

UPDATE

Higher Education Reform Progress Report

MONTENEGRO

| Field | Proposal | 2016 State of play | 2017 State of play | 2018 State of play |
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| <p>Linking HE to the labour market</p> | <p>Modify HE study programmes by 2015 in order to match labour market needs in terms of qualifications and degrees, on the basis of employer survey</p> | <p>In line with recommendations referred to in EUA evaluation reports, activities related to quality improvement and restructuring of study programmes are being implemented at higher education institutions.</p> <p>In order to better harmonise study programmes with the labour market needs, the restructuring of study programmes at University of Montenegro is implemented not merely in terms of the structure, but in terms of the programmes' contents as well. Reforms at the University of Montenegro are implemented in line with Action Plan for the implementation of recommendations from the External Evaluation Report, prepared by EUA during 2014, and Action Plan for reorganizing the University of Montenegro</p> | <p>Development and reorganization of study programmes at higher education institutions are directly related to labour market needs, national strategies' forecasts, requests to increase student and teacher mobility, internationalization and strengthen the role of higher education. Dispersion of study programmes should be in line with the realistic needs of Montenegrin economy and society, human resources and infrastructure. In order to better harmonize our study programmes with society needs, it was necessary to perform the analysis of the current situation and define guidelines and standards to optimize the studies and structure of study programmes. To this end, the study model at University of Montenegro has been reformed, replacing the existing one 3+1+1+3,</p> | <p>Tracer Study supported by procurement of adequate hardware and development of tailor-made software for implementation, all in line with the findings and recommendations of Feasibility Study has been done. This was followed by conducting a survey of students who graduated from Montenegrin higher education institutions in 2009 and 2013. The survey focused particularly on information about whether these graduates (from different study fields or programs, and different universities/faculties) managed to find jobs, including how long it took them to do so, the type of job, starting salary, as well as career progression. Socio-economic and other background information about the graduates</p> |

