

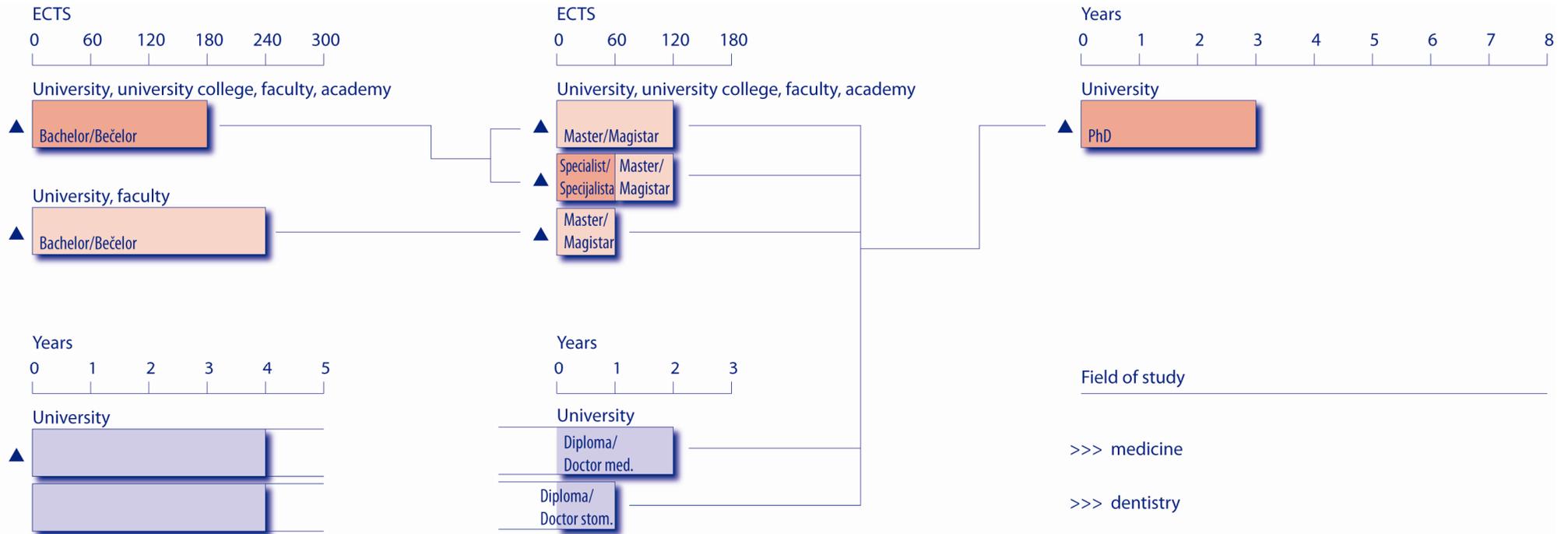


HIGHER EDUCATION IN MONTENEGRO



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The higher education system in Montenegro



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Programme outside the typical Bologna model
- Professional programme

ECTS
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
ALL	programmes have admission requirements	▼	▲
SOME		▽	△

I. Overall description

1. Major characteristics of tertiary education in the country

Legislation covering the field of tertiary education

The Montenegrin Law on Higher Education was adopted in October 2003, in the same year that Montenegro officially became a Bologna signatory country. The changes and amendments of the Law on Higher Education were adopted by the Parliament of Montenegro on 27 July 2010.

The major novelties introduced by the Law on Higher Education in 2003 were as follows:

- An integrated university system;
- A three-cycle system;
- The European Credit Transfer and Accumulation System (ECTS);
- The Diploma Supplement;
- A Council of Higher Education;
- Quality Assurance (internal and external).

Apart from the above mentioned, an additional amendment to the Law on Higher Education was made in September 2011, with respect to the students that started their studies before the introduction of the Bologna process. Namely, they were given the possibility to continue their studies in accordance with the rules which were valid before the introduction of the Bologna system. The deadline for finishing their studies was fixed for the end of the academic year 2012/2013.

Types of tertiary education programmes and qualifications

At the time of the creation and adoption of the Law on Higher Education in 2003 there was only one public higher education institution (HEI) operating in Montenegro: the University of Montenegro (Univerzitet Crne Gore). Nonetheless, the Law on Higher Education of 2003 provided for the possibility of having also private higher education institutions (HEIs).

The University of Montenegro comprises 20 faculties including three academies, three autonomous study programmes and three

scientific-research institutes. These 20 faculties offer 79 study programmes. Higher education in Montenegro is structured as a three-cycle system and includes:

- Bachelor studies (*osnovne studije*)
- Master studies (*magistarske studije*)
- Doctoral studies (*doktorske studije*)

In 2003/2004, a pilot project was used to test the introduction of the Bologna Process requirements in some study programmes. The following year, the first generation of students enrolled in higher education programmes according to the Higher Education Law of 2003. Most faculties started to offer Bachelor study programmes (*osnovne studije*) lasting three years. Higher education institutions started offering Master study programmes, of one or two years duration (depending on the length of the undergraduate study programme and the concept of the organization of postgraduate studies). The number of students enrolled in undergraduate and postgraduate study programmes doubled in 2005/2006. The pass rate of students studying under the Bologna principles has substantially increased. This marks a significant improvement and is one of the more positive outcomes of the implementation of the Bologna principles in the country. In 2006/2007 the first Bachelor students studying under the Bologna principles were awarded with their diplomas.

