following resource centres: a resource centre for hearing handicaps and speech impediments, a resource centre for all levels of intellectual handicaps and autism, a resource centre for physical disability and visual handicaps, and a resource centre for behavioural disorders, and social, emotional, and cultural deprivation. Each of these centres will provide personnel related, professional, and advisory help in habilitation, rehabilitation, training (of parents but also of staff from the mainstream system) and evaluation (of achievements of working with a child).

Through IPA 2010 programme, the Ministry of Education and Science has applied for funds that would facilitate establishment of such resource centres, and project proposal is currently being made (Project fiche).

## D. Teachers

### 18. Please describe the requirements for the qualification of school teachers and school principals at all levels of education.

Pursuant to the laws which regulate this area the employment of teachers is carried out on the basis of public competition.

**The Law on Pre-school Education** (Official Gazette of the Republic of Montenegro 64/02 and 49/07) regulates the issue of professional qualification of persons who carry out educational work (pre-school teacher, special needs teacher, associate pre-school teacher, professional associate) in pre-school institutions:

- Pre-school teacher – degree of the faculty or post-secondary school for pre-school education,
- Special needs teacher - degree of the faculty or post-secondary school of an appropriate special-education teacher profession,
- Associate pre-school teacher – degree of secondary school, post-secondary school or the faculty whose profile is determined by the curriculum,
- Professional associate (psychologist, pedagogue, speech pathologist, doctor – paediatrician, dentist, social worker, nutritionist etc.) – degree of the faculty of appropriate profession.

**The Law on Primary Education** (Official Gazette of the Republic of Montenegro 64/02 and 49/07) regulates the issue of professional qualification of persons who carry out educational work (grade teacher, pre-school teacher, subject teacher, professional associate) at nine-year primary schools.

- Grade teacher (up to the 6<sup>th</sup> grade) – degree of post-secondary school or the faculty for education of grade teachers,
- Pre-school teacher (only the first grade) – degree of the faculty or post-secondary school for pre-school education,
- Subject teacher (foreign language from the first grade, technics and informatics, physical education, arts and music - fifth grade, all other subjects from the sixth grade on) – degree of an appropriate faculty or academy of arts,
- Professional associate (pedagogue, psychologist, librarian etc.) – degree of the faculty of an appropriate profession.

The Law envisages that subject teachers who obtained degree of post-secondary school of an appropriate profession are allowed to start employment if other teacher with the degree of an appropriate faculty does not apply to competition.

The profile of subject teacher qualification is laid down by each subject curriculum.



**The Law on Gymnasium** (Official Gazette of the Republic of Montenegro 64/02 and 49/07) regulates the issue of professional qualification for the persons (teachers, teaching associates and professional associates) who carry out educational work at Gymnasiums:

- Teacher – degree of an appropriate faculty or academy of arts;
- Teaching associates (technician, demonstrator, librarian) - degree of post-secondary school of an appropriate profession at least,
- Professional associate (pedagogue, psychologist, librarian etc.) – degree of faculty of appropriate profession.

The profile of subject teacher qualification is laid down by each subject curriculum.

**The Law on Vocational Education** (Official Gazette of the Republic of Montenegro 64/02 and 49/07) regulates the issue of professional qualification for the persons (teachers, professional associates, teaching associates, teachers of practical education, and instructors of practical education) who carry out educational work at vocational schools:

- Teacher – degree of an appropriate faculty or academy of arts (if there is no faculty or academy of arts for the education of teachers of desired profile, teaching process can be carried out by persons with the degree of an appropriate post-secondary school,),
- Professional associate (pedagogue, psychologist, sociologist, librarian etc.) – degree of an appropriate faculty,
- Teaching associate (technician, demonstrator, librarian etc.) – degree of an appropriate secondary school and required experience,
- Teacher of practical education – degree of an appropriate faculty, post-secondary school or appropriate secondary school with the passed craftsman examination and the examination in pedagogy and andragogy,
- Instructor of practical education – degree of an appropriate secondary school with the passed craftsman examination and the exam in pedagogy and andragogy.

Pursuant to the Law on Vocational Education, qualification profile or level of education of teachers, professional associates, teaching associates, as well as the qualification profile and required education in pedagogy and andragogy of teachers or instructors of practical education is laid down by each subject curriculum (vocational theory, practical teaching process and elective subjects).

A special requirement for the employment of teachers is probationary work, the length, manner of execution and result evaluation of which are regulated by the Rulebook on manner of execution of probationary work of teachers which was adopted by the Ministry of Education and Science (Official Gazette of the Republic of Montenegro 21/03). Probationary period lasts for six months and is monitored by the Commission for execution and evaluation of probationary work on which register is kept. The assessment of probationary period must be explained in writing.

Teacher - trainee, who starts employment for the purpose of training for independent work, carries out traineeship according to the prescribed programme of educational work in the institution under the direct supervision of an authorized teacher (mentor) and after completing the traineeship, he/she takes the professional exam. The traineeship for teachers with post - secondary and higher education professional qualification lasts for one year. The issues of traineeship for teachers are regulated by the Rulebook on traineeship for teachers adopted by the Ministry of Education and Science (Official Gazette of the Republic of Montenegro 68/03). The Rulebook states the programmes according to which trainees get qualified for each of the education levels on the basis of which the traineeship plan is carried out. If the teacher – trainee did not take exams from pedagogical - psychological, special education or andragogical groups of subjects the institution is obliged to provide training in these areas during the traineeship. After completing the traineeship, mentor creates the report which contains descriptive assessment and explanation about the qualification of trainee for autonomous execution of tasks. The report is submitted to the Commission for professional exams.

The issues of taking professional exam are regulated by the Rulebook on taking teachers' professional exams, which was passed by the Ministry of Education and Science (Official Gazette of the Republic of Montenegro 67/03). Professional exam includes:

- 1) Drafting and defence of professional thesis
- 2) Carrying out of teaching class
- 3) Oral exam in regulations regulating the area of education and human and children's rights and fundamental freedoms.
- 4) Oral exam in pedagogical-psychological, special education or andragogical group of subjects for teachers who did not take exams in those areas.

A teacher takes professional exam in the institution in which he/she acquired the right to take professional exam. The Commission for professional exams assesses the results on the basis of the knowledge demonstrated at the exam and the mentor's report on the process of the traineeship. The Commission members are: director of the institution, mentor, pedagogue, authorized representative of the Ministry of Education and Science and authorized representative of the Bureau for Educational Services or of the Vocational Education Centre.

**The General Law on Education** (Official Gazette of the Republic of Montenegro 64/02 and 49/07) regulates the issue of professional qualification of directors of the institutions in which educational work is carried out.

The director of the institution is selected on the basis of the public competition and the submitted School Development Plan.

The person fulfilling the following conditions can be selected director of an institution:

- University-level degree,
- passed professional exam,
- five years of experience in the field of education,

The person holding a degree of post-secondary school of suitable profession may be appointed director of a pre-school institution and of a primary school.

The person who is appointed a principle is obliged to complete appropriate form of training and professional development for directors of institutions. The training and professional development of directors is organized by the Bureau for Educational Services, or by the Vocational Education Centre.

The training programme for the managers of educational institutions organized by the Bureau for Educational Services consists of six modules:

- Communication at School
- Director as a pedagogical manager of the school
- Quality of education at school
- Organisation and management
- Decision making and planning
- Change management

Training participants are obliged to prepare a final paper and to present it publicly. The topics for the paper usually include the most actual segments of the life and work at school. The main goal of the final paper is to synthesise the acquired knowledge, the development of skills and the attitudes formed during the training, as well as relevant literature and practice in education institution management. The final papers are published in collections or on a CD.

From 2006 to 2007, eight seminars for the training of the directors of vocational schools were organised under the auspices of KulturKontakt Austria. The following topics were processed at the seminar: Communication at school, School Director as pedagogical leader, Project manager, Organization and management, Legislation, People in organization, School quality, Planning and decision making. Training participants were obliged to prepare final papers after which they received certificates.

## 19. What initial and continuing training facilities are available for teachers?

The initial training of teachers is carried out at universities – appropriate faculties or academies of arts of the University of Montenegro lasting 3+1 or 4 years. Study programmes are adjusted to the principles of the Bologna Declaration. If the study programme does not contain exams in pedagogical-psychological, special needs education or andragogical group of subjects, teacher is to undergo training from those areas during the internship.

In accordance with the General Law on Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) teachers in Montenegro have got the right and obligation to continuous professional development.

Providing support to continuous professional development of teachers at pre-school institutions, primary schools and gymnasiums is the task of the Bureau for Educational Services more precisely of its Department for Continuous Professional Development. The same task, when the secondary schools are considered, lies within the domain of the Centre for Vocational Education.

During the previous period of time, the activities of the Bureau for Educational Services' Department for Continuous Professional Development have been carried out in two directions:

- Training of teachers and directors for the implementation of reform proposals,
- Setting up the system for professional development of teachers in Montenegro.

Training of teachers for the implementation of reform proposals

From 2004-2008, 6388 teachers attended 339 seminars (training programmes for the implementation of reform proposals; they lasted from one to five days), organised by the Bureau for Educational Services. The training programmes were designed for the teachers who would carry out the teaching process according to the nine-year primary schools curricula. The training was created in accordance with the requests of the educational reform and on the basis of the analysis of teachers' needs.

All training programmes are of the interactive type and they are based on understanding the learning process as an active knowledge construction, as a multiple, integrated and contextual process during which different styles of learning are respected. That is experience based learning in which knowledge is created through the transformation of experiences and through critical thinking. The training process is carried out within a group, which typically consists of 25 to 30 participants and it is given by a pair of trainers. The people who conduct trainings are trained trainers: professors of the University of Montenegro, advisors to the Bureau for Educational Services and to the Ministry of Education and Science, school teachers, members of nongovernmental organizations whose primary activity is teacher training.

Also, international organisations dealing with fostering professional development of teachers, amongst other things, organise seminars for teachers from the domain of their cooperation with the Bureau for Educational Services.

Different training programmes offered by the nongovernmental organizations from their fields of work are also available to teachers.

At the international level, available teacher training programmes are those of the Council of Europe (Pestaloci programme) and of the European Centre for Modern Languages of the Council of Europe in Graz. Active participation of teachers from Montenegro has started during this calendar year. The Bureau for Educational Services is the institution responsible for the selection of participants in these programmes.

Setting up the system for professional development of teachers in Montenegro

This system arose as a result of the project Professional Development of Teachers in Montenegro. This Project has been realised with the funds of the World Bank loan for the support of the implementation of the education reform in accordance with the Strategy on professional development of teachers in Montenegro for the period 2005-2009, of the Bureau for Educational Services' Department for continuous professional development.

The fundamental segments of this system are:

- School-based continuous professional development of teachers
- Appraisal system
- Promoted posts (teacher mentor, teacher advisor, teacher senior advisor and teacher researcher in teaching process)
- Catalogue of professional development programmes
- Teacher title standards
- Teacher trainers
- Mentorship (to a teacher-beginner)

Some segments of this system (school-based continuous professional development of teachers and teacher appraisal system) are piloted in certain number of schools and pre-school institutions for the period of one school year.

School-based continuous professional development offers opportunities for continuous professional development of every individual in the school. The implementation of the model of school-based continuous professional development of teachers has started in 2008/2009 school year at 75 primary schools. The rest of primary schools, then pre-school institutions and gymnasiums will start to implement this model from the school year 2009/10.

Each pre-school institution, primary school and gymnasium forms a professional development team headed by a coordinator. Typically, the Coordinator for professional development is a pedagogue or school psychologist. The Director of the institution/school is a member of professional development team.

Model of professional development of teachers at the level of school/pre-school institution is followed by the following documents:

- professional development plan at the school level
- individual professional development plan
- professional development portfolio

Every two years the school prepares the Plan for school-based continuous professional development of teachers, which should reflect the needs and priorities of the school, teachers and pupils. Primary goal is to improve teachers' work, and through that to improve pupils' learning process i.e. acquiring of knowledge and skills. The most frequent activities in the Plans for school-based continuous professional development of teachers are: seminars organised in the school, seminars organised by the Bureau for Educational Services, different meetings (round tables, debates, panel discussions), poster presentations, interest groups, open classes (demonstration classes), action research, professional development days etc. It often happens that two or three schools plan some of the above mentioned activities for their teachers together, especially when the realisation of the training programmes offered in the Catalogue is being planned. Every teacher also needs to have an individual professional development plan which is made for one-year period. It is a component of developmental part of his/her professional portfolio. Portfolio on the professional development of teachers is a carefully organized collection of data which illustrates professional status, knowledge, professional and personal characteristics which contribute to his/her further engagement in improving his/her own work and enhancing the quality of pupils' knowledge, as well as of the work of the school as a whole.

After two years of the implementation of activities foreseen by the plan, the school establishes the Commission for the self-assessment of the school-based professional development of teachers. When the process of self-evaluation is completed the school submits the report on professional development at the level of school for previous period to the Bureau for Educational Services – Department for Continuous Professional Development. The report becomes a component of the school's portfolio which is kept by an advisor of the Department for Continuous Professional Development. Each of the advisors in the Department for Continuous Professional Development is responsible for providing support to certain number of schools as regards planning and implementation of professional development of teachers at the level of school/pre-school institution. In order to make it easier for schools to implement the professional development of teachers at the level of school/pre-school institution, the Department for Continuous Professional

Development printed a handbook for schools in which the process was explained in details as well as all necessary instruments. Appropriate posters were printed as well. All directors, coordinators and two members of the team for the professional development of teachers at the level of school/pre-school institution from every school/pre-school institution attended one day training for the implementation of professional development of teachers at the level of school/pre-school institution.

An integral component of the system of professional development of teachers is the evaluation of teachers' performance. The purpose of introducing it is the strengthening of continuous professional development of all teachers, efficient and transparent manner of promotion, creation of the fundament for rewards according to work, fostering of transition to co-operational and participatory approach to evaluation of teachers' performance, and all that for the purpose of improvement of the quality of teachers' work. The evaluation of successfulness of teachers' work enables teachers to have a clear picture about their work, to know where they are now in respect to the previous period and to which direction they should develop themselves in order to enhance the quality of their work and to gain conditions for promotion. It also enables directors to define the overall needs of the schools, and generally to plan professional development for the following period more efficiently as well as the recognition and encouragement of good practice. The process is interactive, participatory and formative i.e. the results of the evaluation will be the basis for the improvement of work. The evaluation is carried out every two years. The Bureau for Educational Services printed the handbook for schools which contains detailed explanation of the process as well as all the necessary instruments.

All accredited programmes of professional development which are designed for teachers are consolidated in the Catalogue of programmes for professional development of teachers. The Catalogue is published once a year by the Bureau for Educational Services on the basis of public competition and established standards for the accreditation of programmes (Rulebook on the programme and organisation of the forms of professional development of teachers, (Official Gazette of the Republic of Montenegro 20/04). The first Catalogue was published for the school year 2007/008. The number of programmes in the third catalogue for 2009/2010 is 95, which is an increase of almost two and a half times compared to the first catalogue.

The accreditation of the programme of professional development is an important component of the system of professional development of teachers, and attendance of accredited programmes is one of the criteria for career advancement. The system of promoted posts which makes career advancement possible has the role of a motivating factor for continuous professional development of teachers, but also for the setting up of the level of middle management in schools. The attendance of accredited training programmes is valued with 0.5 points per one seminar day in duration of eight hours i.e. four workshops (Rulebook on Types of Professional Titles, Conditions, Manner and Procedure for Awarding Teacher Titles, (Official Gazette of the Republic of Montenegro 43/09). The acquisition of the first titles in accordance with this Rulebook is expected in the school year 2009/2010. With a view of providing support for the successful implementation of the activities which will be carried out at schools by these appointed teachers, the programme has been created for the training of teachers-holders of higher titles. Also, the Standards for professional teacher titles are available to teachers enabling them to govern the process of their continuous professional development in a clear, precise and measurable manner.

One of the important conditions for the sustainability of the system of professional development of teachers is the existence of trainers trained for the implementation of different professional development programmes. The Bureau for Educational Services created the training programme and printed the publication "Interactive training – programme for trainers". The participants of this five day training programme have been selected so far on the basis of participation in the activities on the preparation and implementation of the ongoing education reform, and in the following period it will be carried out through a public call which contains certain conditions that are to be fulfilled by the candidate and that are going to be announced on the site of the Bureau for Educational Services. So far, 92 trainers from among the teachers and advisors of the Bureau for Educational Services have been trained.

The necessity to have teachers equipped to be mentors to teachers – trainees came up with the organization of internship and taking of professional exams at the school level. The publication

Mentorship – handbook for teachers and the Programme of the work of mentors with the teacher-interns are available to the teachers. Apart from the above mentioned, the training programme which is implemented on the basis of three one-day seminars was also created. Between the seminars, teachers will have an opportunity to apply the acquired knowledge, and afterwards to exchange their experience with the colleagues. The training programme for mentors will start in the school year 2009/10.

In order to inform schools better regarding professional development, the Department for Continuous Professional Development started publishing the bulletin Professional Development of Teachers in Montenegro and so far, three issues have been published (June 2008, December 2008 and June 2009). For now, the Bulletin is published twice a year.

Professional development of teachers in secondary vocational schools is being carried out in two directions:

- Professional development of teachers in the organisation of the Vocational Education Centre
- Professional development which is organized in cooperation with international organizations.

Professional development of teachers in the organisation of the Vocational Education Centre

The Vocational Education Centre organises and carries out teacher trainings on the following topic: The structure and content of curricula and planning of educational work. Also, the Centre organises the teacher training which is carried out by the teachers as trained trainers. The topics of these seminars are:

- The new pedagogy – the principles and practice of accelerated learning;
- Student oriented teaching model;
- The new pedagogy – problem based learning and creative problem solving and key skills for lifelong learning;
- The changed role of a teacher and of learning styles.

Professional development organized in cooperation with international organisations

In cooperation with international organisations (GTZ – Germany, KulturKontakt-Austria), by participating in the implementation of certain projects, teachers are getting trained in vocational theory subjects. So far, the following seminars have been organized: Application of contemporary methods in teaching process for five areas of work: economy, law and administration, mechanical engineering and metal processing, electrical engineering, tourism and hospitality management and civil engineering.

Teachers also attended trainings conducted by the companies within the ECO-NET project (establishing, registration of “virtual enterprise”, role of teachers, role of the service centre, organizing and participating in fairs etc.)

## **E. Curricula**

**20. Decentralisation of decisions relating to the curriculum: Which are the authorities that establish the curricula at each level of education? What degree of autonomy do educational establishments have in respect of hours occupied by the curriculum, and the content of such teaching time?**

### **Preschool, primary and secondary education**

Preschool, primary and secondary education in Montenegro is carried out on the basis of the curriculum which becomes publicly valid when the Ministry of Education and Science adopts it or approves it.

The curriculum consists of the general and special section.

The general section includes: the name (title) of the curriculum; subject plans (subjects and their scope and schedule, number of lessons for individual subjects and the total number of lessons for all forms of teaching); education objectives and tasks; enrolment conditions, or those ones for the inclusion in adult education programmes; duration of education; progression for the continuation of education and acquired education (qualification).

The special section of the curriculum includes: subject curricula i.e. catalogues of knowledge (with contents and subject aims, division of classes in groups, standards of knowledge, teaching aids, preliminary list of literature, material conditions for the implementation of teaching, linkages between subjects); examination catalogues; compulsory forms of assessment and marking of pupils; conditions for progression and completion of curriculum; manner of curriculum adjustment to pupils with special needs; manner of adjustment of the adult education programmes; profile of vocational qualification of teachers and professional associates; form of organization of curriculum implementation and other issues significant for the implementation of the curriculum.

Following the principle of decentralisation, as one of the fundamental principles on which the education reform and educational system of Montenegro are based, the adoption of professional decisions regarding curricula has shifted from the competence of the Ministry of Education and Science to the competence of the councils for education, so in accordance with the provisions of the Article 22 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) the Ministry of Education and Science may not change special section of publicly valid curriculum which is laid down by a competent Council.

Accordingly, the general section of the curriculum is laid down by the Ministry, upon the proposal of a competent Council, whilst special section is laid down by:

- The Council for General Education for preschool education, primary education, general secondary education, for general education subjects in vocational education and education work in pupils` dormitories;
- The Council for Vocational Education for vocational education;
- The Council for Adult Education for adult education.

The Article 28 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) specifies that the Council for General Education, the Council for Vocational Education, and the Council for Adult Education are established for the purpose of making decisions on professional issues and providing professional support during the procedure of adopting decisions and preparing regulations from the area of education.

These councils are appointed by the Government of Montenegro for the period of six years. Their direct competences, related to the curricula, are defined by the articles 35, 36 and 37 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) and by the decisions on establishing these councils, which specify that:

The Council for General Education:

- Adopts: curricula, i.e. catalogues of knowledge for primary education and for general secondary education, as well as for general education subjects in vocational education;
- Lays down: curricula for preschool education, primary education and general secondary education, curriculum for the education of children and youth with special needs; subject curriculum for general education subjects in vocational education; validity and equal value of the curricula of private institutions from the area of preschool education, primary education and general secondary education with appropriate publicly valid curricula;
- Proposes: general part of the curriculum for primary education and general secondary education (Article 35 of the General Law on Education)

The Council for Vocational Education:

- Adopts: subject curriculum i.e. catalogues of knowledge and examination catalogues i.e. standards of knowledge for vocational and theory subjects and all kinds of examinations;
- Lays down: vocational education curricula; vocational education curricula for children and youth with special needs;

- Proposes: general part of curriculum for vocational education and for vocational education of children and youth with special needs (Article 36 of the General Law on Education)
- The Council for Adult Education:
- lays down: adult education programmes; adjusted adult education programmes ;
  - proposes: training programmes; retraining, and additional training, professional development and specialising of the employed and unemployed persons (Article 37 of the General Law on Education)

Considering the fact that the Ministry of Education and Science is primarily competent for creating and pursuing education policy, within the framework of the education reform process competent councils have been established, as well as the administrative organizations and the institutions which deal primarily with professional issues the competences of which extend to the issues of to coordination of the drafting of curricula and to the provision of support to the work of the councils which adopt them. This refers to the Bureau for Educational Services and to the Vocational Education Centre.

The Bureau for Educational Services is competent for quality assurance, including also the performing of professional tasks related to the drafting of curricula within the area of preschool education, primary education, general secondary education and general section of the curriculum of vocational education and provides support to the work of the Council for General Education.

The Vocational Education Centre is the institution which was established in Montenegro by the social partners and is competent for the area of vocational and adult education, which includes the performing of professional tasks in drafting the curricula and in the provision of support to the work of the Council for Vocational Education and of the Council for Adult Education.

The process of designing general education curriculum starts upon the initiative of teachers, vocational teachers conferences, professional associations or other interested party (including the Bureau for Educational Services) for the renewal or amendment to the curriculum. The Bureau for Educational Services establishes the commission for drafting and amending the curriculum. The Commission consists of university professors, school directors, the most prominent teachers and others.

This is followed by the tasks of coordinating the drafting or amending the curricula the draft of which is sent to public discussion which all subjects in particular area are invited to (schools, teachers, parents, general public). Appropriate proposals and comments from the public discussion are integrated in the final curriculum draft, which is sent for further consideration to the Council for General Education.

