THE BOOK OF CHANGES

OF THE EDUCATION SYSTEM

OF THE REPUBLIC OF MONTENEGRO

Sponsored by:
Open Society Institute Montenegro

Podgorica
2001
The Book of Changes of the Education System
of the Republic of Montenegro - Short Version

Publisher: THE MINISTRY OF EDUCATION AND SCIENCE
Editor: Prof. dr Slobodan Backović
Editorial Board: Tatjana Novović, Miodrag Vučelić, Vidosava Kašćelan, Maljota Nuculović, Radoslav Milošević-Atos, Željko Raičević
Translated by: Nataša Živković and Božica Vujačić
Language editing: Paul Turner
Design: Radoslav Milošević-Atos
Printed by: Pobjeda” Podgorica
Copies printed: 3.000
Podgorica 2001

CIP- Cataloguing-in-Publication
Central Peoples’ Library of the Republic of Montenegro “Djurdje Crnojević”, Cetinje

37 014 3(497 16)
{Book of Changes

Tiraž: 3.000
P.k.: a) Obrazovanje - Reforma - Crna Gora
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>7</td>
</tr>
<tr>
<td>1. GOALS AND PRINCIPLES</td>
<td>13</td>
</tr>
<tr>
<td>1.1 Goals</td>
<td>13</td>
</tr>
<tr>
<td>1.2 Starting points and sources of principles</td>
<td>14</td>
</tr>
<tr>
<td>1.3 Underlying principles</td>
<td>14</td>
</tr>
<tr>
<td>1.3.1 Decentralization of the system</td>
<td>14</td>
</tr>
<tr>
<td>1.3.2 Equal opportunities</td>
<td>15</td>
</tr>
<tr>
<td>1.3.3 Making choice according to individual abilities</td>
<td>15</td>
</tr>
<tr>
<td>1.3.4 Introduction of European standards</td>
<td>15</td>
</tr>
<tr>
<td>1.3.5 Application of a quality system</td>
<td>16</td>
</tr>
<tr>
<td>1.3.6 Development of human resources</td>
<td>16</td>
</tr>
<tr>
<td>1.3.7 Life-long education</td>
<td>17</td>
</tr>
<tr>
<td>1.3.8 Flexibility</td>
<td>17</td>
</tr>
<tr>
<td>1.3.9 Possibilities of transfer (vertical and horizontal interconnectedness of the system)</td>
<td>17</td>
</tr>
<tr>
<td>1.3.10 Compatibility of curricula with the level of education</td>
<td>18</td>
</tr>
<tr>
<td>1.3.11 Interculturalisation</td>
<td>18</td>
</tr>
<tr>
<td>1.3.12 Gradual introduction of changes</td>
<td>18</td>
</tr>
<tr>
<td>2. ORGANIZATION AND FINANCING OF EDUCATION</td>
<td>19</td>
</tr>
<tr>
<td>2.1 Administration and management</td>
<td>19</td>
</tr>
<tr>
<td>2.1.1 Central level</td>
<td>19</td>
</tr>
<tr>
<td>2.1.1.1 Advisory bodies</td>
<td>23</td>
</tr>
<tr>
<td>2.1.2 Local level</td>
<td>24</td>
</tr>
<tr>
<td>2.1.3 Institutional level</td>
<td>25</td>
</tr>
<tr>
<td>2.1.3.1 Advisory bodies</td>
<td>27</td>
</tr>
<tr>
<td>2.2 Private schools and preschool institutions</td>
<td>27</td>
</tr>
<tr>
<td>2.3 Monitoring of the system of education</td>
<td>28</td>
</tr>
<tr>
<td>2.4 Teaching staff</td>
<td>29</td>
</tr>
<tr>
<td>2.5 Rights and duties of students</td>
<td>31</td>
</tr>
<tr>
<td>2.6 Role of parents in the organization of school</td>
<td>32</td>
</tr>
<tr>
<td>2.7 Financing of education</td>
<td>33</td>
</tr>
<tr>
<td>2.7.1 Principles and resources of financing</td>
<td>33</td>
</tr>
<tr>
<td>2.7.2 The Budget of the Republic</td>
<td>33</td>
</tr>
<tr>
<td>2.7.3 Local Government</td>
<td>34</td>
</tr>
<tr>
<td>2.7.4 Private schools</td>
<td>34</td>
</tr>
</tbody>
</table>
5. 10. School calendar............................................................................................ 58
5. 11. Assessment of knowledge ........................................................................... 58
5. 12. The Matura exam.......................................................................................... 59

6. VOCATIONAL EDUCATION................................................................................. 61
6. 1. Principles........................................................................................................... 61
6. 2. Goals ................................................................................................................ 61
6. 3. Social partnership ........................................................................................... 62
6. 4. Standardization of occupation ................................................................. 62
6. 5. Standards of vocational education ............................................................ 63
6. 6. Vocational schools and their duration ..................................................... 63
6. 7. Enrolment in vocational schools................................................................ 66
6. 8. Curriculum ........................................................................................................ 66
6. 9. Subjects ............................................................................................................ 67
6. 10. Practical teaching.......................................................................................... 68
6. 11. Assessment of student’s knowledge......................................................... 68

7. ADULT EDUCATION.............................................................................................. 71
7. 1. Principles........................................................................................................... 71
7. 2. Goals ................................................................................................................ 71
7. 3. Actors in the organization of adult education........................................... 72
7. 3. 1. Primary schools and high schools............................................................. 72
7. 3. 2. Vocational schools ..................................................................................... 72
7. 3. 3. Vocational colleges and faculties........................................................... 73
7. 3. 4. People’s and workers’ university .............................................................. 73
7. 3. 5. Training in businesses ............................................................................. 73
7. 3. 6. The Chamber of Commerce .................................................................. 74
7. 3. 7. The Employment Agency ........................................................................ 74
7. 3. 8. Private schools ........................................................................................... 75
7. 3. 9. Driving schools .......................................................................................... 75
7. 3. 10. Special training centers ......................................................................... 75
7. 4. Types and methods of adult education acquisition.................................... 75
7. 5. Curriculum ........................................................................................................ 76
7. 6. Duration of educational programmes ....................................................... 76
7. 7. Practical teaching............................................................................................ 77
7. 8. Organization and management................................................................. 77
7. 9. Financing of adult education ...................................................................... 78
7. 10. System of assessment ................................................................................. 79
7. 11. Certifications and diplomas ....................................................................... 79
7. 12. Teaching staff in adult education............................................................... 79
7. 13. General education....................................................................................... 80
APPENDIXES ...........................................................................................................................................81
THE DECISION ON THE ESTABLISHMENT OF THE COUNCIL FOR CHANGES IN
EDUCATION OF THE REPUBLIC OF MONTENEGRO .........................................................81
AN ORDER ON THE APPOINTMENT OF COMMISSIONS FOR CHANGES IN
EDUCATION ...........................................................................................................................................84
INTRODUCTION

The process of globalization and individualization, in the context of continuous innovations, makes the system of education one of the key levers of development. The need for the acquisition of new knowledge, and the need for its diffusion, defines the change of the education system as almost an universal task.

The modern age is characterized by entrepreneurship, while innovation is a normal, stable and continuous phenomenon. Accordingly, knowledge is becoming the basic resource for the development of every society and its competitiveness in the future global, information based economy.

The above-mentioned mega trend, as well as the fact that Montenegro is in a period of overall transition, makes the change of our current traditional system of education an imperative.

Goals of changes in education

The new system of education must be compatible with the strategic development orientation and overall goals of the reform in Montenegro for the development of a democratic, economically prosperous and open society, based on the governance of law, peaceful interethnic coexistence, understanding and tolerance.

The structure of the goals of the changes in education has two levels: the level of societal goals and the level of educational goals. However, the realization of these goals, at both levels, requires certain strategic prerequisites.

- **The level of societal changes** comprises the development of citizens who will:
  - contribute to economic progress (increase of social income, employability, the standard of living etc.)
act responsibly on the basis of the principles and norms of a civic and democratic society;
be prepared for lifelong learning, in order to be able to adapt to the changes in the labour market.

The level of educational changes - indicators of an effective system of education are:
A high pupil and student rate of completion and acquisition of quality knowledge;
An increase in the level of the participation of the elementary-school-age population in post-elementary education;
An increase of the number of pupils and students who will acquire, retain, understand and use acquired knowledge and civic values;
satisfied and motivated teachers.

Strategic prerequisites for the realization of the stated macro goals are:
a) High quality of learning and teaching, which presupposes:
the use of modern teaching methods;
well equipped classrooms to meet the requirements of methodological pluralism in the teaching process;
high-quality teachers;
adequately equipped schools;
access to early education;
an active role by parents;
cooperation with the local community.
b) Improved standard of conditions for work and learning:
adequate teacher-student ratio
clearly defined teaching standards
diversification of learning opportunities and flexible curricula.

The achievement of the defined strategic goals, requires the modeling of a new system of education which will have:
the quality of a democratic and decentralized system;
An organizational structure with built-in mechanisms for self-improvement;
A partnership of school, community and business.

This gives the general attributes of the conception of an advanced system of education in Montenegro. A system of education which will have a constant functional link with continuous and diversified changes in society, and therefore with the labour market.
The strategy for the reform of the education system

Changing the education system is a process of restructuring a very complex and diversified social system. Experiences in other countries show that we are dealing with an extremely complex task.

The strategy of the education system consists of two basic phases:
- The formulation of the new education system
- The plan of implementation

The formulation of the new education system contains the following key elements:
- defining the conception, i.e. the vision of the new system of education
- defining the new legislation, which formulates the institutional, (i.e. legal) framework of the new system, on the basis of the adopted conception.
- defining the new curricula for various educational subsystems.

Putting in place the new system will be a process of upgrading the education system, which will take place over a long period of time. Accordingly, the strategy for the implementation itself must contain the following elements:
- A reduction of the long term implementation period to single time phases
- Formulating the aims of implementation in accordance with the defined periods, i.e. phases.
- Defining the required financial, human and other resources, in accordance with the formulated aims, for the various time periods.

Consequently, the tempo of the implementation will be determined by the objective capacities available in certain time intervals.

Formulation of the new education system

The first constituent element of this phase is defining the conception of the new system of education. The process of the definition of the new conception has lasted almost two years, with parallel activities on the preparation of other elements of this phase.

The working version of this new conception, under the title: “the Book for Changes” underwent two cycles of public debate. The first broader and the second narrower in scope. We applied the so-called funnel method in the testing of the proposed solutions.
The first round of public debate included a significant part of the professional and general public. Propositions and new solutions were discussed in almost all bigger secondary schools, while parts dealing with preschool education and basic education were discussed at regional level.

A great number of teachers, pupils, parents, teachers’ sections, representatives of social partners, institutions, nongovernmental organizations and international experts took part in the public debate.

All comments, proposals and suggestions have been incorporated in a separate book published by the Ministry of Education and Science.

The first round of public debate has shown unequivocally that both the educational professionals and the general public support the changes in the education system.

A large majority of the public gave support to the proposed conception for upgrading the education system.

However, the public debate opened up dilemmas in connection with some solutions, and therefore an Annex to the Book for Changes was prepared and offered for debate, this time only to the professional public. It was the second round of the debate, which was conducted at a three-day seminar in September.

The seminar gathered prominent educationalists, pedagogues, psychologists, parents, representatives of NGOs and others, who exchanged opinions with regard to the “open issues” that had remained unsolved.

The seminar enabled expert commissions to reach the final version of the conception of the education system, now called the Book of Changes.

On the Book of Changes

The Book of Changes sets out the integrated composition of a modern system of education. This judgment is based upon the following outcomes:

- The Book of Changes gives an integrated treatment of the education system, up to the tertiary level, to the extent that was possible, starting from our present practice, European experiences and goals that we would like to achieve.
- The offered conception of the education system has, without any doubt, incorporated the general principles of other European education systems, i.e. the principle of democracy, autonomy,
equal opportunities, decentralization, deregulation, and depoliticisation and transparency of the quality of education.

Finally, it should be emphasized:

- In the development of this conception we have engaged the majority of authorities available in the educational profession and science.
- We had formed five commissions for different levels of education: preschool education, basic compulsory education, secondary vocational education, High schools, and adult education.
- These commissions worked with foreign consultants from Great Britain, Finland, Norway, The Netherlands, Romania, Hungary and a certain number of experts from Slovenia.
- The Slovenian experience have been especially valuable, bearing in mind the fact that both Slovenia and Montenegro used to have the same system of education, and that Slovenia implemented its new system several years ago.
- The new conception has been the result of public debate both in professional circles and with the general public in Montenegro.

This conception enables us to move on. Tempo is an important dimension in the transformation of every social system, and therefore of the system of education as well. Delays, postponements, eternal discussions, and insistence on perfect solutions would make the changes senseless.

We have no right to do that. It is our duty to advance our system of education for both current and future generations. After conceptualization, the adoption of legislation and the revision of curricula, we are facing a long phase of the implementation of the changes. I am convinced that both the Government and the Parliament will speed up this process, and help develop Montenegro by making education a priority in the public finances as well.