Since September 2004, the principles of ECTS - as an accumulation and transfer system for undergraduate, postgraduate (*specialist - specijalističke studije*), Master studies (*magistarske studije*) and doctoral studies (*doktorske studije*) - are compulsory for all universities and higher education institutions in Montenegro. Courses are limited to one term and each course carries credits in accordance with ECTS. A Diploma Supplement (DS) based on the official European model is issued to graduates. As of 2006/07, the DS was made mandatory for all degree programmes and it is free of charge. The content of the DS is bilingual (Montenegrin and English). If the student studies in one of the minority languages, then a diploma supplement is also issued in the minority language.

Bachelor study programmes are organised as three year courses, corresponding to 180 ECTS in most of the study programmes. After one additional year, the student may be awarded a specialist diploma amounting to 60 ECTS (the first stage of postgraduate studies), and after a further year (also 60 ECTS), he or she may be awarded a Master degree.

Access to higher education is based exclusively on the academic performance of students during high school, with the exception of the faculty of architecture, faculty of sport and various academies (academy of fine arts, music academy, faculty of drama, etc.). There is no differentiation with regard to the admission procedure for students who are older than typical tertiary education students (generally aged 18-19).

The second cycle of academic study programmes gives direct access to the third cycle. In order to gain entry to doctoral studies, for most study programmes students must have accumulated at least 300 credits (360 credits for medical sciences). Within the doctoral programmes, students must earn a minimum of 180 credits to obtain the degree. Doctoral programmes include obligatory course work and individual research. The doctoral dissertation is the final part of the study programme, except in arts, which is an artistic programme. Accomplished scientific contributions are graded according to the number of the scientific publications.

Study programmes in Montenegro can be divided into two streams:

- Academic study programmes (*akademske studije*)
- Applied study programmes (*primijenjene studije*)

Only academic study programmes can lead to the doctoral studies, while applied study programmes can lead to the Master level.

Currently (in the academic year 2011/2012), there are around 21 000 students studying at the public University of Montenegro, while approximately 5 200 students are studying at private HEIs.

Types of tertiary education institutions

The University of Montenegro is the only public higher education institution in Montenegro.

The first private university, the Mediterranean University (Univerzitet Mediteran), started to operate in 2006. The Mediterranean University comprises six faculties, with 11 study programmes. Around 2 000 students are currently studying there.

In April 2010, the second private university, the University of Donja Gorica (Univerzitet Donja Gorica) has been awarded a licence. The new university comprises five faculties.

Apart from the private universities, there are also seven individual private faculties in Montenegro, at which around 2 400 students are studying. As prescribed by the Law on Higher Education of 2003, it is possible to create independent study programmes founded as a part of university, and not of the faculty. In accordance with the Law on Higher Education, amended in 2010, in order to use the name 'university', the institution needs to have at least five study programmes, from three different scientific areas at undergraduate level. Out of these five, at least one study programme must have undergraduate, postgraduate and doctoral studies.

Number of HEIs (in academic year 2011/2012)	
9	
University	Faculty
1 (public) 2 (private)	6 (private)

Number of students (in academic year 2011/2012)
26 200

2. Distribution of responsibilities

The Ministry of Education and Sport of Montenegro (MES) is the highest authority responsible for the overall education policy in the country.

Apart from the Ministry, the Law on Higher Education of 2003 also established the Council of Higher Education. This Council functions, among other things, as an accreditation body and conducts external evaluations through its commissions.

The amendments of the Law on Higher Education in 2010 brought certain changes with respect to the composition of the Council of Higher Education. The Council is now composed of 13 members, including the President. The Council is appointed by the Government for a period of four years. In compliance with the Act on Appointment of the Council, its members are selected from among eminent experts (in the area of higher education, science, technology, arts, economy, social activities and other relevant areas) and from among students. A maximum of half of the Council members can be elected for one more consecutive term of office. The Government can dismiss a Council member before his/her term of office expires when it deems that there are reasons for this or due to a personal request of a Council member.

3. Governing bodies of the Higher Education Institutions

The governing body of the University of Montenegro is the Governing Board (*Upravni odbor*). Its main roles are defined by the Statute of the University; in particular it is responsible for the following tasks:

- establishing educational, research, scientific and policy development;
- applying the Statute of the University;
- considering and defining the university budget;
- setting tuition fees, with the approval of the Ministry of Education and Sports;
- adopting the rulebook on the allocation of the state budget;
- appointing and dismissing rectors, vice-rectors, deans and directors of organisational units of the university.

The Governing Board consists of 13 members – seven academic staff representatives, three external members, two students' representatives and one non-academic representative (Statute of the University of Montenegro).

The Rector is responsible for managing the University.

The Senate is composed of the Rector, Vice-Rectors, representatives of all faculties, academies, institutes, higher applied schools such as the higher medical school (*visoka stručna škola*) and students. Students represent 15 % of the whole Senate and it is prescribed that they should be undergraduate, postgraduate and doctoral students.

As the supreme academic body, the Senate has the following functions:

- it defines general questions related to research, scientific and artistic work and teaching at the university;
- it settles the strategy for the development of the academic activities of the university, including the establishment of new study programmes, stopping existing study programmes, separating or linking some already existing study programmes;
- it awards academic titles;
- it adopts the structure and contents of study programmes and courses;
- it makes decisions as part of the procedure for awarding the academic title of Ph.D (*doktor nauka*);
- it draws up the proposal of candidates for the post of rector;
- it proposes the number of students to be enrolled and also defines criteria and procedures for enrolment, in accordance with the Law on Higher Education;
- it defines policy and procedures for evaluation of the academic success of students;
- it is responsible for implementing life-long learning (LLL);
- it provides for the application of academic standards and defines study rules;
- it defines and implements the procedure for evaluating the quality of teaching;
- it awards emeritus titles;
- it applies the code of academic ethics;
- it makes decisions on expelling students from the university;
- it considers the strategy for the protection of intellectual property rights.