The process of drafting the curriculum in vocational education starts after the qualification structure/framework is adopted by the Council for Vocational Education. The qualification structure/framework defines occupational standards on the basis of which the curricula are drafted. The working groups which draft the curricula (catalogues of knowledge) for particular subjects are composed of the most prominent school teachers, university professors, employers and of other prominent experts who possess relevant knowledge from the given area. The draft curriculum is considered by the vocational teachers' conferences. After that, the public discussion is organised. Appropriate proposals and comments obtained by the vocational teachers' conferences and from the public discussion are integrated in the final curriculum draft, which is sent to the curriculum commission, and afterwards it is adopted by the Council for Vocational Education. The general section of the curriculum is adopted by the Council for General Education.

Depending on the results of the evaluation of curriculum implementation, the procedure of amending or adding the curriculum may be initiated, where amending requires the same procedures as the drafting. The initiative for amending or adding the curriculum can also be submitted by vocational teachers' conferences, professional associations or other interested parties, including the Vocational Education Centre or the Bureau for Educational Services.

The Curricula are laid down by the Ministry of Education and Science, at the proposal of the competent council. The Ministry of Education and Science may not change the special section of the publicly valid curriculum which is laid down by the competent council.



When laying down the special section of the publicly valid curriculum, in relation to the subject curricula that demonstrate the particularities of minorities, the Council for Minorities gives the opinion to the competent council, in accordance with the Article 15 of the Law on Minority Rights and Freedoms (Official Gazette of the Republic of Montenegro 31/06 and 38/07) which envisages that the subject curriculum for the needs of minority education and of their members contains topics from the area of history, art, literature, tradition and minority cultures.

After being adopted by the Ministry of Education and Science, as a rule, the curriculum is published in the Official Gazette, three months prior to the commencement of the application of the same.

After having a completely centralised system of drafting and adopting the curricula, the reform solutions in Montenegro have opened the space for even greater opening of the system. Apart from the introduction of elective subjects, which can be proposed by the education institutions themselves according to the needs, strategic documents opened the possibility for local community to provide 10-15% of the content, as well as for the schools to plan contents for 5-10% of the teaching classes fund for each subject. These possibilities are planned to be used in the following period.

Considering the fact that the new curricula or subject curricula are goal oriented, a teacher has got full freedom to choose methods and contents which he/she uses in order to achieve the defined standards of knowledge and goals.

### **University level education**

In accordance with the provisions of the Article 82 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03), an institution is free, amongst other things, to lay down study programmes, where study programmes for obtaining degrees and diplomas provided by the institutions have to be conceived in such a way so as to enable students to enter and exit at certain points of educational process with the awarding of points and qualifications, depending on the achieved results of every individual student, while the scope of the study programme carried out in one year is 60 credits (ECTS).

In accordance with the provisions of the Article 19 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03), an institution has, among other things, the right to:

- Offer study programme of any educational level for attaining the necessary or suitable knowledge for the purpose of achieving higher education level objectives,
- Lay down study programmes to be carried out, as well as the subjects to be studied. Develop and apply study plans and programmes and research projects independently.

The quality of the proposed study programmes and their harmonisation with the professional needs and the prescribed standards is laid down through the procedure of the initial accreditation, by the completion of which the curriculum becomes publicly valid, and implemented by the Council for Higher Education.

The standards, i.e. criteria for the initial accreditation of study programmes are passed by the Council for High Education, for the purpose of which the Council has recently passed the following acts:

- Criteria and standards for the initial accreditation of study programmes at the higher education institutions in Montenegro No. 1659, from 27<sup>th</sup> August 2009,
- Rulebook on the initial accreditation of study programmes at the higher education institutions in Montenegro, No. 05-1/5-117, from 10<sup>th</sup> February 2006,
- The request for the initial accreditation of Ph.D. studies, No. 05-1/5-580, from 18<sup>th</sup> April 2008.

The process of initial accreditation starts from the day of submitting the application to the Council for Higher Education and lasts for six months at the most, from the day of the arrival of the application. For the needs of the evaluation and accreditation of study programmes the Council for Higher Education establishes special commissions, the members of which may be foreign experts as well. The Commission which prepares the report with the proposal for initial accreditation may in its report give a suggestion for the improvement of study programme quality assurance.

In this way, it is also ensured that through the initial accreditation the validity of study programmes be laid down, i.e. study programmes appropriateness to the current quality standards and labour market, therefore after completing the accreditation the curriculum becomes publicly valid.

The Council may issue a licence to an institution by, after it has obtained the certificate on initial accreditation, where the introduction of new study programmes, degrees and diplomas for those programmes is subject to the licensing process.

The licensed higher education institution may modify the study programme up to 30 (ECTS) credits without an accreditation.

Study programmes are subject to the re-accreditation procedure within the period of five years at the most, where the re-accreditation is based on the report on the study programme quality assessment, in accordance with the standards and the procedure laid down by the Council for Higher Education.

In case an institution, i.e. study programme does not obtain re-accreditation, its accreditation is valid for the period of one year at the most, without the possibility of enrolment of students in that year, whilst the license is withdrawn if the re-accreditation is not obtained after the expiry date.

The license withdrawal act is final.

In accordance with the provisions of the Article 32 of the Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) the Ministry of Education and Science, for the purpose of realisation of public interest, may request from the institution to innovate the study plan and programme ensuring the acquirement of qualifications for teachers at public education institutions.

## 21. What is the core/compulsory curriculum in primary and second level education?

### Primary education

The General section of primary school curriculum, which has been implemented through phases in primary schools since the school year 2004/05, consists of: a) compulsory subjects and b) compulsory activities which include:

Grade	Number of classes per week								
	1	2	3	4	5	6	7	8	9
<b>a. COMPULSORY SUBJECTS</b>									
Mother tongue and literature	6	6	6	5	5	5	4	4	4
Official language (as non mother tongue)	2	2	2	2	2	2	2	2	2
Mathematics	4	4	4	5	5	5	4.5	4	3.5
Foreign Language				2	3	4	4	3	3
Visual Arts	2	2	2	2	2	1	1	1	1
Music	1	1	1	2	2	1	1	1	1
Nature and Social Studies	3	3	3						
Social Studies				2	2				
Civic Education						1	1		
History						1.5	1.5	2	2
Geography						1.5	1.5	1.5	2

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Nature and Technics				2					
Nature					2	1			
Biology with Ecology							2		
Biology								2	2
Chemistry								2	2
Physics							1	2	2
Technics and Informatics					1	1.5	1.5		
Physical Education	3	3	3	3	3	3	2	2	2
Elective Subjects							5	5	5
<b>b. COMPULSORY ACTIVITIES</b>									
Supervised learning	1	1	1						
Grade teacher classes				0.5	0.5	0.5	0.5	0.5	0.5
Days of culture, sport, technique; school in nature	10 days	10 days	10 days	10 days	10 days	10 days	10 days	10 days	10 days

As far as compulsory elective subjects are concerned, the school is obliged to offer third cycle pupils (from the sixth to the ninth grade) teaching in at least five compulsory elective subjects out of which one is a foreign language. Schools organise teaching in elective subjects by taking care of the pupils' needs and, within the framework of its staff potentials, offering pupils at least five out of totally 37 compulsory elective subjects mentioned below:

COMPULSORY ELECTIVE SUBJECTS	Grade in which it is studied	Number of classes per week
Electrical Engineering	8	1
Entrepreneurship	8	1
Research in Humanitarian Law	8 or 9	1
Medicinal Plants	8	1
Healthy Life-Styles	8 or 9	2
Literary and Journalism Workshop	7 or 8 or 9	1
Modelling	7 or 8 or 9	1
Language Workshop	9	2
Traffic Education	7 or 8 or 9	1
English Language	7, 8 and 9	3
Russian Language	7, 8 and 9	3
French Language	7, 8 and 9	3
Italian Language	7, 8 and 9	3
German Language	7, 8 and 9	3

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<b>COMPULSORY ELECTIVE SUBJECTS</b>	<b>Grade in which it is studied</b>	<b>Number of classes per week</b>
Spanish Language	7, 8 and 9	
Mathematics workshops - sets, relations, functions	9	1
Mathematics workshop - geometry	8	1
Mathematics Workshop – Combinatorics and Elementary Theory of Numbers	7	1
Interesting Geography	8	1
Measuring in physics	7	1
Oscillations and waves	8	1
Chemistry through Experiments	8 and 9	2
Digital processing and text design	7 or 8 or 9	1
Graphics development and pictures and photography processing	7 or 8 or 9	1
Creation of multimedia slide presentations	7 or 8 or 9	1
Characteristics of Marine Ecosystem	7 or 8 or 9	1
Fine Arts Workshop	7 or 8 or 9	1
Dance	7, 8 and 9	2
Sport for sportsmen	7, 8 and 9	2
Elements of Chess	7 or 8 or 9	2
Chess 1	7 or 8 or 9	2
Chess 2	7 or 8 or 9	2
Appreciating our Environment	8 or 9	2
Electrical Engineering, radio-technique and digital telecommunications	9	1
History of Religion	8 or 9	2
The European Union	8 or 9	1
Introduction to Programming	8 or 9	2

### General Secondary Education (gymnasiums)

The compulsory section of the gymnasium curriculum, which has been implemented since 2005/06 from the first grade at all schools which implement gymnasium curriculum consists of: a) compulsory subjects and b) compulsory elective contents which are studied per grades in the following manner:

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Grade	Number of classes per week			
	1	2	3	4
<b>a. COMPULSORY SUBJECTS</b>				
Mother tongue and literature	4	4	4	4
Official language (as non mother tongue) In general gymnasiums in Albanian	3	3	3	3
Mathematics	4	4	4	4
First foreign language	3	3	3	3
Second foreign language	2	2	2	3
History	2	2	2	2
Physical Education	2	2	2	2
Music	1			
Fine Arts		1		
Latin language			2	
Geography	2	2		
Biology	2	2	2	
Chemistry	2	2	2	
Physics	2	2	2	
Psychology		2		
Sociology				2
Philosophy				2
Informatics	2			
Compulsory Elective Subjects	3	3	6	8
<b>b. COMPULSORY ELECTIVE CONTENTS</b>				
Compulsory elective contents	2	2	2	1

From the approved list of compulsory elective subjects, the school which implements gymnasium curricula is obliged, in accordance with the interests of pupils and the capabilities of the school, to offer the pupils in the first and the second grade five, in the third grade eight, and in the fourth grade ten elective subjects. At the beginning of the school year 2009/10, the approved list which is used by the schools as the basis for the offering of elective subjects and which is constantly updated includes the following subjects:

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ELECTIVE SUBJECTS	Grade in which the subject is studied	Grade in which the subject is studied
English Language (third foreign language)	1-4	2, 2, 3, 3
French Language (third foreign language)	1-4	2, 2, 3, 3
Russian Language (third foreign language)	1-4	2, 2, 3, 3
Italian language (third foreign language)	1-4	2, 2, 3, 3
German language (third foreign language)	1-4	2, 2, 3, 3
Spanish Language (third foreign language)	1-4	2, 2, 3, 3
General Linguistics	1 or 2 or 3 or 4	2
The Theory of Literature	1 i 2	2, 2
Ecology and Environment Protection	1-4	1, 1, 2, 2
Biodiversity	1-4	1, 1, 2, 2
Civic Education	1-4	1, 1, 2, 2
Chemistry and Life	1	1
Art and visual communication	1-4	1, 1, 2, 2
Problem Physics	1-3	1, 1, 2
Mathematical functions in physics	1-4	1, 1, 2, 2
Communication Theory	1	1
Elected Sport	1-4	1, 1, 2, 2
Methods and Research Techniques in Chemistry	2	1
Business Informatics	2	2
Computer and Web presentations	2	2
Media Literacy	2 or 3	2
Turkish language (first foreign language)	2 and 3	2, 3
Debate	2	2
Methods of isolation and identification of organic substances	4	1
Algorithms and Programming	3 or 4	3
Biochemistry	4	3
Molecular Biology and Genetics	3 or 4	3
Music - my language	3 and 4	2, 2
Ethics	4	2
Logics	3	2
Selected chapters from physics	3 or 4	3

ELECTIVE SUBJECTS	Grade in which the subject is studied	Grade in which the subject is studied
An Individual in a Group	3 or 4	3
The Syntax of Latin Language	4	3
Sociology of Culture	3 or 4	3
Tourist Geography of Montenegro	3 or 4	3
The History of Religion 1	1 or 2	1
The History of Religion 2	3 or 4	1
The European Integrations	3 or 4	1

The school is also obliged to organise compulsory elective contents which are not included in the integral part of classes schedule and which are not assessed but which comprise the component of a school annual work plan and which can be organised in and out of the school.

Elective contents can be:

- cultural and artistic activities,
- sport activities,
- debating club,
- research work,
- voluntary social work,
- conflict resolution,
- education for tolerance, peace and human development,
- mental hygiene,
- religion and ethics,
- other contents related to the particular teaching areas and subjects.

### Secondary Vocational Education

Considering two-year vocational schools, 37.5% of total classes fund is designated for general education subjects, 9.37% classes for vocational-theory subjects, 50% for practical teaching and 3.12% for extracurricular activities. Compulsory general education subjects are: mother tongue, applied mathematics, foreign language and physical education. Also, the subjects from natural and social group are compulsory part of curricula and which subject will be in a curriculum depends on the area of work. Concrete educational profile is characterised by vocational-theory subjects and by practical teaching with the technology of occupation.

Considering three-year vocational schools, of the total fund of classes 37.8% belong to the scope of general education subjects, from 12.4 to 17.7% belong to the scope of vocational-theory subjects, from 41.6 to 50.1% belong to practical teaching and 3.12% belong to extracurricular activities. General education subjects are: mother tongue and literature, mathematics, foreign language, informatics and physical education. Also, the subjects from natural and social group are a compulsory section of curriculum, and which of the subjects will be within the subject plan depends on the area of work. Vocational-theory subjects and practical teaching are determined in relation to occupational standards which are the bases for curriculum development and characterize a concrete education profile.

Considering four-year vocational schools, of the total fund of classes 40.62% to 45.5% belong to the scope of classes of general education subjects. The scope of classes of vocational-theoretical subjects and practical teaching is from 42.18% to 46.88%, the scope of elective teaching is 9.4% and of extracurricular activities is 3.12%. Compulsory general education subjects are: mother tongue and literature, mathematics, foreign language, informatics and physical education. The subjects from nature and social group are a compulsory section of curriculum and which of the subjects will be within the curriculum depends on the area of work. The subjects of elective teaching are defined by the curriculum, where different curricula may have the same subjects in

their subject plans. Those can be the subjects that facilitate the upgrading of both general and vocational knowledge and the pupils choose individual subjects or group of subjects in accordance with their interests.

## **22. Are VET and higher education curricula modular? What arrangements exist for credit transfer?**

The implementation of the new curricula in Montenegro started in the school year 2004/2005. From the school year 2009/2010, all first grade pupils in vocational schools are educated according to the new curricula based on occupational standards with defined knowledge standards and goals. The curricula that have been developed so far are not modularised, but there are legal and other preconditions for the modularisation of the curricula for lower, secondary and post-secondary vocational education.

Fundamental guidelines for the modularisation of the curricula were given by means of the Basis for Vocational Education Curriculum Development laid down by the Council for subject plans and curricula in 2003 and amended by the decisions of the Council for Vocational Education (2006) and of the Council for General Education (2008). A module is defined as a programme i.e. organizational unit of the vocational education curricula which may include subjects and/or competencies. Modules are shaped on the basis of the analysis of occupational standards and of key and professional competencies. Modules may be compulsory and elective. It is on the basis of the analysis of the occupational standards and of the qualification structure/framework that it is determined which modules a pupil, i.e. attendee has to master in order to obtain appropriate vocational title and level of vocational education which is defined by the curriculum. If particular module corresponds to the occupational standard, it enables the awarding of vocational qualification in accordance with appropriate regulations which is defined by the curriculum. Apart from the above mentioned, the Basis for Vocational Education Curriculum Development determine the structural element of the module as well: the title of the module, general objectives of the education process, operational objectives of a module, conditions for involving and finalising the education process per module, total number of classes of pupils' activities and their credit assessment, forms of education work, testing and assessment criteria and methodical and didactic recommendations.

The Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07, Article 32) lays down that the curricula should contain subjects and modules and that they should be assessed credit-wise. This Article also prescribes that the section of the curriculum – module created on the basis of occupational standards enables the awarding of professional qualification. The Article 108a of this Law prescribes that the curricula have to be assessed credit-wise until the school year 2011/2012 at the latest.

The Article 3 of the Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08) prescribes that vocational qualification may be awarded to the university level education by the completion of a module when the publicly valid curriculum is developed on the basis of several occupational standards. The Article 6 of the Law on National Vocational Qualifications prescribes that appropriate level of education is obtained by completing all modules of publicly valid curricula for the appropriate level of education and by taking the exam prescribed for the completion of the same. The Article 10 of this Law prescribes that the examination catalogue, on the basis of which vocational qualification testing is carried out, should contain credit items. The completion of the secondary legislation will enable the application of the provisions of the Law on National Vocational Qualifications.

There is, therefore, a conjunction and harmonisation between the provisions of the Law that regulates the area of acquiring qualifications through formal education and non-formal and informal learning. The occupational standard is a common and linking element of formal education and of certifying vocational qualifications acquired through the process of non-formal and informal learning and the basis of building-up a unique system of national vocational qualifications. There are some legal assumptions for the pupils who successfully complete the module which



corresponds to occupational standard and who have left education, to obtain vocational qualification. Adults will be able to gradually acquire educational level by completing individual modules of the educational system. The persons with special educational needs will be able to acquire qualifications gradually, in accordance with their capacities.

The activities on the preparation of the Basis for Post-secondary Vocational Education Curricula Development are in progress and the concept of modularisation and credit assessment of the curricula will be introduced in post-secondary vocational education first.

Having regard to the importance of the modularisation and credit assessment of the curricula, within the framework of the IPA 2007 Project – National Qualifications Framework component, the Ministry of Education and Science planned the work on introducing the system of credit transfer and credit assessment of the curricula of secondary and post-secondary vocational education, as well as on testing the system of certifying vocational qualifications in at least one sector.

**23. Teaching of the official languages of the European Union: please describe the teaching provided at the various levels of the education system. Provide available statistics on the number of young persons or children studying the various languages.**

The programmes for learning foreign languages, at pre-school institutions, are carried out in accordance with the legally defined “specialised programmes” and their function is to meet the needs of children and parents’ special interests. Considering the fact that children in pre-school age express exceptional interest and capability in acquiring a foreign language, it is very important to encourage their interest in learning some foreign language already at kindergarten. English language is studied in four education institutions in Montenegro, and these programmes in the school year 2008/09 included 2008 children of pre-primary age.

At primary schools, the learning of foreign languages arises from the curriculum which has been in use since the school year 2004/05. Surveys have shown that Montenegro is harmonised with the majority of the European Union countries, where compulsory learning of a foreign language is introduced in the third or fourth grade of primary school. Several different models of foreign language learning are represented at the Montenegrin primary schools: early learning (from the first grade, within the form of optional instruction), regular and elective instruction of foreign languages. Regular instruction implies learning of one foreign language, starting from the fourth grade, while the introduction of the second foreign language (as compulsory elective subject) starts in the third cycle, i.e. in the seventh grade of the nine-year primary school, but as an optional subject the second foreign language can be studied from the sixth grade.

Foreign languages at primary schools, the end of the school year 2008/09 (source the Ministry of Education and Science)

Foreign Language	Number of pupils	%
English	69 679	70.60%
Italian	9 196	9.32%
French	5 538	5.61%
Russian	11 080	11.23%
German	3 020	3.05%
Spanish	183	0.19%
<b>TOTAL</b>	<b>98 696</b>	<b>100.00%</b>

At secondary schools, which implement gymnasium (general) curricula, two foreign languages are studied (the first and the second foreign language) as a compulsory section of the gymnasium

curriculum, where the first foreign language is the continuation of the learning from primary school, and the second one is most often learnt from the beginning or is the continuation of the elective language from primary school. Also on the approved list of compulsory elective subjects for gymnasium, in all four grades, the learning of the third foreign language is offered to pupils as well. The pupils of gymnasiums will be obliged to take graduation examination starting from the school year 2009/10, within which the first foreign language which was studied during the education will be examined.

As opposed to gymnasiums, in a majority of secondary vocational schools, one foreign language is studied as compulsory, but the possibility to choose another foreign language through the list of elective subjects is left open to the pupils.

**Foreign language in secondary schools, the end of the school year 2008/09 (source - the Ministry of Education and Science)**

Foreign Language	Number of pupils	%
English	27 902	62.64%
Italian	4 680	10.51%
French	2 683	6.02%
Russian	6 360	14.27%
German	2 695	6.05%
Spanish	54	0.12%
Turkish	172	0.39%
TOTAL	44 546	100.00%

Textbooks for the learning of foreign languages at primary and secondary schools are imported from different countries depending on the language,. So, the textbooks for teaching English language are imported from Great Britain (*Longman* - for the pupils and pupils of primary schools and gymnasiums and Cambridge - for secondary vocational schools), the textbooks for Italian language instruction are imported from Italy (Gerera Edizioni), for French language, the textbooks are imported from France (Cle Interforum France), for Spanish, the textbooks are imported from Spain (Difusion), and for German from Germany (Huber).

At the university level education institutions, foreign language learning is compulsory at all study programmes, and depending on a faculty, foreign language is studied during one school year at least, and at some faculties during the entire period of studies. English is the language which is studied most. At the University of Montenegro, as well as at private universities, it is possible to study some of the following foreign languages: English, Italian, French and German.

## F. Adapting to change

Please provide information on:

### 24. The identification of skill needs/deficits and the responses from the education and VET systems.

In accordance with the principle that one of the most important tasks of the educational system is continuous adjustment to the modern needs of the society i.e. labour market, through the gaining of applicable knowledge, skills and competences, in 2001, the Government of Montenegro adopted the Book of Changes which represents the basis for the implementation of the overall education reform.

The Vocational Education Centre, as developmental, advisory and research institution established for the development and improvement of secondary vocational education in Montenegro, permanently works on the creation of a flexible system of vocational education which could respond to changes that have happened on the labour market. Within the process of monitoring technical-technological changes and tendencies of developing certain areas, the Vocational Education Centre maintains intensive communication with relevant social and other partners (Employment Agency of Montenegro, scientific and research institutions...) in order to react timely to the changes and needs of the labour market.

One of the most important tasks of the Vocational Education Centre is the drafting of the curriculum that would meet the needs of the labour market. In the process of identifying the needs of the labour market and the needs for developing appropriate qualifications, the Vocational Education Centre starts from the strategic documents of the Government of Montenegro and the information on the labour market which the Employment Office of Montenegro collects during its researches.

In the secondary vocational education, the new curricula are based on the occupational standards which represent the most significant change of the reform of vocational education and of the curriculum development. They connect the labour market and education and they contain clearly described skills, knowledge and competences which a person should have, no matter if he/she acquired the qualification after completing formal education (or non-formal or informal learning).