MINISTER OF EDUCATION AND SCIENCE

Prof.dr Predrag Ivanović
1. GOALS AND PRINCIPLES

1.1. Goals

In the modern world, education is more and more directed to the future and it has become an inseparable part of long-term societal and scientific-technological projections. Any developmental conception is able to succeed only if well prepared and trained professional-human resources are engaged in its implementation. For the past few years Montenegro, as a state, has striven for changes: societal, economic, political, and also educational.

As it is today, education cannot meet the needs of the modern age without improvements and therefore must undergo qualitative, structural, organizational, conceptual and personnel changes. It is necessary to develop new attitudes towards education, create a new philosophy and methodology of education, and focus on future educational needs, which will be demanded by the new post-industrial society.

Education should:

- be a promoter of development, together with science and technology,
- develop in the direction of supporting inclusiveness and participation at all levels and in all areas of work and activity,
- meet the needs, interests, wishes, and ambitions of the individuals who are being educated,
- be organized so as to provide an individual with the opportunities for the development of freedom of thought and willful active participation,
- in terms of its content, provide a basis for the development of youth and adults who will respect human rights, the legal state, pluralistic democracy, tolerance and solidarity.

The above-mentioned goals are a starting point and orientation for the definition of the basic principles underlying the new education system in Montenegro.
1. 2. Starting points and sources of principles

The changes in the education system in Montenegro will be based on the development of an original strategy, inspired by positive traditions and heritage, which would incorporate the new tendencies of a modern society and the successful solutions of the developed education systems in Europe.

In accordance with socio-economic changes and the tendency toward globalization and the lifting of boundaries, schools must prepare young people for life in a multicultural Europe and in a democratic society. Therefore the reformed education system will base its theoretical starting points on the Constitution of the Republic of Montenegro and the following international documents:

- UN Universal Declaration of Human Rights
- UN Declaration of the Rights of the Child
- Convention against Discrimination in Education
- UN Convention of the Rights of the Child
- Resolution on the European Dimension of Education

1. 3. Underlying principles

1. 3. 1. Decentralization of the system

Decentralization means the greater democratization of relations. That implies a higher degree of participation by local communities, citizens, their associations and parents in all educational changes. With these changes they are given the chance to directly influence the work of schools and the teaching process.

Decentralization means a new way of managing the educational system. It requires a decrease of regulations, the adoption of more general rules, and an educational process more flexible and open to rapid changes. That would lead to the process of deregulation and transfer of responsibilities from the centre (i.e. state) to the teachers, their knowledge and professional responsibility being used in the working of a decentralized system of education.
1. 3. 2. Equal opportunities

The state must guarantee equal rights to education to every individual, regardless of their sex, social and cultural background, religion, nationality, physical and psychological characteristics. At school everyone should have equal rights and duties. The aim is to provide everyone with the same opportunities.

In order to achieve this goal it is necessary to:

- increase possibilities for older children to enroll in preschool institutions
- establish mechanisms for the successful completion of elementary school by underprivileged children
- encourage a larger population of young people to attend secondary education
- increase the flexibility of the higher education system and enable enrolment in higher education to as many students as possible
- involve adults in various forms of education and training
- provide possibilities for the education of children with special needs and speed up their integration in mainstream education.

1. 3. 3. Making choice according to individual abilities

Every student should be given the opportunity to fulfill his or her full potential. This should help young people to develop into responsible citizens, actively contributing to the democratization of their society.

In order to enable students to progress according to their abilities and to fulfill their special interests, choice must be offered at all levels of the system, and within each segment of education, different content, methods and forms of work must be offered.

Consequently, the development of a network of private educational institutions should be encouraged at all levels of the education system of the Republic of Montenegro.

1. 3. 4. Introduction of European standards

The establishment and achievement of standards of knowledge, which are
comparable with European standards, provide functional links with developed countries. This presupposes recognition of diplomas and a high degree of correlation within the existing network of universities abroad. An important element of the introduction of European standards in education is a combination of both internal and external evaluation of students’ achievements.

1. 3. 5. Application of a quality system

In order to provide the needed quality of education it is necessary to aim at innovation of goals and programmes, a higher-quality education of teachers, and the application of effective educational technology (better premises, material and technical resources and the improved social status of schools etc).

A change in the attitude towards work by those who are employed in education is an imperative in attaining quality. It is necessary to establish mechanisms for the evaluation and improvement of the quality of the teaching process and school management.

A modern school must have all the characteristics of a modern educational-information centre having all the facilities required for the effective and inventive work of students and teachers. Therefore, it is necessary to define the method of the financing of education in order to support the sustainability of both the quality and the continuity of its development.

1. 3. 6. Development of human resources

Education and training are the best investment in the maximum exploitation of human potential. It also has an important effect in enhancing competitiveness, new job openings and social stability.

Changes in education in Montenegro are part of efforts aimed at increasing the level of qualifications in the country, and the mobility of students and workers. Part of the same process is the close cooperation of schools and businesses, developing educational software and the multimedia industry, adapting to new information technology etc. A greater emphasis will be put on education and the life-long training of adults, redundant workers and of the unemployed, and, especially those employed.
Thus, we should bear in mind the fact that the basic aim of education is not merely acquiring qualifications, but the development of individuals, their successful integration in society by sharing common values, preserving cultural heritage, and acquiring self-confidence and relying on their own abilities.

1. 3. 7. Life-long education

Nowadays, in an era of rapid technological innovations and other global challenges, life-long education has great importance. In that sense, it is necessary to encourage awareness of the need for a learning society in the Republic of Montenegro.

Conditions should be created to make life-long learning a real possibility for all citizens. The linkage of formal and informal education connects and integrates educational content and organizational models, generating equal rights in the process of education as well.

In order to create the conditions for such education we must achieve a higher quality of coordination at local, national, and international level, as well as greater flexibility in meeting the needs of the economy and established educational standards.

1. 3. 8. Flexibility

The system must be flexible. This principle will come to the fore especially in the development of new curricula. They must be open, and prone to changes. Schools and teachers will have greater freedom in the development and implementation of curricula. The defined goals and the established standards must be attained, but the choice of method applied to achieve them is left to the teacher. Consequently, greater autonomy implies a greater responsibility for the teacher as implementer.

1. 3. 9. Possibilities of transfer (vertical and horizontal interconnectedness of the syste

This principle provides students with possibilities of transfer within a
programme of a certain type of school. Moreover, a good correlation of all segments of the education system (from preschool education to tertiary) is necessary. This applies especially to the transfer from one level of education to the next (transfer from elementary to secondary school and from secondary school to two-year post-secondary education and higher education).

1. 3. 10. Compatibility of curricula with the level of education

Curricula should make a logical whole, they should not be just a set of unrelated content. Curricula content should provide the required quality of knowledge and attainment of the standards for the corresponding segment of the education system.

1. 3. 11. Interculturalisation

The preparation of young people for living in a multicultural society and learning to respect values such as peace and tolerance of, religious, racial, and all other differences, implies the deideologization of education.

Deregulation and decentralization of the education system will turn it into a more public institution and thereby contribute to its own depoliticization.

1. 3. 12. Gradual introduction of changes

We are in favour of the gradual implementation of all changes and a parallel evaluation of their results. Before the implementation of the changes, material and professional conditions should be provided as well as financial support.
2. ORGANIZATION AND FINANCING OF EDUCATION

2. 1. Administration and management

2. 1. 1. Central level

The changes in the education system of the Republic of Montenegro require the creation of a relevant institutional infrastructure. In order to enable implementation of the changes and to ensure that the functions of the education system are in place, which can be compared with the education systems of European countries, and to develop the system further, an organizational transformation of the Ministry of Education is necessary, especially the School Inspectorate, which should become an advisory, developmental and managing service. Beside the central service, it is necessary to develop a deconcentrated and decentralized structure, which will develop simultaneously with the development of local self-government.

For the provision of services within the area of education and science, the Ministry of Education and Science needs to establish a basic functional number of organizational units. Within the Ministry, sectors, services and departments will be formed, as shown in Chart 1. At the head of the Ministry there will be a minister, two deputy ministers and a secretary. The deputy ministers will be in charge of the sectors, while the services and departments will be administered by heads and supervisors.

The Ministry of Education and Science will perform administrative and other functions related to: policy making in education, the development of the framework of the education system, the financing of education, implementation of state policy in education, in coordination with other institutions, the establishment and management of public educational institutions, preparation of the legal regulations in the domain of education and science, implementation of laws, regulations and administrative orders, pupils and students’ services, international cooperation in the area of education, support and coordination of the activities of the educational institutions responsible for research, development, advice and other duties.
As functional reasons require the separation of administrative and inspection control, it is necessary to establish The Inspectorate of the Republic of Montenegro for Education with a small number of employees. The Inspectorate should be established by the Government of the Republic of Montenegro, as an independent administrative body, affirming thus the partnership principle. The Inspectorate will be in charge of the control of the implementation of the laws, other regulations and administrative acts, the regulation organization and financing of educational institutions that will ensure that the rights of pupils and students and other participants in education are exercised. The Inspectorate should closely cooperate with the Ministry and other institutions. The work of the Inspectorate will be managed by the Chief Inspector, while the activities and tasks are performed by the schools inspectors.

In order to provide institutional insurance of the implementation of the proposed changes, that is to ensure the research, developmental, and advisory functions in education, it is necessary to establish The Center for General Education of the Republic of Montenegro as a public institution, established by the Government of the Republic of Montenegro. Establishing the Centre ensures the necessary separation of the control and advisory function. By setting up institutions, such as the Centre for General Education, in the form of a sector, that is a department, we form cores for the professional training of human resources, which in time can serve as a basis for establishing other institutions.

As the main actor in the improvement of education in the Republic of Montenegro, the Centre has its task the professional duties of monitoring and developing the education system. From this follow the basic duties related to: preparation of professional tasks on issues within the competency of the councils for education, preparation and development of educational goals, curricula, catalogues and standards of knowledge, norms and standards of teaching aids and equipment, methodology of textbook development, advisory activities in educational institutions, proposals of measures for the development of certain levels of education, development of teaching technologies, and evaluation of the possibilities for their application, development of methodology and instruments for external assessment of pupils’ attainments, organization of the professional development of teachers, as well as other duties pursuant to the law. The Centre will closely cooperate with the Ministry, councils for education, faculties, and other institutions.

Having in mind the functional and territorial principles of organization and in order to perform its duties and tasks, the Center will form sectors and services as shown in Chart 2.
The Book of Changes of the Education System of the Republic of Montenegro

Center of the Republic of Montenegro for General Education

Director

Sector for development, programming and advising

Depart. for development, programming and advising in preschool education

Depart. for development, programming and advising in primary education

Depart. for development, programming and advising in general secondary education

Depart. for development, programming and advising in education for children with special needs

Depart. for development, programming and advising in general adult education

Sector for quality provision in education

Examination centre for primary education

Examination centre for general secondary education

Depart. for in-service training of teachers

Depart. for in-service training of teachers in general

Depart. for in-service training of teachers in education for children with special needs

Depart. for research

Depart. for research in general education

Depart. for research in education for children with special needs

Administration service

Branch unit Nikšić

Branch unit Bijelo Polje

Branch unit Budva

Chart 2.
Due to specific requirements in the organization and implementation of secondary vocational education, and the necessity of participation by social partners in the structuring and financing of vocational education, it is necessary to establish the Center for secondary vocational education of the Republic of Montenegro, as an independent institution of social partnership. The Center should be established by: the Government of the Republic of Montenegro, the Ministry of Education and Science, the Ministry of Labour, the Ministry of Finance, the Employment Agency, the Chambers of Commerce, the Trade Unions, businesses, educational authorities and others.

The Centre will perform duties and tasks related to the secondary vocational education of youth and adults, such as: the preparation of professionalizing issues within the competence of the Centre for secondary vocational education, that is the Centre for adult education, the monitoring, analyzing and developing of vocational education, the preparation of uniform standards of occupational training, comparable with the standards of European countries, preparation of standards of knowledge, preparation of curricula, carrying out of research in the area of vocational education, coordination of work with social partners and other institutions.

2. 1. 1. 1. Advisory bodies

Through the depoliticization and deregulation of the system important parts of the powers and responsibilities of the Ministry of Education and Science will be transferred to professional and advisory bodies. Thus, the making of professional decisions of primary importance will be transferred to expert level. According to the Book of Changes decisions will be made by the following professional-advisory bodies: The Council for General Education of the Republic of Montenegro, the Council for Secondary Vocational Education of the Republic of Montenegro and the Council for Adult Education of the Republic of Montenegro. The Council for General Education of the Republic of Montenegro should be appointed by the Government of the Republic of Montenegro, proposed by of the Ministry of Education and Science and the University of Montenegro, from the ranks of eminent experts for corresponding levels and areas of education, scientists, university professors, trade union representatives, and representatives of national and ethnic groups. The Council for Adult Education of the Republic of Montenegro should be appointed by the Government, its members including experts chosen according to the principle of social partnership.
The councils will make decisions on issues related to: educational goals, curricula contents, standards of qualifications, catalogues of knowledge, standards of knowledge, adoption of textbooks, and educational materials and other professional issues related to the operation of educational institutions. The Councils will also propose to the Minister of Education and Science decisions to be made on administrative, technical, and organizational issues, such as: standards of school space, educational aids and equipment. The Councils will give their opinions on general issues in the area of education, provide expert assistance in the preparation of legal regulations, monitor and evaluate the state and development of education in terms of needs, possibilities, quality and international comparability. The Councils’ decisions on expert issues are signed by the Minister, who cannot influence their professional content. The Minister makes and signs decisions on general, administrative, technical and organizational issues, following proposals by the councils for education. Administrative, technical, and professional tasks within the framework of the competence of the councils are performed by the services of the Ministry, of the Centre of the Republic of Montenegro for General Education and the Centre of the Republic of Montenegro for Secondary Vocational Education.


