2019

The Ministry of Education adopted the Rulebook on the method and procedure of assessment of knowledge, skills and competences in the process of vocational qualification acquisition [1]. The Rulebook prescribes in more detail the method and procedure for assessing knowledge, skills and competences in the process of vocational qualification acquisition, as well as the composition, the method of work and other matters relevant for work of Examination Committee.

The Rulebook defines that the examination knowledge, skills and competences for vocational qualification acquisition is carried out by the Committee in accordance with the Examination catalogue. The Committee is formed by education provider from among the licensed examiners from the list of examiners, on proposal of the Examination Centre. The examination of learners is carried out at the premises of education providers.

The implementation of dual education is continuing in the 2019-2020 school year and around 800 students from all municipalities in Montenegro will be able to acquire practical knowledge with 280 employers, through 20 programs.

The Dual-education Coordination Body continuously monitors the activities taking place in schools and with employers regarding dual education. The collected data are being analysed and recommendations are made to schools to provide appropriate support to employers and instructors.


The Strategy will define strategic goals for further development of vocational education, key activities and indicators of success, the way of monitoring the implementation of the strategic document, the way of reporting and evaluation, and other issues of importance for the realization of strategic goals in the field of vocational education, for the period 2020-2024.

The IPA project (SOPEES Service Agreement - Improvement of educational programs and services for the needs of marginalized groups) has started, with the aim of including marginalized groups, oriented towards modularized vocational education programs, teacher training and database improvement.

New programs are being continuously developed in cooperation with employers and educational institutions.

2018

Pursuant to Article 26, paragraph 2 of the Law on National Vocational Qualifications [2], the Ministry of Education has adopted a Rulebook on the form and content of certificate on the acquired national vocational qualification [3], which prescribes the form and the contents of certificates.

Pursuant to Article 23, paragraph 3 of the Law on National Vocational Qualifications [2], the Ministry of Education has adopted a Rulebook on more detailed manner and procedure for issuing and
revoking licenses for the work of the examiners in the procedure for acquiring a national vocational qualification [4]. The procedure for issuing a license is initiated by a candidate for the examiner by submitting an application for license to the Examination Centre [5]. An expert panel established by the Examination Centre determines whether the conditions for obtaining a license have been met. The panel is composed of three members, including a representative of the Examination Centre and two members who hold a license for the relevant national vocational qualification. Based on the report of the panel, the Examination Centre forms a proposal for issuing a license to the candidate who has met the prescribed conditions and submits it to the Ministry of Education. On the basis of the proposal, the Ministry issues a license within 15 days from the date of receiving the proposal.

In accordance with Article 20, paragraph 5 of the Law on Vocational Education [6], the Ministry of Education has made amendments to the Rulebook on the evaluation of criteria for enrolment of pupils into vocational schools [7]. This Rulebook evaluates the criteria for enrolment of pupils in three-year or four-year vocational schools and upper vocational schools.

The enrolment of pupils in the first grade of a three-year or four-year vocational school is done based on the following criteria:

1. general performance in the last cycle of primary school;
2. performance on the external knowledge assessment at the end of primary education;
3. performance in two subjects in the last cycle of primary school that are significant for acquiring education;
4. results from national and international competitions, i.e. awarded recognition.

A minimum number of points a candidate must achieve through evaluation of the above criteria has been introduced. The decision on the minimum number of points is taken by the Ministry of Education for all schools until the end of a school year, i.e. until 15 May, for pupils of the ninth grade of primary school.

If educational programme defines the testing of a special talent or ability as a special requirement for enrolment in a vocational school or upper vocational school, candidates who pass the special talent or ability testing are entitled to be enrolled and ranked.

The content of special talent or ability testing is determined by the educational programme, and the performance is evaluated in the manner prescribed by this Rulebook.

Talents i.e. abilities are tested by a commission formed by the school principal, consisting of: two teachers of vocational subjects from the school and one teacher of the same subjects from another educational institution.

2017

Centre for Vocational Education has been traditionally organizing the event Days of Adult Education and Learning, with the support of the Ministry of Education. This year, the event was held for the 16th time from 16 to 23 October.

