

DEVELOPMENTS IN VOCATIONAL EDUCATION POLICY IN MONTENEGRO

**Progress towards the medium-term deliverables
of the Riga Conclusions in the period 2015–19**

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PREFACE

This report presents vocational education and training (VET) policy developments in Montenegro between 2015 and 2019. It covers all five Europe-wide priority areas or medium-term deliverables (MTDs) agreed at Riga in June 2015. The report has been drafted within the terms of the mandate given to the European Training Foundation (ETF) by the Riga Conclusions to monitor and analyse the progress made by the EU candidate countries towards the MTDs. This document is based on the annual monitoring reports submitted by Montenegro to the ETF.

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ASPECTS OF VOCATIONAL EDUCATION AND TRAINING CONTEXT AND POLICIES IN 2018

Montenegro was awarded EU candidate status in December 2010. Accession negotiations with the country started in June 2012.

The population of Montenegro was 622 000 in 2015 (see Annex for key country statistics). The country had a service-oriented economy, with the service sector accounting for 70% of gross domestic product (GDP), while about 20% of GDP was generated by industry and only 7% by agriculture. The structure of employment followed nearly the same pattern: some 73% of the country's workforce was employed in services in 2015; industry employed some 19% of the workforce, while the agriculture sector employed 7%. In 2017, the economy grew at an annual rate of 4.3% (up from 2.9% in 2016), one of the highest growth rates in the region.

Labour market performance has generally been improving in recent years but was still characterised by relatively low participation (only 55% of the labour force in 2018) and a high degree of informality. Although it has been increasing slightly in recent years, the employment rate remained low in 2018 (roughly 60% among those aged between 20 and 64), around 22 percentage points below the EU 28 average. Unemployment had been decreasing since 2015 and stood at 15% in 2018. Young people were particularly affected: some 30% of those aged between 15 and 24 were unemployed and some 16% were not in employment, education or training (NEET). In 2015, an International Labour Organization (ILO) study on youth transition from school to work showed that only a quarter of young people were employed and that the most important barrier to finding a job was a lack of vacancies. The country's workforce is relatively high skilled: nearly 90% of the active population has at least a medium level of educational attainment and one-third of the population aged between 30 and 34 has completed tertiary education. Although the proportion of the population aged between 30 and 34 that had completed tertiary education had been increasing, many tertiary education graduates took jobs below their formal qualifications due to weak employment demand. Recent ETF findings indicate that one in five tertiary graduates worked in semi-skilled jobs in 2017.

Montenegro's performance with regard to the Education and Training 2020 (ET 2020) benchmarks have been mixed. The country progressed in terms of two major education-related areas – increasing tertiary attainment (from 31% in 2015 to 32.4% in 2018) and reducing early dropout from education and training (Montenegro already scored below the EU 2020 benchmark of 10% in this respect). With regard to adult participation in training, the figure remained low and has not improved in recent years (3.2% in 2018 compared to 11% in the EU 28). No progress was achieved in the employability of recent graduates, which stood at 61% in 2018 (the EU average is 80%). Underachievement in reading, mathematics and science remained very high, with around 50% of 15-year-olds functionally illiterate in mathematics and science and 41% functionally illiterate in reading, far above the respective EU 28 averages. Montenegro improved its reading and mathematics results slightly compared to the PISA 2012 survey (albeit from very high levels) but results in science worsened.

Current VET provision in the country is predominantly state-led and school-based. Initial VET (IVET) offers three types of programme: a two-year lower secondary track, a three-year upper secondary programme and a four-year upper secondary programme. In 2015, there were no students in the two-year programmes, while approximately 67% of upper secondary students (19 700 students in total)

were enrolled in the three- and four-year upper secondary VET programmes. Four-year programmes in upper secondary VET (completed by sitting an examination that gave access to post-secondary VET of up to two years and to higher education) accounted for approximately 90% of all VET students, and the rest pursued three-year programmes. Seventy per cent of all secondary graduates enrolled in universities and almost 60% of those came from VET schools. VET reforms in the recent decade targeted mainly secondary VET, with less consideration given to post-secondary, higher or continuing VET (CVET). The main driver behind the reform processes in VET, substantially supported by EU pre-accession assistance funds (IPA), was the need to develop a VET system that was more demand-driven and based on learning outcomes.