2. 1. 2. Local level

In order to enable local self-government to exercise its rights and duties to establish, manage, and ensure the development and monitoring of educational institutions, it is necessary to provide professional training, improve the organization and professionalize the work of the local self-government body responsible for education. The local self-government body will have the obligation of implementing state legislation, financing the maintenance of school buildings, provide social care for students (transport, school meals, health care etc) and co-finance investments and material expenses. The local self-government body also has the obligation of implementing curricula adopted by the councils for education, as well as standards prescribed by the law. The local self-government body, in cooperation with educational institutions, has the right to propose to the
councils and the Ministry parts of curricula content of special interest to the local community.

**2. 1. 3. Institutional level**

Educational institutions in public ownership are established by the state and the units of local self-government. It is necessary to delegate to the units of local self-government the rights of the state to found preschool institutions, primary art schools, institutions for primary education of adults, and partly to compulsory primary education institutions. The state will retain the right to found general secondary schools, secondary vocational schools, institutions for education of children with special needs, institutions for adult education for post-primary levels, as well as parts of the institutions for primary education. The exception to the latter is the possibility left to unions of municipalities or regions to found a secondary vocational school, according to their needs and material resources.

A preschool institution, that is a school, will be managed by a managing board, that is the school board with 9–13 members. School boards will represent one aspect of the functioning of the public system of education of Montenegro.

A preschool institution, that is the school, founded by a unit of local self-government will be governed by a managing board, that is the school board, whose members will be chosen from the ranks of teachers, parents, local community members, and the Ministry through the following model: 4+2+2+1 (four members will be chosen by the teachers’ assembly, by ballot, two members will be chosen by the parents’ council, two members by the unit of the local self-government, and one member by the Ministry).

The managing board, that is the school board, will have duties and responsibilities concerning: the appointment and dismissal of the principal, approval of development programmes, the adoption of the annual programme of work, deciding on the appeals of students, parents and the staff, as well as other duties according to the law.

A preschool institution, that is a school, will be run by the principal, in the role of pedagogical manager and administrator, that is an executive body. The principal will be appointed by an open competition and could also be dismissed by the managing board, that is the school board. In the procedure for the appointment of the principal, the managing board members, that are the school board members from the ranks of the teachers have a vital mandate. The managing board, that is the school board,
board, appoints the principal, first obtaining the results of the secret vote of the teachers’ assembly on candidates, and also the opinion of the parents’ council and of the unit of the local self-government. When the principal is chosen by the school board, the Minister gives his consent to the appointment of the principal. If the Minister does not approve the choice of the principal, the school board will appoint an acting principal, for a period of one year at the most, from among the candidates who took part in the competition or from the ranks of the teachers.

The principal plans, organizes, coordinates and runs the work of the preschool institution, that is the school, prepares development plans and drafts the annual work plan, defines the organizational chart, taking into consideration opinion previously obtained of the unit from the local self-government and the approval of the Ministry, and is responsible for the implementation of the curricula and performs other duties according to the law.

The preschool institution, that is the school, founded by the state, will be managed by a managing board, that is the school board, composed of representatives of teachers, parents, the Ministry, and the local community, and sometimes including representatives of students and employers (only for secondary, that is secondary vocational schools), according to the following model: 4+2+2+2+2+1 (four members are chosen by secret ballot by the teachers’ assembly, two members by the parents’ council, two members by the Ministry, two representatives from employers, two representatives of the students’ community / grade III and IV/ and one member of the local community).

The proposed structure of the managing board, that is the school board, the method of appointing its members and determining competencies, will provide a balance between political and central administration on the one hand and professional and local on the other, will form a transparent division of decision making and responsibilities, i.e. fulfilling and reconciling the interests of all students, implementers and users of education, thus contributing to the improvement of the quality of education.

This proposed model of selection of the principal, through proposed competencies and responsibilities demonstrates the intention to make the principal responsible for his/her work as the direct implementers of the education process, which he/she organizes, directly responsible to the users of education.

The owners manage educational institutions in joint ownership.
The founders manage educational institutions in private ownership.
2. 1. 3. 1 Advisory bodies

In order to exercise public interests and rights as well as to ensure greater influence on education, following the principle of partnership in preschool institutions, that is schools, parents' councils will be formed, as consultative bodies to preschool institutions. Parents will choose councils through procedures established by the statute of a preschool institution. Every preschool institution, will have a parents' council, the number of members will depend on the number of students. Parents of students from different grades will be chosen for the council. Parents’ councils have the right to chose members of the managing board, that is the school board, as well as, the right to give an opinion on the choice of the school principal. The council can also give opinions on decisions and issues regarding the rights of students. A school will offer to the council a programme of pedagogical training for parents. The council will use the school premises for its work.

2. 2. Private schools and preschool institutions

- In the Republic of Montenegro the law will enable the establishment of private preschool institutions and schools at all levels.
- The introduction of private education in Montenegro should aim at offering better opportunities, that is a greater choice of options to education, according to parents’ wishes, and depending on the affinities of their children.
- The legal status of private schools and preschool institutions should be in accordance with the provisions of international declarations and conventions signed by the state, and above all, it should be in the interest of the Republic of Montenegro.
- The state will provide financial support to preschool institutions and private schools implementing the curricula, which according to the relevant educational body meet the prescribed standards for public kindergartens and schools’ programmes. Private kindergartens and schools, whose programmes meet the standards for public schools, as established by the relevant body, will receive from the state 70% of the expenses (wages and material expenses) per student in a public school.
- Donations are included in the overall revenues of the school and will be used for a specified purpose.
Education acquired in private schools must have public recognition, that is, certificates issued by private schools must be publicly recognized.

Private education should enable both vertical and horizontal transfer to public education.

Private elementary schools will not be financed if they put at risk the existence of public elementary schools in a certain area.

Foreign citizens and states can establish private schools following the same procedures applied to local organizations and private individuals.

The state must have access to, and regulatory control over, the system of private education.

2. 3. Monitoring of the system of education

The reformed system of education will require a transformation in the area of the existing system of supervision.

The system of assessment of knowledge by means of standardized tests and the external assessment of knowledge, the teachers’ need for and duty to receive continuing education and professional development, the new methodologies in the development and implementation of the curricula, the emphasis on the pedagogical aspects of the teaching process, the raising of the level of quality in education as a national imperative, implies; control of the attainment of the adopted standards of knowledge of students, control of the individual results of teachers, the evaluation of the quality of the teaching process, etc. The change of the education system (decentralization, deregulation, democratization) presupposes the definition of the national standards of students’ attainment, and thus the need for quality control at national level, according to clearly defined standards.

Pedagogical advisers will have an advisory and developmental function, while the function of inspection remains in the domain of the implementation of laws and other regulations. The implementation of the whole of legislation in the area of education will be controlled by a small number (5-10) of school inspectors for regulations, organized as an independent administrative body by the Government of the Republic of Montenegro, under the title of the Inspectorate of the Republic of Montenegro for Education.

Pedagogical advisors, as an advisory-developmental service will function within the centres for education.
2. 4. Teaching staff

Initial teacher education and their professional development should be harmonized with the changes in education of the Republic of Montenegro. In the area of initial teacher education it is necessary to:

- prolong the initial studies for preschool teachers to six semesters, that is, three years.
- educate medical staff preparing to work in day care centres (a secondary school occupation) in the pedagogical group of subjects, while teachers preparing to work in day care centres (working with older day care age groups) should receive more education in the area of childcare, health protection and preventive measures.
- offer grants in order to stimulate the enrolment of male teachers at the faculty for the education of preschool teachers.
- establish closer cooperation between institutions providing education for teachers working in kindergartens, elementary and secondary schools.
- define the curricula on the principle of the professionalization of the occupation. Subjects should be offered relevant to the nature of the profession.
- orient programmes of teaching-scientific disciplines towards a dynamic instead of a static concept (additions and changes should be introduced aimed at raising the quality of the programmes and their modernization on the principle of a system of credits).
- adapt the education of future primary school teachers in accordance with the requirement; that the teaching in cycle I is performed by class teachers (grades I, II and III), in cycle II by class teachers alongside subject teachers (grades IV, V, VI), while in cycle III the teaching should be performed by subject teachers (grades VII, VIII, IX).
- educate teachers with broad professional profiles (able to teach two to three subjects) at the teacher training colleges.
- orient the teaching process towards active learning, with students as “researchers”, encountering pedagogical phenomena in small research projects.
- increase the number of hours of teaching practice to a minimum of 12 weeks for teachers and 10 weeks to preschool teachers, and organize it at a higher quality level (during this practice the student should be provided with mentoring by an expert, appointed by the school).
- apply solutions, compatible with the solutions of the EU countries, to students of other faculties wishing to teach.
open a postgraduate course at the Department for Graduate Teachers, in the long run.

opened a postgraduate course in methodology of the relevant subjects at the University of Montenegro.

organize training in classroom teamwork for future preschool and the other teachers, before the introduction of nine-year primary schools.

plan study visits for the students of teacher training colleges to similar colleges abroad and provide them with the possibility to attend classes, as well as to sit for exams, that is involve our teacher training colleges in the European professional network for education of teachers (TNTEE).

offer a course in general andragogy, as an option, to future subject teachers at the teacher-training faculty.

enable people involved in the process of adult education to acquire knowledge in andragogical didactics, on specialized courses and through professional development.

In the area of the professional development of the teaching staff, besides the afore-mentioned establishment of institutions dealing with it, it is necessary to:

- redefine legal regulations in the area of professional development and promotion of teachers defining more precisely the possibilities for the promotion of teachers and also an adequate incentive. To that aim a list of criteria should be developed, which would enable preschool and other teachers to be promoted. Some elements that determine promotion of teachers should be: attending seminars, the implementing of new knowledge in practice, the publishing of professional papers, work with children with special needs, participation in scientific – professional gatherings, research projects, specialization, etc.
- recognize professional development as an integral component of their workload; within the framework of the working hours prescribed by the law, professional development must be treated in the same way as the teaching itself.
- redefine the induction period for teachers and change the form and content of the teachers’ exam.
- allocate regular financial means for the development of the teaching staff.
- provide possibilities for the professional development of cooks, dieticians and nutritionists working in kindergartens.

The teaching norms should not be reduced, because the present ones rank us among the countries with the lowest number of classroom teaching hours for teachers.
2. 5. Rights and duties of students

At the beginning of the school year students and parents must be informed of all their rights and duties by the school.

In the process of education a student has certain rights as well as duties. A school must provide a student with the rights to:

- receive a booklet clearly stating the rights and duties of students at the beginning of every school year,
- regular teaching and other forms of educational activities,
- timely and correct information,
- consideration of his/her individual and developmental specifics,
- participate in the preparation of the booklet stating their rights and duties,
- special preparation for various competitions,
- protection from all kinds of violence at school,
- education in the tradition of tolerance and respect for the differences among people,
- the organization and work of a classroom community,
- express opinions and forward them to the school management,
- a representative who will participate in the work of the teachers assembly and class council when deciding on issues of interest for students,
- complain about the work of the teacher,
- an announced absence for a period of five working days throughout the school year,
- participate in the creation of part of the curricula plan (choice of topics for the seminar work, literature etc).

Duties of students are:

- to be hard-working, industrious, and conscientious in the acquiring of knowledge and general culture,
- to respect and observe school regulations, advice, instructions and decisions of the teachers, the principal and the school bodies,
- to be polite in their attitude towards teachers,
- to respect their classmates and nourish a feeling for friendly and humane relationships,
- to protect school property,
- to take care of the hygiene and esthetics of school premises,
- to attend classes regularly,
- to justify nonattendance on time,
- not to disturb teachers’ work in the classroom,
- not to leave classes without the previously obtained consent of the subject teacher,
to participate in class and other school activities,
- to observe school, that is house, rules.

2.6. Role of parents in the organization of school

The cooperation between schools and parents is exercised at parents’ meetings where various forms of cooperation can be agreed. Every school has a parents’ council, which actively participates in the life and work of the school. The council is a consultative body, which examines the annual plan of the school, or of the kindergarten and the principal's report on its work, discusses the principal's reports on educational problems in school, parents’ complaints concerning the educational work of the school and forward them to the school board for discussion. The Parents’ council organizes the following activities:

- it engages experts in accordance with the goals for cultural and public activities of the school or kindergarten,
- it organizes and participates in the solidarity activities, such as the collection of materials and the activities for the arrangement of the environment,
- it participates in the maintenance of the school environment and hygiene of the school,
- it participates in the resolution of some social problems of children (providing textbooks, learning kits, etc.),
- it organizes and carries out cooperation with the social community,
- it participates in the organization of summer and winter camps for children, various forms of recreation, outdoor activities, etc.

Parents’ council cannot participate in the discussion of issues concerning the implementation of the curricula plan, teachers’ expertise and professional collaborators in school or kindergarten.

