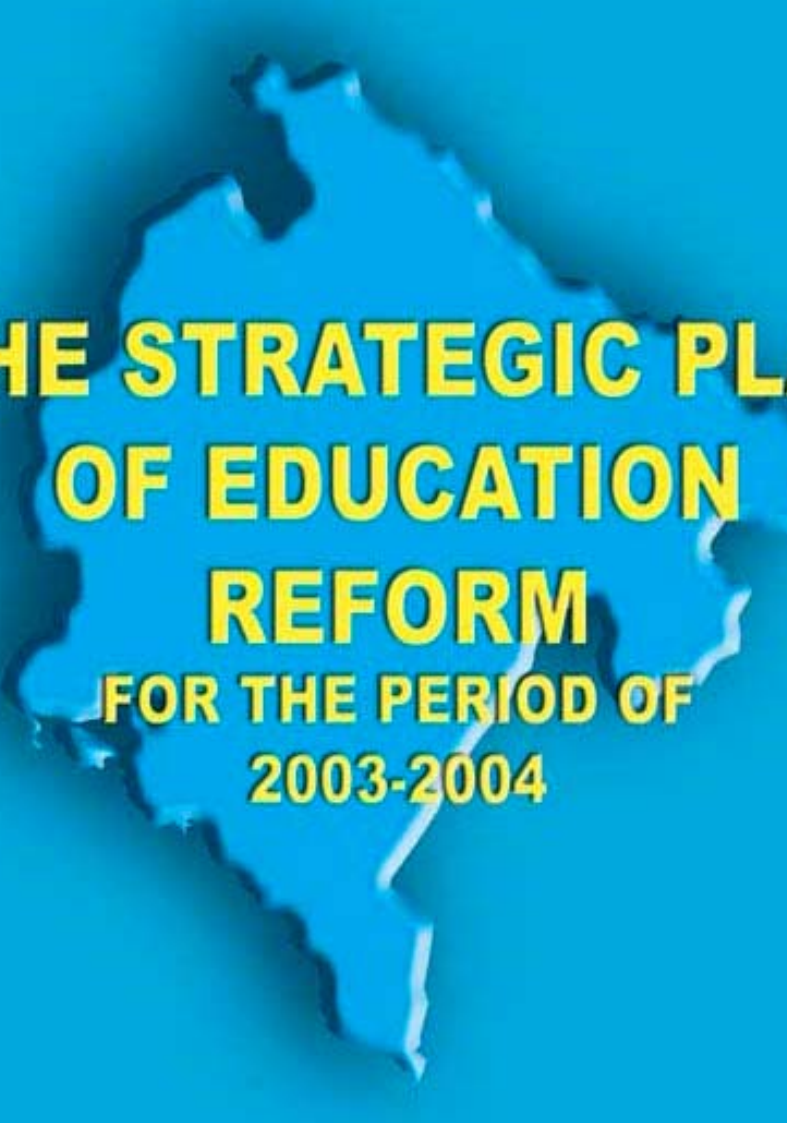




THE REPUBLIC OF MONTENEGRO
THE GOVERNMENT OF THE REPUBLIC OF MONTENEGRO
THE MINISTRY OF EDUCATION AND SCIENCE

A large, light blue map of Montenegro is centered on the page, with a white outline. The map is set against a dark blue background. On the left side of the map, there are three vertical bars: a green one at the top, a light blue one in the middle, and a yellow one at the bottom.

THE STRATEGIC PLAN OF EDUCATION REFORM FOR THE PERIOD OF 2003-2004

Podgorica
2003

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Introduction

This document will present the sequence of what has been done so far in the area of the reform of the education system in Montenegro. After the strategic document – “The Book of Changes”, which includes the proposals for a new, reformed education system, the Ministry of Education and Science made legal base for the accomplishment of proposed solutions by shaping of a set of laws on education.

