



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Montenegro

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Montenegro

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

In Strategy on Development and Financing of Higher Education in Montenegro 2011-2020 number and percentage of involvement of population aged 15 – 24 till 2051 is elaborated. In accordance with this elaboration percentage of involvement of population aged 15 – 24 in the total population of Montenegro has decreasing tendency from 16,25% in 1991 to 11,40% in 2051 (16,10% in 2001; 13,50% in 2011; 12,40% in 2021; 12,50% in 2031; 11,50% in 2041)
It will affect higher education policy, so it is expected that annual increasing of highly educated persons at the population level will be decreased.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Higher education in Montenegro can be acquired at the higher education institutions which have status of universities, individual faculties, academies, higher schools.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

HEIs can be established as public or private. For the time being there is one public HEI in Montenegro named University of Montenegro, two private universities University Mediterranean and University Donja Gorica and nine individual private faculties. Academic and professional oriented programmes are performed under the same umbrella of the HEIs. There is not exclusively professional or academic oriented HEIs in Montenegro.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "96.5"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "3.5"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "96.5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "3.5"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)
Academic studies consists of:

-50% of teaching dedicated to essential and general educational disciplines

-20% of teaching dedicated to general professional disciplines
-30% of teaching dedicated to specific professional disciplines

Applied studies consists of:

-30% of teaching dedicated to essential and general educational disciplines
-20% of teaching dedicated to general professional disciplines
-50% of teaching dedicated to specific professional disciplines

I9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

I9.1. In which study fields do these study programmes exist?

These study programmes exist in field of medicine (medicine, dentistry, pharmacy).

I9.2. What is the typical duration of these degree programmes outside the Bologna model?

Undergraduate medical study programme is arranged as six years, extent of 360 ECTS, while dentistry and pharmacy are arranged as five years programme, extent of 300 ECT. Students who complete these study programmes can be enrolled at the doctoral study program.

I9.3. What percentage of first cycle students is enrolled in these programmes?

Percentage of first cycle students enrolled in these programs out of total number of first cycle students is about 4%.

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "98"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS ""

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "2"

I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "98"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "2"

I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

I11.1. Please specify

I12. Do integrated/long programmes leading to a second cycle degree exist?

No

I12.1. Is the duration of the above programmes calculated in...

Please choose

I12.2. What is the typical duration of these degree programmes?

I12.3. In which study fields do these study programmes exist?

I12.4. What percentage of first cycle students is enrolled in these programmes?

I13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

I13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

I13.2. What percentage of second cycle students is enrolled in these programmes?

I13.3. In which study fields do these study programmes exist?

I14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

I14.1. What is the minimum duration of the Bachelor & Master together?

Minimum duration of Bachelor+ Master together is five years (300 ECTS).

I15. Comments

Bachelor study program is organized in duration of three years (180 ECTS) at the most first cycle programs at Montenegrin HEIs. After completing three years Bachelor study program student can be enrolled at two years master program.

Students who complete three years Bachelor study program (180 ECTS) and Specialist study programme in duration of one year (60 ECTS) can be enrolled at one year master study program. Specialist study program is first step of post graduate study. Total number of awarded credits for students who intend to be enrolled in one year master program is 240 i.e (180+60). Exceptions are Bachelor at Economy, Philosophy, Teacher training which are organized as four years (240ECTS). After completing these first cycle study programs students can be enrolled at master study.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

All students who complete undergraduate study programmes, regardless academic or applied, can be enrolled, under prescribed criteria, into the second cycle study programme.

L16.1. Please provide a source for this information.

Ministry of Education

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

Minimum 30 % of students who complete undergraduate study program in duration of three years (180 ECTS), out of all students enrolled in the concrete study year, continue their education at specialist study program (first step of second cycle) in duration of one year (60 ECTS).

Percentage of students who continue their education at master study after completing Bachelor study program in duration of three years (180 ECTS)+Specialist study program in duration of one year (60 ECTS) or Bachelor in duration of four years (240 ECTS) is 40%.

L17.1. Please provide a source for this information.

Ministry of Education

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.3. Holders of a first cycle degree from a different study field...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

85% out of total number of study programs performed at HEIs in Montenegro give access to third cycle studies.

In Montenegrin higher education system only academic oriented study programmes can lead to the diploma of Doctoral studies, while applied study programmes can lead to the level of Master.

L19.1. Please provide a source for this information.

Ministry of Education

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

0.3000000000

L20.1. Please provide a source for this information.

Ministry of Education

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

Students who complete undergraduate study programmes in duration of 5 years (300 ECTS) or six years (360 ECTS) can be enrolled into third study programme (medicine, dentistry, pharmacy).

L21.2. What percentage of third cycle students enter without a second cycle qualification?

1-5%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

At doctoral study programs are primarily enrolled students who plan to continue their work at the university. The percentage of students enrolled in the PhD program meets a number that is required to work at the university in the field of teaching and research.

Doctoral studies in other sectors where students are employed are not recognized as a need for work and further advancement.

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Law on Higher Education

Strategy on Development and Financing of Higher Education 2011-2020

By law acts at the Montenegrin universities which regulate doctoral study (Rules on Doctoral Study)

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "three (3)"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "six (6)"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

Diploma of the PhD academic title shall be obtained at the university after completed study programme lasting minimum three years (180 ECTS) and defending a doctoral dissertation.
Note: Doctoral study programs in Montenegro can be performed at the HEIs which have status of university only.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

For the time being there are no short cycle HE programs.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

One of the principles at which higher education reforms and development are based is that higher education institutions should be oriented towards students, their expectations, needs, preferences and personality development (documents: Law on Higher Education; Strategy on Development and Financing of Higher Education in Montenegro 2011-2020.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**L35.4. Please provide a reference for your steering documents on student-centred learning**

Law on Higher Education;

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answerPercentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

The number of hours per credit is 30.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

No

For the time being there is no defined learning outcomes for study programs.

Within Project "Higher Education and Research for Innovation and Competitiveness" financed by World Bank loan, we have just engaged expert whose task is to provide assistance to the Ministry of Education in future development of NQF, including development of learning outcomes for higher education. One of the very important activities within the Project is defining learning outcomes for all study programs performed at HEIs in Montenegro. Also, the main objective of the just started TEMPUS project "Development of learning outcomes - the approach for better comparability, recognition and employability (DEVCOR)", coordinated by the University of Montenegro, is definition of study program learning outcomes. This Project, among other things, provides development of an action plan for the introduction of learning outcomes approach in higher education institutions in Montenegro, training of teachers and students for defining learning outcomes as describing tools of knowledge, skills and competencies that students acquire during their studies.

Both of the above noted projects are connected strongly.

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L43.1. Does your country take specific support measures on the national level?

Within Project Higher Education and Research for Innovation and Competitiveness, financed by World bank loan it will be allocated more than 1 million of euros for defining learning outcomes for each study programs and methodology document as input for establishing learning outcomes. We have just engaged expert whose task is to provide assistance to the Ministry of Education in future development of NQF, including development of learning outcomes for higher education.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answerVoluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

L46.1. Please explain how, and provide a reference to further information

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs ...automatically to all students:by 76-99% of HEIs ...automatically to all students:by 51-75% of HEIs

- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

Yes

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

The most recent results are given in Study on labour market needs in the field of higher education, which is based on research document Employers' Perception of Higher Education Relevance in Montenegro, adopted by Government. In employers' opinion Diploma Supplement has to be more informative from the point of knowledge skills and competences of diploma holder. This is very good input for HEIs to create better content of DS and make it useful not only for employers but for graduates also. Official presentation of the research document to all relevant stakeholders was in December 2013.