Parents’ council can establish a separate fund for the school. This body will use resources from the fund.

The establishing of the council is obligatory at school level, but a council may be formed at municipal and/or national level.

It is necessary to regulate by law, the participatory rights of parents in the managing board of a preschool institution.
2. 7. Financing of education

2. 7. 1. Principles and resources of financing

Education, that is preschool, elementary, secondary (general and vocational) and adult education, including pupils’ residential facilities in Montenegro will be financed from:

- the budget of the Republic and the budget of the local government,
- the resources of the founder of the school,
- the resources of the state bodies and associations,
- the means received from users of the services provided through practical teaching, that is, from the compensation received from employers, for the practical work done by the students,
- parents’ participation in the expenses of children’s stay in kindergartens, and also payments received from adults for their education,
- school fees in private schools,
- the means from the selling of schools products and intellectual and other services,
- the income gained from their properties,
- donations, sponsorships and other sources,
- special taxes for education.

Political parties cannot finance the work of public kindergartens and other public schools.

Kindergartens and schools operate financially as non-profit making organizations.

2. 7. 2. The Budget of the Republic

The budget of the Republic provides funding for the wages, (taxes included), of those employed in education (where the founder is the state) and for other personal income according to the organization chart and the division of working posts in accordance with the law, normative provisions, standards and the collective agreement, as well as apprentice teachers’ wages with taxes and other personal apprentice teachers’ incomes.
The Budget of the Republic provides part of the financial means for the material expenses of schools and kindergartens (where the founder is the state) in accordance with normative provisions and standards, and for investment in the maintenance and renewal of property and equipment. The Law stipulates that the participation of the local government in the financing of material expenses and investment in maintenance.

The means for the investments in school institutions, where state is the founder, are provided from the Budget of the Republic.

If the founder of a school institution is the local government, its financing from the budget the Republic is set out in an agreement between the local self-government and the Government of the Republic of Montenegro.

2. 7. 3. Local Government

The local self-government budget, in accordance with the normative provisions and standards, provides part of the funding for the material expenses of schools and kindergartens (where the founder is the state) as well as investments in their maintenance. The participation of local government is prescribed by the law.

2. 7. 4. Private schools

Private schools implementing state approved programmes are entitled to funding from the budget of the Republic, that is from the budget of the local government. The conditions for this are prescribed by the law.
3. PRESCHOOL EDUCATION

3. 1. Educational principles in preschool institutions

1. The principle of democracy and pluralism:
   - to enable every child to enroll in one of the programmes of preschool education. Parents are entitled to choose a programme for their child in accordance with the child’s interests and needs.
   - to provide children with opportunities to choose independently and develop in accordance with their abilities.

2. The principle of cooperation with the community:
   - preschool institutions enrich and supplement their activity plans in cooperation with institutions and individuals in their surroundings.

3. The principle of maintaining a balance between the different aspects of physical and mental development of children:
   - Institutions of preschool education should provide opportunities for various activities, which influence the physical and mental development of children.

3. 2. Goals

The general goal of preschool education is to contribute to the development of preschool age children providing them with both the conditions and encouragement to develop their abilities and personal characteristics, to enrich their experience and build up knowledge of themselves and other people. In order to achieve this goal it is necessary to:

- provide the conditions for the meaningful living, learning and development of all children,
- develop the achievements and potential of a child, his/her abilities and skills and to ensure optimal harmony between them,
- develop a child’s abilities to understand himself/herself and master self-control,
- develop relationships with other people and develop his/her knowledge of other people,
- discover the world and build up knowledge about it,
- develop their abilities in reaching agreements among themselves, and considering differences between individuals when working in groups,
- encourage curiosity, an exploratory spirit, imagination and independent thinking,
- develop independence in personal hygiene and taking care of their health.

3.3. Programme of public preschool education - type and duration

It is necessary to enable the development of different programmes to meet the goals of preschool education and thereby improve the quality of the educational work. The current programme framework is extremely didactic and uniform and does not provide children and parents with the opportunity of making choices.

Educational programmes must take into account the developmental characteristics of a child of a certain age.

Therefore it is necessary to develop separate and specialized programmes on the basis of the general conception of the core programme. Separate programmes must include compensational and developmental programmes.

A special programme for the development of preschool education defines the forms and content of educational work with children in developmental groups, that is, for children having serious difficulties in psycho-physical development.

Children with minor developmental difficulties will be included in regular integrated groups where, besides the mainstream programme, there will be individual programmes for these children.

Specialized programmes should define the content of educational work in the areas of: music, ballet, art, dance, sport and recreation, puppetry, foreign languages (especially English) and other areas seeking to fulfil the special interests of children and their parents or guardians.
A programme for Roma children will be created. Special care should be devoted to Roma children by developing compensational programmes, engaging experts and providing material assistance as required.

Occasional programmes such as: outdoor kindergartens and events of a touristic nature should be developed.

Bearing in mind the duration of a public kindergarten, it will offer whole-day, half-day and shorter programmes.

- a whole-day programme of 6 to 10 hours
- a half-day programme of 4 to 6 hours
- a shorter programme of 3 to 4 hours
- specialized programmes lasting 3 to 4 hours.

The programmes on offer and the duration of children’s stay in preschool institutions must be in accordance with the envisaged individual and diverse needs of children and adults.

In accordance with the proposal that compulsory elementary education should last nine years, it is important that the programme for the first grade should provide an adequate transition from preschool to elementary education. This especially conceived programme, will be implemented in preschool institutions and elementary schools by a preschool teacher and a class teacher.

### 3. 4. Foreign language

Bearing in mind the positive experiences of the current implementation of foreign language curricula (English) and the feedback from parents, we believe that the option of learning a foreign language in preschool institutions is a worthwhile and realistic one.

In preschool institutions in the Republic of Montenegro, we should aim at achieving the greatest possible extent of foreign language teaching.

### 3. 5. Formation of groups

It is necessary to:

- gradually decrease the number of children in groups, and, in order to provide the optimum conditions for high quality work, decrease the children - teacher ratio.
enable the gradual inclusion of the highest possible number of children into preschool programmes (by the enlargement of capacities).

Table 1: Proposal for the optimal children-preschool teacher ratio

<table>
<thead>
<tr>
<th>Age</th>
<th>8</th>
<th>12</th>
<th>14</th>
<th>18</th>
<th>20</th>
<th>24</th>
<th>28</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years of age</td>
<td>4:1</td>
<td>6:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3 years of age</td>
<td>6:1</td>
<td>7:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>combined day-care</td>
<td>4:1</td>
<td>6:1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 years of age</td>
<td></td>
<td></td>
<td></td>
<td>9:1</td>
<td>10:1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5 years of age</td>
<td></td>
<td></td>
<td></td>
<td>9:1</td>
<td>10:1</td>
<td>12:1</td>
<td>14:1</td>
<td></td>
</tr>
<tr>
<td>5-7 years of age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:1</td>
<td>14:1</td>
<td>15:1</td>
</tr>
</tbody>
</table>

The norm, which regulates the number of children in a group is fine. But, due to current conditions, an increase of children (of 20%) per educational group can be allowed in order to enable more children to be included in preschool education.

3. 6. Children with special needs

3. 6. 1. Gifted children

Bearing in mind the fact that gifted children belong to the category of children with special needs, it should be stated that, currently, we do not offer special programmes for the teaching of these children. It is proposed to develop specialized programmes and implement individualized work with gifted children, involving additional experts from kindergartens and other institutions. In order to increase the efficiency of work with these children it is necessary to provide specialized training for teachers, through professional development.

3. 6. 2. Children with developmental difficulties

It is necessary to:

- enable children with developmental difficulties to develop according to their abilities, needs and interests,
include children with minor developemental difficulties into regular kindergarten groups (two children with developmental difficulties per group),

- Involve the available professional collaborators in kindergartens (psychologists, pedagogues, special education teachers and speech therapists) for the purpose of monitoring the children with developmental difficulties and providing assistance to parents and teachers. If a kindergarten does not have a professional collaborator it is then necessary to engage professionals from other specialized institutions,

- form new developmental groups in kindergartens (conditions permitting) for children with severe developmental difficulties,

- decrease the total number of children in a group, dependant on the estimate of the degree of the handicap of the child who is being integrated by a commission of experts.

It is necessary to organize, through permanent training, additional education of preschool teachers and parents to prepare them to work with children with special needs.

### 3. 7. Organization of daily activities

The modern conception of education implies the democratisation of all relations in a social context.

An open system of education, which has been developing in Montenegro for several years, on the basis of the “Step by Step” programme, is a good ground for diversity, freedom, creativity, and the greater openness of the educational process in preschool institutions and the forms of their activities.

The basic principle of this programme is to view a child as a concrete dynamic being.

Therefore a more complex and open approach to the whole organization of preschool education is suggested, which would take into account the specific characteristics of every child.

Preschool education should be complementary to the education received in the family. The parent is an important link in the educational process. The work of kindergartens and the sequence, or the organization of daily activities, must take into account the needs and abilities of every parent.
In the organization of daily activities it is necessary to plan time for the participation of parents. They can make proposals, act as observers, or be planners and implementers of certain educational activities.

Learning in the centers of interest is organized by the teacher on the basis of the individual interests, needs and abilities of a child, offering materials and equipment in a structured learning environment, thus providing children with the logistics, but without drawing conclusions for them. The teacher does not define the quality of the experience that the child should acquire through any activity. The child is independent in choosing which new experience he/she will acquire and to what extent.

An open system of education implies the application of active learning methods which cannot always be organized in kindergartens, so that a large part of these activities is undertaken in the local and/or the broader environment, on field trips, and through visits to institutions where a child can learn.

All these activities must be part of the real context children live in, and should not be isolated and partial, because a child “learns what he or she lives through”.

3.8. Monitoring, planning, and evaluation

The planning of educational work is a continual process. It follows up on the practical work in groups and its evaluation is also continual.

The planning of educational work, its monitoring and evaluation are not just important conditions for successful practice, but must be included in all forms of educational intervention, both direct and indirect, in the organization of the life of the institution and the work in group itself. The planning takes place at the level of the whole educational group, smaller groups of children and of the individual child.

The method of planning is determined by the general conception of education, as well as the organization of the entire life of an institution, the duration of children’s stay there, the grouping of children, the structure of space and the participation of parents.

Thematic planning, work on projects or in centers of interest are in accordance with the basic assumptions and the conception of education contained in these Programme guidelines. Educational work and, thus the planning itself can be organized following a disciplined approach to all
educational areas, the more so if the children are offered a choice of activities from different areas or the choice of various materials and activities within the same area.

The new method of teaching implies that the teacher is not only the implementer but also the creator of the programme as well. The fact that parents give essential data about their children when they are enrolled in a preschool institution, serves as a good basis for the evaluation of children’s progress, as well as, for focusing attention on their individual needs. Throughout the educational process a picture of every child is built up, which gives opportunities for the evaluation of the attainment of the programme’s goals and the child’s progress. To that end, teachers’ observations as well as those of expert collaborator’s are used, and different monitoring techniques are applied (check-lists, questionnaires, evaluation scales, interviews). The monitoring of the child’s progress and the evaluation of the programme include other indicators - drawings, discovery of talent, ie. for music, all in the interest of the overall development of the child.

The teachers monitor their own work by means of self-evaluation.

In planning, as well as in practical work in groups, more important than the choice of some of these approaches is to follow systematically the teaching cycle: monitoring, planning, direct and indirect teacher’s interventions, and monitoring and evaluating the effects of that intervention. By defining certain goals, we make efforts to achieve them. The continual examination of educational work and the effects obtained, are the essence of self-evaluation.

Every form of external evaluation has meaning only if it assists self-evaluation and self-analysis. Evaluation is a method of encouraging professional development, and part of the learning and development of adults. If the aim is to encourage the meaningful learning of children, then supporting and stimulating the child’s awareness of his or her own knowledge is one of the essential tasks of teachers.

3. 9. Founding and financing

In the area of the founding of preschool institutions no changes are proposed in relation to the current situation. More precise regulations on their administration will be determined by the founder.
Besides the Ministry of Education and Science (which pays the salaries of those employed in preschool institutions, expenses caused by depreciation and part of material expenses), the local self-governments should be included in the system of the financing of public preschool institutions in the Republic of Montenegro, especially of material expenses, investment in maintaining, and building new infrastructure. The issues of the land taxes, utility charges and water consumption costs are regulated by the local self-government.

In this phase of transition, it is necessary to preserve and expand the network and capacities of public kindergartens in order to enable inclusion of the greatest possible number of children. It is necessary to stimulate healthy competition aimed at receiving a variety of offers and possibilities of choice, while the state must set standards that form the criteria for the stimulation of the development of private investment. It is necessary to co-finance accredited programmes of private kindergartens from public finances with a participation of 70%.

In order to provide the same conditions for all children, it is necessary to work out a scale of payments, on the basis of the material and social status of families, which should vary from complete relief to payment of the established maximum.

3.10. Pedagogic documentation

Every preschool institution has the obligation to keep records of the implementation of the educational process in pedagogical documentation, specially designed for this purpose. The keeping of records in preschool institutions is regulated by article 44 of the Act on preschool education.