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| | | <p>preceding the reaccreditation. One of the activities is to analyse the labour market demand for human resources from each of the existing study programmes, situation at the Employment Office, particularly experiences related to the employment of human resources, demand for human resources.</p> | <p>with 3+2+3, with the exception of regulated professions.</p> <p>Council for Higher Education has passed decisions on accreditation of reformed study programmes of University of Montenegro according to the 3+2+3 model, the implementation of which will begin as of 2017/18 http://www.svo.gov.me/vijesti/164764/Odluke-o-akreditaciji-ustanova-visokog-obrazovanja-studijskih-programa.html</p> <p>Reformed study programmes in the area of medical sciences – Medicine comprising 360 ECTS, Pharmacy comprising 300 ECTS, Dentistry comprising 360 ECTS, School of Applied Health Sciences comprising 180 ECTS have been harmonized with Directive 2005/36/EZ and amendments to Directive 2013/55/EZ.</p> <p>Reformed study programme of Architecture comprising 300 ECTS has been harmonized with Directive 2005/36/EZ and amendments to Directive 2013/55/EZ.</p> <p>Reformed study programme Teacher</p> | <p>were collected as well, to allow analysts to take such differences into account when comparing employment outcomes. The survey shows that most students enrolling at the HEIs have parents with high levels of education. These students are more likely to continue their education after secondary school. This research shows that 3 out of 4 students completed studies within the stipulated study rules, while over 85% were satisfied with the studies. Two-thirds of students are enrolled in specialist, master or doctoral studies. Students are moderately satisfied with the organization of classes within the study program that they have completed (average grades from 2.9 to 3.9 on a scale of 1 to 5), while the rating of satisfaction with the study program on the scale from 1 to 10 is 6.8 (2009) and 6.6 (2013). The results of the survey show that out of the total number of students graduated in 2009, 82% are currently employed, while only 66% of those who graduated in 2013 are employed. A detailed analytical</p> |
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| | | | <p>Training comprises 300 ECTS. From the academic 2017/18 are freshmen will be enrolled into rearranged programs using structure 3+2+3.</p> <p>The Parliament of Montenegro adopted Law on Amendments to the Law on Higher Education 'on 29 June 2017. The essential goal of amendments to the Law is handling the problem of discordance between education and labour market needs, which further leads to unemployment rate increase. regard to the areas which were the subject of amendments to the law.</p> <p>The adoption of the new Law will ensure the following:</p> <ul style="list-style-type: none"> • introduction of a new study model, 3+2+3, in place of the former one 3+1+1+3, as a dominant model in European Higher Education Area; • free bachelor and master studies at public higher education institutions, i.e. University of Montenegro, starting from academic year 2017/2018 for bachelor studies; • free second cycle studies, i.e. master studies according to the reformed model of studies starting from 2020/2021; | <p>report, based on data obtained through student surveys, was completed and its presentation was held on October 24, 2017.</p> <p>In June 2017, an agreement was signed with the company Turnitin LLC from the United States to purchase plagiarism detection software (iThenticate), which allows HEIs access to the world's best-known open and closed-type databases in order to verify works comprehensively. The software is fully operational.</p> <p>The public debate on the Draft Law on Academic Integrity, which was prepared by the inter-ministerial working group, is underway. In accordance with Governmental Agenda, adoption of the Law is planned for the second quarter of the current year. The Law defines the principles of academic integrity of teachers, assistants and students, bodies responsible for enhancing academic integrity, academic integrity violation forms, processes of protecting academic integrity in order to preserve and</p> |
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| | | | <ul style="list-style-type: none"> • introduction of new financing model, i.e. contractual model between the Government of Montenegro and University of Montenegro, where the amount of funds will be proportionate to the level of achieved performance indicators; • introduction of mandatory practical training at higher education institutions comprising 25% of workload, as mandatory part of study programmes; • establishing, for the first time, an independent Agency for Control and Quality Assurance of Higher Education; • defining the status of students who have not completed former programmes, as well as the equivalence of their diplomas with those to be acquired in accordance with the new Law, deadlines for harmonization of existing study programmes i.e. study models with the amended Law; • better harmonization with EU legislation in this area. <p>In accordance with the amended version of the Law on HE institutions shall harmonize their study programmes with this Law within two years from the day of entry into force of this Law.</p> | <p>promote dignity and the reputation of higher education. Expert assistance, in drafting of the Law, was provided by foreign experts hired by the Council of Europe within the project "Strengthening Integrity and Fighting Corruption in Higher Education", Horizontal Facility Actions in Montenegro.</p> |
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| <p>Implement post-university placement programme for 4000 graduates</p> | <p>At the moment, the implementation of 2016 Program is underway. Employers have expressed great interest for the Program, which resulted in advertising 9,014 vacancies for professional training, while the total number of persons with acquired higher education registered for participation in the Program is 3,713.</p> <p>After completing the electronic pairing of users and employers, 93% of applicants, or 3,452 higher education graduates obtained an opportunity to be trained by the selected employer within the nine-month period.</p> | <p>The Program of professional training of persons with acquired higher education is realized for the fifth consecutive year, in accordance with the Law on professional training of persons with acquired higher education. Employers announced 9,173 vacancies for vocational training of beneficiaries, while the total number of people with the University degree who have applied for participation in this Programme is 3,439. In 2017, 3,274 beneficiaries will be professionally trained by the selected employer.</p> <p>Currently we are working on report concerning number of Program users who continue to work by chosen employer. Results of this survey will be delivered to you by the end of September 2017.</p> | <p>The professional training Program for individuals with higher education is realized for the sixth consecutive year, in accordance with the Law. Employers announced 10.029 vacancies for vocational training of beneficiaries. In 2018, 3.055 beneficiaries have the opportunity to be professionally trained by selected employers.</p> <p>Program shows good results, keeping in mind that out of 14,252 beneficiaries who were part of the Program in the previous four years, 6.856 or 48% continued their work engagement, out of which 2.447 (35.64%) were in the public sector, and 4.418 (64.35%) were in the private sector.</p> |
| <p>Develop and analyse a study to determine labour market needs and satisfaction with the</p> | <p>Based on the document titled - The analysis of labour market requirements in the field of higher education, it was found that graduate students do not have</p> | | <p>The same explanation as above.</p> |