VET reforms in Montenegro were framed by the Vocational Education Development Strategy (2015–20) and associated action plan, adopted in December 2014. The priority areas in VET for the period 2015–20 included ensuring high-quality and efficient VET provision, which would be relevant to labour market demands and would provide equal opportunities to all citizens, enabling them to acquire qualifications and enhance their employability, social integration, lifelong learning and labour mobility.

All these priorities were relevant to the Riga MTDs. The ETF suggested to Montenegro that it prioritise its choices for MTD implementation and undertake an ex-ante impact assessment of the deliverable selected as the top priority. Based on the specificities of the national context and the challenges of the enlargement process, Montenegro selected MTD 1 – work-based learning – as its top priority and conducted an ex-ante impact assessment, facilitated by the ETF.

1. MTD 1 – Work-based learning with special focus on apprenticeships

1.1. Baseline situation in 2015

At the beginning of the reporting period, the legal provisions in the Law on Vocational Education (amended in 2010) defined practical training in VET programmes as a combination of training in a VET school and a company and provided the legal basis for apprenticeships.

All curricula allowed for practical training in schools and in businesses. The practical training could be implemented entirely in the company in cases where employers had adequate resources. Thus, students in catering, food processing, transportation, auto mechatronics and services schools conducted the majority of their practical training with employers. In other sectors, for instance construction, textile or agriculture, practical training took place predominantly in school workshops.

The curriculum specified the amount of time to be allocated to practical training – approximately 45 to 50% in the three-year programmes and 15 to 20% in the four-year programmes – but no differentiation was made between practical training taking place in VET school workshops and work-based learning in companies. Students' achievements were assessed by the school, regardless of whether the practical training was conducted at school or at the employer's premises.

For students who had not done their practical training with employers, the curricula envisaged a period of professional practice to take place in companies, usually during the summer and ranging in duration from 10 to 30 days. Internships, although stipulated by law, were not systematically implemented, and VET schools had difficulties finding partners in the world of work. Internships were usually conducted in high-performing sectors of the national economy such as tourism or catering. Often, however, interns tended to work rather than to learn or be trained within the firms.

In 2015, no formal apprenticeship system was in place, although a small number of apprenticeships had been established more than 10 years before that. There had been an unsuccessful attempt to introduce apprenticeships in the past: legal provisions were laid down in the Law on Vocational Education in 2002 and the scheme was piloted in two occupational profiles between 2004 and 2006. Despite the initial interest, problems arose in relation to the motivation of both employers and students, as well as to the organisation and financing of the apprenticeship scheme, and its implementation was suspended as of the 2006/07 school year.

Starting in 2005, KulturKontakt Austria has supported establishment of virtual training firms (simulated work-based learning) in all VET business schools. The Ministry has reported positive outcomes.

1.2. Policy developments between 2015 and 2019

Montenegro became a member of the European Alliance for Apprenticeships in 2015. At the same time, Montenegrin policy makers acknowledged the importance of work-based learning in VET, prioritising it in the context of the follow-up to the Riga Conclusions. Three policy options were chosen for an ex-ante assessment:

- improving the relevant database in Montenegro, aiming to improve the quality of VET programmes;
- defining the roles and responsibilities of partners in work-based learning through structured dialogue, leading to the production of a document clearly outlining the needs and requirements of all stakeholders with regard to work-based learning;
- developing a sustainable system for the training of in-company instructors in practical learning.

In line with the work-based learning goals set out in the Vocational Education Development Strategy (2015–2020), the developments during the reporting period aimed to provide a stimulating environment for cooperation between companies and VET schools. A stronger role for intermediary organisations such as employers' associations or chambers of commerce had been identified as a key priority. Another key priority was to improve the training of in-company instructors.