The subsequent and, at the same time, more difficult part of the work that will be pursued by the Ministry of Education and Science is the implementation of the stated changes in the extremely complex economic and political situation existing in Montenegro at present.

Believing that the future of children in Montenegro is actually the future of the Republic of Montenegro, the Ministry of Education and Science will do anything in its potential, as it has been doing to date, to implement the proposed changes, creating an education system in line with the policies existing in education systems within the European Union and developed world and offering the youngsters in Montenegro the possibility to advance their capacities in every respect, the capacities they will build into the future and the development of Montenegro.

Regarding the fact that reform is always a process in which the timing of work is crucial, the document titled “The Strategic Plan of Education Reform for the period 2003-2004” has as its basic target to make possible the monitoring of the implementation of this top priority task in Montenegrin society today, in a functional manner.

In addition to that and bearing in mind the very difficult economic situation, this document, at the same time, represents an attempt by the Ministry of Education and Science to further guide activities and to decide on priorities in the best possible manner through communication with donors, the financial support and expertise of whom has significantly helped the implementation of a greatest number of reform tasks up to now.

The approach of comprehensiveness, adopted at the very beginning of education reform process in Montenegro, has shown itself as one of the most positive points of the reform to date. At the same time, it entails considerably complex work following the need “to act in several directions” within such a multiple system

The document is composed of the Chapters – Tasks with specified time limits for their fulfillment and reference numbers, for the sake of clarity.

To that end, each of the presented tasks contains the following Chapters:

1. Rationale;
2. Assumptions, limitations and risks;
3. Aims;
4. The tasks having deadlines; and
5. Planned budget.

We hope the reading of this Document will give a clearer picture of the education system reform in Montenegro, and will be useful for the effective conveyance and guidance of reform process.

This document has been made by Ivana Petričević and Slobodan Backović, PhD. Task No. 5 in this document has been made by Željko Raičević, Task No. 11 has been made by Perko Vukotić, PhD and Task No. 12 has been made by Nataša Živković.

»It's high time!«

Task No. 1:

<i>Reorganization of MES of RM</i>	
Deadline for accomplishment of task:	<i>30th September 2003</i>
Reference number:	<i>MPN/SP/001</i>

Rationale:

The existing situation in the Ministry of Education and Science of the Republic of Montenegro (MES RM), the result of old-fashioned models regulating public institutions does not satisfy the requirements imposed as prerequisites for the reform, and therefore its reorganization is required as a top priority.

The changes in MES RM are required in several ways, such as:

- organizational changes (the establishment of the Minister's Cabinet and the Department for International Cooperation);
- changes regarding human resources (additional training for the employees in MES RM);
- systemic changes (the elaboration of work posts systematization, as well as the detailed job descriptions for each of employees in MES RM); and
- the changes in working conditions.

The above stated changes would facilitate the functioning of the Ministry as of a modern institution, having the equipment and human resources, acting, and dealing with the policy of education, primarily, and, simultaneously, transferring the operative tasks to the projected new institutions –The Bureau for Education Services and the Center for Vocational Education.

The reorganization of MES RM is a mandatory precondition that will facilitate the Ministry's reaction to changes in the educational environment, as well as its functioning as an up to date, well organized and functional public service.

Assumptions, limitations and risks:

A general assumption, from which the implementation of all stated tasks contained in this document starts, is the engagement of a certain number of people employed in the Ministry (especially in the existing Education Inspectorate) in the reform process. Creating the strategic document and the draft laws on education, these people have achieved a broad spectrum of knowledge of education reform problems and experience in work with international experts, and they are ready to implement any changes needed to ensure the improved running of the system.

One of the probable advantages of the engagement into this task is the possibility to connect education reform with the EAR project for public administration reform, and where it is achievable to facilitate the creation of work posts systematization with the framework of the stated project (in line with the scheme given in the Annex 1) and the creation of job descriptions for all employees of MES RM.

