

Bologna Secretariat Completed National Reports and National Strategies for the Social Dimension should be sent to the Bologna Secretariat by email (secr@bologna2009benelux.org) no later than

1 November 2008.

April 2008

PART I

BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

Details

Country	<i>Montenegro</i>
Date	<i>October 2008</i>
BFUG member (one name only) Position	<i>Ljubisa Stankovic, PhD President of the Governing Board of University of Montenegro</i>
Email address	<i>biljam@cg.ac.yu</i>
Contributors to the report	<i>Biljana Misovic, Vanja Drljevic, Nada Kovac</i>

1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

- Law on Recognition of Diplomas and Foreign Educational Certificates which is aligned with Lisbon Recognition Convention is adopted;**
- The proposal of the New Law on National Vocational Qualifications was adopted by the Government and is in the procedure for adoption in the Parliament. With respect to procedures for recognition of diplomas HEIs are in charge of the recognition for the purpose of continuing further education, while Ministry of Education and Science is in charge of recognition for the purpose of entering the labour market;**
- Guidelines on Reaccreditation of Higher Education Institution and Study Programmes adopted by the Council of Higher Education. In accordance with these guidelines, University of Montenegro was reaccredited, by the regularly appointed commission consisting of EUA experts. Commission was appointed by Council of Higher Education of Montenegro. The plan for the further development and improvement of educational process, as well as the plan for the scientific and research capacities development of the University as a whole, has been adopted at the level of units, according to the recommendations of commission for external evaluation;**
- The "Strategy of Establishment of NQF in Montenegro" has been adopted at the level of Government. Draft document "Development of NQF in Montenegro", which is annexed to this Strategy has already been put on public discussion. Generic descriptors for each high education cycle (first, second and third cycle) based on learning outcomes and competences, as well as credit ranges for first, second and third cycle have been presented in this document and put to the public discussion. All necessary arrangements for the commencement of implementation of measures as defined by the Strategy should be ensured by the end of 2008;**
- Quality assurance centre is established at the University of Montenegro;**
- Second cycle has been implemented with the clear possibility of full access for all the first cycle qualifications. The implementation of third cycle with the full access to all academic programs has already begun.**

2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

Implementation of the Bologna process is overseen by National Team of Bologna experts. Working groups are set up within the team and their aim is to provide counseling to higher education institutions in the three Bologna priorities: 1) quality assurance, 2) three cycle system and 3) recognition. Quality assurance issue has been defined as the highest priority in the area of higher education development policy.

a) Does your country have a national working group for Bologna follow-up ¹

Yes No

b) Does your national Bologna follow-up group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) _____

c) Does your country have a Bologna promoters' group²

Yes No

d) Does your national Bologna promoters' group include representatives of

Ministry	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Rectors' conference	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Academic staff	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Staff trade unions	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
National Quality Assurance Agency	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Employers	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Other (please specify) _____

Please add any additional comments if necessary: Due to the fact that University of Montenegro has been up to 2006 the only university in the country, there was no need for Rector's conference. QA agency doesn't exist as the separate agency. Council of Higher Education is, in accordance with the provisions of Law on Higher Education, responsible for quality assurance issue. QA issue is going to be treated through the newly established centre for QA at the University of Montenegro, as well as through the Ministry of Education and Science.

¹ A group that develops policy proposals for implementing the Bologna Process

² A group that supports/advises HEIs on implementation of the Bologna Process

DEGREE SYSTEM

3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

At all higher education institutions (University of Montenegro - state university, Private university and private faculties) study programmes are organized in line with Bologna principles. First and second cycles have been fully implemented, regulated and all the feedbacks are already processed in the terms of certain documents' amendments. All the first cycle qualifications (academic and applied studies) have the possibility of access to the second cycle. First and second-cycle diplomas and diploma supplements have been regulated at the level of Ministry of Education and Science. The first DS have already been issued. Mobility of students in the first and second cycle has been implemented through the various national and international programmes and projects. Credit transfer system and accumulation is fully implemented. Student Parliament is becoming a real partner in the process related to students' feedback, access to the next cycle and all other issues relevant for higher education development.

b) Please give the percentage of the total number of all³ students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 ⁴	% of all students enrolled in the two cycle degree system in 2008/09
<i>Approximately 22.000</i>	<i>Approximately 22.000</i>	<i>100%</i>

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

All academic study programmes are already performed in two-cycle system. Applied (professional) programmes are also performed in two cycle system. The student progress is followed regularly and frequently (semester period). The mechanisms are established for students' opinion pools, which are done through internal follow up of questionnaires, internal control at the level of HEIs. There is set of measures in place for the analysis of students' feedback and implementation of students' findings.