An EU-funded project, Employer Engagement and Reform of Vocational Education and Training, implemented by the British Council, was launched in October 2015 in partnership with the Ministry of Education. An analysis of incentives and disincentives for cooperation between education and business was carried out, and in-company instructors for VET students were trained.

With the support of KulturKontakt Austria, a web portal (www.obrazovanjeiprivreda.me) was developed to facilitate links and cooperation between employers and schools on the practical education of secondary vocational school students in a real work environment.

Monitoring and evaluation of internships was identified as a major challenge. The tourism sector was selected as a pilot for implementing new measures to improve the quality of internships and for initiating collaboration between VET schools and companies.

The number of practical learning classes conducted in the workplace was increased in both three- and four-year VET programmes. In the first semester of the 2016/17 school year, 45% of the practical learning classes for the three-year VET programmes were held in companies; the equivalent share for the four-year VET programmes was 28%.

In the first quarter of 2017, a number of amendments regarding apprenticeships and referring to different laws in the area of education (including the Law on VET) were prepared. The amendments, adopted in July 2017, provide for the health and pension contributions of apprentices to be paid by the state in the first two years of apprenticeship and by the employer in the third year. In the 2017/18 school year, the first VET students attended this new form of three-year programme, where all practical training takes place in a company and the student is assessed by the school and the employer.

In 2019, the provision of dual education increased by over 200%; 800 students, 250 companies, 20 municipalities and 30 VET schools were involved. The programmes deliver training for electricians, cooks, salespeople, food processing staff and installers of communications infrastructure. In the 2018/19 school year, the Ministry of Education provided 300 scholarships (30 from the Chamber of Economy) for students in deficit occupations. The Ministry of Education organises an annual promotional campaign; the Chamber of Commerce and the Employers' Federation are important partners in this campaign. The Ministry of Education's budget included an explicit budget line for dual education in the amount of EUR 262 000 for the 2018/19 school year (2017/18: EUR 250 000).

2. MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to initial and continuing VET

2.1. Baseline situation in 2015

The General Law on Education (2002), the Law on Vocational Education (2010), the Law on Adult Education and some acts of secondary legislation define quality assurance activities for the VET system and schools and quality standards for curricula and teachers.

Montenegro started to participate in the activities of the European Quality Assurance in VET (EQAVET) Network around the second half of 2012. Montenegro devised a comprehensive national framework for quality assurance in VET that was legally binding and compatible with the priorities and tools of the EQAVET Recommendation. Montenegro's approach was based on external and internal assessment mechanisms introduced in 2006 and 2010, respectively; the application of common indicators for assessing targets, methods, procedures and results; and the involvement of relevant stakeholders. The national VET Centre prepared a methodology for internal evaluation, approved by the National Council for Education, and analysed school plans for quality improvement. In 2012, Montenegro established a National Reference Point in the Ministry of Education to support the quality assurance aspects of IVET, CVET, adult education, the European Qualifications Framework (EQF), the European Credit System for VET (ECVET) and other areas. Legislation required CVET providers to be licensed by the Ministry of Education and for training programmes delivered by the Council for Adult Education to be accredited.

Since 2010, Montenegro has made efforts to harmonise its national indicators for assessing quality in VET with EQAVET indicators. In early 2014, it reported that it had achieved compatibility between its national indicators and EQAVET indicators 1A, 2A, 8A and 10B, while work on the alignment of the remaining indicators was in progress.

The country lacked a systematic labour market information system. There was no system to monitor the employability of VET graduates and their transitions, nor were any state funds allocated to launch such a system. The State Statistical Office collected data from labour force surveys on employment

and unemployment rates by level of education. The International Labour Organization (ILO) carried out a survey of young people's transitions to the labour market (2015).

