

TORINO PROCESS 2014

MONTENEGRO



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May 2015

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LIST OF ABBREVIATIONS AND ACRONYMS

ACVT	Advisory Committee for Vocational Training
ALMM	Active labour market measures
BES	Bureau for Educational Services
CEM	Chamber of Commerce of Montenegro
CP	Credit point
CVET	Continuous vocational education and training
DGVT	Directors General for Vocational Education and Training
EAM	Employment Agency of Montenegro
EC	Examination Centre
ECVET	European Credit System for Vocational Education and Training
ENQA	European Association for Quality Assurance in Higher Education
EQAR	European Quality Assurance Register for Higher Education
EQARF	European Quality Assurance Reference Framework
EQAVET	European Quality Assurance in VET
EQF	European Qualifications Framework
IPA	Instrument for Pre-Accession Assistance
IVET	Initial vocational education and training
LLL	Lifelong learning
MCTS	Montenegrin Credit Transfer and Accumulation System
MEF	Montenegrin Employers Federation
MEIS	Montenegrin Education Information System
MoE	Ministry of Education
MoLSW	Ministry of Labour and Social Welfare
MONSTAT	Montenegrin Statistical Office
NCE	National Council for Education
NQF	National Qualifications Framework in Montenegro
'Official Gazette of MNE'	'Official Gazette of Montenegro'
PPP	Public-private partnership
RE	Roma and Egyptian
REF	Roma Education Fund
SMEDD	Directorate for Small and Medium Sized Enterprises

STPH

State Textbook Publishing House

STDs

Short-term deliverables

VET Centre

Centre for Vocational Education and Training

PREFACE

The quality of human capital is one of the key drivers for increasing Montenegro's international competitiveness and a key precondition of long-term sustainable development. The high level objective is to increase the competitiveness of the economy, primarily in areas identified in the Montenegro Development Directions 2013-2016, namely tourism, energy, agriculture and industry. The Montenegro Economic Reform Programme for 2015–2017 emphasises the need to continue strengthening the potential of human resources over the next period, not only among university graduates, but among various vocational profiles¹.

Skills and knowledge, employment and innovation are recognised as driving forces for growth and competitiveness. VET is also high on the agenda for the country to improve its human capital policies, and most national strategies, beyond the new VET strategy (2014), contain priorities and measures dedicated to VET. Human resource development, including education, training, skills and life-long learning, touches on a number of policy domains. Montenegro fully recognises the role and impact of VET in achieving the high level objectives for growth and sustainable development.

This report is a result of a comprehensive VET review process implemented in 2014. Being able to assess what works in VET is important for several reasons: resources for VET reform are scarce; there is strong public interest in the results, VET is important for national policy makers, and there are many different opinions and approaches to the subject. In cooperation with the Ministry of Education and the VET Centre, the ETF conducted policy analyses and explored the achievements of VET reform in Montenegro.

The exercise was carried out at a critical time, as the Ministry of Education was preparing a new VET Strategy and a working group was summing up the results of the Bruges Process. Policy analysis is often seen as twofold: analysis *of* policy or analysis *for* policy. Although these may look similar, the approaches are different. In this case, the analysis *of* policy took the form of a VET self-assessment exercise led by the Ministry of Education and based on the analytical framework defined in Torino Process. The analyses *for* policy, on the other hand, was designed as an ex-post analysis of policy options as presented in the Short Term Deliverables (STD) of the Bruges Communiqué. The ETF has facilitated this exercise and provided technical and thematic expertise through inputs and work with country key stakeholders in VET, labour

¹ Montenegro Economic Reform Programme for 2015–2017 (ERP), Government of Montenegro, 2015.

market, and skills. The objective was to ensure a broader knowledge base and make evidence more readily available for the VET policy cycle.

The Ministry of Education deserves recognition for its efforts in organizing the national process of dialogue and exchanges with stakeholders, collecting information and evidence and drafting the Torino process 2014 self-assessment report, with contributions from the VET Centre. Thanks go also to the working group members – key policy actors from different institutions and bodies concerned with VET in Montenegro – who have been fully committed to a series of ex-post policy analyses workshops. The following Montenegrin organisations and key policy actors have taken part in the process: the Ministry of Education, the VET Centre, the Bureau for Educational Services, the National Council for Education and especially its offshoot, the Council for Vocational Education and Training, the Chamber of Economy of Montenegro, the Union of Employers of Montenegro, The Ministry of Labour and Social Welfare, the Employment Agency of Montenegro, the Statistical Office of Montenegro, the Directorate for the Development of SMEs, Secondary Vocational School “Spasoje Raspopović”, including the main decision-making bodies and representatives of the Ministry of Education in the Directors General for Vocational Education and Training (DGVET) and Advisory Committee for Vocational Training (ACVT).

A final stakeholder consultation meeting took place on 27 November 2014 in Podgorica, attended by some 45 representatives of different institutions in VET, labour market, and skills. The Ministry of Education and the VET Centre presented the findings of the VET policy self-assessment, and led discussion of some of the outstanding policy issues and main achievements in the reporting period. The results of the discussion and additional findings have been used to enrich the analyses. In January 2015, Ministry of Education and the VET Centre submitted to the ETF the final version of the VET self-assessment presented in this report.

As Montenegro is preparing for accession to the EU, national VET reform is influenced by medium- to long-term EU policy objectives and targets to improve the performance, quality and attractiveness of VET. The Copenhagen/Bruges Process is the key driver. The key stakeholders in VET, labour market and skills benefit also from the results of the ex-post policy analysis carried out between June and December 2014 in relation to selected Short Term Deliverables (STD) of the Bruges Communiqué. Results of the ex-post policy analyses will be presented in a subsequent report.

EXECUTIVE SUMMARY

VET in Montenegro is facing constant pressure to improve. The goal for 2020 is to create a VET system aligned with labour market needs and able to provide young people and adults with lifelong learning and mobility and empower teachers through professional development and a quality assurance system in which qualifications are based on competences and learning outcomes. This new and enhanced VET provision should further contribute to improving the competitiveness of the Montenegrin economy, ensuring citizens' mobility within the region and providing opportunities for their active participation in initiatives and programmes dedicated to lifelong learning in the European Union.

Montenegro achieved formal candidate status for membership of the European Union and opened negotiations for accession in June 2012. In December 2013, the Programme for EU accession 2014-2018 was adopted, with a detailed roadmap and actions for each negotiating chapter. The EC Progress report 2014 indicates that overall Montenegro is advanced in its alignment in some chapters, including also education and culture. The mismatch between skills available and labour market needs still remains an issue. Otherwise, preparations are well advanced.

The Operational Program for Human Resource Development 2012-2013 is currently the focus of key stakeholders in VET, labour market and skills. The three main priorities defined by this document are establishing efficient and inclusive active labour market measures, improving knowledge, skills and competences for employability and competitiveness, improving social inclusion, and providing technical support. The main measures envisaged are providing support for the most effective measures for improving the quality of the labour market and employment, developing qualifications in vocational education and training, improving the innovation capacity of higher education, research and business, improving labour market access for people with disabilities and Roma, Ashkaelia and Egyptians (RAE).

If the Europe 2020 strategy is about delivering smart, sustainable and inclusive growth, then VET should also be smart, sustainable and inclusive. Long-term investment in VET with a strong emphasis on employability is the recipe for growth, competitiveness and innovation.²

The Ministry of Education was invited to launch the Torino Process in early 2014, which involved agreeing with the ETF on the mode of implementation, mobilising the evidence needed for the analysis, and identifying the key stakeholders to take part in the process. As the 2014 Torino Process cycle overlapped with the 2014 Bruges Process cycle, the Ministry of Education made the decision to establish one working group to deal with both processes. As regards the mode of implementation, the decision was taken to ensure self-assessment as Montenegro is already moving towards adopting improved evidence-based policy making that requires wider consultation with stakeholders, with a stronger lead role for the Ministry of Education.

The reporting period refers to the progress in VET policy from 2010 to 2014. The key questions addressed with self-assessment are structured around five dimensions of VET policy: Vision for the national VET system, Effectiveness and efficiency in addressing economic and labour market demand, Effectiveness and efficiency in addressing demand in terms of demographic, social and inclusion factors, Internal efficiency of the VET system, Governance and policy practices in the VET system.

The country demonstrates strong awareness of the need to achieve a shared, long-term vision for further development of VET ensuring citizens acquire knowledge and skills to get better-quality jobs. The **VET Development Strategy** in Montenegro for the period 2015–2020, together with its Action Plan for 2015, was approved in December 2014. The priority areas in VET for the period 2015–2020 are high-quality and efficient VET, which is relevant to the labour market, and giving all citizens equal opportunities to acquire qualifications in VET, thus ensuring employability and social inclusion, lifelong learning and mobility. A renewed lifelong learning concept has been adopted, which was promoted in the **Strategy for Adult Education 2015–2025**. The Strategy defines objectives and priority target groups whose continuing VET

² Cedefop (2015). Stronger VET for better lives: Cedefop's monitoring report on vocational education and training policies 2010-14. Luxembourg: Publications Office of the European Union. Cedefop Reference series; No 98

should contribute to the development of the economy and society as a whole.³ The principles and guidelines of entrepreneurial policies in Montenegro are under the responsibility of the Directorate for Small and Medium Sized Enterprises (SMEDD) within the Ministry of Economy. A new **Strategy for Lifelong Entrepreneurial Learning 2015 – 2019** has been prepared following a sound process of a policy dialogue organized by the SMEDD and in coordination with the Ministry of Education.⁴

Overall, a comprehensive set of national strategies is put forward emphasising that VET and human resources development are critical assets for a small country to cope with the challenges facing it. The most important strategic documents are the Montenegro Economic Reform Programme 2015-2017 and the Employment and Social Reform Programme 2015-2020, which are based on the Montenegro Development Directions 2013-2016. In these strategies, education and training, VET and skills issues are seen as critical factors for inclusive growth and drivers for increasing employment and reducing unemployment, reducing skills mismatches, improving the quality of life of Montenegrin citizens, reducing the number of poor people and people at risk of poverty.

The number and diversity of the strategic documents applicable to the VET sector demonstrate a good coherent vision. However, together with the challenge of coordinating between all the relevant stakeholders, it is a challenge in practice to address the priorities of the sector in a coherent and integrated fashion. FRAME Skills 2020 Montenegro⁵ implemented in 2013 and 2014 confirmed that a critical success factor in achieving any vision is not only the what, but also the how. With the inclusion of a number of institutions in different strategies, it is a challenge to coordinate activities and strategies in terms of achieving ultimate goals. In a situation where every institution is responsible for its own field of work, there is a risk of fragmentation of reform activity and lack of coherence in the implementation of overall policy objectives.

In the progress-reporting period, some benchmarks point to improvements. The employment rate (15-64) increased from 47.4 % in 2013 to 50.4% in 2014 (55.5% for males and 45.3% for females). Surveyed

³The Vocational Education and Training (VET) Development Strategy 2015–2020 is available at <http://www.gsv.gov.me/biblioteka/strategije>

⁴The Strategy for Lifelong Entrepreneurial Learning 2015 – 2019 is available at: <http://nasme.me/wp-content/uploads/2015/01/STRATEGIJA-ZA-CJELOZIVOTNO-PREDUZETNICKO-UCENJE-2015-2019.pdf>

⁵[http://www.etf.europa.eu/webatt.nsf/0/EBF0D9BF41DEE533C1257D5E0036D799/\\$file/FAME%20Skills%202020%20Montenegro.pdf](http://www.etf.europa.eu/webatt.nsf/0/EBF0D9BF41DEE533C1257D5E0036D799/$file/FAME%20Skills%202020%20Montenegro.pdf)

unemployment (15-64) reduced from 19.6% in 2013 to 18.2 % in 2014, with little difference between sexes. The youth unemployment rate (15-24) reduced from 41.6 % in 2013 to 35.8 % in 2014. Nevertheless, Montenegro's **labour market** continues to be characterized by structural deficiencies, regional disparities, and a low activity rate (15-64) which increased to 61.6 % in 2014, from 58.9% in 2013 (67.7% for males and 55.4 % for females). The incidence of long-term unemployment continues to be high and stood at 75.5% of total unemployed. 65.1 % of people who are long-term unemployed are without a job for more than two years, 8 out of 10 being unemployed for more than 12 months in 2014 (MONSTAT, LFS 2014).

Wide range of **active labour market policies** (ALMPs) provided by the Employment Agency of Montenegro, whose performance deserves to be praised. It has implemented the professional development programmes for unemployed people with higher education degrees, and 3,945 university graduates have benefited from it. The programme is being implemented throughout the period 2014/2015.⁶ The 2015 Budget is approx. 8.5 MEUR. The Decree on Subsidies for Employment of Specific Categories of Persons will be applied in 2015 as well. During the previous two-year period of implementation, approximately 5500 persons were employed with this kind of measures. The incentives amounted to 5.6 MEUR for 2013 and 2.8 MEUR for 2014.

The SME training needs analyses is mainly supported by donors and so far there is no systemic solution. Setting up a system for conducting an SME training needs analysis is one of priority measures of the new Strategy for life-long entrepreneurial learning 2015-2019, and it will be addressed in the Action Plan Objective 3 (Increased relevance of education through building more effective links between education, business and society). Structural mismatches between supply and demand remains as a long-term challenge. Review of education and VET enrolment policy has been also discussed and is now on the reform agenda as part of the national strategies and the Montenegro Economic Reform Programme 2015-2017.

After 2012, important short and mid-term measures have been put in place to cope with the structural mismatch of supply and demand for skills. The Ministry of Education signed a Cooperation Protocol with the Chamber of Commerce of Montenegro with the aim of further improving their relationship and strengthening cooperation in the process of adapting the VET system to the needs of economy. A joint fund was created for providing scholarships to students and 60 of these were awarded. Scholarships were granted for the academic year 2013/2014 to first-grade VET students from 15 VET schools in different municipalities.

⁶ Montenegro Torino Process report 2014, forthcoming ETF publication

The self-assessment identifies the issue of NEETs as an important challenge. **NEETs** are young people in the country neither in education, employment or training. NEETs represented 18.3% of the total youth population in 2013, which is slight increase compared to 16.9 % in 2012. This means that just under one in four young people are neither in education nor in employment. A monitoring and counselling system for students at risk of leaving school early has introduced a “social card”: including information about students to help schools monitor students better during their education and a range of measures to prevent students leaving vocational school before attaining qualifications.

Unlike other minority groups and minority national communities who are included in the contemporary mainstreaming of Montenegrin society, Roma and Egyptians are the most vulnerable and marginalised minority national community. Although a universal and mandatory enrolment program for primary education in the last five years has been implemented, just one-fifth of Roma children under the age of five attend regular preschool, while only 29 % go on to complete primary education, and only five percent attending secondary school. Remarkably, some 26 % of school-age children have never attended school. For the few that pass their Matura exam or VET studies, state scholarship support is available for enrolling in Montenegro’s university, both public and private.

Quality assurance within VET education in Montenegro forms an integral part of the overall education system reform process. It is implemented, *inter alia*, through the process of external and internal evaluation. Establishing sustainable assessment and quality assurance systems is undertaken by the Ministry of Education through the Bureau for Educational Services and the VET Centre. Since 2010, internal evaluation has become mandatory for all public educational institutions, including those delivering vocational education and training programmes for adults. To reinforce the internal quality assurance process, the Guidelines for the Organisation and Implementation of Internal Evaluation have been reviewed in 2013. These Guidelines define the procedures, lines of responsibility and the internal organisation required for implementation (for example, the roles of quality managers, quality committees, teacher-evaluators and quality indicators are outlined). In 2014 the VET Centre improved the methodology for external evaluation of VET providers, considering the EQAVET principles. The third cycle of external evaluation of VET schools has started in the school year 2014/2015 and is on-going.

Since 2006, Montenegro regularly participates in the PISA assessment. The last cycle in which Montenegro took part was 2012, and the overall results show some progress in the different areas of assessment compared to the previous cycle. However, the Torino Process self-assessment report identifies that overall, performance in PISA 2012 is relatively weak. For example, 43.3 % of pupils have low reading skills compared to the EU2020 objective of less than 15% and the EU27 average of 16.6%; 56.6 % of pupils have low performance in mathematics compared to the EU2020 objective of less than 15% and the EU27 average of 16.6%; and 50.7 % of pupils have low performance in science compared to the EU2020 objective of less than 15% and the EU27 average of 16.8%. A number of challenges remain to be addressed, while the core issue remains the low performance of Montenegro students in functional literacy, where the scores continue to be significantly below the OECD average.

The reform of the qualifications framework is significant and sustainable, as an entire policy framework has been put in place including a number of supporting institutions and bodies. So far, 13 sectoral qualifications have been established and are fully functional. Since its establishment in 2011, the Qualifications Council has held 15 sessions and has adopted all the necessary methodological documents. Moreover, following the proposals of the sectoral commissions, it has considered 95 initiatives for developing new qualifications or revising existing ones in line with defined procedures. The Qualifications Council has worked with the European Qualifications Framework for Lifelong Learning in the development and referencing of the National Qualifications Framework. In November 2014, the European Commission EQF Advisory Group adopted the Report on Referencing the Montenegrin Qualifications Framework to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area, and made a decision regarding the alignment of the NQF with the EQF. Referencing NQF levels against the EQF establishes an explicit connection between NQF and EQF level descriptors.

