



Crna Gora

Ministarstvo prosvjete i nauke

**Strategy for Establishment of
National Qualification Framework
in Montenegro
(for the period 2008 – 2010)**

**Podgorica
2008**

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In accordance with the Government programme of work for 2008, and important documents that Government adopted in the previous period, such as: »Book of Changes«, »Strategic Plan of Education Reform for the period 2005-2009«, »National Programme for Integration of Montenegro for the period 2008-2012«, Working Group, that consists of representatives of the Ministry of Education and Science, Ministry of Labour and Social Welfare, Employment Agency of Montenegro, Chamber of Commerce of Montenegro, University of Montenegro, Bureau for Educational Services, VET Centre and Examination Centre of Montenegro, has prepared »Strategy for Establishment of National Qualification Framework (for the period 2008 - 2010)« document. This document closely defines measures, activities, deadlines and finances necessary for establishment of National Qualification Framework in Montenegro, described in »Development of National Qualification Framework in Montenegro« document, which has been topic of consultations with the professional and wider public during 2006.

Drafts of these documents were the topic of consultations with social and business partners of the Government during September 2008.

Apart from many involved experts from the country, assistance in drafting of »Development of National Qualification Framework in Montenegro« was provided by European Training Foundation and TEMPUS programme, as well as experts hired through bilateral assistance of the Government of Republic of Austria (Mr. Joerg Markowitsch) and bilateral assistance of the Government of Republic of Slovenia (Mrs. Slava Pevec Grm).

»Strategy for Establishment of National Qualification Framework (for the period 2008 - 2010)« document defines the necessary measures and activities that ought to be implemented in the next two years in order to enable Montenegro to establish National Qualification Framework in accordance with the adopted »European Qualification Framework« document. Having in mind experiences of other countries, Montenegro will be dedicated to further development and constant improvement of this document in the forthcoming years.

Implementation of this Strategy and establishment of National Qualification Framework in Montenegro will significantly contribute to further development of Montenegrin education system, its harmonisation with European education area, and in reaching transparency of qualifications and mobility of Montenegrin citizens within EU.

2. ABBREVIATIONS

VETC	Vocational Education and Training Centre
EAR	European Agency for Reconstruction
EQF	European Qualification Framework
EU	European Union
EC	European Commission
ECMNE	Examination Centre of Montenegro
IPA	Instrument for preaccession
UNO	Uniform nomenclature of occupations
MJ	Ministry of Justice
MES	Ministry of Education and Science
MAFWM	Ministry of Agriculture, Forestry and Water Management
MTMAT	Ministry of Transportation Maritime Affairs and Telecommunications
MLSW	Ministry of Labour and Social Welfare
NQF	National Qualification Framework
NVQ	National Vocational Qualifications
EAM	Employment Agency of Montenegro
CCMNE	Chamber of Commerce of Montenegro
VQ	Vocational Qualifications
FE	Federation of Employers
BES	Bureau for Educational Services
LNVQ	Law on National Vocational Qualifications

3. INTRODUCTION

Clear objective of Montenegro for EU accession sets numerous requests that refer to various sectors and areas relevant for operation of overall society of Montenegro.

Appreciating the significance of education and training system for overall development of human resources in Montenegro, that should enable Montenegro's accession to EU, and later its efficient functioning in the capacity of a member country, Montenegro has paid a lot of attention to monitoring of most significant developments in this view and to harmonisation with directives and requests for EU accession that refer to education and training system.

These activities present reflections of Montenegro's efforts to provide necessary prerequisites for internal organisation of the system and its harmonisation with the European education area.

Considering the provisions of Stabilisation and Association Agreement and accession of Montenegro to EU, as well as general globalisation trends in the world, it is becoming clearer that technological development and competitiveness of national economy can not be achieved without closer links with European education area and strengthening knowledge-based economy.

Appreciating importance of efficient functioning of the system and regulation of procedures in order to establish mechanisms that will meet the needs of the citizens without delay and create opportunities for further development of their potentials, Ministry of Education and Science and key partners involved in shaping of education and training system are paying attention particularly to EU initiatives and documents related to education and training systems.

Some of the most important documents whose preparation and development and adoption by EU in the previous period has defined basic guidelines for further development of education and training system include:

- **Lisbon Convention**, in 1997 it defined one of the most important goals in field of education, impartial recognition of qualifications from higher education field and promotion of academic mobility,
- **Bologna Declaration for Higher Education**, that symbolises 1999 as a beginning of a concrete cooperation, directed towards creation of uniform European higher education area by 2010, with the basic idea that united Europe becomes society of knowledge, and the higher education should have a central role in it,
- **Lisbon Strategy** from 2000, which defined the goal that EU should become global, most dynamic knowledge-based economy,
- **Copenhagen Declaration for Vocational Education and Training** from 2002 that sets as a goal increase in cooperation between countries in the field of vocational education,

aiming to promote mutual trust, transparency and recognition of competencies and qualifications.

Two years after adoption of Copenhagen Declaration, the ministers of education and EU Commission at the meeting that took place in Maastricht, and was dedicated to consideration of achieving aims and creating policies for further development of education and training, reached an agreement regarding priority to develop open and flexible **European Qualification Framework**.

The purpose of EQF introduction is to have it as both framework and instrument of Community for Communication and classification of qualifications among national qualification systems of EU member countries, with the aim to overcome the lack of transparency problem regarding qualifications within EU, because consequently there is less willingness for recognition of “foreign” qualifications.

These problems are made even more complicated by the tendency to consider learning in non-formal and informal context less valuable in comparison with learning and obtaining qualifications in the course of initial education, which is opposite to EU determination to provide its citizens with conditions for lifelong learning, which is becoming a necessity of living in 21st century.