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| skills of graduates | <p>sufficient practical knowledge, or so-called “soft skills”. In order to overcome this problem new legal provisions prescribe that institutions are obliged to introduce practical education as part of their curricula, and to provide practical teaching within their institution or with employer on the basis of a contract. The number of contracts between higher education institutions and employers has increased.</p> <p>Information about a survey conducted among employers concerning Professional training programme of persons with acquired higher education conducted in the period 2012-2015 is done by Working Team to monitor and implement the Program. Namely, WT has implemented a survey among employers. The goal of the survey was to receive data on the num of users who, after the 9 month professional training received in the previous years, continued their work with the employers they had selected, as well as data on a potential number of new engagements of current</p> | | |
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| | Programme users by the employer they had selected. | | |
| Improve the curricula to match the labour market needs; Incorporate entrepreneurial subjects and internships into study programmes | <p>The same comment as in the first line of this table titled Linking HE to the labour market.</p> <p>The restructuring process of the existing study programmes at all HEIs is underway, in order to better harmonise them with the labour market needs.</p> | | <p>In accordance with amended and changed Law on Higher Education in June 2017, practical training is a mandatory part of the curricula (in amount of at least 25%) in all HEIs in Montenegro. Practical training could be organized within the premises of the HEIs themselves or by employers, depending on type of study program. If practical training is organised by employers it has to be followed by a contract signed by parties. There are more and more contracts between HEIs and employers. At the University of Montenegro, rearranged study programs using model 3+2+3 have already been introduced from 2017/18 when the first undergraduate students were enrolled free of charge (about 3.500). The other HEIs have to harmonize their study programs with the 3+2+3 model by the beginning of the next academic</p> |

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| | | | | <p>year 2019/2020.</p> <p>Students with disabilities at both public and private institutions are exempt from paying fees.</p> |
| | <p>Create a platform for dialogue between academia and the business sector and build trust</p> | <p>During the past year, activities of Career Centre of the University of Montenegro, which offers career information, guidance and counselling of students in areas studied at faculties, have intensified. The work of the Career Centre focuses on networking and cooperation of students with the business sector, through finding opportunities to perform professional practice and potential work engagements. The goal is to enable students to become familiar with the business environment and gain work experience during the studies, so as to establish a competitive position in the labour market after graduation. To this end, the Career Centre has established cooperation with a number of organizations, including Employment Office, Chamber of</p> | <p>As in accordance with the Law on HE it is expected such kind of dialogue and cooperation to be more advanced.</p> <p>Bearing in mind legal obligation a study programme must include practical training, as well as learning outcomes for the scientific area to which the relevant study programme belongs, i.e. competences for performing the relevant activities. Practical training shall make at least 25% of total student's workload by course, i.e. a year, depending on the learning outcomes for an individual study programme. So, performing of practical training implies signing of contracts between HEIs and companies which is good basement for further improvement of their cooperation and its advancement. This is also good manner for better cooperation between them in sense of working on future joint projects.</p> | <p>Concerning platform for dialogue and trust between academia and the business sector, the explanation is the same as above.</p> <p>We have organized, in cooperation with American Commerce Chamber, the event dedicated to further development of dialogue between academia and business sector with participation of both sides. It was an opportunity for exchanging contacts and interests for closer cooperation, especially in the field of students' practical training. Successful examples of such cooperation within secondary school dual education were presented.</p> |