In July 2013, the Montenegrin Parliament adopted Amendments to the Law on Primary Education, the Law on Vocational Education and the Law on High School and the General Law on Education. The most important changes with an impact on the governance of the system is the revised Statue of the VET Centre, which was adopted in April 2015, and which provides that the VET Centre shall report to the Government. Funding through a 'per capita' model was introduced, whereby public institutions including VET schools receive funds from the national budget for each academic year on the basis of the cost of educating each student within a specific VET programme, the number of students, and the coefficient of the VET programme group.

The Torino Process consultation event was held on 27 November 2014. Some 45 key stakeholders in VET, labour market and skills issues took part. The Ministry of Education and the VET Centre presented the findings of the VET policy self-assessment, paving the way for an in-depth discussion on key issues in VET. The major issues and needs for the future focus of VET can be summarised as follows:

- Further development and active involvement of social partners in planning, organizing and implementing VET, thus providing better a response to labour market needs. The improvements of flexibility of VET through development of modularized curricula based on vocational and key competences, which ensure wide basic vocational knowledge and which, by the means of elective modules, satisfy special interests and affinities of pupils. VET that takes place not only in school workshops, but is also shaped by apprenticeship training and enriched with real work related experience for students.
- Improving further the set of indicators for the quality assessment of VET providers, defining procedures for VET curricula evaluation, as well as the evaluation itself, will contribute to the improvement of quality of VET. The improvement of initial and continuing professional training of teaching staff has been recognized as a key factor in education quality. Special attention in the future should be dedicated to the professional development of VET teachers.
- Further strengthening and fully establishing recognition of prior learning, as well as continuing work on the National Qualification Framework will ensure quality of VET qualifications, and connection and comparability of the outcomes, achieved through different skills development and learning pathways.



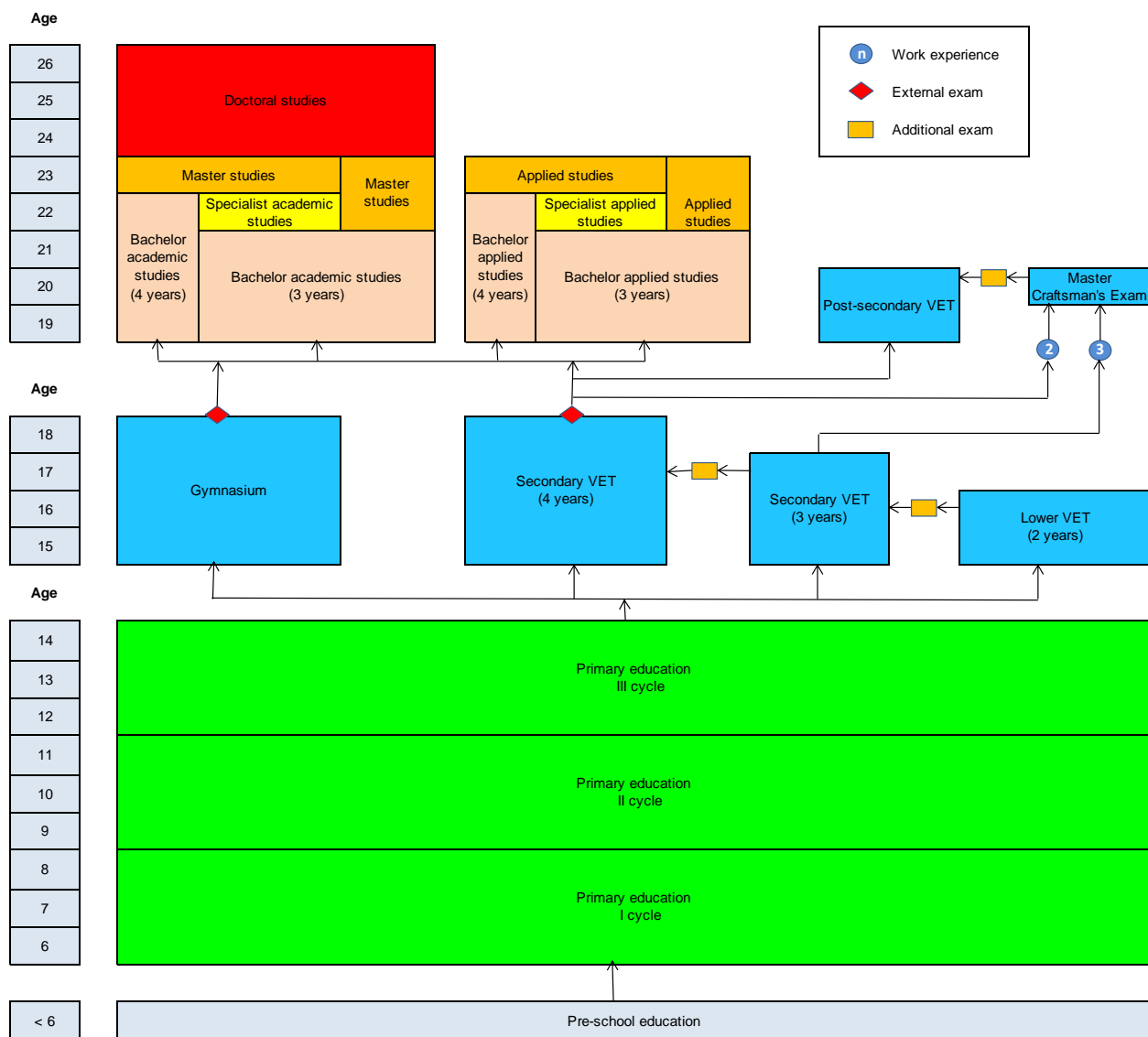
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TORINO PROCESS 2014: MONTENEGRO SELF- ASSESSMENT REPORT

Vision for the national VET system

The Montenegrin education system (Figure 1) covers pre-school, primary, general secondary (gymnasia), vocational and higher education.

Figure 1: The Montenegrin educational system



Pre-school education is organised into nurseries (for children under the age of three), kindergartens (from the age of three until the start of primary school), and other forms of pre-school education, such as small schools, playrooms and workshops.

Primary education is compulsory and free of charge for all children in Montenegro. Children aged six enrol in primary school. The primary education programme lasts for nine years and is divided into three cycles (3+3+3). Pupils are allowed to select their subjects in the third cycle, in line with their needs, abilities and interests. Achievements within a specific subject are presented descriptively in the first cycle (classes 1–3), numerically with explanation in the second (classes 4–6), and only numerically in the last cycle (classes 7–9).

Secondary education consists of general secondary education (gymnasium) and vocational education. General secondary education last four years and is provided in line with the provisions of the General Act on Education and the General Secondary Education (Gymnasium) Act. In order to complete secondary education students must take the external graduation (Matura) exam, which is a general precondition for the continuation of studies at a higher education institution. By completing the general secondary education programme students acquire the IV1 qualification level of the NQF.

Vocational education and training (VET) in Montenegro complies with the provisions of the General Law on Education and the Law on Vocational Education. Following the legal provisions, VET in Montenegro is provided in three stages:

- lower VET (two years);
- secondary VET (three or four years); and
- post-secondary VET (following secondary VET and, lasting for two years).

VET also includes the Master Craftsman's Exam.

Students who complete a lower VET programme acquire education qualification level II of the NQF, while after the three-year VET programme students gain education qualification level III, and after four years level IV1. In passing the Master Craftsman's Exam programme, students reach qualification level IV2, and, finally, by completing the post-secondary VET programme, students achieve level V.

The educational system is composed of: 21 public and 13 private pre-school institutions; 163 public primary schools; 47 public secondary schools (gymnasia and vocational and mixed schools) and one private gymnasium; three resource centres; 80 licensed adult education providers; three universities; and nine independent private faculties. In the current academic year (2014/2015), there are 29 960 students attending

secondary education (vocational and general), out of which 19 687 students attend vocational education. Table 1 shows the percentage of VET students in secondary education.

Table 1: Percentage of VET students in secondary education in Montenegro

	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total	68.6	68.7	68.8	68.8	68.2	67.8	67.3	67.4	65.7
Female	63.4	63.3	64.0	63.6	63.6	63.1	61.6	55.9	58.2

Sources: UNESCO (2014) and the Ministry of Education.

Secondary VET has also been delivered in the Albanian language in three mixed secondary schools in the municipalities of Plav and Ulcinj and the urban municipality of Tuzi.

Vocational education is carried out through 63 four-year curricula, 32 three-year curricula and two post-secondary VET curricula. (School year 2014/2015)

The vision of the Montenegrin VET system up to 2020 is for vocational education to be aligned with labour market needs, ensuring that young people and adults benefit from lifelong learning and mobility alongside personal and professional development. In addition, teachers are to be empowered, and a quality assurance system established in which qualifications are based on competences and learning outcomes, and tied to regional initiatives and programmes of lifelong learning in the European Union.

The most significant **results of the reforms** designed to enable further improvement of VET provision and create the **conditions for innovation and responding to challenges** are set out below.

As a result of the reform process, greater involvement of social partners in VET has been achieved. Social partners and partners in social dialogue include members of the National Council for Education and Qualifications Council, which adopt the most important documents in the field of education and qualifications. Social dialogue participants were also involved in the establishment of the VET Centre and form its Governing Board. In addition, social partners are members of sectoral commissions, the Board for Vocational Education and the Board for Adult Education.

Mobility throughout the educational system and vertical mobility in VET in particular have been created through providing a rich educational offer of curricula, with various requirement levels in specific occupational

fields. This creates opportunities for both gaining employment and the continuation of education (lower, secondary and post-secondary VET). Students who want a vocational education are now able to choose from a large range of curricula.

Education reform has changed the approach to teaching and learning in the country. Specific goals have been introduced in the teaching process and the focus is now on the achievement of these goals. VET curricula have been updated and modernised. Curricula define the knowledge, skills and competences to be acquired by students during the education process, and teachers have the autonomy to achieve the basic objective – a high-quality education – through different paths, methods and approaches. Finally, entrepreneurship has become embedded in numerous curricula as a subject to be studied.

An external VET exam was carried out for the academic years 2010/2011 and 2011/2012. The introduction of an external VET exam enables the extent to which the goals and knowledge standards, defined in the programmes of specific subjects have been achieved, which then serves as the basis for any required improvements of those elements which influence students' achievements. The experience and knowledge acquired through the first cycle of external assessment of the quality of educational activity in schools, implemented by the VET Centre and the Bureau for Educational Services, are of great importance, both in terms of improving institutional work in education and for building an integral quality assurance system.

The legal provisions governing the field of qualifications' attainment through formal education and non-formal and informal learning have been harmonised. The Law on Vocational Education prescribes that the successful completion of a module, developed on the basis of an occupational standard, enables the attainment of a vocational qualification. The Law on National Vocational Qualifications stipulates that vocational qualifications may also be attained on the completion of a module in cases where a publicly validated curriculum was developed on the basis of several occupational standards. Therefore, the law enables students who have successfully completed the module which is in line with the occupational standards, but who have left education for various reasons, to acquire a vocational qualification. Adults will be able to gradually acquire a higher level of education through the completion of particular modules of a curriculum. In addition, students with special educational needs will be able to acquire qualifications over an extended period of time, according to their capabilities.

Amendments to the Law on Vocational Education from 2010 defined practical training in VET schools as a combination of training at school and in the workplace, and each curriculum entails obligatory practical

training in schools and businesses. Where employers have adequate resources, practical training may be implemented entirely in their companies.

The value of adult education has been promoted within various target groups (drop-outs, the unemployed without qualifications or those whose qualifications are not needed by the labour market, as well as the employed). Large numbers of adult education providers have become licensed to implement special training programmes. Schools have also become involved in adult education, creating their own education offers, and cooperation has further been established between schools and local employment units of the Employment Agency.

The Bases for Modularisation and Credit Rating of VET Curricula were created and adopted by the National Council for Education in 2012. The introduction of a credit system in VET and the modularisation of curricula are aimed at the provision of educational flexibility and allow individuals mobility within the system. This document sets out the basic elements influencing the modularisation and credit rating of curricula, in order to aid comprehension of the process itself, as well as the steps which have to be taken to achieve modularised and credit-rated curricula. The type of module in a curriculum depends on its goals and content, and modules may be obligatory or optional. Obligatory modules are divided into general education and vocational modules. Optional modules are those supporting skills, knowledge and competences and are related to vocational qualifications. One module can be part of several curricula.

The Law on National Qualifications Framework has been adopted, ('Official Gazette of MNE', No. 80/2010) and the Qualifications Council and various sectoral commissions have been established in compliance with this Law. The responsibilities of the bodies involved in the process as proposing, developing and classifying qualifications in the NQF. In compliance with this Law, the NQF governs the entire qualifications system in Montenegro. Detailed procedures for qualifications development, which are the part of the NQF, have been provided in the rulebooks and methodological documents adopted by the Ministry of Education (through the Qualifications Council).

The responsibilities of the Qualifications Council, established on the partnership principle in compliance with the Law on National Qualifications Framework, include:

- deciding on the classification of qualifications in the NQF;
- proposing the development and improvement of qualifications to competent institutions, in line with labour market needs;

- deciding on the alignment of the existing qualifications for classification in the NQF;
- adopting occupational standards;
- adopting qualifications standards;
- monitoring NQF development as a whole.

Alongside the Qualifications Council, the Law on the National Qualifications Framework prescribes the establishment of sectoral commissions for all qualifications sectors. These sectoral commissions are professional bodies composed of representatives of employers, trade unions, universities, competent ministries and educational institutions. They consider the trends and tendencies in the labour market in certain sectors and propose the development of new and the revision of existing qualifications at all requirement levels, as described by their learning outcomes. The working dynamics of the commissions vary from sector to sector, but in general the main activities of the sectoral commissions include:

- drafting descriptions of qualifications in line with defined priorities;
- submitting recommendations to the Qualifications Council for prioritising the upgrading of existing and the development of new qualifications (for their particular sector);
- offering opinions to the Qualifications Council on initiatives for the development of new qualifications.

So far, 13 sectoral qualifications have been put in place in line with their competences.

Since its establishment in 2011, the Qualifications Council has held 15 sessions. The Council has adopted all the necessary methodological documents and, following the proposals of sectoral commissions, has considered 95 initiatives for the development of new or the revision of existing qualifications, in line with defined procedures. The Council has given a positive response to the initiatives for the development of qualifications and their descriptions in the case of 85 qualifications: 56 vocational qualifications (levels II–V), two vocational qualifications for level VI, 12 qualifications for the level of education in VET (levels II–V) and 15 qualifications of the level of education in higher education (levels VI–VIII). The Qualifications Council has worked with the European Qualifications Framework for Lifelong Learning in the development and referencing of the National Qualifications Framework.

In line with the Grounds for Modularisation and Credit Rating of VET Curricula, two new curricula were created – Tourism Technician and Agriculture Technician – which commenced in the academic year 2013/2014. Modularisation and credit rating in VET cannot be regarded separately from the activities related to establishing the NQF, which prescribes that curricula be developed on the basis of qualification standards.

These standards encompass learning outcomes, grouped into learning units, which are assigned credits. In the academic year 2014/2015, the modularised and credit-rated curricula Metallurgy Technician and Environment Protection Technician were launched in the VET sector. In the same year a third generation of students enrolled in the Culinary Manager programme at the School for Secondary and Post-secondary VET 'Sergije Stanić' in Podgorica. The post-secondary VET curriculum Restaurant Service Manager has also been introduced in this school.

Training has been organised for teachers in all schools which offer the modularised curricula, including the planning of teaching based on learning outcomes and their evaluation.

In accordance with the Strategy of Lifelong Career Guidance (2011–2015) and its Action Plan, school teams have been set up in a number of VET institutions. Each team has four members: a pedagogue, a psychologist, a teacher of theoretical subjects and a practical training teacher. The teams have been created in eight secondary schools in different regions of Montenegro, and have received training in the delivery of career guidance, which was introduced in the academic year 2013/2014.

The VET Development Strategy in Montenegro for the period 2015–2020 has been drafted, together with its Action Plan for 2015. Taking into account macro-economic factors, the labour market, the achievement of goals defined in the VET Development Strategy (2010–2014) and implemented measures and activities from corresponding action plans for the periods 2010–2012 and 2013–2014, as well as joint goals provided in the Bruges Communiqué and the strategic framework for cooperation in education 'Education and Training 2020', the priority areas in VET for the period 2015–2020 are:

- high-quality and efficient VET, relevant to labour market needs;
- providing equal opportunities for acquiring qualifications in VET to ensure employability and social inclusion;
- lifelong learning and mobility.

The Strategy envisages the measures and activities which are needed to ensure a faster response to the requirements of VET and which are vital for the achievement of high-quality VET provision for young people and adults. These include:

- improving the existing tools for labour market research;
- developing qualifications in compliance with NQF principles;

- preparing flexible, modularised and credit-rated curricula with extensive profiles, based on learning outcomes;
- establishing a quality assurance system in VET at the national and school levels, in compliance with EQAVET;
- making decisions on the basis of relevant data and information on implemented activities in IVET and CVET;
- creating conditions for work-based learning;
- improving professional development for VET teachers;
- improving the competences of VET schools management,
- creating conditions for the division of responsibilities in the governance and financing of VET;
- enabling various approaches to training and gaining qualifications for different target groups;
- adapting curricula and educational offers for people with special education needs and gifted students
- promoting lifelong learning.

Effectiveness and efficiency in addressing economic and labour market demand

Montenegro achieved formal candidate status for membership of the European Union and opened negotiations for accession in June 2012. The efforts made towards gaining accession to the EU form the backbone for comprehensive reforms, while progress in this area should contribute to medium-term economic growth.

