

Development of LLL in Montenegro

**CEI Human Resources
Development Forum:
*Incentives Supporting Higher
Participation of People in
Lifelong Learning*
24th and 25th Nov, Prague**

Adopted legislation

- Strategy of development of vocational education 2010-2014
- Law on Vocational Education
- Strategy of development and financing of higher education, 2011-2014
- Strategy of LLL career orientation 2011-2015
- Law on National Qualification Framework

Current TEMPUS project

Development of LLL concept at University of Montenegro

- University of Montenegro is coordinator of this Project (duration- two years, 2011-2013)
- the main goal set up by this project is

CREATION OF INFRASTRUCTURE FOR LLL AT UOM, which involves:

Creating of LLL strategy, development of methodology for assessment of non-formal and informal education in higher education, establishment related information center, establishment of career orientation center, development of LLL culture, development of environment for continuous education, regardless social background, current occupation, disabilities, introduction of part-time student status, innovation of teaching methods in accordance with new environment, creation of new approaches to LLL, arising of public awareness of LLL.

Current activities

- Creation of LLL strategy
- Creation LLL web portal
- Round tables on LLL
- Consideration of development of new multidisciplinary study programs, degrees, modules relevant to the market needs
- Consideration of more actively inclusion of business sector experts in creation and adoption of curricula
- Preparation of procedures and guidelines for recognition of prior learning

Strategy of development of vocational education 2010-2014

- The main goal set up in this Strategy is

DEVELOPMENT OF QUALITATIVE INITIAL AND CONTINUOUS VOCATIONAL EDUCATION, BASED ON LEARNING OUTCOMES, IN ACCORDANCE WITH LABOR MARKET NEEDS AND AS WELL AS AVAILABILITY OF EDUCATION

Activities

- Development of vocational and key competences, needed for life and work
- Development of LLL and mobility
- Recognition of non-formal and informal
- Personal, social and professional development through vocational education
- Comparability of qualifications acquired in MNE and abroad

Priorities

- **Improvement of institutional and legal framework**
- **Improvement of social partnership** (Council for vocational education, Council for Adult education, Council for general education, Council for qualification, Council for higher education, Employment biro, Chamber of Commerce, Association of Employers.)
- **Decentralization** (in the process of financing, decision taking, managing, creating of qualifications, quality assurance...)
- **Link between vocational education and labor market**
(through NQF, sectoral QF, study programmes and vocational standards in accordance with LMN, LLL concept, linking non-formal and informal education)

Priorities

- **Availability of education** (through adequate entrance policy, establishment of school network in accordance with entrance policy, promotion of vocational education, development professional orientation, social inclusion)
- **Quality assurance in vocational education** (through system of quality control, practical work and research based work)
- **Improvement of teachers' skills**

Law on vocational education

- The main goal set up by this Law is

**ACQUIRING OF VOCATIONAL QUALIFICATION
(THROUGH FORMAL, NON-FORMAL AND
INFORMAL EDUCATION) BY ASSESSMENT OF
LICENSED EXAMINERS**

This law enables:

- assessment not only formal education, but also non-formal and informal education and
- Recognition not only formal education, but also non-formal and informal education

(All by Law acts related to assessment and recognition of formal and informal knowledge are adopted)

The main terms

- Non-formal learning is learning with structured goals, time and support with clear intention of persons, but it is not part of formal education;
- Informal learning is learning which is result of daily activities at working place, home or within free time, without intention of persons and it is not structured;
- Programs of adult education are programs for acquiring special knowledge, skills and competences (retraining, additional training, learning of foreign languages, IT skills..)
- Special programs for specialization in the area of higher education is special program of adult education, which is accredited by responsible council, after completion relevant study program
- Additionnai training is innovation of knowledge in the frame of same avocation.
- Retraining is education and training for onother avocation of the same or lower level with the purpose of employment

Strategy of development and financing of higher education

One of goals set up in this Strategy is

**DEVELOPMENT OF LLL MODEL, BASED ON
GOOD INTERNATIONAL PRACTICE**

This goal involves two measures:

- Creating of strategy of LLL
- Establishment of centers for LLL at all universities

Strategy of LLL career orientation 2011-2015

- The main goal set up in this Strategy is
**IDENTIFYING PRIORITIES, MEASURES AND
ACTIVITIES, WHICH WILL PROVIDE TO ALL
INTERESTED SERVICES OF CAREER
ORIENTATION WHICH ARE TO HELP THEM
TO DEVELOP THEIR CAREER IN
ACCORDANCE WITH THEIR ABILITIES,
INTERESTS, CHARACTERISTICS AND LABOR
MARKET NEEDS**

Activities

- Activities within LLL career orientation
 - Information recourses
 - Person's characteristics assessment
 - Career consulting
 - Career development programs

Priorities

- Increase awareness of need for LLL and career development
- Improvement of legal and institutional framework
- Improvement of career orientation in education system
- Improvement of career orientation service for employed and unemployed
- Quality assurance in career orientation

Low on national qualification framework

- The main goal set up by this Law is
CREATING OF NATIONAL QUALIFICATION
FRAMEWORK AS A TOOL FOR CLASSIFYING,
COMPARING, DEVELOPING AND
UNDERSTANDING OF QUALIFICATIONS,
GIVING INSIGHT INTO THEIR RELATIONSHIP
DIFFERENT WAYS OF ACQUIRING SKILLS FOR
THE LABOR MARKET AND SOCIETY

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NQF/LLL

- One of goals of creation of qualification framework is fostering and developing of LLL
- Council for qualifications is established
- Sectoral commissions are formed (SC analyzes tendency on labor market, propose qualification for its sector, analyze present qualifications, propose new qualifications, or change and innovate present ones, promote its sector of qualifications and job opportunity for sector)

Challenges

- Promotion of importance of LLL
- Adapting to non-traditional education and learners
- Transparency and recognition of prior learning
- Widening access and expanding participation underpinned by strong economic arguments
- Cooperating among all stakeholders

Conclusions

- Montenegro is at the very beginning of the introduction of LLL concept
- Importance of development of LLL concept is recognized
- Development of LLL concept will be supported by our own recourses and through TEMPUS and WB projects

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