L50.2. Please provide a reference to the source of this information:

Ministry of Education

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

The content of the Diploma Supplement is bilingual, in both Montenegrin and English. If the student studies in one of minorities' languages, then a diploma and a diploma supplement is issued in the minority's language, Montenegrin and English language.

L53. The Diploma Supplement is issued..

for a fee

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

Till the end of academic 2012/2013 at the public University DS was issued free of charge. From academic 2013/2014 issuing of DS is not free of charge. It is prescribed by the Law on Higher Education that public institutions may charge only those fees for admission, repeated examinations and issuing of a diploma, which are allowed by management bodies, to the amount of administrative costs.

L54. Comments

Diploma Supplement is based on the official European model. As of 2006/07, the DS was made mandatory for all degree programmes.

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

It is regulated by Law on Higher Education, article 40, that

the university founded by the Government may, with the consent of the

Government, organize studies in cooperation with a domestic or a foreign institution or an international organization. In organizing these studies a public university has the right to provide a programme of double or joint diplomas.

Also, private institutions can organize studies in cooperation with a domestic or a foreign institution or international organization.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer
- Participate in joint programmes** 100% 76-99% 51-75% 26-50% 11-25% 6-10% 1-5% 0% No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer
- ...from a joint programme** >10% >7.5-10% >5-7.5% >2.5-5% >0-2.5% 0% No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "100"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

L60.1. Please explain briefly and mention/link to the source of this information**L61. Comments**

For the time being there are no joint programs.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

7. Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies
Law on National Qualification Framework was adopted in December 2010 when formally started implementation and development of QF. In meantime all relevant bodies (Council for Qualifications and 15 sectoral commission) prescribed by the Law are established. All new qualifications are developed in accordance with this Law.

Council has adopted the following documents: Rulebook on Procedures of Qualification Development from Sixth to Eight Qualification Levels, Rulebook on Procedures for Development of Qualifications from First to Fifth Level of Qualifications, Rulebook on Description of Qualification Levels and Sublevels, Assigning Code to Qualification, Guidelines for the Development of Qualifications levels I-V, Terms of Reference for Sectoral Commissions, Methodology on Accommodation of Qualifications in NQF, Basement on modularisation and credit assessment of vocational education programs.

L62.1. Please provide the date when the step was completed.

01-10-2011 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

www.cko.edu.me

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

In accordance with Law on Higher Education precondition to be enrolled at HE program is previously completed upper secondary school in duration of four years.

L64. Have you referenced your higher education qualifications against EQF levels?

No: the process of referencing qualifications against EQF levels has not yet taken place

The working group has just created draft version of the Report on the referencing of the National Qualification Framework against European Qualifications Framework. It will be further analyzed by international experts and adopted by the relevant councils. Additional support in creation of this Report will be enabled within Project "Higher Education and Research for Innovation and Competitiveness". We have just engaged expert whose task is to provide assistance to the Ministry of Education in future development of NQF, including development of learning outcomes for higher education. Additionally, he will prepare recommendations for the Ministry of Education on draft Report on referencing of NQF against European Qualifications Framework (EQF), in line with European Commission document "Criteria and procedures for referencing national qualifications levels to the EQF, Ares (2009) 89092". The final report will be submitted to the European Commission - European Qualifications Framework Advisory Group in June 2014 at latest.

L64.1. Please provide a reference to official documents

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system
For the time being there no short cycle programs.

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice
In accordance with the Law on Recognition of Foreign Diplomas and Equalization of Qualifications recognition of diplomas, for the purpose of continuing education, is conducted by relevant body of a licensed higher education institution, following the opinion provided by ENIC centre.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

National ENIC/NARIC centre
In accordance with the Law on Recognition of Foreign Diplomas and Equalization of Qualifications, recognition of a higher education diplomas, for the purpose of employment, is conducted by the Ministry through a National Information Centre acting as a separate organisational unit of the Ministry.

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

Law on Recognition of Foreign Diplomas and Equalization of Qualifications harmonized with Lisbon Convention

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Some of the measures which ensure these statements are the following:
- regularly updated information about the recognition procedures at the web site of the Ministry
- in accordance with the Law on Administrative Procedure candidate who is not satisfied with recognition decision can initiate administrative dispute before the Administrative Court.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context
In accordance with the Law on Recognition of Foreign Diplomas and Equalization of Qualifications in the procedure of diploma recognition for the purpose of continuing education, depending on the previously obtained education or a part of education, the following can be inspected or considered:
1) Whether the institution that issued the diploma is acknowledged, i.e. accredited by a competent authority of country in which the educational credential has been issued;
2) System of education in country in which foreign educational credential has been obtained;
3) Terms of enrolment;
4) Duration and level, i.e. degree of education;
5) Educational, i.e. study programme;
6) Authenticity of educational credential;
7) Other circumstances relevant for credential recognition for the purpose of continuing education.

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context
In accordance with the Law on Recognition of Foreign Diplomas and Equalization of Qualifications in the procedure of diploma recognition for the purpose of continuing education, depending on the previously obtained education or a part of education, the following can be inspected or considered:
1) Whether the institution that issued the diploma is acknowledged, i.e. accredited by a competent authority of country in which the educational credential has been issued;
2) System of education in country in which foreign educational credential has been obtained;
3) Terms of enrollment;
4) Duration and level, i.e. degree of education;
5) Educational, i.e. study programme;
6) Authenticity of educational credential;
7) Other circumstances relevant for credential recognition for the purpose of continuing education.

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

There are the following measures which ensure that HEIs have fair recognition procedures:
- HEIs have internal by law acts which regulate recognition procedures for study and training periods abroad. They are published at the official web sites of the institutions.
- all HEIs have already established offices for international cooperation.

- continuous campaign about abroad study opportunities and recognition procedure after returning to the home institution is performed.
- good information at the official web site about mobility programs and study abroad generally and procedures which regulate this area.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Government-dependent agency or ministry responsibility for quality assurance

II.1.1. Please specify

In accordance with the Law on Higher Education Government appointed a Council for Higher Education, body responsible for achieving high quality of higher education and for assisting the institution in improving and sustaining the quality of their activities. Council, among others, is responsible for determination criteria for assessment of study programmes taking into account their compatibility with the professional needs and international comparability, undertaking periodical controls of quality of licensed institutions and issuing certificates on accreditation and reaccreditation.

II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

In accordance with Law on Higher Education and by law acts institutions and programs are subject of the external evaluation.

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

All reports are available at the official web site of the Council for Higher Education www.svo.gov.me

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Beside above noted the following issues are included in external QA evaluation:

Publishing activity, Information system of the institution, Cooperation and mobility, Informing the public about the work of the institution, Funding, Organisation and management at the institution, Study programme structure, Activities and priorities of the institution.

These issues are regulated by the Law on Higher Education and by law acts adopted by the Council for Higher Education, accreditation body in Montenegro. The full name of the bylaw act, which regulates the procedure for re-accreditation of higher education institutions and study programmes in Montenegro is Rulebook for re-accreditation of higher education institutions and study programmes. This procedure is performed by the commission appointed by the Council for Higher Education. Appointed experts are from the list of national and international QA experts established by the Ministry of Education based on public calls.

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

Respecting the Law on Higher Education, article 28a of this Law, reaccreditation of an institution, or a study programme can be performed also by a foreign accreditation organisation authorized to determine validity and quality of study programmes and harmonization with the professional needs of the country.

Decision on engagement of a foreign accreditation organization is made by the Ministry of Education.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

Precondition for establishing joint programs or double degree programs between HEIs is that HEIs must have accredited study programs by legal QA institution. If this condition is satisfied there is no any obstacle for recognition of abroad program.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

One of the goals of the Strategy on Development and Financing of Higher Education 2011-2020 is providing and promoting quality of higher education. Measure which will contribute to achieving this goal is Improvement of work and independence of the Council for Higher Education, responsible for providing and promoting higher education quality. In accordance with the Strategy involvement of the Council in international associations and institutions is recommended.