The following should be established as the legal obligation for preschool institutions:

- The development of a yearly programme of educational work in that institution.
- The development of a report on the work delivered in the previous school year.

The teacher’s record book is a document that has not been modified to meet the requirements of new educational technology and therefore it should be modified.
In the context of changes it is necessary to adapt the form of the teachers’ record books and also nurses’ record books.

The annals of the institution should be prescribed separately.
4. PRIMARY EDUCATION

4.1. Principles

In addition to the principles on which the whole education system of the Republic of Montenegro should be laid out, we can also state the following principles, which are specially related to primary education:

- The principle of compulsory primary education (but not of attendance)
- Free-of-charge education
- Giving preference to the quality of education over the quantity of knowledge
- The principle of the development of all aspects of personality
- The principle of enabling the successful completion of primary school and continuing of education
- The principle of cooperation between pupils, teachers and parents
- The principle of integration and special care for pupils with special needs
- The principle of teacher autonomy

4.2. Goals

- To provide general education for the overall population;
- To educate creative personalities of broad perspectives and to arouse physical, mental, esthetic and moral development;
- To master the foundation of general education which can be compared to the appropriate levels of education in Europe which will represent the basis for long-lasting learning and self-education;
- To develop critical thinking, independence and interest in acquiring new knowledge;
- To prepare students for independent judgment and participation in social life;
- To acquire general and useful knowledge to prepare them to face the social and natural environment in an independent, efficient and creative way;
- To enable pupils to develop their personalities in accordance with their development abilities and patterns;
➢ To educate pupils to respect national values, history and culture as well as the cultural and other characteristics of other peoples;
➢ To educate for mutual tolerance, respect for diversity and cooperation with others, to respect human rights and basic freedoms and thus develop abilities for life in a democratic society;
➢ To possess a knowledge of the basic laws of nature, the development of society and human health;
➢ To develop democratic opinions, tolerance and cooperation (at school and outside);
➢ To respect each child’s individuality, and
➢ To make and encourage a healthy way of living and a responsible attitude towards the natural environment.

4. 3. Primary school duration

➢ Primary (compulsory) education is extended to nine years.
➢ Compulsory education is extended downwards, which means that children start primary school one year earlier. More exactly, the children who by the end of the calendar year turn six shall enroll at school.
➢ The Law should also envisage the possibility of postponing enrolment of children for one year, provided there are justifiable reasons for that.

4. 4. Teaching cycle

The future nine-year primary education will be divided into three cycles, each one lasting three years. Transitions among educational cycles are approximately related to the changes in the developmental phases of a child. Apart from that, for each cycle it is possible to determine global developmental and educational goals, set forth as standards of knowledge (corresponding to the standards of other developed European countries). Thus, individual differences in speed and type of child development would be respected. In the first cycle, one teacher would carry out the teaching of all subjects, while in I Grade (six-year olds), as a rule; beside the teacher, there should also be a part-time pedagogue, participating in the teaching process. In the second cycle, subject teachers would gradually be included in the teaching practice. Therefore, in IV Grade, foreign language teaching will be carried out by a subject teacher or by a teacher with additional qualifications, while the teaching of the other subjects will be carried out by a class teacher. In V Grade, subject teaching would include a foreign
language, but it could also be extended to art, music and physical education. Finally, the teaching in VI Grade would be organized according to educational areas, i.e., groups of subjects. Teaching would be carried out by subject-teachers or class teachers. In the third cycle, teaching would be carried out by subject teachers.

4. 5. Enrolment in primary school

In order to inform parents and to establish conditional enrolment, it is necessary to determine children’s abilities.

4. 6. Curriculum

1. The curriculum includes: a) subjects compulsory for all pupils - 80% of teaching hours; b) elective subjects - 20% of the total teaching hours (approved by the Ministry of Education and Science as proposal by The Expert Council)

2. The Expert council determines curricula content for 80% of total teaching hours for each subject, local self-government determines 10-15% according to its needs, and the school plans 5-10% of the teaching hours of each subject syllabus. The Expert Council verifies the curricula determined by regions and schools.

The Primary school curriculum includes a compulsory and an extended curriculum, which is not compulsory for all pupils, but the school is responsible to offer it according to its capacities.

The following subjects are compulsory: mother tongue, foreign languages, mathematics, music, art, physical education, geography, history, biology, chemistry, civic education and information technology. In the regions where the Serbian language is taught as non-mother tongue, the problem of an increased workload for children would be solved by decreasing the teaching hours of other subjects, which the representatives of the Albanians in Montenegro choose.

In the first and second educational cycles, subjects can be connected and joined in subject areas (i.e: natural sciences, arts and so forth), which are based on a knowledge of vocation, the development of children’s individuality at certain ages, methods and forms of teaching.
Elective subjects are taught in the third educational cycle, that is, in VII, VIII and IX Grades. Pupils select subjects offered by the school, so that they cover 20% of the total teaching hours. Each school is responsible for offering a second foreign language as an elective subject. The Ministry of Education and Science will approve the list of elective subjects and their content. The extended curriculum, which can be offered by schools according to their capacities, includes:

- Sojourn institutions are intended for pupils in the first and second educational cycles. Within sojourn, the pupils are provided with care and additional sports and cultural-arts activities - pupils do their homework and perform similar school obligations.
- Free activities (cultural, arts, sports, research, technical) enable pupils to satisfy their interests.
- Optional subjects

4. 7. School calendar

The school year should be extended to 36 weeks, at least, that is, 180 school days.

The school year starts on 1st September. As a rule, there are three school breaks: Winter school break, from 24th December until 10th January, Spring starting from 10th to 17th April, and Summer school break starting from June and ending on 31st August. In special circumstances, a school may propose a different calendar. In such cases, the Ministry of Education and Science shall agree it at the beginning of each school year.

4. 8. Number of teaching periods in a week

The first cycle - For I, II, III Grade, 20 classes (the number of classes increases from I to III Grade)
The second cycle - For IV, V, VI Grade, 26 classes (the number of classes increases from IV to VI Grade)
The third cycle - For VII, VIII, IX Grade, 30 classes (the number of classes increases from VII to IX Grade).

The compulsory curriculum for pupils includes the teaching of compulsory and elective subjects, activity days (days of culture, field trips, sports days,) and homeroom meetings.
4. 9. Organization of the teaching process based on teaching periods

We should leave the possibility open to a more flexible approach to class organization from I to IV Grade. This means, that a teacher may devote the amount of time necessary and appropriate at that particular moment to certain subjects, depending on the needs of a certain class.

So, children in the first grade should stay at school for three hours and thirty minutes, and in the second, third and fourth they should stay four hours, during which time the teacher would implement the content of the compulsory subjects prescribed by the Curriculum, as well as other activities appropriate for that age, and directed towards the achievement of the goals of education. Foreign language teaching periods should last 45 minutes in the fourth grade.

With regard to the organization of teaching of the educational areas (V and VI Grade), and in subject teaching, the teaching period would still last 45 minutes.

4. 10. Assessment of knowledge

Pupils are assessed descriptively in I, II and III Grade. The achievements of pupils in certain subjects should be expressed with a numerical mark at the end of first cycle. In IV, V and VI Grade the assessment would be numerical in all subjects (On a scale of 1 to 5), but the marks would be explained in writing. From VII till IX Grade the assessment would be only numerical (on a scale of 1 to 5).

Pupils and parents would receive reports on pupils’ progress twice during the school year, and at the end of the school year, they would receive a certificate (numerical marks and marks of general achievement).

Numerical marking is gradually introduced so that pupils can understand what an individual numerical mark means.

The assessment of knowledge based on externally prepared tasks would be organized at the end of educational cycles (at the end of III, VI and IX Grade).
Pupils’ knowledge in mother tongue and mathematics would be assessed at the end of the first cycle (after III Grade). These assessments would be carried out in accordance with the standards of knowledge, while the tasks would be prepared externally, by a professional institution. The assessment itself would be implemented internally. The results would be used as feedback for schools, pupils and their parents and they should neither influence the marks nor the advancement of pupils.

Pupils and parents should be informed of the results achieved in this assessment of knowledge as well as on average results of all pupils in the age group.

At the end of the second cycle (IV, V and VI Grade), the assessment of knowledge in mother tongue, mathematics and foreign languages is done in the same way as at the end of the first cycle. The assessment is implemented internally, and its results are used as data on the level of knowledge acquired, thus enabling a comparison of the results of individual pupils as well as of the achievements of a school. These assessments must influence neither the marks nor the promotion of pupils from grade to the next.

The assessment of pupils’ achievements in mother tongue, mathematics and an elective subject will be carried out by an external state assessment at the end of the third cycle (IX Grade). Assessments of knowledge would be prepared in such a way as to measure the standards of knowledge that pupils should achieve upon completion of primary school. The assessment of knowledge is external (external evaluation and assessment are to be provided).

The assessment at the end of all three educational cycles should be partly standardized, which means that it is implemented on the same day, with the same tasks, and at the same time.

This assessment of knowledge would be compulsory for all pupils and should be the main method of obtaining feedback for schools, pupils, parents, and the other relevant and interested pedagogical institutions. Beside the marks given by a teacher, the results of this assessment may be used as a criterion for enrolment in secondary schools with limited enrolment.

The assessment marks for good conduct would be: exemplary, good and unsatisfactory.
4. 11. Promotion to the next grade and make-up

We propose that non-promotion should be an exception in the first five grades (for example: in the case of extensive absence of a pupil from classes, that is, in the case of an extremely low core subjects content acquisition). The homeroom teacher makes a decision on the non-promotion of a pupil, then the council of teachers with a prior opinion from the school administration, pedagogic-psychological department and the pupil's parents. In the last year of the second cycle, and in the third cycle, a pupil can be non-promoted because of four and more bad marks. With three bad marks, a pupil can pass a makeup exam in the presence of an external professional (from another school). When there are one or two bad marks a makeup exam can be organized according to the procedure regulated by the law.

4. 12. Differentiation in schools

In the first cycle, there is an internal, didactic differentiation.

In the second cycle, some forms of internal flexible differentiation are introduced (in mathematics and foreign languages, and possibly in mother tongue) as a combination of core subjects and teaching according to the levels, but only 25% of the teaching hours at the most. This implies group work at different levels, aimed at determining the basic knowledge of a weaker group, that is, to broaden the knowledge of the group to bring it to a higher level. Such a type of differentiation can be introduced in the II cycle.

In the third cycle, it is compulsory to introduce these internal flexible differentiations for at least two subjects (mathematics and foreign languages), and mother tongue as well.

4. 13. Education of pupils with special needs

Beside the existing form of the education of pupils with special needs in special schools, it is necessary to prepare the conditions for including these pupils in the mainstream school environment. Therefore, it is necessary to:
Establish more commissions (following the regional principle) and reformulate the concept and content of their work into the commissions for record keeping, guidance and monitoring. In addition, commissions have to extend their scope of work with regard to the cooperation with teachers and parents.

- The Commissions have to design special standards which will regulate the number of pupils, type and degree of disability as well as a framework of integration in the mainstream school system, whether in the form of a special class or as a regular class with professional guidance and help. All these commission's activities are discharged with the cooperation of teachers and parents.
- Implement the curricula on pupil's abilities.
- Introduce appropriate professional departments, besides the existing ones, into mainstream schools (speech therapy, special-pedagogical, oligophrenic-pedagogic, somatopedic and tiflopetic).
- Provide facilities to organize education for hospitalized children (in Risan, Igalo, and Podgorica).
- Organize home teaching for children with severe disabilities.
- Modify school premises to cater for pupils with special needs.

In order to implement and monitor all these activities and to approach European standards, we should establish expert teams at Government level which will coordinate the work of The Ministry of Education and Science, the Ministry of Labour and Social Affairs and the Ministry of Health in the area of education, social care and the protection of children with special needs.

**4.14. Drop-outs**

According to the Act on Primary Compulsory Education, the provision for enabling pupils to take a separate makeup exam when, for various reasons, they cannot attend the school regularly should be kept. However, in the Act it should not stipulate precisely when this exam is to be taken, whether in June or August, because it is also possible that these reasons will still exist in these months and prevent a pupil from attending classes regularly. The Teachers’ assembly should decide on this issue, above all, keeping in mind the child’s interest to integrate into a regular class as soon as possible.

The Act should also prescribe the right of parents to organize the education of their children by themselves. Such a type of education should be especially available for children with special needs. In reality, such a possibility would be rarely used. The danger that parents may thus cause damage to their children can be prevented by a specially formed-
commission, which would previously determine whether such a solution is good for a child. Parents would submit to schools: programmes according to how they would educate a child, the place of teaching, and the names and qualifications of people teaching a child. If this possibility is taken up, a child would enroll in some compulsory primary school, and this school would organize the assessment of the child’s knowledge in certain subjects: in the first three grades in mathematics and mother tongue, and in the other grades in other subjects. In a case where the candidate fails his/her assessment of knowledge, his/her education would have to be continued at school.

The Act should also prescribe compulsory primary education for adults, using special curricula. It is not necessary to define the precise number of teaching days. This number would be determined when the curriculum for primary adult education is adopted by a competent body and which would be in force for a shorter period than the Act itself. We should also leave the possibility open that one can gain compulsory primary education by taking grade exams.