The idea of creation of this framework is confirmed at the session of European Council in Brussels, in March 2005, when the presidents of the EU governments demanded creation of uniform European qualification framework, and that was the response to earlier recommendations of the ministers responsible for general and vocational education.

Early document was the basis for wider consultations, held in the period between July and December 2005, and after that, along with the amendments of the draft documents, European Parliament and Council on 23, April 2008, Recommendation on Establishment of European Qualification Framework for Lifelong Learning was adopted.

The key institutions of the education system in Montenegro and social partners that were actively involved in education reform from its very beginning in 2000, have recognised the significance of this issue and accepted the recommendation for development and linking of national qualification systems with European Qualification Framework by 2010 which should enable:

- Stimulation for lifelong learning development,
- Transparency in obtaining qualifications,
- Establishment of clear and functional links between various and vertical and horizontal mobility,
- Valorisation of non-formal and informal learning,
- Classification of qualifications according to the levels of learning outcomes, and not according to duration of educations,
- Stimulation of quality assurance through defining competencies of institutions and procedures for obtaining qualifications,
- Provision of conditions for comparison of qualifications in Montenegro with qualifications obtained in EU member countries.

Therefore, on 29 March 2006 the Ministry of Education and Science appointed a Commission for drafting of »Development of National Qualification Framework in Montenegro« document, and the members of the group were representatives of the Ministry of Education

and Science, Ministry of Labour and Social Welfare, Employment Agency of Montenegro, Chamber of Commerce, University of Montenegro, Bureau for Educational Services, VET Centre and Examination Centre of Montenegro.

In the previous period the Commission monitored the trends in EU in development of European Qualification Framework and prepared »Development of National Qualification Framework in Montenegro« document, which was discussed among professionals and which is an integral part of this Strategy.

As the scope of issues that are defined by National Qualification Framework is very wide, and taking into consideration that this Framework will affect all citizens in Montenegro, employers, employees, but it will also affect mobility of students and labour force, when the conditions are created, it will be necessary for this document, that will be used as a basis for establishment of overall system, to be used as a basis for further discussion and informing of wider public about the process of NQF establishment and which will last for the next few years.

4. BASIC ASSUMPTIONS AND OBJECTIVES

Basic idea of European Qualification Framework is creation of meta-framework that should enable establishment of links among national and sector qualification frameworks and systems, aiming to facilitate transfer and recognition of qualifications of individuals, which will affect the improvement of transparency and development of mutual trust.

European Qualification Framework is anticipated as a mechanism that functions on voluntary basis and does not entail any legal commitments of the states, although in all the official documents dealing with this issue it is recommended that countries draft their own national qualification framework.

Therefore, the idea was not for the European Qualification Framework to replace national/sector framework, because it cannot define new qualifications and the framework does not aim at complete harmonisation among countries. The essence of this meta-framework reflects in facilitated comparison and transparency of qualifications between countries, in order to allow for greater mobility of EU citizens in the view of achievement of Lisbon Strategy goals.

»European Qualification Framework« document is comprised out of three basic elements:

1. The EQF consists of **8 common reference levels**, and in those level qualifications are described on the basis of learning outcomes.

Contrary to earlier approach, when most discussions were based on duration of education or training in schools, in European Qualification Framework levels are described by **typical learning outcomes**, that can result from: formal, non-formal, and informal learning.

2. These reference levels are supported by **instruments**, directed towards individual needs of citizens and they entail:

- Integrated credit transfer system (points) for lifelong learning;
- Europass (which consists of 5 EU documents – CV format, language passport, diploma supplement, certificate supplement and europass mobility);
- Ploteus – portal that contains data on opportunities for studying all over Europe.

3. European Qualification Framework relies on a number of important **common principles and procedures** that represent guidelines for cooperation among participants at various levels and particularly in the field of:

- Quality assurance,
- Validation of non-formal and informal learning,
- Professional guidance and counselling,
- Improvement of key competencies.

Having in mind that EQF is voluntary, success of this initiative will depend solely on commitment of all the parties involved. From EQF point of view it would be ideal if every country would develop its own national qualification framework and link it with EQF.

Appreciation diversity of national system for general and vocational education and various degrees of development of these systems, each country should set one procedure that would

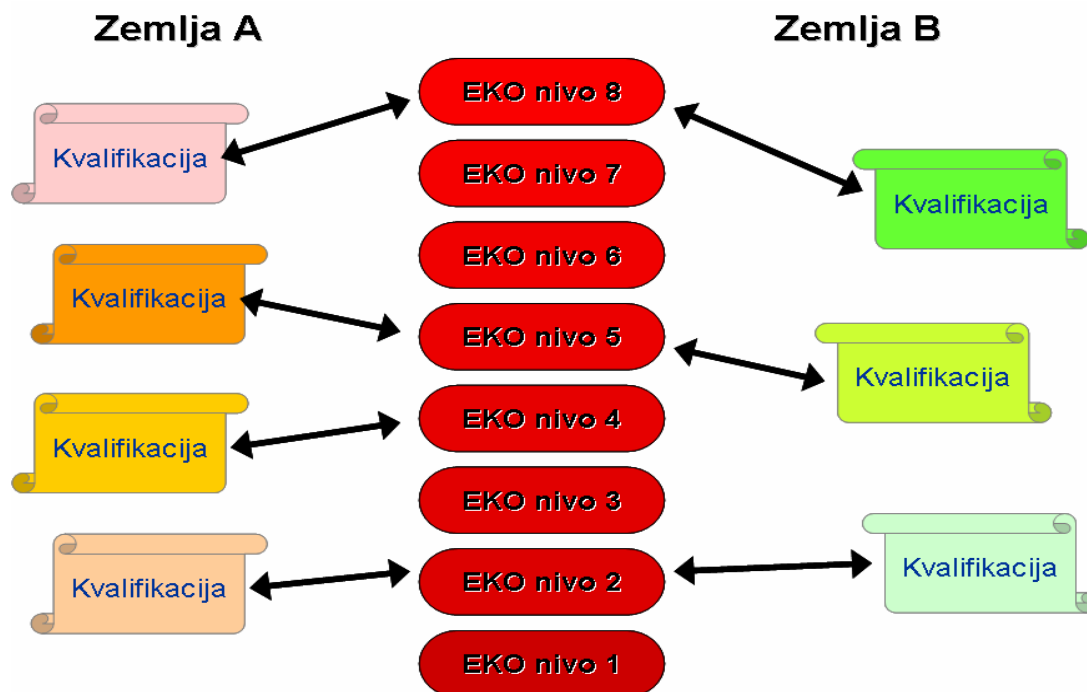
link the existing qualification structures and systems with EQF (regardless is it one national qualification framework or one qualification system or various systems).