The Senate is chaired by the Rector and has three permanent professional councils (*strukovna vijeća*): the council for social sciences (*Vijeće za društvene nauke*), the council for the arts (*Vijeće za umjetnost*) and the council for natural and technical sciences (*Vijeće za prirodne i tehničke nauke*).

The powers, composition, duration of mandates, manner of work and decision-making of the Senate are closely defined by the Statute of the University.

The professional body of a faculty is the Council (*Vijeće fakulteta*). The professional Council is composed of the Dean, Vice-Deans, professors and students' representatives (not less than 15 % of the overall number of members).

Professional councils are responsible for:

- the monitoring of students' work at the faculty or academy;
- making proposals to the Senate related to changes in the structure and contents of study programmes and subjects;
- appointing members of the Senate and Senate Councils (*Vijeće Senata*).

The Dean manages the faculty. A faculty may have up to three Vice-Deans.

According to the Law on Higher Education, students are represented on the University Governing Board, Senate and faculty bodies; at least 15 % of each decision-making body consists of student representatives (it is planned to include student representatives on the Council of Higher Education).

Concerning the private HEIs, they do not have the same structure of governing bodies as the public university, since they are not founded by the Government. Private HEIs have their own statutes, and they are independent to decide on the governing model of their HEI.

4. Financing

The current model of funding higher education is based only on real costs, i.e. the costs of the permanently employed teachers, administrative staff and material costs. Basic funding comes from the state budget, at state level or the level of local community, and from

tuition fees.

The University of Montenegro is financed from the State budget. The Ministry of Education and Sports defines a funding proposal. The Government, taking into account the opinion of the Council of Higher Education, adopts measures for the funding of higher education and prescribes the methodology for the allocation of the funds. Accordingly, the Government decides on the number of students to be financed from the State budget (approximately 40 % of students, the remaining 60 % being self-financed), following the number prescribed in the applicable public institution licence and recommendations from the Ministry of Education and Sport. At the public HEIs, tuition fees cannot cover all costs of studying, but only the very basic activities such as lectures and exams. Contrary to this, at certain private HEIs tuition fees can provide students with the books as well, but tuition fees are much higher at the private HEIs. The tuition fees at private HEIs vary from EUR 1 350 to 2 500, while in most faculties of public HEIs the tuition fee is EUR 500, with the exception of some faculties, such as architecture, faculty of arts and programmes organised exclusively as self-funding.

For the University of Montenegro, the amount of tuition fee is proposed by the Governing Board of the University of Montenegro, with the consent of the Ministry of Education and Sport.

In accordance with the Law on Higher Education as amended in 2010, both public and private HEIs can be financed from the state budget. Students of private HEIs can also apply for student loans and places in the student dorms..

The Government, with the consultation of the Council, determines the number of students and the amount of funds available for those who study at private institutions in certain areas that are of public interest. The State can fund a certain number of places for students at private HEIs, only if those programmes are of public interest.

The Government also determines the number of students to be enrolled at public HEI, at the proposal of public HEI.

A Strategy on Development and Financing of Higher Education (2011-2020) was adopted in March 2011 and lists the following goals:

- Quality improvement and quality assurance in higher education;
- Linking higher education with the labour market and upgrading the entrepreneurial and innovative character of education;
- 40 % participation of the population aged between 30-34years old in higher education by 2020;
- Establish a system of lifelong-learning based on good international practice;
- Research-oriented higher education;
- Internationalisation of higher education.

The Strategy of Development and Funding of HEI foresees that in the future the total allocations for higher education should be as follows: 50% from the State budget and 50% from the remaining resources, which now is not the case, since the funds are mainly from the State budget. The strategy aims at increasing the overall allocation for higher education (budget plus private resources) which should be up to 2.5% of the GDP. It is also foreseen in the Strategy that the deadline for achieving this should be 2020, in a way that the allocations from the State budget will be gradually reduced.

The Regulation on Norms and Standards for Funding Public Higher Education Institutions and Funding Students at HEIs was adopted on 8 July 2011.

5. Student contributions and financial support

In accordance with the Law on Higher Education as amended in 2010, there is no differentiation between students of public and private higher education institutions. Both have the right to:

- accommodation and food in student dorms;
- student loans;
- scholarships for talented students;
- local and inter-city public transportation expenses (for students);
- professional training;
- health care.

6. Licensing, quality assurance and accreditation of institutions and/or programmes

The process of accreditation, which is the first step towards the establishment of study programmes in Montenegro, begins with an external evaluation review. If the institution passes the review, certification for the right to award degrees in education is awarded. Foreign experts may be appointed as members of the external evaluation commissions.

The Ministry of Education and Sport has the power to issue an operating licence to an institution, as well as to change or revoke the licence.

Each higher education institution in Montenegro, whether it is newly founded or already in operation, is required to have an operating licence. The licence determines the institution type, its accredited study programmes, the maximum number of students it may enrol, as well as the degrees and diplomas it may award.

Before the official start of the study programme, an institution should submit a request for accreditation of a study programme to the Council, at least six months prior to the date for which the accreditation is requested.

During study programme accreditation the quality of the study programme and its harmonisation with the professional needs and adopted standards is assessed.