One of the activities of the HERIC Project evaluation of Council for Higher Education against ESG is planned.

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer

In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

HEI continuously performs self-evaluation of the program, teaching and working condition quality. Self evaluation manner and criteria are regulated by the acts of the Council for Higher Education. Within the Project "Higher Education and Research for Innovation and Competitiveness", financed by World Bank loan we engaged international expert who has assessed all existing documents related to QA with special stress on criteria and procedures of external quality control. Also, he has given recommendations for quality improving and comprehensive plan for further capacity building of Council for Higher Education, Directorate for Higher Education and other relevant stakeholders.

Within University of Montenegro exists Centre for Study and Quality Assurance which establishment was supported in cooperation with the WUS Office Austria, within the project funded by Austrian Development Cooperation and the University and IPA 2007 project "National Qualification Framework and Quality Assurance in Education". Official web site of the Centre is www.qas.ac.me

II.20.1. Please specify these requirements and the relevant source

These requirements are the following:

- establishing of organization structure for internal quality assurance at HEI;
- creation of relevant documents which regulate internal quality assurance and the reporting process about the results of the implementation;

Relevant resource: Ministry of Education

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

HEIs is obliged to perform complete procedure of internal quality assurance. HEI is responsible for reporting process in accordance with standards and forms prescribed by the Ministry of Education on the proposal of the Council for Higher Education.

II.21.1. Please specify

Primarily responsible for deciding the focus of internal QA process are HEIs, Council for Higher Education and Ministry of Education.

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

In accordance with the Rulebook on Reaccreditation of the HEIs and study programs the composition of internal QA team encompasses all structures involved in the work process (academic, professional and non-academic staff), as well as representative of students.

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

At all HEIs in Montenegro students have representatives in Governing Board, Senate and Faculty Council not less than 15% of the overall number of members. Also, student is member of internal QA team.

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50 - 74%

Most of the HEIs in Montenegro have strategic documents related to QA.

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

All HEIs are obliged to have established monitoring QA system.

II.26.1. Please describe what kind of arrangements are in place.

Periodic control and reports on programs and awards are mandatory within reaccreditations of study programs and performed in accordance with standards and guidelines for QA. It complies evaluation and approval of all courses organized at HEIs by responsible institutional councils. At all HEIs exist teams committed to internal QA, or exactly said monitoring of quality assurance, which are responsible for preparation internal self evaluation reports as basis for external evaluation.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

Objective information and awards are published at the official web sites and brochures of each HEIs.

Also, all information about HEIs, offered programs and awards are available in Informative for future students which is published annually in cooperation of the Ministry of Education and NGO and at the

web site www.upisi.mc

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%

Critical and negative outcomes of QA evaluations are not published. They are available to the persons responsible for QA and management of the HEIs.
Source of this information is Ministry of Education.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- In exercising the right to higher education no discrimination is allowed on any grounds such as gender, race, marital status, skin color, language, religion, political or other affiliation, national, ethnic or other origin, belonging to a national community, material status, disability, birth, or other similar grounds, position or circumstances;
- Foreign citizens are entitled to be admitted to higher education institutions in Montenegro under the same conditions as the citizens of Montenegro, in accordance with the Law and Statute of institution;
- One of the objectives of the Strategy of Development and Financing of Higher Education in Montenegro 2011-2020 is "Internationalization of Higher Education".

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

All of the noted formulations (student population entering HE, student population participating in HE, student population completing HE, graduates entering the labour market) are monitored and checked during the process of the internal and external evaluation.

Note: One of the strategic goals of our HE is that share of population with high education degrees aged 30-34 should be at least 40% in 2020.

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

All quantitative data about students are available at the data base of each HEIs in Montenegro.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

On the occasion of enrollment at HEIs all data related to disability, gender, age, type and level of qualification achieved prior to entry to HE are registered. All of them are monitored systematically and are available upon request.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE

Disability:During HE studies	<input type="text" value="0"/>
Disability:At graduation	<input type="text" value="0"/>
Disability:After graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="text" value="0"/>
Labour market status prior to the entry to HE:During HE studies	<input type="text" value="0"/>
Labour market status prior to the entry to HE:At graduation	<input type="text" value="0"/>
Labour market status prior to the entry to HE:After graduation	<input type="text" value="0"/>
Age:At entry to HE	<input type="text" value="1"/>
Age:During HE studies	<input type="text" value="0"/>
Age:At graduation	<input type="text" value="0"/>
Age:After graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="text" value="1"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="text" value="0"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="text" value="0"/>
Socio-economic background:At entry to HE	<input type="text" value="0"/>
Socio-economic background:During HE studies	<input type="text" value="0"/>
Socio-economic background:At graduation	<input type="text" value="0"/>
Socio-economic background:After graduation	<input type="text" value="0"/>
Gender:At entry to HE	<input type="text" value="1"/>
Gender:During HE studies	<input type="text" value="0"/>
Gender:At graduation	<input type="text" value="0"/>
Gender:After graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="text" value="0"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="text" value="0"/>
Religion:At entry to HE	<input type="text" value="0"/>
Religion:During HE studies	<input type="text" value="0"/>
Religion:At graduation	<input type="text" value="0"/>
Religion:After graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="text" value="1"/>
Migrant status (migrants or migrants' children):During HE studies	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):At graduation	<input type="text" value="0"/>
Migrant status (migrants or migrants' children):After graduation	<input type="text" value="0"/>
Other characteristics:At entry to HE	<input type="text" value="0"/>
Other characteristics:During HE studies	<input type="text" value="0"/>
Other characteristics:At graduation	<input type="text" value="0"/>
Other characteristics:After graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="text" value="0"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="text" value="0"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical	<input type="text" value="1"/>

- agency/office):At entry to HE
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

Access to certain kind of information is regulated by Law on Protection of the Personal Data. Some specific data could be published or given to others only upon agreement of himself/herself. For example students are not obliged to declare on ethnic or national origin if he/she does not want to do it. Also HEIs can not publish ID number of students. Agency for protection of personal data is responsible for the implementation and monitoring of this Law.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

Results of monitoring activities are shown for each HEI and aggregated. So both of the offered options are acceptable.

Each HEI is obliged to publish the results of monitoring and make them available. Also, the official statistical institution publishes the results for each institution separately and in aggregated form.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Monitoring results can be found on the web site of the official statistical institution MONSTAT, web sites of the each HEIs and in self-evaluation reports.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The number of students enrolled in undergraduate and postgraduate study programmes doubled in 2005/2006 comparing to the situation several years ago. The pass rate for the students studying in accordance with the Bologna system has substantially increased. This is a significant improvement and one of the most prominent positive results of the implementation of the Bologna principles. A diversified composition of the student body is very evident, primarily, in view of different school background, social background and vulnerable category of the enrolled students.

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly

accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

Students have the right to be admitted to study programmes at which diplomas of applied undergraduate studies or diplomas of academic undergraduate studies are obtained, on a competitive basis, all in compliance with their performance during the secondary school education, results of the professional or matriculation exam, as well as the results obtained at the additional or admission exam. Additional or admission exam can be introduced for the purpose of admission into particular study programmes, in compliance with Statute of the institution.

Matriculation or professional exam is valued with at least 15% of the total number of points obtained on admission, by valuation of all the above mentioned criteria.

In compliance with the criteria, the manner and procedure of enrolment into the first year of studies is regulated by the act of the institution.