The event involved the implementation of the following activities:

- Panel discussion on “Human Resource Management in Economy” organized by Centre for Vocational Education and Chamber of Economy of Montenegro
- Seminar on “Risk Management in Modern Business” organized by Chamber of Economy of Montenegro
- Workshop on “The role of educational institutions in preventing and protecting children and
youth from domestic violence” organized by the Centre for Vocational Education and SOS Helpline for Women and Children Victims of Violence - Podgorica

• Five round tables: “Adult education providers - provision, evaluation and improvement of training quality”, “Legal framework regulating the field of adult education and the obligations arising from it”, “Adult education providers - legal regulations in the field of knowledge testing after completing a programme and compliance of legal regulations”, “Gender equality in the security system” and “Lack of professional workforce in the field of agriculture and live-stock breeding”, organized by the adult education providers

• EPALE Presentations in Kolašin and Budva, organized by the Centre for Vocational Education

• Final conference of project National Coordinator for the implementation of the European Agenda for Adult Learning on “Professionalization in Adult Education” and

• Presentations, promotions and open days by adult education providers.

The event program was aimed at different target groups: representatives of HR services, labour market and social partnership institutions, employers, students, the unemployed, the employed, adult education providers, teachers and citizens.

On 10 July 2017, the Parliament of Montenegro passed amendments to the Law on Vocational Education (Official Gazette of Montenegro, 47/17) with a view to harmonising the requirements of vocational and Matura exam in such a way that certain parts of these exams can be taken at both upper and basic level, as chosen by student; the exam will comprise three parts i.e. subjects, instead of four, as the case was formerly. The vocational exam includes the assessment of knowledge in mother tongue, mathematics or foreign language and professional theory. Moreover, it regulates the responsibilities of the State Commission for preparing and conducting a vocational exam giving it an active role in the implementation of this exam.

Key amendments refer to the following:

• reduced number of students in a class, which will provide higher quality of teaching, the possibility of better individual approach to students and the development of their knowledge, interests and abilities

• introducing a minimum entry point limit for four-year vocational schools on the basis of the criteria set for enrolment, by prescribing the lowest number of points a student needs to achieve on the basis of overall performance in the three final grades of primary school, final marks in subjects of importance for these grades and results achieved at external assessment after the final grade of primary school. These criteria, i.e. the point limit, have been harmonised between gymnasiums and four-year vocational schools

• creating conditions for dual education and incentives for employers who become involved in this form of education. Remuneration for students who receive education at the place of work during the first and the second grade is provided from the Budget, whereas during the third grade, it is the obligation of employers

• specifying conditions for performing the work of teachers and professional assistants in accordance with changes in higher education, and harmonising the workload of teachers of practical education, as well as defining the workload for modularized programs, specifying the workload for professional assistants, defining the acquisition of secondary art education in more detail, and defining the form of teaching in those institutions

• improving the provisions related to taking Master Craftsman's exam, acquiring education by the completing individual modules, and regulating other issues relevant for the improvement of vocational education system.
On 10 July 2017, the Parliament of Montenegro passed amendments to the Law on Adult Education (Official Gazette of Montenegro, 47/17).

Key amendments refer to the following:

- more precisely defined programmes for acquiring non-formal education
- clearly defined andragogical competences mandatory for teaching staff that carries out education programmes
- andragogical training of teaching staff is conducted by Centre for Vocational Education according to a programme adopted by a competent Council. After completing the training, the Centre for Vocational Education issues to candidate a confirmation on acquired andragogical competences. Teachers who lack andragogical competences, but have been engaged by a licensed education provider, are obliged to undergo andragogical training within one year from the day of entry into force of this law. After completing the training, the Centre for Vocational Education will issue to candidate a confirmation acquired andragogical competences
- it has been specifically set that adults may not be directly or indirectly limited to acquire education on grounds of: gender, race, colour, language, religion, national, ethnic background, political or other affiliation, membership in a national community, financial standing, disability, social background or other similar basis, situation or circumstances
- instead of Examination Centre, education provider will perform knowledge and skills assessment for the purpose of acquiring national professional qualification and key skills
- instead of a competent council, the Government of Montenegro will adopt adult education plan, following the proposal of the Ministry of Education.