Accreditation is issued for a maximum period of three years. Re-accreditation after these three years is based on the report of the external evaluation of the institution and its study programmes, in accordance with the standards and procedure stipulated by the Council. The certificate on re-accreditation is valid for five years. If an institution does not meet the standards for re-accreditation, it may continue to operate for a maximum of one year, but is not allowed to admit any new students during that period. If the institution is not able to achieve re-accreditation standards after the probation year, its licence is revoked. Once a licence has been revoked, it cannot be reinstated.

The Council performs accreditation and re-accreditation and issues a certificate thereon.

Accreditation and re-accreditation are performed in compliance with the standards and according to the procedure prescribed by the Ministry, on the proposal of the Council.

Re-accreditation of an institution or a study programme can be also performed by a foreign accreditation organisation authorised to determine validity and quality of study programmes and harmonisation with the professional needs of the country.

A decision on engagement of a foreign accreditation organisation is made by the Ministry. The expenses of accreditation are borne by the institution. A licensed institution can make changes to undergraduate study programmes up to 30 credits without undergoing the accreditation procedure. If an institution makes changes to undergraduate study programmes which exceed 30 credits, it is obliged to re-initiate the accreditation and licencing procedure. An institution that obtains a form of accreditation from another state or agency must submit a certificate of that accreditation to the Council. The Council carries out its assessment of a non-state accreditation in accordance with its statutes.

The students are involved in the internal evaluation team in the process for re-accreditation and play an active role in QA by conducting opinion polls among students.

A private higher education institution is required to submit a guarantee by the founder of its financial standing covering a period of at least three years.

The operating licence for a private institution also includes a provision on the guarantee, in case it should fail. If the institution ceases its operations, it must provide financial support for all students already enrolled to continue their studies at another accredited higher education institution in Montenegro or in the region.

In 2007, the Guidelines on Re-accreditation of Higher Education Institutions and Study Programmes were adopted by the Council of Higher Education. Higher education institutions conduct internal evaluations. Internal evaluations are mainly carried out through

students' opinion polls and teams established for this purpose. Such assessments are done in line with the provisions of the Guidelines on Re-accreditation of Institutions and Study Programmes. Internal evaluations are carried out in each university unit by nominated teams and a report is presented to the Governing Board of the university. The approved report is delivered to the Council of Higher Education for further processing. The Council of Higher Education submits it to the Commission for External Evaluation, which is appointed by the Council.

In accordance with the Guidelines, the University of Montenegro was re-accredited by the regularly appointed commission of EUA experts. The plan for the further development and improvement of the educational process, as well as the plan for the development of the scientific and research capacities of the university as a whole, was adopted at the level of units, in accordance with the recommendations of Commission for External Evaluation. External evaluation covers a minimum period of five years.

In accordance with the above-mentioned guidelines, external quality assurance has been performed for two universities and three individual faculties.

In accordance with the Law on Higher Education, the Council is responsible for ensuring quality in higher education. Each faculty has a person responsible for quality assurance.

In terms of quality assurance, HEIs must conduct self-evaluations and evaluate and assess the quality of their study courses and work conditions. Self-evaluation is performed continuously, in accordance with the institutional statutes and must involve stakeholders from the institution's management, academic staff and students.

Self-evaluation methods are determined according to the curricula, teaching equipment, qualification of academic staff, teaching method, pass rate percentage, percentage of graduates and other necessary indicators of the work of the institution. National guidelines recommend implementing procedures for continuous enhancement. The internal evaluation report is a compulsory part of the accreditation and re-accreditation process.

Students are involved in the self-evaluation procedure (at faculty level all students are involved; at university level participation is done via student representatives). Questionnaires are used as evaluation tools.

The process of internal self-evaluation is still relatively new. The current Law on Higher Education prescribes a certain standard which the evaluation procedure has to reach. One obstacle Montenegro has to overcome in this field is the current lack of trained professionals in the quality assurance field.

In order to improve the external quality assurance and increase the level of internationalisation, the Ministry of Education and Sports, on the basis of a public call, has set up a list of experts for seven scientific-research fields. The Council of Higher Education will appoint from this list the members of accreditation commissions/re-accreditation of HEIs and study programmes in Montenegro. It is important to highlight that this list will be updated regularly to include as many experts as possible.

The Quality Assurance Centre was established at the University of Montenegro in 2008, supported by the World University Service Austria (WSU) and the Instrument for Pre-Accession Assistance (IPA) 2007 funds.

7. Admission

As the supreme academic body, the Senate proposes the number of students to be enrolled in the academic year, as well as defining the general criteria and procedures for enrolment, in accordance with the Law on Higher Education. Each HEI draws up its own Rulebook on the conditions, criteria and procedures for enrolment in the first academic year. Student enrolment is based on the open public competition of the University for all study programmes. The public competition is published in daily newspapers and on the website of the University of Montenegro. The competition is announced in the second-half of June of the academic year, indicating the first enrolment deadline. If the number of qualified candidates is less than the prescribed number, a second or even third enrolment deadline may be introduced. The second deadline is announced in the second-half of July, while the third enrolment deadline is in the second-half

of August.

Applicants who want to enrol for a particular study programme need to submit the following documents: original school leaving certificate, original diploma of passed '*matura*' or final examination, birth certificate and diploma '*Luca*' (the highest award issued to the best pupils based on the best marks gained throughout the whole secondary school study period). Prospective students must have finished secondary education to be able to enrol at a HEI. In accordance with the adopted changes and amendments to the Law on Higher Education, the matriculation or professional examination is worth at least 15 % of the total number of admission points.