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| | | <p>Economy, Employers' Union, Bureau for Economic Cooperation, Support and Business Community of Podgorica. In cooperation with the Employment Office, the Career Centre of the University of Montenegro organized a series of workshops focusing on presentation skills and job interviews, and organised educational workshop titled "Start up in the XXI century" in cooperation with the Bureau for Economic Cooperation, Support and Business Community of Podgorica, during which the students learned about the benefits of entrepreneurship, how to develop the entrepreneurial</p> | | |
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| | | <p>spirit and examine the potential for starting a business. Also during the event Career Days, the Career Centre of the University of Montenegro held a workshop "Steps of Personal Development." The objective of the workshop was that the students know themselves better so as to decide on their future plans. The workshop was organized in cooperation with the Employment Office of Montenegro.</p> <p>Every year a large number of projects are implemented between student organizations and employers concerning the practice for students during the summer months.</p> <p>The cooperation was established with "Tehnopolis" Innovative entrepreneurship centre in Nikšić, and the directions of future cooperation have been defined.</p> <p>The development of lifelong learning is implemented through the current curricula reorganization and modularization, based on the</p> | | |
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| | | strategy of development and rules for organising formal, non-formal and informal systems of lifelong learning. | | |
| | Support business incubators and spin off companies; Develop lifelong learning programmes at the level of HE | | | |
| Research | | <p>Almost all units have formally established PhD study programmes, yet only on a small number of units a very small number of students acquire the PhD status.</p> <p>Centre for Doctoral Studies, among other things, defines the areas of PhD studies, organises teaching, approves work schedule and engagement of teachers for PhD studies, encourages, organises and accomplishes multidisciplinary research endeavours and carries out other</p> | <p>Following the adoption of the Rules of doctoral studies which are clearly structured and have an emphasis on research, at the University of Montenegro in February 2015, the organizational units – the Centre for Doctoral Studies and the Doctoral Studies Committee have been established with the aim of harmonisation and advancement of doctoral studies.</p> <p>The competence of the Committee involves the steps that are related to the progress of doctoral candidates. The criteria are more stringent for the approval of PhD thesis and</p> | |

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| | | <p>activities in the field of PhD studies.</p> <p>Important measures concerning the development of research environment in the field of science and art have already been introduced at the University of Montenegro – we foster the culture of publishing through rules for studying and norms for appointment into title. The implementation of the system for rewarding research work and activities conducted within international projects has begun, i.e. for productive publication of works in the relevant international databases.</p> <p>BIO-ICT Centre of Excellence is the first centre of excellence in Montenegro; it was planned as a three-year research programme managed by Faculty of Electrical Engineering, and funded by Ministry of Science of Montenegro through the World Bank loan from June 2014.</p> <p>“TEHNOPOLIS” Innovation and Entrepreneurship Centre was established, and should enable generating and commercialising</p> | <p>preliminary research, as well as for the defense of PhD thesis.</p> <p>Plagiarism detection software iThenticate has been procured within the “Higher Education and Research for Innovation and Competitiveness - HERIC” project in July 2017. Up to 5600 submissions will be the subject of control over the next two years. The short-term effects of the above mentioned measures are reducing the number of PhD students, but the long-term effects (together with National Scholarships for Excellence) will be: sustainable funding of PhD candidates and young researchers, and new jobs for young PhDs.</p> <p>The project: Reforming doctoral studies at the University of Montenegro (REDOS) is funded by the Ministry of Education (HERIC project). The University of Montenegro also co-finances the project, which grant agreement was signed on 15 April 2016. The overall objective of the project is: to reform Doctoral Studies at the University of Montenegro (UoM) in line with the Bologna Process and Salzburg Principles, by fostering quality of</p> | |
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| | | <p>innovation ideas into a specific product or service, that would appear on the market afterwards.</p> | <p>doctoral research and synergy between academia, industry and innovation.</p> <p>The specific objectives are: the development of the comprehensive Strategy for reforming and improving Doctoral Studies at the University of Montenegro;</p> <p>the enhancement of the functionality, quality and visibility of the recently established Centre for Doctoral Studies (CDS) at the University of Montenegro by permanent training of supervisors, candidates and management and administrative boards responsible for DS.</p> <p>The project: PhD Research Hub at University Donja Gorica is funded also by the Ministry of Education through HERIC project, and the contract for the allocation of grants for institutional improvement was signed on 20 December 2016. Its main objective is to: Strengthen educational and research capacities at University of Donja Gorica through the development of multidisciplinary research center for PhD students, which should also serve as research infrastructure for other research purposes for UDG and its academic</p> | |
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| | | | <p>and business partners. The project is expected to contribute to intensified research activities, stronger PhD studies and raised awareness of general public on the importance of research for overall development of the society.</p> | |
| | <p>On 24 April 2015, Ministry of Education and Ministry of Science published a Call for awarding National Scholarships for Excellence, for Master, PhD and Post-doctoral studies to students studying at reputable institutions abroad, funded within the HERIC Project. The Call was opened until 6 July 2015. After the evaluation procedure done by a Commission comprising international experts selected through the announced Call for their engagement, National Scholarships for Excellence for Master studies were awarded to 43 candidates, whereas for doctoral and post-doctoral studies National Scholarships for Excellence were awarded to 26 and 4 candidates, respectively.</p> | <p>Based on Public Call for awarding National Scholarships for Excellence, for Master, PhD and Post-doctoral studies to students studying at reputable institutions abroad, after the evaluation process of the received applications by the commission made by international experts, the national scholarship for excellence for master studies was awarded to 49 candidates, in the total net amount of 364,400 euros, while the national scholarship for excellence for doctoral study received 7 candidates in the total net amount of 64,152 euros and 10 candidates for postdoctoral studies, in the total net amount of 130,809 euros.</p> <p>Based on Call for Proposals for awarding Institutional Improvement</p> | | |