Table 2: Demographics in Montenegro

	2006	2007	2008	2009	2010	2011	2012	2013
Annual population growth rate (%)	0.168	0.153	0.137	0.123	0.108	0.091	0.070	0.05
Percentage of population 0–14 years	m.d.	m.d.	m.d.	m.d.	19.5	19.3	19.1	18.74

Sources: World Bank (2014) and ETF calculations on United Nations, Department of Economic and Social Affairs (2013).

Notes: The 2010 figure for the percentage of the population is an estimate, m.d. = missing data.

As is shown in the Montenegro Economic Reform Programme⁷, the development model for Montenegro in the years immediately following its independence was based on strong domestic consumption, which was fuelled by a high influx of foreign capital, in the form of both foreign direct investments and banking loans. The financial crisis of 2008 led to a downturn in national economic growth. Even though some economic growth has been generated in recent years, the new reality in the international environment clearly shows that the development model that existed before the economic crisis can no longer produce the economic growth rates that were previously recorded in Montenegro and which it is striving to approach in the future. The crisis Montenegro has experienced in recent years is not only reflected in the slowing of its economic growth, but also in the reduction of its long-term potential growth. Thus, a key challenge for the country, as is also the case for its neighbours, is how to regain its former economic growth rates, or how to remove the chief obstacles hampering the country's potential for faster economic growth.

⁷ Montenegro Economic Reform Programme for 2015–2017 (ERP), Government of Montenegro, 2015.

Table 3: Foreign direct investments (as % of GDP) and GDP growth rate

	2007	2008	2009	2010	2011	2012	2013
FDI as % of GDP	25.5	21.5	37.3	18.4	12.4	15.3	10.1
GDP growth rate	10.70	6.90	-5.70	2.50	3.23	-2.50	3.50

Source: World Bank (2014).

Basic characteristics of trends in the labour market

Under the conditions of economic recovery in 2014, the labour market is still characterised by problems common to markets in the region and further afield, with the most prominent issue being long-term unemployment (Table 4), leading to structural unemployment and high jobless rates among young people, regional gaps in employment and unemployment levels, insufficient employment of the labour force in seasonal jobs and a large number of hard-to-employ unemployed persons (Table 5)⁸. The problems in the labour market result from the structural nature of unemployment, conditioned by the change in the nature of the economy (from production to services), and the cyclical nature of unemployment, caused by the effects of the global economic crisis.

Table 4: Labour market indicators: long-term unemployment and youth unemployment

	2007	2008	2009	2010	2011	2012	2013
Number of long-term unemployed as proportion of the total unemployed (15+)	73.2*	79.4	81.3	78.7	79.6	81.1	82.3
Total youth unemployment	38.3*	30.5	35.6	45.5	37.1	41.0	41.6
Female youth unemployment	45.4*	28.2	35.6	47.1	39.3	39.2	38.5

Sources: MONSTAT and ETF calculations based on MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Notes: * = less accurate estimation.

⁸ Draft Program of Employment Policy and Social Policy Reform 2014–2020.

Table 5: The number of unemployed categorised by qualification structure in municipalities

Municipality	Total	I	II	III	IV	V	VI-1	VI-2	VII-1	VII-2	VIII
Andrijevica	447	89	9	102	175	2	10	0	60	0	0
Berane	1 913	343	42	328	669	4	49	0	468	10	0
Budva	588	75	18	100	157	4	34	0	186	13	1
Bijelo Polje	3 810	635	138	1 041	1 149	35	85	0	710	17	0
Bar	1 509	235	57	308	383	16	53	1	438	18	0
Cetinje	1 280	382	55	215	372	7	30	0	212	7	0
Danilovgrad	873	142	20	230	277	10	8	0	182	4	0
Herceg Novi	1 002	51	90	252	198	25	44	0	332	10	0
Kotor	805	58	53	191	200	3	45	0	252	3	0
Kolašin	774	169	18	206	247	7	16	0	111	0	0
Mojkovac	673	96	28	226	193	0	14	0	113	3	0
Nikšić	3 682	223	98	647	1 080	10	114	1	1 469	40	0
Podgorica	7 501	840	228	1 206	2 293	97	160	1	2 621	50	5
Plav	512	107	8	73	144	8	18	0	150	4	0
Plužine	73	5	0	27	33	1	0	0	7	0	0
Pijevlja	2 280	354	89	598	741	24	54	5	405	10	0
Rožaje	1 147	207	25	218	248	1	56	0	383	9	0
Šavnik	96	9	3	29	36	0	2	0	17	0	0
Tivat	750	90	39	183	168	34	31	0	201	4	0
Ulcinj	1 009	232	50	212	203	7	20	0	275	8	2
Žabljak	252	34	2	54	120	1	3	0	38	0	0
TOTAL	30 976	4 376	1 070	6 446	9 086	296	846	8	8 630	210	8

Sources: EAM data for 9 September 2014.

In order to enhance the efficiency of the active employment policy, the Employment Agency implements training programmes and public works for the unemployed, as well as support programmes to help young people obtain their first job. These include projects to promote entry-level positions and fund the salaries of trainees, as well as initiatives to encourage the employment of young people in seasonal jobs. To increase self-employment, entrepreneurship stimulation programmes have been implemented, through loans to the unemployed to start up their own businesses and the provision of training courses for existing and would-be entrepreneurs.

In compliance with the priorities and goals of employment policies aimed at integrating disabled and hard-to-employ people into the workforce, the Employment Agency implements programmes of professional rehabilitation and employment for the disabled, the disadvantaged and the Roma and Egyptian (RE) population, as part of a raft of projects to increase employment rates.

In 2013 the labour market showed signs of slight recovery. According to the Montenegro Labour Force Survey, the activity rate for the population aged 15 to 64 years (58.9%) increased by 0.2 percentage points, owing to a somewhat higher activity rate for women, while the activity rate for men stayed unchanged. The overall activity rate (47.4%) showed an increase of 0.4 percentage points, and the unemployment rate fell slightly, from 19.9% to 19.6%. The decreasing trend in unemployment was more pronounced among the female population (18.9%), showing a drop of 1.6 percentage points, while the unemployment rate for men (20.3%) showed an increase of about 0.8 percentage points. The data from the Labour Force Survey for the 2nd quarter of 2014 show a further continuation of this positive trend. The activity rate for the population aged 15 to 64 was 62.8% – a rise of 3.9 percentage points in relation to the average in 2013, and 3.1 percentage points higher than the same quarter last year. Also, the female activity rate increased by 3 percentage points (to 54.2% from 51.2%) in relation to the same quarter in 2013; in the case of men, the increase was 0.9 percentage points (MONSTAT, 2014b).

According to MONSTAT registers, the average number of people in employment in 2013 was 3% higher than in 2012. The trend of increasing employment also continued in 2014, so, according to the Labour Force Survey, the number of the employed (218 600) for the 2nd quarter was 6.7% higher in relation to the same quarter in the previous year (204 800). According to the same source, the employment rate for the population aged 15–64 was 47.0% in 2012, 47.4% in 2013, and 41.1% in the second quarter of 2014 (MONSTAT, 2015).

In terms of unemployment and the correlation between the unemployment rate and economic growth, Montenegro could not be considered a distinctive example of the 'jobless growth' phenomenon, which is a feature attributed to the whole region. The fact is that long-term transition processes have had a radical impact on the Montenegrin economic structure (changing the focus from manufacturing to services), and this has led to a higher unemployment rate. The newly established economic model, on which growth was based, could not create sufficient demand to absorb the job losses in certain manufacturing sectors. However, high economic growth, especially in the years prior to the economic and financial crises, has contributed to a significant decrease in the unemployment rate, in spite of the fact that it has remained at a

high level. Namely, in 2008, the unemployment rate was 16.8% for the population aged 15+, while in 2007 it was 19.4% and in 2006 it was 29.6% (MONSTAT, 2015).

Montenegro occupies 44th position on the 2014 list measuring 'ease of doing business', which means that it improved its position by 46 places compared to 2009 and achieved the most significant progress in the region (see the World Bank report on doing business for the period July 2013 to June 2014)⁹.

After a negative growth rate of 2.5% in 2013, moderate growth was reached in 2014; and according to the estimates of the Central Bank of Montenegro, it was between 3% and 3.5%. This growth rate is considerably higher than the average for the region and the European Union. However, the high growth rate does not mean that the crisis is over, but rather it can be seen as the result of a number of positive one-off events. Firstly, there was a relatively low base as a result of natural disasters in the first quarter of the last year; then, exceptionally high growth was achieved in the field of energetics (a growth rate of 69.6% in the first seven months). In addition to this, remarkably high growth rates were achieved in the field of construction (29.9%) and forestry (49.9%)¹⁰.

According to data obtained by employers and the Tax Administration of Montenegro through the System of Integrated Registration of Tax Payers and Insurers, in the first half of 2014, 7 046 people obtained employment through the Employment Agency. Compared with the same period in 2013 when 7 142 were employed there was a decrease of 96 people or 1.34%.

Podgorica has the highest employment figures (2 086 or 29.61%), followed by Herceg Novi (1 565 or 22.21%) and Budva (674 or 9.59%). Most of the employed were secondary education graduates with the four-year qualification (1 929 or 26.39%), then came people without experience and qualifications (1 426 or 20.24%), those with a level VII qualification (1 267 or 18.0%), and, finally, those at level III (1 219 or 17.3%)¹¹.

⁹ <http://www.gov.me/vijesti/132356/U-Izvjestaju-Svjetske-banke-o-lakoci-poslovanja-Doing-Business-2014>

¹⁰ Recommendations to the Government of Montenegro for economic policy in 2014.

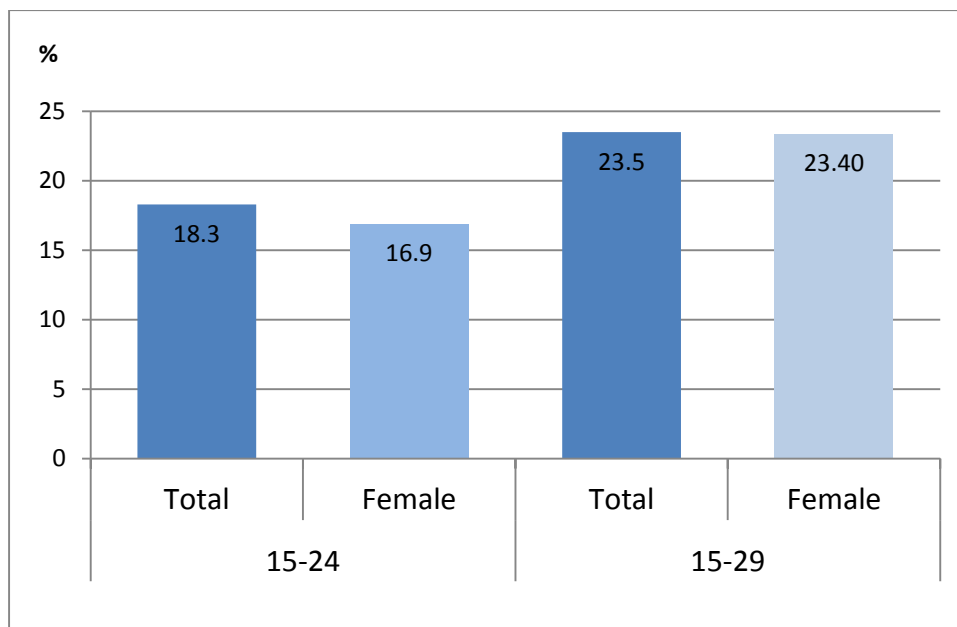
¹¹ Annual Report 2014, Employment Agency of Montenegro, released January 2015, available at: <http://www.zzzcg.org/shared/izvjestaji/Izvjestaj%20o%20radu%20za%202014.pdf>

The Ministry of Education signed a Cooperation Protocol with the Chamber of Commerce of Montenegro with the aim of further improving their relationship and strengthening cooperation in the process of adapting the education system to the needs of economy. A joint fund was created for providing scholarships to students and 60 of these were awarded. Scholarships were granted for the academic year 2013/2014 to first-grade VET students from 15 VET schools in different municipalities of Montenegro taking the following curricula: Cook, Electrician, Welder, Sanitation Equipment Fitter, Heating and Air-conditioning Engineer, Auto Mechanic, Tiler, Construction Fitter, Agriculture Technician and Electrical Engineer.

Effectiveness and efficiency in addressing demographic, social and inclusion demand

In Montenegro the challenges of the VET system have been conditioned by social changes and the current situation in the labour market, as well as the tendency within society to recognise the needs and capacities of the unemployed and all vulnerable groups (for example, minorities, children with disabilities), and the desire to create a socially inclusive system comparable with those elsewhere in the region and in Europe.

It is interesting to consider the situation in the country of young people who are neither in employment nor in education or training. These so-called NEETs reflect the percentage of the youth in the country who are neither in education nor in the labour market out of the total youth population. As shown in Figure 2, the rates are relatively low, at 18% for the 15–24 age group and 24% for those aged 15–29. This means that fewer than one in four young people are neither in education nor employment. In addition, there is little difference between males and females for the younger cohort, and this difference almost disappears for young people between 15 and 29 years old.



Source: MONSTAT data.

Figure 2: NEETs by age group, 2013 (%)

The intention of the New Strategy of Inclusive Education (2014–2018) is to make the education system fair and accessible through providing customised, high-quality and comprehensive services geared to the optimum development of children's potential. It provides support to parents/guardians regarding responsible parenthood, and training for the staff of educational institutions in developing a simulating learning environment in which children will acquire the competences for lifelong professional success. Furthermore, it aims to instil democratic values through experience of difference and inclusion.

Table 6: Youth dependency rate

	2006	2007	2008	2009	2010	2011	2012	2013
Youth dependency rate	29.78	29.51	29.22	28.92	28.60	28.24	27.87	27.49

Note: The figures show the number of people unable to work per 100 of the working-age population.

Source: World Bank (2014).

The dependency rate shows the percentage of the population younger than 15 in relation to the working-age population (age 15–64) (see Table 6). This gives the proportion those who are not yet old enough to work compared to those who are potentially part of the labour force (which includes the active – both employed and unemployed – and the inactive populations).

Transitional periods experienced by the country's economy and the current economic crisis have influenced the rise in unemployment – that is, the increase of the number of the long-term unemployed and long-term inactive citizens. In recent decades, the most significant trend characterising the demographic picture of Montenegro is its aging population. The 2011 census showed the average age of the Montenegrin population to be 37. Data from previous censuses indicate that the average age in 2003 was 35.9, while in 1991 it was 32.7 (National Strategy on Employment and Human Resource Development 2012–2015).

The social inclusion of certain minority groups, as well as the disabled, both in the education system and the labour market, represents another serious challenge for the VET system.

What has been done so far?

The VET system has responded to these challenges by implemented reforms through a range of activities, supported by legal and strategic documents. All strategies envisage the creation of conditions conducive to lifelong learning and progress, from individuals' involvement in the education system to their entry into the labour market, especially in the case of vulnerable population groups. The VET system represents a link in the overall social context, wherein it is important that the needs of each individual in each social segment (for example, education, the healthcare system, employment) should be recognised and addressed.

The concept of inclusion in education is broadly understood. Vulnerable groups are not distinguished in the sense that special curricula are created for them, but rather the current system is inclusive in the widest sense; that is, it is flexible and capable of recognising and meeting the educational needs of all individuals. The goal is that each individual has the potential to achieve the same educational standards within the education system (both formal and non-formal), which may be achieved through customising the delivery of the relevant curriculum/programme so that students' learning receives recognition and is certified in a way that is valued on the labour market.

Modularisation

The Grounds for Modularisation and Credit Rating of VET Curricula were adopted in 2012, and on the basis of this document curricula in the fields of tourism and agriculture were produced. Students of such curricula will be able to acquire qualifications gradually, gaining individual vocational qualifications according to their capabilities and in line with labour market requirements. Partial qualifications will also be recognised.

New methodologies for drafting curricula and training programmes have also been created in line with the Grounds. The first (four) modularised curricula have been implemented in 14 VET schools.

All teachers involved in the initial implementation of modularised curricula received training in team planning and teaching delivery, and 18 moderators were trained (from the VET Centre, the Bureau for Educational Services and schools) in order to support teachers in teaching delivery.

This makes the whole VET system flexible with regard to addressing the needs of all individuals, especially in the case of vulnerable groups – for example, children with special education needs, the disabled, the Roma and Egyptian population, the elderly, the long-term unemployed who require updated/new qualifications, and young early school leavers.

Children with special education needs (SEN)

Recently, all specialised institutions in Montenegro have started the process of transformation into resource centres, in the course of which the number of students with special education needs has increased in secondary VET schools. Following the completion of primary school, children with special education needs are no longer automatically sent to specialised institutions; instead, their capabilities are assessed and they are then sent to appropriate VET schools. In the academic year 2011/2012 there were approximately 40 students with special education needs in VET schools; in the academic year 2012/2013 64 SEN students were allocated to specific VET schools. In an effort to adapt the education system to the needs of these students to the greatest possible extent, and to create a learning environment suitable for developing their capacities, numerous activities for designing high-quality education processes have been carried out.

In the academic year 2013/2014, there were 117 students with special education needs in VET schools. A number of measures have been implemented to support them:

- A lack of knowledge and skills was identified on the part of VET school teachers in working with students with special education needs (SCIENTER, Centre for Education Policy and the ETF, 2010), and (in cooperation with KulturKontakt from Austria) a special training programme was developed for VET school teachers working with children with disabilities and special needs (23 teachers from seven schools were trained). In terms of their classroom practice, teachers have been trained to use special teaching methods and techniques, to develop individualised curricula, and to monitor and motivate the students.
- During the academic year 2013/2014, another training cycle was carried out for 20 teachers and professional associates from eight schools. Three new trainers are now qualified to train teachers in working with children who have special education needs.
- The Inclusion in VET Schools manual was published, which is intended as additional support for teachers in their work with children.
- The teacher training programme has undergone an accreditation process, and in the academic year 2014/2015 it will be offered in the prospectuses for teacher training of the VET Centre and the Bureau for Educational Services.
- The Examinations Centre has prepared instructions for adapting matriculation and vocational exams – addressing areas such as teacher preparation and the organisation of space and materials – so that children with special education needs may sit these exams, in accordance with their abilities.