The admission procedure and requirements are the same both for 'traditional' students, as well as for students who are older than a typical tertiary education student.

Enrolment is competitive, in accordance with the results achieved during secondary school and accordingly a ranking list is established.

For enrolment in certain study programmes, additional examinations may be required as additional conditions, as prescribed by the Rulebook.

Non-nationals may enrol under the same conditions as Montenegrin citizens, but they need to have their diplomas recognised. If the process of diploma recognition is not finished, a non-national may enrol provisionally, provided that the process for diploma recognition had already been initiated. Non-national students have the status of self-financing students.

The paper on 'Enrolment Policy at the University of Montenegro' was adopted in Montenegro in March 2012. The objective of this policy paper is to better respond to the market needs and incentivate the higher employability of graduates. Based on the enrolment policy, the number of future students on certain study programmes will be defined, by increasing the number of places for the fields needed in the market, and decreasing places for those which are not so relevant.

8. Organisation of the academic year

The university determines the study programmes, study rules and examination and evaluation procedures. This information needs to be transparent and available to students. The study year is organised in two semesters: winter and summer. The Governing Board, by special decision, determines when semesters begin. Semester study programmes last for 16 weeks. Examinations are held in the last week of the semester. After the end of the semester, the second examination deadline is organised. A one year study programme comprises 60 ECTS (or 30 ECTS per semester).

9. Curriculum content

The Senate defines the structure and content of the study programmes and courses.

The initiative for new study programmes comes from the faculty. The introduction of new study programmes involves certain procedures to justify the new programme. The procedure begins with the faculty council. The Senate, following the recommendation of the Rector, appoints a commission to work on a written proposal and carry out all other activities necessary for defining the new study programme. Once the paper is prepared, it is adopted by the Faculty Council, the Senate and Governing Board of the university. When the documentation has been completed in accordance with the Acts of the Council of Higher Education (initial Request for Accreditation of Study Programmes, Rulebook on Accreditation, Criteria and Standards for Accreditation), the documentation has to be accredited. The accreditation process is the responsibility of the Council of Higher Education, i.e. a commission appointed by the Council. If a study programme is to be changed by no more than 30 ECTS, it does not need to be accredited. When changing the contents of a study programme, each university unit must submit its reasons for doing so to the university authorities.

10. Assessment, progression, certification and degree

The most common form of assessment for students is written examinations, but there are also oral examinations.

Students financed from the state budget who do not fulfil the criteria to continue their studies as budget-funded students may continue as self-financing students. Conversely, self-financing students who pass all exams may become budget-funded students if there are places available on their study programme. Those students are chosen on the basis of the number of ECTS they have obtained and their academic performance during their studies.

The final examination consists of an individual assignment on an issue in a field related to the study programme.

After graduating with a Bachelor degree, a student may apply for a specialist degree, and/or a Master degree, after which they may enrol for a doctoral programme. Students on undergraduate applied study programmes may progress to the level of Master.

11. Academic staff

Academic staff refers to teaching staff directly involved in the provision of study programmes. Academic titles are as follows: full professor (*redovni profesor*), associate professor (*vanredni profesor*), lecturer and at a higher vocational school (*profesor na visokoj stručnoj školi*), which is a university organisational unit.

Teaching assistants, senior lecturers, lecturers and laboratory assistants are all involved in the realisation of study programmes. They should be doctoral students (and have already a Master degree, with the exception of laboratory assistants), and have had an average grade of B during their studies.

All categories of academic staff, except that of full professor, are appointed by the Senate of the university for a period of five years, after a public competition. Full professors only are appointed for unlimited periods of time.

In accordance with the adopted changes and amendments to the Law on Higher Education,

elections for the award of academic titles are held by the university.

In order to be appointed a full professor, the person must have a doctoral degree, a high level of knowledge in the particular field, which is confirmed by publications in national and international academic journals, books and monographs, as well as through participation in national and international events, congresses and conferences; the person must have also the pedagogical and organisational skills required for academic work.

For the post of lecturer, the requirements are to hold a doctoral degree, to have published in national and international academic journals, to show good results in classes, and to have a good knowledge of the field in question.

12. Research activities

There are various legal acts defining scientific research activities in Montenegro, such as the Act on Scientific Research Activities, the Act on the Montenegrin Academy of Science and Arts and the Strategy for the Development of Scientific and Research Activities. The Law on Higher Education also contains parts related to the field of science and research. Among the objectives of higher education, the Law mentions the following:

- the establishment, improvement and development of knowledge, science, arts and culture;
- the transfer of general, scientific and professional knowledge and skills through education and research.

Research policy in Montenegro is carried out:

- through the inclusion of research institutions and researchers in the European research area and international scientific programmes;
- through national and international research projects (basic, applied and developmental research);
- through using the necessary equipment for research;
- by qualifying staff for scientific work and training researchers;
- by making the results of scientific work accessible in the country and throughout the world, and
- through fostering programmes which

contribute to raising overall standards among the population and help build a knowledge-based society.

Research activities are funded from the State budget, but mainly through various international programmes. One of the most important instruments is the EU's Seventh Framework Programme for Research (FP7).

13. University-enterprise cooperation

Employers are not directly involved in the definition of curricula. When starting each new study programme, the institution is obliged to draw up a needs analysis regarding the labour market, so as to justify the existence of the study programme; it must primarily take into account the labour market requirements and the opportunities for student employment.