In addition, European Qualification Framework should present a common reference point for information and orientation in the field of further development of general and vocational education and training at sector levels.

Introduction of European Qualification framework will enable efficient replacement for numerous bilateral agreements among states, and to a great extent which would facilitate international operation when it comes to mobility of citizens in the field of education and labour market.

In order to put EQF in place, it is necessary to fulfil certain prerequisites related to:

1. Preparation of national qualification framework,
2. Establishment of a clear and comprehensible link between national and European framework,
3. Clearly defined procedure for inclusion of qualifications in national systems,
4. Defined quality assurance system in compliance with Bologna and Copenhagen Declaration principles
5. Compliance with European principles for recognition of non-formal and informal learning,
6. Use of transfer system and accumulation of learning outcomes,
7. Clearly defined roles and responsibilities of stakeholders in the country,
8. Establishment of cooperation mechanisms for EU institutions and among states.



Therefore, although draft document of European Qualification Framework precisely defined existence of 8 reference levels, the countries participating in drafting of national qualification framework are not expected to define the same number of levels, but, in accordance with their specific issues they will make most acceptable and most efficient framework which would suit

their needs, and which will contain developed quality assurance system, in order to build trust among countries in the process of their mutual recognition of qualifications.

The national qualification framework developed by one country should serve as a structure for development, description and systematisation of relations between qualifications. Therefore, NQF presents a set of principles and references that prove the value of qualifications and enable interested persons to check whether qualification provides possibility for further education and labour market or both. It enables comparison of qualifications from different education fields (general, vocational and higher), linking and clear review of pathways for obtaining qualifications.

taking into consideration specific issues of education system and current situation in qualification classification at national level, working document »Development of National Qualification Framework in Montenegro« proposes, existence of 8 reference levels that will be a basis for final setting of number of levels, sub-levels and accompanying descriptors that will describe and arrange all the qualifications that can be obtained in Montenegro.

National qualification framework covers all qualifications formally recognised in the country and places them in clearly defined relations. It entails all the qualification levels that can be obtained through all forms of education, training and learning and enables close relationship between education and labour market.

The essence of national qualification framework is to ensure mobility between levels through ensuring various pathways for obtaining qualification and public recognition of qualification and/or recognition of qualification at the labour market in the country or among other countries.

5. CURRENT SITUATION ANALYSIS

Taking into consideration that NQF presents a structure that enables comparison of qualifications obtained in various education areas, past activities in the field of education reform in Montenegro at all levels (elementary, general secondary, vocational secondary and higher education) present a firm starting point for establishment of this framework. (Detailed description of current situation at all education levels is provided in the accompanying document »Development of NQF in Montenegro«).

As the regulation of national vocational qualifications was one of the urgent matters that Montenegro had to deal with in the scope of overall process of vocational education, within »Technical Support to Vocational Education and Training« project implemented by EAR, a »Perspectives Paper – National Vocational Qualification« has been developed and it defines this issue in more detail.

Basic assumptions of this document were „transferred“ into Draft Law on National Vocational Qualifications, which is undergoing adoption procedure, and it regulates the issue of obtaining vocational qualifications through the process of valorisation of non-formally and in-formally obtained knowledge and recognition of foreign certificates.

These starting points have been additionally strengthened by the fact that Working Group appointed for draft of »Development of NQF in Montenegro« document« with the support of ETF, prepared a material that was presented to key stakeholders. Also this document is an integral part of this Strategy and basis for further work on NQF establishment.

Another component of the future framework has been developed within Tempus project SCM-C041A06-2006 »Development of NQF for Higher Education«, in cooperation with partners from Germany (German Rectors' Conference) and Latvia (University in Latvia), which was completed in October 2007.

Contribution to establishment of NQF in Montenegro was also made by the Initial version of »National Occupation Classification«, that has been prepared by Employment Agency of Montenegro, and which will allow, in further elaboration, for clear picture regarding classification of occupations and linking of certain occupations with the certain level of necessary qualifications for performance of that occupation. This version of document is in compliance with International Classification of Occupations and experiences of countries from the region have been used during its preparation, as well as uniform nomenclature of occupations (UNO). In the next period an agreement will be reached regarding the responsible institution for the work on development of »National Classification of Occupations«, who will take part in its preparation and the legal status of classification of occupations in Montenegro will be defined.

What proved to be necessary for further and efficient continuation of work, that will also provide transparency, transfer and comparison of qualifications in Montenegro, was incorporation of all segments in a whole, as well as engaging campaign for presentation of the basic objectives and principles to all stakeholders, taking into account that establishment of framework will influence:

- individuals,
- employers,
- individual sectors,
- overall economy,

- mobility of young and adult people.