New examination catalogues

Department for research and development of qualifications within the Centre for Vocational Education has prepared 12 examination catalogues for acquiring vocational qualifications in line with the new methodology. New methodology documents have been drawn up within the framework of EU IPA (Instrument for Pre-Accession Assistance) “Modernization of Education programs and Teacher Training” project.

Content of examination catalogues

In addition to general information related to qualifications, the level and sector they belong to, new examination catalogues include:

- requirements to be met by a person acquiring a qualification
- learning outcomes along with their percentage share in exam
- criteria for evaluating the level of achieved learning outcomes
- methods for evaluating learning outcomes
- standards for evaluating learning outcomes
- conditions for conducting exams (human, material, spatial resources) etc.

Law on National Qualification Framework recognizes other/additional qualifications. A workgroup developed the concept of other/additional qualifications and proposed procedures for their adoption. The concept was accepted by National Qualification Council and the classification of other/additional qualifications into the Montenegrin Qualification Framework has begun.

Classification procedure
The classification procedure starts by an initiative for other/additional qualification which includes the following elements:

- entry requirements to be met by a person acquiring other/additional qualification
- legal basis for other/additional qualification
- institution authorized for issuing the credential
- information on the need or absence of need to attend training
- programme duration
- information on the assessment
- validity of credential and
- information about the proposer of other/additional qualification.

Upon approval, programme for additional/other qualification acquisition is prepared, which besides entry conditions for taking part in the programme and its duration, includes learning outcomes, material and technical conditions for implementing the programme and conditions to be met by programme providers. Programmes for acquiring other/additional qualification are passed by a responsible Council.

2016

Within the VET Modernisation project, basic methodological documents comprising occupational standards, qualification standards and examination catalogue, have been revised. Educational programmes leading towards the acquisition of vocational qualifications are built upon occupational standard and qualification standard, whereas the final assessment/examination is conducted on the basis of examination catalogues.

Upon being revised, a methodological document for the development of occupational standards has included a number of new items, as follows:

- reference data on occupational standard: document code, date of document’s adoption, session of the Council for Qualifications at which it was adopted, as well as information about the revised document which are entered after its revision is completed
- description of occupation, i.e. short description of the most important tasks within the occupation
- supervision and management introduced as separate groups of tasks
- activities for the implementation of key responsibilities, i.e. activities for the independent performance of key responsibilities in accordance with the expected results of work
- typical work environment and work conditions
- related occupations and

Other information about occupation:

- sector and sub-sector according to NQF, qualification level according to NQF
- code according to ISCO
- level of skills according to ISCO

Upon being revised, methodological document for the development of qualification standards has
included a number of new items, as follows:

- reference data on qualification standard: document code, date of document’s adoption, session of the Council for Qualifications at which it was adopted, as well as information about the revised document which are entered after its revision is completed
- general outcome of qualification, i.e. what a learner would be able to do after completing the qualification
- specifying learning outcomes related to key competences for lifelong learning that are relevant for this qualification and for each individual learning unit
- criteria for the assessment of learning outcomes

Other information about qualification:

- sector and sub-sector according to ISCED
- qualification level according to ISCED
- names of occupational standards the qualification is based upon

Upon being revised, methodological document for the development of examination catalogue has included a number of new items, as follows:

- reference data on examination catalogue: document code, date of document’s adoption, session of the Council for Qualifications at which it was adopted, as well as information about the revised document which are entered after its revision is completed
- qualification code, sector and sub-sector according to NQF, qualification level according to NQF
- type of credential obtained after acquiring the qualification
- institution performing the assessment
- institution issuing the credential
- list of key competences acquired within the qualification
- criteria for examining the level of achieving learning outcome
- manner of assessment of learning outcomes for each criteria
- supplemented assessment criteria and
- conditions for successful exam taking.

The content of methodological documents has been significantly improved as they provide more information about occupations and final expected results, as well as clear criteria and measures for the assessment of knowledge, skills and competences. All of this will contribute to the improvement of educational programmes that lead to the acquisition of vocational qualifications and their closer connection with the world of work.

With the support Ministry of Education and in cooperation with partner institutions, Centre for Vocational Education organized XV Days of Adult Education and Learning, which took place from 1st to 15th November 2016. The slogan of this year’s event was Education and Learning = Lifestyle.