Certain HEIs have established cooperation mechanisms with certain enterprises/companies through cooperation agreements. In order to recruit future personnel, some companies offer scholarships to students and awards to the best students and provide students with opportunities for practical placements and future employment.

14. International cooperation

The Tempus programme has, to a considerable extent, supported higher education reform in Montenegro since 2001, in curricula development and university governance. In addition to this, it also supported the Ministry of Education and Science (now Ministry of Education and Sport) with regard to the introduction of the new law or the recognition and assessment of educational certificates, so as to create a National Qualification Framework (NQF) for higher education.

As regards international cooperation apart from Tempus, the CEEPUS programme – Central European Exchange Programme for University Studies – has to be mentioned which started to operate in Montenegro in the academic year 2005/2006. It involves the development of central European university networks, made up of various individual networks, which promote academic mobility, mainly among students. Up to now, more than 200 students and academic staff have been

able to take advantage of opportunities for mobility under the CEEPUS programme. In order to increase student and staff mobility, a number of measures have been taken at both the national and the institutional levels, so that universities participate in mobility programmes.

Montenegro was chair of the CEEPUS until March 2010. A Ministerial CEEPUS Conference was held in Becici, Montenegro, and the CEEPUS Agreement III (2011-2018) had been signed. Apart from various bilateral and cooperation agreements between the University of Montenegro and various universities worldwide, higher education

institutions have successfully participated in two projects under Erasmus Mundus Action 2: JoinEUSEE (University of Montenegro) and EUROWEB (University Mediteranean). In the JoinEUSEE project there were 73 students and academic staff involved in the mobility. In the Erasmus Mundus Action 2 BASILEUS project which ran from 2008-2011, 65 students participated in mobility flows within this project.

Periods of study are recognised once the student returns to his/her home institution. There are also certain scholarships offered to Montenegrin students by foreign governments.

II. Current challenges and needs

1. Trends and challenges

The higher education reforms that started in 2001 in Montenegro are still continuing. From the beginning, these reforms were intended to help achieve the Bologna objectives.

Under the 'Enrolment Policy Paper' (previously mentioned in this document), the University of Montenegro analyses the relationship between the existing study programmes and gaps in the labour market, in order to harmonise the two and increase the employability of higher education graduates. This will be a continuous process which needs close synergy and cooperation between various stakeholders from the field of education and the labour market.

The Law on the National Qualifications Framework was adopted on 22 December 2010. In accordance with this law, sectorial commissions were established. The work on these documents was supported by the Instrument for Pre-Accession Assistance (IPA). In accordance with the Law on the National Qualifications Framework a rulebook on the description of levels and sublevels of the qualification framework were adopted. The rulebook on procedures for the development of vocational qualifications for six to eight levels

of the qualifications framework are under preparation.

The quality assurance centre was recently established at the University of Montenegro with the support of the World University Service Austria (WUS). A network of the quality assurance offices that exist in each university unit has been established. Documents on the functioning of the quality assurance network and guidelines for internal quality assurance have been adopted. As part of the project IPA 2007, strategic documents on quality assurance (policy, strategy and plan) and informatics support (software and hardware) for the more efficient functioning of the quality assurance centre have been created. The creation of the NQF and the further development of quality assurance have been, from the very beginning, the greatest challenges in the field of higher education.

The Law on the Recognition of Foreign Qualifications for the Access to Regulated Professions was adopted on 17 March 2011. The list of regulated professions remains to be adopted by the Government and by-laws related to specific areas. This law will enter

into force once Montenegro becomes a member of the European Union. A new Law on the Recognition of Foreign Educational Certificates and Equivalence of Qualifications was adopted on 8 December 2011. It was done with representatives of the Employment Bureau, the University of Montenegro and the

University Mediterranean. It was supported by TAIEX (an instrument of the European Commission). An Estonian expert assisted in drafting the law and the Slovenian Ministry organised a study visit for representatives of the Montenegrin working group. The new law replaced the existing law on recognition.

2. The Bologna Process¹

General Information

Level of integration in the Bologna Process	X	Bologna-Signatory Country (in 2003)
		Non Bologna-Signatory Country
		Bologna Process officially embedded in the education system
		Bologna Process being implemented by ad hoc groups under the supervision of the Ministry of Education
		No particular mechanism supporting the implementation of the Bologna Process

Bologna cycle structure

Level of implementation of a three-cycle structure compliant with the Bologna Process	Bologna structure fully implemented in all or most fields of study
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Student workload/duration for the most common Bologna programmes			
Bachelor programmes	180 ECTS (3 academic years)	Master programmes	Various combinations

Bachelor/Master cycle structure models most commonly implemented	180+120 ECTS (3+2 academic years)
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¹ Source: Education, Audiovisual and Culture Executive Agency. 'State of Play of the Bologna Process in the Tempus Partner Countries (2012)', A Tempus Study, No 9, April 2012, EACEA, Brussels.

European Credit Transfer and Accumulation System (ECTS)

Definition of the Learning Outcomes Concept	Learning outcomes are defined in national steering documents and implemented through guidelines and recommendations
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Level of implementation of ECTS	More than 75% of institutions and programmes are using ECTS for both transfer and accumulation purposes. The allocation of ECTS is based on learning outcomes and student workload.
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Indicative number of hours of student workload corresponding to one ECTS	1 ECTS = 30 – 40 hours
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Bologna Diploma Supplement (DS)

Level of implementation of the Bologna Diploma Supplement	Bologna DS is issued to students in more than 75% of institutions and study programmes
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Diploma Supplement issued	Bologna DS is issued automatically and free of charge	Bologna DS is issued in the language of instruction and /or English
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National Qualifications Framework (NQF)

Stage towards establishing a National Qualification Framework		Not yet started formally/not foreseen.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way, including discussions and consultations. Various committees have been established.
	X	<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is ongoing and the process is close to completion.
	<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.	