2.2. Policy developments between 2015 and 2019

Between 2015 and 2019, Montenegro continued to implement its national approach to quality assurance in VET, combining regular external and internal evaluations of VET institutions, participating in EQAVET Network activities and harmonising national indicators with EQAVET quality indicators. The indicators used most frequently by Montenegro and the other candidate countries included indicators 1A and 1B (in both IVET and CVET), 3 (in IVET) and 4 (in CVET); outcome indicators were used less often. This work will inform future education and training programme development.

In the 2018/19 school year, the VET Centre carried out an external evaluation of eight VET schools (2017/18: 10 VET schools). The results are published on the VET Centre's website.

In the 2018/19 school year, a new rulebook for quality assurance was drafted, proposing the same methodology for the internal and external evaluation of general secondary and VET schools. These evaluations were to be carried out by the VET Centre and the Bureau for Education Services, respectively.

Montenegro piloted a tracer system for IVET graduates on two occasions during the reporting period. The focus of the reported developments between 2015 and 2019 was on creating the appropriate tools and procedures for collecting information on VET graduates' labour market entry and career, aspects that had previously been lacking.

The Employment Agency conducted surveys on skills gaps, while assessing satisfaction with the newly graduated VET students.

The Human Resource Management Authority, the Chamber of Commerce and the Employers' Union conducted surveys on the need for the professional training and upgrading of employees.

Since 2018, adult education trainers have had to undergo pedagogical training with regard to adult education and quality assurance. Accreditation of VET providers for adult learning has been carried out by the VET Centre, with nine new providers in the 2018/19 school year. During the same period, a new module was introduced into the Montenegrin Education Management Information System (EMIS) to collect relevant data on adult education, which will inform quality assurance and assessment.

The 'Talent Fund' incentivises exceptional learning achievements and improvements in the quality of teaching and support for talented students. In the 2017/18 school year, prizes were awarded to 466 students and 114 secondary school teachers.

3. MTD 3 – Access to VET and qualifications for all through more flexible and permeable systems, guidance and validation of non-formal and informal learning

3.1. Baseline situation in 2015

Montenegro has traditionally had a high rate of IVET enrolment (despite a slightly declining trend in recent years: in 2015, nearly 70% of all upper secondary students were engaged in VET programmes) and a low rate of CVET participation (3% participation in adult learning in 2015). VET schools were licensed to provide adult learning programmes.

The education authorities and VET schools carried out various promotional activities to attract students from primary education, such as: open days in VET schools; a media campaign entitled 'Vocational education is the key', launched in 2010; fairs; and skills competitions among VET students, especially in sectors such as tourism, vehicle maintenance and mechanical engineering. An Adult Education and Lifelong Learning Festival has been held annually since 2001.

Specialised services offered by school psychologists, pedagogues and specially trained teachers provided guidance and mentoring for potential IVET learners. The horizontal and vertical permeability of VET was ensured to create possibilities for progression within and beyond the VET system. Four years of vocational education were completed by sitting a Matura examination, which gave access to post-secondary VET as well as to higher education.

The National Qualification Framework (NQF) had been under development since 2010. Legislation provided for the development of a comprehensive NQF, encompassing all types of general, vocational and higher education and qualification levels, based on learning outcomes and referring to the eight EQF levels. A number of outcome-based qualifications were already available; new qualifications were in the process of being developed. Montenegro referenced to the EQF in 2014.

Montenegro adopted relevant legislation on the basis of which it developed procedures and identified institutions to conduct validation of non-formal and informal learning for qualification levels 1 to 5.

3.2. Policy developments between 2015 and 2019

Developments in the reporting period focused on improving participation in VET through better guidance services; enhancing the flexibility and accessibility of VET through modularisation of curricula and wider use of distance learning and e-learning; and continuing to implement the NQF and validate non-formal and informal learning procedures.