4. 15. Class size

Bearing in mind our situation (the number of pupils, schools and classrooms, especially in urban areas), as well as the need to provide effective teaching, we think that the maximum number of pupils in a class should be 30. In extreme circumstances upon the approval of the Ministry of Education and Science, the class may increase up to 32 pupils. Then we should bear in mind that one pupil is entitled to 1.2 square meters of classroom space.

In the case of combined classes, the combinations should go in cycles so that the biggest combination would be a three-grade class, and the number of pupils would be regulated according to the existing Act.

4. 16. Foreign languages

It is compulsory to learn a first foreign language starting from the fourth grade, that is, at the age of nine.

Any school is able to organize and offer the optional learning of foreign languages, starting from the first grade.
The second foreign language is introduced as a compulsory elective subject. Each school can offer a second foreign language or other languages that the pupils will opt for at the beginning of the third cycle and this foreign language will be compulsory for them in VII, VIII and IX grade of compulsory education. As a compulsory elective subject, the second foreign language is subject to a regular assessment of knowledge.

Whether a pupil decides to choose or not to choose a second foreign language will not influence his/her possibility to enroll in secondary school.

Any school is able to offer the learning of a second foreign language as an optional subject to pupils, starting from the sixth grade.
5. HIGH SCHOOLS

Introduction

The proposed concept of High Schools starts from our tradition, needs, conditions, as well as international standards in the area of education.

The concept protects the general-educational character of High Schools, and with the system of elective subjects, it enables students to learn in areas according to their own affinities and interests.

Matura examination has been given a special significance too, which should be much more serious than the existing one and should also enable student to enroll at university without taking an additional entrance exam. State Matura with external elements will meet international standards in education and will also enable the entrance of our students to universities outside our country.

5.1. Principles

Apart from the principles upon which the whole education system in Montenegro is laid out, we can emphasize those principles, which have special significance for High Schools:

1. **Principle of the integrity of science**

   To provide students with knowledge of natural sciences, mathematics, social sciences and humanistic sciences, pointing out their unity and the overall effects they have on society.

2. **Principle of pluralism of cultures and knowledge**

   Beside the knowledge of national culture and tradition, it is necessary to know about other cultures and civilizations.

3. **Principle of choice and inspiring gifted children**

   By choosing the subjects and Matura subjects, school and students participate in formulating curricula.

4. **Principle of progression from one grade into another**
The new High School concept enables transfer within curricula. Under certain circumstances, students are allowed to go into a secondary vocational school. The condition to enroll in higher institutions is a passed Matura examination.

5. 2. Goals

A High School is a general-educational secondary school whose goal is to prepare young people for university and higher education, as well as the cultural development of young people in the spirit of overall humanistic progress.

Apart from the existing elements, the following categories should be listed among the goals:
- Acquiring of general and special knowledge, skills, abilities and habits based on the achievements of science, technique, culture and art for the purpose of continuing the schooling,
- Achieving an internationally competitive level of knowledge,
- Developing critical points of view and reasoning,
- Developing communication skills,
- Being responsible towards oneself, other people, and towards the natural and social environment,
- Being prepared to live in a pluralistic and democratic society and
- Inspiring understanding, tolerance and solidarity among all people.

5. 3. Type of high school

There are eight high Schools and twelve secondary schools implementing a High School programme in Montenegro today. Some 33% of the school population is educated in them. The number of High School students is probably rising.

Instead of the existing High School courses (natural-science, social-language, a study of philology and mathematics), we propose a general High School, where one part of the curriculum would be dedicated to a general-educational core, and another part to elective subjects.

Based on the approval of the Ministry of Education and Science, where there are possibilities and capacities at school, classical High School classes can be organized.
In regions with a majority Albanian population, bilingual general High Schools will be set up.

High Schools may organize teaching in a foreign language, with the prior consent of the Ministry of Education and Science.

5. 4. Duration of high school

Schooling in High Schools lasts four years, from the age of 15 to 19.

5. 5. Enrolment in high schools

Upon completion of primary school, all pupils have a statutory right to enroll in the first grade of High School when an open competition is announced. A corresponding statute will define the requirements for the enrollment of pupils.

5. 6. Number of students per class

As a rule, a class cannot have more than 30 students but with the approval of the Ministry of Education and Science, a class may have two more pupils, at the most.

5. 7. Curriculum

The existing curriculum should be changed and aimed at achieving a European educational dimension, interdisciplinary teaching programme, a more even workload for students and respect for their abilities and interests.

- We think that in I grade of High Schools, the general-educational core should include 90% of classes, while the rest should be devoted to elective subjects.
- The number of teaching periods of elective subjects in further education should gradually increase, and by IV grade, it consists of 1/3 of the total teaching periods.
- Students should be given the opportunity to learn certain subjects on two levels: standard and higher.
- In the final year, special attention should be paid to preparation for the Matura examination.
Each school is responsible for preparing the elective programmes, which have to be an essential part of the annual school plan.

5.8. Subjects

The teaching curriculum of general High Schools will comprise of, four-year subjects, compulsory subjects, elective subjects and compulsory programmes.

5.9. Number of teaching periods in a week

A weekly curriculum prescribes 30-32 classes per week. A teaching period lasts 45 minutes.

5.10. School calendar

Students have the right to Winter and Summer holidays, as well as to shorter vacations after the first and third classification periods (Autumn and Spring).

5.11. Assessment of knowledge

It is proposed to:
- Draft the Statute on assessment and to determine the minimum range of marks, as well as to influence the achievement of the level of standard of knowledge, through testing.
- Develop evaluation standards for each subject, which will synchronize the evaluation criteria.
- Keep the existing evaluation scale of 1 to 5, but also to develop more sophisticated methods of monitoring student achievements.
- Any student who has one or more negative marks at the end of the year shall take a makeup exam in the same school.
- Any student who has three negative marks at the end of the year may take a makeup exam. In such cases, at least one member of the commission should be from outside the school.
- End-of-year exams for students who cannot take regular classes shall be taken externally.
When students who cannot take regular classes take the end-of-year exam, positive marks from the subjects which he has taken at the end of the year are acknowledged, if he/she earned them during previous exams.

5. 12. The Matura exam

After completing High School, pupils take the Matura exam, the purpose being to test the general level of knowledge that a candidate has achieved at school. During the examination, a candidate has to show that he/she has reached the required level of knowledge acquisition and application.

- During the Matura, examination students take compulsory elective subjects.
- The number of subjects and the level (standard or higher) of the exam will be regulated by the appropriate Statute. Besides this, we have to ensure that the programme and level of The Matura exams meet the requirements of European standards and enable students to enroll in university.
- When organizing the Matura exams externally, examiners should be invited to attend.
- For certain Matura subjects, examination catalogues should be made which determine the volume of the programme, the level of difficulty and the method of assessment.
- In schools where the situation permits, we should allow the organization of international Matura examinations.
6. VOCATIONAL EDUCATION

6. 1. Principles

Apart from the general principles on which the educational system will be based, the following principles are important for vocational secondary schools:

- Adjusting vocational education to social changes, the market economy, technical-technological progress and informational technologies;
- Involving social partners in the process of vocational education;
- After completing compulsory education, to enable all students who show a willingness, to have vocational education, according to their abilities and interests;
- Offering possibilities of changing profession during vocational education;
- Vocational education for young and adults is organised upon a common basis, that is standards;
- A uniform legal framework for all students involved in the process of vocational education;
- Introducing the standards when defining the vocation, in order to assess the qualification.

6. 2. Goals

The current situation in the area of vocational education and the underlying stated principles define the following goals and tasks, towards which we should direct the process of change:

- Sophisticating and adjusting the process of vocational education towards the needs of a modern, democratic and economically developed society and market economy.
- Promoting both the personal and professional development of students, as well as providing the knowledge and abilities necessary for further studies, life and work, personal interests and a professional development of personality.
- Acquiring knowledge and skills necessary to achieve this vocation;
- Ensure the gaining of qualifications which enable the young and adults to participate equally in the labor market;
Making the system of vocational education compatible with other European systems of education in vocational schools as well as enabling the transfer from one system into the other;

Education in the area of the general-educational segment should be compatible with the needs of the profession;

Everyone should have the right to improve in their the profession if they want to.

6.3. Social partnership

In the circumstance of transition towards a market economy, the state of Montenegro has delegated a part of its competencies over vocational education, which it has had up to now, to social partners. The Commercial Chamber (the representative of employers) and the Union (the representative of the employees) take over a part of the obligations and responsibilities in drafting and implementing new projects. The state is involved as a third partner, through the Ministry of Education and Science and the Ministry of Labour and Social Affairs.

By decentralizing in the area of vocational education and involving social partners in it, a favorable situation for direct vocational education to equip students for the everyday more demanding labour market, which is international in character, is being created.

A legal and institutional framework is a precondition for involving partners in this process, which needs to follow in the directions of: drafting curricula, equipping and modernizing schools, providing textbooks and literature, providing teaching aids and funds, development of the standards of the profession, the enrolment policy, development of state standards of knowledge, establishing services for monitoring and development, development of networks of schools, establishing standards in the evaluation system and issuing certificates.

6.4. Standardization of occupation

Gaining the qualifications through different methods is one of premises, which gives transparency to the system of vocational education. Such possibilities are envisaged within the vocational educational framework, and through opportunities offered by the vocational education of adults, the variety of methods for earning such qualifications are increased.
The level of knowledge and skills within the framework of the same qualification must be the same, regardless of the ways in which it is acquired. Social partners are responsible for laying down the necessary needs and programmes envisaged for the qualifications. Needs are determined in the form of standards of certain occupations, which need to be in compliance with the standards of successful systems of vocational education.

6. 5. Standards of vocational education

The quality of vocational education should be assured by introducing standards. These standards should be in compliance with the national standards of developed countries.

Appropriate institutions, made up of social partners of vocational education, prepare and develop standards methodically, according to priorities. The competent state body for vocational education approves the standards. Based on the adopted standards of a certain occupation, which guarantee the compliance of knowledge and skills with the same occupation in developed countries, curricula are made, and they have to be achieved through the implementation of the same.

The compatibility of the standards of our knowledge for certain occupations with international conventions is necessary, because of international recognition, that is, diploma equivalence.

6. 6. Vocational schools and their duration

The following structure of vocational education is proposed:

- Lower vocational education (to last two years)
- Middle vocational education (to last three or four years)
- Upper vocational education (to last two years, as a continuance of middle vocational education)

Technical High Schools may bring closer general and vocational-technical education to two-year post secondary education and higher education. This High School will not design qualifications. At the end of a four-year schooling, students will pass a Matura examination with a compulsory element, which is the same as for Matura in general High Schools, and the second, optional part, will consist of vocational subjects from technical areas, which will define the type of High School.
For now we should not establish technical High Schools but only leave an opening for the legal possibility of opening new schools, when there is social need for them or when the economy or students show a real interest.

Middle vocational schools, which last either three or four years and lower vocational schools which last two years prepare student for vocational duties of different levels of complexity.

Four-year vocational schools are organized for different areas of work. At the end of a four-year schooling, students take a professional exam. If the student wants to continue their education at university, we propose that the university should prepare a compulsory additional exam from one of the vocational subjects, which will meet the standards of the Matura exam. Preparation for taking this exam will be done at school during the fourth grade. Thus, enrollment in the faculty of the same vocation is made possible.

Three-year middle vocational schools provide education of average complex duties. After the completion of schooling, students are obliged to take a compulsory final exam.

Taking the final exam, student earn the possibility to find employment in the vocation and/or to extend vocational education to four-years by:
- An additional two-year education without extra qualifying exams or
- An additional one-year education with said exams.

The stated additional education is earned in a four-year vocational school and it is completed by attending a vocational school.

The council for vocational education shall make decisions, whether certain exams will take place inside or outside the school.

Transition from a three-year to a four-year school cannot be done during education.

Two-year lower vocational schools prepare students for less complex occupations. This two-year education is completed by taking the practical exam. After completing education, students get the possibility to seek employment in the occupation or to extend their vocational knowledge in three-year vocational school.

After completing a two-year school and taking additional and qualifying exams, designed by the school, student may enroll in the appropriate grade of a three-year vocational school.
It is proposed to introduce shorter forms of improvement (one year at the most) for the needs of a job that will enable student to acquire the abilities to work, employers would determine the standards. For such and similar purposes, it is necessary to develop a system of certificates at national level.

Schools for children and youths with impediments in development should remain under special legal regulations.

Post-secondary education comprises:
- Preparation for taking a craftsman’s or managerial examination,
- Two-year post secondary vocational education.

Preparation for a craftsman’s or managerial exam, which is of different duration for different occupations, leads to taking this exam. If agreed, preparation for this exam may be organized at school, Chamber of Commerce or private centers. The students can take this exam:
- After completing three-year education, a passed final exam and three-years experience.
- After completing four-year education, a passed vocational exam and two-years of working experience.

Craftsman’s or managerial examination (external), which has to meet the national standards, includes the following elements: vocational-theoretical content, practical work and economics of running a company. The Chamber of Commerce will determine standards for these examinations, and all the examinations will be taken before its commissions. Candidates who have passed vocational exam would not have to take the exam in the part related to theoretical knowledge. The Chamber of Commerce in coordination with the Ministry of Labor issues diplomas (certificates of qualification). For discharging educational activities, starting up and running private companies and managerial functions within public and private companies, candidates will also need to pass the exam of a pedagogic-androgeric programme. The Ministry of Education and Science, under whose commission this examination will be taken, will prescribe the standards in this field.