Quality Assurance Practices

National Quality Assurance body				
Name	Council of Higher Education			
Status	A Government-dependent body or Ministry has responsibility for quality assurance.			
Year of establishment	2004			
Involvement in external quality assurance process		Decision-making role	Participation	No participation
	Academic staff	X		
	Students	X		
	International Experts		X	
Cross Border Evaluation: Institutions are allowed to choose a foreign quality assurance agency.				

Recognition of foreign qualifications

Ratification of the Lisbon Recognition Convention	X	2004 (signature and ratification)
Recognition of Foreign Qualifications for academic study	Recognition for academic study by higher education institutions	
Recognition of Foreign Qualifications for professional employment	No information available	

Joint Degrees

Establishment of joint degrees and programmes in higher education legislation	Joint programmes and joint degrees are allowed in the higher education legislation.
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III. Participation in EU programmes

1. Tempus

Institutions located in present-day Montenegro have participated in the Tempus Programme since 2001.

1.1 Statistics

Number of projects in which one or several institutions in the country have been involved (as coordinator, contractor or partner)

	TEMPUS I and II	TEMPUS III	TEMPUS IV				
	1990-1999	2000-2006	2008	2009	2010	2011	2012
Joint Projects (JEP)	-	15	4	4	1	7	6
Structural & Complementary Measures (Tempus III)	-	10	3	0	3	0	2
Structural Measures (Tempus IV)							
Total	-	25	7	4	4	7	8

Higher education institutions with highest TEMPUS participation during TEMPUS IV (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
University of Montenegro	30	22	8

Higher education institutions coordinating TEMPUS IV projects (2008-2012)

Institutions	Total	Number of projects	
		JP	SM
University of Montenegro	4	3	1

1.2 Impact of the Tempus Programme

The key factor that marked the beginning of TEMPUS III in Montenegro is the fact that the programme overlapped with the beginning of higher education reforms in Montenegro, additional interest in the Bologna process, and implementation of its principles. This came about because the European Commission geared Tempus III towards the Bologna process and support of HE reforms in accordance with the Bologna principles. The Ministry of Education and Sports decided to support this framework and this meant a step forward towards the harmonisation of HEI development policy in the EU and the national concept of HEI in Montenegro. Tempus priorities were set up jointly by the European Commission and the Ministry of Education and Science. By signing the Bologna Declaration in September 2003 at the Ministerial Conference in Berlin, Montenegro officially then joined the pan-European initiative with the aim of creating a European Higher Education Area by 2010. The legal basis was created with the adoption of the new HEI Act in October 2003 and work on the implementation of the Bologna principles has started. This Act was also introduced with the support of the Tempus project 'Development of a Model of University Management at the University of Montenegro'.

The experience and support of foreign experts in this phase was of particular importance for higher education reform in Montenegro and it created a basis for further development of the HE system.

During the Tempus III phase, Joint European Projects have been supported, covering different areas, such as economics and management, electrical engineering, information technology, medicine, natural sciences, law, education and teaching training, and multidisciplinary projects. Each of these curriculum development projects can serve as examples of good practice.

In spite of a very limited budget and very demanding application forms, Tempus managed to maintain a high rationale and a good response from the academic community.

As regards university management, projects have been focused on quality assurance in higher education, university management strategies, the development of strategic plans,

international relations, etc. As far as Structural and Complementary Measures (SCMs) are concerned, the Ministry of Education and Sports was very involved, since it addressed some very specific issues of higher education through those measures, including the issue of recognition - achieving the objectives of the Lisbon Recognition Convention, NQF, a national team of Bologna promoters, international relations at the University of Montenegro, etc. As part of the project on recognition each Tempus curriculum reform project directly or indirectly contributed and is helping to improve the quality of education in each field, through upgrading teaching methodologies, capacity building of academic staff, student mobility and the recognition of periods spent abroad, development of teaching facilities, fostering cooperation with HEIs in the EU and its region.

Tempus IV is introducing innovative elements which enable HEIs to think more in regional terms and draw more attention to the establishment of stronger links between higher education and society as a whole. Reforms of curricula remain high on the priority list in Tempus IV too. Although significant improvement has been achieved during Tempus III in this respect, further effort is still needed so as to achieve the following: higher efficiency of study programmes, more thorough work on defining learning outcomes and how credits for study programmes should be allocated, the development of quality assurance systems and embedding a quality assurance culture at the HEIs, further improvements in accreditation processes and strengthening the capacity of the Council of Higher Education, which functions as an accreditation body in Montenegro.

The ongoing regional projects supported under Tempus IV focus on some of the most important aspects of higher education in Montenegro, such as establishing stronger university-enterprise cooperation, as well as stronger connections between higher education and research. The projects concerned are entitled 'Opening University towards Society – Linking Education, Research and Innovation' and 'Creating Research and Development Capacities for Boosting Higher Education/Economy Cooperation'. The project 'Matching Competences in Higher Education and the Economy: from Competence Catalogue to Strategy and Curriculum Development' is intended to develop and advance

methodologies and tools for assessing the match between skills and competences developed by institutions of higher education and those required by the labour market, and accordingly to develop recommendations for curricula adaptation. The Faculty of Tourism and Hotel Management is involved in this project, which is important because tourism represents one of the country's strategic orientations. The project 'Introduction and Implementation of an Academic Programme in Community Youth Work (CYW) through enhancing Interregional Cooperation in the Countries of Western Balkans', also concerns important topics which will boost collaboration between the civil sector and academia, overriding cultural, educational, ownership-based or ethnic barriers. Because they are regional projects, an additional value is attached to them as they allow for the possibility of addressing shared problems, and try to find shared solutions at a regional level.