Apart from the complexity level, professional competences, key tasks within a profession, as well as knowledge and skills required for their execution are also quoted in the occupational standard. The occupational standard is developed by the working groups consisting of the representatives of the Vocational Education Centre, employers and relevant experts from certain areas (university representatives, independent experts, school representatives etc.). The occupational standard is followed by an appropriate explanation which quotes the condition on the labour market within the sector to which occupational standard belongs, as well as current opportunities for obtaining qualification, perspectives of activity development, adjustment to the legal regulations and international comparability. Developed occupational standards are sent to the partners for opinion, after which they are to be adopted by the Council for Vocational Education and proclaimed by the Ministry of Labour and Social Welfare. Each occupational standard has its standard in the qualification structure/framework of the sector. They serve as the basis for the drafting of curricula (or modules within the curricula) and for development of training programmes. Each standard represents professional qualification and it is planned for it to be the basis for the recognition of informally acquired knowledge.

The principles which occupational standards are based on are: relevancy, flexibility, structuralism, competency basis and transparency.

Starting from the school year 2009/10, pupils of vocational schools are educated according to the new reformed curricula for two-year, three-year and four-year education process. In the new curricula, greater emphasis was put onto the acquisition of practical skills, communication skills,

informatics skills, entrepreneurship. The representation of vocational and theory subject is increased in relation to general education subjects. The subjects which enable pupils to widen their general or vocational knowledge are offered to them through elective instruction.

## **25. The adaptation of education and training to the requirements of the knowledge society.**

Education system reform in Montenegro, which officially started in 2000, is the result of the need for directing education more and more toward the future in order to respond, in adequate manner to the forthcoming period. This tendency implies qualitative, structural, organisational, and conceptual and personnel changes which would build the new educational philosophy and methodology so as to harmonize educational needs with the requests of post-industrial society. In the strategic document "Book of Changes", which represents the initial basis of the overall reform of the educational system, it is quoted that the education is needed that would be a promoter of development together with science and technology and which would, as such, satisfy the needs, interests, wishes and the ambitions of an individual who is educated.

The changes in Montenegrin educational system are based on several key principles which secure the improvement of the quality of education process. The most important of these principles are those related to the development of human resources and permanent education. The application of these principles significantly increases the qualification level in the country, the mobility of students and workers, closer cooperation of schools and companies is achieved as well as permanent adjustment to the new information technologies. Also, the horizons for new knowledge, new beginning and for the fast adjustment to the demands of the modern age are being opened through the provision of opportunities for life-long learning and through the creation of the "learning society" concept.

The education system reform, which took developed countries with modern market economies as its model, created the conditions for the decentralization of the education system, which implies the decrease of public spending and the increase of citizens' participation in financing, particularly by widening the network of private institutions.

Current process of educational reform in Montenegro has been directed toward the following activities:

- defining legal framework, or more precisely, the enactment of ten laws from the area of education;
- establishing of new institutions and advisory bodies which ensured the decentralization of the system. The newly established institutions are: the Education Office, the Vocational Education Centre, the Examination Centre, as well as expert bodies and the Council for General education (competent for primary schools and gymnasiums), the Council for Vocational Education, the Council for Adult Education, the Council for University Level Education and the Council for Scientific and Research activity;
- improvement of curricula;
- teacher training;
- training of principals/directors;
- drafting of new textbooks;
- improvement of school infrastructure;
- provision of preconditions for the utilisation of IT in teaching and learning processes etc.

### Changes at individual levels of education

Contrary to the old curricula, according to which primary school was being realised within two cycles (4+4), the new curricula, starting from the age of six, are realised through the period of nine years, within three cycles (3+3+3), where the pupils of the third cycle have the possibility to choose subjects in accordance with their affinities, capabilities and interests. At the end of each cycle, external testing of attainments has been introduced as well based on precisely defined knowledge standards for certain subjects, where the final exam at the end of ninth grade serves as an

“entrance for secondary school”. The new curricula have been realised in Montenegrin schools since the school year 2004/05.

Changes at the level of primary school led to the reform of secondary education (gymnasium and vocational education). Contrary to the previous concept of gymnasium, which implied the existence of social and natural orientations, the new concept is of general type, in which one section is devoted to general education core (compulsory subjects), and another section of the subject plan is devoted to elective subjects. The subject plans are of modern concept with clearly defined knowledge standards for each subject, thus enabling objective assessment, internal or external. Significant novelty in gymnasium education is the introduction of the graduation exam, and considering the fact that the implementation of the new programmes in gymnasium started in 2006/07, the first external graduation exam will be carried out in 2010.

Secondary vocational education reform defines the following objectives of vocational education:

- provide education and training for work and for the continuation of education for an individual, in accordance with lifelong learning principles;
- ensure qualification granting;
- development and achievement of as high as possible level of education with as high as possible percentage of population, as well as connect the obtained qualifications in different manners;
- enable choice at all levels of education, with horizontal and vertical progression.

Within the area of university level education, the reform started by the signing of Bologna Declaration in 2003 and by the enactment of the new Law on University Level Education (OG of the Republic of Montenegro 60-03). In accordance with the above mentioned, the structure of educational process is harmonised with the modern flows in Europe by laying down three levels of university level education: undergraduate, postgraduate and doctoral. The basic aspects of the study programmes at the university level education institutions are:

- undergraduate academic studies, BSc/BA (lasting three or four years),
- undergraduate applied studies Bapp (3 years),
- postgraduate specialist studies Spec, Sci/Spec. A./Spec.App (BSc/Ba/Bapp+ 1 year),
- postgraduate master studies MSc/MA/Mapp (BSc/BA/Bapp+2years),
- doctoral studies PhD (MSc+3 years)

In accordance with the Bologna Process, the following items were introduced in Montenegro:

- ECTS-European Credit Transfer System, as a measure of the scope of studies and diploma supplement as a follow-up document which describes the mastered programme;
- joint degree issued by two or more institutions; and
- defining the procedure for the recognition of the obtained qualifications in accordance with the Lisbon Convention.

Starting from the Stabilization and Association Agreement concluded between Montenegro and the European Union and from the Lisbon Strategy – the basic document on which the national strategies of the European Union Member States are relied upon, the Ministry of Education and Science drafted, and the Government of Montenegro adopted the Strategy on Scientific and Research Activity of Montenegro (2008-2016) for the purpose of creating knowledge based society. The principal task of this strategy is to foster further development of science and technology and to enhance their contribution to the development of the society, with the highest possible application of new knowledge and the creation of own knowledge and technology. Designed in that manner, the Strategy on Scientific and Research Activity of Montenegro sets out and analyses ten objectives that emphasise the importance of science and technology in the process of transformation into a modern knowledge based society.

**26. The promotion of sense of initiative and entrepreneurship as a basic competence for young people within the different levels of education.**

Systemic development and the promotion of entrepreneurial learning in the education system of Montenegro started in 2002 and flows parallel to the education reform. The dynamics and the intensity of these activities are in line with the strategic policies of the education reform. The content of the activities is conceived in such a way that it follows contemporary trends in the area of entrepreneurial learning as one of eight key competencies for lifelong learning, and the same are based on the policies and recommendations of the key European and Montenegrin documents.

The most important document from the area of entrepreneurial learning is the Strategy for Life-long Entrepreneurial learning 2008-2013 drafted in 2008, and the appropriate Plan of Action for the period 2008-2010. These documents were adopted by the Government of Montenegro. The Strategy was developed with the support of the CARDS project "Labour Market Reform and Labour Development" and of the working group consisting of the representatives of all key actors. General goal of the Strategy for Lifelong Entrepreneurial Learning is the development of entrepreneurial mind through accelerated progression in promoting entrepreneurial way of thinking in the society in a systematic manner and effective actions. The Strategy defines four key areas of action: raising awareness about the significance of entrepreneurial learning for the overall socio-economic development of the country, improvement of entrepreneurial learning in the system of formal education, improvement of entrepreneurial learning in the system of non-formal education and the monitoring of implementation and evaluation of entrepreneurial learning.

Aiming to provide quality support within the process of development and implementation of entrepreneurial learning by decision makers, in September 2008, the Government of Montenegro established the National Partnership for Entrepreneurial Learning. The National Partnership is an expert body with the task to monitor and analyse the condition in the area of entrepreneurial learning, thus providing concrete measures and directions for further development. The National Partnership consists of the representatives of relevant partners who are included in entrepreneurial learning.

Implementation of entrepreneurship learning in education has been carried out through the implementation of the subject - Entrepreneurship at all levels of education.

The subject Entrepreneurship was introduced in primary schools as an elective subject for eighth grade pupils of. The introduction of the subject Entrepreneurship in primary schools is the result of the project "Entrepreneurial Clubs in Primary Schools" implemented in cooperation with the Directorate for Small and Medium Sized Enterprises within the period 2003-2007. For pupils of the third and the fourth grade of primary school, Montenegro Business Alliance and the Centre for Entrepreneurship and Economic Development with the support of the US Embassy issued the publication "My Business".

The implementation of entrepreneurial learning at secondary vocational schools is carried out through the introduction of the subject Entrepreneurship, which is represented in subject plans as regular vocational subject or as an elective subject with the fund of 72 or 36 classes during the school year. The projects being implemented since 2002 by the national and international organisations, have significantly contributed to the implementation of entrepreneurial learning in secondary schools.

Within the project entitled "Junior Achievement", which has been implemented since 2002, the educational programme from the area of economy has been introduced in 15 secondary schools in Montenegro for the purpose of developing pupils' business and analytical skills and capabilities for making decisions in business.

The ECO NET project includes secondary economic schools i.e. secondary schools which implement the curricula from the sector of economy, law and administration. The project has been implemented by KulturKontakt – Austria in cooperation with the Ministry of Education and Science and the Vocational Education Centre since 2004. The project implies the introduction of the subject Virtual Enterprise for third grade pupils whereby virtual enterprises are established in schools. The subject Virtual Enterprise was being implemented through extracurricular activity until the school

year 2008-2009, with the fund of 144 classes during the school year, and since 2009-2010 it has been realised as a compulsory subject at the third grade of schooling with the curricula for Economic Technician and Marketing and Trade Technician. The project includes eight secondary schools within which pupils are educated for the sectors of economy, law and administration. Within this project, 40 teachers who implement this subject passed the training for its implementation, currently 16 of them are included in the training process, while 10 teachers have been trained as “multiplicators”. The handbook Economy and Entrepreneurship for teachers who teach the subject Virtual Enterprise was made in cooperation with the KulturKontakt – Austria.

Within the project “Reform of Vocational Education and Training toward Employment Improvement” which is carried out by the German Technical Cooperation GTZ in cooperation with the Ministry of Education and Science, the Employment Office and the social partners, the training from the area of entrepreneurship CEFE (Competency-based Economics through Formation of Enterprises) has been implemented since March 2007. The project was dedicated to the pupils of the final grades of six vocational schools and to the participants of the training programmes aimed at improving and developing managerial and personal capabilities for the purpose of easier employment.

The project “pupils’ enterprise” in six secondary schools is implemented in cooperation with the Norwegian non-profit organization “Business Innovation Programs” (BIP) aimed at providing pupils with the opportunity to acquire knowledge from the sector of business, to improve the necessary skills for business management, to improve educational process and make possible the employment improvement of secondary school pupils. The programme is imagined as an extracurricular activity. Within this project 12 teachers have been trained to implement the same.

In general secondary education – gymnasiums, entrepreneurship is not represented nor are there projects for the promotion of entrepreneurship and for the acquisition of entrepreneurial knowledge and skills.

In university level education, Entrepreneurship is studied as a compulsory subject at certain faculties (Faculty of Economy, Faculty of Tourism, Hotel Management and Trade).

Entrepreneurial learning in non-formal learning is not developed enough in Montenegro and is mostly limited to the persons from the Employment Office records. Apart from the Employment Office, the following partners also contribute to the development of entrepreneurial learning: the Chamber of Commerce of Montenegro, the Directorate for the Development of Small and Medium Sized Enterprises, the Development Fund, Non-Governmental organizations (the Union of Employers of Montenegro, Montenegro Business Alliance, Centre for Entrepreneurship and Economic Development, Centre for Development of Non-Governmental Organizations) employers, foreign donors (GTZ, EAR, JICA, SPARK, WIFI, Koblenc, HELP). The Employment Office implements two projects of significance for the development of entrepreneurship and the self employment of persons from the records of the unemployed: Professional development and training of unemployed persons and the Programme for continuous stimulating of employment and entrepreneurship. The trainings are implemented according to the programmes verified by the Council for Adult Education, and they are realised by employers, the institutions which deal with adult education, training centres and secondary vocational schools.

The promotion of entrepreneurial learning is carried out through the National Conference on Entrepreneurial Learning and through the organization of the national fair of virtual enterprises (mini companies).

Primary aim is the promotion of entrepreneurial learning and of the achieved results in this area in the institutions which deal with education and training. The national fair of virtual enterprises is organised once a year, since 2006 (in Budva, within the framework of the Small and Medium Sized Enterprises fair). By participating in the Fair, the pupils get an opportunity to directly acquire knowledge about the world of work and commerce, about the possibilities for further career but also to present knowledge and skills acquired through the “work” in virtual enterprises.

In 2003, the Government signed an Agreement committing itself to engage in permanent information activities within the Charter on Small Enterprises, together with other Balkan countries. These activities are being coordinated by the European Training Foundation. In this Charter, the Chapter I and IV refer to the education and training.

In the first reporting, within the area of entrepreneurship Montenegro was at the same rank as the majority of countries in the region. The achieved results in entrepreneurial learning and training were between one and three for the majority of indicators. However, after a series of activities in the area of policy, as well as in the area of activities on the implementation of entrepreneurial learning in educational institutions, according to the last report for 2009, Montenegro has been positioned on the first place in the region, together with Croatia, for the majority of indicators within the Chapter I.

## **27. The adaptation of education and training to industrial and technological change.**

Through the harmonisation of the higher education system of Montenegro with the Bologna Declaration, the study programmes at the higher education institutions in Montenegro have been designed to be adjusted with the needs of the labour market.

During the setting up of the new study programme, an institution is obliged to give in its feasibility study, the analysis of the needs for existence of such study programme, first of all, from the point of view of the labour market needs i.e. employment opportunities.

Also, higher education institutions, through the projects of the reform of the subject plan and the curriculum, analyse conditions at the labour market and they harmonise the curricula with the labour market needs.

The institutions do not finance the harmonisation of the curricula with the labour market needs only from their own resources, but also through the projects of the European Commission.

One of the Tempus projects “Opening of the University towards Society”, tends to connect education, research and innovations through the adoption of the legal framework i.e. the strategy which would refer to the setting up of better connections between the labour market, higher education and research.

Also, the purpose of the Tempus project “Virtual Industrial Network in the Western Balkan Countries” is the establishing of a regional training centre and forming regional models for the enhancement of cooperation between the university and companies, modernisation and adjustment of vocational training programmes to the needs of businesses and the labour market.

Also, WUS Austria, finances the project “Harmonisation of Curricula with the Labour Market Needs” at four faculties of the University of Montenegro.

The cooperation between enterprises and the higher education institutions is achieved based on the cooperation agreements, as follows:

### **“Mediterranean” University**

At the moment, there are agreements with:

- Hotel enterprise “Korali”;
- Hotel “Maestral”;
- Hotel “The Queen of Montenegro”;
- The Port of Bar;
- The Chamber of Commerce of Montenegro;
- The Employment Office of Montenegro;
- The Union of Employers;
- The Confederation of Trade Unions of Montenegro;
- Directorate for the Development of Small and Medium Sized Enterprises;
- “Invest Banka Montenegro”;
- “Fin Invest”;
- “CG Broker”;
- “Nex” Montenegro Stock Exchange;
- Adriatic Fair;



- Water Factory “Lipovo”
- “IBM” bank;
- “Atlasmont” bank;
- “Montenegro Express”
- “Atlas-Mont” Fund;
- RTV Atlas;
- Health Care Fund;
- Pension and Disability Fund of Montenegro (PIO);
- “Telekom”;
- “Promonte”;
- National Security Agency of Montenegro;
- “MG Soft”;
- “Cikom”;
- “Digit Montenegro”;
- “Informatics Montenegro”;
- “Infostream”;
- “Microsoft”;
- Energy Company of Montenegro - Niksic;
- “T-com” Podgorica;
- Accountants and Auditors Institute of Montenegro

### **The University of Montenegro**

#### **Faculty of Electrical Engineering**

- “Telecom” Montenegro
- “ProMonte”,
- “M-tel”;

#### **Faculty of Economics**

- Montenegrin “Telecom”;
- The Port of Bar;
- Adriatic Shipyard;
- Montenegro Postal Service;
- Hotel enterprise “Budvanska Rivijera”;
- Newspaper & publishing house “Pobjeda”;
- The Coal Mine, Pljevlja;
- Aluminium Plant, Podgorica
- Montenegro Stock Exchange, Podgorica

#### **Faculty of Applied Physiotherapy**

- Institute of Physical Medicine, Rehabilitation and Rheumatology “Dr. Simo Milošević”, Igalo;
- Special Hospital for Orthopaedics, Neurology and Neurosurgery “Vaso Čuković”,
- Home for Elderly People “Grabovac”,
- Public Health Institute of Montenegro.

#### **Faculty of Science and Mathematics**

- Montenegrin Telecom

#### **Faculty of Marine Studies**

- The Port of Bar,
- Barska Plovidba – shipping company,
- Adriatic Shipyard;
- Hotel enterprise “Budvanska rivijera”,
- Central National Library “Đurađ Crnojević”

#### **Faculty of Tourism and Hotel Management**

- Hotel “Sidro”,
- The Port of Bar,
- National Museums,
- National Park “Lovćen”
- The Institute of Physical Medicine, Rehabilitation and Rheumatology “Dr. Simo Milošević”, Igalo
- Hotel “Planinka” etc.

#### Faculty of Biotechnology

- SC “Plantaže 13. jul”
- Tažex.

Faculty of International Economy, Finance and Business; Faculty of Law Sciences; Faculty of Information Systems and Technologies; Humanities

At the moment, there are agreements with the Montenegro Business Alliance, through which the cooperation with over 500 enterprises is carried out. The Montenegro Business Alliance is a business association which gathers entrepreneurs, domestic and foreign investors. The Montenegro Business Alliance gathers more than 500 most successful enterprises in Montenegro.

Algoquin – Faculty of International Hotel and Tourism Management

In 2009, long-term cooperation agreement has been concluded between Algoquin – Faculty for International Hotel and Tourism Management, St Stefan, Miločer and HIT Montenegro, St Stefan ltd., Pržno.

Apart from this, in April 2009 the Agreement on long-term cooperation has been concluded between Algoquin – Faculty of International Hotel and Tourism Management, St Stefan, Miločer and Montenegro Stars Hotels Group ltd. Budva.

Faculty of Management in Transportation and Communications, Berane

The Faculty has concluded the Agreement on Cooperation with the Railway Transport of Montenegro SC Podgorica, Simon Voyages ltd. Berane and Nikić company ltd. Rožaje.

With a view of recruiting future personnel, certain number of companies offers students' scholarships and awards, as well as opportunity for training and employment.

## **28. The transfer of innovation and good practice in training into mainstream education and training provision.**

The source for the introduction of innovations and good practice are the experiences of the personnel of the Ministry of Education and Science, of the Education Office, of the Vocational Education Centre and of the Examination Centre, as well as the experiences of primary school teachers and other teachers gained by consulting professional literature, attending professional trainings, through the participation in seminars, study visits, information from the Internet, through their participation in international projects.

The Education Office and the Vocational Education Centre, within their competences, continuously organise professional development of employees in the area of education. Professional development of teachers is carried out through programmes of professional education which could be:

- Ordered professional development programmes;
- Offered professional development programmes.

Through the ordered professional development programmes, the Education Office or the Vocational Education Centre introduce innovations significant for the implementation of the education reform and they refer to the new subject curricula, methods of teaching and learning, inclusive education, application of ICT in teaching process.

The offered programmes are offered by individuals and organisations and they are selected according to public competition, which means that everybody is allowed to offer professional development programme if they possess knowledge and skills which could be considered as innovative or good practice.

Some schools that could be a model for others introduce innovations in the organization of work, for example:

- introduction of electronic registries in some schools;
- introduction of multimedia classrooms;
- introduction of software for the simulation of electric circuits and of measurement data processing in secondary vocational school for electrical engineering,
- introduction of quality standard in the maritime school;
- introduction of school virtual enterprises (mini companies) in secondary schools of economy,
- introduction of engine testers, devices for vehicle diagnostics;
- introduction of software for hotel operations in tourism and hospitality management professions
- organization of state school competitions in cooking and in hospitality management.

Teachers have a possibility to organise trial lessons in which they have an opportunity to inform their colleagues about the innovations in teaching process. The exchange of good practice at the level of a school or schools is enabled through the activities of the vocational teacher conferences, particularly through trial lessons and different round tables.

Innovations, as well as examples of good practice are promoted in professional and educational magazines ("Prosvjetni rad", "Vaspitanje i obrazovanje") and in that way they become available to the wider public.

The developed enterprises and successful entrepreneurs are also a source of innovations and of good practice in education. In that way the cooperation of some schools with successful enterprises and successful entrepreneurs from the area of civil engineering, transport, tourism and hospitality management was set up as well as with the representatives of automobile industry, banks etc.

Montenegro also uses the experience of other countries so as to improve its education system as an active participant in the international projects implemented by ETF, GTZ, KulturKontakt and Cards projects of technical support to vocational education financed by the European Union and managed by the European Agency for Reconstruction, British Council etc..

Aiming to provide university level education quality assurance and its continuous development, new teaching and learning methods have been introduced according to the developed systems of university level education which have proved to be functional. Below is the list of the most important ones:

1. Presentation using contemporary devices (computers, projectors, virtual methods, demonstrational recordings);
2. Information technologies - developed sites and all the information on the site, communication via e-mail;
3. Individual examples of the introduction of distance-learning.

The improvement of university level education implies continuous innovation of study programmes and their adjustment to the needs of the labour market. Within the set of reforms that are harmonised with the Bologna Declaration the contents of study programmes have been transferred at the disadvantage of students. Regarding the introduction of new programmes, it is necessary to submit the comparability with the similar study programmes being implemented at other faculties or universities.

One of the novelties regarding the engagement of the teaching staff when they are promoted to a title is the so called assessment lecture for the purpose of pedagogical capabilities assessment – presentation of one area according to pedagogical rules.

The practice that has been implemented at the university level education institutions in Montenegro is the engagement of guest professors at almost all study programmes, partly due to the lack of Montenegro's own staff. Their engagement in cooperation with the faculties, institutes and universities includes the presentation of their own scientific and research work.

Also, professor's inauguration lecture is practiced in Montenegro, as a presentation of the results of his/her own research work, for the purpose of his /her promotion to the highest academic titles.

## **29. The application of the lifelong learning principle to policies, systems and structures for education and VET.**

One of the most important education objectives set out in the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) is that education should enable an individual to develop himself/herself universally as well as to satisfy his/her needs, interests, wishes and ambitions for lifelong learning. This objective is adopted and developed through all education legislation. Also, it is emphasised through all other strategic documents that educational system should be developed in order to make it easier for every individual to develop and enhance knowledge, skills and competences which are necessary for professional development and for assurance of competitiveness on the labour market as well as for the satisfaction of needs for further learning and personal fulfilment.