After passing a craftsman’s exam, or managerial exam and differential exams, the candidate earns the right to enroll in suitable two-year post secondary vocational education.

More detailed provisions on taking practical, final and vocational examination will be determined by curriculum and Statute.

Two-year post-secondary vocational education would be vocational education, and not of university standard with high professional demands.
and it would last from two to three years, and it would be a continuation of secondary vocational education. It will educate and prepares candidates at the highest vocational level for a specific job or occupation.

Picture 6.7.1. shows a schematic review of the structure of middle vocational education.

### 6. 7. Enrolment in vocational schools

Enrolment in vocational schools is through an open competition published by the Ministry of Education and Science with the agreement of the Chamber of Commerce as a social partner.

The basic condition to enroll in vocational school is completed primary school education. If the number of students, who apply is less than asked for in the competition, everyone is enrolled who meets the basic and special requirements (psychophysical, special talent, etc). Three-year vocational schools in dual form, a contract with an employer is an advantage when it comes to enrollment. In cases of limited enrollment in three-year and four-year vocational schools, the open competition establishes additional criteria for selection based on general success in primary school and based on the results from external knowledge assessment in primary school.

Except for the previous paragraph, students who fall behind with their curricula, after a nine-year primary school attendance and completed at least seventh grade of that school, may enroll to gain working skills for the duration of one year or enroll in a lower vocational school for two years.

### 6. 8. Curriculum

With the aim of supporting the implementation of the changes, we propose to introduce a new concept of educational programmes, which includes:

- Goals and tasks of education,
- Curricula, standards of knowledge and instructions for their implementation,
- Concretize enrollment requirements
- Standards of Matura, vocational and final exam,
- The other characteristics, include, concretizing profiles and occupational qualifications for teaching staff and research assistant and other issues significant for the organization and teaching (equipment specifications, premises, number of students...
For the same occupations, we should adjust curricula to different interests and individual abilities. This can be achieved by implementing elective programme cores, which provide education that is more general, or vocational knowledge that is more complete.

Within curricula of the three-year and four-year vocational schools, we should envisage elective subjects, whose share in the total teaching period will depend on the characteristics of any occupation and the student’s interest.

Relations between the weekly, that is, the yearly number of classes of both general-educational and vocational fields (including also practical teaching) will depend on the type of school, that is the profession chosen by students and it will be determined when drafting curricula.

It will be necessary to involve the social partners when drafting the educational programmes and implementing curricula.

Special attention should be paid to talented and hard-working students, stimulating their interest and improvement through elective subjects.

We should also include free activities for students in the curricula of the vocational schools, once a week, at least.

In order to proceed towards drafting curricula, we should become better acquainted with the nomenclature of professions.

6. 9. Subjects

When drafting the new curricula we should take into consideration decreasing the number of subjects through consolidation, especially for three-year education, with an increased number of practical classes.

The duration of a school class is 45 minutes, and with the employer, 60 minutes. The weekly teaching period is 32.

When it comes to two-year, three-year and four-year vocational schools, we should allocate subjects into three groups, as follows: general educational subjects, vocational-theoretical subjects and practical teaching.
6. 10. Practical teaching

Practical education has to be represented in the curricula of educational profiles for all areas of work. The exception may be curricula where with practical exercises we can connect theoretical and practical knowledge (educational profiles of work areas: economy, law and administration, culture, art and media, art, etc.)

The organization of practical knowledge is planned in school premises (school workshops, cabinets, laboratories, school economy, and students' cooperative) and in structures outside the school (companies and institutions).

Teaching in school premises or school form, should be done when we have more complex curricula or an unified programme for which the implementation of enlarged didactic-methodological instructions of teachers and the necessary teaching aids and funds are required. Teaching outside the school is planned for the implementation of less complex programmes where the didactic-methodological instructions of teachers are not necessary, when there is no economic justification for establishing certain school premises, when pedagogic and other reasons point that out, and when a dual form is introduced. With regard to the diversification of work and limited funds, schools should always seize such opportunities.

By introducing such methods the rights, obligations and responsibilities of social partners, students, and instructors should be regulated, as well as the conditions for practical teaching, the equipment on the premises where the practical education of students is to be organized and other relevant matters. Practical teaching in this form will be organized with the employer and it will be regulated by an appropriate contract.

A teacher shall do the practical teaching at school, and in premises outside the school by instructors.

Professional (vocational) practice is an important part of the educational programme for certain professions and it is compulsory for all those who attend practical classes only at school.

6. 11. Assessment of student’s knowledge

At school, knowledge and skills of certain subjects, of parts of the curriculum
and during examinations is tested and assessed. Knowledge and skills are determined in knowledge catalogues and examination catalogues: oral answers and written work, exercises, seminars or project, graphical and practical work are assessed and evaluated. Besides, we have to take into consideration modern forms and methods of work as well as pedagogic, psychological and andragogic actions. The success of students in subjects is marked on the scale from 1 (insufficient) to 5 (excellent).

Student will complete a grade if they have achieved positive marks in all subjects. If he has one, two or three negative marks, a student will have to take a makeup exam. Makeup exams for three negative marks have to be taken before the outside commission. General success is noted by an average mark in all subjects in which a student has obtained a positive mark.

The general success of a student is marked in such a way that besides the statements, excellent, very good etc., an average mark is also entered.

We should pay special attention to excellent and gifted children and allow gifted students to complete two grades within one school year.

The extramural exam is organized externally. Passed examinations are acknowledged, whether they are passed early or they are positive marks of subjects at the end of the school year.
7. ADULT EDUCATION

With the changes within adult education, we should establish a framework for a good and flexible system of modern education and training, but the system must provide adults with the opportunity to continue and develop their abilities based on work and life experience they already have. Such a development of skills is something that will build a future based upon creative knowledge and participation in society.

With regard to the individuality of adult education, the large scale of this area, and different types of this education, a special law on adult education should be passed, which would regulate the profession, goals, enrollment conditions and education, promotion, examinations, standards, as well as a body which will represent them at republic level. We should leave certain characteristics of adult education to regulations by separate laws for (primary, vocational, High Schools, further and higher education), which are naturally, and as a consequence of organizational logic, connected to the stated educational segments.

7. 1. Principles

Besides the general principles, the special principles on which changes in adult education will be based are:

1) Volunteering
2) Training working skills
3) The connection between formal and informal education system
4) Introducing social partners in management, the teaching process and the financing of education,
5) Flexibility in choosing educational programmes
6) The development of a strategy and grading the establishment of adult education system bases,
7) Assessment system development of informally acquired knowledge and qualifications

7. 2. Goals

1) Define adult education with a special law as a part of a uniform system of education
2) Functional literacy and education of people over 35.
3) Free primary adult education
4) Job training of people who did not finish education a profession or for vocational rehabilitation.
5) Retraining and additional training
6) Training and additional training in companies and other organizations
7) Increasing the level of formal education for people over 30

7. 3. Actors in the organization of adult education

7. 3. 1. Primary schools and high schools

- Adjust programmes and content toward needs, experience and pre-knowledge of candidates;
- Enable adults to gain education part-time, and knowledge assessment through partial examinations;
- Professional improvement of teachers for adult education (application of active learning methods etc.)

7. 3. 2. Vocational schools

- Adult education in vocational schools, following a qualification structure i.e., adjust professions and number of candidates to labor market needs.
- Adjust standards of knowledge to conform with at least three EU countries;
- Organize practical training for those who are unemployed and want to train and educate in school workshops, companies, and training centers;
- Improve method of knowledge and skills assessment during education and design a new method of the final evaluation of education.
- Involve social partners in the design of the overall policy for vocational education, in programme design and the implementation of training and education
7. 3. 3. Vocational colleges and faculties

We should outline two-year post-secondary vocational education as a continuation of secondary vocational school and in this way, we should reallocate it away from the framework of university education.

Within the university, it is important to create the proper facilities and establish the need for life-long education.

Enable completion of studies to those who have interrupted it and provide adults with a more flexible study regime.

7. 3. 4. People’s and workers’ university

Bearing in mind that people’s and workers’ universities are specialized institutions for adult education (at present, there are 3 such universities in Montenegro), it is essential to stimulate and create conditions for establishing these institutions in other cities, and in smaller areas to establish branches.

- Organizers of adult education, especially teachers and associates in the teaching process, should have fundamental and broadly based pedagogical-psychological knowledge and, above all, androgenic abilities.
- Primary and secondary adult education, training for certain professions, pre-qualifications, additional qualifications, as required by the labor market, should be financed out of public funds.

7. 3. 5. Training in businesses

- In future, education and training in businesses has to be directed towards the pragmatic goals of a company in the market economy, such as: adjusting the company to market needs and changes, creating and liberating the innovative potential of the employed; adjusting to technological changes and changes of the system of values and business culture with the aim of meeting the needs of consumers and users of products and services.
- Revitalize and provide factory centers for training with cadres, especially from large companies, as a very significant factor in adult education and the training of those employed.
7. 3. 6. The Chamber of Commerce

The Chamber of Commerce through vocational associations should pay more attention to seminars and specializations, especially in the area of management and marketing, where foreign experience should be used. Besides direct participation when offering a programme, it should take on a more important function in outlining, programme preparing, organizing and financing the examination, in-service training to acquire specialized knowledge and in implementing sustained education.

As a social partner, the Chamber of Commerce should be strengthened so that it can become a place where employer’s interests are articulated. Thus, it is necessary to radically reorganize the Chamber of Commerce in the area of education, and particularly of adult education.

7. 3. 7. The Employment Agency

In OECD countries, around 2.5% of gross domestic product is allocated for those activities, which are in the competence of The Employment Agency.

The Employment Agency should be equipped organizationally, technically and financially according to the model of other developed countries;

It should secure higher funds for additional qualifications, specializations and other forms of training; stimulate scientific-research activity in this area;

Secure the participation of social partners in the development and implementation of training programmes.

With the aim of intensifying scientific-research work in the area of the labour force, employment and education, the EU Agency for training has supported, financially and technically, the foundation of the National Observatory of Montenegro at the Employment Agency of the Republic of Montenegro, with the fundamental goal of providing technical, professional and other support to the Ministry of Education and Science, the Ministry of Labor and Social Affairs, the Employment Agency of the Republic of Montenegro etc., in the process of changes in vocational and adult education and the reform of the labour market. The National Observatory as well as the Center for Human Resources (also formed within the Employment Agency), should be strengthened in numbers and materially assisted to undertake research and development work in the area of employment and education.
7. 3. 8. Private schools

- Inspire the growth of private schools
- Define the legal status of these schools and make their rights and obligations the same as schools in the public sector;
- Support the growth of schools financially and provide them with certain exemptions and the possibilities of granting concessions;
- Stimulate the growth of schools for specific professions and for sectors which have more difficulty in gaining employment, especially women;
- Take care of the certification of their public identification papers.

7. 3. 9. Driving schools

- Secure more quality training, examination and a more complete application of regulations through external control and monitoring of driving school activities.
- Establish a certain number of training centers, with the use of modern technology in examination and training, for the whole Republic.
- Provide teachers and instructors in driving schools with androgenic knowledge (by taking a special exam).

7. 3. 10. Special training centers

Due to the lack of quality facilities for training in the existing educational institutions and companies, and also due to the fact that the system of private providers for the training of analogue practice as in most EU countries is not developed, we should form specialized training centers. They should fulfill a multiple role in education, which has not yet existed in our system so far. As a rule, social partners establish these centers and usually they are connected with the Ministry of Labour, that is the Employment Agency or even the Chamber of Commerce.

7. 4. Types and methods of adult education acquisition

Adult education varies: education and training of "people without
profession”, training for a profession needing lower qualifications, additional qualification, knowledge innovation, pre-qualification, technological training, specialization, education of the gifted, special education, professional rehabilitation, education for transition etc.

According to the method and location, adult education can be: formal (school), non-formal (different educational institutions and other organizational forms) and informal (family, association, mass media, leisure time, distance learning, self-education, internet).

7. 5. Curriculum

- Outline programmes which will enable the education and training of adults who have the right to regular primary education, that is, people who have not finished primary compulsory school, people without any profession, people who did not complete secondary school, two-year post-secondary education or university, people without qualifications for a job, and who want to have pre-qualification, additional qualification or specialization, people who want to have a life-long education, elderly people who want to gain new knowledge and skills according to their interests and affinities, etc.
- Adjust adult education, so that it will be implemented according to the curricula for the education of the young (primary, secondary, college or higher), and, to the needs and abilities of the adult in compliance with the separate laws.
- According to the needs expressed by the users of the curricula, the curricula are adapted to the acquisition of skills for certain jobs (the different levels of education and qualification), which include standards of knowledge set at national level.

7. 6. Duration of educational programmes

The duration of primary, secondary vocational (a two-year, three-year and four-year education) and High School education would be organized according the programmes for the young, adjusted to the needs and abilities of adults.