In September 2014, the Ministry of Education initiated a new project under the auspices of UNICEF, which, among other outcomes, advocates improvements in the development and implementation of individual plans for children with special needs, including the creation of specially tailored transitional plans, as well as the establishment of low-level qualifications (II or III) within the existing modularised curricula.

Roma and Egyptians

Unlike other minority groups and minority national communities who are included in the contemporary mainstreaming of Montenegrin society, Roma and Egyptians are the most vulnerable and marginalised minority national community in Montenegro. Low economic power, low levels of education, high unemployment, inadequate housing conditions and social exclusion, compounded by ethnic stereotyping and prejudice, are only some of the factors lying behind their difficult position in society.

The VET sector, in line with general inclusion principles, has not created special training programmes for the RE population, but rather the existing ones have been customised in terms of delivery (regarding, for example, time, place, lecturers and type of work.). Through the Elementary Functional Literacy programme, members of this population (as well as all other citizens who have not completed primary school) may acquire education up to the 3rd grade of primary school, that is, the first education cycle. After that, due to cultural factors and the necessity for members of this community to secure paid employment, they are allowed to enter programmes of professional training for simple occupations.

To promote the further integration of the RE population, a wide range of standards and programmes have been developed to equip its members to gain secure vocational employment through the acquisition of recognised knowledge and skills. On the initiative of the Roma Scholarships Foundation, special occupational standards were developed, in addition to programmes overseen by the Organiser of Social Inclusion Work and the Professional Associate for Social Inclusion. These programmes are intended to promote the RE population's active involvement in civic processes and in the labour market.

Currently 91 RE students attend Montenegrin schools – 47 male and 44 female. Out of these, 74 are domiciled in Montenegro (37 male and 36 female), 12 are from Kosovo (seven male and five female) and five from the territory of ex-SFRJ (three male and two female).

Schools maintain links with the Roma Scholarships Foundation, through which students' achievements are monitored and information shared. There is also cooperation between schools and the Centre for Social Care: the schools identify pupils in need of assistance and refer them to the Centre, which provides support.

A significant project entitled 'Inclusion of Roma Children in Secondary Schools in Montenegro' was initiated by the Bureau for Educational Services, in cooperation with Roma Education Fund (REF), the VET Centre and VET schools. Teachers who had been nominated by their school to be mentors for RE students were given information on understanding the role of this mentorship at a seminar held on 13 June 2014. This was an introductory seminar for the training of mentors for Roma students who had been granted scholarships. The focus was on communication and working with the student and their family, as well as on forging cooperative links with teachers, school principals and local institutions and organisations (formal and non-formal contacts), with the aim of, for example, increasing colleagues' expectations of RE students.

Child rights and violence in schools

VET schools direct special attention to educating adolescents with respect to combatting violence against women and domestic violence. Students receive information on agencies they can contact in the event of their encountering violence (for example, the first shelter for women and children victims of domestic violence was opened in Podgorica back in 1999, initially with government support and now maintained by a local NGO).

Through their action development plans, schools focus on aligning their activities with the Action Plan for Gender Equality for the Period 2013–2017 and the implementation programme for 2013–2014, adopted by the Government in January; 2013. These plans are aimed at eliminating gender discrimination in the labour market and ensuring better protection from domestic violence.

On 29 May 2014, the Government adopted the Report on Implementing Strategy on the Protection from Domestic Violence for 2013.

Drop-outs

Data for 2012 and 2013 have been obtained from the Montenegrin Education Information System (MEIS) system relating to students who voluntarily left school during the academic year, as well as to those who were excluded (previously at risk of dropping out), regardless of whether they completed schooling in some other way or not (see Table 7).

Table 7: Students who left school whether or not they completed their education

School year	2007	2008	2009	2010	2011	2012	2013
%	3.51	3.59	3.12	2.62	4.27	-	4.83
M	74.97	71.29	70.39	73.19	75.06	-	-
F	25.03	28.71	29.61	26.81	24.94	-	-

Source: Study on preventing early school leaving in vocational schools, VET Centre and Ministry of Education, 2011, 2013.

In general schools provide students with support to complete their schooling. Special attention is dedicated to students who are unsure whether to continue their education after the completion of primary school due to material or some other problems (for example, difficulties in getting to school, or buying equipment). The

provision of scholarships and subsidies to students belonging to vulnerable groups is increasing. The Ministry of Education meets the requirements of the RE population, in particular, through allowing out-of-schedule examinations and excusing them from paying fees.

Related to the position of drop-outs, though slightly different, is the situation of early school leavers. The EU defines 'early school leavers' as people aged 18–24 years who have lower secondary education or less and are no longer in education or training. Thus, early school leavers are people who have only achieved pre-primary, primary, lower secondary or incomplete upper secondary education of less than two years (see Table 8).

Table 8: Early school leavers (18–24)

%	2010	2011	2012	2013
Total	6.6	6.7	6.6	5.70
Men	6.8	7.3	6.3	5.20
Female	6.4	6.1	6.9	6.30

Source: MONSTAT (2014a).

Adult education

The primary education programme has been adapted to accommodate adult learners, and VET schools, which are also licensed to conduct training programmes for adults, can adapt their curricula to their needs and capabilities. A range of special adult education programmes exist in the country, and there are currently over 70 licensed adult education providers in Montenegro, offering 78 training programmes. More than a half of these providers supply training in key competences (ICT, entrepreneurship, foreign languages). Programmes intended for the third-age population are lacking, but this is expected to be addressed by the Department for Adult Education within the VET Centre.

Over the last two years another three adult education providers have been licensed and new training programmes developed. At the end of 2014, there are 94 accredited programmes for attaining vocational qualifications and 71 for acquiring key skills.

Andragogy and pedagogy training is delivered on the request of adult education providers. Two such training courses were carried out in 2014 for teachers from the Resource Centre and Gymnasium in Kotor who deliver training programmes for adults.

The attractiveness of vocational education

Besides the 'Stručno je ključno' ('VET is the key') campaign, which has been thoroughly implemented in Montenegrin schools, the most important activities for expanding the appeal of VET are being undertaken to raise the quality of VET provision and increase its flexibility and accessibility. In this regard, there are a number of on-going activities through which the quality of VET has been increased, as highlighted in the following sections.

Career guidance

Stemming from a desire to facilitate the enrolment of students in VET, there is a tendency not to conduct restrictive enrolment measures, but rather to foster the positive motivation of students. The National Lifelong Career Guidance Strategy (2011–2015) was developed in order to provide high-quality career guidance and to inform young people about possible education pathways, the significance of aligning their 'Personality Profile' with particular occupations, and the requirements of the labour market. One of the priority activities of this Strategy is the empowerment of guidance in VET schools and VET promotion. Training was extended to teachers working with young people in 29 primary schools on how to guide students in making better decisions about further education, and career guidance manuals and programmes were delivered.

The Working Group has drawn up an action plan for the implementation of the Strategy for Lifelong Career Guidance for 2014 and 2015.

As young people can directly enter the labour market following the completion of secondary VET, career guidance for secondary schools was developed, piloted and accredited. This will enable students to identify their achievements during their time at school, inform themselves about education pathways and occupational requirements, acquire job-seeking skills and thus manage their career.

At the beginning of the academic year, and at certain points during term times, VET schools in different ways provide information about their distinctive features and offerings, hoping to make VET (at both the 3rd and 4th level) more attractive to all students.

Distance learning

A distance learning programme (e-learning) has been initiated within adult education, and it is believed that this will provide adults with additional motivation to participate in lifelong learning projects.

Activities regarding the creation of the e-learning programme's methodology are forthcoming. The activities will be initiated by the Department for Adult Education in the VET Centre.

Key competences

Taking into account the significance of developing key competences, these have been integrated into the curricula in relation to subjects studied over the entirety of VET courses.

In June 2014, the National Council for Education adopted the proposal of the VET Centre to introduce entrepreneurship as an optional subject in all curricula.

Employment and professional rehabilitation programmes

In compliance with the priorities and goals of the employment policy, and with the intention of employing disabled and hard-to-employ people, the Employment Agency, in the period from 1 January to 30 September 2014, implemented programmes of professional rehabilitation and active employment for the disabled, the medically disadvantaged and the RE population, in addition to other programmes aimed at increasing employment in general.

In the first nine months of 2014, first instance commissions for professional rehabilitation produced 105 findings in cases related to professional rehabilitation, referring to opinions on whether to include people in measures and activities of professional rehabilitation (66), on remaining work capability (34) and on the evaluation of employability (5). A total of 81 persons (40 of whom were women) were involved in the professional rehabilitation processs, and, in the same period, three persons obtained employment (two of whom were women).

In the first nine months of 2014, 29 disabled people obtained employment for an indeterminate period with 21 employers, and 30 job-seekers gained fixed-term employment with 17 employers (these people were employed in a number of fixed-term posts during this time). Through their involvement in these programmes the employers became eligible for subsidies. Five employers exercised this right, and the applications included requests for a grant for adapting a workspace and working conditions for six employees and for a

grant for covering the cost of an assistant (to provide help in the work process) for five disabled persons. In the public works programme, 15 disabled persons obtained fixed-term employment from two to four months.

On 30 September 2014, 1 241 persons were registered by the Employment Agency of Montenegro as declaring their nationality to be Roma or Egyptian, of whom 523 (42.14%) were women. On the same day, the share of this population as a percentage of the total number of unemployed people was recorded as 3.9%. Those without an occupation and with a low level of education made up the greatest share in this population, at 94.62% (women accounting for 42.23%), followed by people who had completed education level III, at 3.06% (of whom 28.94% were women), those with education level IV, at 1.28% (of whom 56.25% were women), those with education level II, at 0.96% (of whom 58.33% were women), and one male person who had completed education level V (0.08%).

The education structure of the Montenegrin population, according to the MONSTAT report taken from the latest census, is presented in Table 9.

Table 9: Education structure per gender

Education structure per gender (15+)	2010			2011		
	Total	M	F	Total	M	F
Total	100.0	100.0	100.0	100.0	100.0	100.0
Pre-school education	7.8	4.0	11.3	7.4	3.6	11.0
Primary education	19.9	18.3	21.5	20.2	18.8	21.4
Secondary education, three years	10.9	13.9	8.1	11.4	14.6	8.4
Gymnasium	7.4	7.0	7.9	6.3	6.0	6.6
VET education, four years	40.3	42.6	38.2	39.3	40.8	37.9
University	13.6	14.2	13.1	15.4	16.2	14.7

Sources: For 2011: ETF calculations from MONSTAT (2012c); for 2010: ETF calculations from MONSTAT (2011).

Active employment measures and their effects

The basic framework for defining employment policy and human resource development is the National Employment Strategy, while the priorities and goals stipulated by the Strategy are defined by the annual action plans. The scope and structure of such plans are largely determined by the budgets allocated for the implementation of measures of active policy employment. The need to reduce public consumption, general austerity measures, financial consolidation and restricted budgets all limit employment opportunities in the

public sector and constrain the possibilities for allocating more funds to the implementation of measures aimed at increasing employment.

In line with employment policy priorities and goals, and for the sake of **increasing active employment policy efficiency**, in the period from 1 January to 30 September 2014, the Employment Agency implemented a number of training programmes for the unemployed, including public works, projects to support young people in obtaining their first job (namely, programmes to stimulate the creation of entry-level jobs and financing trainees' salaries), and encouraging young people's involvement in seasonal jobs. **In order to increase self-employment**, entrepreneurship stimulation programmes have been implemented through loans to the unemployed for setting up their own businesses and training for existing and would-be entrepreneurs.

Training programmes and training for adults

In the above-mentioned period, training programmes for adults were carried out for 1 319 people registered with the Employment Agency of Montenegro (EAM)¹², of which 468 people received training to acquire a vocational qualification and 851 people gained knowledge and skills. Training programmes were related to a specific workplace, which ensured that employment for an indeterminate period was extended to 150 persons registered with the EAM, while two employed persons required new knowledge and skills in order to maintain their current employment, due to changes in work technology.

Regarding education levels, those who had completed secondary education (levels III and IV) formed the largest group, at 892 people, followed by 512 people who had completed higher education and 67 who had completed primary education. The share of women in these programmes was 54.93% (808). With regard to age, young people under 25 made up 34.2% (503) of the group, while the share of people aged from 25 to 50 was 62.80% (924), and for people aged over 50 the proportion was 3% (44). The share of the long-term unemployed was 43.17% (635). The proportion of the RE population in these programmes was 3.4% (50 persons).

Public works

¹² Source for 2014: Database of the Employment Agency

In compliance with the Law on Employment, public works are programmes organised with the aim of employing primarily hard-to-employ persons for a fixed term, in order to maintain and improve their working capabilities, and are carried out, to a certain extent, in the public interest.

The target group for these programmes are those unemployed people who are registered with the EAM, especially those who are hard to employ, who are identified as long-term unemployed, or who have disabilities or lowered working capabilities not characterised by disability, as well as the RE population, and beneficiaries of compensation and social welfare. Through public works and the mitigation of long-term unemployment these groups are offered the possibility of work and social inclusion.

In the first nine months in 2014 the Employment Agency organised a number of public works (at both the national and local levels) for 678 people (73.7% of the planned number of participants in the whole year). The number of persons involved in public works in these nine months was 43.95% higher than in the same period in the previous year.

With regard to education levels, the largest group of people involved were those who had completed secondary education (levels III and IV), at 350 persons, followed by 164 people who had completed higher education and 161 people who had completed primary education. The share of women in these programmes was 51.2% (352). The proportion of people under 25 was 12.98% (88), and the share of people over 50 was 15.63% or 106. The percentage of persons from northern municipalities participating in public works in this period was 59%.

The share of the long-term unemployed, that is those who have been registered as unemployed for longer than 12 months and who are insufficiently competitive on the labour market due to the consequences of prolonged unemployment, was 54.6%, which represents 33.2% of the total long-term unemployed. In these programmes, the share of persons with certain health and social barriers, such as those with a lowered working capability not characterised by disability (116), the RE population (23), beneficiaries of compensation (86) and social welfare (19), was around 36% (244 persons)¹³.

Providing young people with support to acquire their first practical work experience through stimulating first-time employment for those who have completed secondary education

¹³ Source: EAM, Statistical report – just for persons registered by EAM; database of the EAM.

At the end of 2013, the EAM initiated pilot programmes for stimulating the first-time employment for people who had completed secondary education levels III and IV; giving them the opportunity to acquire, in a working environment, the knowledge and skills needed for performing the tasks involved in certain occupations.

During the reporting period, this programme was implemented for 336 people, 85 of whom were educated to level III and 251 to level IV, allowing them to acquire knowledge and skills through working in food processing industry (58 people), the construction industry (10 people), tourism and hospitality (92 people), and trade and other sectors (176 people).

Within the implementation of this programme, northern, less developed municipalities were prioritised due to these regions having higher levels of unemployment in general and growing rates of youth unemployment in particular. Thus, it should be emphasised that the share of people from northern municipalities in this programme was 59% (198 people), while the proportion of people from the central and southern region was 41% (138 people). The share of women taking part in this programme was 28.6% (96 people). In terms of age, the proportion of people under 25 was the largest, at 58.3% (196 people), while for those aged between 25 and 30 the proportion was 20.2% (68 people) and for people over 30, 21.3% (72 people).

Providing support for young people who have completed higher education and who lack work experience to improve their acquisition of knowledge, skills and competences was carried out through the Programme of Professional Training of Persons who have Completed Higher Education. In nine months in 2014 the Programme was offered to 3 597 persons – out of whom 1 564 were placed in the public sector and 2 033 in the real sector.

Stimulating seasonal employment

Seasonal employment increasingly mitigates the unemployment issue, since 30% of the unemployed¹⁴ regularly find temporary employment in seasonal work.

¹⁴ Source: EAM, *Statistical report – just for persons registered by EAM*; database of the EAM.

In communications with employers, the EAM tends to focus more on the seasonal labour force, both in the preparation phase and in direct engagement over the work offered, looking at issues around the salaries of seasonal workers, overtime, transport costs, health and safety checks, accommodation conditions and whether experience is taken into account.

In order to encourage employers to engage the domestic labour force in seasonal jobs, the EAM has created the Programme of Preparing the Unemployed for Seasonal Jobs.

With a view to meeting the requirements of employers, in 2014 a new project was initiated which enables employers to select registered unemployed candidates and train them in their own facilities, according to the type of work available, and then employ those candidates for a period of at least three months during the season. The duration of the training depends on the demands of the workplace: training for simple occupations is shorter (up to one month), while for more complex roles the training period is longer (up to three months). It should be stressed that this training is not carried out by licensed providers, and the trainees do not receive certification on completing this programme, but rather the employers instruct them in line with their own needs for the season. Trainees obtain specific knowledge, acquire skills and increase their employability, which affects their competitiveness in the labour market.