Therefore, although certain parts important for the establishment of the framework in the future have been elaborated, it is necessary to clearly define what has been done up to now, what parts of the framework that have not been elaborated so far (particularly: informing of all stakeholders, capacity building for NQF implementation, formal recognition of non-formally and informally obtained knowledge, arrangements for regulated profession system in accordance with Directive 2005/36/EC, regulation of quality assurance system, development of sector qualifications, establishment of information system, introduction of credit system in vocational education, etc.) and to define basis for further development of the framework which will, according to experiences of other countries, last for the next 5 - 10 years.

As the establishment of the Framework is a process that will require changes and adjustments, consequent to the situation changes within the system, but also international scene developments, the Strategy will aim to define measures, activities, responsible institutions, deadlines and monitoring indicators for implementation of the basic elements in establishment of NQF in Montenegro for the period 2008 – 2010.

Appreciating the significance of this issue, the Ministry of Education and Science has, earmarked the funds from the Instrument for preaccession (IPA) for 2007 and these funds will be earmarked to initial establishment and development of NQF in Montenegro, including the quality assurance issue at the higher education level.

Having in mind all this, it has been planned that Technical Assistance Team for implementation of this project, in close cooperation with project beneficiaries, defines activities that will be implemented in order to establish NQF for the next period.

6. STRATEGY IMPLEMENTATION MEASURES AND ACTIVITIES

Measure No. 1

Cooperation with Target Groups and Informing of the Public	
Deadline for completion of tasks	IV quarter of 2009
Reference number	1

Explanation:

One of the key tasks in establishment of NQF is understanding and consent of all the stakeholders regarding the solutions proposed in »Development of National Qualification Framework in Montenegro« document, as well as informing the public (every potential user of the Framework) about the basic idea and proposals of this document.

Therefore it is necessary to ensure that establishment of NQF is followed by clear understanding of the public on the NQF itself, as well as by consent of all the stakeholders on its significance and its operation manner.

Aim:

Reaching consensus with overall professional public and informing of all potential users of NQF.

Activities:

1.1 Consultations with the professional public

Deadline: I quarter of 2009

1.2 Media campaign on establishment of NQF

Deadline: IV quarter of 2009

Responsible institutions and monitoring indicators:

No.	Activity	Responsible institutions	Monitoring indicators
1.1	Consultations with the professional public	MES and working group for drafting of »Development of National Qualification Framework in Montenegro« document	<ul style="list-style-type: none"> ○ Harmonised attitudes of key factors in establishment of NQF ○ Drafted and implemented media plan,
1.2	Media campaign on establishment of NQF	MES and working group for drafting of »Development of National Qualification Framework in Montenegro« and an appropriate hired agency	<ul style="list-style-type: none"> ○ Informing of wider public on NQF establishment, ○ Consensus of wider public on NQF establishment, ○ Final document (with all the accompanying manuals and by-laws), ○ Leaflet and glossary handbook (reference book).

Measure No. 2

Cooperation Between Institutions	
Deadline for completion of tasks	I quarter of 2010
Reference number	2

Explanation:

Taking into consideration that establishment of NQF is a task that includes cooperation of the State and all social partners, it is necessary to define precisely the overall relations, as well as obligations and responsibilities of each of the actors, in order to ensure that all the stakeholders are involved in the processes of development, implementation and constant NQF improvement.

Aim:

Establishing cooperation between institutions (Ministry of Education and Science, Ministry of Labour and Social Welfare, University, Examination Centre, VET Centre, Bureau for Educational Services, Employment Agency of Montenegro, Chamber of Commerce, Federation of Employers, etc.), that are involved in establishment, implementation and constant improvement of NQF.

Activities:

- 2.1 Precise defining of roles and responsibilities of all the stakeholders and signing of contract on cooperation regarding NQF development.

Deadline: I quarter of 2009

- 2.2 Establishment of working group for NQF in Montenegro at the national level, formed by the representatives of the ministries and all the stakeholders; training of the members and preparation of the documents that will clearly define responsibilities and operation of the working group.

Deadline: I quarter of 2009

- 2.3 Development of Information system that will be used by all the stakeholders in NQF development, and which will also be a tool for NQF management

Deadline: I quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
2.1	Precise defining of roles and responsibilities of all the stakeholders and signing of contract on cooperation regarding NQF development	MES in cooperation with all the stakeholders	<ul style="list-style-type: none"> ○ Signed agreement on cooperation between the institutions, ○ Made decision on establishment of working group for NQF,
2.2	Establishment of working group for NQF; training of the members and preparation of the documents that will clearly define responsibilities and operation of the working group	MES in cooperation with all the stakeholders	<ul style="list-style-type: none"> ○ Trained members of the working group, ○ Drafted analysis of the current situation and need for development of information system,
2.3	Development of Information system that will be used by all the stakeholders in NQF development, and which will also be an instrument for NQF management	MES in cooperation with MLSF all the stakeholders	<ul style="list-style-type: none"> ○ Drafted analysis of users' needs and development plan for information system, ○ Prepared technical specification for procurement of hardware, ○ Purchased and installed equipment ○ Developed, installed and piloted software, ○ Drafted manual for software use, ○ Trained persons in key institutions.

Measure No. 3

Capacity Building in Institutions	
Deadline for completion of tasks	III quarter of 2009
Reference number	3

Explanation:

Efficient establishment and easy functioning of overall NQF demands capacity building for employees in all the institutions involved in development and implementation of this framework (MES, MLSW, University, Examination Centre, Employment Agency of Montenegro, VET Centre, Bureau for Educational Services, Directorate for development of small and medium sized enterprises, Chamber of Commerce, Federation of Employers, Trade Unions, schools, etc.), as well as for employees on all the levels:

- Decision makers on policy level,
- Experts and admin staff.

Aim:

Capacity building of employees of the institutions involved in development and implementation of NQF.