4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

³ "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. NB Students of ALL study fields are taken into account

⁴ If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements⁵ apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.
- Information on the status of the doctoral students (students, early stage researchers, both)

- 167 doctoral candidates follow the above mentioned structure (this is 0.835% out of total number of students);

- The regular length of full-time doctoral studies should be three years at least (180 ECTS) - there is possibility of quantification of each activity during the doctoral studies through measurement of student`s workload;

- New draft regulations on doctoral studies are on the public discussion;

- Doctoral studies are the compilation of taught courses (one third) and independent research (two third of studies` duration). The type of courses and the ratio between compulsory and selected courses are defined by the HEIs regulations;

- The supervisory and assessment procedures for doctoral studies have recently been revised by the University of Montenegro (UOM). New regulations deal with the supervision of studies in extensive manner, through the clear division of responsibilities between advisor (mentor), respective department authority and Senate. In the procedure of independent thesis assessment, the scientists from institutions other than the University of Montenegro, also take part;

- Doctoral studies are included in NQF and are clearly linked with the learning outcomes and expressed through descriptors;

- There is a possibility of interdisciplinary training through the selective courses in the first year of studies;

- The doctoral candidates can be, at early stages, both full time students and researchers.

⁵ E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

The Law on Scientific-Research Activities has been adopted in 2006, while Strategy for Scientific-Research Activities for the Period 2008-2016 has been adopted in June 2008. Strategy considers the HEIs to be the main performers of the research activities and foresees the upgrading of the research capacities. Universities and scientific research institutes started to apply for FP7, national and multi-beneficiary IPA funds.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
 - from public funds
 - from private funds
- total annual national research expenditure (expressed in national currency)
 - from public funds
 - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

The measures for improvement of co-operation between the higher education institutions and other institutions that undertake research activities are defined by the Strategy for Research-Scientific Activities Action plan. The overall percentage of GDP spent on research in 2006 (the last official data) was 0,3%. For 2009 Strategy projects funding for higher education to be at the level of 0,8% of GDP, out of which one third should come from the private and industrial sector. The motivation of other sectors to fund the research can be obtained through the set of measures, including, among others: the fiscal reduction for the research activities funding, legislation concerning intellectual property rights, measures in trade marking, etc. Statistical processing of data about the private funding of research is not adequate. Total annual national research expenditure can be tracked through the budget of the Ministry of Education and Science in which approximately 1.600.000€ was dedicated to national scientific projects and research equipment. Bilateral projects require co-financing, but up to now these funds were not significant, since these were mainly used for mobility only. The high percentage of researches is carried out within higher education institutions (almost 90%). Remaining researches are performed in scientific institutions that might have both project and program funding.

Doctoral studies are supported through exemption of students' fees payment for persons who work at the UoM and through co-financing of scientific projects by the Ministry of Education and Science.

- c) Is there any tracking system to follow the further career of doctoral graduates?
 Yes No If Yes, please specify:

The general information on all doctoral graduates is gathered by the statistical survey conducted by the Employment Office. All of these data are available to the HEIs. Each university unit keeps track on the doctoral graduates for the particular field.

6. Access⁶ and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

6.1 Access and admission between the first and second cycles

Please indicate:

- a) the percentage of first cycle qualifications that give access to the second cycle

All the programmes, academic and applied, provide the possibility of access to the second cycle.

- b) any first cycle qualifications that do not give access to the second cycle (please specify)

- c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

Sit entrance exam is established just for the arts.

- d) any further special requirements for access to a second cycle programme in the same field of studies

- e) to which students the above special requirements apply (*please tick*):

all students	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

⁶ Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

f) which of the requirements apply to students coming from other fields of studies (please tick):

entrance exam	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input checked="" type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

All the academic second cycle qualifications provide access to the third cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

Applied studies, due to their nature, do not give access to the third cycle. Yet, the students from applied studies are entitled to enroll some second cycle academic programmes under the conditions set up for by Senate of the University, at the proposal of university unit that delivers that study programme. In this way students are given the opportunity to access the third cycle programs.

c) any measures planned to remove obstacles between cycles

Various types of measures are planned at the level of HEIs. These include, among others, measures such as: support for enrolment at doctoral study through provision of improved working conditions, increased number of mentors, provision of improved research infrastructure, establishment of Career Guidance Centre, enabled enrolment for graduated master students from other programmes not closely connected with programmes enrolled at doctoral study.

7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

About 90% of academic Bachelor students continue their education.

About 80% of professional Bachelor students are getting employment, while 20% continue their education.

The following measures are undertaken in order to enhance the employability:

- **Public awareness measures,**
- **Organization of activities within project titled "Career Ways". The primary aim of this project is to support establishment of professional communication between enterprises and potential employees,**
- **etc.**

The enhancement of the employability of bachelor graduates is done through active involvement of relevant stakeholders, such as Employment Office, Union of Employers and others.