The event was an opportunity to promote the publication Adult Education in Montenegro and International Frameworks, as well as Andragogical Handbook for teaching staff implementing the elementary functional literacy programme, both prepared within the project EPALE National Support Service for Montenegro.
There were also three promotions of publication Guide through the system of non-formal education in Montenegro - in Bijelo Polje for the northern region, in Podgorica for the central region and in Kotor for the southern region. This Guide was prepared within the project National Coordinator for Adult Learning, Work Plan Montenegro.

The central part of the event was the “Work Based Learning” EPALE Conference held on 7 November in Podgorica, which involved the exchange of experiences and use of good practice.

In cooperation with Human Resources Administration and Chamber of Economy of Montenegro, a roundtable session was held on the topic “Gender equality training for staff”.

In cooperation with Secondary Vocational School from Pljevlja and Day Care Centre Pljevlja, Centre for Vocational Education conducted a ceremony of awarding certificates to teaching staff that successfully completed the andragogical training programme.

With representatives of Pensioners’ Association of Podgorica and Podgorica Health Club, a lecture for people of third age was held on the topic of Healthy Diet.

Urban Protection Training Centre of Montenegro, a licensed adult education provider, arranged a round table session “Security Guard at School” and a lecture titled “Positive self for life without violence and fear”.

Licensed adult education provider Alfa Ton Lekić held a “Nail Art” presentation for partner institutions and organization, as well as interested citizens.

http://www.cso.gov.me/centar

On 8th September, Centre for Vocational Education organized a roundtable session on “Improving literacy programmes” marking the International Literacy Day.

The objective of the roundtable session was to review the educational offer aimed at acquisition and improvement of literacy in Montenegro and analyse the need to alter and amend the existing programmes.

Problems encountered by teaching staff engaged with practical implementation of these programmes were presented throughout the discussion.

The roundtable session was attended by representatives of Ministry of Education, Ministry of Labour and Social Welfare, Bureau for Education Services, Examination Centre, Centre for Vocational Education and Public school for secondary and upper vocational education, “Sergije Stanić” from Podgorica.

Representatives of education institutions reached a conclusion that in the forthcoming period it is necessary to:

- Harmonise the class load and the names of subjects in literacy programmes;
- Define learning outcomes in elementary functional literacy programme;
- Harmonise the beginning of studying certain subjects (foreign languages) in adult basic education curricula with those set out by curricula for young people, as according to law, they are based on the same educational standards;
- Consider the need to introduce new subjects in programmes (entrepreneurship, life skills, etc.);
- Improve the competences of teaching staff implementing literacy programmes through the organization of andragogical training.

On 1st October, Centre for Vocational Education organized a roundtable session “Let's open our doors for learners of the third age”, marking the International Day of Older Persons.
The roundtable session was organised with a view to promoting active aging, as well as encouraging adult education providers to develop educational offer for older persons and organize for them various activities within the local community.

The session was attended by representatives of the Ministry of Labour and Social Welfare, Bureau for Education Services, Examination Centre, Centre for Vocational Education, Association of Pensioners of Montenegro, Association of Pensioners of Podgorica, Health Club Podgorica, NGO “Our Age” and licensed adult education providers.

To highlight the importance of active healthy aging with a view to improving the life quality of the elderly in Montenegro, examples of various forms of education and learning for older people were presented in the introductory part of the session.

A representative of the Pensioners’ Association of Montenegro presented the latest data on Montenegrin pensioners, pointing out to problems older people are faced with and listing various social and sports activities that have been organised in the previous period.

Secretary of Pensioners’ Association of Podgorica presented data on pensioners living in Podgorica and various types of activities organized for pensioners (lectures, sports activities, field trips, meetings, etc.). He underlined that there are 50 pensioners’ clubs in Podgorica in which it is possible to carry out educational programmes and workshops for older citizens in the forthcoming period.

Representatives of educational institutions, adult education providers and NGOs expressed interest and willingness to work together with pensioners’ associations and organize various educational activities in cooperation with local governments.

Marking the International Day of Older People, this activity led to cooperation between education institutions, adult education providers and NGOs and pensioners’ associations. It also pointed to the need for greater involvement of the competent Ministry of Labour and Social Welfare and local governments in financing and organization of these activities.