It is positive to state that the interest of the academic community in the Tempus programme is not abating, especially when it comes to the projects being coordinated by Montenegrin HEIs. Indeed currently there are four projects in which the University of Montenegro is acting as a grant applicant institution.

It is also important to notice that there is a constant increase of non-academic partners participating in Tempus projects. All three universities are participating in the Tempus programme, which creates an ambience of

positive and healthy competition among HEIs in Montenegro.

The EU budget for Tempus in Montenegro has been fully absorbed over the past years. The added value of the Tempus programme is that it creates a framework for the establishment of intensive cooperation with EU universities, the exchange of academic staff and students and harmonisation with the newest trends in HE. It has enabled Montenegrin HEIs to initiate new partnerships with EU universities and to re-establish and strengthen cooperation with those universities.

In the forthcoming period, national authorities and universities will focus their attention on the following HEI reform related issues:

- Further fine-tuning of the three-cycle system: curricular reforms, National and European Qualification Frameworks;
- Creation of curricula based on learning outcomes;
- Creation of Joint degrees, with a special emphasis on the regional programmes;
- Further reinforcement of university-enterprise cooperation;
- Implementation of Life-Long Learning strategy at HEIs;
- Quality Assurance (internal and external), including Accreditation;
- Recognition (ECTS, Diploma, Europass, Lisbon Recognition Convention)

2. Erasmus Mundus

The objective of the Erasmus Mundus programme is to promote European higher education, to help improve and enhance the career prospects of students and to promote intercultural understanding through cooperation with third countries, in accordance with EU external policy objectives in order to contribute to the sustainable development of third countries in the field of higher education. It does this through three Actions:

Action 1 – Erasmus Mundus Joint Programmes (Master Courses and Joint Doctorates) - with scholarships

Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions (HEIs) from the EU and (since 2009) elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Master Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 131 Masters and 34 Doctorates offering EU-funded scholarships or fellowships to students and scholars.

Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships

Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region, or geographical 'lot' on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – Bachelor, Master, doctorate, post-doctorate and for academic staff.

Action 3 – Erasmus Mundus Attractiveness projects

This Action of the Programme funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility

More information:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_en.php

Number of students/staff participating in the programme

Erasmus Mundus – Joint degrees (Action 1)

	2006	2007	2008	2009	2010	2011	2012
Students	-	2	3	8	9	6	6
Scholars	2	-	-	-	NA	2	1

Nationals of the country participated in the programme for the first time in 2006-2007.

Erasmus Mundus– Partnerships (External Cooperation Window, Action 2)

Year of Grant Allocation	2007	2008	2009	2010	2011
Undergraduate	-	11	22	15	26
Master	-	6	13	15	11
Doctorate	-	1	13	4	4
Post-doctorate	-	0	1	2	2
Academic staff	-	1	6	14	4
Total	-	19	55	50	47

Institutions participating in the programme up to and until 2011

Institutions	Action 1	Action 2	Action 3
	Joint Programmes	Partnerships	Attractiveness projects
UNIVERSITY OF MONTENEGRO		X	
UNIVERSITY MEDITERRANEAN PODGORICA		X	

IV. Bibliographical references and websites

- www.ucg.ac.me – Website of the University of Montenegro
- www.cis.ac.me – Website of the University Mediteran
- www.qas.ac.me – Web site of Center for Quality Assurance
- www.udgedu.me/ – Website of the University Donia Gorica
- www.cis.ac.me - Web site of the Center of Information System at the University of Montenegro
- www.mps.gov.me/ministarstvo - Website, Ministry of Education and Sports of Montenegro
- www.tempusmontenegro.ac.me - Web site of National Tempus Office
- www.eurydice.org – Web site of Information on Education Systems and Policies in Europe
- Higher Education Act 'Official Gazette of Montenegro', No 60/03, 2003
- 'Documents' containing the Law on Higher Education, and all relevant by-laws and rulebooks such as: Statute of the University, Rulebook on conditions, criteria and procedure for the enrolment in the first academic year, Rulebook on Studying at Undergraduate studies, Rulebook on Studying at Postgraduate studies; Rulebook on Studying at Doctoral Studies, Criteria for the Appointment in Academic and Scientific Titles, Code of Academic Ethics, Rulebook on the Honor Court, Rulebook on the Equivalence of Acquired Knowledge, Rulebook on Education and Professional Development, Rulebook on the Publishing activities of the University of Montenegro, Rulebook on the Appointment of Professor Emeritus, Rulebook on the conditions and Criteria for the Title of Honorary Doctor of Science, Statute of the Students' Parliament etc.). Publisher: University of Montenegro, 2006
- Strategy for the Development of a National Qualification Framework in Montenegro, adopted by The Government of Montenegro in 2005 - www.mpin.gov.me/ministarstvo
- National stocktaking report 2009, Report from working groups appointed by the Bologna follow-up Group to the Ministerial Conference in Leuven/Louvain-la-Neuve
- DIRECTIVE 2005/36/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 7 September 2005, on the recognition of professional qualifications

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