To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience
Significant Some A little None
- accreditation/quality assurance
Significant Some A little None
- university governance
Significant Some A little None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?
Yes No In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?
Yes No In some cases

If no, or in some cases only, please explain the current situation:

8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared⁷?

Yes No

Comment: The "Strategy for Establishment of NQF" has been adopted by the Montenegrin Government. The draft document „NQF Development in Montenegro" has already been prepared and EQF was used as reference document in this process. The proposal is made for Montenegrin NQF to consist of 8 reference levels. The Strategy defines the aims, tasks and activities to be implemented till 2010 with regards to levels, sublevels, general and sectoral descriptors and the work on the Draft Law on Professional Qualification for Regulated Professions.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes No

Comment: Generic descriptors based on learning outcomes and competences have been included for each cycle

c) Does it include ECTS credit ranges for the first and second cycle?

Yes No

Comment: The first cycle range in Montenegro is from 180 to 240 credits, while the second cycle range is from 60 to 120 credits in total 300 credits after two cycles.

d) Has the NQF been nationally discussed with all stakeholders?

Yes No

Comment: Draft document "NQF Development in Montenegro" has been discussed with representatives of Ministry of Education and Science, Ministry of Health, Labor and Social Welfare, Employment Office, Chamber of Commerce, Bureau for Education Services, University of Montenegro, Center for Vocational Education, Union of Employers, Public and private higher education institutions.

If the answer to d) is No, please answer question e):

e) has a timetable been agreed for consultations with all stakeholders?

Yes No

Comment:

If the answer to d) is Yes, please answer the following questions:

⁷ A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

f) Are all formal arrangements decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes No

Comment: "Strategy for Establishment of NQF" has been adopted. It specifies that comprehensive public discussion will be held with all relevant stakeholders involved and that after agreement is made and all supporting mechanisms are in place the formal decision on establishment of NQF will take place.

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

Comment: All national qualifications are expressed through learning outcomes and there is a link ensured within the system for formerly acquired qualifications to be recognized.

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework?

Completed Started, but not yet completed Not yet started

Comment: Learning outcomes in the form of defined knowledge, skills and competences have been defined for all study programmes at all levels at HEIs.

i) Has the self-certification report been published?

Yes No

Comment: Each unit has prepared self certification report that has been published. All the HEIs should apply the same procedure.

Please add any additional comments if necessary:

Comment

NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)⁸

9. Reviewing the QA system against the ESG⁹ and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes No Not yet, but such a review is planned
(Please specify time) _____

b) If a review has been undertaken or is planned, please give further details of the review process.

In February 2007 Council of Higher Education adopted documents related to self and external evaluation of HEIs which are aligned with ESG.

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA **system**?

Yes No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes No

If Yes, please give details of these incentives: University of Montenegro has invested significant efforts in order to provide funding resources for the improvements of internal QA processes. This resulted in the establishment of QA centre dealing with the professional development of staff, promotion of academic staff, etc. which is financed by WUS Austria.

Ministry of Education and Science, in cooperation with the University of Montenegro, applied for IPA 2007 funds are planned to be used for capacity development of staff dealing with QA, upgrading the IT for this purpose and training of staff responsible for QA.

In addition to this UoM and Ministry of Education and Science are putting efforts in order to design project in this area which would be financed by the WB support.

• Other measures

Yes No

⁸ <http://www.enqa.net/files/BergenReport210205.pdf>

⁹ ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

If Yes, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes No

If Yes, please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

The main outcome is QA centre established at the University of Montenegro.

9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

HEIs conduct internal evaluations. Internal evaluation is mainly carried out through students' opinion polls and teams established for this purpose. Internal evaluation is done in line with provisions of the Guidelines on Reaccreditation of Institutions and Study Programmes. Internal evaluation is carried out at each university unit by nominated teams and report is presented to the Governing Board of the University of Montenegro. Approved report is delivered to the Council of Higher Education for the further procedure. Council of Higher Education submits it to the Commission for External Evaluation, which is nominated by the Council.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs Most HEIs Some HEIs No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs Most HEIs Some HEIs No HEIs

Please describe what kind of arrangements are in place

HEI itself creates programmes, monitors and checks its compatibility with demands of the labour market and makes the amendments based on the students' and academic staff' feedback.

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs Most HEIs Some HEIs No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs Most HEIs Some HEIs No HEIs

Please describe how the above is achieved.