Taking into account the technical equipment of the Ministry, a real assumption is the donation by OSIM for computers (there are currently 15 computers, 5 printers, 1 network printer and 1 copier in the premises of MES RM), which significantly reduces the costs for the supplying of PCs, printers and copiers, required for the Ministry's work.

Possible limitations regarding the accomplishment of the stated task are the Law on State Administration and other regulations in this area, taking into account that the same Law defines the number of employees and of work posts in state authorities, which all together could be contrary to the concepts of the new systematization of the Ministry of Education and Science.

In addition to that, certain areas of education, primarily the area of adult education, have not been presented in the MES RM in a proper manner with regard to the employees dealing with this area. Pursuing the idea of lifelong education, that is in effect in the countries of EU, and recognizing the need of such education, the new organization must take into consideration the employment of new workers who have specialized in this area during their schooling, which, again, could be contrary to the Law on Public Servants and to the Regulation on Work Post Ranking.

The same limitation is valid when it comes to the issue of the establishment of new units that have not existing within the Ministry before, such as the Minister's Cabinet (1 Head of the Cabinet, 1 person for the public affairs) and the Department for the International cooperation (1 Head of the Department, 1 Advisor, and 1 Secretary for both organizational units).

However, at the same time, the new systematization imposes a reduction in the number of employees as well as a assignment of additional requirements relating to knowledge, skills and capabilities of the people who will work in this institution. The solution of the problem of loss of employment will be decided on in line with the legally foreseen ways out, whereas the issue of additional requirements will be overcome through mandatory and supplementary training for all employees in the Ministry. The training will be related to the computer literacy and an active knowledge of the English Language, both of them required for the communication and the use of Internet information, and both being planned as a subtask of this task.

Aim:

General aim is the improvement of the systematization and the capacity of the MES RM, in order to enable the Ministry to guide the system of education in as functional manner as possible, passing timely decisions based on true data.

Tasks:

1.1 The re-systematization of work posts and job descriptions of jobs for all employees in MES RM, in line with the scheme planned in "The Book of Changes" (see Annex 1);

Deadline: 15th April 2003

1.2 The establishment of the Minister's Cabinet* and the Department for International Cooperation, through public announcement that will require the active knowledge of the English Language and computer literacy;

Deadline: 15th May 2003

1.3 training needs assessment of the employees of the MES RM;

Deadline: 01st May 2003

1.4 the creation of the training program for the employees of the MES RM;

Deadline: 15th May 2003

1.5 the delivery of the training for the employees in MES, in:
a. computer science,
b. the English Language;

Deadline: 15th July 2003

1.6 the delivery of additional training of the employees in MES RM, based on need assessment and program referred to in item 1.4;

Deadline: 30th September 2003

1.7 the supplying of necessary equipment for the employees of the MES RM;

Deadline: 15th July 2003

* Minister will be personally in charge for appointment of people in his Cabinet, considering that it is important for him to appoint the core team he is going to work with

Budget:

	Item	Projected budget
1.1	Re-systematization of work posts and job descriptions of jobs for all employees in MES RM	2,500 €
1.2	Establishment of the Minister's Cabinet and the Department for International Cooperation	42,000 €
1.3	Training needs assessment of employees of the MES RM	1,000 €
1.4	Creation of the training program for the employees of the MES RM	1,000 €
1.5	Delivery of the training for the employees in MES	
	Computer skills	4,800 €
	English language	6,000 €
	TOTAL 1.5	10,800 €
1.6	Delivery of additional training of the employees in MES RM, based on need assessment and program referred to in item 1.4	5,000 €
1.7	Supplying of necessary equipment for the employees of the MES RM	
	Personal computer – 25 pcs.	700 €x25 = 17,500 €
	Switch	2.000 €
	Network printer	3,000 €
	Copier machine	3,000 €
	Network extension	2,000 €
	TOTAL 1.7	27,500 €
TOTAL 1.1 – 1.7		89,800 €