Each HEI defines its own Rulebook on the conditions, criteria and procedures for enrollment in the first year. Enrollment of students is based on an open public competition announced by University for all study programmes. The public competition is published in daily newspapers and on the website of the HEIs.

Admission procedure and admission requirements are the same both for "traditional" students, and students who are older than a typical tertiary education student. Enrollment is competitive; the results achieved during secondary school are considered, and accordingly a ranking list is established. For enrollment in certain study programmes (Architecture, Drama, Fine Arts, Music), further examinations may be required as additional requirements, in line with the Rulebook.

In accordance with the Rulebook high school graduates in duration of four years can be enrolled in a particular study program only if they had previously completed the corresponding high school required for admission to a particular program.

For example, only graduates who finish Gymnasium or High Medical School can be enrolled at the Medical Faculty.

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "1"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "2"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

High school graduates in duration of four years can be enrolled in a particular study program only if they had previously completed the corresponding high school required for admission to a particular program. Gymnasium graduates can be enrolled in all HE programs, while for example at Medical Faculty can be enrolled, beside gymnasium graduates, only graduates from high medical school. Also, high medical graduates can not be enrolled in Faculty of Electrical Engineering, Faculty of Mechanical Engineering, Faculty of Mechanical Engineering, Civil Engineering Faculty.

Certain number of high school graduates, regardless of previously completed type of school, have open access to numerous HE programs like Applied management, Applied Program of Environmental

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	31
{III_11_SQ001}:Official data based on central level monitoring, including surveys	
{III_11_SQ001}:Estimates	31
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	69
{III_11_SQ002}:Official data based on central level monitoring, including surveys	
{III_11_SQ002}:Estimates	69
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	
{III_11_SQ003}:Official data based on central level monitoring, including surveys	
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	
{III_11_SQ004}:Official data based on central level monitoring, including surveys	
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

31% relates to students who finish gymnasium. They have open access to all HE programmes.

69% relates to students who finish vocational school in duration of four years. They do not have open access to all HE programmes. Admission to HE programmes for this category of students is stipulated by type of vocational school which must correspond to particular HE program.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

There are some incentives of that sort. Strategy on Lifelong Learning at the University of Montenegro has been adopted and the rules concerning this area which will provide some stimuli in this regard. Ongoing process is realization of some modules at the organizational units of the University of Montenegro, Faculty of Applied Physiotherapy and Faculty of Tourism and Catering.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

So-called bridging programmes exist at some HEIs in Montenegro, but it is not regular practice arranged by law or secondary legislation, or acts adopted by HEIs. In that regard, a recommendation is given within the regular external evaluation procedure by the Commission appointed.

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

In accordance with current Law on National Vocational Qualifications there is possibility to recognize only vocational qualification confirmed by certificate.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

For the time being there is no possibility for recognition of prior non formal and informal learning for higher education admission. We are in the process of creation amendments and changes of Law on National Vocational Qualifications which, among others, regulates recognition procedure of non formal and informal acquired knowledge.

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

Completion is defined as finishing an appropriate study programme with a defined structure and extent.

Completion is one of the main goals of the Strategy on Development and Financing of Higher Education in Montenegro 2011-2020 which says: "The share of population with high education degrees aged 30-34 should be at least 40% in 2020". In order to achieve this goal the following measures should be taken:

- Reducing the percentage of drop-outs to 10% in 2020;

- Increasing the number of graduate students at studies of natural sciences and technology by 10% annually.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Strategy on Development and Financing of Higher Education in Montenegro 2011-2020.

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

No, there are no incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

III.27.2. Please also provide the full reference(s) to all relevant document(s):

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

Yes, within a funding formula

Yes, as a performance-based mechanism

No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

In ongoing procedure of creation of new model of HE financing completion rate will be considered as a part of performance goals and indicators potentially.

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
- Yes, at the end of the 2nd cycle
- No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Reports on external evaluation for each HEIs in Montenegro

III.31.2. Comments

Within process of external evaluation students completion rate is measured and evaluated, based on internal evaluation report prepared by HEIs themselves and visit of external evaluation commission on site.

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	44.40
Completion rate of 1st cycle programmes, most recent available year:Year	2012/2013
Completion rate of 1st cycle programmes, most recent available year: not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	44.20
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2008/2009
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	75.90 at specialist study programme; 25.40 at master study program
Completion rate of 2nd cycle programmes, most recent available year:Year	2012/2013
Completion rate of 2nd cycle programmes, most recent available year: not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	53.80 at specialist study program; 17.00 at master study program
Completion rate of 2nd cycle programmes 5 years earlier:Year	2008/2009
Completion rate of 2nd cycle programmes 5 years earlier: not available	
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	80.00
Completion rate of programmes not divided into two cycles, most recent available year:Year	2012/2013
Completion rate of programmes not divided into two cycles, most recent available year: not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	76.00
Completion rate of programmes not divided into two cycles 5 years earlier :Year	2008/2009
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

III.34. Comments

At the specialist study programme percent of graduates is 75,90% whereas at the master study programme this percent is 25,40% in 2012/2013 In 2008/2009 at the specialist study programme this percent was 53,80% whereas at the master study programme this percent was 17,00%.

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured
Drop out is not systematically measured, but the progress of students is monitored.

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose..

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

- Drop-out in first year of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes, most recent available year:Year
- Drop-out in first year of 1st cycle programmes, most recent available year:not
available
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent
available year):% according to official data based on central level monitoring
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent
available year):Year
- Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent
available year):not available
- Drop-out in 1st cycle programmes, most recent available year:% according to
official data based on central level monitoring
- Drop-out in 1st cycle programmes, most recent available year:Year
- Drop-out in 1st cycle programmes, most recent available year:not available
- Drop-out in 1st cycle programmes 5 years earlier:% according to official data based
on central level monitoring
- Drop-out in 1st cycle programmes 5 years earlier:Year
- Drop-out in 1st cycle programmes 5 years earlier:not available
- Drop-out in 2nd cycle programmes, most recent available year:% according to
official data based on central level monitoring
- Drop-out in 2nd cycle programmes, most recent available year:Year
- Drop-out in 2nd cycle programmes, most recent available year:not available
- Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based
on central level monitoring
- Drop-out in 2nd cycle programmes 5 years earlier:Year
- Drop-out in 2nd cycle programmes 5 years earlier:not available
- Drop-out in programmes not divided into two cycles, most recent available year:%
according to official data based on central level monitoring
- Drop-out in programmes not divided into two cycles, most recent available year:Year
- Drop-out in programmes not divided into two cycles, most recent available year:not
available
- Drop-out in programmes not divided into two cycles 5 years earlier :% according to
official data based on central level monitoring
- Drop-out in programmes not divided into two cycles 5 years earlier :Year
- Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

Drop out is very complex issue and very difficult to be measured. Due to the fact that student can take a break in studying for shorter or longer period, and again resume studies, or leave a particular program and enrol others, he or she are still students who are either taking a break from studying or changing the program but finish it, they can not be put in the category of drop out. Real drop out is very relative and not fully reliable data.

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of
charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

Information and Professional Development Centre as well as University of Montenegro Career Development Centre, both providing career services.

From the very beginning of their work, Career Development Centre is engaged in close cooperation with Information and Professional Development Centre. Together they organize workshops, i.e. professionals from Information and Professional Development Centre create the workshops offered to students who need and want to improve their resumes, professional behaviour, knowledge of labour market, job options and communication skills.

Career Development Centre has good communication with students and it is familiar with their questions and problems, therefore it is competent to suggest topics that should be worked on with students. Career Development Centre organizes student groups for workshops and performs evaluation of what has been done.