The application of the lifelong learning principle in the practice of Montenegro is reflected in the following:

- Availability of all educational levels to an individual and wide educational offer -.In the curricula of lower vocational education (two year programmes), apart from persons who completed primary school and the primary school according to an adjusted programme, persons who completed seven grades of primary school and who regularly attended teaching process up to the age of 15 (incomplete primary school) can also enrol. Adults advance according to the programme in accordance with the plan for the implementation of an adult education programme which is to be adopted by the competent institution.
- Horizontal and vertical progression through the system – In vocational education it is possible to change the curriculum after the first grade, with three-year curricula even after the first and second grade in the same sector. The persons who completed the curriculum of lower vocational education can be included depending on the type of the curriculum of previous education in the appropriate grade of three or four-year curriculum by taking additional and differential exams. The persons who completed the curricula of secondary vocational three-year education can be included in the curricula of the four-year education by taking additional and differential exams. After the completion of three or four-year vocational school and after certain work experience it is possible to take craftsman examination. The persons who complete the fourth grade of gymnasium can take vocational course for certain occupational profile and obtain in that manner the educational level of four-year vocational school. The persons who completed four year secondary education can continue education at university level education institutions. The persons who completed four year vocational school can take general education graduation course and obtain in that manner the educational level of the general secondary education. The persons who passed craftsmen exam and differential exams or who completed four year vocational school can enroll in post-secondary schools.
- At all levels of vocational education there is a minimal scope of general education subjects through which it is possible to develop key competences - mathematical, linguistic and IT literacy.
- Within the framework of the Ministry of Education and Science there is the ENIC/NARIC Centre.
- The Law on the Recognition and Evaluation of Educational Documents has also been implemented (Official Gazette of Montenegro 4/08).

- The Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08) was adopted having regard to the importance of validation of non formal and informal learning for fostering lifelong learning and for the increase of educational level of the population. The implementation of this Law will enable vocational qualification to be acquired through different manners: through the acquisition of educational level in the formal education or by completing a curriculum module, but also through certification - through testing after the completion of the training programmes and through direct testing of previously acquired knowledge. The vocational qualification attained through certification can be validated in the continuation of education and in acquiring the educational level which will enable the connection between the formal education and non-formal and informal learning. The drafting of secondary regulations (rulebooks), which is to provide full implementation of the Law on National Vocational Qualifications is in progress.

The Government of Montenegro adopted the Strategy on Adult Education for the period from 2005 to 2015. The goals identified in the Strategy are:

- Enhancement of knowledge level and of the skills of employees for the purpose of achieving faster industrial growth;
- Enhancement of knowledge level and of the skills of the unemployed persons for the purpose of their faster employment;
- Enhancement of social inclusion through adult education;
- Achieving of democratic society values through adult education;
- Improvement of environment protection through the adult education;
- Utilisation of other forms of education for the purpose of personal development.

Apart from this, the Government of Montenegro adopted the Plan of Adult Education for the period 2006-2010 which among other things emphasizes that the “acceptance of lifelong learning as a realistic programme orientation is one of the most important tasks of adult education in Montenegro in respect to the fact that personal existence as well as overall social development depends on knowledge, conviction and work of every individual.” The Plan also states that the “need for continuous education and learning of citizens aimed at increasing knowledge and skills which would make it easier for them to find and keep employment and which would provide them with the opportunity to participate actively in contemporary industrial and social flows by developing themselves and by contributing in that way to the social development and thus oblige the subjects of public and particularly of educational policy to devote themselves particularly to the issues of lifelong education and learning. Montenegro has the obligation to set up the principle of lifelong learning as a general social principle and to contribute in that manner to the creation of more developed and more competitive industry and modern society.” Since 2007 the Vocational Education Centre in cooperation with local communities has been developing the Adult Education Action Plan for each municipality based on the Plan of Adult Education 2006-2010 and on the Strategy on Adult Education of Montenegro for the period 2005-2015.

In order to achieve the objectives which were set by the Strategy on Adult Education and by the Plan of Adult Education, the Ministry of Education and Science works on:

- enrichment of educational offer – preparation of shorter forms of programmes of different types in order to make education and learning more available for a larger number of citizens, for their needs and possibilities;
- assurance of equal access to vocational education and training i.e. the possibility of attaining the same qualification in different manners;
- training and professional development of teaching staff who work in education at all educational levels;
- creating conditions for the evaluation and recognition of non-formally and informally attained knowledge, skills and competences and connecting formal education with non-formal learning;
- securing conditions for better activities on informing and advising citizens on the opportunities for education in Montenegro at all educational levels;
- promoting lifelong learning concept of education and learning through different activities and public events. (e.g. the Festival of Adult Education has been organised seven times

and the preparation for the holding of the 8<sup>th</sup> Festival of Adult Education is in progress.)

The setting up of the Montenegrin Qualification Framework of is in progress for the purpose of fostering lifelong learning. Within the Strategy for Introduction of the Montenegrin Qualification Framework that was adopted by the Government in October 2008, the following activities have been planned: defining the levels and their descriptions, introduction of the system of transfer of the achieved credits for the purpose of fostering mobility and lifelong learning, introduction of Europass documents. Also, activities have been planned in relation to the common principles and procedures aimed at securing: quality assurance, non-formal and informal learning, vocational guidance and counselling and improvement of the key competences. Some of the activities which are defined by the Strategy have already started. The development of the draft Law on National Qualification Framework which will define the levels, sublevels and levels description is in progress. The ministries competent for education and labour, the Employment Office, the Union of Employers, trade unions, and the University participate in the drafting of this Law.

Significant support to the implementation should be provided by the IPA 2007 Project - the component National Qualification Framework the activities of which, among other things, are related to the qualification classification in at least one selected sector on the basis of the harmonized and acquired levels and of their descriptions and to the recognition of non-formally and informally acquired knowledge and to the introduction of credit system into the vocational education.

### **30. The integration of vocational training into mainstream education and pathways between general and vocational streams.**

The education system in Montenegro consists of pre-primary, primary, general secondary education (gymnasium), vocational education and university level education. Education is regulated by the systemic laws and by the secondary regulations (rulebooks).

Primary education lasts nine years and is compulsory. The pupils enrol in primary school at the age of six. Secondary education is not compulsory and is divided in general secondary education and vocational education.

General secondary education is carried out by gymnasiums in accordance with the Law on Gymnasium (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07). The education in gymnasiums is completed by taking external graduation exam which is a general condition for university enrolment.

Vocational education is the most complex section of the educational system and is regulated by the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07). The planning out and the carrying out of education are regulated by the principles of social partnership. It enables the acquisition of lower vocational education, secondary vocational three or four-year education and of post-secondary vocational education. The craftsman exam belongs also to vocational education in the organisation and realisation of which the association of employers is included as well. In vocational education, qualifications are classified in 14 sectors as follows: electrical engineering, geodesy and civil engineering, economy, law and administration, metallurgy, chemistry, non-metals and graphics, mechanical engineering and metal processing, culture, art and public information, agriculture, food production and processing, traffic, forestry, and wood processing, textile and leather industry, trade, tourism and hospitality management, personal services and healthcare, pharmacy and social protection.

## Numerical overview of pupils in general secondary and vocational education,

	School Year			
	2005/2006	2006/2007	2007/2008	2008/2009
Number of pupils in vocational schools	21 954	21 696	21 559	21 495
Number of pupils in gymnasiums	10 036	9 951	9 822	9 838
<b>Total in secondary education</b>	<b>31 990</b>	<b>31 647</b>	<b>31 381</b>	<b>31 333</b>

source: the Ministry of Education and Science

The ratio concerning the pupils in general secondary education and of those in vocational education is approximately the same which is presented in the table above. 30% of the overall number of secondary education pupils is in general secondary education. There is a decreasing trend with regards to the enrolment of pupils in three-year curricula. 30% of the overall number of pupils in vocational education is educated according to the three-year curricula.

The progression within particular levels and within the sector in vocational education is possible through the taking of additional and differential exams in accordance with the Rulebook on the manner and procedure of taking additional, differential and grade exams in vocational education schools (Official Gazette of the Republic of Montenegro 35/05). The progression between the four-year vocational education and university level education is regulated in the manner of disabling pupils who passed vocational examination to enrol in all study programmes but only similar ones which is defined by the secondary legislation of the University. If a pupil did not complete an appropriate occupational profile he/she can enrol desired study programme if he/she takes differential exams in accordance with an appropriate Rulebook on the criteria for the enrolment of students in the first study year which is adopted by the University.

According to the valid classification of vocational qualification, in accordance with the Decision on uniformed methodological principles for record keeping within the area of labour and on the patterns of applications and reports (Official Gazette of the Federal Republic of Yugoslavia 40/97 and 25/00) the level (degree) of education which is acquired upon the completion of the four-year vocational education and upon the completion of general secondary education is the same – level four. The progression between general secondary education and secondary vocational education was not regulated. In order to ensure better adjustment of education to the needs of an individual and connectivity between general and vocational education, the curricula of the graduation and vocational courses were introduced in education system by the Law on Gymnasium and by the Law on Vocational Education. Education, according to the curriculum of graduation course, lasts up to one year and enables pupils who completed the fourth grade of vocational school to prepare themselves for the taking of graduation exam. Education, according to the curriculum of vocational education lasts up to one year and enables pupils who completed the fourth grade of gymnasium to prepare themselves for the taking of vocational exam. Vocational Course Curriculum is to be adjusted with an appropriate curriculum of the secondary vocational education that lasts for four years. As the result of the fact that graduation exam constitutes a general condition for the enrolment at all study programmes, by completing graduation course and taking graduation exam the pupils of vocational schools have a possibility to continue education at all university level education institutions. By completing vocational course and by taking vocational exam the pupils of gymnasium have greater possibility to place themselves in the labour market.

Adults attain education according to special training programmes or in line with the curricula according to which the youth is being educated. Education providers are obliged to adjust to them time schedule of education, duration, assessment and promotion with the evaluation of the previously completed education (for example, previously attained qualification or passed exam within that qualification). The Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08) has particular significance for adults. This Law is to pave the way toward the recognition of non-formal learning and to enable adults without formal education, but with the certain competences, to demonstrate those competences and to acquire a publicly valid document on vocational qualification.

One of the objectives of curricula changes which are defined in the Book of Changes was the setting up of better relations between theoretical and practical aspects of vocational qualifications in vocational education. The objectives of education should make the development of vocational qualification possible, without neglecting the need for the development of social competences and of personal development.

The General Law on Education and the Law on Vocational Education prescribe the content of the curriculum, subject plan and educational work. The curricula drafted within the education reform have got the subject plan within which separate sections are distinguished: general education subjects, vocational and theory subjects and practical teaching. Elective subjects are the fourth section of the four-year education curricula. The ratio of the number of general education subjects, vocational theory subjects, practical teaching and elective subjects in certain levels of education is determined by the Basis for Vocational Education Curriculum Development.

In the Basis for Vocational Education Curriculum Development, which presents the most important methodological document for the drafting of curricula, it is prescribed that curricula are to have bigger internal content cohesion and interlacing of particular types of knowledge – general, vocational, practical and that it should be the basis for the drafting of curricula. The recommendations for the drafting of curricula are given in the quoted document. In the curricula for the two-year and three-year vocational education, the theoretical knowledge which is fundamental for some occupations should be studied with practical work, vocational and theoretical contents are planned and arranged with the objectives of practical education. When planning the objectives, problem based approach should have an advantage over the systematic nature of a profession. Regarding the curricula of four-year vocational education, general education subjects and contents should be connected to the vocational and theoretical ones. Vocational and theory subjects should give vocational knowledge which would be the basis for practical education of pupils in order to develop practical skills on the basis of knowledge of general principles and of the understanding of theoretical bases of work processes. The objectives of the subjects are determined according to the principles of the systematization, scientific basis and evidence.

In the two-year vocational education curricula, 50% of the overall number of lessons is designed for practical teaching process while with the three-year vocational schools that percentage ranges from 41.6% to 50.1%. Regarding the curricula of the four-year vocational school the minimum fund of practical teaching process in the subject plan is 9.37% out of the overall fund of lessons. That percentage may be higher considering the fact that a total of 46.88% of lessons are envisaged for vocational and theoretical subjects and practical teaching process. The mutual proportion of the number of lessons of vocational and theoretical subjects and practical teaching process is determined depending on the specific quality of an occupational profile. The Basis for Vocational Education Curriculum Development make it possible to determine the scope of vocational and theoretical subjects, of practical teaching process and of elective instruction with the four-year education curricula solely by the overall number of classes and percentages without schedules per particular years (grades) of education if it is required by the specific quality of the profile i.e. curriculum. It provides greater flexibility in relation to the drafting of curricula while respecting specific quality of the vocation. This possibility has not been used so far but it is planned to be used in the following phase of the drafting of curricula as well as the drafting of the curricula with clearly defined learning results.

Permanent developmental tasks of educational institutions are: creation of conditions for higher quality practical education, connectivity between education and work, securing conditions for the carrying out of the section of practical education with employers in all sectors of work and at all levels of vocational education, connectivity and interlacing of general and vocational knowledge and development of key and vocational competences, as well as the creation of conditions for the full implementation of legal solutions.



## G. Youth

### 31. What, if any, are the national strategies encompassing one or several of the following fields:

National Youth Action Plan (NYAP) is the main strategy for the young, and it was adopted on 12 October 2006 by the Government of Montenegro.

Following the adoption of this document, the Government of Montenegro appointed the Ministry of Education and Science and the Ministry of Culture, Sports and Media to take responsibility for ensuring the conditions for the implementation of this document. Afterwards, the competence for the implementation of the National Youth Action Plan was assigned to the Ministry of Culture, Sports and Media.

NYAP contains several elements. The starting point of the strategy is analysis of the situation of the young people in Montenegro concerning 9 aspects defined as priority fields in the process of exploring the needs of the youth and of consulting the relevant subjects dealing with the youth issues. Following this, the document provides an insight into the existing legal norms and regulations in Montenegro, in the region and in Europe. Major parts of the document include a five-year strategy in the 9 fields, as well as the Action Plan for the first year of the implementation of the strategy. This document also contains the proposal of measures and mechanisms for the application, monitoring and evaluation of the strategy. The strategy encompasses the following fields: education (both formal and non-formal), employment (including entrepreneurship), health, social inclusion, human rights, culture, leisure time, access to information and mobility, family.

The strategy is implemented through the annual action plans. After the creation of an annual action plan, a part of obligations is taken over by the institutions and ministries, a part is taken over by the National Youth Steering Committee, whereas some of the activities are performed through financing projects of the NGOs, various institutions and municipalities through open competitions. A total of EUR 30.000 was allocated through the competition for the 7 projects of the Youth Action Plan during 2008, whereas the amount of EUR 95.000 was allocated for 20 projects in 2009.

Furthermore, the municipalities have started to draw Local Youth Action Plans. These action plans encompass the fields comprised in the National Youth Action Plan. At present, the Municipality of Berane has the Local Youth Action Plan completed, while the Municipality of Kotor will have it completed by the end of this year. The Municipality of Budva is also currently engaged in the drafting of the Local Youth Action Plan, and the process of drafting has also started in Cetinje, Bijelo Polje and Bar. The Municipality of Berane has started the implementation of the Local Youth Action Plan, having opened a youth club.

There are also other strategies referring to these fields, the target groups of which are, among others, the young people. These include:

- Strategy for the Promotion of Mental Health in Montenegro;
- Strategy for the Prevention and Control of Chronic Non-Contagious Diseases in Montenegro;
- Strategy on Preservation and Promotion of Reproductive Health;
- Strategy to Combat HIV/AIDS ;
- National Strategic Response to Drugs 2008-2012;
- Strategy for the Suppression of Poverty and Social Exclusion;
- Strategy for the Development of Social and Child Protection;
- Strategy for Inclusion of Disabled Persons;
- Action Plan for the implementation of "The Decade of Roma Inclusion 2005 -2015" in the Republic of Montenegro
- Strategy for improvement of position of RAE population in Montenegro 2008-2012;
- Strategy on Volunteerism (in stage of preparation).

**a) Measures to develop the quality of non formal education and recognise its outcomes.**

National Youth Action Plan envisages support for the development of non-formal education for the youth, in particular for the creation and development of training programmes, as well as for providing conditions for the implementation of the programmes, in order to ensure the quality of the non-formal education.

At the annual level, the Youth Action Plans that envisage and carry out activities in all fields, including the field of education, are drawn-up.

Through the competition for the implementation of the NYAP (NPAM) for 2009, the financial assets were granted for the realization of the research on young people's needs regarding types, subject matters and modes of performing the activities outside the formal education institutions, which will provide an insight into the necessity of diverse forms of non-formal education.

Through the competition for distributing revenues from games of chances, a considerable amount of resources is granted every year (5% of the total amount) for the field of non-institutional education of children and young people, which provides funds for certain programmes of non-formal education. For example, the total amount of funds for 2008 equalled EUR 2.7 million, the 5% of which is EUR 135.000 s.

The new Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08) is based on the principle of life-long learning and its aim is to foster the principle of equal access to vocational education and training of the young people and adults, as well as equal accessibility of education for both the young and adult persons.

This Law provides for the first time the recognition and affirmation of the previously acquired knowledge and skills, as well as possibility of relating the formal to non-formal educational system.

The Ministry of Education and Science and other educational institutions carry out the work in the following areas:

- Expansion and enhancement of the education possibilities through preparation of various and diverse short-term programmes, in order to make the process of education and learning available to the greatest possible number of citizens, according to their needs and potentials;
- Development of key competences and, above all, their integration into the curricula of the regular school system, as well as into the non-formal education programmes;
- Ensuring of the equal access to vocational education and training, so that the same qualification may be attained in different ways;
- Training and professional development of the teaching staff at all levels of education;
- Connection of formal to non-formal education;
- Creation of conditions for evaluation and affirmation of both non-formally and formally acquired knowledge, skills and competences, which will be provided by the implementation of the Law on National Vocational Qualifications;
- Ensuring of conditions for better informing and counselling of the citizens on the possibilities of education and learning in Montenegro;
- Encouragement of the lifelong learning and education concept through a variety of activities and events (Adult Education Festival has been organized seven times, and the preparation of the Eight Adult Education Festival is under way).

Many non-governmental organisations implement diverse programmes of the non-formal youth education, such as: workshops, trainings on peer education, volunteering, youth work, activism, participation, health, gender equality, etc. The Government finances some of these activities through the various public competitions for the allocation of funds to the NGOs.

**b) How decentralised are the structures for youth employment on a local level – the level closest to young people – and what are the plans for the future? See also questions 6 to 8 above.**

Regarding the structures for employment, the central institution is Employment Office of Montenegro. The Employment Office has a network of Employment Bureaus and Offices in all the municipalities of Montenegro.

Namely, in 6 municipalities there are Employment Bureaus, and in other 15 municipalities there are field offices of the Employment Office.

The local Employment Bureaus, along with regular activities, also organise counselling for vocational guidance in the choice of school and job.

The advisors for vocational guidance perform selection of the candidates for the preparation for future employment or immediate employment, i.e. when the employer is known in advance. An individual treatment is carried out (which implies an interview, testing of general and particular skills, testing of personality and professional interests) and information-motivation seminars for the unemployed persons from the Office's register are held.

Occupational informing through Information books comprises the entire population of 20.000 final grade pupils and pupils in primary and secondary schools.

Moreover, the website-presentation ([www.zzz.cg.yu](http://www.zzz.cg.yu)) of vocational guidance has been created, containing a great number of topics for various categories of users. This website also includes information on the labour market, i.e. a data base on current job vacancies and job seekers in Montenegro.

There are three Centres for Information and Vocational Counselling (Guidance) in Montenegro (CIPS) within the Employment Office of Montenegro: one in the Employment Bureau in Podgorica, one in the Employment Bureau Bar and one in the Employment Bureau Herceg Novi. The expanding of the CIPS system network is planned first for all the Employment Offices, and afterwards in all the municipalities of Montenegro. The beneficiaries of CIPS are future secondary schools students, university students, unemployed persons preparing for the employment, difficult to employ persons and the employed persons seeking a new employment. [www.cips.cg.yu](http://www.cips.cg.yu)

There are several programmes carried out by the Employment Office at national and local level. Among the programmes performed with the aim of adjusting human resources to the labour market and its transformations, the preparation for employment programmes have special significance. As for the participation of the young people from the unemployed persons' register (up to 24 years old) in these activities, 1502 persons were included in various forms of preparation for employment in 2008, out of which 758 female persons, which amounts to 50.46%.

Seasonal employment is one of the most important possibilities for employment in Montenegro, which should be particularly encouraged and enhanced in the following period. This is of vital significance since every working experience offers new knowledge and skills, providing the unemployed person with new potentials for finding a long-term employment.

Public works programme is also organised as one of the forms of employment. Public works are local and national programmes of employment, organised in order to implement social protection programme, educational, cultural, communal and ecological programmes, based on socially useful, non-profit work.

The participation of the young people in these programmes in 2006 amounted to 27.2% of the total number of the persons engaged in public works. In 2007, this participation equalled 23.42%. The reduction of the participation was influenced by a higher degree of engagement of difficult to employ persons (redundancy, persons over 50 who are left unemployed due to bankruptcy of the company, financial compensation beneficiaries), which were given an advantage due to the difficulties for employment.

The Programme for Continual Stimulation of Employment and Entrepreneurship in Montenegro, known as Self-employment Programme, has been realised through the Employment Office of

Montenegro since February 1999. Since 1 September 2008, the Employment Office of Montenegro has started to realise the Innovation Programme for Continual Stimulation of Employment and Entrepreneurship in Montenegro (the Innovation Self-employment Programme), which represents a continuation of the already existing Self-employment Programme realised since 1999.

In 2008, for instance, 63 credit loans were granted for the young people up to 24 years old, the realisation of which enabled the employment of 82 persons, the granted amount being EUR 326.079.

The activities on establishing the Centre for Professional Rehabilitation in Podgorica have been intensified, with the view of forming it as an institution available to all persons that could not be employed without a support network and additional vocational guidance. Various programmes adjusted to the needs of those persons are planned to be organised in the Centre: motivation triage, psycho-social rehabilitation, work and social inclusion programmes, professional skills acquisition, team evaluation of working capacities, etc. Only after this an evaluation would be performed in order to establish whether the unemployed persons are ready for the open market, or for the protective workshops, or none of these. The programmes will be carried out by experts from different fields of expertise who fulfil the required personnel standards. The building of this Centre started on 11 December 2008.

### **c) Measures taken to encourage talent development, creative skills and entrepreneurship of young people.**

#### Entrepreneurship

National Youth Action Plan envisages, as a part of the aim to harmonise the needs for supply and demand on the labour market, a support to the entrepreneurship of young people, as well as small business development through the programmes of education and self-employment.

As part of the project Youth Social Revitalisation, carried out through the partnership of the Ministry of Culture, Sports and Media and the International Organisation for Migration (IOM), the treatment of the entrepreneurship development among young people is emphasised as one of the sub-objectives of the project.

In order to ensure firm grounds for the further social participation of young people and for the promotion of youth employment, at the end of the second year of the project (2010/2011) IOM will carry out a feasibility study of the stimulation of entrepreneurship of the young people in Montenegro. The feasibility study will analyse the present situation regarding job offers for the young, it will estimate real potential for the development of "Business Incubator" for the youth and it will propose a strategic plan for the promotion and improvement of the entrepreneurship of the young people in Montenegro.

As far as the activities of the Employment Office regarding the stimulation of entrepreneurship are concerned, a part of the already mentioned Innovation Self-employment Programme is Entrepreneurship Education. The Employment Agency of Montenegro has systematically set that no project can be financially supported with credits without beforehand providing the unemployed persons that participate in the project with the basic knowledge of entrepreneurship.