The **Programme to Stimulate Youth Employment in Seasonal Jobs** was effected by granting subsidies to employers to create new seasonal jobs open to young people in the period from 1 June to 30 September 2014, taking into account the importance of seasonal jobs for the Montenegrin economy and the fact that seasonal employment in the country is characterised by a large proportion of foreign workers. There is also an insufficient share of young people employed in seasonal jobs and a need for this type of work to be legalised. The amount of the subsidy is €100 per month for a young person with no experience and €80 per month for a worker with experience.

Three hundred and sixty employers participated in the project. The total number of approved subsidies to employers for new seasonal positions in the period from 1 June to 30 September 2014 was 3 531, and the amount paid out in subsidies was €283 965.30. The total number of people whose employment was subsidised was 1 685.

In addition to providing encouragement for employers, the EAM is seeking to increase the employment of the domestic workforce in seasonal jobs, primarily in tourism and hospitality, through the **Programme of Preparing Young People for Seasonal Employment**. This programme provides young people interested in

seasonal employment with career management knowledge and skills, in order to increase their employability for these jobs. So far, 397 people have participated in this programme: 284 in Podgorica; 59 in Nikšić; 21 in Herceg Novi; 20 in Bar; and 13 in Berane.

Programmes for stimulating self-employment and entrepreneurship

Raising levels of self-employment by encouraging entrepreneurship development, especially in less developed municipalities, has been carried out by means of offering loans to the unemployed to start their own businesses.

In nine months in 2014, the Governing Board of the Employment Agency of Montenegro approved 12 loans worth €95 000, which led to the creation of 19 new posts. Of these, seven loans were allocated to the unemployed (58.3% of the total number of approved loans) and five loans to enterprises (41.7%). In this period, three loans were made available to women, and in terms of age, two loans were allocated to persons aged under 25.

Social entrepreneurship

As a result of the IPA project 'Third Sector and Development of Social Enterprises in Montenegro', implemented by the Montenegro Chamber of Skilled Crafts and Entrepreneurship (www.zanapredak.me), in cooperation with the Italian organization COSPE and financed by the European Union, six associations from the Chamber have established social enterprises to provide support for disabled people to enter the labour market. The goal of the project is to foster corporate social responsibility among entrepreneurs and encourage employers to contribute to bringing hard-to-employ persons into the workforce. During this project, 18 disabled people with qualifications from the service industries, hospitality and healthcare were given the opportunity to join the labour market.

As social entrepreneurship is a new concept in the region, the members of the Chamber were given training in this area – in methods of organisation and formulating business plans, for example. It is planned to engage a public relations company to familiarise the public with the idea of social entrepreneurship and its significance for society as a whole.

Internal efficiency of the VET system

The reform of the education system reform, which started in 2000, was based on harmonisation with concepts found in developed European countries. Firstly, with the support of international organisations and expert advice, the structure of the education system from pre-school to university level was established. In the following phase, during 2002, the framework for curricular reform in general, and in the case of VET and adult education in particular, was defined. After that, in accordance with established methodology, new curricula for lower and secondary VET were designed. In 2004, the implementation of new curricula began. Since 2009/2010, all curricula implemented in the VET system have been designed according to the new concepts and based on occupational standards.

Teacher training has formed an integral part of the reform of the curricula. Even before the implementation of the curricula, the process of teacher training for new methods and ways of teaching in vocational and general education had begun. Organised by the Ministry of Education (MoE) and supported by numerous international projects and partners, in-service training has been provided for teachers throughout the system.

Alongside the new curricula, a strategy of publishing textbooks was developed so that students and adult education trainees could have appropriate learning support. With the backing of international projects, and partly funded by the MoE, a number of textbooks in line with the new curricula and written by Montenegrin authors have been published. However, due to a lack of funds and project support, this significant part of the VET reform process is threatened.

Quality assurance and improvement of initial VET is institutionally supported and backed up by the relevant legal regulations. Institutional support is provided through the VET Centre, the Examinations Centre and the State Textbook Publishing House (STPH). Internal quality assurance standards have been set out in the legal regulations which define institutional competences (at national level), and those governing the institutions which deliver IVET.

Quality assurance within VET education in Montenegro forms an integral part of the overall education system reform process. Quality assurance and improvement in VET provision in Montenegro is implemented, *inter alia*, through the process of external and internal evaluation. Establishing sustainable assessment and quality assurance systems is undertaken by the Ministry of Education through the Bureau for Educational Services and the VET Centre. Quality assessment, assurance and improvement are based on the Law on

General Education¹⁵, while forms of and methods for quality assessment have been governed by the relevant Rules on the Content, Forms and Methods of the Quality Assessment of Education Institutions.

In 2004, the Ministry of Education initiated the inclusion of internal evaluation in schools' quality improvement activities. Since 2010, internal evaluation has become mandatory for all educational institutions, including those delivering vocational education and training programmes. This was set out in the Amendments to the Law on General Education and based on the European Quality Assurance in VET (EQAVET) concept and recommendations. VET providers are legally obliged to perform an internal quality assessment every two year years and draw up an improvement plan, outlining the necessary resources, responsibilities and support.

To reinforce the internal quality assurance process, at the suggestion of the VET Centre (and the Bureau for Educational Services), the Ministry of Education has supplied VET providers (and general secondary schools) with Guidelines for the Organisation and Implementation of Internal Evaluation. These Guidelines define the procedures, lines of responsibility and the internal organisation required for implementation (for example, the roles of quality managers, quality committees, teacher-evaluators and quality indicators are outlined).

In addition to the Guidelines, the VET Centre has organised training for quality managers, quality committees and teachers – the evaluators in 40% of VET schools.

In line with their internal organisation, VET schools in Montenegro have been more active in developing internal systems of quality assurance, improvement and assessment, and have thereby created the required conditions for more realistic planning based on relevant data. Furthermore, there are examples where schools have encouraged quality managers to invest additional efforts in the process of quality assessment, the definition of recommendations, the development of reports and the monitoring of implementation.

During the first round of the internal evaluation process, 44% of VET schools submitted their reports on internal quality assessment to the VET Centre. These reports were mainly developed based on the

¹⁵ 'Quality assurance and improvement of education activities are performed by the institution itself (self-assessment), every year for specific areas and every two years for the whole insitution. Quality assurance and improvement of education activities for institutions are performed, at least every four years, by the Bureau for Educational Services and Centre for Vocational Education and Training.'

recommendations provided in the Guidelines, which outline the process, as well as the types and numbers of quality indicators required. The reports have been uploaded onto the VET Centre's website. Only a few schools have defined internal quality descriptors, in which the quality indicators have been set out over four levels.

The first round of the internal evaluation process was carried out between 2010 and 2012, with reports submitted to the competent VET Centre by 44% of vocational schools in Montenegro.

The second round was carried out between 2012 and 2014. During this period, training of the teams for quality and teacher assessment was organised. By the end of August 2014, 25% of VET schools had submitted their reports. It is anticipated that the number of schools conducting internal evaluation will increase, given that those parts of the reports are being considered by the competent departments.

In order to ensure the transparency of the process and to allow stakeholders to share experiences and compare standards, the reports on quality assessment have been published on the VET Centre's website.

The key challenges related to internal quality assurance are:

- to improve the internal quality assurance processes, procedures and indicators and align them with the requirements of external quality assessment;
- to increase the share of schools conducting self-evaluation to 75% in the third round;
- to create a sustainable system of internal quality assurance, improvement and assessment in VET and adult education institutions;
- to ensure continuing financial and professional support for the implementation of recommendations arising from internal quality assessment and follow development trends to achieve the requisite standards in education and training. (How can the financial and material/technical conditions required for improvements in quality be ensured?);
- to nominate focal points in state institutions in charge of developing internal assessment procedures and indicators, in addition to analysing reports and liaising with initial VET institutions over projects and providing support for the implementation of activities (for example, planning, fundraising and forging links between projects).

The four-year VET training course is completed by sitting a vocational exam, which is prepared and conducted by the Examinations Centre in association with state institutions and schools. During 2013 5 296 students sat the vocational exam.

Since July 2014, the Law on General Education has provided students who are not planning to continue their education with the option of sitting an internal vocational exam (organised by the school). During 2014 (in the January, June and August examination terms), 4 995 students sat this exam, 6% less than in the previous year.

Initial VET institutions maintain an overview of students' achievements in vocational and final exams (both external and internal); however, activities to be undertaken to improve achievement are not defined based on the analysis of these data.

The key challenges related to internal quality assurance are:

- to improve the internal quality assessment processes and procedures for vocational and final exams and define appropriate quality indicators; and
- to improve students' achievements in vocational and final exams based on the relevant data.

External evaluation focuses on the improvement of system management, while internal evaluation is recognised as a key support for the management of VET schools and as an essential part of the planning, decision-making and management processes of the institutions involved.

VET in Montenegro is offered in 43 educational institutions. The school network consists of 20 VET schools, 10 mixed schools, six art schools, two high schools, three resource centres and two educational centres, all of them delivering VET curricula. Students have access to two-, three- and four-year courses that lead to education levels III, IV₁, IV₂ and V. VET schools have 21 000 students and around 2 000 teachers. The existing school network is open to everyone who wants to continue education in accordance with the special conditions of the curriculum.

The improvement in the quality of VET education in Montenegro is aligned with the European Quality Assurance Reference Framework (EQARF).

Teams of advisers based in the VET Centre and supervisors in the Bureau for Educational Services have jointly performed quality assessments of educational activity in VET and mixed schools. In the period from

2006 to 2010, the first visits were made to all secondary schools delivering initial VET curricula. Since 2010, based on amendments to the legislation and related by-laws in this area, quality assessment of key indicators and the teaching of general education subjects in VET education has been conducted by the Bureau for Educational Services, while the VET Centre has been responsible for assessing the quality of vocational subjects and training. In the period from 2010 to 2014, the second round of external quality assessment of IVET providers in all schools took place. Based on the analysis of the assessed quality of IVET providers, progress was observed in certain key areas in a number of schools, while overall progress was noticeable in a small number of providers.

In the period 2012–2013, quality assessment was carried out in three schools (Cetinje, Nikšić, Žabljak), in 2013–2014, 17 vocational schools and one adult education provider came under review. Organised by the VET Centre, quality assessment was performed by 30 external evaluators brought in from the university, industry and schools. Reports on the VET providers' quality indicators, with recommendations, have been submitted to the Ministry of Education, the Education Inspection department and providers. Providers have submitted their quality improvement plans based on the reports' recommendations.

In the period October 2013 to May 2014, with support from the Lux MNE/011 Project, expert working groups composed of education policy makers, representatives of institutions for VET development and VET providers developed the Methodology for External Quality Assessment. During the process of defining external quality assessment, many focus groups and opportunities for expert input and public discussion were organised.

As proposed by the VET Centre, the Methodology for External Quality Assessment of VET Providers was submitted to the Ministry of Education, following which it was adopted by the National Council for Education. The VET Centre will conduct the third round of external quality assessment of IVET and CVET providers on the basis of the improved Methodology, including indicators comparable with those adopted in the EQAVET system, in the school year 2014/2015.

The Methodology defines the following key quality areas:

- i. management and organisation;
- ii. teaching, learning and training – the delivery of VET programmes;
- iii. achievements of VET students;
- iv. cooperation and responding to the needs of VET partners;

- v. compliance with legal regulations;
- vi. the quality of teachers, trainers and associates (other staff);
- vii. quality management;
- viii. financial resources;
- ix. documentation and procedures;
- x. the testing of competences.

Each of these key areas contains between three and five sub-indicators assessed on four levels: (I) excellent; (II) successful in key segments; (III) satisfactory; and (IV) needs support. For the qualitative indicators, descriptors will be defined at all levels of quality assessment and revised periodically in line with changes to the curricula and teaching practice, as well as in other areas, such as technical or technological development. In terms of external quality assessment, institutions will be evaluated using a combination of quantitative and qualitative indicators.

In order to further improve the quality of education, it is necessary to provide carefully designed, well-organised and continuous support to children with special needs involved in VET programmes. To this end it is important to create an appropriate learning environment in which students can acquire knowledge and skills to the required standards, in addition to improving the capacity and aptitude of teachers working with children who have special educational needs.

In 2013, the Degree Awarding Commission of the Ministry of Education enacted a Decision to advance 15 applicants and grant them the status of mentors, while three candidates were awarded the positions of teacher-adviser, teacher-senior adviser and teacher-researcher. The award of degrees to teachers was continued in 2014.

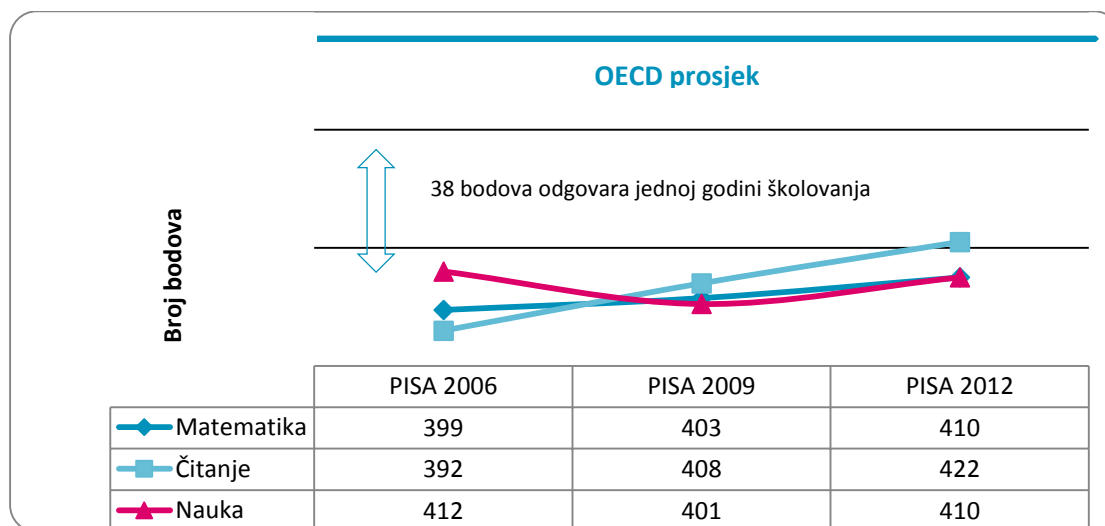
For teachers who have not studied pedagogy, a model of training teachers in vocational subjects, both in theoretical and practical terms, was developed and used as a paradigm for training school principals. Delivery of this training started in the academic year 2013/2014. The Lux MNE/011 Project supported the development of the Manual for Assessment in VET Education, which should improve the testing and assessment of students' knowledge, skills and competences, but also help to develop modern assessment methods in order to ensure provision that is aligned with the needs of both students and the labour market.

In the period from September 2013 to March 2014, the VET Centre organised two seminars with the topic of 'Specificities of education and learning in adults' intended for teaching staff working in the Gymnasium in Kotor (25 participants) and in the Resource Centre – Kotor (31 participants).

Montenegro has been participating in PISA testing since 2006, and between then and now the results have not shown any significant progress. In 2012 PISA the average OECD achievement in maths literacy was tested at 494 points, while the average score achieved by Montenegrin students was 410 points. The percentage of functionally illiterate students (below level 2) was considerably higher in relation to the OECD percentage. However, the percentage of functionally illiterate students in the country has decreased by 13% compared to 2006, and the proportion of students achieving levels 5 and 6 has increased by 0.5%.

In 2012, the average score for science literacy was 410 points, which corresponds to the second level of competency. More than half of the students tested showed knowledge at level 1 and below. The highest levels of science literacy (5 and 6) were achieved by 0.4% of students; 80% of students were unable to solve medium-load tasks; and less than 1% of students could solve complex problems.

Figure 4: The results of Montenegrin students by cycles PISA 2006, 2009 and 2012



The overall results of PISA 2012 show little progress in the area of science literacy. Progress in maths literacy is constant, but not significant. The greatest progress during the three PISA cycles of assessment was in the area of reading literacy – an increase of 30 points.

Future challenges for improving students' knowledge and their achievements at the international level are as follows:

- to organise **an efficient campaign on PISA testing** in order to raise awareness of PISA research and its benefits for education among students, education specialist and the general public, as well as to increase students' motivation to participate more responsibly in this process;
- to strengthen schools' and teachers' capacities (via training), within the existing law, in order to achieve **higher levels of autonomy** in planning and carrying out teaching and learning, which is the foundation for success;
- to create **intervention programmes**, which have proved to be effective in other countries' experience in improving overall students' achievements, and particularly for helping the weakest and gifted students;
- to establish **quality professional staff** with appropriate professional development and working conditions (modern teaching aids), particularly in schools with poor results, through the allocation of resources in education in such a way as to optimise their effect on achievement levels.

Continuous development and the promotion of entrepreneurial learning in the Montenegrin education system began in 2002 and are being developed in parallel with the education reform process. Activities have been designed to follow modern trends within entrepreneurial learning, seeing it as one of eight key components for lifelong learning, and are based on the guidelines and recommendations set out in key European and Montenegrin documents.

The most important documents in the area of entrepreneurial learning are the Lifelong Entrepreneurial Learning Strategy 2008–2013 and the Lifelong Entrepreneurial Learning Strategy 2015–2019¹⁶. These documents have been adopted by the Government of Montenegro.

The Lifelong Entrepreneurial Learning Strategy has emphasised the need to link schools with the business world and provide students with opportunities to visit employers' premises and work for short periods of time. Students should learn more about small enterprises and their ways of working. They should also be given

¹⁶ The Strategy for Lifelong Entrepreneurial Learning 2015 – 2019 is available at: <http://nasme.me/wp-content/uploads/2015/01/STRATEGIJA-ZA-CJELOZIVOTNO-PREDUZETNICKO-UCENJE-2015-2019.pdf>

opportunities to develop entrepreneurial skills through projects in a range of subjects from the curriculum and apply them in practice; this is currently implemented in almost all the secondary VET education for both young people and adults.