Since the workshops at the Information and Professional Development Centre are already created for a general target group, Career Development Centre creates its own programs as well (lectures, info sessions etc.) to reach out on what students were missing. The initial idea for creating Career Centre was to provide a place for students where they could actually be in the spotlight when it comes to their career development.

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

At the University of Montenegro, career services are available for all their students, as well as future students and alumni. At the University Career Development Centre, various workshops and lectures are created with the initial idea to reach all interested students and help them out with potential career struggles and career development dilemmas. In addition to that, the Career Development Centre promotes University programs as well as student exchange programs. Career Development Centre is always available for students to reach out for an answer or advice through email, phone or direct contact with employees at the Centre.

External services are provided through the Employment Office of Montenegro, precisely through their Centre for Information and Professional Development the employees of which work with students of all age, as well as other unemployed youth and other interested parties.

Information, advice and guidance services are given for future students within their schools through communication with pedagogical advisers and professors. Also HEIs organize presentations within schools in order to familiarize future students with offered programs. Career guidance at HEI gives support and facilitate them to choose the most appropriate program, while so called external services organized Fair on Higher education aiming to present all study possibilities not only in Montenegro but wider in the Region.

Also, Infomant for future students named "Where after upper secondary school" is published annually, usually in May and contents all useful information about all HEIs and programmes in Montenegro and in the Region.

Infomant is published at the official web site www.upisi.me

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

At most HEIs initiatives of that kind are not a part of the usual practice. Specifically, there are no legal obligations in that regard, but the HEIs are to provide specific kind of support they find necessary.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

Functioning of Career Service is funded by public funds partly and by EU funds partly.

III.47.2. Please also provide the full reference(s) to relevant document(s):

Strategy on Development Life Long Learning at the University of Montenegro 2012-2014 as product of TEMPUS project "Development of Concept of LLL at the University of Montenegro" www.delloco.ac.me

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

There is Students' Advisory Office, within NGO Association of Youth with Disabilities of Montenegro, whose main goal is to create better studying conditions for persons with disabilities. Specifically, within the TEMPUS project "Support and inclusion of students with disabilities in higher education institution in Montenegro", this Advisory Office was established. It provides assistance and support to students with disabilities to enrol in HEIs, obtain students' accommodation, access to special aid tools for persons with disabilities and equipment, adaptation of exams and teaching to their needs.

III.48.2. Please also provide the full reference(s) to relevant document(s):

TEMPUS project SINC@HE "Support and Inclusion of students with disabilities at Higher Education Institutions in Montenegro"

Students'Office for youth with disabilities exists within Association of Youth with Disabilities of Montenegro non-governmental organization, as a result of noted TEMPUS project. www.umhcg.com

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount 500 euros
1st cycle:Minimum amount 500 euros
1st cycle:Maximum amount 1000 euros
2nd cycle:Most common amount 500-750
2nd cycle:Minimum amount 500
2nd cycle:Maximum amount 2000

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

The University of Montenegro, state University, is financed from the state budget. The Ministry of Education defines a proposal for financing. The Government, taking into account the opinion of the Council of Higher Education, adopts the measures for the financing of higher education and, also, prescribes the methodology for the funds' allocation. Accordingly, the Government decides on the number of students to be financed from the state budget (approximately 30% of students, the remaining 70% being self-financings), following the number prescribed in the applicable public institution licence and recommendations from the Ministry of Education. Enrolment at University of Montenegro is competitive, in accordance with the results achieved during secondary school, and accordingly a ranking list is established. Students financed from the state budget who do not fulfil the criteria to continue their studies as a budget-funded student 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 ECTS gained and academic performance during their studies. Only the best can be enrolled in concrete program financed by state budget as budget students, while at the some programs which are not state financed students can be enrolled as entirely self-financing students and must pay tuition regardless of the previously achieved success in secondary school. According to this fact, it could be said that one of the criteria determines whether a student has to pay fees or not is type of study program. Number of the budget students is set by the Government, and the total number of self-financing and budget students enrolled at study program is determined by license, issued by the Ministry.

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify**IV.8. Comments**

The Managing Board of the public HEL, with the consent of the Ministry determines tuition fee to be paid by students in public institutions.

Private HEIs define the fee amount by themselves.

Foreign citizen 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, foreign citizen may enrol provisionally, provided that the process for diploma recognition had already been initiated. Foreign students have the status as self-financing students and pay tuition fees in the same amount as home students.

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

In accordance with Law on Higher Education a student has the right to:

- accommodation and food in a students' dormitory,
- students' loan,
- scholarships for talented students,
- participation in local and inter-city public transportation expenses for students,
- professional training, and
- health care.

The Ministry of Education prescribes the criteria, conditions, fee and manner in which rights are fulfilled through Rulebook on the Criteria, Method, Conditions and Compensation Amount for Exercising Rights to Dormitory Room and Board, Student Loan, Scholarship and Transport Allowance for students of private and public higher education institutions. In accordance with this Rulebook Ministry announces Call for allocation loans and accommodation in dormitories and Call for allocation of grants to the best students annually.

So Ministry supports students by allocating loans, grants, accommodation and food in a students' dormitory, at affordable prices, local and inter-city public transportation as well. Also all student have free of charge health care.

Loan amount depends on performance index and the year of studies attended. It is calculated in a such way which gives amount not lower than the amount of a students' dormitory room and board allowance increased by 25%.

Grant amount depends on the level of the loan maximum increased by 30-50%.

Accommodation and meals costs are calculated based on suggestion of Dormitory Governing Board. In a further communication with the Ministry of Education final decision concerning public subsidies is established.

Ministry of Education in accordance with criteria prescribed by annual Public Call for Co financing of scholarship for master and doctoral studies allocates certain amount of money for co financing of scholarships for master, doctoral study and mobility abroad. Also Ministry of Science in accordance with Public Call and prescribed criteria allocates money for defence of doctoral and master thesis. Summary said students are financially supported by allocating grants, loans and accommodation, meals and transportation at affordable prices.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Students who study abroad can be allocated by students' loan or grant in accordance with established criteria. Mobility students are partially supported by financial means to cover their transportation costs.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 1,36

% of students receiving grants:Second cycle 1,20

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

- Only certain countries:Grant 4
- Only certain study programmes (e.g. where mobility is mandatory):Grant 1
- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

- Citizenship:Loan 1
- Citizenship:Loan 2
- Citizenship:Loan 3
- Citizenship:Loan 4
- Residency:Loan 1
- Residency:Loan 2
- Residency:Loan 3
- Residency:Loan 4
- Recognised HEIs/programmes only:Loan 1
- Recognised HEIs/programmes only:Loan 2
- Recognised HEIs/programmes only:Loan 3
- Recognised HEIs/programmes only:Loan 4
- Course load (e.g. full-time):Loan 1
- Course load (e.g. full-time):Loan 2
- Course load (e.g. full-time):Loan 3
- Course load (e.g. full-time):Loan 4
- Only certain countries:Loan 1
- Only certain countries:Loan 2
- Only certain countries:Loan 3
- Only certain countries:Loan 4
- Only certain study programmes (e.g. where mobility is mandatory):Loan 1
- Only certain study programmes (e.g. where mobility is mandatory):Loan 2
- Only certain study programmes (e.g. where mobility is mandatory):Loan 3
- Only certain study programmes (e.g. where mobility is mandatory):Loan 4
- Equivalency condition:Loan 1
- Equivalency condition:Loan 2

- Equivalency condition:Loan 3
- Equivalency condition:Loan 4
- Programme not available in the national system:Loan 1
- Programme not available in the national system:Loan 2
- Programme not available in the national system:Loan 3
- Programme not available in the national system:Loan 4
- Other:Loan 1
- Other:Loan 2
- Other:Loan 3
- Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

We are in the process of creation new higher education financing model. Through working on new model allocation of subsidised or guaranteed loan to cover studying expenses will be analysed.