Activities:

3.1 Training needs analysis – analysis and assessment of training needs for professional development of employees involved in establishment and implementation of NQF.

Deadline: I quarter of 2009

3.2 Development of training programmes and their adoption by the NQF working group.

Deadline: II quarter of 2009

3.3 Training of employees involved in establishment and implementation of NQF.

Deadline: III quarter of 2009

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
3.1	Training needs analysis	MES and working group for drafting of »Development of NQF in Montenegro« document	<ul style="list-style-type: none"> ○ Performed training needs analysis, ○ Developed training programme for employees, ○ Training programme adopted by the NQF working group, ○ Trained employees involved in establishment and implementation of NQF
3.2	Development of training programmes and their adoption by the NQF working group	MES and working group for drafting of »Development of NQF in Montenegro« document	
3.3	Training of employees involved in establishment and implementation of NQF	MES and working group for drafting of »Development of NQF in Montenegro« document	

Measure No. 4

Defining levels, sub-levels and descriptors	
Deadline for completion of tasks	III quarter of 2009
Reference number	4

Explanation:

The most important segment of overall NQF will be comprised of levels – common reference points set on the basis of learning outcomes, consequently qualifications obtained in Montenegro will be compared via EQF to qualifications obtained in other countries. Each of the levels will be described in detail by descriptors, which will have to be clear and intelligible to those who will in contact with them.

Each of these levels and sub-levels will be described by typical learning outcomes:

- Knowledge,
- Skills,
- Competencies,

and not by duration of education or school, as it used to be the case.

Levels, sub-levels and descriptors defined in such a general manner, after agreeing with all the stakeholders will be a basis for organisation of sector qualifications, which will be described through levels, sub-levels and descriptors specific for one sector only.

In order to ease the operation of the overall system, after reaching agreement of all stakeholders on the number of levels, sub-levels and accompanying descriptors, it will be necessary to define this matter clearly through preparation and adoption of appropriate legal act.

Aim:

Organisation of general system of qualifications of levels, sub-levels and descriptors in Montenegro.

Activities:

4.1 Defining levels, sub-levels and descriptors

Deadline: II quarter of 2009

4.2 Preparation and adoption of appropriate legal act that will define the system of levels, sub-levels and descriptors of qualifications in Montenegro

Deadline: III quarter of 2009

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
4.1	Defining levels, sub-levels and descriptors	MES and working group for drafting of »Development of NQF in Montenegro« document and representatives of University	<ul style="list-style-type: none"> ○ Decision on agreed number of levels and sub-levels and defined levels and sub-levels, ○ Levels harmonised with EQF,
4.2	Preparation and adoption of appropriate legal act that will define the system of levels, sub-levels and descriptors	MES and working group for drafting of »Development of NQF in Montenegro« document and Secretariat for Legislation	<ul style="list-style-type: none"> ○ Defined descriptors for each level and sub-level ○ Prepared and adopted legal act that defines the system of levels, sub-levels and descriptors

Measure No. 5

Classification of Qualification in at least One Chosen Sector	
Deadline for completion of tasks	II quarter of 2010
Reference number	5

Explanation:

In order to ensure easy operation of the system it will be necessary to provide access for Statistics Office, public administration bodies, business organisations, individuals, international bodies and others to uniform data on all types, levels and areas of education in the country, as well as qualifications that exist in the country.

As international classification of education ISCED 97, which relies on duration of education in classification of education, was never really officially accepted in Montenegro as the national qualification, nor any other type of education classification was ever developed. Having in mind that process of NQF establishment, it is necessary to develop classification of qualifications, that would be used for making records, collection, processing and presentation of data, significant for monitoring of the situation in education, and which will be used for the purposes of international comparison.

Classification of qualifications, resulting from NQF could link different records, data bases, registers, etc. Therefore it is necessary to establish appropriate classification of qualifications at the national level that will include all the qualifications, described in terms of learning outcomes and not according to duration of education (initial, continuous education) and from I to VIII level.

In this way a relation between NQF and classification of qualification would be established, and that would foster their balanced development.

Apart from defining levels and descriptors it is necessary to develop a classification of qualification and adjustment of NQF according to sectors, which will demand continuous work in the next 5-10 years, it is necessary to start with development of sector qualifications in accordance with priorities defined by the Government, and with a help of methodology that will be prepared in the inception phase.

Aim:

Development of qualification levels that will be described through descriptors and development of qualification classification in one chosen sector.

Activities:

5.1 Defining qualification classification and adjustment of NQF in the chosen sector (occupational area)

Deadline: II quarter of 2010

5.2 Regulation of the system and drafting of occupational classification

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
5.1	Defining qualification classification and adjustment of NQF in the chosen sector (occupational area)	MES, MLSW, MONSTAT, working group for drafting of »Development of NQF in Montenegro« document and EAM	<ul style="list-style-type: none"> ○ Established working group for defining the concept and preparation of methodology framework for development of qualification classification
5.2	Regulation of the system and drafting of occupational classification	MES, MLSW, MES, MLSW, MONSTAT, working group for drafting of »Development of NQF in Montenegro« document and EAM	<ul style="list-style-type: none"> ○ Drafted instruction for arrangement of qualifications, with explanation of links with ISCED and other classifications, ○ Piloted drafting of qualification classification in one sector, ○ Prepared model for development of qualification classification in other sectors, ○ Developed action plans for development of qualification classification in other sectors, ○ Classified qualifications for all occupational areas in which qualifications may be obtained in Montenegro ○ Appointed working group for preparation of methodology basis for development of classification of qualifications ○ Prepared

No.	Activities	Responsible institutions	Monitoring indicators
			<p>methodology basis for development of classification of occupations</p> <ul style="list-style-type: none"> ○ Developed and adopted classification of occupations in Montenegro

Measure No. 6

Law on Recognition of Professional Qualifications for the Purpose of Performing a Regulated Profession	
Deadline for completion of tasks	IV quarter of 2010
Reference number	6

Explanation:

In order to ensure quality in performing of certain professions, the state is obliged to regulate standards and procedures for performance of those professions. Therefore a list of so called regulated professions must be established. This list must include all the occupations in the field of health, animal health, pharmaceuticals, architecture, education and pedagogy, etc.

Each ministry will set the list of regulated professions for its portfolio, as well as professional bodies which will establish procedures and standards that must be met for the purpose of working in certain regulated profession. EU recommendation is that the number of regulated professions should not exceed 100.

Drafting of Law on Recognition of Professional Qualifications for the Purpose of Performing a Regulated Profession is planned up to 2010, and that includes its adjustment with EU Directive 2005/36/EC.

Aim:

Quality assurance in performance of certain professions and enabling mobility of labour force in EU countries, which means that a citizen from one member country has access to the same profession and same industry in other member country, and with the same rights, as a professional, as well as citizens of that other country.

Activities:

- 6.1 Establishment of working group for drafting of Law on Professional Qualifications for Access to Regulated Professions and Defining a List of Regulated Professions

Deadline: IV quarter of 2008

- 6.2 Study visits and training of working group with the aim of better familiarisation with Directive 2005/36/EC and its implementation in EU countries.

Deadline: II quarter of 2009

- 6.3 Development of draft Law on Professional Qualifications for Access to Regulated Professions

Deadline: I quarter of 2010

- 6.4 Public debate and consultations with the foreign expert

Deadline: II quarter of 2010

6.5 Development of legal acts

Deadline: IV quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
6.1	Establishment of working group for drafting of Law on Professional Qualifications for Access to Regulated Professions and defining a list of regulated professions	MES, MLSW, MJ, CCMNE, higher education institutions, MAFW, MMATT, NEA	<ul style="list-style-type: none">○ Adopted Law on professional qualifications for access to regulated professions,○ Developed and adopted accompanying rulebooks,○ Trained staff for working in professional bodies,○ Established professional bodies with established procedures and standards for work in regulated professions
6.2	Study visits and training of working group with the aim of better familiarisation with Directive 2005/36/EC and its implementation in EU countries	MES, MLSW, MJ, CCMNE, higher education institutions, MAFW, MMATT, NEA	
6.3	Development of draft Law on Professional Qualifications for Access to Regulated Professions	MES, MLSW, MJ, CCMNE, higher education institutions, MAFW, MMATT, NEA	
6.4	Public debate and consultations with the foreign expert	MES, MLSW, MJ, CCMNE, higher education institutions, MAFW, MMATT, NEA, all stakeholders and foreign experts	
6.5	Development of legal acts	Working group for development of Law on professional qualifications for access to regulated professions	

Measure No. 7

Key Competencies	
Deadline for completion of tasks	IV quarter of 2010
Reference number	7

Explanation:

Improvement of key competencies is one of the key principles of EQF. Taking into consideration rapid changes in modern world and lack of possibility of education system to provide via “package of contents” knowledge, skills and competencies that an individual will need for the rest of his life, EU has defined 8 key competencies that present a movable, multifunctional package of knowledge, skills and attitudes that each individual needs for personal fulfilment and development, inclusion and employment.

Key competencies are defined as:

1. Communication in mother language,
2. Communication in foreign language,
3. Mathematic literacy and basic competencies in science and technology,
4. Computer literacy,
5. Learning to learn,
6. Interpersonal and civil competencies,
7. Entrepreneurship,
8. Suitable manner of expression.

In accordance with these recommendations Montenegro will have to make an effort in order to ensure that education system enables students and participants to obtain new competencies necessary for life and work.

Aim:

Improvement of key competencies segment in education system of Montenegro.

Activities:

7.1 Analysis of key competencies involvement in education system of Montenegro

Deadline: IV quarter of 2008

7.2 Development of strategy/action plan of improvement of key competencies on all education levels

Deadline: I quarter of 2009

7.3 Implementation of strategy/action plan for improvement of key competencies on all education levels

Deadline: IV quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
7.1	Analysis of key competencies involvement in education system of Montenegro	MES, BES, VET Centre, ECMNE, higher education institutions in Montenegro	○ Completed analysis of key competencies involvement in education system of Montenegro,
7.2	Development of strategy/action plan of improvement of key competencies on all education levels	MES, BES, VET Centre, ECMNE, higher education institutions in Montenegro	○ Developed strategy/action plan for improvement of key competencies on all education levels,
7.3	Implementation of strategy/action plan for improvement of key competencies on all education levels	MES, BES, VET Centre, ECMNE, higher education institutions in Montenegro	○ Implemented strategy/action plan for improvement of key competencies on all education levels

Measure No. 8

Recognition of non-formally and in-formally obtained knowledge	
Deadline for completion of tasks	IV quarter of 2010
Reference number	8

Explanation:

Drafts of »Perspectives Paper – National Vocational Qualification« and »Development of National Qualification Framework in Montenegro« document, anticipate that NQF as a unique framework for recognition of learning outcomes, should include results of both formal education and non-formal and in-formal education. Based on »Perspectives Paper – National Vocational Qualification« a draft Law on National Vocational Qualifications was developed and it explains in detail the manner and procedure of recognition of non-formally and in-formally obtained knowledge.

Application of the solutions anticipated by the draft law will demand preparation and adoption of secondary legislation, as well as training of employees in key institutions for implementation of proposed legal solutions, in order to pilot the proposed ideas and establish overall operation of this complex sub-system that will enable valorisation of continuous obtaining of knowledge, skills and competencies and application of the lifelong learning principle.

Aim:

Introduction of system for formal recognition of non-formally and in-formally obtained knowledge.

Activities:

8.1 Adoption of Law on National Vocational Qualifications

Deadline: IV quarter of 2008

8.2 Development and publication of appropriate rulebooks and instructions

Deadline: IV quarter of 2009

8.3 Training for the employees in key institutions for implementation of the Law

Deadline: II quarter of 2010

8.4 Piloting of the system for recognition of non-formally and in-formally obtained knowledge in one occupational area

Deadline: II quarter of 2010

8.5 Implementation of the system for recognition of non-formally and in-formally obtained qualifications in one occupational area

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
8.1	Adoption of Law on National Vocational Qualifications	MES	
8.2	Development and publication of appropriate rulebooks and instructions	MES, Commission for development of Draft Law on National Vocational Qualifications, MLSW, ECMNE, VET Centre, BES	<ul style="list-style-type: none"> ○ Adopted Law on NVQ, ○ Developed and adopted auxiliary rulebooks and instructions for work, ○ Employees responsible for implementation of the solution in key institutions trained;
8.3	Training for the employees in key institutions for implementation of the Law	MES, Commission for development of Draft Law on National Vocational Qualifications, MLSW, ECMNE, VET Centre, BES, EAM	<ul style="list-style-type: none"> ○ System for recognition of non-formally and informally obtained knowledge piloted in one occupational area, ○ System for recognition of non-formally and informally obtained knowledge implemented in all occupational areas
8.4	Piloting of the system for recognition of non-formally and in-formally obtained knowledge in one occupational area	MES, Commission for development of Draft Law on National Vocational Qualifications, MLSW, ECMNE, VET Centre, BES	
8.5	Implementation of the system for recognition of non-formally and in-formally obtained qualifications in one occupational area	MES, Commission for development of Draft Law on National Vocational Qualifications, MLSW, ECMNE, VET Centre, BES	

Measure No. 9

Professional Guidance and Counselling	
Deadline for completion of tasks	III quarter of 2010
Reference number	9

Explanation:

One of the significant problems that is perceived when it comes to vocational education in Montenegro is the lack of efficient mechanism for ensuring adequate labour force which is demanded by the labour market. This situation results in education and training of labour force for which there is not demand on the labour market, and simultaneously there would be vacancies for professions that are not provided through education and training system.

Sometimes there is a mismatch of supply and demand when the education and training system is offering the programmes for occupations that are needed in the labour market, however the population is not interested for them, due to lack of efficient professional guidance and counselling.

To that effect EAM has established CIPS (Centre for information and professional counselling) in Podgorica and Bar, and is planning to open centres in few more municipalities, with the aim to overcome the problems caused by the lack of inadequate forms of guidance and counselling.

However, in order to solve the problem in a systematic and efficient way, professional guidance must, apart from CIPS, become a subject of activities within the education system, starting from the elementary school and ending with higher education.

In this way, efficient meeting of the labour force needs would be provided on the global level, with careful planning of human resources development on the local level, taking into consideration both short-term and long-term requests and needs.

Aim:

Establishing of professional guidance and counselling system in Montenegro.

Activities:

9.1 Development of strategy/manual for professional guidance and counselling

Deadline: III quarter of 2009

9.2 Development of training programmes for employees of the institutions that will be involved in professional guidance and counselling

Deadline: IV quarter of 2009

9.3 Training of employees from the institutions that will be involved in professional guidance and counselling

Deadline: I quarter of 2010

9.4 Piloting of professional guidance and counselling system

Deadline: IV quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
9.1	Development of strategy/manual for professional guidance and counselling	MES, MLSW, EAM, elementary and high schools, higher education institutions in Montenegro and other stakeholders	<ul style="list-style-type: none"> ○ Developed strategy/manual for professional guidance and counselling,
9.2	Development of training programmes for employees of the institutions that will be involved in professional guidance and counselling	MES, MLSW, EAM, elementary and high schools, higher education institutions in Montenegro and other stakeholders	<ul style="list-style-type: none"> ○ Developed training programme for employees of institutions that will deal with professional guidance and counselling,
9.3	Training of employees from the institutions that will be involved in professional guidance and counselling	MES, MLSW, EAM, elementary and high schools, higher education institutions in Montenegro and other stakeholders	<ul style="list-style-type: none"> ○ Trained employees from the institutions that will deal with professional guidance and counselling,
9.4	Piloting of professional guidance and counselling system	MES, MLSW, EAM, elementary and high schools, higher education institutions in Montenegro and other stakeholders	<ul style="list-style-type: none"> ○ Piloted professional guidance and counselling system

Measure No. 10

ECVET – introduction of credit system for valuation of VET	
Deadline for completion of tasks	IV quarter of 2010
Reference number	10

Explanation:

Introduction of credit system in VET should increase transparency and comparability of education programmes and obtained qualifications, enable recognition of learning outcomes and linking of non-formal and in-formal learning, improve mobility and stimulate lifelong learning.

Introduction of credit system in VET, in addition, should also facilitate and motivate citizens of Montenegro to pursue higher education, that would rely on previously obtained knowledge, skills and competencies, confirmed by a certain number of credits that will be linked and recognised by credit transfer system in higher education.