The Government of Montenegro has adopted a lifelong learning concept, which was promoted in the Strategy for Adult Education for the period 2015–2035. The Strategy defines objectives and priority target groups whose continuing education should contribute to the development of the economy and society as a whole. The Strategy is operative through adult education plans and action plans for municipalities.

The testing of knowledge obtained in non-formal and informal education has been completed for two vocational qualifications in the area of railway transport. Certificates of national vocational qualification were awarded to 36 candidates. Certificates were also awarded to four candidates for the vocational qualification of Mountain Guide (tourism sector). This demonstrates that the procedures for recognition of previously acquired knowledge have been successfully established, in accordance with the Law on National Vocational Qualifications.

The European Commission EQF Advisory Group, at its session held in Brussels on 6 and 7 November 2014, adopted the Report on Referencing the Montenegrin Qualifications Framework to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area, and made a decision regarding the alignment of the Montenegro NQF with the EQF.

Referencing NQF levels to the EQF establishes a demonstrable connection between NQF- and EQF-level descriptors as follows:

- MQF level 1 (1.1 and 1.2) and EQF level 1;
- MQF level 2 and EQF level 2;
- MQF level 3 and EQF level 3;
- MQF level 4 (4.1 and 4.2) and EQF level 4;
- MQF level 5 and EQF level 5;
- MQF level 6 and EQF level 6;
- MQF level 7 (7.1 and 7.2) and EQF level 7;
- MQF level 8 and EQF level 8.

Based on the analysis carried out by the Qualifications Council of the knowledge, skills and competence for each level in the NQF in comparison with the EQF, the links between NQF and EQF levels have been identified. The comparison is presented in Table 10.

Table 10: Comparison of NQF and EQF levels

NQF	EQF
VIII	8
VII2	7
VII1	
VI	6
V	5
IV2	4
IV1	
III	3
II	2
I2	1
I1	

It is important to highlight the existence of national regulatory mechanisms that clearly determine movement between levels. Thus, the entry condition for a level II qualification is having acquired a qualification at level I2. The entry condition for a level VI qualification is a level IV1 qualification; the entry condition for a level VII2 qualification is a level VII1 qualification; and for a level VIII qualification the entry condition is a level VII2 qualification. Entry conditions for all qualification levels are visible in documents that are awarded upon completion of education (certificate, secondary education diploma supplement, diploma supplement).

Envisaged activities in the forthcoming period imply:

- support for improving external assessment of the quality indicators in VET;
- assessment in schools and effective training to enable adult education providers to reach the required level in accordance with standards;
- drawing VET providers' attention to challenges and encouraging them to take action in areas where progress is needed;

- providing a sustainable system for monitoring the implementation of plans for quality improvement developed on the basis of external quality assessment reports;
- introducing new curricula and improving existing ones in accordance with a strategy on new occupations and the changing needs of the labour market, along with support for schools and VET providers to improve conditions and involve partners in the delivery of teaching and training;
- improving processes and procedures for internal quality assessment and providing institutional support (through the MoE, BES and VET Centre) for the implementation of the quality improvement action plans;
- support for VET providers' management in maintaining and promoting quality standards.

Governance and policy practices in the VET system

The distribution of responsibilities for the organisation and administration of the education and qualification system in Montenegro has been established in the following way.

The Ministry of Education is in charge of leading educational policies at all levels. In order to provide professional assistance in policy and decision making on vocational issues, the Government of Montenegro has formed independent advisory bodies based on the principle of social partnership: the Qualifications Council, the Higher Education Council and National Council for Education.

The Qualifications Council is the body which oversees the development and placement of qualifications in the NQF and the improvement of the qualifications system. Among other responsibilities, it adopts basic qualification descriptions (including learning outcomes, estimates of the labour market needs and international comparability), occupational standards and qualification standards. Furthermore, the Council's actions include: making decisions on the alignment of existing qualifications for their placement into the NQF; overseeing the establishment of sectoral commissions; defining criteria for the nomination of members of sectoral commissions; adopting instructions and guidelines for the work of sectoral commissions, as well as coordinating their findings and making decisions on their proposals; deciding on the definition of sub-sectors and fields within a qualification sector, in the light of sectoral commissions' proposals; and promoting the NQF.

Members of Qualifications Council are representatives of the universities (public and private), the Employment Agency of Montenegro, the Ministry of Labour and Social Welfare, the Chamber of Economy,

employers' associations and trade unions, the Ministry of Education, the Centre for Vocational Education, the Bureau for Educational Services and the Examination Centre.

To ensure the coordinated implementation of certain activities that relate to the qualification system and to harmonise the work of different Councils, the presidents of the National Council for Education and the Higher Education Council are both members of the Qualification Council. The Department for Qualifications within the Ministry of Education provides support for the work of the Council and sectoral commissions.

Among the responsibilities of the National Council for Education are, determining the compatibility of qualification standards and educational programmes, and making proposals for the adoption of publicly validated educational programmes to the Ministry. The Council is also responsible for the qualification attainment process, in particular: the organisation of teaching and learning in formal education; programmes for adults; programmes for children with special educational needs; exams at the end of certain educational cycles; elective subjects; textbooks; teachers' profiles and professional development; and training programmes for schools principals.

The Bureau for Education Services and the Centre for Vocational Education provide support for work of the National Council for Education.

Procedures for the development of qualifications and their placement in the system are determined by regulations at the national level. For qualification levels I–V, the occupational standard, as defined in a document that determines competences, jobs and tasks in that occupation, is adopted by the Qualifications Council. Likewise, the qualification standard, which determines the learning outcomes that individuals must achieve to obtain a specific qualification, is also adopted by the Qualifications Council. The curriculum, which determines the course content and the organisation of the teaching/learning process that enables an individual to acquire the defined learning outcomes, is adopted by the National Council for Education.

During the actual process of teaching and learning for levels I–V, procedures for assessing quality are defined at the national level. Assessment of the performance of institutions where qualifications are attained is external, with self-evaluation implemented in line with the rulebook on the content and form for education quality assessment in institutions and the prescribed methodology for quality assessment of education.

In the area of vocational education, quality assurance mechanisms are synchronised with EQAVET recommendations. External assessment is carried out by authorised advisors and educational supervisors

from the Bureau of Education and the Centre for Vocational Education. Self-evaluation is conducted by each institution every year in specific fields, and every two years in all areas of organisation and implementation of programmes.

External evaluation results are analysed by the schools and compared with the self-evaluation results. Plans for improving quality are made after this analysis.

External assessment reports and self-evaluation reports are published on the web pages of the institution as well as on the websites of the Bureau for Education Services and the Centre for Vocational Education.

In general, quality assurance on exit from the system is ensured through external national testing at the end of primary school and general and vocational secondary four-year education.

The Ministry of Education supervises the work of the Bureau for Education Services and the Centre for Vocational Education.

According to its institutional rules, the Council tends to follow European standards and criteria for the accreditation of higher education institutions. The process of self-evaluation in these institutions is also regulated by the Council's rules, in line with the European standards and criteria (ENQA). According to the newly adopted Higher Education Act, for the process of reaccreditation, foreign agencies from the European Quality Assurance Register for Higher Education (EQAR) are appointed. In order to remain in line with the European standards and criteria, the Council has to cooperate closely with the higher education institutions. That is why Montenegro focuses on institutional quality assurance at all three universities. At the universities, teaching can only be conducted by teachers that fulfil clearly defined conditions in accordance with the General Act on Education, the Higher Education Act and the National Vocational Qualification Act.

Quality assurance on entry into the system is ensured through the licensing of institutions implementing state-approved educational programmes, in accordance with the rulebook on the procedure for licensing institutions in the field of education and on the method for keeping the register of licensed institutions adopted by Ministry of Education. The preparation, adoption or accreditation of educational and study programmes and qualifications at different levels is defined by the General Act on Education, the Higher Education Act and the National Qualification Framework Act.

Following the decision of the Qualifications Council, the VET Centre or the BES develops the qualification standard. Along with developing the qualification standard for each educational qualification, the VET Centre

develops the syllabus for the vocational education programme, the completion of which will lead to attainment of that qualification. The same applies to the educational qualification under the responsibility of the BES. If a qualification standard for a vocational or other qualification is being developed, along with developing the qualification standard an exam catalogue is developed (detailing the relevant knowledge and competence standard), in accordance with the National Vocational Qualifications Act. These documents are developed by working groups comprised of at least five members with appropriate profiles and at least three years' work experience in the relevant field. The VET Centre or the BES coordinates the work of these groups. The VET Centre or the BES also forwards the draft qualification standard to the relevant sectoral commission for consideration. The sectoral commission forwards the approved proposal for the qualification standard to the Qualifications Council for consideration and adoption.

Educational programmes

Educational programmes for vocational education, based on whichever state-recognised qualification is attained, are developed by using several occupational and qualification standards. Educational programmes are evaluated using credit points (CPs) and consist of modules and general education subjects. The general part of an educational programme is defined by the Ministry of Education, following a proposal from the National Council for Education, while the educational programme's more specialised element is defined by the National Council for Education.

Framework syllabuses, which define the scope of specific areas (general education subjects or modules, vocational/theoretical subjects or modules, practical training modules) for educational programmes of two-year, three-year, and four-year vocational schools are adopted by the National Council for Education.

Secondary vocational education is provided by means of 63 four-year educational programmes, 32 three-year educational programmes and two post-secondary vocational education programmes. These programmes were developed between 2003 and 2010, with the exception of two four-year educational programmes (Tourism Technician and Agriculture Technician), which were introduced in the school year 2013/2014, along with one higher vocational education programme (Cookery Manager). These three programmes are modularised, in line with the methodology for modularisation and credit valuation of

educational programmes adopted by the National Council for Education¹⁷. A module is defined as a programmatic or organisational unit of objectives and contents that includes subjects. The methodology is aligned with the recommendation of the European Parliament and of the Council on the establishment of a European Credit System for Vocational Education and Training (ECVET)¹⁸.

Once the National Qualifications Framework Act was adopted and conditions for its implementation were created, the development of qualification standards commenced. The qualification standards defined learning outcomes and linked them to key tasks in relevant occupational standards. The educational programmes Tourism Technician and Agriculture Technician were developed based on such qualification standards. These programmes are modularised and modules are credit valued as programme units.

Even though learning outcomes have not been used explicitly in educational programmes for primary and secondary education, the educational programmes concept clearly shows what the learner should know, understand and be able to demonstrate at the conclusion of a period of learning. In this way, a gradual shift to learning outcomes is taking place.

The Ministry of Education is responsible for planning, implementing and improving educational policy. For the purpose of providing decision-making assistance, the National Council for Education, the Higher Education Council, and the Qualifications Council have been established.

The Bureau for Educational Services defines and ensures quality education in kindergartens and schools, as well as performing developmental, advisory and research activities in pre-university education.

The Vocational Education and Training Centre is responsible for development, advisory support and research in the vocational education of young people and adults.

External assessment of knowledge, skills and competence at the end of each primary education cycle, the exams at the end of four-year secondary education, and assessments for the attainment of national vocational qualifications are all conducted by the Examination Centre (EC).

¹⁷ 'The methodology for modularisation and credit valuation of educational programmes in vocational education', National Council for Education, March.

¹⁸ Recommendation of the European Parliament and of the Council of 18 June 2009 on the Establishment of a European Credit System for Vocational Education and Training.

In October 2008, after consultations with its partners, the Government of Montenegro adopted 'The Strategy for Establishment of the National Qualifications Framework'¹⁹. The Strategy was prepared by the Working Group, which was comprised of representatives of the Ministry of Education and Science, the Ministry of Health, Labour and Social Welfare, the Employment Agency of Montenegro, the Chamber of Economy of Montenegro, the University of Montenegro, the Bureau for Educational Services, the Vocational Education and Training Centre, and the Examination Centre of Montenegro. The Strategy defined the measures and activities that needed to be implemented for Montenegro to establish the National Qualifications Framework (NQF), which would be aligned with the European Qualifications Framework, as well as with the document 'National Qualifications Framework Development in Montenegro'²⁰, produced by an inter-sectoral working group in 2006. The priorities set out in the Strategy included: cooperation with target groups and public information; cooperation among institutions; capacity development in institutions; definition of levels, sub-levels and descriptors; recognition of non-formal and informal learning; professional orientation and counselling; the introduction of a credit transfer system for vocational education (ECVET); and quality assurance.

In July 2013, the Montenegrin Parliament adopted Amendments to the Law on Primary Education, the Law on Vocational Education and Law on High School and General Law on Education. The most important changes include:

- Foreigners with a permanent place of residence in Montenegro can be employed in education institutions as teachers, under the conditions stipulated by the Law, in the same way as Montenegrin citizens.
- Religious secondary schools delivering publicly recognised curricula have the status of secondary schools, and therefore documents (diplomas) issued by these schools are also publicly recognised and taken into account for the purposes of follow-up education.
- The maximum number of students in one classroom in primary and high school is 30.
- The VET Centre was established by the Government. The other founders were the Chamber of Commerce, the Employment Agency and the Alliance of Trade Unions of Montenegro.

¹⁹ The Government Conclusion 03-9831 from 16 October 2008.

²⁰ Decision of the Ministry of Education and Science 01-1992, the Commission tasked to draft the 'National Qualifications Framework in Montenegro'.

- Licensing of teachers, school principals and deputy school principals has been introduced.
- Funding through a 'per capita' model was introduced, whereby public institutions receive funds from the national budget for each academic year on the basis of the cost of educating one student within a specific curriculum, the number of students or children, and the coefficient of the programme group where the programme was classified as characteristic of the curriculum, institution and specific area.
- The right to free textbooks was defined. Textbooks will be distributed to children or students without parental care, children whose parents are beneficiaries of family welfare support, children who live in social and child protection institutions or in foster care, children with special educational needs and Roma and Egyptian children. The obligation for complementary lessons was introduced for children who continue their education in Montenegro and who have little or no knowledge of the language in which the teaching is delivered in their school.
- The right to enrol in secondary school (VET and gymnasium) of foreign citizens who have temporary or permanent residence in Montenegro is exercised under the same conditions applied to Montenegrin citizens.
- For children who intend to leave education and enter the labour market, a vocational exam is organised by the school as an internal matter. For those who wish to continue education, exams are organised and set externally, as has been the case so far.
- The state commission for final exams defines the criteria for passing external final and vocational exams.
- The Directorate for Education of Minorities and Other National Communities was formed by the systematising the working practices of the Ministry of Education.

Priorities

Through carrying out the measures and activities set out in the VET Strategy 2014–2020 and the Action Plan for implementing the Vocational Education Development Strategy for Montenegro for 2015, the following goals will be pursued:

- to build a flexible vocational education system, aligned with the needs of individuals and society and based on learning outcomes;
- to secure the relevance of vocational education to the labour market;
- to ensure access for different target groups to initial and continuous VET education;

- to increase citizens' participation in lifelong learning programmes.

Special attention will be dedicated to work-based learning in all forms, developing key competencies (including entrepreneurship), increasing adult participation in lifelong learning, teacher training and quality assurance.

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ANNEX 1: TORINO PROCESS INDICATORS

Table A1.1a: Population by sex

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	m.d.	m.d.	m.d.	m.d.	620 029	m.d.	m.d.
Male	m.d.	m.d.	m.d.	m.d.	m.d.	306 236	m.d.	m.d.
Female	m.d.	m.d.	m.d.	m.d.	m.d.	313 793	m.d.	m.d.

Note: m.d. = missing data.

Sources: MONSTAT (2012a), Population Census 2011.

Table A1.1b: Total population

	2006	2007	2008	2009	2010	2011	2012	2013
Total	616 854	617 800	618 649	619 408	620 078	620 644	621 081	621 383

Note: Data are middle year estimates.

Source: World Bank (2014).

Table A1.2: Annual population growth rate (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	0.168	0.153	0.137	0.123	0.108	0.091	0.070	0.05

Source: World Bank (2014).

Table A1.3: Dependency rates by sex (%)

	Total	Old	Young
	15–64	>64	<15
2006	49.02	19.24	29.78
2007	48.50	19.00	29.51
2008	47.89	18.67	29.22
2009	47.32	18.40	28.92
2010	46.90	18.31	28.60
2011	46.66	18.42	28.24
2012	46.57	18.71	27.87
2013	46.67	19.18	27.49

Note: The dependency rate is the number of people unable to work per 100 of the working-age population.

Source: World Bank (2014).

Table A1.4: Population by age group (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
0–14	m.d.	m.d.	m.d.	m.d.	19.5	19.3	19.1	18.74
15–24	m.d.	m.d.	m.d.	m.d.	14.1	14.0	14.0	14.03

25–54	m.d.	m.d.	m.d.	m.d.	42.1	41.9	41.7	41.48
55–64	m.d.	m.d.	m.d.	m.d.	11.9	12.2	12.5	12.67
65+	m.d.	m.d.	m.d.	m.d.	12.46	12.57	12.78	13.1

Notes: 2010 data are estimates, 2011–13 data relate to medium fertility; m.d. = missing data.

Sources: ETF calculations on UNDESA (2014).

Table A1.5: Life expectancy at birth, by sex (years)

	Total	Male	Female
2006	73.7	71.4	76.2
2007	73.9	71.6	76.3
2008	74.1	71.9	76.5
2009	74.3	72.0	76.6
2010	74.4	72.2	76.8
2011	74.5	72.3	76.9
2012	74.6	72.4	77.0
2013	m.d.	m.d.	m.d.

Source: World Bank (2014).