Entrepreneurship Education is backed up by the printed material consisting of two segments:

Encouraging of the self-employment – work through the interactive workshops, adapted to the potential entrepreneurs' needs.

Providing a basic knowledge of entrepreneurship – common type of lecturing that presents a solid starting point for the persons starting up a business, offering them the knowledge and skills indispensable for everyday running of the business.

What is more, some of the successful businessmen also participate in this education, sharing their experience and knowledge and thus additionally motivating the future entrepreneurs.

Activities on entrepreneurship learning in Montenegro have been carried out at different levels of education and with different scope ever since 2000. During the first several years, these activities were mostly initiated and performed by international organisations, as parts of the projects realised by these organisations. Systematic development and promotion of entrepreneurship learning started to be initiated and performed by the Montenegrin institutions in 2002, being carried out simultaneously with the educational reform. Dynamics and intensity of these activities are in accordance with the strategic guidelines for the educational reform. The content of the activities is in harmony with the contemporary trends in entrepreneurship learning, since it is one of the eight key competences of the lifelong learning, based, along with other competences, on the guidelines and the recommendations of the main European and Montenegrin documents: the Integrated Guidelines for Growth and Jobs (2005-2008) dating from 12.04.2005, “Oslo Agenda for Entrepreneurship Education” (the conference titled “Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning”, Oslo – 26-27.10.2006), “Schools for the 21ST Century” (the European Commission, Brussels – 11.07.2007) , Green Paper – Entrepreneurship in Europe (the European Commission, Brussels – 21.01.2003.), “Book of Changes” (the Montenegrin Ministry of Education and Science, 2001), Strategic Plan of Education Reform, 2005-2009 (the Government of Montenegro – Ministry of Education and Science, 2005), Strategy of Development of Small and Medium-sized Enterprises, 2007-2010 (the Government of Montenegro, 2007).

National framework for the implementation of the entrepreneurship learning was formulated in 2008 within the Strategy for Life-Long Entrepreneurship Learning 2008-2013, i.e. through the suitable action plan (adopted by the Government of Montenegro in July 2008). The Strategy was elaborated with the support of the CARDS project titled “Labour Market Reform and Workforce Development” and a working group composed of the representatives of the Ministry of Health, Labour and Social Welfare, the Ministry of Education and Science, Employment Agency, Directorate for Development of Small and Medium-sized Enterprises, the Vocational Education Centre, Union of Employers, Education Office and the NGO Development Centre. The purpose of the Strategy is to provide a list of objectives for entrepreneurship learning encompassing its development in several sectors within the five-year period. This also includes the role of entrepreneurship learning in all the institutions dealing with the stimulation and affirmation of entrepreneurial activities. The broad aim of the Strategy for Life-Long Entrepreneurship Learning is to develop entrepreneurial spirit through the faster achievement of progress in systematic and effective fostering of entrepreneurial mindset in society at large. The Strategy defines four key areas of activity: development of awareness of the importance of entrepreneurship learning for the entire socio-economic progress in the country, promotion of the entrepreneurship learning within the formal educational system, promotion of the entrepreneurship learning within the non-formal educational system and monitoring of the implementation and evaluation of the entrepreneurship learning.

In order to provide a quality support by the decision-making instances to the process of development and implementation of entrepreneurship learning, the Government of Montenegro formed the National Partnership for entrepreneurship learning in September 2008. The National Partnership is an expert body the task of which is to supervise and analyse the state of entrepreneurship learning, suggesting, on the basis of those observations, the concrete measures and guidelines for further development. The members of the National Partnership are included into strategic planning in various fields (for instance, in drafting of the national plan for economic development) referring to the life-long entrepreneurship learning. The National Partnership consists of the relevant partners’ representatives that deal with the entrepreneurship learning (public administration, enterprises, educational institutions, non-governmental organisations).

The implementation of the entrepreneurship learning into the educational system has been performed through the introducing of the subject matter called ‘Entrepreneurship’ into curricula at all levels of education.

Entrepreneurship has been introduced into primary schools as an elective subject for the eight-grade pupils. This is a result of the project called “Entrepreneurial Clubs in the Primary Schools”, which was realised in cooperation with the Directorate for Development of Small and Medium Sized Enterprises in the period 2003-2007. The subject entrepreneurship was adopted in June

2007 at the meeting of the Council for General Education. The aim of this subject is to present the pupils with the possibility to find out about the essential elements of entrepreneurship and to learn about the entrepreneurial process as a whole, starting with how to define a business idea to the practical realisation of the idea. Also, the main focus of the entrepreneurship learning in primary schools is to encourage the pupils' creativity, their coming up with the ideas, their decision-making and problem-solving process, both individually and in team-work, which will also help them take the responsibility and initiative.

Montenegro Business Alliance and Centre for Entrepreneurship and Economic Development, with the support of the USA Embassy, carried out the project called "My Business" in 2004-2007. The publication of "My Business" was intended for the third-year and fourth-year pupils in primary schools. The aim of the project was to provide the children, as well as their parents, with the basic information on the concepts of economics, to stimulate them to think of business ideas, as well as of the ways of earning money and setting up of a family company. There were 20.000 copies of this publication.

Since the school year 2009/10, the students at secondary vocational schools study in accordance with the newly reformed curricula for the duration of two, three or four years. The implementation of entrepreneurship education is realised through the introduction of the module Entrepreneurship, which is included either as a regular vocational subject or as an elective subject, with either 72 or 36 lessons during a school year. Out of the 53 four-year curricula, the subject Entrepreneurship is included in 18 curricula as a compulsory subject, which makes 33.9% on the total. It is elective subject in 13 curricula, which is 24.5% of the overall number of curricula. However, there are 22 curricula in which it is not included at all, which equals 41.5% of the total number. In three-year secondary education, out of the 28 curricula, the subject Entrepreneurship is included in 15 curricula as an compulsory vocational theory subject, which is 53.5% of the total number of curricula, whereas it does not exist as a subject in 13 curricula, which is 46.4% on the total. The subject Entrepreneurship is not included in two-year education curricula.

The aim of the subject Entrepreneurship is to introduce the students to the field of business idea and business plan, to offer them an opportunity to learn how to set up a business and register an enterprise, to help them acquire knowledge of the structure and work in particular sectors of a company, to train them for team work and teach them how to apply the modern means of communication. The projects carried out by the national and international organisations and institutions since 2002 have significantly contributed to the implementation of entrepreneurship learning in secondary schools.

Within the Junior Achievement project, a practical educational programme in the field of economics has been introduced into 15 secondary schools in Montenegro, with the aim of developing business and analytical skills and competences of the students, especially for the decision-making process. Three programmes are realised as parts of this project: Business ethics, Company programme and Management Simulation Exercise (MESE). The programmes have been carried out by the NGO Junior Achievement Montenegro since 2002.

ECO NET project comprises three secondary schools of economics, i.e. the secondary schools applying curricula in the fields of economics, law and administration. The project has been carried out by the KulturKontakt –Austria, in cooperation with the Ministry of Education and Science and the Vocational Education Centre since 2004. The project implies introduction of the module Enterprise for Practice for the third grade students, through the forming of virtual enterprises for practicing. By the school year 2008/2009, the module Enterprise for Practice was realised through the extra-curricular activities in 144 lessons during a school year (within the curricula for Economic Technician and Marketing-Trade Technician education). The aim of this subject is to endow the students with the practical knowledge and skills necessary for business through the forming of virtual enterprises and work in them, to help them apply the theoretical information acquired in the regular curriculum (a school enterprise-for-practice group is made up of 15 to 17 students). The project includes eight secondary schools in which the students are trained in economics, law and administration. Out of the total number of teachers in charge of implementing this project, 40 teachers have gone through the professional training, 16 teachers are currently undergoing the training, whereas 10 among them are qualified to become multipliers. In the cooperation with

the KulturKontakt – Austria, a handbook “Economics and Entrepreneurship” has been done for the teachers who implement the module Enterprise for Practice.

As a part of the project “Reform of the Vocational Education as a Contribution to Employment Promotion in Montenegro”, implemented by the German Technical Cooperation GTZ in association with the Ministry of Education and Science, Employment Office and social partners, training in the field of entrepreneurship CEFE (Competency-based Economies through Formation of Enterprises) has started in March 2007. The project was intended for the fourth year students of secondary vocational schools, as well as for the participants in the adult training programmes (non-formal education), with the aim of developing and improving management and personal skills for the easier employment. The following topics have been discussed and dealt with in the training sessions: drawing-up of a business plan, SWOT analyses, market research, risk analysis, production organisation, financial indicators, business analysis, success balance and comparison of financial reports.

The project called “Students’ Enterprise” is realised in six secondary schools in cooperation with the Norwegian non-profit organisation Business Innovation Programs (BIP), with the aim of providing the students with the knowledge in business and with the skills necessary for running a business (self-confidence, ability to take initiative, inventiveness, team-work, creativity), also aiming at the improvement of educational process as a whole and a higher level of employability of the students in secondary schools. This programme is conceived as an extra-curricular activity. There are 12 teachers within this project who are trained and qualified for its implementation.

In general secondary schools – gymnasiums, the subject Entrepreneurship is not included in the curriculum, nor are there any projects that would promote knowledge and skills regarding entrepreneurship.

In higher education the module Entrepreneurship is organised at some faculties (Faculty of Economics, Faculty of Tourism, Hotel Management and Trade) as a compulsory subject, which allows students to acquire the relevant knowledge and skills in entrepreneurship.

Entrepreneurship learning in non-formal education is not sufficiently developed in Montenegro, being limited mostly to the persons from the Employment Agency register. Apart from the Employment Office, the following partners also contribute to the development of entrepreneurship learning in non-formal education: Chamber of Commerce of Montenegro, Directorate for Development of Small and Medium Sized Enterprises, Development Fund, Non-governmental organisations (Union of Employers, Montenegro Business Alliance, Centre for Entrepreneurship and Economic Development, Centre for Development of Non-governmental Organisations), employer, foreign donors (GTZ, EAR, JICA, SPARK, WIFI, Koblenc, HELP). The Employment Office has been carrying out two projects relevant for the development of entrepreneurship and self-employment of the persons from the unemployed persons’ register: Vocational Education and Training of the Unemployed Persons and the Program for Continual Stimulation of Employment and Entrepreneurship. These trainings are performed in accordance with the programmes based on the occupational standards, and they are realised by employers, institutions dealing with the adult educations, educational centres and secondary vocational schools. Many seminars and workshops are organised for this purpose, covering the topics of finance, management, marketing, business communication, sale, etc.

Promotion of entrepreneurship learning has been carried out through National Conference on Entrepreneurship Learning, as well as through organizing of National Fair of “Enterprise for Practice (mini company)”.

The conferences have been held once a year since 2008 (since 2008 in Berane, since 2009 in Podgorica). The main objective is to promote entrepreneurship learning, as well as the goals achieved in this area in the institutions that implement education and training. The participants in the conferences are decision makers in the field of education and other partners at national level, representatives of the educational institutions – schools principals, teachers, pupils and school-partners at local level: companies, institutions, organisations.

The National Fair of “Enterprise for Practice” has been organised once a year starting from 2006 (in Budva, as a part of the Fair of Small and Medium Sized Enterprises). By taking part in the Fair,

the students are offered an opportunity to gain information on the business world through the direct contact, to find out about the possibilities for future career, but also to present their knowledge and the skills acquired through the 'work' in the enterprise for exercise.

The Union of Employers of Montenegro offers consulting services (business consulting for persons who intend to start up their own business, advice on the process of preparation of business plans and study for the successful running of the business, special consulting for the young future entrepreneurs, services regarding the EU standards, the quality standards an enterprise has to meet in order to access the EU market).

<http://www.poslodavci.org/>

The Business Centre Start up - Bar offers training to the young entrepreneurs under the age of 35, along with the counselling services, premises for work and access to micro-credits in order to facilitate the setting-up of new and innovative small and medium sized enterprises. BSC Bar is a part of the regional network of the Business Start-up Centres and Incubators in South-Eastern Europe (BSC Network).

Creativity, talent development

The Ministry of Education and Science grants scholarships to talented pupils and students through the open competitions.

On the basis of the established criteria, at the competition for the academic year 2008/2009, 37 scholarships were granted to talented secondary school students and 146 scholarships were awarded to talented undergraduates, which added to the previous beneficiaries of the scholarships amounts to 353 beneficiaries. The monthly amount of the scholarship is EUR 57 for students and EUR 86 euros for undergraduates.

The Ministry allocates EUR 27,527.10 per month for the scholarships for talented students and undergraduates, that is EUR 275,271.00 at the annual level.

In addition to this, the Ministry grants credits for undergraduates, which are due to be paid back after the completion of their studies. The undergraduates with the average grade 9.5 or higher do not pay back the credits.

Local and national competitions in various school subject matters are organised every year for the talented students.

The Office for International Scientific, Educational, Cultural and Technical Cooperation (ZAMTES) awards the best undergraduates of the Art academies in Cetinje: in 2008, three undergraduates were awarded EUR 1,500.00 and a laptop each, which totalled EUR 6,100.00.

ZAMTES organises the Government's Talents Camp – Bijela, Summer school of the English language, which was attended by 25 (twenty-five) students in 2008. EUR 13,125.00 euros were allocated for this activity. The total amount allocated by ZAMTES for students and undergraduates in 2008 equals EUR 52,203.00€.

In cooperation with the Faculty of Philosophy in Nikšić, a project was initiated aiming at awarding 5 (five) best undergraduates from the foreign languages departments (English, French, Italian, German and Russian language study programmes) with the training and courses abroad. The realisation of the project started last year, when the undergraduates of the English language went to the UK in order to improve their education.

The faculties also offer awards and scholarships to the undergraduates with extraordinary results and achievements.

The municipalities as well stimulate talented students and undergraduates through annual programmes of grants and awards.



**d) Measures taken/planned to encourage a healthy living for young people and physical activity with a focus on preventing and treating obesity, injury, addictions, mental and sexual health problems.**

National Youth Action Plan envisages the following objectives for a healthy living of young people:

- Objective: to increase awareness of the young people about the healthy lifestyles; sub-objectives: to raise the level of available information and knowledge about the reproductive and sexual health, as well as to reduce the consequences of unsafe sexual contacts, to promote healthy diets and practicing of sports, to raise the awareness of different addictions, to prevent all sorts of violence, to increase alertness regarding traffic accidents and to work on prevention of the similar accidents, to develop consciousness about the importance of mental hygiene of the young people.
- Objective: to offer a better information on addictions; sub-objectives: to prevent the expansion of AIDS and other diseases transferred by blood among the risk groups (intravenous drug abusers), to prevent the growth of number of drug addicts.
- Objective: to provide the young people with a better access to the health care system; sub-objectives: to create conditions for establishing of the institutions for the treatment of AIDS, to create conditions for establishing of the institutions for treatment of addictions, to create conditions for forming of the support clubs, to develop services adjusted to and available to young people, to connect health, education, recreation and non-governmental organisations and institutions in order to provide high quality health services.

Through the realisation of the Youth Action Plans in 2008 and 2009, 8 projects have been supported in order to achieve the above mentioned objectives.

In primary schools, there is an elective subject called "Healthy life-styles", designed for the eight or the ninth grade pupils.

This subject comprises 12 topics. These are: the concept of health and healthy lifestyle, anatomic and physiologic basis of the body system, healthy nutrition, personal hygiene, physical activity, defence activities, contagious diseases - HIV/AIDS, reproductive health with sex education, the influence and effect of psychoactive substances, prevention of injuries, prevention of physical and psychological violence and health ecology.

By adopting the "Health policy in the Republic of Montenegro up to the year 2020", Montenegro has joined a unique international process implementing papers of the World Health Organisation "Health for all in XXI Century" and "21 objectives for the 21<sup>st</sup> Century". The health care policy strategy established by way of this document is founded on improving the quality of health of the population, by adapting and improving activity of the health care system in harmony with financial abilities.

The youth counselling centres for the persons aged 10-14 have been opened at all health centres, having started to be operable this year.

The Ministry of Health and the Health Fund have approved the activities of the Public Health Institute of Montenegro regarding the creation of prevention and promotion programmes that will be implemented in the counselling work of the prevention centre in all health centres.

The Public Health Institute, the Ministry of Health and UNICEF have drawn up a document titled "Quality Standards of the Youth Health Care Services" which provides offering of health services with the same methodology in all counselling centres.

There are several strategies that refer to this field, encompassing the whole population, the young people included.

#### Mental Health

The Ministry of Health, Labour and Social Welfare has created the Mental Health Improvement Strategy for the Republic of Montenegro, which sets the following objectives:

- Objective 1: to improve and protect the mental health of the citizens.

- Primary prevention of mental disorders (universal, selective and indicated) and timely detection of mental disorders.
- Objective 2: to respond to the requirements and expectations of the users of services.
  - To improve quality of the services and protection of the mental disorders patients' rights;
  - To advance the legislation regarding the protection of mental disorders patients' rights and human rights;
  - To better include the users, families and the community in the process of planning, organizing and monitoring of the mental health services.
- Objective 3: to ensure financial protection in the costs caused by illness.
  - To establish mechanisms for ensuring all the necessary psychotropic medicines free of charge.

The Strategy for Prevention and Control of the Chronic Non-contagious Diseases in Montenegro will deal with the illnesses of a large socio-medical importance, also planning the activities of promotion of knowledge on chronic non-contagious diseases, risk factors that produce them, as well as on their dissemination.

Since the Strategy recognises the essential health risks, such as: hypertension (higher blood pressure), smoking, excessive consumption of alcohol, irregular diet with inadequate taking of fruits and vegetables, insufficient physical activity, overweight/obesity, high level of cholesterol in blood and other risks present not only in the life of the adults, but also among the young, the concrete measures have been proposed in order to reduce the health damaging effect of these risks. The general objective of prevention and control of the chronic non-contagious diseases is to reduce the number of premature deaths and to significantly diminish the pressure imposed by the most frequent chronic non-contagious diseases (illnesses and disabilities) by taking an integrated action for the improvement of life quality and prolonging the healthy life expectancy for all the citizens of Montenegro.

#### Reproductive health

In 2005, the Government of Montenegro adopted and started to implement the Strategy for Preservation and Enhancement of Reproductive Health. This Strategy aims at:

- a) Ensuring the implementation of the objectives of health policy, particularly in the field of pregnant women's health and infants through the application of prevention measures;
- b) Reducing the mortality rate of the newborn infants by 50%;
- c) Improving reproductive health of all the citizens, including sexual health; and
- d) Reducing the differences and inequality in the field of reproductive health.

The enhancement of reproductive health in Montenegro, according to the recommendations of the World Health Organisation for the period up to the year 2010, includes the following objectives and targets: area of decisions in the field of reproductive health, area of the safe motherhood, area of sexual abuse and violence, area of STD/HIV control, women trafficking, breast cancer, area of sexual and reproductive health of adolescents, relations with refugees and displaced persons, relations with the migrating people and the relations with elderly persons.

#### HIV/AIDS

Montenegro introduced HIV/AIDS programme in 1985, as a part of the programme carried out in the former SFRY, four years before the first HIV infection appeared in the Republic of Montenegro. Since 1987, a special attention has been given to providing the conditions for a safe blood transfusion. At the beginning of this century the Republican Commission on AIDS was formed within the Ministry of Health, with the aim to coordinate all the activities related to HIV/AIDS and to be a key reference point for this issue in the country. In June 2001, as a part of SRY, Montenegro accepted the obligations and duties ensuing from the Declaration of Commitment on HIV/AIDS adopted in New York at the special meeting of the UN General Assembly on HIV/AIDS.

Strategy for the Fight against HIV/AIDS – National Strategy on HIV/AIDS of the Republic of Montenegro was designed as a five-year framework for development, implementation, monitoring and evaluation of HIV/AIDS programme. The Strategy was based on the results of situation

analysis and response analysis of HIV/AIDS, which were completed in September 2004, on the basis of the Global Fund proposal dating from April 2004, in the workshop of strategic planning on HIV/AIDS organised by the CPHA (Canadian Public Health Association), UN TG (Thematic Group on HIV/AIDS) and UNAIDS (the Joint United Nations program on HIV/AIDS) in the spring 2002.

The National Strategic Plan on HIV/AIDS defines seven fields of priority:

1. Prevention of the HIV/AIDS expansion among the groups of special significance and vulnerability (young people, sailors, workers in the sector of tourism and hospitality, intravenous drug abusers, persons involved in a commercial sex, MSM - males who have sex with males, Roma people, prisoners);
2. Protection and prevention in health institutions;
3. Diagnostics, treatment and care of the persons with HIV/AIDS;
4. Fight against social stigma and discrimination of the persons with HIV/AIDS;
5. Policy on HIV testing;
6. Promotion of HIV/AIDS monitoring, as well as monitoring and evaluation of activities related to HIV/AIDS;
7. Strengthening of capacities and coordination within the national response to HIV/AIDS.

### Prevention of drug addiction

This area used to be defined by several Montenegrin documents – at the end of 2000 and the beginning of 2001, the expert team of the Government of the Republic of Montenegro drafted a five-year “Plan and Programme of Suppression of Drug Addiction in Montenegro”. Following that, the Government of the Republic of Montenegro adopted the Long-term Plan and Programme for the Suppression of Addiction in Montenegro. “Action Plan of Prevention of Drug Addiction among Children and Adolescents in Montenegro”, which was adopted after this, defines activities on the suppression of drug addiction for the period 2003 – 2006.

In 2007, the Public Health Institute of Montenegro took the initiative for drawing-up the National Strategic Response to Drugs 2008-2012 and the Action plan for the implementation of the activities from the Strategy for 2008/2009. The National Strategic Response to Drugs is based on multidisciplinary, integrated and balanced approach, which unifies measures and interventions directed towards the reduction of drugs supply, as well as towards the reduction of drugs demand.

This document is explicitly based on the principle of a balanced inter-sector cooperation, as well as on the principle of establishing of partnership between the State and the civil sector regarding the needs and the desired effects.

The strategic framework will define the form and the implementation of the interventions within the overall national programme, including both the government and non-government sector, and it will serve as a basis for the development of a sustainable monitoring system and system of efficient evaluation of the comprehensive national response to the problem of drug abuse in Montenegro, as well as a framework for the adopting of action plans for the following periods, along with other strategic documents and legal regulations regarding this field.

The integral part of this Strategy includes the Action Plan for 2008/2009, which provides a more detailed description and explanation on the objectives and methods to achieve them, as well as specific tasks for each factor and agency in this process.

The coordinator for the implementation of the drug policy in Montenegro is the National Office for Drugs, within the Government of Montenegro.

There are Offices for prevention of drug addiction in several towns in Montenegro (Podgorica, Nikšić, Kotor, Kolašin), and opening of these offices in other places as well is planned to be done in due time. The Offices were founded within municipal administration, in cooperation with the NGO partners (Kotor). The Offices implement prevention activities at the local level.

The Specialised Psychiatric Hospital in Kotor has hospital capacities for the treatment of psychoactive substances addicts, with around ten beds for the acidulation of drug addicts and about the same number of beds for alcohol addicts.

The public institution for rehabilitation and re-socialisation of the psychoactive substances abusers was opened in May 2008, near Podgorica.