Task No. 2:

<i>The creation of Bylaws</i>	
Deadline for accomplishment of task:	<i>01st December 2003</i>
Reference number:	<i>MPN/SP/002</i>

Rationale:

Pursuing the practice of European countries, MES RM decided to use the format of "framework legislation" in the creation of the packet of draft laws on education, the format being in effect in most of the European countries. Such a format means the defining of general principles within the contents of laws that are adopted by the Parliament, while the details are stated in bylaws that are passed by the Ministry, the procedure enables faster adjusting to changed circumstances and, taking into account the manner of existing operation of the Parliament, solves the problem on the superseded legal solutions that unable the flexibility of the education system.

After the acceptance of draft laws on education by the Parliament of Republic of Montenegro, the subsequent step that will facilitate the defining of details necessary for the introduction of the new system and the implementation of reform process is the creation of bylaws, being the ones the laws mentioned above, are referring to.

The creation of bylaws referred to in the laws on education is necessary for the purpose of the strengthening of regulations and for the defining of details relating to certain levels of education, and without which it is not possible to commence the implementation of the education reform.

Assumptions, limitations and risks:

Work Groups of MES RM outlined the bylaws, which are to be created, in the procedure of the creation of draft laws on education.

Working in the process of the creation of draft laws on education that pursue the "framework format", the employees of MES RM have strengthened their professional capacity cooperating with foreign experts (from Slovenia, thanks to OSIM; from Great Britain, within the project "Technical Assistance to MES RM", financed by EAR), as well as their knowledge on such an approach in the creation of drafts and bylaws that are necessary.

The number of people currently employed in the Ministry of Education and Science, in its legal department, and doing the jobs dealing with legal issues (12 persons) reflects the positive prerequisite for the completion of tasks, if the need to

create 53 bylaws that have been defined in the course of the creation of draft laws are taken into account.

In addition to that, it is important to emphasize that the team creating draft laws and bylaws participated actively in the organization of, and lead, public discussions on the packet of adopted laws, which is an exceptionally important prerequisite taking into consideration the Ministry will pursue this process within the framework of the adoption of these bylaws, recognizing the democratic process and the transparent features of the process itself and respecting public opinion. The Ministry will consult all interested parties and incorporate useful proposals relating to the improvement of proposals.

However, it should be clearly highlighted that this has been the first time in 15 years that the creation of draft laws and bylaws has been approached in such a manner, and therefore it is reasonable to anticipate that people employed in the Ministry and being in charge of the creation of draft laws will need the assistance of foreign experts and additional training, in order to achieve high quality in their work.

There is also the prospect the training of employees from the Ministry of Education and Science by connecting to one of the projects dealing with the reform of public administration (such as the EAR project) or with the reform of legislation, in order to enable the employees of this Ministry to pursue the changes in the legislation in Montenegro and to strengthen their skills in the creation of bylaws.

Aim:

The strengthening of the necessary legislation that will enable the implementation of the education reform at school level through making possible the synchronized flexibility and the openness of the education system.

Tasks:

2.1 *the finalization of the list of bylaws for which the drafts should be created;*

Deadline: 20th January 2003

2.2 *the training of lawyers being employed in the Ministry of Education and Science of the RM, for the creation of bylaws;*

Deadline: 01st April 2003

2.3 *the creation of bylaws;*

Deadline: 01st September 2003

2.4 the holding of public discussions on bylaws;

Deadline: 01st October 2003

2.5 the incorporation of the public discussions suggestions in the final drafts of bylaws;

Deadline: 03rd November 2003

2.6 the publishing of bylaws and their coming into effect

Deadline: 01st December 2003

Budget:

	Item	Projecte d budget
2.1	Finalization of the list of bylaws for which the drafts should be created	/
2.2	Training of lawyers being employed in the MES RM, for the creation of bylaws	
	Expert support – 20 MD (all inclusive)	10,000 €
	Space renting and production of training materials	1,000 €
	TOTAL 2.2	11,000 €
2.3	Creation of bylaws	/
2.4	Public discussions about drat bylaws	
	Preparation of draft bylaws for printing	1,000 €
	Printing of draft bylaws	10,000 €
	Mailing draft bylaws to schools and interested parties	500 €
	Travel expenses, accommodation and meals for public discussion facilitators	3,500 €
	Per diems for public discussion facilitators	1,000 €
	TOTAL 2.4	16,000 €

	Item	Projected budget
2.5	Incorporation of the public discussions suggestions in the final drafts of bylaws	/
2.6	Publishing of bylaws and their coming into effect	/
TOTAL 2.1 – 2.6		27,000 €

Task No. 3:

<i>The Founding of the Councils for Education</i>	
Deadline for accomplishment of task:	<i>03rd April 2003</i>
Reference number:	<i>MPN/SP/003</i>

Rationale:

The strategy of education reform states the necessity for the founding of professional and advisory bodies that will take over a part of the competences and responsibilities the Ministry of Education and Science currently has, for the purpose of the de-politicization and decentralization of the system.

»The Book of Changes«, in its part relating to the advisory bodies, suggests the activities of three such bodies – The Council for General Education of Montenegro, The Council for Vocational Education of Montenegro and The Council for Adult Education of Republic of Montenegro, which will deal with professional issues within these areas of education.

The founding and the active work of these three bodies is necessary for the purpose of the facilitation of decision making on important issues at an expert level, in order that the future decisions on the education system will be based on proficiency and knowledge, regardless of the current political situation and other non-professional ideas, and all for the welfare of students and apprentices in Montenegro education.

The membership of these Councils will be achieved by Government appointment for five years and consist of scientists, university professors and the representatives of national and ethnic groups, to create an environment ensuring the impartial and professional working of these bodies.

Assumptions, limitations and risks:

The education reform in Montenegro has shown the existence of excellent human resources and, therefore a positive basis for the implementation of this task are the people that have been engaged in the reform process (as well as in the work of the Councils existing at this time), they being the people that understand and appreciate the significant benefits of education reform for our society, and who are ready to be employed in the work of those bodies.

However, the above-mentioned precondition reflects also a certain limitation. People having been engaged in the reform process and who have shown extreme enthusiasm and industriousness in their work so far, face the situation in which the work in some bodies, significant for the reform because of the

numerous functions that were taken over, requires additional effort and for which there is no adequate payment. In this respect, there is the risk that the work of advisory bodies will not be undisturbed unless the funds necessary for the functioning of the Council are supplied, regardless of the existing professionalism.

The starting point is that, for the purpose of the facilitating of the execution of additional duties for professionals, the logistic support and the conditions of premises for the Councils' work will be provided by the newly established institutions - the Bureau for Education Service (for the work of the Council for General Education) and the Center for Vocational Education (for the work of the Council for Vocational Education and the work of the Council of Adult Education) – as soon as they have been established and as soon as the space conditions have been fulfilled for the commencement of their activities (see Task No. A-4/5/6).

Aim:

The creation of the possibilities for the making of professional decisions on important education issues, based on competent opinions and expertise of local experts, and all for the purpose of de-politicization and decentralization of the system.