The roundtable session resulted in recommendation that all stakeholders should cooperate closely, develop educational offer for the elderly and organize various activities for them in the local community.

The reform process of education system in Montenegro began in 1999, by acknowledging the contemporary tendencies and the role of adult education and lifelong learning, as well as the significance of social partnership in this area, which led to defining of a new approach and a clear concept of adult education. The education reform in Montenegro is a continuous process requiring time and many changes within the entire system.

Through such reform process adult education in Montenegro has for the first time been qualitatively treated in a new manner and on equal terms with other segments of educational system. This concept is presented in the »Book of Changes« (2001) providing a long-term vision of the system and of what is to be achieved in the future, which later developed into the Law on Adult Education and Law on Amendments to the Law on Adult Education (Official Gazette of the Republic of Montenegro, 64/02 and Official Gazette of the Republic of Montenegro, 49/07).

Despite all the changes taking place since 1999, adult education in Montenegro still has a largely corrective function and is related to the preparation of education programmes for training, retraining, additional training, professional development, and similar. Until June 2014, 94 educational programmes leading towards the acquisition of national vocational qualification have been adopted, and 71 programmes for key competences have been accredited by the National Council (i.e. Council for Adult Education that existed until the National Education Council was established).

Activities encouraging the developmental role of adult education are planned for the upcoming period, both in relation to individuals and society as a whole.
Adult education programmes in Montenegro are carried out by licensed providers of adult education. A licence for the work of these institutions is issued by the Ministry of Education in accordance with the Law and Rulebook on conditions for establishing institutions in the area of education. Until June 2014, the Ministry has issued 85 institutions in Montenegro with licence to work.

**Andragogical training of teaching staff working with persons with disabilities**

With the support of Employment Office of Montenegro, Public Institution Day Centre Pljevlja implements a project “Get a job - Be an administrator” related to professional rehabilitation, active employment policy and employment of persons with disabilities. Project partners include Secondary Vocational School Pljevlja and NGO Ray of Hope.

The underlying objectives of the project include:

- preventing social exclusion by employing persons with disabilities,
- their faster integration into labour and social processes,
- raising awareness of unemployed persons with disabilities about the need for acquiring education for new occupations,
- raising awareness about the rights and opportunities of socially excluded groups,
- establishing partnerships between employers and educators with a view to recruiting persons with disabilities.

One of the activities envisaged under the project is: andragogical training of adult education staff.

Following the request of the Day Centre Pljevlja, Centre for Vocational Education organizes andragogical training of teaching staff who will carry out adult education programmes. The training is conducted in accordance with the **Programme of Andragogical Training of Teaching Staff Working in Adult Education**. In order to adapt the programmes to the needs of teaching staff that are to work with persons with disabilities, they include topics related to the specificity of this target group:

- the 1st module, Specificity of adults in education and learning process, includes topics covered through the introductory theoretical part and workshops: Specificity of education and learning for persons with disabilities, Examples of good practice of involving persons with disabilities in education activities and Overcoming barriers in education of persons with disabilities;
- the 2nd module, Communication in adult education, includes topics which are covered through the introductory theoretical part and workshops: The importance and communication specificity in the process of education, training and learning of persons with disabilities;
- the 3rd module, Organization, planning and programming in Adult Education includes topics that covered through the introductory theoretical part and workshops Tailoring programmes to persons with disabilities and Development of individual plans and programmes;
- the 4th module, Methods of adult education includes the topic of Recommendations for selecting methods in education of persons with disabilities;
- the 5th module, Moderation of education process and group dynamics, within the topic of Leader’s role in the process of education, training and learning of adults, places special emphasis on characteristics of a good teacher in working with persons with disabilities.
- the 6th module, Evaluation and self-evaluation of educational process includes a special topic, Specificity of evaluation in the process of education, training and learning for people with disabilities.
Within the course of implementing the programme of andragogical training of teachers working in adult education, Centre for Vocational Education will in the forthcoming period include the mentioned topics related to the specificity of learning and education of persons with disabilities, given that representatives of this target group increasingly take part in adult education programmes.