Assessment of students' knowledge based on learning outcomes is conducted through continous written exams, oral exams, seminars, homeworks, laboratory exsercises and final exams.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs Most HEIs Some HEIs No HEIs

Additional information if necessary

10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Council of Higher Education adopted Acts and Rules on External Quality Assurance System which is the same for all HEIs in Montenegro. External evaluation is done for the minimum period of five years by the expert team nominated by the Council, while foreign experts from different fields can be involved as members of that team. In accordance with the above mentioned Guidelines, the external quality assurance has been performed for two universities and one individual faculty.

b) does your external quality assurance system operate at a national level;

Yes No

If **No**, please specify:

c) does your external quality assurance system cover all higher education¹⁰

Yes No

If No, please specify which types of institutions or programmes are not covered by your external quality assurance system:

d) which of the following elements are included in your external quality assurance system:

- | | | |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes No

If **No** is there a date set for the review? Yes (please specify date _____) No

¹⁰ Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA .
Yes No In some cases
- b) as full members in external review teams
Yes No In some cases
- c) as observers in external review teams
Yes No In some cases
- d) as part of the decision making process for external reviews
Yes No In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students)
Yes No In some cases
- f) in internal quality assurance (e.g. periodic review of programmes)
Yes No In some cases
- g) in preparation of self-assessment reports.
Yes No In some cases
- h) in follow-up procedures:
Yes No In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance
Yes No In some cases
- b) the external evaluation of national quality assurance agencies
Yes No In some cases
- c) teams for external review of institutions or programmes, either as members or observers
Yes No In some cases
- d) membership of ENQA
Yes No In some cases
- e) membership of any other international network
Yes No

If **Yes**, please specify:

Please add any additional comments, especially if there is no international involvement in any of the aspects:

Montenegro does not have national QA agency, only Council for Higher Education, nominated by the Government, that, among other things, acts as accreditation body. The Council also appoints expert teams for external evaluation of HEIs.

RECOGNITION OF DEGREES AND STUDY PERIODS

13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

100%

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes No
- 2nd cycle programmes Yes No
- 3rd cycle programmes Yes No
- remaining "old type" programmes Yes No Not applicable
- short higher education programmes Yes No Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes No
 - *please specify the language* english and native language
- issued free of charge for a fee
- issued automatically on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes No

Comment: All the necessary information could be found on the web page www.mpin.gov.me

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes No

Comment: Each holder of foreign diploma is obliged to present the translation of his/her diploma, together with transcript of records in Montenegrin. If the diploma is from Serbia, Bosnia and Herzegovina and Croatia, the translation is not necessary.

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes No

Comment: ENIC checks the validity of foreign qualifications. The holder of foreign diploma is given the same rights as in the country where the diploma is obtained.

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes No

Comment: Employees in the Ministry of Education and Science and at HEIs have been trained to give detailed information about the importance and use of the Diploma supplement and make successful links with all the stakeholders. Dissemination activities were organized involving all relevant stakeholders, in order to raise awareness on the importance of DS use, which is especially important for the employment purposes. There were several articles in the daily newspapers, aimed to wider public awareness about DS, its contents and its importance.

14. National implementation of the principles of the Lisbon Recognition Convention

Describe the stage of implementation of the main principles and later supplementary documents¹¹ of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes No

If Yes, please demonstrate how it is achieved: Although the foundation for the legislation was Lisbon Recognition Convention and its main postulates, Ministry also took into account the subsidiary documents, such as Recommendations, Codes of Good Practise, relevant EU Directives, ENIC/NARIC Charter etc.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes No

If Yes, please demonstrate how it is achieved: The Ministry defined the National Action Plan for Recognition, which further specifies the implementation of legislation and addresses the future challenges.

¹¹ Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

ii) Recommendation on the Recognition of Joint Degrees

Yes No

If Yes, please demonstrate how it is achieved: *In line with provisions of Law on Higher Education, University is entitled, in the organization of its studies, to conduct joint programmes and to issue joint diplomas and degrees.*

iii) Code of Good Practice in the Provision of Transnational Education

Yes No

If Yes, please demonstrate how it is achieved: *Trans-national education is recognized in Montenegro if it is accredited in the country where the teaching process is taking place, or if that education or programme is accredited by some regional accreditation agency.*

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes No

If Yes, please describe how it is ensured at national and institutional level. *The applicant is entitled with the same rights as in the country where the diploma or certificate is issued.*

ii) recognition if no substantial differences can be proven

Yes No

If Yes, please describe how it is ensured at national and institutional level *Ministry of Education and Science checks the accreditation of institution and validity of diplomas, but makes no comparison with the Montenegrin diplomas. If requested so by the applicant, we can issue the opinion on the submitted diploma, but it is not legally binding and can serve only as a supplementary information to the HEI. According to the Law on Recognition, HEI are responsible for the recognition for the purpose of continuing education.*

lii) demonstration of substantial differences, where recognition is not granted

Yes No

If Yes, please describe how it is ensured at national and institutional level: *Ministry of Education and Science - ENIC recognizes level of education and at the same time the holder of foreign qualification keeps the title awarded in the issuing country. So, there is no possibility for that awarded title not to be recognized. If the holder of foreign qualification wants to conduct regulated profession in Montenegro, qualification recognition falls into the competence of relevant professional body.*

iv) provision of information about your country's HE programmes and institutions

Yes No

If Yes, please describe how it is done in practice: *web site of the Ministry of Education and Science www.mpin.gov.me, web page about international*

cooperation of the UoM www.ir.cg.ac.yu and communication with ENIC advisers: www.enic.cg.ac.yu

v) do you have a fully operational ENIC

Yes No

If Yes, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

ENIC centre is in charge for following activities concerning recognition and assessment:

- 1) Carries out procedure of recognition of foreign educational certificates;**
- 2) Delivers opinion on matters of assessment procedure;**
- 3) Provides information on recognition and assessment of educational certificate procedure to higher education institutions, employers, ENIC partners and other organizations;**
- 4) Cooperates with ENIC network on creation of national qualification frameworks within the European Higher Education Area;**
- 5) Contributes to further promotion of Montenegrin education system;**
- 6) Updates and provides information on education systems, foreign educational certificates and their relation to Montenegrin educational certificates, regulations on recognition and assessment of educational certificates, information on accredited higher education institutions, admission requirements, etc.;**
- 7) Updates information on Montenegrin education system, in the form provided in the Annex of the Joint ENIC/NARIC Charter of Activities and Duties of ENIC/NARIC centres;**
- 8) Performs matters of national and international importance, prescribed by the Lisbon Convention on Recognition of Qualifications Concerning Higher Education in the European Region;**
- 9) Performs other tasks, in accordance with the regulations and Joint ENIC/NARIC Charter on Activities and Duties of ENIC/NARIC Centres.**

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

15. Stage of implementation of ECTS¹²

Describe the implementation of ECTS in your country.

- a) Please include the percentage of the total number of higher education programmes¹³ in which all programme components are linked with ECTS credits

¹² Please refer to definitions in the ECTS User's guide, http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html

100% 75-99% 50-75% <50%

b) Are ECTS credits linked with learning outcomes¹⁴ in your country? Please tick one:

No In some programmes In the majority of programmes
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

No other credit system is used in Montenegro

i) is it compatible with ECTS? Yes No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

Yes No

If Yes, please explain: *Diploma supplement describes the learning outcomes. First attempts with respect to improved understanding of learning outcomes were made during preparation of document "Development of NQF in Montenegro". All stakeholders involved in actual drafting and all public discussion participants were exposed to main ideas and importance of learning outcomes concept. This process was delivered via various workshops, commission sessions, media presentations and public awareness activities.*

e) Are you taking any actions to improve measurement and checking of student workload?

Yes No

If Yes, please explain: *At many higher education institutions measures for improvement and checking of student workload are undertaken in order to precisely define ECTS/subject*

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes No

If Yes, please explain: *The activities of Bologna promoters group and international experts support, participation in different training activities,*

¹³ Except doctoral studies

¹⁴ Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

wider participation of University units management in the international events concerning the ECTS issues, through international projects participation.

LIFELONG LEARNING

16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes No

If Yes, please specify: Draft Law on National Vocational Qualifications, which is to be adopted by the Parliament of Montenegro specifies procedure for the RPL, including those related to access to HE programmes.

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes No

If Yes, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes No

If Yes, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively Some A little None

Please describe the current situation:

17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

Students are eligible for study courses for obtaining applied undergraduate studies diplomas or academic undergraduate studies diplomas in public institutions, on a competitive basis, in accordance with results achieved at secondary school or at the matriculation exam or upon completion of secondary education or equivalent secondary school, in accordance with the statute of the public institution.

Additional conditions may be introduced for admission to particular programmes in accordance with a public institution statute.

Students are eligible for study programmes for obtaining specialist studies diplomas in public institutions, on a competitive basis, in accordance with results achieved in exams for obtaining applied undergraduate studies and academic undergraduate diplomas in accordance with the Law.

Students are eligible for admission for postgraduate studies on a competitive basis in accordance with results achieved at exams for obtaining academic degree or its equivalents in accordance with the Law.

Competition for admission to studies at a public institution is called for by the HEI in accordance with the Statute and institution determines the number of students for admission to study programme which must not exceed the number determined in the license.

In case the number of qualified candidates for admission is larger than the number of the publicly funded places at any course of studies, candidates are enrolled for fee paying places according to their success up to the number determined in the license. Tuition fee is 250 to 500 eur/term which is less than 1/2 in other words 1/4 of real costs.

Public institution may prescribe circumstances in which student paying fees and achieving excellent results may be awarded a publicly funded place at the second or subsequent study year.