In addition to regular promotional activities and campaigns and the development of VET programmes for specific vulnerable groups such as Roma and people with disabilities, Montenegro aimed to improve access to VET during the reporting period by introducing individual transition plans in secondary schools and developing more modularised programmes for adults. Within the framework of the EPALE project, it also looked at how e-tools and platforms could be better used to enhance adult learning. Furthermore, again with the objective of enhancing the transfer and flexibility of learning, amendments to the Law on National Vocational Qualifications were adopted in June 2016, introducing the possibility of gaining partial qualifications. This would offer adults more options to obtain vocational qualifications over a period of time in accordance with their interests and availability.

Montenegro undertook some steps to improve guidance and counselling services in VET schools in order to steer young people towards VET and qualifications that would be suitable and relevant to the labour market. In 2016–2017, it implemented a career guidance training programme for teachers from 23 vocational and mixed schools. As a result, most VET schools had teams of teachers who were trained to offer career guidance advice, thus complementing the main services delivered by the eight centres for professional information and guidance operating within the Employment Agency system. Furthermore, Montenegro adopted a Strategy for Lifelong Career Development (2016–20), together with action plans for 2016, 2017, 2018 and 2019–20. A coordinating body to monitor the implementation of the action plan for 2017–18 was established. This body included representatives of line ministries, employers, universities and schools. During the reporting period, the Ministry of Education and the VET Centre developed a manual for career guidance and counselling of students in VET schools as well as a tailor-made manual for students with special needs. A website that promotes career guidance (www.europasscrnagora.me) is also available.

During the reporting period, Montenegro continued to develop the NQF, producing common methodologies for occupational standards, setting up a database and beginning to integrate outcome-based approaches across VET qualifications and curricula. Between March and December 2018, 61 occupational standards and 50 qualification standards were adopted. The NQF website included the register of VET qualifications. The learning outcomes approach was supported by the capacity building of stakeholders in education and training. The 16 sectoral commissions, including representatives from education and the world of work, actively participated in the qualifications development cycle. A total of 104 coordinators were appointed in 34 secondary schools to monitor the implementation of new programmes; 16 education programmes were adopted in 7 sectors (e.g. tourism, agriculture, engineering, services) in 2018. In 2016, the Qualifications Council established procedures and criteria for levelling qualifications in the NQF. Qualifications and learning outcomes are accredited in line with European Credit System for VET.

In June 2016, amendments to the Law on National Vocational Qualifications were adopted. This law governs the recognition of non-formal and informal learning and the acquisition of national vocational qualifications. By 2019, a methodology had been developed. Responsibility for the verification process required to acquire national vocational qualifications (testing and certification) was transferred from the Examination Centre to licensed training providers.

4. MTD 4 – Key competences in IVET and CVET

4.1. Baseline situation in 2015

Some of the key competences, especially those concerning basic skills such as mother tongue, foreign languages, mathematics, science and computer literacy, have always been part of the curriculum of secondary VET in Montenegro, and their place has been preserved or even strengthened in the process of developing new curricula. Qualification standards promoted further key competences as an integral part of any qualification.

At the beginning of the reporting period, the opportunities for acquiring and further developing key competences in CVET were offered primarily through active labour market policies for unemployed people and vulnerable groups (e.g. Roma) to help them to catch up with functional literacy, ICT skills and foreign languages.

The external assessment of key competences is a relatively new area, only recently established in Montenegro. Three key competences – mother tongue, mathematics and a foreign language – formed an integral part of the final (Matura) examinations of VET school graduates.

4.2. Policy developments between 2015 and 2019

The actions reported by Montenegro during the reporting period in the sphere of key competences concerned mainly their promotion, with a special focus on entrepreneurship.

National competence standards were adopted by the Bureau for Education Services in 2016. These applied to teachers and principals in all types of schools and required teachers to encourage students to acquire the key competences and other soft skills (critical thinking and decision making, cooperation, problem solving, creativity, adaptability, persistence, empathy and solidarity). In 2017, the Annual Plan for Adult Education promoted the inclusion of the key competences in adult basic and vocational education programmes. In accordance with the VET Strategy 2015–2020, 16 competence-based programmes were adopted and introduced in VET schools and 400 teachers were trained in 2018. The PISA working group in the Ministry of Education and the action plan address key competence development, which is also reflected in the EU SOPES programme (2015–2017) and the relevant IPA Programme on Key Competences.