Sport education of children and young people (school and university sports). – Within the schools, particularly in a large number of elementary schools, sports societies and sports groups have either already been formed, or are currently being formed. The extra-curricular sports activities are performed through the work of these societies. School sports societies, through the selection of six sports branches (athletics, handball, basketball, volleyball, indoor mini football and chess), are included in the appropriate system of competitions, starting from class, grade or school competition to inter-school, regional and national contests.

By stimulating and supporting the work of the Students' Sports Union of Montenegro, by means of which the entire sports development policy at the universities in Montenegro is being run, the high quality results have been achieved in the last two years. Sports societies have been formed at the majority of the university units, which participate through the system of competitions in the students sports in various sport disciplines contests, with over 3,000 students.

1,055 sports organisations dealing with 43 sports branches are registered in Montenegro. Over 35,000 sportsmen are included in the corresponding systems of competition (municipal, inter-municipal, national, inter-state, regional, European and international). Mostly young people partake in these programmes.

Practicing of sport for disabled persons is being carried out through the suitable sports clubs for the disabled persons, through municipal sports and recreation associations for disabled persons and through the Paralympics Committee of Montenegro. Apart from the fact that one of our sportsmen participated in the Paralympics Games in Beijing, with the higher quality and better organised system, the higher results could be expected.

There is a considerable number of NGOs that perform important activities and programmes, initiating the work of drawing-up of the relevant strategies and legislative solutions in the field of young people's health, and/or working in partnership with the competent institutions. (Some of these include CAZAS, Juventas, Sigurna ženska kuća (Safe Women's House), SOS telephone for women and children who are victims of violence, 4Life, Preporod (Re-naisance), Forum MNE, etc.).

**e) Measures taken/planned to ensure full participation of youth in society, and to promote greater social involvement of young persons within the framework of the social and institutional democratisation process.**

National Youth Action Plan envisages the following objectives for the participation of youth in society:

- Objective: to increase the number of young people who are involved in decision-making processes; sub-objective: involvement of young persons in development and implementation of other policies (strategies, laws...); to change and develop awareness of importance of the active inclusion of young people; to influence the opening of political space for participation of youth.
- Objective: to provide young people with information and understanding of the values of civil society; sub-objectives: information and education of the young for the participation in democratic processes.
- Objective: strengthening of cooperation and understanding between the NGOs, the State and the citizens; sub-objectives: to enhance the work of non-formal/formal organisations/institutions/groups etc. dealing with the youth issues; to define efficient and transparent communication with the ministries, industry, media, NGOs that work in the interest of young persons.

While realising the Youth Action Plans for 2008 and 2009, the Ministry provided a financial support for four projects from this field.

In order to support implementation of the National Youth Action Plan (NYAP), conditions in terms of space and technical feasibility for the establishment of Youth Office within the Ministry of Culture, Sports and Media were provided, which will serve, among other things, as a central point of reference for the realisation of the NYAP, as well as for the development of the local youth action plans. The Office started to work on 10 March 2009, and is currently engaged in implementation of the NYAP for 2009, as well as in the implementation of the Youth Social Revitalisation project.

The project Youth Social Revitalisation in Montenegro aims at promoting social participation of young people through partnership with relevant institutions (the Ministry and the Government's bodies, local structures and NGO sector) that deal with the youth issues and work with young people. The project will work towards intensification of the development and implementation of the strategies and measures that ensure a better socio-cultural inclusion of young people in Montenegro. The project is carried out in cooperation with the International Organisation for Migration (IOM) and it is financed by the Italian Government. The project envisages the following activities: the activity of strengthening capacity of all the structures that work on the NYAP implementation; the activity of mapping of the youth situation in Montenegro and of all the programmes available to them; the support to the organisations dealing with the youth issues; organisation of round tables in 10 municipalities on the youth-related topics; creating of a website that would offer information on and promote the activities of the Youth Office and the Ministry, as well as provide information on all other youth-related issues; organising and announcing of competitions for funding the youth projects; organising of regional conferences and exchange of the young people from Italy and Montenegro; creating a feasibility study for stimulating youth entrepreneurship in Montenegro.

The Ministry also plans to realise the initiative on drafting a youth law, which will regulate the youth issues in terms of legislation. The realisation of this initiative is planned to start during 2010.

In addition to this, the municipalities have also started to draw-up Local Youth Action Plans. At present, the Municipality of Berane has the Local Youth Action Plan completed, Kotor is due to have it completed by the end of this year, Budva is currently engaged in drawing-up of a Local Youth Action Plan, whereas the drawing of these plans has also begun in Cetinje, Bijelo Polje and Bar. The Municipality of Berane has already started to implement the Local Youth Action Plan by opening of a youth club. The Municipality of Bijelo Polje is working on the opening of a local Youth Office. These municipalities work on the drafting of the Local Youth Action Plans with the support of non-governmental organisations which were the Government's partners in the creation of the National Youth Action Plan (Forum MNE, Proactive).

There are pupils' parliaments at primary schools, communities of students in the secondary schools, whereas the university students are represented by the students' parliaments.

Non-governmental organisations that work with the young people contribute significantly to the creating of conditions for participation of youth in society, encouraging their involvement, whereas some of these organisations are even directly and explicitly oriented towards increase of youth participation (Forum MNE, Proactive, ZID, Centre for Civic Education, Juventas, Cazas, etc).

The Ministry of Culture, Sports and Media, which is competent for the youth issues, develops partnership with the non-governmental organisations and endeavours to support the projects and initiatives that regard the participation of young people. Backed up by the Youth Office, the Ministry is highly oriented towards the strengthening of youth and fostering of participation of youth in social process.

**f) Measures taken/planned to develop the provision of facilities and adoption of policies to prevent poverty and social exclusion of young persons, in particular among disadvantaged youth groups.**

The Ministry of Health, Labour and Social Welfare has prepared the innovated version of the "Strategy for Reduction of Poverty and Social Exclusion (SSSI)".

SSSSI is directed towards the inclusion of the marginalised groups into all spheres of social life. The notion of 'inclusion' connects economic and socio-psychological aspects of the standard of living. SSSSI suggests measures for directing social policies towards the vulnerable groups, in order to prevent the poverty being the cause of marginalisation and limited social participation of these groups.

For that reason, this Strategy is based on four key areas. These are: health care, education, social protection and employment, since they are crucial factors on which the promotion of social and economic positions of the vulnerable groups depends.

The Strategy for the Development of Social and Child Protection is aimed at developing of an efficient service network, at building of institutions and granting of basic rights to ensure the protection of families, individuals and groups in the least restrictive surroundings, with the engaging of their potentials that could remove or alleviate the basic risks to which they are exposed, based on the principles of decentralisation and participative decision-making in which all social agents have equal responsibilities and possibilities to offer and finance services of the social and child protection, making those services equally available to all the beneficiaries and making them effective in offering support to the vulnerable groups.

The Law on Professional Rehabilitation and Employment of Disabled Persons, published in the Official Gazette 49/08, on 15 August 2008, stipulates the procedure of the professional rehabilitation for the purpose of faster employment of those persons, it establishes a quota system of the obligatory employment, it specifies the procedure of establishing and operating of the special organisations for the training and employment of the seriously disabled persons, which cannot be employed under common circumstances, it envisages special facilities for the employment of persons with a disability, it lays down the competences and procedure for establishing of the Fund for Professional Rehabilitation and Employment of Disabled Persons.

When it comes to the young disabled persons, this Law also lays down the establishing and putting into practice of the working centres, in which work and therapeutic activities would be performed, along with the activities of protection of these persons, as a part of rehabilitation and habilitation of seriously disabled persons.

The Strategy for Integration of Disabled Persons aims at improving the position of disabled persons in Montenegro and at including them into all social spheres on the equal grounds and in accordance with the social model of access to disability. Protection and promotion of disabled persons' rights is possible to achieve through the programmes which contribute to the creation of a more efficient system of: health care, social welfare, pension and disability insurance, educational, professional training and employment, culture, sports and recreation, and providing an accessible and supportive surroundings.

In order to realise this Strategy, the drawing-up of action plans for the period of two years is also envisaged, which will provide a precise definition of the activities and agents due to perform them.

In the period from 1 January to 11 December 2008, 42 young persons with disability were included into employment policy programmes. The public work programmes included 33 persons, i.e. 78.57%.

In 2008, working premises for three young disabled persons were set up and furnished.

The activities on the setting up of the Professional Rehabilitation Centre – Podgorica have been intensified. It is planned to form it as an institution for all persons who are not employable without the support network and additional vocational training and guidance.

As far as RAE population is concerned (Roma, Ashkali, Egyptians), in January 2005, the Government of the Republic of Montenegro adopted a document titled Action Plan for the Implementation of "The Roma Inclusion Decade 2005 - 2015" in the Republic of Montenegro, by which it was committed to take the necessary steps towards a general improvement of the position of Roma population and a higher degree of integration and socialisation of this group into the Montenegrin society, which represents a concrete contribution to the implementation of the Decade of Roma Inclusion in Montenegro. This document and activities regarding its implementation make

part of larger social efforts and activities, i.e. of a project of reducing poverty in Montenegro, since Roma population is the most disadvantaged in this sense.

The Strategy for the Improvement of the Position of Roma Population in Montenegro 2008 – 2012 is a special document, adopted in 2007, which represents a number of specific measures and activities to be taken in the course of the next four years of legal, political, economic, social, urban-communal, educational, cultural-informative, health and any other necessary character, of subjects responsible for them, timelines and financial costs of, above all, the bodies of the Government of Montenegro, with the aim of improving a general position of Roma population and its integration into social tendencies. Even though the responsibility of the Government is of primary and crucial importance in this matter, the implementation of the Strategy requires coordinated, joint and synchronised efforts and activities, in the financial and every other aspect, of the entire international community embodied in the Council of Europe, OSCE and EU, as well as of the organised civil sector in Montenegro, particularly various non-governmental organisations dealing with the protection and promotion of human and minority rights.

In 2008, EUR 400,000 were allocated for the realisation of this Strategy through 24 programmes.

In 2009, the funds for 6 projects concerning education, information and participation of Roma population were allocated through a public competition. Apart from this, a particular emphasis was also placed on the housing issue and improvement of living conditions of Roma population, especially after the insight into the situation in the field. Therefore, the funds for three projects were allocated: the Municipality of Berane – the building of 5 residential units, the value of which is EUR 60,000; the Municipality of Bijelo Polje – 15 residential units, EUR 150.000 and the Municipality of Nikšić, in partnership with the Centre for Social Work and the Roma NGO called “The Beginning” – 9 residential buildings – EUR 180.000. In addition to these funds, allocated by the Government, i.e. the line Ministry, the municipalities have also invested their assets, both financial and land recourses.

There are other examples of the projects aiming at the improvement of the position of RAE population:

Education from functional literacy to vocational training – This project was carried out in cooperation with the Roma Education and Scholarship Fund, the Vocational Education Centre and the German Agency for Adult Education (DVV International), and a larger part of the costs was financed by the European Agency for Reconstruction and Development. So far, 60 members of RAE population have completed training for assisting jobs in the area of construction, hospitality and personal services. Apart from this training, most of the candidates acquired basic knowledge in informatics and passed the driving test (category B).

Within the UNDP project aimed at improving the position of RAE population, 23 persons are included in the training programmes for the jobs in the field of hospitality and personal services.

In cooperation with the Youth organisation – “Juventas” from Podgorica, the projects regarding vocational guidance of children and adolescents are realised in the residential areas “Budo Tomović” and “Under Trebjesa” in Nikšić, in which 30 young Roma persons participated. The projects aimed at acknowledging the capacities of the participants, as well as those of the non-formal educational system and labour markets demands.

The Red Cross of Montenegro performs numerous activities concerning RAE population in all towns in Montenegro.

A considerable number of NGOs organises various programmes regarding the improvement of the position of Roma population.

Many laws insist on equal possibilities for everyone, thus, for example, the Labour Law prohibits discriminatory behaviour in relation to age, providing special protection for the employees under the age of 18 (with the written consent of a parent, adoptive parent or guardian, provided the job is not health hazardous and that working hours do not exceed full time or involve work by night, etc.) and ensuring that young people have equal rights regarding social insurance, education, vocational training, safety at the work place.

Article 3 of the Law on Sports also stipulates that sports must be based on the principle of equal availability for all regardless of race, gender, colour of the skin, language, religion, nationality, social background, political or other convictions, property or other personal features.

**g) Measures taken/planned to facilitate the mobility of volunteers from the EU, including candidate countries, for long-term activities (6 months to 12-18 months) in terms of residence permits, insurance, etc.**

There are three non-governmental organisations that are accredited by the European Commission for sending, hosting and coordinating EVS volunteers. These are ZID, Svetionik (The Lighthouse) and Forum MNE. These organisations provide the young persons from Montenegro and Europe with the opportunity to volunteer through the exchange between Montenegro and other European countries.

Furthermore, the NGO ZID and its partners are currently engaged in the process of drafting a national strategy on volunteerism that would regulate the issues in this field.

Association for Democratic Prosperity – ZID implements the project “Public campaign for the support of legal regulation of the volunteer work”, with the support of the Open Society Foundation. The aim of the project is to foster recognition and adoption of the strategic and legislative frameworks, which is an essential condition for the development of volunteerism in Montenegro.

After 18 months of work on the concept of volunteerism development, after the analyses of the present situation in the country and comparative experiences in the region, European Union and the world; after the drawing-up of the Agenda of the strategy on the development of volunteerism in Montenegro and after an exhaustive debate in which over 150 representatives of the ministries, directorates and local and national institutions, as well as religious and non-governmental organisations took part, a draft version of the Strategy on Volunteerism Development in Montenegro was produced. ADP – Zid participated in the drafting of this strategic document as the National Volunteer Service and the main initiator of the whole process.

Realisation of the project “Public campaign for the support of legal regulation of the volunteer work” will involve the activities aiming to increase the participation of the NGO sector in the process of decision-making regarding the achievement of the EU standards and good practice in legal regulation of the volunteers’ work. Moreover, the project will contribute to the drawing up of the Law on Volunteerism and to the realisation of the activities envisaged by the Strategy on Volunteerism Development and the Strategy on Cooperation between the Government and the NGO sector. The realisation of this project is intended to raise the awareness of the decision-makers and of a wider public concerning the need for active participation of the citizens in the development of the community, as well as the need to increase solidarity and to change the citizens’ attitude towards the State and society in whole. This project will also contribute to the evaluation of importance of the volunteering and to the acknowledgment of the effect that volunteering has in the democratisation process and political life in Montenegro.

Following the completion of the Law on Volunteerism, the draft will be submitted to NGOs and relevant institutions so that they can provide commentary. After the feedback, the central debate will be organised in Podgorica, with the aim of making the concept of the Law transparent and understandable to all interested parties in the way in which its implementation is envisaged. Final recommendations of this meeting will be included in the working version of the document and submitted to the Ministry of Health, Labour and Social Welfare for the finalisation and subsequent sending to the Government and the Parliament for adoption.



**h) Measures taken/planned to support and recognise Youth work.**

NGO Forum MNE works on the recognition of the youth work as a profession. Forum MNE, in cooperation with the Faculty for Education and Communication - Jonkoping, Sweden, has been implementing the university programme Leadership and Developmental Community Youth Work since 2002. For the last two years, this programme has been realised in cooperation with the Faculty of Philosophy in Nikšić as a one-year independent programme. At the Sociology Department, two optional modules have been introduced – Youth work I and Youth work II, whereas this organisation, together with the institutional partners, works on the further solutions regarding the form of realization of this course.

These are some of the activities organized by Forum MNE and its partners regarding the recognition of youth work:

- On 31 January 2008, the meeting of experts was held in Podgorica on the topic “Steps toward the recognition of the profession of Youth workers”. On that occasion, in the presence of all the interested parties (organisations and institutions), Youth work is estimated as a necessity in Montenegro, as a part of the structured care for the young persons.
- A new study - “Youth worker’s profession” – was created as a response to some of the recommendations from the meeting.
- As a third step, the study was offered for a public hearing and open debate to all the relevant institutions and organisations of the civil society.
- Following the public debate, the comments were included and a request was sent to all the institutions to initiate the process of recognition of youth worker and youth leader as a profession.
- The meetings with the Ministry of Health, Labour and Social Welfare, with the Vocational Education Centre, with the Employment Office and the Ministry of Education and Science were held. Clear guidelines on further steps were obtained as a result of these meetings.
- In July 2008, Forum MNE, the Employment Office and the Vocational Education Centre initiated the process of recognising this profession.
- Forum MNE also prepared, and the Vocational Education Centre adopted, professional training programme for the Youth leader.
- This organisation is included in the regional Tempus project, which entails activities on the recognition of Youth work in Montenegro.

This organisation is also running youth clubs in several towns, in partnership with the municipalities and local communities (Kotor, Bar), whereas the youth club in Berane was opened as a part of the implementation of the Local Youth Action Plan, created by the Municipality of Berane in partnership with Forum MNE.

The National Youth Action Plan also envisages measures to support opening of the youth clubs.

**32. Which institution is in charge of the overall coordination of youth issues in the country?**

The Ministry of Culture, Sports and Media, Sector for Sports and Youth is in charge for the overall coordination of youth issues in Montenegro. In order to support the project Youth Social Revitalisation, as well as the entire implementation of the National Youth Action Plan (NYAP), the Youth Office was opened within the Ministry that, among other things, will be the central point of reference for the realisation of the NYAP, as well as for the development of the Local Youth Action Plans.

The Office started to work on 10 March 2009, and is presently engaged in the implementation of the NYAP for 2009, as well as in the implementation of the Youth Social Revitalisation in Montenegro project. The Ministry and the Office cooperate with the Youth Advisory Council founded by the Government as a monitoring body which will supervise the implementation of the

National Youth Action Plan. This body creates the annual Action plans for the realization of the NYAP and monitors their application. The Youth Advisory Council consists of 11 members, representatives of the NGO sector and different ministries.

**33. Would you be interested in participating in the structures established under the Open Method of Coordination?**

Yes.

Montenegro is willing to harmonise its policies and practice regarding the youth issues with the policies and practice of the EU countries, and finds that the Open Method of Coordination is an excellent manner in which that process should be carried out. The exchange of experience, information and knowledge with the EU partners is a significant resource for the youth development in Montenegro.

**Access to education of EU citizens**

**34. Education of children of EU nationals: please provide information on the estimated number of EU nationals working in your country and having children residing there at the age of compulsory school attendance under Montenegrin law. Please indicate whether there are special provisions for education of these children (such as free of charge courses of the Montenegrin language) and what are their main countries of origin.**

According to the data of the Ministry of Interior and Public Administration, there are 177 EU nationals that reside in Montenegro on the basis of work and employment and 26 EU nationals engaged in a seasonal work, with 8 children at the age of 6 – 14, which is the age of compulsory primary school attendance for Montenegrin citizens.

Even though the Article 11 and 12 of the General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07) specifies that the school is required to provide the pupil who attends the classes in non-native tongue with an appropriate help in learning the language in which teaching is delivered, as well as that the lessons may be held in a foreign language if thus approved by the Ministry of Education and Science, according to the data provided by the Ministry of Education and Science, there were no such requests by the parents, and therefore the children of the EU nationals have not used the existing special provisions regarding the overcoming of the language barrier in their education.

Out of the total number of 8 children at this age, 1 child is the Italian citizen, 3 children are the citizens of Great Britain, 2 children are the citizens of the Republic of Slovenia and 2 are the citizens of the Republic of Austria.

**35. Equal access: describe arrangements to ensure equal access to education and training regardless of gender, ethnic origin, religion or disabilities.**

The Constitution of Montenegro guarantees the right to education under equal conditions, and primary education is compulsory and free of charge.

The General Law on Education (Official Gazette of the Republic of Montenegro, No. 64/02, 31/05 and 49/07) provides the equality for all citizens of Montenegro in exercising the right to education, regardless of nationality, race, gender, language, religion, social background or other personal attributes. The laws for specific fields of education define the objectives of education resulting from

the generally accepted, universally recognised values of a democratic society, as well as from the particular national values, rooted in the culture and tradition of the people who live in Montenegro, which provides possibilities for a many-sided development of an individual, regardless of gender, age, social and cultural background, national and religious affiliation, and psychical and psychological constitution.

Everyone has equal rights and obligations in schools, and everyone is given an equal chance for education.

Inspection and supervision regarding the observance of the law, regulations and general acts at educational institutions (from pre-primary to higher education institutions) are performed by the Education Inspection, as an organisational unit of the Ministry of Education and Science.

Equal access to the acquisition of knowledge and education for all citizens is also provided by appropriate location and grouping of public institutions on the territory of Montenegro, which are established in accordance with the network of schools, adopted by the Government.

Public educational institutions function as non-profit organisations and are entirely financed by the public revenues, and therefore cannot demand participation fees from the pupils/students, i.e. attendants, for the schooling costs.

The law provides the liberalisation of the possibility of establishing educational institutions, with the view of enriching the offer and extending the range of choices for the right to education, in compliance with the desires of the parents and affinities of the children. The sole limitation refers to the establishing of primary school, i.e. a foreign legal or natural person may found a primary school only for the education of foreign nationals. The State encourages the expanding of private institutions network at all levels. For that reason, the Law stipulates the possibility for the State to finance those private institutions which perform widely relevant curricula, provided that they fulfil the required conditions, which must be set and verified by the Ministry.

Foreign nationals can receive the same education as the citizens of Montenegro under the conditions of mutuality. The foreign nationals with a temporary or permanent residence in Montenegro are equal in their right to education with the citizens of Montenegro, in accordance with the specific law.

A Montenegrin citizen, a foreign national or a person without citizenship, who has a legal interest, have a right to recognition, i.e. evaluation of a certificate of education attained in a foreign country, which is carried out by the Ministry of Education and Science. The exception refers to the recognition of a foreign document of education for the sake of continuing higher education, this being the competence of the accredited higher education institution.

The law regulates the issue of language usage at schools where the majority or a significant part of the population consists of members of ethnic minorities and other minority communities. At these schools, the classes are taught in the language of those minorities, with the obligatory teaching of the official language (the Montenegrin language), which ensures equal access to education for the members of both majority and minority nations. Curricula for the education of the members of ethnic minorities and other minority communities contain subjects from the field of history, art, literature, tradition and culture of those minorities, and in the procedure of defining and deciding on the particular parts of these curricula the opinion of the ethnic minority council is requested.

Teaching of the persons with special needs who use manual alphabet is performed using the manual alphabet and signs of that language.

Pre-primary education includes the children up to the beginning of the elementary school, in line with the Law on Pre-primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07).

The children at the above mentioned age can be admitted to a pre-primary institution if a medical certificate from a doctor-paediatrician that the child does not suffer from an infectious illness is provided, in line with the statute of the institution. If the number of the applicants exceeds the number of available places, preference shall be given to the children on the basis of the following criteria: the family's income, employment of both parents, employment of the mother, as well as the number of children of the pre-primary age in the family. The children having no parental care and

the children whose parents are beneficiaries of the family material support are given preference upon the admittance into a pre-primary institution. Upon the admittance, the parents submit evidence on fulfilling the legal requirements and the conditions of entrance prescribed by the statute of the pre-primary institution. The parents are not obligated to provide the information regarding ethnic background, religious or other affiliation, which generally contributes to ensuring equal access to the pre-primary education and upbringing of the children with different personal attributes.

The expenses of nutrition of the children at pre-primary institutions whose parents are beneficiaries of the family material support are financed from the Budget of Montenegro.