**Development of adult education offer**

Adult education offer in Montenegro is becoming richer and more diverse and is aimed at various target groups. The initiative for the preparation of professional qualifications has been started by different stakeholders, namely:

- Ministry of Internal Affairs for the development of four education programmes for the occupations of: Security Guard, Bodyguard, Armoured Car Guard, Security Technician.
- **Montecargo company for the development of four education programmes for the occupations of Shunter Driver, Shunter Operator, Train Operator, Traffic-transport Warehouse Clerk**
- Adult education provider Centre for education and training from Podgorica for the development of education programmes for the occupation of Forklift Truck Operator.

Increasingly great attention is being devoted to persons with disabilities, due to which upon the request of:

- Horseback riding club from Podgorica, the following education programmes have been prepared: Innovative approach of the team for creating hippotherapy treatments in working with children and young people with developmental disabilities, Innovative approach to working with children and young people with developmental disabilities - Hippotherapy Associate and Innovative approach to working with children and young people with developmental disabilities - Hippotherapy Instructor, and
- Organisation of the Blind of Podgorica, Danilovgrad and Kolašin municipalities, education programmes for the use of braille alphabet and work at the braille printing house, as well as for the use of braille alphabet software and the work at braille printing house have been developed.

The need for training and professional development of employees is becoming increasingly emphasized, thus following the request of:

- Directorate for Emergency Situations, the following training programmes have been prepared: for drivers of vehicles carrying hazardous goods, for persons involved in loading and unloading hazardous goods and for security advisors for transport of hazardous goods by road and rail traffic.
- NGO SOS Hotline for Women and Children Victims of Violence, Podgorica, an education programme for employees in education institutions regarding the treatment, prevention and protection of children and young people from domestic violence has been prepared.

The awareness about the importance of key competences and functional application of acquired knowledge and skills is becoming increasingly emphasized, hence the Centre for Vocational Education has provided support to:

- “Lingua Mont” adult education provider, in developing programmes for the acquisition and improvement of key skills and key competences:
  - Preparation for employment with elements of personal marketing,
  - Business communication and correspondence,
  - Communication and communication skills,
  - Preparation of project documentation,
  - Teamwork,
• Time management and
• Management of personal changes, and

- NGO and Cultural Centre “Homer” in Podgorica, preparing: Education programme for visually impaired persons for the development digital key competences:
  - Acquisition of basic knowledge and computer skills,
  - Application of programs for playing audio content - Sound Forge, Adobe Audition and Winamp and
  Education programme for the development of cultural awareness and its expression through film and visual media.

**First Adult Education Portal in Montenegro**

In accordance with Agreement Nº 2015-3305 signed with the Education, Culture and Audiovisual Executive Agency (EACEA), related to the implementation of Project “National Coordinator for Adult Learning, Work Plan: Montenegro”, Centre for Vocational Education initiated the execution of a number of project activities that would run from 1 November 2015 to 30 October 2017.

The Project has been implemented with the intention of raising awareness of citizens, principally those having low skills and qualifications, about the significance of partaking in lifelong learning activities, promoting adult education in terms of employment and personal development, particularly of low-skilled individuals, raising awareness of the professional community about the importance of promoting adult education and its better positioning in the Montenegrin education policy, as well as setting forth the European policies for the purpose of improving the Montenegrin policy of adult education.

One of the particularly important project activities directly aimed at achieving the project goal is establishing a national portal for adult education in Montenegro. The portal [www.obrazovanjeodraslih.me](http://www.obrazovanjeodraslih.me) has been operational as of 1 April 2016.

The portal offers a certain overview of adult education system in Montenegro, promoting all relevant stakeholders and their activities within this area. Users of the portal may keep up to date on the latest activities concerning adult education in Montenegro, legislation, strategic directions of development and educational offer for adults, including the acquisition of national professional qualifications, key competences and other skills required for life and work of an individual. In addition, after being registered, all users of the portal gain access to forum and blogs developed for the purpose of providing citizens with comprehensive information about the opportunities offered by the adult education system.

The portal is currently available only in Montenegrin language, yet its further development and availability of the contents in other languages, primarily in English and Albanian, has been planned.