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

- 1st cycle credit mobility:Study costs/ fees abroad (host institution)
- 1st cycle credit mobility:Travel costs
- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

In accordance with Law on Higher Education all students regardless studying at home or abroad have the same amount of loan. In order to improve financial support for students studying abroad Ministry has been working on development of national scholarship scheme for master, doctoral and postdoctoral candidates. For this purpose total amount of 1.200.000,00 euros for the following three academic years (2014, 2015, 2016) is allocated.

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Law on Higher Education;
Rulebook on the Criteria, Method, Conditions and Compensation Amount for Exercising Rights to Dormitory Room and Board, Student Loan, Scholarship and Transport Allowance.
Documents are available at the web site of the Ministry of Education www.mps.gov.mx

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

The main funding sources for third cycle candidates who are engaged as teaching assistant is assured from the HEIs themselves. Also, Ministry of Education in accordance with criteria prescribed by annual Public Call for Co financing of scholarship for master and doctoral studies allocates certain amount of money for co financing of scholarships for doctoral study. Also Ministry of Science in accordance with Public Call and prescribed criteria allocates money for defence of doctoral and master thesis.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Students at doctoral study programs are obliged to pay tuition fee in amount of 1.000-2.000 per term.

If a PhD student is engaged at the HEI he/she can be exempted from paying tuition fee. Also, if PhD student study outside institution at which he/she is engaged then institution can finance or co finance his/her tuition fee. If a PhD student is employed at public or private institution, then he/she could be financed or co financed by institution itself.

IV.35. Additional comments on doctoral education

In accordance with established criteria PhD students can be allocated by some financial means for paying tuition fees by the Ministry of Education and some financial means for paying defence of doctoral theses allocated by the Ministry of Science.

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

One of the goal of the Strategy on Development and Financing of HE in Montenegro 2011-2020 is linking higher education and labour market, and increasing entrepreneurial and innovation character of education through alignment of conditions and profile of studies with the needs of labour market and development trends in Montenegro.

Relevant document: Strategy on Development and Financing of HE in Montenegro 2011-2020

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

Labour market/skills forecasting is done within activities of the Council for Qualifications and appointed sectoral commissions for each of qualification sectors. Taking into account the fact that members of the sectoral commissions are relevant representatives of the stakeholders, regular forecasting is area of their interest and obligations.

Relevant document: Law on National Qualifications Framework

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

This information is used in enrollment policy planning within the intensified communication with HEIs' authorities. The final decision regarding the number of students at all programmes offered by the state university who will be financed from Budget is defined by the Government. Also, the number of students at private HEIs attending study programmes of public interest and who will be financed from the state budget is defined by the Government.

Relevant documents: Law on Higher Education; Law on National Qualifications Framework;

Strategy on Development and Financing of Higher Education in Montenegro 2011-2020; Enrollment policy at the University of Montenegro.

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|--|--|---|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input checked="" type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

In accordance with the Law on National Qualification Framework for each sector of qualifications, the Council for Qualifications nominates sectoral commissions. Sectoral Commission performs the following:

- Analyzes the status and trends in the labour market;
- Proposes qualifications for the sector from the first to the eighth education level;
- Analyzes the existing qualifications;
- Identifies and define needs for all types of qualifications, in accordance with the needs of the labour market and society as a whole;

- Considers the proposals for the introduction of new qualifications;
- Proposes priorities in the development of new and additions of existing qualifications;
- Provides a basic profile / description of qualifications;
- Provides an opinion on compliance of occupational standards and the test catalogue;
- Promotes the sector of qualifications and employment opportunities in that sector, and
- Performs other duties in line with the founding act.

Each sectoral commission consists of at least seven members who are elected for a period of four years. Its members are elected, as a rule, from the administrative authority responsible for this sector's qualifications, Commerce Chamber, representative association of employers, representative association of employees in the sectoral qualifications, university or independent institution of higher education, Centre for Vocational Education and Education Bureau or other education institution, Ministry, relevant authority responsible for certain professions (law, engineering, medical chamber etc). Representatives of employers are members of sectoral commission that are responsible, among other things, for analyzing the existing qualifications, identifying and defining the requirements for all types of qualifications, in accordance with the needs of the labour market and society as a whole and considering the proposals for the introduction of new qualifications. Labour market skills forecasting is done within activities of the Council for Qualifications and appointed sectoral commissions for each of qualification sectors. Taking into account the fact that members of the sectoral commissions are relevant representatives of the stakeholders, regular forecasting is area of their interest and obligations.

Facilitation of employers' involvement is regulated by the Law on National Qualification Framework and Strategy on Development and Financing of Higher Education in Montenegro 2011-2020. These documents regulate the method and procedure of cooperation between employers and HEIs, in order to harmonize the actual labor market needs with types of qualifications produced at the HEIs. It will further contribute to avoiding accumulation of redundant qualifications and reducing unemployment.

Source: Ministry of Education

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Ministry of Science in cooperation with Ministry of Agriculture and Rural Development, Ministry of Health, Ministry of Information Society and Telecommunications, Ministry of Sustainable Development and Tourism, Ministry of Education and Ministry of Culture announced Call for co-financing of research national projects from 2012. Total amount of funds is 5,000,000 € for the implementation and co-financing of approved research projects on the competitive basis, for the period of three research years 2012, 2013 and 2014. Priority research areas are Identity, Information - Communication Technologies, Competitiveness of national economy, Medicine and Health, New materials, Products and services, Science and Education, Sustainable development and tourism, Agriculture and Food and Traffic. Priority in the projects selection, which was done by external experts, had projects that have young researchers in the research team and support of partners from the industry sector. Seven ministries jointly co-financed 104 elected fundamental, applied and development research projects, which are in line with the Strategy for scientific research (2008-2016) and above mentioned priorities.

Source: Ministry of Science, Ministry of Education

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

In study program designing it is mandatory to seek the opinion of employers and their recommendations for the content of the program itself. Through the work of the sectoral commissions this cooperation has gained in importance and intensity.

In the current context of higher education, in Montenegro, there is no department on the existing faculties of teacher education that would focus on basic and functional professional academic preparation of future education specialists for a competent application of the principles of inclusive education practices at different levels. Subject teachers are not receiving elementary instructions for working with students with special educational needs during their undergraduate studies (other than those of general pedagogy, psychology and pedagogy). In this sense, the goal was to develop and enhance the professional competence of professionals who need to work with children/pupils with special educational needs, students/ persons with disabilities, in regular preschool and school system, as well as in special institutions/resource centers. So, in cooperation with EU partners and predominantly host partners, employers, from Resource center for education and rehabilitation of persons with hearing and speech disorders and Resource Center Children and Youth new master program Inclusive Education is created.

Another example of close cooperation between HEI and employers in developing study program is undergraduate Applied program of environmental protection which provides knowledge based on interaction and complex problems arising from the interaction between human activities and natural environment. Educational training that includes basic knowledge in general, inorganic and organic chemistry, principles of environmental protection, biological processes, and technology, sources of pollution, eco-toxicology, quality standards and waste management, water, soil and air protection, educate students to the level of competencies required for quality work in this area. The program aims to educate students about the interaction of people and environments that can potentially become a risk, or lead to conditions in the environment that are difficult to remove. Students are trained to water management and treatment, managing of different types of waste (municipal, industrial, medical, hazardous ...), land and air protection, restoration and revitalization of the area. This program was created in very close cooperation with Ministry of Environmental Protection and Aluminium Plant.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

One of the specific measures of the Strategy on Development and Financing of Higher Education in Montenegro 2011-2020 is linking higher education and labor market and increasing entrepreneurial and innovation character of education. It combines including practical teaching in different forms of entrepreneurial education and concrete practice in different institutions and companies.