The Law on Primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07) lays down that the primary education is compulsory for all the children from the age of six to the age of fifteen, and that the child's parent, or guardian is duty-bound to provide the child with an opportunity to fulfil the primary school obligations. The Law sets mechanisms for fulfilling primary school obligations. Namely, it is established that the competent body of the local government must submit by the end of every February a list of all children at the age of school attendance to the schools belonging to their areas of residence, and that the parent, or guardian of the child who does not attend the school, or is not enrolled in the school, must be punished for the offence, in compliance with the Law. Furthermore, the Law stipulates the obligation for the school to submit charges to the Education Inspection against the parent who did not enrol the child at the age of compulsory school attendance in school, within 15 days from the enrolment deadline at latest. Parent may also organise primary education at home, in line with the law. Primary education is free of charge and there are no fees involved.

The main mechanism that ensures equal access to secondary education is public competition for the school enrolment. Namely, enrolment into gymnasium or vocational secondary school is carried out in June and August, on the basis of the public competition announced by the Ministry of Education and Science upon the schools' proposal, in compliance with the Law on Gymnasium (Official Gazette of the Republic of Montenegro 64/02 and 49/97) and the Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07). The schools' proposal contains number of students enrolling in the first grade of the particular sector.

The general requirements for the enrolment into the first grade of gymnasium, or vocational school are that the candidate has finished primary education and that he/she is not over 17 years old.

When applying for the admittance, the candidates submit only the evidence on fulfilling the requirements prescribed by the Law, without the submission of data referring to religious affiliation, ethnic background or other personal attributes, which provides equal access to secondary education for everyone.

Competitions for the enrolment of adult persons may as well be announced by the school, or an employer, in other terms, with the approval of the Ministry of Education and Science.

Adult persons enrol into education or training process according to their free choice and for the purpose of acquisition of corresponding qualifications. By taking a test at the Examination Centre, the adult persons can prove their knowledge, skills and competence regardless of the manner in which they acquired them. The adults do not pay fees for the primary and lower vocational education, according to the Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07). The curricula of the primary, general secondary and vocational education are adjusted to adult persons in terms of extensiveness, organisation and duration.

An adult that has been enrolled into the education for adults attains the status of a trainee, and for the inclusion into a publicly valid curriculum requirements relating to previous education, experience, or particular psychical and physical capabilities must be met, in accordance with the training programme. If the number of the candidates who applied to the competition announced by the education provider exceeds the number of the candidates that could be enrolled for the curriculum, the level of the fulfilment of the requirements important for the education in which an apprentice is enrolled must be taken into account on the occasion of the selection of candidates.

According to the Law on National Vocational Qualifications, adult persons can acquire vocational qualifications, i.e. core skills necessary for the labour market, not only within the formal, but also

within the non-formal education, which is tested by the Examination Centre, after which they attain a public document/certificate on the acquired vocational qualification or working skill. Vocational qualification can be attained by a person no younger than 17 that finished the primary education and met the other requirements prescribed by the examination catalogue.

The above mentioned arrangement fosters the principle of equal access to vocational education and training because a same qualification can be attained in different ways, maintaining the equal value of the vocational qualification/certificate. Therefore, regardless of the way in which they were acquired, vocational qualifications have the same value since they are founded upon the same professional and vocational standards. The same vocational qualification may be attained by both the young and the elderly, which ensures that everyone is given the possibility to acquire an education and thus improve the chances for employment and mobility of young people, as well the adults on the labour market.

The Ministry of Education and Science, under its competence and in cooperation with other relevant institutions, performs monitoring and analysis of the demands in the labour market and individual demands of adult persons regarding promotion in their profession, and consequently provides information and counselling of the interested person or employer on the possibilities, conditions, manner and method of the acquisition of the professional vocation, as well as on the recognition of the foreign vocational qualifications/certificates.

The Law on Education of Children with Special Needs (Official Gazette of the Republic of Montenegro 80/04) lays down that the education, habilitation and rehabilitation of the children and adolescents with special needs is compulsory from the moment of detecting of the special need, which must be timely, and it must aim at ensuring equal possibilities for education for all children, as well as optimal conditions for their development.

A child with special needs is enrolled into a pre-primary institution or school, or a specialised institution as soon as, due to the indispensable support and close relation that exists between education, habilitation and rehabilitation, it becomes impossible to send the child into a mainstream educational institution, in compliance with the decision on enrolment, which is ordered by the local administration competent for educational matters, on the basis of the proposal of the special commission in charge of sending a child into a suitable curriculum. Following the admission of the child with special needs, the institution must decide, in cooperation with the parents, on the individual curriculum adjusted to the child, which can be changed and amended during the year in accordance with the child's progress and development. The institution must carry out the testing and control of the correctness of the child's upbringing and education.

Education of children and adolescents with special needs is financed by the Budget of Montenegro, as an activity of public relevance.

Regular students of public secondary schools who attend schools outside their areas of residence are entitled to accommodation and meals at students' dormitories, as well as to the scholarships for talented students and participation in the transportation costs in line with the criteria set by the Rulebook of the Ministry of Education and Science. The undergraduates of the public higher education institutions are also entitled either to meals, or both accommodation and meals at dormitories for undergraduates, as well as to the undergraduate credits, scholarship for the best undergraduates, participation in transportation costs, health insurance and training, in compliance with the Rulebook of the Ministry of Education and Science.

The Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03) guarantees accessibility of higher education for every person under the conditions prescribed by the Law and the Statute of the higher education institution, whereas the Ministry of Education and Science, according to its competence established by the law, is responsible for providing equal possibilities and availability of the higher education. In order to exercise the mentioned competence, the Ministry influences the establishing of the enrolment policy on the basis of competitiveness and equal access, and through the educational inspection as its organisation unit it also performs supervision of the observance of the law and other regulations and general acts of the higher education institutions, especially those that define the rights referring to the enrolment, rights and duties, ending of the student status, expulsion of an undergraduate from a higher education institution, and other rights.

The Law prohibits discrimination in exercising the right to higher education on the basis of gender, race, marital status, colour of the skin, language, religion, political or other convictions, national, ethnic or other background, affiliation to a national community, property and economic status, disability, or other personal attribute, position or circumstances.

Mechanism that ensures equal access to higher education for all persons under equal requirements is competition for the enrolment of students, based on competitiveness.

Namely, the students have right to enrol into a public higher education institution in accordance with the results achieved at the matriculation exam, as well as during the completed secondary education, in line with the institution's statute. However, additional requirements can be introduced for certain study programmes (such as, for example, Architecture and Arts), in line with the institution's statute.

Enrolment into specialist or postgraduate studies is also carried out on a competitive basis, in accordance with the results achieved during the studies.

Higher education institution announces competition for enrolment into study programmes, in line with the statute of the institution, and it establishes the number of students to be enrolled into the first year, up to the number of students determined by the work license of the institution. In case the number of the candidates meeting the admission requirements is higher than the number of publicly-funded places, the candidates are enrolled for fee paying places on the competitive basis (tuition fees are determined by the Managing Board of the institution, with the consent of the Ministry of Education and Science, depending on the costs of realisation of the particular study programmes). The Government determines the number of students whose tuition fee is to be financed by the Budget of Montenegro, for particular course of studies. The Law guarantees admission to study programmes of a higher education institution to the foreign citizens under the same conditions as to the citizens of Montenegro.

Tuition fees at private higher education institutions, the foundation of which is entirely liberalised since they can be founded by a domestic and foreign physical or legal person, are established by the institution. The number of students enrolled in the first year is also established by the institution, up to the number determined by the license.

**36. Tuition fees and other conditions of access to higher education establishments (public and private): how are they regulated? Are they different for Montenegrin nationals and for foreigners?**

Everyone has access to higher education, in line with the conditions prescribed by the Law and the institution's Statute (The Law on Higher Education, Official Gazette of the Republic of Montenegro 60/03, Article 6). In exercising the right to higher education, no discrimination is allowed on the basis of gender, race, marital status, colour of the skin, language, religion, political or other conviction, national, ethnical or other background, affiliation to a national community, property and economic status, disability or other personal grounds, position or circumstances.

Admission to the study programmes of the University of Montenegro is performed on a competitive basis and in accordance with the results achieved at the matriculation exam, and based on secondary leaving certificate, in line with the statute of the public institution. For certain programmes additional requirements can be required.

Foreign citizens have the right to enrol in a study programme under the same conditions as the citizens of Montenegro. The student who is a foreign citizen has the status of a fee paying student.

Competitions for admission to the study programmes of the public institution are announced by the institution, in compliance with its statute.

The institution determines the number of students to be enrolled in its study programmes, which must not exceed the number prescribed by the license.

In case the number of qualified candidates for admission is larger than the number of publicly-funded places at any course of studies, the candidates are enrolled for fee paying places, up to the number determined by the license.

A fee paying student may acquire a publicly-funded place in the subsequent year of studies, provided that he/she has proved successful, in line with the Statute of the University of Montenegro. A fee paying student can become a student financed by the Budget if the prescribed number of the Budget-funded places is not fulfilled for a particular study programme. The election of students who obtained the right to be transferred to the Budget financed place is carried out on the basis of ranking according to the number of gained ECTS credits and grades acquired during the studies. The ranking procedure is performed by the commission for enrolment of students at the university unit at the end of an academic year. Decision on transferring the student from a fee paying to a publicly funded place is rendered by the University Senate. A student who once lost the regular student status during the studies, cannot be eligible anymore.

The Managing Board of the University of Montenegro, with the consent of the Ministry, establishes the tuition fees for the students at the public institutions.

Private higher education institutions enrol the students in accordance with the institution's statute. The candidates are enrolled for the accredited study programme, in line with rulebook that defines methods, conditions and criteria for admission in detail.

For admission into particular study courses, additional conditions in terms of testing knowledge, affinities and skills may be introduced if they are considered necessary for mastering the elected programme.

Every private institution must have a rulebook that specifies the conditions for admission of candidates, up to the number determined by the license.

The amount of tuition fees at the University of Montenegro is determined by the Managing Board, with the consent of the Ministry of Education and Science. The fees can vary according to the study programmes, depending on the costs necessary for the realisations of those programmes.

Tuition fees at the University of Montenegro are as follows:

- For undergraduate studies – EUR 250.00 or EUR 500.00 per semester;
- For master studies – EUR 750,00 up to EUR 1,000.00 per semester;
- For doctoral studies – EUR 750.00 up to 2,000.00 per semester.

Tuition fees at the private higher education institutions are as follows:

- For undergraduate studies – EUR 1,480.00 up to EUR 2,000.00 per academic year,
- For specialist and master studies from EUR 2,000.00 to EUR 3,200.00 per academic year,
- For doctoral studies - EUR 3,000.00 per year.

Students who are foreign citizens have the status of fee paying student.

## **Community programmes**

### **37. What is your appreciation of the level of interest and participation of young people, youth workers and youth organisations in the country in the opportunities which have been offered by the Youth in Action Programme and its Western Balkan Window?**

A considerable number of organisations participate in the Youth in Action Programme. The modes of participation vary – sometimes they are participants in the Youth in Action projects, sometimes they are partners in running of projects, and sometimes it assumes the form of activity in EVS programmes.

NGO Zid is the contact point for the Youth in Action Programme in Montenegro.

3 organisations are accredited for sending, hosting and coordinating of the EVS volunteers: ZID, Svetionik (The Lighthouse), Forum MNE.

Nevertheless, there is still more work to be done on the promotion of the Youth in Action Programme, since this programme represents means of participation adjusted to the young people and it is simple to use.

**38. Are there any national programmes to support youth organisations and their activities? If so, please provide information about their structure and management modalities?**

There is no special programme to support youth organisations. However, by means of the Youth Social Revitalisation project, the Youth Office will provide a significant support to the youth organisation through the following activities:

- Training for trainers, the participants in which will be employed in NGOs and local institutions and will thus be able to continue the education and training of other organisations and institutions at local level;
- 10 grants for the projects in 10 municipalities;
- 10 round tables in 10 municipalities, during which the modalities of cooperation between all entities shall be discussed, as well as the issues of creating and implementing local youth policies, along with other youth-related issues;
- Exchange of the young participants in these projects and the young persons from Italy (study trip to Italy and back)
- Website for the young, which will offer information regarding the field of youth, and provide a space for a communication of the NGOs;
- Youth Office will be the contact point for all the organisations and provide the necessary support.

There is an initiative on the part of the NGO Forum MNE directed towards networking of the youth NGOs and NGOs involved in work with the young people. The Youth Office will provide support to this initiative, in accordance with its capacities.

On 22 January 2009, the Government of Montenegro adopted the Strategy on Cooperation between the Government and Non-governmental Organisations. The Office for Cooperation between the Government and the NGOs was set up, and it will work on the implementation of this Strategy and the Action Plan for the implementation of the Strategy 2009-2011. Within every ministry, the contact persons for the cooperation with the NGOs from the relevant field have been established, and they will be trained for work with the NGOs.

The Government will create the Council for the Cooperation with NGOs, as a counselling and expert body, which will perform a complete monitoring of the realisation of the Strategy and of the Action Plan, as well as of the achieved results, along with the work on improving of cooperation and communication between the public administration and NGOs.

Special aims of the Strategy are the following:

- Improvement of information, consulting, participation of the NGOs in the development process and in the estimation of the public policies;
- Development of the surroundings that would be stimulating for the NGOs' activities;
- Promotion of financial sustainability of the NGOs.



**39. What is your appreciation of the level of interest and participation of universities, academics and students of the country in the opportunities which have been offered by the Tempus and Erasmus Mundus Programmes?**

From 2000 to 2006, when Tempus III Programme started to be realized, 24 projects were carried out, with the budget of over EUR 3 million. Fifteen projects were joint projects referring to the curriculum promotion and reform, and nine were of a structural character, referring to particular issues regarding higher education reform, such as: ECTS system, recognition of diplomas and certificates, Montenegrin qualifications framework, national team of Bologna promoters, etc.

The financed projects (joint European projects) included modernisation of the study programmes, introduction of the European ECTS credit system, development of new methodologies, as well as various system reforms that have contributed to the improvement of higher education in Montenegro (nine structural projects), in particular the ones referring to the system of recognition and validation of certificates, national qualifications framework, national team of Bologna promoters, etc.

Mobility of students and teaching staff was a part of every Tempus projects which referred to the curricula reform and to the promotion of university management.

In 2001, 6 projects were approved, out of which 2 were national and 4 were regional projects. In 2002, two projects were approved and realised – one regional and one national. In 2003, one regional project in the field of agriculture was approved. In 2004, one national project and four structural projects were approved. In 2005, three projects were approved, out of which two were of a national character. In 2006, five projects were approved, out of which two were structural projects.

Every Tempus project included mobility of students, as well as mobility of the members of teaching staff, who could improve their teaching capacities in that manner, learning new and modern teaching methods. In addition to this, the equipment at every faculty that participated in a Tempus project was modernised and updated as part of the project.

Within the 24 Tempus projects that have been realised so far (15 joint European projects and 9 structural projects), there have been over 100 students mobility activities, as well as a large number of teaching staff mobility activities. Furthermore, it must be mentioned that the academic staff used 33 individual Tempus scholarships - Individual Mobility Grants.

At present, seven regional projects, the funding of which was approved within the last year's application deadline, are being realised as part of the Tempus IV.

It is also important to mention that most of the Tempus projects had an additional value of maintaining of a long-term partnership, given the fact that the cooperation continued after the project had been completed.

The three ongoing projects are structural projects that involve the University of Montenegro, and they refer mostly to the establishing of connection between higher education, research and science, and to the strengthening of cooperation between industry and higher education.

The other four projects are implemented by the university units, such as: the Faculty of Philosophy, the Faculty of Mechanical Engineering, Faculty of Mathematics and Natural Sciences and the Faculty of Agriculture.

All these projects are currently at the stage of implementation, in line with the plans of activities and project proposals.

In 2009, in the second call for application of the projects within Tempus IV, 5 national and 26 regional projects applied, the results of which are due to be announced in September of this year.

Every year the number of the projects that apply for financing exceeds the available budget resources for Montenegro, which points to the fact that there is a significant interest in the academic community for the participation in the Tempus Programme.

As far as Erasmus Mundus Programme – External Cooperation Window is concerned, the financing of two projects has been approved. 1) The project called Basileus, coordinated by the University of Ghent, in cooperation with other eight universities from the EU countries. Within this project, there have been 42 students and teaching staff mobility activities. The project Basileus was granted an extension from the European Commission, and will therefore continue to be carried out in the following period (academic year 2010/11). 2) The funding of the project called JoinEU-SEE was approved in this year's term. It will be implemented under the same conditions as Basileus, although with different universities in consortium (nine universities in the EU). The coordinator of the JoinEU-SEE project is the University of Graz.

As for the number of students who used the Erasmus Mundus scholarships for master studies, seven scholarships were granted in the previous period.. This year, eight students were granted scholarship for the Erasmus Mundus master programmes.

When it comes to the participation in the Erasmus Mundus Programme, there is a great interest for participation in the projects of the Erasmus Mundus that refer to external cooperation, for the projects Basileus and JoinSeeEU, as well as an increasingly higher interest in Erasmus Mundus master programmes, which was not the case before.

We expect that through the forthcoming competitions and open calls, the Tempus will continue to offer support and promotion of the higher education in Montenegro, through joint projects and structural measures projects. The emphasis is placed on the more intensive opening of the universities towards the needs of society and, more specifically, towards the needs of the industry, in order to provide a higher employability of the university degree holders, and to extend awareness of the necessity of capacity building for life-long education at universities, as well of the new priorities such as establishing of interconnection of education, innovation and scientific work.

**40. What services of the relevant ministries are in charge/are planned to be in charge of the monitoring of the different Community programmes? How are they staffed/planned to be staffed? Do these ministries have audit services?**

In line with the obligations resulting from the Montenegro's commitment to access EU, the scope of duties and engagements is considerably extended, and a proposal has been submitted to the Ministry, in compliance with the Government's recommendations, for establishing of the Department for International Cooperation and European Integrations, instead of the existing Sector for International Cooperation, that would employ more persons for the work on the European integrations issues, whereas the employment of persons that would deal with harmonising of the legal regulations with the EU demands has been suggested to the Department for Normative-Legal Affairs.

Within the Ministry of Education and Science, the following services are in charge for the monitoring of the Community programmes: the Minister's Adviser for the matters of international cooperation, Department for International Cooperation and European Integrations, Sector for Science, Research and Technological Development, Division for Higher Education within the Sector for Higher Education and Division - National Information Centre within the Sector for Higher Education.

The Minister's Adviser for international cooperation coordinates the Department for International Cooperation and European Integrations, which includes: coordination of activities referring to the European integrations process in the field of education, science, research and technological development; counselling of the Minister regarding possible projects financed by the international funds; coordination of the activities of proposing, presenting, managing and reporting on the projects funded by the international recourses; informing the Minister on the topical movements and trends in the field of education in the world.

In the Department for International Cooperation and European Integrations, the Head of the Department, the Senior Adviser and two advisers perform necessary preparations for the initiating of Montenegro's participation in the European Community programmes; inform the relevant

institutions, organisations, advisory bodies and individuals on the activities under the EC programmes; prepare necessary documentation and submit the information on the request of the organisations that realise the EC programmes; act as contact points for the EC projects; make sure that the reports of the Ministry are duly and timely submitted, in accordance with the obligations undertaken as part of particular projects; inform regularly the representatives of other international organisations on the current and planned activities under the EC programmes; keep record of the events in the EU regarding education and training; forward information on international gatherings, conferences, congresses and seminars related to the EC programmes and are in charge of presenting the results achieved in the realisation of these programmes in Montenegro.

In the Division for Higher Education within the Sector for Higher Education, the adviser performs the job of the national coordinator for CEEPUS programme; carries out the public announcing of the programmes and their public presentation and promotion; participates in the meetings of expert bodies for particular programmes of cooperation and in the international conferences in the field of competence; runs data base and updates the website; prepares analyses and reports for the Ministry.

In the Sector for Science, Research and Technological Development, the Senior Adviser is the national coordinator for FP7 and performs the job of the national coordinator for the EC Framework programmes; participates in the work of expert bodies and in the conferences in the field; performs public announcements, presentation and promotion of the programme; takes care of the creation and publication of the presentation material for the Framework programmes; organises and coordinates the NCP network in Montenegro; organises workshops for particular professions offering in that way a support to the researchers community in the application process; performs selection and organises arrival and work of the experts that would work in the workshops related to particular professions; establishes and updates data base on the researchers' successfulness in the framework programmes; participates, as a professional and administrative support, in the presentation of the framework programmes to the industry sector and technological development (MSP); performs activities on the industry staff education regarding the participation in the framework programmes; collects data and carries out analyses for the Ministry; proposes measures for improvement of participation of the researchers on the basis of the collected data and analyses; updates the website. The Adviser in the same Sector provides assistance and support in these activities.

In the Division - National Information Centre (ENIC) within the Sector for Higher Education, the senior adviser is the national coordinator for TEMPUS programme; and prepares information days of the TEMPUS; represents Montenegro at the work meetings of the TEMPUS programmes and prepares corresponding presentations; offers technical support to the realisation of the TEMPUS projects; prepares analyses and reports for the Ministry.

All the above mentioned organisational units of the Ministry of Education and Science are defined by the existing Rulebook on internal organisation and job descriptions of the Ministry of Education and Science, and working posts are filled by the persons who meet the required criteria.

The Ministry of Culture, Sports and Media is staffed by the persons in charge of the monitoring of some of the Community programmes. A new rulebook on job description is at the stage of preparation, which will clearly define specific obligation of the employees regarding the Community programmes.

At the Ministry of Education and Science, the Rulebook on internal organisation and job descriptions defines that the Minister's adviser for internal audits must prepare the annual plan and individual audit plan; ensure the means for functioning of the internal audits; submit the annual report on the internal audit activities to the Ministry of Finance; submit the report on every audit's results, with all the relevant findings and recommendations for the improvement of managing of the public institutions in the field of education; performs financial management and control, as well as internal audits, in line with the Law on Public Internal Financial Control. This post is not filled at the moment; however, the preparations for announcing the public competition are ongoing.

In accordance with the Decree of the Government of Montenegro on Establishing the Internal Audit in public sector (Official Gazette of Montenegro 23/09), which entered into force in March 2009, the

Ministry of Education and Science, inter alia, is obligated to establish a special organisational unit for internal audit in the upcoming period.

**41. Are you aware of any existing informal partnerships between educational establishments in your country and projects supported under the Lifelong Learning programme? Are there any plans to support such informal partnerships?**

The Ministry of Education and Science does not have any information on informal partnerships under the LLP (Lifelong Learning Programme) in Montenegro. As far the readiness to support such partnerships is concerned, the Montenegrin schools are provided with an opportunity to participate in joint projects all over Europe by means of various international initiatives. In that view, the Ministry of Education and Science signed the bilateral Agreement on International Strategic Partnership with the British Council in 2007, which enabled the schools to participate in the “Global Gateway” project. This initiative provided the Montenegrin schools with the opportunity to connect with the international partners, to create joint projects with them, to use diverse teaching material and devices, stimulating inter-culturality and internationalisation of the educational process.

The Ministry of Education and Science has so far offered organisational and financial support several times to the international projects in which some of the Montenegrin schools participated. These projects include: ASPnet (Associated Schools Project Network) and ACES (Academy of Central European Schools).