**Adult Education and Training in 2016**


The Annual Plan envisages activities in the following areas:

**Area of lifelong learning programmes and activities** – developing education programmes in various fields, developing programmes for improving key competences, promoting activities of lifelong learning, encouraging local partners to participate in the activities of lifelong learning and strengthening partnerships with NGO sector with a view to implementing joint activities in the field of adult education, etc.
Area of improving knowledge, skills and competences of unemployed individuals – developing education programmes for acquiring professional qualifications required by the labour market and implementing programmes for unemployed individuals with a particular focus on long-term employees, women, youth, RE population and persons with disabilities. Providing career orientation services to the unemployed and providing information and counselling services to persons with disabilities, and implementing measures for professional rehabilitation and employment.

Area of enhancing employees’ competences - developing professional development programmes for employees, implementing various forms of professional development for employees within the private sector as well as with employers, at public authorities, education institutions, etc.

Area of quality assurance in adult education – organising trainings for persons responsible for quality and internal evaluation of an institution, quality assessment of programme implementation at licensed education providers, conducting surveys for learners who completed education programme for acquiring professional qualifications and key skills, conducting surveys about employers’ content with knowledge and skills of employees who completed education programmes for acquiring vocational qualifications, etc.

Area of providing a flexible and sustainable system of adult education – activities related to modularisation and credit valuation of programmes, determining priority programmes for qualifications required by labour market and programmes for the improvement of key skills, etc.

The Annual Plan includes activities, target groups, holders of activities, monitoring indicators, indicative financial assets and sources of funding required for its implementation.

Reform activities and trends of vocational education in 2016

The project “Modernization of Educational Programmes and Teacher Training in Montenegro” (funded under – Instrument for Pre-accession (IPA) Component IV- Human Resources Development Operational Programme 2012-13) lasts 18 months, and its value is 804,000.00 euro.

The purpose of the Project is to modernise educational programmes for all levels of vocational education so that they meet the real labour market needs, to enable their implementation, as well as to strengthen professional competencies of teachers in VET.

The Project is targeting teachers and other staff of secondary vocational schools and other training providers, staff of the Ministry of Education, the Centre for Vocational Education and the Bureau for Education Services.

The Project is expected to achieve the following main results:

Result 1 - Based on the qualification need analysis conducted by sector commissions, occupational standards and qualification standards are developed and educational programmes are revised.

Result 2 - Professional competencies of VET teachers are strengthened;

Result 3 - Training of teachers for development of key competences for pupils are implemented;

Result 4 - Training of teachers to acquire skills for career development of pupils are implemented.

At the centre of the project intervention are the improved learning outcomes of VET students, which should be the foundation of VET qualifications that will be acquired through the modernised competency-based school programmes. All activities under the Project aimed at supporting the realization of the planned results are grouped into five key activities.

Activity 1 has two components:
1. to provide support which will ensure that mechanisms and instruments for the alignment of VET qualifications and labour market needs are put in place and to ensure that the systemic link between the education system, on the one hand, and labour market and employers’ needs, on the other hand, is enhanced;

2. to analyse the existing VET standards in sectors that will be targeted in the intervention.

Activity 2 has 6 components:

1. to support the design/revision of methodologies for the development of occupational standards, qualification standards and curricula;
2. to capacitate staff of beneficiary organisations about the use of the methodologies;
3. to develop 10 VET curricula;
4. to improve the current practice of career guidance and counselling including the training of beneficiary staff on the matter;
5. to introduce this new practice in 10 schools supported by training of staff and teachers in these schools; and
6. to provide support that aims to align the current practice for assessment of learners with the manner in which learning outcomes of the new competency based programmes ought to be assessed.

Activity 3 consists of 4 components:

1. to capacitate members of sector commissions and members of work groups about the results of activity 1 and the results of activity 2 component 1;
2. to organize a one week study visit in order to enhance the capacity of staff involved in the development of qualifications and curricula;
3. to prepare occupational standards (at least 20) and qualification standards (at least 10), both to be adopted by the relevant council;
4. to organise a two day conference for 70 participants in order to present the developed occupational and qualification standards.

Activity 4 is aims to capacitate 150 VET teachers that will enable them to implement the modernized curricula.

Activity 5 aims to enhance the Montenegrin Qualification Framework database web application.