Foreign citizens have the right to be admitted to HEI in Montenegro under the same conditions as the citizens of Montenegro in accordance with the Law and Statute of HEI.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes No

Please add appropriate comments to describe the current situation: In accordance with the draft Law on National Vocational Qualifications, procedure for validation of credits and recognition of non formal certificates, issued by licenced institutions, is to be defined. Certificates ECTS based are expected to enable flexible enrolment at the HEI and possibility of transfer of credits to the HEI.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes No

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

e) Are there modular structures of programmes to facilitate greater participation?

Yes No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle: Under preparation supported by different international projects

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

JOINT DEGREES

18. Establishment and recognition of joint degrees¹⁵

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes No

Does the legislation fully allow:

i) establishing joint programmes?

Yes No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes No

If No please explain what are the obstacles

¹⁵ A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100% 50-75% 25-50% 1-25% 0%

ii) joint programmes

75-100% 50-75% 25-50% 1-25% 0%

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle? None Little Widespread

In the second cycle? None Little Widespread

In the third cycle? None Little Widespread

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

-

e) Estimate the number of joint programmes in your country

-

f) Describe any actions being taken to encourage or allow joint programmes.

In accordance with Law on Higher Education 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 studies university has the right to provide a programme of double or joint diplomas. HEIs are highly supported by the Ministry to sign international agreements, joint programmes as well as to commit themselves in the process of joint diplomas.

g) Are there any specific support systems for students to encourage joint degree cooperation?

Once joint programmes are established by signing agreements between the universities the concrete support systems to facilitate cooperation will be set up.

MOBILITY

19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

Student can spend certain period of time (one term or study year) at another higher education institution home or abroad using international exchange programmes (Erasmus-Mundus, Erasmus-Mundus/External Cooperation Window, DAAD, CEEPUS) or based on bilateral agreements between universities. In accordance with the agreements signed between universities credits achieved at institution abroad would be recognized. Visa problems are the main discouraging factors and are obstacles which prevent desirable level of students` mobility. Some steps are undertaken in order to facilitate procedure of getting visa for professors and students, like informing the embassies of the countries where the students and professors will spend a period of time, or participate in an international event or projects (conference, congress, study visits, seminars etc.), so that they could be aware of those events and international activities and could facilitate and speed up the procedure of getting visas and getting visas for a longer stay. As far as EC programmes, such as Erasmus-Mundus and Erasmus-Mundus/External Cooperation Window, we can contact EC Delegation to Montenegro in order to provide support letters for getting visas.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: **Agreement on Facilitation of Procedure of Getting Visas came into force on January 1, 2008, after Montenegro and other countries from European Community ratified this agreement.**

c) Is there financial support for national and foreign mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: **Ministry of Education and Science supports national students by paying their transport costs, while foreign students are supported through paying accomodation, meals, health insurance and monthly allowance amounting 100,00 euros. Foreign students can, also, get inter city transport tickets at lower price. There are also other types of financial support depending on mobility scheme used by the students.**

d) Are study periods taken abroad recognized?

Yes No

Please add appropriate comments to describe the current situation: **Students who intend to spend certain period abroad are obliged to sign Learning agreement with other institution. For complete defining of exchange conditions and recognition issues the Montenegrin HEI has to provide a Transcript of records and the overall Information package. Pre-condition for all students who wish to study abroad is to consult and define courses with responsible persons at their home institution in order to simplify procedure of recognition.**

e) Is there accommodation for mobile students and staff?

Yes No

Please add appropriate comments to describe the current situation: **Accommodation is provided at students' hostel and in rented apartments. This issue is within responsibility of the Ministry of Education and Science.**

f) Have any measures been taken to increase outward student and staff mobility?

Yes No

Please add appropriate comments to describe the current situation: **The outward students` and staff mobility is increased by including students and staff in various exchange programmes, offering and promoting grants of foreign governments, exchange of students based on bilateral agreements, information and promotional activities of international programmes available for students and staff (Tempus, Erasmus-Mundus, CEEPUS, Erasmus-Mundus/External Cooperation Window, DAAD, WUS Austria, etc.).**

20. Portability of loans and grants

a) Are portable grants available in your country?

Yes No

If No, describe any measures being taken to increase the portability of grants.

b) Are portable loans available in your country?

Yes No

If No, describe any measures being taken to increase the portability of loans.
The new model of financing higher education, which is under preparation, will define the norms of its financing. This new model will include social dimension. Also, by signing bilateral agreements between our country and countries in the region and wider, social status of our students abroad and possibility of portable loans will be defined.

THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Montenegro was involved in preparation of format to be used for tracking the progress with respect to Global Setting.

b) What has your country done to:

i) improve information on the EHEA outside Europe?

Information on the higher education system and reform are available on the web pages of the University (main web page and web page dedicated to the international cooperation) and the Ministry and we have the full package material (brochures, information materials, posters) on it, which is distributed to all partners outside Europe at all international and national events dedicated to the higher education reform and the approaching the EHEA.