Table A1.6: Net migration

	2006	2007	2008	2009	2010	2011	2012	2013
Net migration	m.d.	-3 316.00	m.d.	m.d.	m.d.	m.d.	-2 500.00	m.d.

Notes: 2007 data are five-year estimates (for the period between 1 July 2005 and 30 June 2010); 2012 data are five-year estimates (for the period between 1 July 2010 and 30 June 2015); m.d. = missing data.

Source: The World Bank (2014).

Table A1.7 Social Burden by sex (15+)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	1.16	1.11	1.18	1.24	1.31	1.24	m.d.
Male	m.d.	0.81	0.78	0.84	0.89	0.99	0.92	m.d.
Female	m.d.	1.61	1.56	1.65	1.70	1.72	1.66	m.d.

Notes: Social Burden is the ratio between the number of inactive and the number of employed in the population. Values higher than 1 mean that the number of inactive exceeds the employed population.

Source: ETF calculations on MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.8: Social Burden by age and sex

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	m.d.	m.d.	m.d.	3.33	2.7*	4.31*	2.83	2.43	3.37	3.83	3.27	4.59
25–49	m.d.	m.d.	m.d.	0.35	0.18	0.57	0.33	0.19	0.51	0.34	0.19	0.52
50–64	m.d.	m.d.	m.d.	1.03	0.65	1.53	1.04	0.57	1.83	1.07	0.63	1.75
65+	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	41.74	25.69	76.5*	42.4**	26.2**	77.7*

15–64	m.d.	m.d.	m.d.	0.79	0.55	1.12	0.76	0.52	1.08	0.81	0.57	1.14
55–64	m.d.	m.d.	m.d.	1.58	0.95	2.53*	1.81	1.01	3.27	1.70	0.95	3.01

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	5.47	4.38	7.2*	6.03	4.76	8.12	3.83	3.48	4.25	5.70	5.00	6.61
25–49	0.35	0.21	0.53	0.41	0.29	0.54	0.37	0.23	0.53	0.37	0.25	0.51
50–64	1.04	0.62	1.67	1.09	0.71	1.66	1.26	0.82	1.94	1.03	0.71	1.45
65+	54.4*	31.2*	118.25	33.57	18.82	75.00	45.41	29.45	74.83	35.09	18.82	90.40
15–64	0.85	0.61	1.18	0.93	0.71	1.21	0.87	0.64	1.16	0.87	0.67	1.10
55–64	1.65	0.94	2.90	1.67	0.97	2.93	1.82	1.07	3.20	1.47	0.93	2.28

Notes: Social Burden is the ratio between the number of inactive and the number of employed in the population. Values higher than 1 mean that the number of inactive exceeds the employed population; m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Source: ETF calculations on MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.9: GDP growth rate (%)

	2006	2007	2008	2009	2010	2011	2012	2013
GDP growth rate	8.60	10.70	6.90	-5.70	2.50	3.23	-2.50	3.50

Source: World Bank (2014).

Table A1.10: GDP per capita (PPP, current international \$)

	2006	2007	2008	2009	2010	2011	2012	2013
GDP per capita	10 502.9	12 434.4	13 882.2	13 157.5	13 326.5	14 130.3	13 527.7	14 318.4

Source: World Bank (2014).

Table A1.11: GDP by sector (value added, % of GDP)

	2006	2007	2008	2009	2010	2011	2012	2013
Agriculture	10.2	9.1	9.3	10.0	9.3	9.5	8.8	10.1
Industry	20.4	20.9	21.1	20.1	20.6	18.1	17.9	20.2
Services	69.4	70.0	69.5	69.9	70.1	72	73	69.7

Sources: World Bank (2014).

Table A1.12: Global Competitive Index

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Score	n.a.	3.9	4.1	4.2	4.4	4.3	4.1	4.2	4.2
Rank	n.a.	82	65	62	49	60.0	72	67	67
Rank out of	148	131	134	133	139	142	144	148	144

Note: Scores range from 1 to 7.

Sources: World Economic Forum, Global competitiveness reports 2006/07–2014/15.

Table A1.13: Small Business Act Entrepreneurial Learning (EL) Index

	2006	2007	2008	2009	2010	2011	2012	2013
SME – EL Index	n.a.	2.0	n.a.	2.8	n.a.	n.a.	2.5	m.d.

Notes: This indicator is comparable only within the same region, for the same year; n.a. = not applicable.

Source: OECD et al. (2012).

Table A1.14: Poverty headcount ratio at \$2 a day (PPP) (% of population)

	2006	2007	2008	2009	2010	2011	2012	2013
Poverty headcount ratio	0.9	0.5	0.5	0.3	0.2	0.7	m.d.	m.d.

Note: m.d. = missing data.

Source: World Bank (2014).

Table A1.15: Gini index

	2006	2007	2008	2009	2010	2011	2012	2013
Gini index	29.3	30.8	30.0	30.3	28.6	30.6	m.d.	m.d.

Note: m.d. = missing data.

Source: World Bank (2014).

Table A1.16: Foreign Direct Investment (net inflows, % of GDP)

	2006	2007	2008	2009	2010	2011	2012	2013
FDI as % of GDP	m.d.	25.5	21.5	37.3	18.4	12.4	15.3	10.1

Note: m.d. = missing data.

Source: World Bank (2014).

Table A1.17: Employment by occupations and sex (15+) (%)

	2006			2007			2008			2009		
	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Legislators, senior officials and managers	m.d.	m.d.	m.d.	6.5*	7.7*	4.8*	6.2	8.3	3.4*	7.1	9.3	4.1
Professionals	m.d.	m.d.	m.d.	12.7	11.0*	15.1*	10.9	8.1	14.7	11.3	8.1	15.6
Associated professionals and technicians	m.d.	m.d.	m.d.	13.9*	10.3*	18.7	17.2	13.9	21.6	16.2	13.4	20.0
Clerks	m.d.	m.d.	m.d.	8.5*	6.6*	11.0*	10.7	8.8	13.2	11.0	9.0	13.6
Marketing, sales and service workers	m.d.	m.d.	m.d.	23.9	18.3	31.4	21.3	15.7	28.9	22.9	17.2	30.5
Skilled agricultural workers	m.d.	m.d.	m.d.	5.9*	6.3**	5.5**	6.0	6.6	5.2	5.1	5.9	4.1

Crafts and related trades workers	m.d.	m.d.	m.d.	10.7	15.7	4.0**	10.3	15.9	2.9	9.9	15.6	2.1*
Plant and machines operators and assemblers	m.d.	m.d.	m.d.	8.5*	14.2*	8.4*	8.7	14.7	0.7	8.1	13.6	0.8*
Elementary occupations	m.d.	m.d.	m.d.	8.9*	9.3*	4.8*	8.5	7.8	9.4	8.1	7.3	9.1
Military occupations	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	0.3*	0.4*	m.d.	m.d.	m.d.	m.d.

	2010			2011			2012			2013		
	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Legislators, senior officials and managers	7.6	9.3	5.3	5.3	6.6	3.7	5.4	6.6	3.8	4.8	6.5	2.7
Professionals	12.0	9.4	15.4	16.8	12.5	22.2	15.2	12.2	19.2	16.9	12.9	21.8
Associated professionals and technicians	16.4	13.5	20.3	14.6	12.5	17.3	17.0	16.5	17.6	17.7	16.0	19.8
Clerks	11.0	8.3	14.7	9.9	7.0	13.5	10.7	8.3	13.9	9.1	7.0	11.7
Marketing, sales and service workers	22.9	18.0	29.3	25.8	22.8	29.5	25.9	22.0	30.9	26.0	21.6	31.4
Skilled agricultural workers	5.1	6.2	3.6*	4.4	5.3	3.4	4.0	4.5	3.3	2.8	3.7	1.7
Crafts and related trades workers	8.9	14.0	2.0	8.6	13.5	2.3	8.1	13.0	1.8	8.0	13.2	1.8
Plant and machines operators and assemblers	8.1	13.4	1*	7.5	12.8	0.7	7.6	12.6	1.2	7.2	12.4	0.9
Elementary occupations	7.6	7.0	8.3	7.1	6.8	7.4	6.1	4.3	8.4	6.6	5.4	8.1
Military occupations	0.50	0.9*	m.d.	0.10	0.2*	m.d.	m.d.	m.d.	m.d.	0.7	1.3*	m.d.

Notes: m.d. = missing data.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.18: Employment by main sectors and sex (15+), NACE Rev.1.1 (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	m.d.	m.d.	m.d.	8.6*	9.0*	8.1**	6.8*	7.6	7.8	4.9	6.5	7.3
Industry	m.d.	m.d.	m.d.	17.5	23.1	10.0*	21.4	28.8	11.6	20.7	28.8	9.9*
Services	m.d.	m.d.	m.d.	73.8	67.8	81.8	71.0	63.4	81.2	72.8	63.9	84.8

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	6.2	7.1	5*	5.5	6.6	4.2	5.6	6.3	4.8	4.5	6.1	2.6
Industry	20.0	27.6	9.8*	19.0	26.6	9.4	18.1	25.8	8.3	17.8	26.0	7.8
Services	73.9	65.3	85.2	75.5	66.8	86.4	76.2	67.9	86.9	77.7	67.9	89.7

Notes: Post-2008 data refer to NACE Rev.2; m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.19: Employment by status and sex (15+) (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Employee	m.d.	m.d.	m.d.	78.9	75.9	83.0	79.8	75.5	85.6	82.3	77.4	89.0
Self-employed	m.d.	m.d.	m.d.	19.1	22.6	14.4*	17.6	22.0	11.6	16.3	21.3	9.6
Unpaid family worker	m.d.	m.d.	m.d.	2.0	m.d.	m.d.	2.6*	2.5	2.8*	1.4*	1.4	1.4**
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Employee	83.00	78.00	89.00	83.60	79.50	88.80	82.40	78.20	87.70	84.0	79.8	89.2
Self-employed	15.00	20.00	9.00	15.50	19.50	10.40	15.80	20.30	10.10	14.8	19.2	9.3
Unpaid family worker	2.00	1.00	2.00	0.9*	1.1*	0.80	1.8*	1.5*	2.20	1.2*	1.0*	1.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.20: Activity rates by sex (15+) (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	51.80	51.90	51.10	50.10	48.70	50.00	50.1
Male	m.d.	60.00	60.40	59.30	58.10	55.70	57.30	56.8
Female	m.d.	43.90	43.90	43.30	42.60	42.10	43.10	43.6

Note: m.d. = missing data.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.21: Activity rates by age and sex (15+) (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female

15–24	m.d.	m.d.	m.d.	32.70	35.40	29.80	33.70	37.90	29.30	28.90	32.30	25.20
25–49	m.d.	m.d.	m.d.	78.10	87.20	69.00	78.20	86.00	70.60	78.60	86.50	70.80
50–64	m.d.	m.d.	m.d.	52.00	63.60	41.30	51.80	66.10	38.10	51.50	64.80	39.00
65+	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	3.00	4.70	1.7*	2.4**	3.7**	1.4*
15–64	m.d.	m.d.	m.d.	61.00	69.10	53.00	61.20	69.50	53.00	60.30	68.40	52.40
55–64	m.d.	m.d.	m.d.	40.30	53.70	28.6*	37.80	52.70	24.60	39.60	54.70	26.00

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	25.10	29.10	20.80	20.80	24.60	16.70	30.60	33.30	27.80	23.20	26.30	19.8
25–49	77.80	85.20	70.60	75.60	81.30	69.90	77.20	84.10	70.40	77.00	83.30	70.9
50–64	51.90	64.60	39.70	51.10	61.70	40.90	46.90	57.60	36.50	52.50	61.60	43.8
65+	1.9*	3.2*	0.9*	2.90	5.10	1.20	2.40	3.60	1.50	2.90	5.20	1.3
15–64	59.30	67.10	51.70	57.30	63.80	50.90	59.00	65.80	52.10	58.90	65.10	52.8
55–64	40.10	54.60	27.00	40.50	54.00	27.90	37.40	50.60	25.00	43.30	54.60	32.8

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.22: Employment rates by sex (15+) (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	41.70	43.20	41.30	40.30	39.10	40.30	40.3
Male	m.d.	49.10	50.80	48.60	47.10	44.80	46.50	45.4
Female	m.d.	34.70	36.10	34.50	33.80	33.60	34.30	35.4

Note: m.d. = missing data

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.23: Employment rates by age and sex (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	m.d.	m.d.	m.d.	20.1	23,9*	16,3*	23.4	25.7	21.0	18.6	20.7	16.3
25–49	m.d.	m.d.	m.d.	63.4	71.9	54.9	65.3	73.1	57.8	63.7	71.8	55.8
50–64	m.d.	m.d.	m.d.	46.7	55.9	38.3	46.4	59.2	34.0	45.3	56.3	34.9
65+	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	3.0	4.7	1.7*	2.3**	3.6**	1.3*
15–64	m.d.	m.d.	m.d.	49.2	56.5	41.9	50.8	58.3	43.5	48.8	56.0	41.6
55–64	m.d.	m.d.	m.d.	37.7	48.6	28,1*	34.2	47.0	22.9	35.6	47.9	24.5
20–64	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	52.9	60.7	45.4

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	13.7	16.2	11*	13.1	15.8	10.2	18.1	19.2	16.9	13.5	14.8	12.2
25–49	62.9	70.0	56.0	59.9	64.5	55.4	62.1	68.5	55.9	61.7	66.3	57.2
50–64	46.2	56.9	36.0	44.6	54.0	35.7	42.2	51.9	32.7	46.2	54.0	38.7
65+	1.8*	3.1*	0.8	2.8	5.0	1.2	2.2	3.3	1.4	2.8	5.0	1.2
15–64	47.6	54.3	41.0	45.9	51.2	40.7	47.4	53.3	41.5	47.4	51.9	42.8
55–64	36.2	48.3	25.2	35.6	47.4	24.6	34.4	46.2	23.3	38.7	48.5	29.4
20–64	52.9	60.7	45.4	50.9	56.8	45.0	52.2	58.4	46.00	52.6	58.0	47.3

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: Ages 20–64, MONSTAT, data received; MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.24: Employed by educational level and sex (15+) (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Less than primary education	m.d.	m.d.	m.d.	2.5**	m.d.	m.d.	2.7	2.8	2.6*	1.6*	1.6**	1.7
Primary education	m.d.	m.d.	m.d.	9.9*	10.8*	8.6*	9.6	11.0	7.7	8.8	10.0	7.1
Vocational education after primary school	m.d.	m.d.	m.d.	12.8*	13.8*	11.5*	11.4	14.1	7.9	12.7	15.5	9.0
Secondary general education	m.d.	m.d.	m.d.	7.6*	7.0*	8.4*	7.0	6.1	8.2	6.3	6.1	6.5
Secondary vocational education	m.d.	m.d.	m.d.	45.4	44.6	46.5	48.0	47.0	49.3	47.8	47.1	48.8
Tertiary education	m.d.	m.d.	m.d.	21.8	21.2	22.5*	21.3	19.0	24.3	22.8	19.7	26.9
First stage of tertiary education	m.d.	m.d.	m.d.	6.5*	7.0*	5.8**	5.7	5.5	6.0	5.8	5.2	6.5
Second stage of tertiary education (Bachelors, Masters or doctoral degrees)	m.d.	m.d.	m.d.	15.3*	14.2*	16.7*	15.5	13.5	18.3	17.0	14.4	20.4

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female

Less than primary education	1.2	1.2	1.3	1.1	1.2	1.0	1.1	1.2	0.9	0.6	0.8	0.4
Primary education	7.8	8.8	6.6	7.1	8.9	4.9*	6.3	6.2	6.4*	5.8	6.2	5.2*
Vocational education after primary school	11.6	14.8	7.3	10.9	14.1	6.8	11.0	12.8	8.7	13.8	16.8	10.2
Secondary general education	5.6	5.0	6.5	5.0	4.5	5.7	6.9	5.5	8.7	5.2	3.8	7.0
Secondary vocational education	50.6	50.3	51.0	50.1	48.6	52.0	46.4	48.1	44.2	43.7	45.0	42.0
Tertiary education	23.1	19.9	27.3	25.7	22.7	29.5	28.4	26.2	31.1	30.9	27.4	35.2
First stage of tertiary education	5.1	4.6	5.7	4.8	4.6	5.1	5.2	5.5	5.0	5.2	5.2	5.3
Second stage of tertiary education (Bachelors, Masters or doctoral degrees)	18.0	15.3	21.6	20.9	18.1	24.5	23.1	20.8	26.2	25.7	22.2	29.9

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.25: Unemployment rates by sex (15+) (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	19.4	16.8	19.1	19.7	19.7	19.7	19.5
Male	m.d.	18.2	15.9	18.0	18.9	19.5	18.9	20.1
Female	m.d.	20.9	17.9	20.5	20.6	20.0	20.3	18.8

Notes: m.d. = missing data.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.26: Unemployment rates by age and sex (%)

	2006			2007			2008			2009		
	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.
25–49	m.d.	m.d.	m.d.	18.8	17.6*	20.4	16.4	15.0	18.2	18.9	17.0	21.1
50–64	m.d.	m.d.	m.d.	10.1*	12.1**	m.d.	10.5	10.4	10.6*	12.0	13.0	10.4
65+	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
15–64	m.d.	m.d.	m.d.	19.4	18.2	21.0	16.9	16.1	18.0	19.2	18.2	20.6
55–64	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	9.6	10.9	7.1	10.1	12.5	5.6*