Respecting the Strategy on Development and Financing of HE 2011-2020 the representative association of employers, Chamber of Economy, Employment Office of Montenegro and the Community of Universities in cooperation with the Council for Qualifications prepare at regular time intervals (e.g. every three years) the analysis of labor market requirements for highly educated personnel in the following 5 years. Each year, employers should specify their personnel requirements for the next 5 years, independently from those institutions.

Note: In accordance with the draft version of the Law on Higher Education a study programme must include practice, as well as learning outcomes for a scientific area which the relevant study programme belongs to. Relevant document: Law on Higher Education; Strategy on Development and Financing of HE 2011-2020

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input checked="" type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input checked="" type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input checked="" type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Ministry of Education

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes ▾

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

In accordance with the Law on Professional Training for Persons with Acquired High Education, adopted in July 2012, graduates have the possibility to be professionally trained in their level of education. Professional training is intended for the persons holding higher education degree without work experience in specific educational level and recorded at the Employment Bureau. This Program, financed by the state budget, started in 2013 and continued in 2014. All employers who are training the Program users are obliged to prepare monthly evaluation reports about the employees. Evaluation reports, containing elaboration of what should be improved, are based on the satisfaction of employers with the skills, competences and knowledge of graduates. Evaluation reports are analyzed with a view to improve the study programs in higher education so as to better suit the needs of the labor market. It is very good informant to the higher education institutions and to trainee himself/herself about employability and quality of graduates from the point of acquired skills, knowledge and competences during their study. They have very important influence on HE policy decision makers and lead to further establishment of dialogue between labor market and HEIs. This Program is a good indicator which qualifications are highly demanded at the labor market, for which exist little or insignificant demand or for which exist no demand. The quality of the graduates is also a good indicator of the quality of the institution from which they come.
Reference document: Law on Professional Training Persons with acquired Higher Education

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes ▾

V.6.1. Are there tracer studies conducted on national level?

Yes ▾

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

University of Montenegro actively participated in the CONGRAD TEMPUS project (Conducting graduate surveys and improving alumni services for enhanced strategic management and quality improvement) which addresses the need of higher education institutions in Serbia, Montenegro and Bosnia and Herzegovina to improve their institutional strategic management and self-evaluation capacities by the establishment of a Graduate Contacts Collection System and the implementation of regular Graduate Surveys. Number of active graduates included in tracer study survey was 30% out of total number of graduates for the period of two study years (two generations of students - 2007 and 2012) with interval of 5 years between study years.

Results of this survey will be published

soon, taking into account that TEMPUS project is going to be finished in May 2014.

Very important note: Within the "Higher Education and Research for Innovation and Competitiveness Project", financed by WB loan, The Survey on "Employers' perception of relevance of higher education programs and degrees" assessed the perception of relevance of higher education programs and degrees among employers in Montenegro. Additionally, the survey took into account the employability of graduates from higher education institutions and their evaluation in the workplace. The survey aimed at gathering information from human resource leaders and recruiters in companies to get feedback on how they perceive graduates' employ ability and whether higher education institutions are producing the right kind of employees having the skills, knowledge and competences necessary to cope with the type of work envisioned for them. The survey provides insights into the labor market needs and the perception of graduates by employment recruiters by monitoring the opinion of leaders in different categories of employers in Montenegro, divided by sectors and size, using adequate representative sample. Based on this Survey Ministry of Education prepared document Analyze of Labor market in the field of Higher Education which is adopted by the Government. It is basis document for further harmonization of HE enrollment policy, types of study programmes and real labor market needs.

Prior actual implementation of tracer study, the Ministry of Education decided to engage an individual consultant to perform feasibility study, which included detail analysis and propose the most appropriate and sustainable tailored-made system(s) for tracer study implementation in Montenegro involving all higher education institutions in Montenegro and the Ministry of Education. The proposed system should be able to collect, analyze and present data in the smooth and consistent way, acceptable for all relevant stakeholders. Based on findings of completed feasibility study for tracer study implementation, the Ministry of Education will 2014 define future steps/resources for actual implementation.

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Ministry of Education
Council for Higher Education
Council for Qualifications

Relevant documents: Enrollment policy at the University of Montenegro, Study on labor market needs in the field of Higher Education

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

In accordance with the Law on Higher Education, article 2, higher education aim, among others, is to provide a possibility to acquire higher education throughout life. Continuing education and training through structured programs and activities for all academic levels and all forms of learning (formal, non-formal and informal) and research at the university and through established partnerships organized for the citizens of Montenegro and neighboring countries in all stages of life and to meet the challenges of a society that is constantly changing. This concept offers to all the possibility for acquiring the knowledge, qualifications and skills during the life, as well as the chance to recognize their previous learning regardless of the personal, civic and social advancement or professional employment. Referent documents: Law on Higher Education, Strategy on Development and Financing of Higher Education 2011-2020, Strategy on Lifelong Learning at the University of Montenegro 2012-2014

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

One of the goals of the Strategy on Development and Financing of Higher Education 2011-2020 is establishing a model of lifelong learning based on a good international practice. In accordance with the Strategy implementation of activities that will contribute to further development of LLL are, among others, establishment of LLL centres at higher education institutions with the assistance of the government (Ministry of Education, Council for Higher Education, Employment Office and Council for Qualification) and by recommendations to banks to provide loans, on the basis of public funds and deposits (more than 25%), to individuals and companies under preferential conditions.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input checked="" type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes

VI.4.1. Please explain these restrictions.

The new Law on Higher Education, which prescribes introduction of LLL, has not been adopted by the Parliament yet. This legal document supposes to deal in details with the Life Long Learning concept from the explanation towards the providers, procedures and target groups. The other restriction is the lack of possibility to provide formal higher education programmes under flexible arrangements because the Law on Higher Education as well as statutes of higher education institutions do not prescribe the part-time students, even in the second and third higher education level.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "100"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

One of the goals of Strategy on Development and Financing of Higher education 2011-2020 is establishing a model of lifelong learning based on a good international practice. In that sense the following measures will be undertaken:

-Creating lifelong learning strategy at the national level

- Universities, with the assistance of the government (Ministry of Education and Sport, Council of Higher Education, Employment Office and Council for Qualification) will establish centres for lifelong learning in higher education;

-Banks providing loans on the basis of public funds and deposits (more than 25%) are recommended to provide loans intended for lifelong learning, under preferential conditions.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

According to the Law on Higher Education and statutes of HE institutions, there is the only one defined status of student—"full-time" student.

VI.7.1. Please explain what student statuses exist in your country and how you define them.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, IIE students can change the pace of their studies and follow de facto part-time studies

At the beginning of the scholastic year, students can enrol 60 credits per year, but they are allowed to enrol less number or even greater if they have demonstrated excellent progress during previous studies. In accordance with the statute of the University of Montenegro, a student who has completed all obligations from the previous school year may enter up to 80 ECTS credits following the approval of the dean or director of the organizational units of the University. It is the so called accelerated studying.

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements
Students studying part time or de facto part time pay the sum which depends on the number of enrolled credits, e.g there is a fixed fee to be paid per credit enrolled.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

No financial support for de facto part-time students

Students studying part-time or de facto part time are not eligible for financial support and they pay fee which is the same for all non-budgetary financed students at each faculty at the level of undergraduate academic studies. This amount is fixed by the Ministry of Education, and the HE institutions themselves cannot change it without the permission of the respective Ministry.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Other (please use space for comment to specify)

For the time being there are no part time studies.

Law on Higher Education and relevant HEIs by law acts relate to full time studies only.