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| | <p>The implementation of scholarships began in October 2015.</p> <p>The Call for 2016 is underway.</p> <p>Within the mentioned project, on 23 July 2015 the Ministry of Education published a Call for Proposals for awarding Institutional Improvement Grants to Montenegrin higher education institutions, with a deadline to apply until 30 October 2015. Planned duration of the approved projects is up to 12 (twelve) months. The amount of 700,000.00 EUR was allotted for this purpose. A total of 23 applications were submitted. In line with the defined conditions of the Call, and after completing the evaluation of the received project proposals, 9 projects have been recommended to receive grants (6 from University of Montenegro and 3 from University Donja Gorica).</p> <p>The Call for 2016 is underway.</p> <p>Institutions are encouraged to participate in as greatest number</p> | <p>Grants to Montenegrin higher education institutions published in 2016, funded within HERIC project, on December 2016, seven contracts were signed between the Ministry of Education and higher education institutions, for the allocation of grants for institutional improvement, valued at 314,000.00 euros. The University of Montenegro was granted for three projects, the University Donja Gorica two, a project was granted to Mediterranean University and one to the Faculty of Montenegrin language and literature.</p> <p>Since December 2016, the Ministry of Science has started the implementation of a new programme of internationalization – team up with large infrastructures (CERN, EMBL, EMBO, ESA, GSI-FAIR). This would allow the networking of our scientists and could, in partnership with other institutions, increase the competitiveness in applying for H2020.</p> <p>Montenegro is since July 2017 full member of the CMS Experiment (The Compact Muon Solenoid) at the</p> | |
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| | <p>of programmes and projects as possible, in order to improve the research component.</p> | <p>CERN-LHC (Memorandum of Understanding signed between the Government of Montenegro and CERN). By the end of the year Montenegro is expected to be a full member of EMBL and EMBO.</p> <p>The activities of promotion and strengthening of national participation in the Horizon 2020 programme are underway, and intensive trainings for the development and implementation of project ideas, as well as individual coaching for proposers are organized from March 2017, with the assistance of experts from the EU (the project is implemented through IPA Component IV “Operational Programme for Human Resources Development” 2012–2013).</p> <p>In order to enhance participation in H2020, the H2020 National Office has been established in March 2017. The system of NCPs for H2020 and the delegates in the PCs of H2020 has been reorganised.</p> | |
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| | <p>Work on the quality and relevance of PhD programmes;(Re)structure PhD studies for more multi-disciplinarily</p> | <p>Improvement of doctoral studies was accomplished through the work of Committee for Doctoral Studies which operates on the basis of rules and procedures adopted at the University of Montenegro and consistently observed; these include all processes ranging from enrolment, planning and organization, monitoring activities for applying to defence of doctoral dissertation, etc.</p> <p>At the moment, the restructuring of PhD study programmes is implemented at all universities, within the overall programme restructuring.</p> | <p>As we have already noted all study program cycles are rearranged including PhD programs.</p> | |
| | <p>Define and specify the status of the doctoral students; Define indicators to enable the follow-up of doctoral students</p> | <p>All PhD candidates have a student status.</p> <p>Indicator:</p> <ul style="list-style-type: none"> - number of students who enrolled in PhD studies - number of students who completed PhD studies | <p>No changes.</p> | |