Key competences were also promoted by other means during the reporting period, including students' competitions and events (e.g. the Fourth National Fair of Student Practice Companies and Entrepreneurial Clubs from Montenegro) and the launching of bilingual secondary education. A pilot general secondary school was established in September 2016 in Podgorica; depending on results, the option of introducing a similar concept in VET schools will be considered.

With regard to the implementation of the Strategy for Lifelong Entrepreneurial Learning (2015–19), the Eurydice study Entrepreneurship education at school in Europe and the 2015 and 2019 Small Business Act assessment showed evidence of good progress in integrating key competences in entrepreneurship into the Montenegrin education system, including VET. Further mainstreaming of entrepreneurship as a key competence, and the creation of sustainable change in teacher training, continue to pose challenges.

With regard to the digital skills and competences of teachers, the European Computer Driving Licence (ECDL) was introduced into the Montenegrin education system.

5. MTD 5 – Systematic initial and continuing professional development of VET teachers, trainers and mentors

5.1. Baseline situation in 2015

Public policies focused primarily on the competences, roles and professional development of teachers and trainers in IVET, and to a much lesser extent in CVET.

A major issue in pre-service teacher education in the country was the gap between theory and practice. Cooperation between teacher training faculties and schools was weak, which prevented student teachers from gaining satisfactory teaching practice and hands-on experience prior to their employment in schools. Another issue concerning the pre-service preparation of VET subject teachers was that there was a lack of courses in pedagogy, psychology, special needs education or adult learning, and these gaps had to be filled once the teachers were employed.

The in-service training of VET teachers in Montenegro was underfunded and designed in a way that provided more training opportunities for general education teachers than for VET subject teachers. On-the-job and in-company teacher training was minimal. The professional development opportunities for VET teachers were fewer in number and less relevant to their vocational specialism.

Commonly accepted specific requirements for becoming a trainer or mentor in a company were lacking; some criteria or standards existed but were developed and applied within some companies. There was no strategy in place for either the initial or the continuing professional development (CPD) of trainers or mentors in enterprises.

5.2. Policy developments between 2015 and 2019

The policy developments reported in the period between 2015 and 2019 relate to the design of new strategic orientations for the professional development of VET teaching staff in Montenegro and to particular actions taken in the field of CPD for VET teachers and trainers in both schools and companies.

The Strategy for Teacher Training in Montenegro (2017–24), with associated action plans for 2017 and 2018, was adopted in December 2016. It sought to improve initial and continuing development for teachers. Eight new competence standards for teachers and principals in all types of schools were developed and adopted at the end of 2016; these have been taken into account when designing and implementing programmes for the pre- and in-service preparation of teachers.

In September 2017, the University of Montenegro introduced a master's programme for VET subject teachers to address the existing lack of pedagogic, didactic and psychological training and thus improve the pre-service preparation of VET teachers.

A system was introduced whereby persons who passed a master of crafts or trades examination or an examination in child and adult learning could become trainers. All the necessary infrastructure for taking these exams was established. Changes to the rulebook on the organisation of teachers' professional development were made, so that, in addition to accredited teacher training courses, a much wider range of CPD activities could be recognised. Such activities included conducting action research projects, participating in professional networks at different levels, observing lessons and participating in conferences.

Greater importance was attached to the practical experience of teachers in industry. A teacher placement programme, led by the Ministry of Education, the Chamber of Commerce and the VET Centre, and supported by the ETF, was piloted in 2016. The programme has been accredited and is part of the teacher training catalogue.

Each school has a CPD coordinator and the school has a manual for the implementation of CPD.