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

No

In accordance with the Law on National Vocational Qualifications there is possibility for recognition of prior non formal and informal learning through the certification process of vocational qualification and confirmed by the certificate.

VL10.1. Please choose the statement that best applies to your country-specific situation.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g.

common practice of HE institutions), please specify it as well.

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

Please choose

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Please choose

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

In order to advance recognition of informal and non formal learning and in accordance with Governmental Agenda for 2014 amendments and changes of the Law on National Vocational Qualifications will be done.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VL11.1. Please specify what they are.

For the time being in Montenegro two pilot LLL modules in the field of physiotherapy, at the Faculty of Applied Physiotherapy, and tourism at the Faculty for Tourism and Catering, are realized. These pilot modules are products of TEMPUS project Development of LLL at the University of Montenegro.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

One of the goals of our Strategy for development and Financing of Higher Education 2011-2020, which will contribute to develop effective and high quality system of higher education and research and enhance the social and economic growth of Montenegrin society, as an equal opportunities society, in line with principles of freedom and democracy, is internationalization of higher education. Measure 1: Improvement of infrastructural capacities

- Building two new students dorms in Podgorica and Niksic and renovating existing student dorms with all supporting facilities (sports fields, area for cultural and art activities);
- Fitting out laboratories with modern equipment;
- Fitting out audio-visual halls;
- Increasing number of computer units at higher education institutions.

Measure 2: Organising lectures or a part of them in English language

- Financing magazine and book publishing in English;

- Enhancing library holdings;

- At least 2/3 of books used should be from the renowned world universities.

Measure 3: Providing student benefits

- Providing discounts for the use of inner city and intercity transportation, movies, theatres, sport activities and other services.

Measure 4: Comprehensive study on scholarship opportunities for Montenegrin students is underway

- it will give us all study opportunities for full degree, mobility programs for students and academic staff

Measure 5: Scholarship scheme for master, doctoral and postdoctoral abroad is underway.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

Ministry of Education

Important note: University of Montenegro has adopted Research Strategic Plan with significant focus on the supportive actions for the internationalisation in the research area in terms of research improvement through mobility of its own academic staff and attraction of foreign early-stage and experienced researchers. The Plan could be found at the official web site www.uro.ac.me

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

100%

7.3.4.1. Please provide a source for this information:

Ministry of Education

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility EU, non EU

Credit mobility:Incoming mobility EU, non EU

Degree mobility:Outgoing mobility EU, non EU

Degree mobility:Incoming mobility EU, non EU

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

Comprehensive study on scholarship opportunities for Montenegrin students is underway
- it will give us all study opportunities for full degree, mobility programs for students and academic staff
- Scholarship scheme for master, doctoral and postdoctoral abroad is underway.
- Realization of joint degree programs with HEIs in Region and wider
- Intensifying of bilateral cooperation and signing of new agreements
- Promotion and participation in ERASMUS plus and other EU programs

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Specific amount of money is allocated for co financing mobility scholarship holders and for construction and renovating of students doms. Also, specific amount of money is allocated for quality improvement at all HEIs. In that sense external evaluation of all HEIs is underway performed by EUA. Based on external evaluation report HEIs will be granted for structural reform activities. Grants will be awarded on competition basis.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Beside Ministry of Education, Ministry of Science also allocates certain amount of money for Centre of Excellence, research grants within bilateral and multilateral cooperation, participation at international conferences, organising of international conferences.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America

- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding

- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

Lack of adequate funds could be very serious obstacle. Options for outgoing students are usually limited within English speaking area. In some cases students are obliged to learn native language of the host country which could be additional financial and time-consuming load. Visa issues are still recognized as a problem in sense of additional costs and heavy administrative procedures.

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

To tackle funding problem for outgoing students we are developing new scholarship scheme for studying abroad for master and PhD students.

Also, we try to animate foreign students to come to Montenegro by improving accommodation capacities in students' dorms.

Next year we will create Feasibility study on possibility of English language courses introduction at Montenegrin HEIs.

Ministry gives all administrative support for incoming and outgoing students in order to facilitate them application procedures, legal issues, accommodation, practical information etc.

Learning of Montenegrin language for all incoming students free of charge.

All the HEIs have developed administrative support for incoming and outgoing students (legal issues, accommodation, counselling, rulebooks on mobility, recognition procedures).

7.16. Has your country monitored the effects of these measures/programmes?

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Higher education institutions, Ministry of Education, Ministry of Science "

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "annually"

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "New master scholarship scheme is underway; study opportunities for Montenegrin students are underway; Strategic assessment of students dorm need renovation has been done. Based on it project task has been done. Concrete renovation activities will start in June 2014. "

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

www.mps.gov.me
HEIs have information about mobility schemes at their own web sites

7.18.2. Is the website linked to Bologna website?

No

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes
Within direct contacts with Officers in Directorate for Higher Education, which exists within the Ministry of Education, students and academic staff are informed in details about mobility programs. Also, they can get all necessary support and practical information.

7.19.1. Please provide a link to such information:

www.mps.gov.me

<http://www.mps.gov.me/rubrike/stipendije-straniv-vlada>

<http://www.mps.gov.me/rubrike/medjunarodni-programi-mobilnosti-studenata>

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

Luxembourg, Turkey, Austria, Bosna and Herzegovina, Serbia, Croatia, Macedonia, Albania

7.22.2. What were the main higher education issues addressed in these events?

The main issues addressed in these events were intensifying cooperation in all educational fields, especially in the field of quality enhancing and exchange of good practice, development of NQF, further harmonization of enrollment policy with labor market needs, human capacity building etc.

7.23. Comments:

At the Ministerial Conference hold in Bucharest 2012 instead Minister, deputy minister for higher education, headed Montenegrin delegation and took part at the Bologna Policy Forum. Also, deputy minister participated at the Ministerial CEEPUS Conference, hold in 2013.

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

This goal is defined in the Strategy on Development and Financing of Higher Education in Montenegro 2011-2020.

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

National mobility programs for higher education staff are arranged by bilateral and multilateral agreements on cooperation in education and research.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

Researchers, teaching staff and doctoral candidates are quantified in accordance with bilateral and multilateral agreements which prescribe exchange on reciprocity basis and in accordance with specificities of agreement itself.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer

- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

Researchers, teaching staff and doctoral candidates are quantified in accordance with bilateral and multilateral agreements which prescribe exchange on reciprocity basis and in accordance with specificities of agreement itself.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

These information are collected by the Ministry of Education and Ministry of Science.
www.mps.gov.me www.mna.gov.me
 Also, HEIs have their own data base.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

There is no mechanism to be rewarded.

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes

7.30.1. Please provide a link:

Ministry of Education www.mps.gov.me
 Ministry of Science www.mna.gov.me

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "7"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "2"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

In order to improve staff mobility Ministry has been working on development of national scholarship scheme for master, doctoral and postdoctoral candidates. Ministry of Education, Ministry of Science and HEIs themselves promote mobility programs in order to improve staff motivation and interest. Ministry of Education and Ministry of Science work on signing bilateral cooperation agreements in the field of education and science with countries in the Region and wider. For the purpose of establishing and deeping cooperation HEIs can sign agreements with other HEIs in Region and wider by themselves.

7.33. Has your country monitored the effects of these measures/programmes?

Yes

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "HEIs, Ministry of Education, Ministry of Science "

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "Annually or biannually (depends on concrete needs)"

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "New master scholarship scheme is underway; study opportunities for Montenegrin students is underway; Strategic assessment of students' dom need renovation has been done. Based on it project task has been done. Concrete renovation activities will start in June 2014.Signed new bilateral cooperation agreements in the field of education and science. "

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: