



PRIVREDNA  
KOMORA  
CRNE GORE

**CONTRIBUTION OF THE PRIVATE SECTOR TO  
RECOGNIZING THE NECESSARY SKILLS –  
CHAMBER OF ECONOMY OF MONTENEGRO**

Podgorica, 25.09.2017.

# Introduction

- ⦿ Comprehensive reform of the entire education system is a precondition for the improvement and development of human resources of Montenegro.
- ⦿ Successful reform assumes a close connection between the needs of the labor market and the education system

# Human resources in Montenegro

- ⦿ In the structure, regional representation and population demographic trends in Montenegro, in the last 20 years, there have been major changes, first of all, those who, directly or indirectly, influence or generate some characteristics to labor market.
- ⦿ These movements and changes are more pronounced if they are observed for a longer period of time.

# Human resources in Montenegro

- ⦿ According to the 2011 census, the number of inhabitants in Montenegro was about 620,029. However, like many other European countries, Montenegro has a population that is old.
- ⦿ An increase in the number of deaths and a reduction in the number of live births affect the reduction of natural growth. Natural increase has decreased from 5,634, in 1991 to 1,368 in 2011. In 2011, the natural increase was the smallest in the last twenty years.

# Education reform

- ⦿ The reform of secondary education brought about changes in gymnasium and vocational education. Thus, all secondary schools in Montenegro have applied new updated curricula. An external matura exam was introduced. The organization of vocational education in Montenegro is realized as:
  - ⦿ Lower vocational education (for two years),
  - ⦿ Secondary vocational education (for three or four years)
  - ⦿ More vocational education (for two years, as a continuation of secondary vocational education)
  - ⦿ Mastercraft's exam belongs to vocational education also.
- ⦿ The reform of higher education is characterized by the implementation of the Bologna system 3 + 2 + 3

## Secondary vocational education is realized through – School form

- ⦿ In school, practical classes are carried out in school facilities (school workshops, cabinet, laboratory, school farms, student cooperatives) or in school facilities and outside the school (company, institutions and independent shop).
- ⦿ The school is in charge of educating and evaluation of performances achievements in practical instruction in school form.
- ⦿ For students who have completed practical education in school facilities after the end of the academic year, professional practice is organized.
- ⦿ The way of organizing and the duration of professional practice is determined by the educational program.

## Secondary vocational education is realized through - Education with the employer

- ⦿ If vocational education is carried out by employers and schools together, the conditions that the employer must fulfill to perform practical training with respect to the education qualifications of trainers.
- ⦿ The condition for enrollment of students into vocational schools in this form (dual) is an education contract, which provides him with a position in the company and gets the status of "apprentice".
- ⦿ The level of achievement of practical education of students educated by the employer is evaluated by the employer and school at the end of each academic year. During the period of practical education with the employer, the student exercises employment rights in accordance with the labour regulations.
- ⦿ In higher education, amendments to the Law increased practical teaching

# Effects

- Practical instruction with the employer develops students' positive orientation towards the profession.
- The student acquires durable and applicable knowledge, greater reliability and routine, which enables his more favorable position in the labor market and creates the possibility of employment with the employer in which he was educated.
- The employer has the opportunity to prepare a profile profile that corresponds to the business of his company and employ him after completing his education.



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KOMORA  
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# ELEMENTI CKO

Crnogorski  
Kvalifikacioni  
Okvir

## NIVOI

VIII	
VII / 2	
VII / 1	
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- ⦿ In order to bring the educational system and labor market closer, the Ministry and educational institutions collect information from stakeholders on labor market needs.
- ⦿ Chamber of Economy activities on collecting information on labor market needs are carried out through:
  1. The work of Chamber of Economy representatives in sectoral committees
  2. The work of Chamber of Economy representatives in the working bodies of the ministry and educational institutions
  3. Periodic collection of data from the Board of the Association and the Secretary of the Boards
  4. Field research (enterprise survey).

# 1. The work of Chamber of Economy representatives in sectoral committees

1. Sectoral Committee for Construction and Landscaping
2. Sectoral Committee for Economics and Law
3. Sectoral Committee for Agriculture, Food and Veterinary
4. Sectoral Commission for Health and Social Welfare
5. Sectoral Committee for Tourism, Trade and Catering
6. Sectoral Commission for Transport and Communications
7. Sectoral Committee for Engineering, Production Technologies
8. Sectoral Commission for Education and Training
9. Sectoral Committee for Mining, Metallurgy and Chemical Industry
10. Sector Information Technology Commission
11. Sector Service Commission.

## 2. The work of Chamber of Economy representatives in the working bodies of the ministry and educational institutions

1. EUROCHAMBERS - Participation in the work of the Committee "People and Skills" (electronic communication)
2. Participation in TEMPUS projects
3. Participation in the coordination body for monitoring the implementation of the Strategy for Development of Vocational Education in Montenegro (2015-2020).
4. Participation in the coordination body for monitoring the implementation of the Adult Education Strategy (2015-2020).
5. Tour of the company for the purpose of animation for participation in the project Min. Prosvjete "Continuing professional development of teachers and instructors in vocational education in Montenegro"
6. Working in an expert group for reporting on the state of adult education in Montenegro. The aim is to create an analysis of the adult education system in Montenegro and the role of various actors in its creation and implementation. In the working group representatives of Ministry of Education, VET center, Employment agency, Employers' Union, Community of Municipalities, Centre for Development of NGO, licensed adult education organizers.

### 3. Field research (enterprise survey).

- Research on the perception of employers on the reform of vocational education in Montenegro
- Research on the perception of employers on the reform of higher education in Montenegro