Formal training for in-company trainers and trainers working in the private sector is still rare in Montenegro. As the majority of companies in the country are SMEs, with small numbers of employees and a limited choice of potential trainers, the system is still trying to come up with the best solution for introducing this concept. In the meantime, the training of instructors in companies was carried out in 2016 within the framework of the EU-funded project Employer Engagement and Reform of Vocational Education and Training. It was implemented by the British Council in partnership with the Ministry of Education.

CONCLUSIONS

Since 2015, Montenegro has further reformed its VET system. In the area of work-based learning, it adopted legislation to incentivise employers to engage in apprenticeships and completed the first round of dual education provision in three-year VET programmes. Further efforts were made to improve the quality of VET by harmonising the national quality assurance approach with the EQAVET Recommendation and ensuring feedback loops by piloting a tracer system for IVET graduates. The flexibility and accessibility of VET was improved thanks to the introduction of individual transition plans in secondary schools, more modularised curricula and greater use of distance learning and e-learning for adults. Implementing the NQF (introducing the possibility of gaining partial qualifications) and improving the procedures for the validation of non-formal and informal learning also helped to improve flexibility and accessibility. Measures were taken to improve the preparation of teachers: a new Strategy for Teacher Training in Montenegro (2017–2024) was adopted in 2016; actions were carried out in pre-service education to address the gaps in the pedagogic skills of VET subject teachers; the promotion of key competences was included in the new teacher standards adopted in 2016; and a programme for the placement of teachers in industry was mainstreamed into the CPD programme.

The actions performed show that Montenegro has been addressing the main themes of the Riga Conclusions. The country could make further progress along these lines if it takes into consideration the following issues in the period remaining up to 2020:

- continue to roll out apprenticeships in the formal VET system and increase the range and quality of internships and placements;
- strengthen the use of EQAVET indicators for monitoring the quality of institutions and ensure that VET tracking mechanisms are put in place and function regularly;
- enhance provision and participation in adult learning while continuing with NQF implementation and scaling up the arrangements for the validation of non-formal and informal learning;
- continue to promote key competences in VET curricula, in particular entrepreneurship, digital skills and STEM subject skills, with a particular focus on opportunities to acquire and develop those skills through IVET and CVET, and reinforce monitoring of the acquisition of key competences;
- implement the Strategy for Teacher Training in Montenegro (2017–2024) with a special focus on the in-company training of VET teachers and the CPD of trainers and mentors in enterprises.

ANNEX: MONTENEGRO – LABOUR MARKET, EDUCATION AND CONTEXTUAL INDICATORS, 2018 OR MOST RECENT YEAR AVAILABLE

Total population		622 259
Relative size of youth population (15–24) [%]		18.3
Activity rate (20–64) [%]		70.5
Employment rate (20–64) [%]		56.7
Employment rate of recent graduates from ISCED levels 3–4 (20–34) [%]		61.2
Employment rate of recent graduates from ISCED levels 3–4 (20–34) [%]	Total	54
	General	n/a
	Vocational	53.6
Unemployment rate (15–74) [%]		15.2
Unemployment rate (15+) by education [%]	Low	20.1
	Medium	16.7
	High	10.3
Youth unemployment rate (15–24) [%]		29.4
Expenditure on education as share of GDP [%]		4.5
Students in VET programmes in upper secondary [%]		67.1
Students in VET programmes in upper secondary		18 723
Participation in lifelong learning (25–64) [%]		3.2
Tertiary educational attainment (30–34) [%]		32.4
Underachievement (15 years) [%]	Reading	41.9
	Mathematics	51.9
	Science	51
Early leavers from education (18–24) [%]		4.6
Persons not in employment, education or training (NEET) (15–24) [%]		16.2
Educational attainment of active population (15+) [%]	Low	9.6
	Medium	62.6
	High	27.7

Sources: Monstat, Eurostat, OECD, UNESCO Institute for Statistics.

Notes: n/a: not available. Low: ISCED 0–2; Medium: ISCED 3–4; High: ISCED 5–8

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