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| | | <ul style="list-style-type: none"> - number of employed PhD students - number of unemployed PhD students <p>number of students who continued their work engagement at the same institution where they studied, after the completion of PhD studies</p> | | |
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| Quality Assurance | Have an external accreditation agency conduct the reaccreditation process | In line with the recommendations referred to in the external evaluation reports, all institutions which underwent evaluation, will conduct reorganisation. For that purpose, the restructuring of study programmes, analysis of trends in the last five years in terms of student enrolment, pass rates of students, development of human resources, state of equipment and premises, assessment of the necessity for a study programme from the aspect of national strategies, directions of economic development are being carried put. All of the specified activities precede the reaccreditation of institutions. | In accordance with the Law on Higher Education adopted in June 2017 Agency for Control and Quality Assurance of Higher Education will be established till the end of this year. It will conduct accreditation and re-accreditation or external evaluation of higher education institutions, periodic assessment of quality of licensed higher education institutions' work, following the request of an authorized body of institution or the Ministry, establish the list of experts for accreditation of study programmes, or reaccreditation of institutions based on a public call. One of the responsibilities of the Agency is HEIs ranking. The next step is the realization of the | In order to improve the quality of higher education and ensure independent Government, on November 2, 2017. Agency, among others, conducts study programme accreditation procedures and issues a certificate on accreditation of the study programme; conducts higher education institution external evaluation procedures and issues a certificate on reaccreditation of the higher education institution based on the reaccreditation report; conducts a periodic assessment of quality of licensed higher education institutions' work, following the request of an authorized body of institutions or the Ministry; establishes the list of experts for accreditation of study programmes, or |
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| | | <p>In accordance with Law on Higher Education, and following the requests for accreditation, Call for the selection of foreign quality assurance agency concerning three private higher education institutions is in progress.</p> | <p>so-called follow-up evaluation, which will look at the impact of the previously conducted external evaluation on improving the quality of the work of the institutions, implementation of the recommendations from the EUA report, and consider the new aspects and challenges that the institutions face. The follow up evaluation, done by EUA experts, will start in September 2017, while the final reports will be presented in 2018.</p> | <p>reaccreditation of institutions based on a public call; ranks higher education institutions.</p> <p>At its session held on 1 March 2018, the Parliament of Montenegro appointed Council for Higher Education, on proposal of the Government, in accordance with Article 12, paragraph 1 of Law on Higher Education. The Council is composed of seven members appointed for a period of four years.</p> <p>The Council is responsible for monitoring and improving the quality of higher education in Montenegro. The Council, among others, provides opinion concerning strategies for development of higher education; prescribes conditions and criteria for appointment of academic titles; provides opinions on the amount of resources required for funding public higher education institutions and students attending them each academic year; provides opinions on regulations in the field of higher education; adopts standards for evaluation of institutions in</p> |
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| | | | | compliance with standards in the European Higher Education Area. |
| | Define learning outcomes for all HE study programmes | Learning outcomes for programmes implemented at Mediterranean University are provided in a document titled Learning Outcomes of Mediterranean University http://fit.unimediterranean.net/fajlovi/razno/Ishodi_ucenja_UNIM.pdf , whereas at University Donja Gorica learning outcomes have been defined for individual programmes. Defining learning outcomes for all study programmes will be completed until the end of 2016. | All HEIs, in accordance with the Law, have defined learning outcomes. | All HEIs, in accordance with the Law, have defined learning outcomes. |
| | Develop transparent, standard and | | Council for Higher Education in September 2016 adopted document named Measures on conditions and | The newly established Council for Higher Education, taking into account some remarks of the |