Aim:

Introduction of credit system for valuation of VET

Activities:

10.1 Development of grounds for introduction of credit system in VET.

Deadline: III quarter of 2009

10.2 Piloting of credit system in VET (secondary and postsecondary).

Deadline: IV quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
10.1	Development of grounds for introduction of credit system in VET	VET Centre	<ul style="list-style-type: none"> ○ Developed basis for introduction of credit system in VET,
10.2	Piloting of credit system in VET (secondary and postsecondary)	VET Centre	<ul style="list-style-type: none"> ○ Grounds adopted by the competent Council, ○ Trained experts for development of credit oriented programmes, ○ Developed credit oriented programmes in chosen occupational areas, ○ Teachers trained for implementation of credit oriented programmes, ○ Piloted credit oriented programmes, ○ Analysed results and changes made in methodology

Measure No. 11

Quality Assurance	
Deadline for completion of tasks	IV quarter of 2010
Reference number	11

Explanation:

Quality assurance is one of the common principles and procedures within EQF and NQF that will be a guideline for cooperation between participants on various levels.

It is necessary to develop quality assurance model on all levels of NQF, both for formal education and non-formal education and for recognition of in-formally obtained knowledge.

In addition, it is necessary to develop a quality assurance model when it comes to NQF implementation, taking into consideration that this is one of its functions.

Therefore, Montenegro will have to prove that it has developed and implemented quality assurance system on all education levels, that will as such be accepted and recognised by other countries, thus the qualifications obtained in Montenegro could certainly be confirmed in other countries.

Further more, Montenegro will be obliged to develop and confirm a system that will also guarantee quality assurance of the overall NQF.

Aim:

Establishing of quality assurance system on all levels of education and quality assurance of system for NQF.

Activities:

11.1 Development of quality assurance system at all education levels

Deadline: III quarter of 2009

11.2 Development of quality assurance system for NQF

Deadline: IV quarter of 2010

Responsible institutions and monitoring indicators:

No.	Activities	Responsible institutions	Monitoring indicators
11.1	Development of quality assurance system at all education levels	MES, ECMNE, BES, VET Centre, higher education institutions	<ul style="list-style-type: none"> ○ Developed quality assurance system at all education levels (primary, secondary, postsecondary, higher education),
11.2	Development of quality assurance system for NQF	MES, working group for drafting of »Development of NQF in Montenegro«, higher education institutions	<ul style="list-style-type: none"> ○ Developed quality assurance system for recognition of non-formally and informally obtained knowledge), ○ Developed standards and instructions for quality assurance at all education levels, ○ Established competent monitoring bodies for implementation of quality assurance model at all education levels, ○ Developed system of quality assurance for NQF.

7. FINANCIAL ASPECTS OF STRATEGY IMPLEMENTATION FOR THE PERIOD 2008 - 2010

	Measure	Amount	Source of Funding
1.1	Consultation with professional public	60.000 €	IPA programme 2007
1.2	Media campaign on NQF establishment	55.000 €	IPA programme 2007
2.1	Precise definition of roles and responsibilities of all interested parties and signing of cooperation agreement	Regular activities	
2.2	Establishment of NQF working group, training of members and preparation of document that will define competencies and operational manner of the working group	10.000 €	Budget funds
2.3	Development of NQF information system	180.000 €	IPA programme 2007 + Budget funds
3.1	Training needs analysis	5.000 €	IPA programme 2007
3.2	Development of training programmes for and its adoption by the NQF working group	65.000 €	IPA programme 2007
3.3	Training of employees involved in establishment and implementation of NQF	50.000 €	IPA programme 2007
4.1	Defining levels, sub-levels and descriptors	20.000 €	IPA programme 2007
4.2	Preparation and adoption of appropriate legal act that will define the system of levels, sub-levels and descriptors in Montenegro	Regular activities	
5.1	Defining qualification classification and adjustment of NQF in the chosen sector (occupational area)	30.000 €	IPA programme 2007
5.2	Regulation of the system and drafting of occupational classification	20.000 €	IPA programme 2007
6.1	Establishment of working group for drafting of Law on Professional Qualifications for Access to Regulated Professions and Defining a List of Regulated Professions	Regular activities	
6.2	Study visits and training of working group	50.000 €	IPA programme 2007
6.3	Development of draft Law on Professional Qualifications for access to regulated professions	30.000 €	IPA programme 2007

	Measure	Amount	Source of Funding
6.4	Public debate and consultations with the foreign expert	10.000 €	IPA programme 2007
6.5	Development of legal acts	10.000 €	IPA programme 2007
7.1	Analysis of key competencies involvement in education system of Montenegro	10.000 €	Budget funds
7.2	Development of strategy/action plan of improvement of key competencies at all education levels	5.000 €	Budget funds
7.3	Implementation of strategy/action plan for improvement of key competencies at all education levels	Regular activities	
8.1	Adoption of Law on National Vocational Qualifications	Regular activities	
8.2	Development and publication of appropriate rulebooks and instructions	50.000 €	IPA programme 2007
8.3	Training for the employees in key institutions for implementation of the Law	50.000 €	IPA programme 2007
8.4	Piloting of the system for recognition of non-formally and in-formally obtained knowledge in one occupational area	40.000 €	IPA programme 2007
8.5	Implementation of the system for recognition of non-formally and in-formally obtained qualifications in one occupational area	Regular activities	
9.1	Development of strategy/manual for professional guidance and counselling	100.000 €	IPA programme 2008
9.2	Development of training programmes for employees of the institutions that will be involved in professional guidance and counselling	50.000 €	IPA programme 2008
9.3	Training of employees from the institutions that will be involved in professional guidance and counselling	150.000 €	IPA programme 2008
9.4	Piloting of professional guidance and counselling system	200.000 €	IPA programme 2008
10.1	Development of grounds for introduction of credit system in VET	45.000 €	IPA programme 2007
10.2	Piloting of credit system in VET (secondary and postsecondary)	Regular activities	

	Measure	Amount	Source of Funding
11.1	Development of quality assurance system at all education levels	600.000 €	IPA programme 2007 (for higher education level) + Budget funds (for other levels)
11.2	Development of quality assurance for NQF	Regular activities	
		1.670.0	IPA programme + 25,000 € Budget funds