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

The University of Montenegro has very successful cooperation with HEIs outside Europe as well. In that respect, University of Montenegro established very fruitful cooperation with George Mason University in Washington, within project "Programme for Partnership in Education". Through this kind of cooperation, University of Montenegro promotes its higher education system and its reforms, thus promoting the EHEA towards which Montenegro is aiming. The students from the Students` Parliament of University of Montenegro had a study visit to USA and Canada with a view to exchange opinions on the creation of guidelines for the students` parliament activities in general. The purpose of this visit was also to promote the higher education reform in Montenegro and the EHEA on the whole. Cooperation also includes cooperation activities with Russian Federation, Australia, China, etc.

iii) strengthen cooperation based on partnership in higher education?

The University of Montenegro has established partnerships in higher education with USA, Canada, Australia at the level of University based on agreement concluded with these countries.

iv) intensify policy dialogue with partners from other world regions?

The agreements of the University of Montenegro with the already mentioned countries definitely intensifies the policy dialogue and the cooperation between these countries, enabling the exchange of ideas and students` and staff mobility, and enabling cooperation through different programmes and projects.

v) improve recognition of qualifications with other world regions?

We adopted new Law on Recognition and Evaluation of Foreign Diplomas based on Lisbon Convention. This Law enables more simplified procedure of recognition. We are involved in ENIC-NARIC and MERIC networks.

c) What measures have been taken in your country to implement the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education? Please describe.

Higher education system in Montenegro is based on new Law on Higher Education which is aligned with Bologna principles. Adopted guidelines and by-law acts regulate issues which are treated in OECD/UNESCO Guidelines. Council for Higher Education nominated by Government takes care about QA together with teams at faculty units. Our higher education institutions are externally evaluated by international experts. We also have guidelines related to procedure of initial accreditation and supporting documents which define condition of students' exchange. Montenegrin representatives was actively involved in preparation of Guidelines for Quality Porvision in Cross-border Higher Education.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes No

If Yes please explain in what ways the guidelines are applied **Programmes performed at the higher education institutions in Montenegro are performed only at our higher education institutions for the time being.**

ii) incoming higher education provision?

Yes No

If Yes please explain in what ways the guidelines are applied: **Institution, which obtained a form of accreditation by another state or organization, is obliged to submit a certificate on that accreditation to the Council, which carries out the procedure of its assessment, in accordance with its enactment.**

FUTURE CHALLENGES

22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

- *Implementation of aims, tasks and activities defined in the "Strategy for Establishment of NQF in Montenegro";*
- *Development of "Strategy for Development of Higher Education" and the short and long-term policy;*
- *Strengthening the links between higher education institutions and the labour market;*
- *Increasing the efficiency of studying;*
- *Implementation of the joint degrees;*
- *Complete harmonization with Directive EC/36/2005 with regard to regulated professions;*
- *Restructuring the models of higher education financing;*
- *Increased students` and academic mobility (facilitation of visa procedure);*
- *Establishment of the QA and accreditation agency.*

PART II

TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: secr@bologna2009benelux.org) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

Higher education is accessible to all persons in line with provisions of the Law on Higher Education and the statute of an institution. In exercising the right to higher education no discrimination is allowed on any grounds such as: sex, race, marital status, colour of skin, language, religion, political or other beliefs, national, ethnic or other origin, belonging to a national community, material status, disability, birth, or on similar grounds, position or circumstances.

Students are eligible for study courses for obtaining applied undergraduate studies diplomas or academic undergraduate studies diplomas in public institutions, on a competitive basis, in accordance with results achieved at secondary school or at the matriculation exam or upon completion of secondary education or equivalent secondary school, in accordance with the statute of the public institution. Additional conditions may be introduced for admission to particular programs, in accordance with a public institution statute.

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

- increase the number of students' dormitories,

- *provision of student welfare services (health care, day care centres),*
- *measures for ethnic minorities (not financial),*
- *measures for disabled (not financial),*
- *measures for disadvantaged groups (not financial),*
- *promote access from all national areas,*
- *anti-discrimination legislation covering higher education,*
- *admission rules that are transparent, fair and simple,*
- *legislation or other measures to ensure student participation in higher education governance*
- *flexible delivery of higher education*
- *flexible learning paths into and within higher education*
- *legislation or other measures to ensure student participation in higher education governance*
- *Appropriate and coordinated national financial support systems that are transparent*

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

There is no social student care which would ensure that financial support is provided for students based on their social or economic situation. Ministry of Education and Science does not possess financial resources which are specifically dedicated to help students with obstacles related to their social or economic background. All support measures are related to academic performance of students, while all students, regardless their academic performance, are provided with health insurance free of charge.