	2010			2011			2012			2013		
	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.
25–49	19.1	17.9	20.7	20.7	20.7	20.7	19.5	18.6	20.5	19.9	20.4	19.3
50–64	10.9	11.9	9.4*	12.6	12.4	12.8	10.0	9.9	10.2	12.0	12.3	11.7
65+	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
15–64	19.8	19.1	20.7	19.9	19.7	20.1	19.6	19.0	20.4	19.6	20.3	18.9
55–64	9.7	11.4	6.5	12.1	12.2*	11.8*	8.0	8.7*	6.7*	10.8	11.2*	10.2*

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.27: Unemployed by educational level and sex (15+) (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Less than primary education	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	2.4**	m.d.	1.6	1.0	2.2
Primary education	m.d.	m.d.	m.d.	16.8*	17.0*	16.5**	16.5	16.4	16.8	14.4	13.8	15*
Vocational education after primary school	m.d.	m.d.	m.d.	22.0*	26.1*	17.4**	17.3	19.8	14.5*	20.2	20.6	19.9
Secondary general education	m.d.	m.d.	m.d.	10.8*	8.2**	13.7**	6.3	4.7	8.2*	5.7	4.8*	6.7*
Secondary vocational education	m.d.	m.d.	m.d.	39.7	39.0*	40.4*	49.1	48.8	49.4	46.1	49.3	42.5
Tertiary education	m.d.	m.d.	m.d.	9.7**	9.4**	10.0*	8.5*	7.9*	9.2**	12.1	10.5*	13.8
First stage of tertiary education	m.d.	m.d.	m.d.	4.0**	m.d.	m.d.	2.3*	3.1*	m.d.	3.2*	3.6**	2.7*
Second stage of tertiary education (Bachelors, Masters or doctoral degrees)	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	6.2*	4.8*	7.9**	8.9	6.9*	11.1

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Less than	1.6**	m.d.	m.d.	2.1**	m.d.	2.9*	2.4**	m.d.	2.4*	2.6**	m.d.	2.3*

primary education												
Primary education	11.3	11.7	11*	12.2	12.4	11.8	14.1	13.2	15.1	16.2	15.8	16.7
Vocational education after primary school	19.7	21.6*	17.4	20.0	23.2	16.1	14.4	17.3	11.0	19.2	21.4	16.2
Secondary general education	6.2	5.7	6.7*	4.9*	3.9**	6*	5.7*	4.8**	6.8*	4.6*	4.0**	5.4*
Secondary vocational education	48.0	49.1	46.7	44.6	44.9	44.2	50.0	50.1	49.8	43.5	43.4	43.6
Tertiary education	13.2	10.4*	16.6	16.3*	14.1*	19.0	13.5*	12.4*	14.9	13.9*	12.6*	15.7
First stage of tertiary education	3.0**	m.d.	2.6*	3.5*	m.d.	2.6**	2.5*	m.d.	2.5**	1.7*	m.d.	1.2**
Second stage of tertiary education (Bachelors, Masters or doctoral degrees)	10.2	7.0	13.9	12.8	9.9*	16.4	11.0	9.8*	12.4	12.2	10.5*	14.5

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.28: Youth unemployment rates by sex (15–24) (%)

	2006			2007			2008			2009		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	m.d.	m.d.	m.d.	38.3*	32.6*	45.4*	30.5	32.1	28.2	35.6	35.7	35.6

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
15–24	45.5	44.4	47.1	37.1	35.4*	39.3	41.0	42.4*	39.2	41.6	43.8*	38.5

Notes: m.d. = missing data; * = less accurate estimation.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.29: Expenditure on active labour market policies (ALMPs) as % of GDP

	2006	2007	2008	2009	2010	2011	2012	2013
% of GDP	m.d.	0.3	0.3	0.3	m.d.	m.d.	m.d.	m.d.

Note: m.d. = missing data.

Source: ETF calculations on Employment Agency of Montenegro data.

Table A1.30: Number of registered unemployed (15+), by sex (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	46.4	40.7	46.7	45.9	43.0	42.6	43.3
Male	m.d.	24.0	21.4	24.6	24.0	23.1	22.5	24.1
Female	m.d.	22.4	19.2	22.1	21.9	20.0	20.1	19.2

Note: m.d. = missing data.

Sources: MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.31: Long-term unemployed as a proportion of the total unemployed (15+), by sex (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	73.2*	79.4	81.3	78.7	79.6	81.1	82.3
Male	m.d.	66.5**	77.7	81.2	78.4	77.2	80.5	84.0
Female	m.d.	80.7**	81.3	81.5*	79.1*	82.7	81.8	79.9

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Source: ETF calculations based on MONSTAT (2008, 2009, 2010, 2011, 2012c, 2013a).

Table A1.32: Educational attainment of population (15–74), by sex (%)

	2010			2011			2012			2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than primary education	7.8	4.0	11.3	7.4	3.6	11.0	2.5**	1.7*	2.8*	3.9**	2.2*	m.d.
Primary education	19.9	18.3	21.5	20.2	18.8	21.4	17.1	14.8	19.5	19.8	17.9	21.6
Vocational education after primary school	10.9	13.9	8.1	11.4	14.6	8.4	12.2	13.6	10.7*	14.6	17.5	11.8*
Secondary general education	7.4	7.0	7.9	6.3	6.0	6.6	8.0*	7.1**	8.9	6.9	5.5**	8.2
Secondary vocational education	40.3	42.6	38.2	39.3	40.8	37.9	m.d.	43.8	38.7*	36.6	38.6	34.8*
Tertiary education	13.6	14.2	13.1	15.4	16.2	14.7	17.7	18.0*	17.3*	18.3*	18.4*	18.1*

Notes: m.d. = missing data; * = less accurate estimation; ** = inaccurate estimation.

Source: ETF calculations based on MONSTAT (2010, 2011, 2012c, 2013a).

Table A1.33: Tertiary educational attainment (30–34), by sex (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	m.d.	m.d.	m.d.	18.7	23.5	24.6	27.2
Male	m.d.	m.d.	m.d.	m.d.	16.5	20.1	22.8	23.4
Female	m.d.	m.d.	m.d.	m.d.	20.9	26.9	26.5	31.2

Notes: Share of the population aged 30–34 years who have successfully completed university or university-type (tertiary-level) education; m.d. = missing data.

Source: MONSTAT (2014a), data received.

Table A1.34: Adult literacy rate (15+), by sex

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	m.d.	m.d.	m.d.	m.d.	98.46	m.d.	m.d.
Male	m.d.	m.d.	m.d.	m.d.	m.d.	99.39	m.d.	m.d.
Female	m.d.	m.d.	m.d.	m.d.	m.d.	97.59	m.d.	m.d.

Note: m.d. = missing data.

Source: UNESCO Institute for Statistics (2014).

Table A1.35: Participation in VET by field of study (%)

	2010/11						2011/12			
	Total	Male	Fem.	Total	Male	Fem.	Total	Male	Fem.	Total
Agriculture, production and the processing of food	848	412	436	3.9	4.2	3.7	868	445	423	4.0
Forestry and wood processing	115	m.d.	115	0.5	0.0	1.0	121	11	110	0.6
Geology, mining and metallurgy	91	53	38	0.4	0.5	0.3	69	36	33	0.3
Mechanical engineering and metal processing	1 799	103	1 696	8.3	1.0	14.2	1 788	119	1 669	8.3
Electrical engineering	2 909	617	2 292	13.3	6.3	19.2	2 930	559	2 371	13.6
Chemistry, non-metals and graphics	182	136	46	0.8	1.4	m.d.	187	133	54	0.9
Textile and leather industry	59	59	m.d.	0.3	0.6	0.0	54	54	m.d.	0.3
Geodesy and construction	879	248	631	4.0	2.5	5.3	841	274	567	3.9
Transportation	1 521	271	1 250	7.0	2.7	10.5	1 331	183	1 148	6.2
Trade, hotels and restaurants, and tourism	4 936	2 483	2 453	22.6	25.2	20.6	4 891	2 459	2 432	22.8
Economics, law, administration	5 199	3 031	2 168	23.9	30.7	18.2	5 309	3 068	2 241	24.7
Hydrometeorology	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Culture, arts and public information	262	169	93	1.2	1.7	0.8	252	165	87	1.2
Public health and social welfare	2 646	2 008	638	12.1	20.4	5.3	2 479	1 846	633	11.5
Personal services	348	277	71	1.6	2.8	0.6	351	279	72	1.6
Total	21 794	9 867	11 927	100.0	100.0	100.0	21 471	9 631	11 840	100.0

	2012/13					
	Total	Male	Fem.	Total	Male	Fem.
Agriculture, production and the processing of food	829	422	407	3.9	4.4	3.4
Forestry and wood processing	90	10	80	0.4	0.1	0.7
Geology, mining and metallurgy	72	36	36	0.3	0.4	0.3
Mechanical engineering and metal processing	1 787	140	1 647	8.3	1.5	13.9
Electrical engineering	2 965	562	2 403	13.8	5.8	20.3
Chemistry, non-metals and graphics	174	126	48	0.8	1.3	0.4

Textile and leather industry	56	56	m.d.	0.3	0.6	m.d.
Geodesy and construction	876	303	573	4.1	3.1	4.8
Transportation	1 269	159	1 110	5.9	1.7	9.4
Trade, hotels and restaurants, and tourism	4 968	2 477	2 491	23.2	25.7	21.0
Economics, law, administration	5 313	3 096	2 217	24.8	32.2	18.7
Hydrometeorology	m.d.	m.d.	m.d.	0.0	0.0	0.0
Culture, arts and public information	258	176	82	1.2	1.8	0.7
Public health and social welfare	2 467	1 795	672	11.5	18.7	5.7
Personal services	333	264	69	1.6	2.7	0.6
Total	21 457	9 622	11 835	100.0	100.0	100.0

Note: m.d. = missing data.

Sources: MONSTAT (2012b, 2013b, 2014a).

Table A1.36: Early school leavers (18–24), by sex (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	m.d.	m.d.	m.d.	6.6	6.7	6.6	5.70
Male	m.d.	m.d.	m.d.	m.d.	6.8	7.3	6.3	5.20
Female	m.d.	m.d.	m.d.	m.d.	6.4	6.1	6.9	6.30

Note: m.d. = missing data.

Source: MONSTAT, data received.

Table A1.37: Enrolment by educational level and programme, by sex

		2006		2007		2008		2009		2010	
		Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Pre-primary (ISCED 0)	All	9 902	4 764	8 603	4 070	9 124	4 379	9 657	4 610	9 927	4 681
Primary (ISCED 1)	All	38 740	18 635	39 123	18 871	39 580	19 074	37 269	17 823	35 264	16 868
Lower Secondary (ISCED 2)	All	36 118	17 377	36 056	17 323	35 458	19 074	36 861	17 811	37 976	18 236
Lower Secondary (ISCED 2)	Gen.	36 118	17 377	36 056	17 323	35 458	19 074	36 861	17 811	37 976	18 236
Lower Secondary (ISCED 2)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Share of VET (%)		m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Upper Secondary (ISCED 3)	All	32 100	16 038	31 627	15 662	31 557	15 665	31 274	15 344	31 643	15 626
Upper Secondary (ISCED 3)	Gen.	10 089	5 868	9 914	5 747	9 840	5 639	9 763	5 584	10 061	5 682
Upper Secondary (ISCED 3)	VET	22 011	10 170	21 713	9 915	21 717	10 026	21 511	9 760	21 582	9 944
Share of VET (%)		68.6	63.4	68.7	63.3	68.8	64.0	68.8	63.6	68.2	63.6
Post-Secondary (ISCED 4)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Tertiary (ISCED 5–6)	All	12 903	7 712	16 173	9 248	19 395	10 564	22 738	12 562	12 910	23 786
Tertiary (ISCED 5B)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Share of VET (%)		m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.

		2011		2012		2013	
		Total	Female	Total	Female	Total	Female
Pre-primary (ISCED 0)	All	12 803	6 104	14 155	6 672	m.d.	m.d.
Primary (ISCED 1)	All	38 898	18 743	38 362	18 506	m.d.	m.d.
Lower Secondary (ISCED 2)	All	32 038	15 383	31 099	14 927	m.d.	m.d.
Lower Secondary (ISCED 2)	Gen.	32 038	15 383	31 099	14 927	m.d.	m.d.
Lower Secondary (ISCED 2)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Share of VET (%)		m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Upper Secondary (ISCED 3)	All	32 126	15 632	31,914	15 633	m.d.	m.d.
Upper Secondary (ISCED 3)	Gen.	10 332	5 765	10 443	6 002	m.d.	m.d.
Upper Secondary (ISCED 3)	VET	21 794	9 867	21 471	9 631	m.d.	m.d.
Share of VET (%)		67.8	63.1	67.3	61.6	m.d.	m.d.
Post-Secondary (ISCED 4)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Tertiary (ISCED 5-6)	All	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Tertiary (ISCED 5B)	VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.

Share of VET (%)	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
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Notes: Share of VET: ETF calculations based on the same data; n.a. = not applicable; m.d. = missing data.
Source: UNESCO (2014).

Table A1.38: Low achievers in PISA performance (%)

	2006	2009	2012
Mathematics	60.1	58.4	56.6
Reading	56.3	49.5	43.3
Science	50.2	53.6	50.7

Notes: n.a. = not applicable.
Source: OECD, PISA 2006, 2009 and 2012 results.

Table A1.39: Public expenditure on education as % of GDP and total government expenditure

	2006	2007	2008	2009	2010	2011	2012	2013
Public expenditure on education as % of GDP	m.d.	m.d.	4.40	4.90	4.20	4.0 (f)	m.d.	m.d.
Public expenditure on education as % of total government expenditure	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.

Notes: m.d. = missing data; (f) = forecast data.
Source: ETF calculations based on Government of Montenegro (2012).

Table A1.40: Public expenditure on VET as a percentage of the total spending on education

	Expendit.	% of Tot. P.E.	Expendit.	% of Tot. P.E.	Expendit.	% of Tot. P.E.
All VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Upper Secondary (ISCED 3) VET	17 712 324	23.40	25 058 570	21.60	31 605 007	25.06
Post-Secondary not Tertiary (ISCED 4) VET	50 498	m.d.	51 273	m.d.	174 496	m.d.
Tertiary education (ISCED 5)	m.d.	m.d.	m.d.	m.d.	1 797 312	1.4

	Expendit.	% of Tot. P.E.	Expendit.	% of Tot. P.E.	Expendit.	% of Tot. P.E.
All VET	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Upper Secondary (ISCED 3) VET	17 712 324	23.40	25 058 570	21.60	31 605 007	25.06
Post-Secondary not Tertiary (ISCED 4) VET	50 498	m.d.	51 273	m.d.	174 496	m.d.
Tertiary education (ISCED 5)	m.d.	m.d.	m.d.	m.d.	1 797 312	1.4

Note: m.d. = missing data.
Source: Ministry of Education and Sports, VET Centre (data received).

Table A1.41: Proportion of the population (25–64) who have participated in Lifelong Learning programmes, by gender (%)

	2006	2007	2008	2009	2010	2011	2012	2013
Total	m.d.	m.d.	m.d.	m.d.	2.4	2.8	2.5	3.10
Male	m.d.	m.d.	m.d.	m.d.	2.5	3.1	2.8	3.00
Female	m.d.	m.d.	m.d.	m.d.	2.3	2.5	2.2	3.30

Note: Also included are those who are in the process of formal education, but were on vacation in the last four weeks.
Source: MONSTAT (2014a), data received.

Table A1.42 NEETs rates by sex (%)

	15–24			15–29		
	Total	Male	Female	Total	Male	Female
2006	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
2007	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
2008	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
2009	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
2010	19.6	16.8	18.8	24.3	22.6	26.0
2011	16.3	17.0	15.6	23.2	22.4	24.1
2012	16.9	17.2	16.6	23.8	22.3	25.3
2013	18.3	19.6	16.9	23.5	23.6	23.4

Note: m.d. = missing data.

Source: MONSTAT, data received.

ANNEX 2: RECENT TRENDS OF KEY INDICATORS

Indicator	EU 2020 benchmarks (%)	EU average (%)	Lowest EU value (%)	Best EU performer (%)	Montenegro (%)	Trend in Montenegro 2010–2013** (%)
Early leavers from education and training	less than 10%	11.1 (b)	21.9 (Spain)	4.4 (Slovenia)	5.7	Improving
Tertiary education attainment	at least 40%	37.9 (b)	23.9 (Italy)	52.7 (Luxembourg)	27.2	Improving
Early childhood education and care	At least 95%	93.9	71.7	100.0	m	-
Low achievers in reading maths and science (% of 15 year-olds)						
<i>Reading</i>	Less than 15%	17.8	39.4	9.1	43.3	Improving
<i>Mathematics</i>		22.1	43.8	10.5	56.6	
<i>Science</i>		16.6	37.3	5.0	50.7	
Share of ISCED 3 students in VET*	-	50.4	11.8	75.3	67.3	Worsening
Adult participation in lifelong learning	At least 15%	10.7	1.5 (Romania)	31.7 (Denmark)	3.1	Improving
Employment rate of recent graduates	82%	76.1	44.3 (Greece)	91.7 (Malta)	m	-
Employment rate (20-64 age group)	At least 75%	69.2	53.3 (Greece)	80 (Sweden)	52.6	Slight decreasing

Shaded indicators = EU 2020 targets

Sources: ETF calculations, Eurostat, OECD, UIS, MONSTAT

Note: 2014 data for EU averages and EU Member States (except ECEC and Share of ISCED 3 students in VET, 2012); 2013 data for Montenegro

Note: m=missing data; b = break in series (i.e. not comparable with previous years 2010-2013 due to the change of definitions).

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