## **II. Culture**

### **Cooperation in the field of policies**

#### **42. What, if any, are the support systems in the following fields: artistic creation, innovative cultural projects, improvement of skills for artists and cultural operators, cultural cooperation with other countries?**

The stated areas represent contemporary cultural-artistic creation, and the projects from this area are implemented by the institutions from the area of culture, nongovernmental organisations, associations of artists, and quite often artists themselves implement their own projects.

The support to the stated areas and the entities is regulated by the Law on Culture (Official Gazette of Montenegro 49/08)

The Law establishes the manner and the sources of financing cultural activities. The funds from the Budget of Montenegro, those from municipal budgets, purpose oriented sources of income for culture (fees, rents etc.), the income from games of chances, sponsorship, donations, own incomes of the entities dealing with culture, as well as other sources in line with the law (Articles 92 and 93 of the Law) are established as the sources of funding for culture.

The support to the areas of cultural-artistic creation is carried out:

1. Through financing the institutions of culture;
2. Through co-financing of the projects in this area via public competition;
3. Exceptionally, through co-financing of capital projects and the projects of international importance even without a competition;
4. Through other forms of support and encouragement of the development of culture.

Cultural needs are satisfied through the activities of the institutions of culture. Their work (wages of the employees, costs of operations, maintenance of facilities and equipment, programmed activities) is financed from the national budget in case the institution is found by the state, and from the municipal budget in case the municipality appears as the founder of the institution, on the basis of the annual work programme. The institutions can acquire their own incomes by means of performing their activities and extending services, through sponsorship, donations and so on.

Both the State and the municipalities, jointly, on the basis of the signed agreements, finance cultural-artistic events and festivals of special significance for culture pursuant to the Article 91 of the Law on Culture and the Decree on the Criteria for Determining Events and Festivals of Special Significance for the Culture of Montenegro (Official Gazette of Montenegro 71/08).

The Law on Culture (Official Gazette of Montenegro 49/08) establishes the obligation on the side of the State, i.e. of the Ministry of Culture and the municipality to co-finance the projects from the area of cultural-artistic creation through annual public competitions (Articles 68 to 82 of the Law on Culture). This obligation of the State refers to the projects of culture from the entire territory of Montenegro, whilst municipal competitions are intended solely for the entities from the territory of a given municipality that are active in the field of culture.

The Ministry announces the annual competition for the co-financing of all areas of cultural and artistic creation, with the right of participation granted to the municipal institutions of culture, nongovernmental organisations and the associations, as well as the authors themselves for their own projects.

The competition is intended for the projects from the area of fine arts, music and on-stage music activity, publishing and magazines from the area of culture and arts, film production, new theatre productions and programmes having the character of festivals or events.

The conditions that the applicants have to meet, as well as the criteria used for making decisions on the occasion of selecting projects to be co-financed are contained in the Law and publicly announced in the text of the competition.

The evaluation of the projects and project proposals for co-financing is carried out by the expert commissions established for each individual area of culture and arts (fine arts commission, commission for music and on-stage music activity, commission for cultural-artistic events, commission for theatrical activity, commission for film, commission for publishing and the commission for magazines in the area of culture and arts). The commissions consist of at least three members, who are renowned artists and experts in the area of culture, and the criteria they apply are related to the artistic level and the significance of the project; references of implementing agents; contribution to the development of multinational and multi-cultural values, encouragement of international dialogue and stimulating partnership, international affirmation of Montenegrin culture, contribution to the preservation of traditional values and of the Montenegrin cultural heritage, affirmation of talented people, affirmation of the creativity of the disabled and budget reality.

The decision on co-financing the selected projects is announced publicly, and contracts are signed with the implementing agents. The contract regulates the dynamics of project implementation, payment and the manner of the utilisation of the approved funds, as well as the obligation of the user of these funds to submit programme and financial report on the implementation following the implementation of the project.

The Law on Culture (Official Gazette of Montenegro 49/08) establishes the same co-financing procedure for the competent municipal bodies.

- a) Financial support from the national and the municipal budgets can be granted to the projects from the area of culture even without a competition, but solely in exceptional cases, i.e. in cases of projects of capital significance for Montenegrin culture, projects for the realisation of international cooperation and the projects which ensure balanced cultural development of Montenegro (Article 70 paragraph 5 of the Law on Culture).
- b) Special forms of support to the development of culture are also defined by the Law on Culture and these are secured in the national budget, i.e. the budget of the Ministry of Culture, and they are related to:
  - Purchase of books, fine arts works and museum objects on the basis of a public competition for the needs of complementing library, museum and gallery holdings and the collections of public institutions;
  - Lifelong monthly fee to prominent cultural figures (artist or expert in the field of culture whose works and creation are of exceptional importance for the culture of Montenegro);
  - Securing contribution for health and pension-disability insurance to an individual artist, or individual expert in the field of culture (artists or expert in the field of culture who deals with artistic or cultural creation for the purpose of gaining income, without being employed);
  - Securing funds for the work of representative professional associations in the manner and pursuant to the procedure established for the co-financing of the projects in the area of culture;
  - Compensation of expenses incurred by an artist on the basis of custom duties and VAT for the acquisition of equipment, instruments or working material;
  - Making it possible for an artist or expert in the area of culture to use and purchase working and residential area under favourable conditions;
  - Financial support for the purpose of encouraging and developing creative industries, traditional skills and crafts and non-commercial forms of amateur activities in the field of culture.

**43. What, if any, are the support programmes in the field of literary creation and translation?**

The support to the programmes from the area of literary creation and translation mostly is secured through public competition intended to natural persons and legal entities dealing with literary creation and publishing (authors, NGOs, institutions in the area of culture which are not financed from the budget of the Ministry of Culture, Sports and Media). The Law on Culture prescribes the support granting procedure.

It is through competitions that new works of Montenegrin literature and journalism are co-financed, as well as the works of significance for culture, history and science of Montenegro, the works for children and the young, the translations of the works of Montenegrin literature into foreign languages and the works translated into Montenegrin.

The magazines from the area of culture and arts, which promote cultural-artistic values and scientific achievement of significance for Montenegrin culture and arts and develop intercultural dialogue, are also granted support by means of competitions.

The projects submitted to the competition are assessed by the professional commissions consisting of the renowned artists and experts from the area of literature and literary creation, on the basis of the criteria for the assessment of projects which are announced publicly.

Based on the decisions of the commission, the Ministry of Culture, Sports and Media concludes co-financing contracts with the selected project implementing agents. The contracts regulate the dynamics of project implementation, the use of funds and the reporting on project implementation.

For the purpose of the affirmation and popularisation of literature and publishing activity, the Ministry offers assistance for the participation of Montenegrin publishers at the international book fairs, especially in the region; offers financial support to the International Book Fair in Podgorica and co-finances international events and festivals held in Montenegro, aimed at promoting literary creation and international cultural dialogue.

**44. What, if any, are the support programmes in the field of cultural heritage?**

The Ministry of Culture, Sport and Media participates in the financing and co-financing of the programmes of reconstruction in the area of cultural heritage in Montenegro, which are programmes related to the protection of movable and immovable cultural properties.

The financial measures comprise the assistance to the owners of cultural properties and to other bodies which protect cultural heritage. This also includes the official mechanisms of financial support, including the financing of preliminary researches. In that sense, there is financial participation in the restoration, revitalisation projects and in the reconstruction of cultural properties.

The programmes and measures of comprehensive preservation constitute one of the main elements of urban and social planning as well as the establishing and maintaining the balance between the man and his traditional environment. Competent administration bodies and institutions have got special responsibility, both at the national and the local level, when the comprehensive preservation of the immovable cultural heritage is concerned. The institutions entrusted with the protection of cultural heritage carry out constant monitoring over the areas where public and private construction activity might harm the authenticity of the structures which belong to cultural heritage. Basic studies and the guidelines for the protection and development are drafted for this purpose, which envisage adequate treatment and protection of cultural heritage and their protected surroundings, as well as »ambience« values of monumental ensembles and settlements where they are located.

Special attention is dedicated to the protection of the cultural properties of the First category, the most important of which are the ancient urban ensembles (Cetinje Historic Core, Budva Old Town,

Bar Old Town, Ulcinj Old Town), as well as Kotor region, within which there is Kotor Old Town, Perast and Risan, which region is on the UNESCO World Heritage List. With regards to the ancient urban ensembles, while defining and applying strategies aimed at protecting and completely exploiting the potential of cultural heritage as a significant factor of economic development, Management Plans started being drafted. Kotor Protected Region Management Plan was made as well as Cetinje Historic Core Management Plan, whilst there are ongoing preparations for the drafting of the Management Plan for the Old Town of Bar, which will be completed by the end of the year 2010.

#### **45. What legal regime applies to book pricing? Are there any fixed price regulations?**

Book prices in Montenegro are formed on the free market and there are no special rules which would influence the forming of retail prices. It is usual that book prices are formed in relation to the direct manufacturing expenditures – from the costs of author's honorarium, to the expenses related to printing and circulation/number of copies.

For printing, 17% tax rate applies, whilst for the forming of retail prices it is the reduced VAT rate of 7% which is applied.

There are no regulations on fixed book prices.

#### **46. What legal regime applies to the sale and movement of cultural goods?**

The sale and movement of cultural properties are regulated by the provisions of the Articles 76 to 80 of Cultural Heritage Protection Law (Official Gazette of the Republic of Montenegro 47/91), as follows:

The holder of cultural property (this term comprises the owner, holder and user) who intends to sell a cultural property, is obliged to offer it to the municipality in the territory of which it is located first, in case of a real estate, and to a museum, archives or a library, in case of a movable cultural property. The municipality may transfer the pre-emption right onto certain organisation or institution, or indeed to an institution or another legal entity suggested by this institution or organisation.

A cultural property may be taken abroad under certain conditions. In case a cultural property is taken abroad for the purpose of exhibiting the same, professional expertise and similar, the permission for the temporary export is issued by the National Institute for the Protection of Cultural Heritage with the approval of the Ministry of Culture, Sport and Media. The permission specifies the deadline within which the cultural property in question must be returned to the country.

The Ministry of Culture, Sport and Media, i.e. the National Institute for the Protection of Cultural Heritage, together with the permission for the taking of a cultural property abroad, has got the duty to submit to the custom authorities a complete file with the photo-documentation for the purpose of the identification of the cultural property.

#### **47. What legal regime applies to the preservation of cultural heritage?**

The legal basis for the protection is contained in the Constitution of Montenegro (Articles 77 and 78), which establishes the obligation on the part of the state to protect scientific, cultural, artistic and historical values, as well as everyone's obligation to keep the cultural heritage of general interest and the obligation of the state to protect cultural heritage. Such a determination towards cultural and natural heritage constitutes adequate constitutional framework for its protection.



Cultural Heritage Protection Law (Official Gazette of the Republic of Montenegro 47/91) ([Annex 199](#)) regulates the system of the protection and utilisation of cultural properties, the realisation of special social interest, the rights and obligations of legal entities and natural persons related to the protection of cultural properties, the manner of organising the institutes which perform the activity of the protection of cultural heritage, the way of acquiring the funds for the financing of the work of the institutes and protection measures.

The Law offers protection to all cultural properties, irrespective of the ownership or possession over the same, as well as to the protected area of unmovable cultural properties (Article 3 of Cultural Heritage Protection Law).

The purpose of the protection of cultural properties is their preservation in the intact and original condition, securing their regular maintenance and prevention of any action which might directly impact the change of their feature, form, significance or appearance, securing the conditions for cultural properties, according to their purpose and significance, to serve the satisfaction of cultural, scientific, aesthetic, educational need of the citizens and of the society (Article of Cultural Heritage Protection Law).

Current system of the protection of cultural heritage in Montenegro is achieved through the work of the Ministry of Culture, Sport and Media and of the following public institutions:

- National Cultural Heritage Protection Institute
- Regional Cultural Heritage Protection Institute
- Centre for Archaeological Researches of Montenegro
- National Museum of Montenegro
- Central National Library „Đurđe Crnojević“
- Mausoleum “Petar II Petrović Njegoš”
- Maritime Museum of Montenegro
- State Archives of Montenegro
- Montenegro Cinematheque

The Parliament of Montenegro establishes and proclaims the capacity of an unmovable cultural property upon the proposal of the National Cultural Heritage Protection Institute (Article 33 paragraph 2 of the Law on Cultural Properties).

The capacity of a movable cultural property is determined by museums, archives, libraries, galleries, collections and other similar institutions, in line with the provisions of the Article 33 paragraph 3 of Cultural Heritage Protection Law and of the Law on Museum Practice (Official Gazette of the Socialist Republic of Montenegro 26/77 and 33/89)([Annex 194](#)), of the Law on Library Practice (Official Gazette of the Socialist Republic of Montenegro 16/77, 2/89, 29/89 and 39/89 and Official Gazette of the Republic of Montenegro 27/94) ([Annex 195](#)), of the Law on Archival Practice (Official Gazette of the Republic of Montenegro 25/92 and 6/94) ([Annex 196](#)) and of the Law on Cinematography (14/2008) ([Annex 197](#)).

All cultural properties are inscribed in the Central Cultural Heritage Register of Montenegro, kept by the national Cultural Heritage Protection Institute (Article 43 of Cultural Heritage Protection Law). Unmovable cultural properties are inscribed on the basis of the Act on proclamation, of the Decision of Cultural Heritage Protection Institute, and movable cultural properties, either as individual objects or a collection, according to the inventory based on the application of an appropriate institution.

According to the degree of value they are classified in three categories, as follows: Category One – monuments of exceptional significance, i.e. cultural values of national and international interest; Category Two – monuments of great significance, i.e. cultural values in the context of national and especially cultural level of the region where they originated, and Category Three – important monuments, i.e. all other monuments which due to their overall value have got sub-regional or local significance (Article 32 of Cultural Heritage Protection Law).

The objects which are justifiably assumed as having the capacities of cultural properties are placed under the so called provisional legal protection (Article 6 paragraph 1 of Cultural Heritage Protection Law). Provisional protection is established by means of the Act on provisional proclamation of certain object as cultural property. This act is passed by the Parliament of Montenegro at the proposal of the national Cultural Heritage Protection Institute (Article 39 paragraph 1 of Cultural Heritage Protection Law). Provisional protection status of a cultural property lasts for five years at the most (Article 41 paragraph 2 of Cultural Heritage Protection Law).

In Montenegro, in the area of the protection of cultural heritage, the following regulations apply as well:

- Law on Reconstruction of Kotor Heritage Area (Official Gazette of the Republic of Montenegro 47/91) ([Annex 198](#))
- Law on Culture (Official Gazette of Montenegro 49/08) ([Annex 193](#))

Also, Montenegro applies the following international conventions in the area of cultural heritage protection:

- UNESCO Convention on Protection of Cultural Properties in the Event of Armed Conflicts (The Hague, 14 May 1955)
- Conventions on Measures for Prohibition and Prevention of Illegal Import, Export and Transfer of Ownership over Cultural Properties (Paris, 14 November 1970)
- Convention concerning the Protection of the World Cultural and Natural Heritage (Paris, 16 November 1972)
- UNESCO Convention on Preservation on Intangible Cultural Heritage (Paris, 17 October 2003)
- UNESCO Convention on Protection and Promotion of Diversity of Cultural Expressions (Paris, 20 October 2005)
- UNESCO Convention on Protection of Underwater Cultural Heritage (Paris, 2 November 2001)
- Framework Convention of the Council of Europe on the Value of Cultural Heritage for Society (Faro, 27 October 2005)
- European Convention on Protection of Archaeological Heritage (London, 6 May 1969)
- European Convention on Protection of Architectural Heritage, (Granada, 3 October 1975)

There is the ongoing reform of the legislation in the field of cultural heritage, which is implemented in accordance with the European and international standards, as well as with the positive experiences of the countries in the region. In that sense, the following draft laws have been made:

- Law on Cultural Properties,
- Law on Museum Practice,
- Law on Archival Practice and
- Law on Library Practice

The adoption and enactment of the new laws is planned for the end of the year 2009.

**48. What legal regime applies to the cession of rights (exclusive or otherwise) to exploit aspects of cultural heritage (e.g. digitisation of art collections)?**

The alteration of the appearance and of the purpose of a monument of culture, the measures of technical protection and other works on a monument of culture and its protected area, as well as the actions which might cause the changes of a monument of culture may be performed solely with the approval of the competent Cultural Heritage Protection Institute and on the basis of previously obtained permit (Article 58 of Cultural Heritage Protection Law, Official Gazette of the Republic of Montenegro 47/91).

The purpose and the manner of use of an unmovable cultural property in the ownership of the state, as well as the purpose of using business premises within an unmovable cultural property in private ownership, are determined by the competent municipal body upon the acquired opinion of the National, or Regional Institute (Article 19 of Cultural Heritage Protection Law).

The form, name or another recognisable detail of a cultural property may be used for advertising, as an element of the firm and for making souvenirs or other objects intended for commercial purposes, in the manner which corresponds to the purpose or significance of a cultural property pursuant to Cultural Heritage Protection Law. The utilization permit is issued by the National Cultural Heritage Protection Institute (Article 61 paragraphs 1 and 2 of Cultural Heritage Protection Law).

The holder of a cultural property is entitled to use and utilise the same in line with the established purpose and manner of use, pursuant to Cultural Heritage Protection Law (Official Gazette of the Republic of Montenegro 47/91) and to the Law on State Ownership.

The holder of a cultural property is under the obligation to allow and make it possible for professional institutions or for the entities authorised by professional institutions, to study, make lists and recording of the cultural property in scientific, cultural and educational purposes (Article 51 item 3 of Cultural Heritage Protection Law). Also, the holder of a cultural property is obliged to hand over the monument of culture to professional institutions when it is necessary for the purpose of organising artistic, scientific and other exhibitions, for a period which does not exceed six months within a five year period (Article 51 item 5 of Cultural Heritage Protection Law).

With a view of exercising the public interest, the right to ownership over cultural properties can be restricted, i.e. a monument of culture can be expropriated (Article 13 of Cultural Heritage Protection Law).

An unmovable cultural property may be demolished and displaced solely in exceptional cases, on the basis of previously established general interest. The approval for the displacement and demolition is issued by the ministry competent for cultural activities, according to the previously acquired opinion of the National Cultural Heritage Protection Institute (Article 53 paragraph 1 and 3 of Cultural Heritage Protection Law).

A cultural property of outstanding significance may not be demolished (Article 53 paragraph 2 of Cultural Heritage Protection Law).

**49. What systems are in place as regards statistics pertaining to the cultural sector?**

The Statistical Institute of Montenegro (MONSTAT) deals with statistical data in Montenegro, as well as with the statistics in the field of culture. The data are processed in accordance with the organisation and the manner of work of that public administration body.

The Ministry of Culture keeps the records and collects data in the context of research activity, creation of analytical data for certain areas of culture, conducting of public competitions and project implementation etc. However, there is no adequate statistical database in the Ministry of Culture which constitutes a serious shortcoming to be eliminated in the forthcoming period, due to the fact that there is a legal obligation of keeping registers in a great deal of cultural activities. With the purpose of establishing efficient, rational and creative management in culture, the forthcoming

period will see the establishing of a database on: the institutions of culture in Montenegro, as well as other entities dealing with the activities in the area of culture; prominent cultural creators; representative associations (Law on Culture, Official Gazette of Montenegro 49/08). In the context of the new Law on Cinematography (Official Gazette of Montenegro 14/08) the register of cinematography will be introduced, and the new Law on Publishing Activity is in preparation which envisages the keeping of the register of publishers.

Statistical database will be made by the end of the year 2010.

**50. What measures have you taken in the context of the implementation of the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions?**

The UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions was adopted by the Parliament of Montenegro on 19 May 2008.

The new Law on Culture (Official Gazette of Montenegro 49/08), as the act which regulates basic guidelines of the cultural policy of Montenegro and the measures for the implementation of the same, incorporates the basic goals and principles promoted by the stated Convention.

In that context, the freedom of creative activity and respecting the right to culture, the equality of preservation of cultural identities and respecting cultural diversities and the creation and improvement of the system of culture in line with the international standards, are all principles according to which Montenegrin culture is exercised and developed.

**51. Do you subscribe to the objectives of the European Agenda for Culture?**

With regards to culture and creative activity, Montenegro opted for the construction of the European road and for the introduction of the European standards in the area of culture. In that context, the Law on Culture (Official Gazette of Montenegro 49/08), as the umbrella law for creative activity in Montenegro, lays down the principles for exercising and developing culture, which correspond to the main objectives of the European cultural agenda.

Also, the main criteria according to which the projects in Montenegrin culture are evaluated, beside the very quality of projects, are: "contribution to the development of multinational and multi-cultural values, contribution to the encouragement of the international dialogue and to stimulation partnerships, international affirmation of Montenegrin culture", which in fact constitutes the implementation of the objectives of the European cultural agenda into the Montenegrin legislation.

**52. Would you be interested in participating in the structures established under the Open Method of Coordination?**

Starting from the fact that the open coordination method is directed towards the strategic assurance of a strong, long-term development, towards the creation of more and better jobs with greater social cohesion, and that the Ministry of Culture of Montenegro has undertaken the obligation, through legal framework, of establishing measures for the improvement of the social position of the employees in the field of culture, we are interested in the participation in the structures established by this innovative method to the extent that it is applicable to culture and creative activity. The exchange of good practice and experiences of other countries which have found the answers to similar challenges in the labour market for the area of culture, would be of great assistance.

## **Community programmes**

### **53. Please explain measures taken/planned to promote the Culture programme and encourage participation of cultural operators in the country.**

In July 2008, the Ministry of Culture sent a letter to the European Commission expressing its interest in joining the programme "Culture". After that, in December 2008, the first meeting was held in Brussels where the representatives of the Directorate General for Education and Culture presented to the representatives of the Ministry of Culture of Montenegro the essence of the programme and the obligations of the Cultural Contact Point (CCP).

Then, in December 2008, the Ministry of Culture appointed the Montenegrin CCP and decided to fund the Montenegrin office from its own budget.

These steps were followed by the media promotion of the programme. Taking part in TV and Radio broadcasts, the Montenegrin CCP informed the public on all programmed activities, on the propositions and the deadlines of the programme "Culture 2007 – 2013". Similar information was published in the Montenegrin daily papers, and on the official website of the Ministry the notice was put on the programme, the deadlines and the application conditions. Following this, the Montenegrin CCP held an informative meeting and gave the presentation of the programmed activities and of the opportunities of cultural operator to apply within the framework of the programme. The meeting saw the participation of the representatives of the Montenegrin public and private organisations active in the field of culture.

According to the plan of activities, organisation of several informative meetings during a year will become a practice until the end of the programme so as to make sure that the Montenegrin cultural operators be properly informed. Successful candidates will be invited to participate in seminars aimed at encouraging the applications of cultural operators. Also, there is a plan to print information brochures with the basic information on the programme, as well as the opening of a special section within the website of the Ministry of culture with all relevant information on the programme.

The Office of the Montenegrin CCP, located within the premises of the Ministry of Culture, is open for all interested cultural operators as a place where they can get the information and find the assistance for their easier participation in the programme.

### **54. Are there any plans to ensure additional financial support to successful applicants?**

Following the signing of the Memorandum on Understanding, financial support will be ensured in line with the budgetary possibilities and the experiences from the region. There is a plan to pass the internal rulebook which will regulate the scope of financial support to successful applicants.

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