4. Does your country statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1)? If yes, please specify. Or regular student survey organised with the aim to provide data concerning the social dimension?

Considering the fact that equal access is ensured for all students there is no statistical and/or other research evidence that would enable identification of underrepresented groups nor regular student survey is organized with aim to provide data concerning the social dimension.

III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

We want to create and to put into force NQF, in the form of law or the regulation. The series of public discussions have been done in order to attract all stakeholders to take active participation and contribute with their comments to the elaboration of Montenegrin NQF. Terms of reference for Higher Education Strategy have already been made. The working group, composed of the university professors, will work on the strategy. All important issues for HE reforms, such as NQF, financing of HE, quality assurance, recognition of diplomas, joint degrees, establishing closer links between higher education and the labour market etc. will be integral part of the strategy. Some of these issues will be supported by IPA and Tempus (through a direct support to the Ministry of Education and Science), and of course, by the state budget. By establishing closer cooperation with the labour market, higher education programmes will be constantly revised, taking into account the labour market needs, and in that way, more students will be attracted to study such programmes, which will result in the better efficiency of studying and higher employability rate. Efficiency of studying will be improved through engagement of consulting agencies, that will work in close cooperation with higher education institutions and assist the future students to choose the appropriate study programmes, in accordance with their interest and aspirations. According to our Law on Higher Education, only universities can issue joint degree diplomas based on signed contracts between HEI. Given the fact that University of Montenegro is benefiting from the Erasmus Mundus and Erasmus Mundus – External Cooperation Window, and thus creates partnerships with many EU universities, it creates a good basis for establishing good cooperation and signing of agreements, on the basis of which, joint degrees could be issued in the future. In the view of restructuring of financing of higher education, Ministry of Education and Science created WG, that will by the end of this year define draft of new model of financing of higher education. In December this year, EU expert will come to Montenegro in order to help us define new model, based on the good practises, but tailored to the specificities of our education system. Council of Higher Education, which is appointed by the Government, is functioning, among other things, as an accreditation body from 2004. Recommendation from EUA experts is to have an independent accreditation body, or to establish regional accreditation agency. Therefore, we planned to establish such agency, but use the experience of the members of Council of Higher Education, bearing in mind that they have been operating as accreditation body for four years and so far has issued more than 40 certificates of accreditation of undergraduate and postgraduate study programmes.

Contacts have been established with foreign embassies and EC Delegation to Montenegro in order to facilitate the procedure of getting visas. In case of each individual project, programme, the information is distributed to the relevant embassies, so as to enable students/professors to get visas easier and faster and for a longer period. In order to increase and stimulate mobility, we make information and promotion activities, through organizing information sessions, putting all information on the web page, and also distributing leaflets, brochures and posters to HEI, students` organizations and students themselves. In order to increase the efficiency of studying, Students` Parliament and trade Union of Montenegro have signed the Protocol on

cooperation, that prescribes the foundation of fund for proving grants to students, and therefore, enable many students to study, without being concerned about financial aspects of studying. For the time being, 300 students will be financed monthly, regardless their academic performance. Family (students without one or both parents) and financial circumstances will also be considered.

With regard to the harmonization of legislation with Directive EC/36/2005, Ministry of Education and Science has already identified relevant institutions that are directly affected by this Directive. Letter and the text of Directive have been sent to all of them to propose members in the WG. It is planned to organize two study visits to EU countries that are already implementing this Directive. Since we still do not have a list of regulated professions as such, although there is a nomenclature of professions, we are planning to create this list (each ministry for its area). For many of regulated areas, such as medicine, veterinary, engineering, architecture, law, there are professional chambers issuing working license for practicing those professions.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

This has already been answered in questions 3 and 4.

(c) is there a specific budget for these measures for underrepresented groups? If yes, please provide details

No

d) is there a timeline for action? If yes, please provide details.

No

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

Enrolment at HEIs is done in line with provisions of the Guidelines for Enrolment at the First Year of Study. Selection of enrolled students is publicly announced. In case that students consider that the ranking procedure is not regularly performed they are entitled to appeal to the Central Enrolment Commission, the work of which is public. Each test the student does at the exam is public and student can get insight into his/her test. Results of the tests are also public.

IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

Ministry of Education and Science is authority responsible for preparation, implementation and evaluation of the national strategies in the field of higher education. Since Council for Higher Education is, in line with provisions of the Law on Higher Education, in charge for the improvement of higher education policy. The Council prepares initial draft strategy and submits it to further development to the Ministry of Education and Science and later adoption by the Government.

ANNEX A

Actions mentioned by the Bologna countries in the 2007 national reports

Financial

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

Structural

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

Certain groups

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

Policy and practice

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

ANNEX B

Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

ANNEX C

Suggested approach of the work on national strategies on the social dimension

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?