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| | systematic procedures to appoint academic staff, evaluate thesis, projects etc. | | <p>criteria for appointment to academic titles for all HEIs in Montenegro.</p> <p>Ministry of Science also has its own appraisal criteria for the research performance of academic staff and performs the appraisal on annual basis.</p> | <p>academic community on conditions and criteria for appointment to academic titles, adopted in 2016, has been working on preparing the new document relating to the appointment of academic titles. In order to arrange better solutions within the new document, Montenegrin Academy of Sciences and Arts has organized, with the participation of the representatives of the academic community, a special meeting (round table) devoted to this issue.</p> |
| Managing resources & reforms in HE | Develop training schemes for academic and administrative staff to improve capacity and professionalization | With the support received from various projects and foundations, institutions carry out trainings of employees. In that manner, the University of Montenegro, with the support of King Baudouin Foundation, implements TRAIN project, for the purpose of developing, implementing and evaluating a training programme aimed at professional development of academic staff, targeting primarily future professors and | Continuous activity which is the responsibility of the HEIs themselves mostly. | Continuous activity which is the responsibility of the HEIs themselves mostly. |

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| | | <p>teaching assistants. Its goal is the development of new human resources at Western Balkan universities (University of Belgrade, University of Novi Sad and University of Sarajevo are partners on the project). Target group for the training programmes are PhD students, teaching assistants, docents and students of post-doctoral studies.</p> <p>Candidates will be introduced to the procedure, as well as with the problems which they may encounter in the process of research and presentation of results.</p> | | |
| | Increase investment in HE | Regarding funding model Government of Montenegro adopted the first scenario. | In accordance with the Law on HE, adopted in June 2017, the public institution and the Government will conclude the Agreement on financing, which regulates mutual rights and obligations, for the realization of study programs of I and II cycle of studies. The contract will be signed for at least one fiscal year. The agreement shall include in particular: objectives, activities and measures for achieving the objectives, indicators for monitoring | Harmonization of content of the Financing contract, which is based on performance data between Ministry and University of Montenegro, is underway. For 2018, the biggest budget in amount of 19,3 mil is allocated to the University of Montenegro (more than 2 mil comparing with 2017). |

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| | | | <p>the implementation of the agreement, reporting dynamics concerning the implementation of the agreement, and other matters of relevance for funding.</p> <p>Introduction of the new financing model means additional budget allocations in the amount about cca two million of euros annually.</p> <p>In accordance with the Law on HE students of the 1st and 2nd cycles of studies at public HEIs will not pay tuition fee. Free bachelor studies at public higher education institutions, i.e. University of Montenegro, will start from academic year 2017/2018 for bachelor studies, while free master studies according to the reformed model of studies will start from 2020/2021.</p> <p>The new model will provide a more efficient funding, and financial stability of the University.</p> | |
| | <p>Improve management and organisation of the HEIs</p> | <p>All higher education institutions harmonized their Statutes and other acts with Law on Higher Education and EUA recommendations, with a view to improving the management structure and the operation of</p> | <p>Continuous activity.</p> | |

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| | | <p>institutions themselves.</p> <p>Functional management of the University of Montenegro is achieved through a more efficient operation of special internal organizational units at the Rectorate – Centre for Studies and Quality Control (along with Lifelong Learning Centre), Centre for International Cooperation and Mobility of Teachers and Learners, Centre for Doctoral Studies, Career Centre (for development of cooperation with society and economy), PR Centre, Centre of Information System, Centre for maintenance and units of particular importance - University Library and the Science Park of University of Montenegro, being the central research bases of the University of Montenegro. The final integration of University of Montenegro, by establishing the functional management, taking clear authorities and responsibilities for institutional development and leadership through affirmation of the greatest higher education values, is the task set by the Strategy for reorganization and integration of</p> | | |
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| | | the University of Montenegro, drawing on the final recommendation of IEP report which, with the same goal, recognizes the additional responsibility of Rector. | | |
| | Improve internal cooperation within institutions and within the country | There are no limitations concerning the exchange of academic staff at private institutions, whereas at University of Montenegro the approval of Senate is necessary. Institutions may engage prominent experts with PhD degree from the relevant area of expertise, or prominent artists, for the practical part of teaching. | Increased number of contracts signed between HEIs and companies i.e. employers. | Continuous activity based on obligations of HEIs to provide practical training for students and the overall research based learning and research of academic staff. |