The duration of courses, seminars and other forms of informal education will set according to established standards.
7. 7. Practical teaching

Practical teaching will be organized in:

- School workshops
- Special centers for training
- Production facilities of employers
- Facilities of equipment deliverers
- Facilities of technological innovators,
- The work place
- People’s and workers’ universities and other organizers of practical teaching

7. 8. Organization and management

Bearing in mind the comprehensiveness of adult education, especially in the process of transition and the high rate of unemployment, adult education should have an equal status with all other segments of education.

Therefore, we propose to establish the Council for adult education, on the principle of social partnership (competent ministries in the area of education, labor, employment, tourism, employers association, educators, unions, and etc.), which would:

- Give consent to adjusting programmes for the young, to the public education of the adults,
- Give consent to programmes for teacher training to vocational associates and instructors based on modern educational methods, as well as the special training of experts, for the analysis of the vocational training and education of adults and the labour market,
- Give consent to the introduction of textbooks and tools for adult education,
- Propose and direct the establishment of specialized training centers for the young and adults,
- Propose development strategies for the development of certain programmes, methodology, preparation of standards of knowledge and the development of new educational programmes,
- Propose to the competent educational authority, programmes for adults,
- Confirm textbooks and teaching aids for programmes according to knowledge catalogues,
- Establish knowledge catalogues and examination catalogues for adult programmes,
- Determine a uniform pedagogical-androgenic methodology for implementing the goals for adult education.
- Establish measures for its adjustment and improvement in compliance with EU standards.
- Discuss educational programmes, adjusted to adults, which are the base for valid public education.
- Discuss other vocational issues of importance to the development and activities of the adult educational system.

In all important issues regarding adult education, the Council would cooperate with the Council for vocational education and the Council for general education.

We should form a state examination center for the evaluation of acquired knowledge and skills (formal and informal).

The role of local government bodies should be strengthened in developing programmes and planning adult education on their territory and creating the necessary conditions for its implementation. They would have a significant role in establishing and administrating the institutions for adult education.

Teachers, representatives of candidates-adults, representatives of local government and founders would constitute administrative bodies of the institutions for adult education.

7.9. Financing of adult education

Adult education would be financed from the Budget of the Republic and local government units, according to the adopted priorities of the programme of adult education (public means), and from other sources (employers, candidates, individuals, NGO, funds, international institutions, domestic and foreign foundations, endowments etc.).

Investment maintenance, material costs, costs of the teaching process etc. in compliance with the annual plan would be financed out of public resources.

Education financed from public resources, should be free for candidates.

As for the programmes of adult education, which are co-financed from other sources or donations, participation would proportionally decrease.
The state would finance completely primary and secondary education.

For secondary, college and higher education and certain types of education for gaining qualification, the state, local government unit, and other interested employers and individuals would agree on the participation of finances.

7. 10. System of assessment

- The assessment of adults (primary, secondary, two-year post secondary and higher) would be implemented according the prescribed assessment system for the young.
- Education and training of adults would be carried out through courses (seminars etc), and it would be evaluated descriptively: "pass" or "fail".
- Additional qualification, pre-qualification, in-service education would be assessed in a descriptive way: "satisfactory" of "unsatisfactory", "qualified for work" or "not qualified for work".
- It would be useful to use the services of specialized institutions for the periodical evaluation of acquired knowledge and skills as well as for the assessment of the overall system of adult education.

7. 11. Certifications and diplomas

Organizers of public programmes for adult education will issue diplomas and certificates to be valid as public documentation papers.

To enable the systematic acknowledgment of non-formally acquired knowledge and skills. Organizers of the programme for gaining qualifications, in compliance with prescribed regulations, catalogues of profession, (nomenclature) and the established standards of knowledge, with prior opinion from competent bodies (the Ministry of Labor, the Chamber of Commerce, the Council of Adult Education), would issue certain certificates and licenses.

7. 12. Teaching staff in adult education

The competent ministry should, within appropriate institutions, establish groups of experts who would analyze, monitor and direct adult education.
The organizers and other trainers in the process of adult education (leaders, instructors, lecturers) should have the necessary knowledge of andragogy, and to ensure this, intensive courses would be organized.

In programmes at university, which train the teaching cadre, we should also include an elective subject: general andragogy.

Newly qualified teachers, who have finished the university for teachers, should be provided with mentors and prepare for a special state exam.

To develop a system of the continual improvement of teachers specialized in andragogy and in compliance with the standards and practices of the developed world, (The EU above all).

7. 13. General education

Beside workers’ and people’s universities, institutions such as: centers of culture, theaters, museums, galleries, libraries etc., should organize public educational opportunities.
APPENDIXES

Based on article 12, item 3 of the Decree of the Government of The Republic Of Montenegro (The Official Gazette Of The Republic Of Montenegro”, No: 15/94 and 4/97), The Government Of The Republic Of Montenegro at the session of January 4th, 2001 passed the following

THE DECISION ON THE ESTABLISHMENT OF THE COUNCIL FOR CHANGES IN EDUCATION OF THE REPUBLIC OF MONTENEGRO

Article 1.
The Council for Changes in Education of the Republic of Montenegro (hereinafter: The Council) is established.

Article 2.
The duties of the Council are to:
- Analyze the state of, and attainment in, education,
- Discuss the strategy (general and specific goals) of the process of introducing changes in education,
- Issue opinions on projects and programmes for the implementation of changes in education,
- Discuss and propose measures for the implementation of projects and programmes aiming at introducing changes in education,
- Discuss Draft Laws and other regulations and evaluate their compatibility with modern policies of changes in education, and
- Examine and discuss the compatibility of changes in education with the standards of the European Union

The following people are appointed as members of the Council:
the Chairman:
1. Acad. PhD Dragan Vukčević, prof. Faculty of Law - Podgorica,
2. Acad. PhD Petar Vukoslavčević, professor, Faculty of Mechanical Engineering - Podgorica,
3. Acad. PhD Miodrag Perović, professor, Faculty of Science - Podgorica;
4. Acad. PhD Slobodan Backović, professor, Faculty of Science Podgorica
5. PhD Predrag Ivanović, professor, Faculty of Economics - Podgorica;
6. PhD Perko Vukotić, Professor, Faculty of Science - Podgorica;
7. PhD Ratko Djukanović, professor Faculty of Phylology - Nikšić;
8. PhD Miladin Vuković, professor, Faculty of Phylology - Nikšić;
9. PhD Žarko Mirković, professor, Academy of Music - Cetinje;
10. PhD Sreten Škleletić, professor, Faculty of Electrical Engineering - Podgorica;
11. PhD Dragan Radonić, professor, Faculty of Law - Podgorica;
12. PhD Božidar Šekularac, professor, Deputy Minister of Science and - Podgorica;
13. PhD Dragan Koprivica, professor, Faculty of Phylology - Nikšić;
14. MA. Živko Andrijašević, Faculty of Phylology - Nikšić;
15. PhD Marko Camaj, professor, Faculty of Phylology - Nikšić;
16. PhD Ratko Radović, Assist. Professor Clinical Center of Montenegro - Podgorica;
17. PhD Slavka Gvozdenović, Assist. Professor, Faculty of Phylology - Nikšić;
18. MA. Mirjana Kuljak, Faculty of Economics - Podgorica;
19. Radovan Damjanović, Deputy Minister of Education and Science - Podgorica;
20. Slobodan Daković, Director of Electrical PC - Nikšić;
21. Ivo Armenko, Director of HTP Budva Rivier,
22. Mihailo Banjević, Director of Aluminium Plant - KAP - Podgorica;
23. Djoko Rajković, Director of AD “Plantation” - Podgorica;
24. Miodrag Caušević, Vice-president of Chamber of Commerce of Montenegro Podgorica;
25. Branislav Bojanić, Director of Republic Employment Agency - Podgorica;
26. Svetozar Bulatović, Chairman of Education, Culture and Sports Union - Podgorica;
27. Pavle Ćukić, Primary school teacher of pedagogy, OŠ “Radomir Mitrović” - Berane;
28. Uroš Žeković, Teacher of English, Institute for Foreign Languages, Podgorica
29. Tatjana Novović, Educational inspector for pre-school education, Ministry of Education and Science
30. Žuvdija Hodžić, Writer - Podgorica;
31. Gojko Jelovac, Principal of Primary School “Vladimir Nazor” - Podgorica;
32. Faik Muhović, Principal of Primary School "Saljko Aljković" - Pljevlja;
33. Drago Čantrić, Principal of Gymnasium "Panto Mališić" - Berane;
34. PhD Nail Draga, Principal of Primary School "Bedri Elezaga", Vladimir - Ulcinj;
35. Borislav Kašćelan, Director of the Bureau for professional rehabilitation of people with hearing and speech impediments - Kotor;

-For Secretary:
the Head of the Department for education in the Ministry of Education and Science

Article 4.

The Council may establish working bodies for discussing issues within its competency.

The activities and tasks, composition and the method of activities are determined by the Provision on establishing bodies from item 1 of this article. The methods of the activities of the Council will be determined by a rule book.

Article 5.

Funds for the activities of the Council will be provided from the Budget of the Republic, within the funds of the Ministry of Education and Science.

Members of the Council have the right to honorarium for their work in accordance with a special regulation.

Article 6.

The Council shall submit a report on its activities to the Government every three months.

Article 7.

The Ministry of Education and Science will perform all professional and administrative activities for the needs of the Council.
Article 8.

This decision shall come into force on the eighth day after it is published in «The Official Gazette of the Republic of Montenegro.»

Date: Podgorica, 4th January 2001.

Government of the Republic of Montenegro
PRESIDENT
Filip Vujanović

Based on the Article 38s of the Decree on state government organization and administration («Official Gazette of the Republic of Montenegro», No: 8/93, 39/93, 19/95, 7/97 and 18/98), the Ministry of Education and Science brings

AN ORDER ON THE APPOINTMENT OF COMMISSIONS
FOR CHANGES IN EDUCATION

THE COMMISSIONS FOR THE REFORM OF THE EDUCATIONAL SYSTEM IN THE REPUBLIC OF MONTENEGRO

THE PRE-SCHOOL EDUCATION COMMISSION
Tanja Novović, Chairwoman of the Commission,
Nataša Mićović, Secretary,
Vjera Filipović,
Pero Vuksanović,
Milijana Milidrag,
Miloš Savićević,
Zorica Radović,
Divna Popović,
PhD VesnaVučinić,
Fran Vujaj i
Milja Vujčić.
THE PRIMARY EDUCATION COMMISSION
PhD Slobodan Backović, prof. Chairman of the Commission,
Miodrag Vučeljić, Deputy Chairman,
Goran Terzić, Secretary,
Ljubinka Milošević,
Ljubomir Kovačević,
Mirosлавa Obradović
Nermin Hajdarpahić,
Dušanka Popović
Nada Radonjić,
Jasmina Vukašević,
PhD Petar Djuravčaj,
Saša Milić,
Slobodan Savović,
Dragana Stanišić,
Miloš Vujičić,
Andjela Jaćimović,
Veselinka Golubović
Zorica Minić.

THE HIGH SCHOOL COMMISSION
PhD Dragan Radonjić, prof. Chairman of
the Commission;
Vidosava Kašćelan, Deputy Chairwoman
Divna Paljević-Šturm, Secretary;
Miroljub Ralević;
Dragica Andelić;
Dragan Bogojević;
PhD Marko Camaj Prof;
Žana Kovijanić;
Zorica Kotri;
Srđa Popović;
Slavica Vujović;
Saša Nikolić;
Nada Durković;
Jadranka Grbović
THE COMMISSION FOR VOCATIONAL EDUCATION
PhD Perko Vukotić, prof. Chairman of the Commission;  
Maljota Nuculović, Deputy Chairman;  
Željko Raičević, Secretary;  
PhD Lidija Stefanović Kajlaj, prof.;  
Savo Pejović;  
MA Blaženka Petričević;  
Božidar Mimović;  
Đorđije Polović;  
Vesna Dragutinović;  
PhD Nikola Mijanović, prof;  
Branka Martinović;  
Miomir Radović;  
Mila Burić;  
Radomir Sušić;  
Mijajlo Đurić;  
Radovan Popović;  
Vukašin Zogović

THE COMMISSION FOR ADULT EDUCATION
PhD Ratko Đukanović, prof. Chairman of the Commission;  
Vjera Kovačević, Deputy Chairman;  
MA Radoslav Milošević Atos, Secretary  
Božidar Šišević,  
Duško Rajković,  
Goran Šćepanović,  
Milisav Ćipranić,  
Dimitrije Radulović,  
MA.Miloica Zindović,  
Nataša Gazivoda,  
Mitar Jovanović  
Dragan Nikolić,  
Rasenko Čadjenović  
Radmila Jaredić,  
Jovan Ivanović

The Commissions have been ordered to analyze the current situation in the various segments of education, to make a parallel analysis of the same within three countries of EU, at least, which have achieved significant
progress in this area, and whose example would be the most compatible with our educational policy, to make a proposal of measures, to draft documents (The «Book of Changes», Draft Law etc.), and then to submit them to the Minister and the President of the Commission for Changes in Education for adoption.

The Minister,
Dragan Kujovic
AKNOWLEDGEMENT

We owe huge thanks to foreign experts from Slovenia who participated in the work on the Book of Changes. They are:

1. Slavko Gaber, Ph. D
2. Mojca Kovač-Šebart, Ph. D
3. prof. Janko Muršak, Ph. D