Tasks:

3.1 the proposing of structure and membership;

Deadline: 28th February 2003

3.2 the appointments by the Government;

Deadline: 06th March 2003

3.3 the creation of the Rules of Procedure;

Deadline: 25th March 2003

3.4 the commencement of the Councils work;

Deadline: 03rd April 2003

Budget:

	Item	Projected budget
3.1	Proposing of structure and membership	/
3.2	Appointments by the Government	/
3.3	Creation of the Rules of Procedure (3x)	300 €
3.4	Fees for Council members for 12 months period	
	Council for general education – 15 members	18,000 €
	Council for vocational education – 12 members	14,400 €
	Council for adult education – 9 members	10,800 €
	Running costs necessary for Councils` operation (36 meetings)	6,000 €
	TOTAL 3.4	49,200 €
TOTAL 3.1 – 3.4		49,500 €

Task No. A-4/5/6:

<i>The providing of space and technical conditions for the work of the Bureau for Education Services, the Center for Vocational Education and the Examination Center of Montenegro</i>	
Deadline for accomplishment of task:	<i>01st February 2005</i>
Reference number:	<i>MPN/SP/004</i>

Note:

The task with reference number MPN/SP/004 represents the exception comparing to other tasks stated in the strategic plan and regarding the fact it presents the prerequisite for the accomplishment of the Tasks No. 4, No. 5 and No. 6.

Rationale:

The provision of space and other conditions for the work of institutions that will be the implementers of education reform in the future system, is one of the tasks without the accomplishment of which the undisturbed process of reform cannot be relied on.

The space conditions referred to in this task will, in addition to the institutions themselves, be necessary also for the work of the Council for Education, which will logistically be supported and supplied with space by the Bureau for Education Services (the Council for General Education) and by the Center for Vocational Education (the Council for Vocational Education and the Council for Adult Education).

The necessity of the construction and the equipping of these facilities are evident if the existing situation, being one in which the Education Inspectorate operates from premises without adequate conditions for those currently employed, is taken into consideration. A possible transfer of those employed will not solve the problem of the lack of space, taking into consideration the anticipated institutions will employ a greater number.

The establishment of institutions, which have not existed in Montenegro so far, requires the space and other conditions that will enable the creation of new, modern well organized institutions functioning successfully and offering surroundings not burdened by logistic problems, and all in order to allow the professionals, who will work in them, to be completely oriented toward the advisory, development and professional jobs they will carry out.

Assumptions, limitations and risks:

The basic precondition for the implementation of this task is the necessity to construct the buildings, which is the fundamental requirement for the work of the most important institutions and advisory bodies of the reformed education system, and all in order to provide the newly employed in those institutions and those engaged in the advisory bodies the essential conditions for work.

Respecting the importance of education, it is assumed that The Assembly of the Municipality of Podgorica will have a full understanding when it comes to the construction of those buildings and, to that end, that it will give its approval for their construction, and in addition that the Ministry of Education and Science will be given the space necessary for the aforementioned constructions that will be stated by the request of the Ministry.

The basic limitation is imposed by the financial shortages, taking into account that the MES RM is not in a situation to complete such an expensive, albeit, extremely important project without additional support of the Government of the Republic of Montenegro and of International Institutions.

Bearing in mind the existing financial situation in the Republic and the correlation between the areas of work of the Bureau for Education Services and the Center for Vocational Education, the MES RM plans these two institutions to be located in the same building so to use certain common premises in order to save money. The State Examination Center will be located in a separate building due to the different nature of its work and its structure. Therefore, the tasks and items in the budget relating to design, building and required equipment refer to both buildings.

Aim:

The providing of space and technical requirements for the work of the Bureau for Education Services, the Center for Vocational Education and of the Examination Center of Montenegro.

Tasks:

A-4/5/6.1 ***the getting of the corresponding land for the construction of buildings;***

Deadline: 03rd June 2003

A-4/5/6.2 ***the obtaining of approval by the Assembly of the Municipality for the construction;***

Deadline: 03rd June 2003

- A-4/5/6.3** ***the invitation for open bid for the conceptual design of the two facilities;***
Deadline: 01st July 2003
- A-4/5/6.4** ***the elaboration of conceptual solutions for the two buildings in line with the bill of quantities stated in Annex 2;***
Deadline: 01st August 2003
- A-4/5/6.5** ***the adoption of conceptual solutions for the construction of buildings, by the Commission, and the paying of copyrights;***
Deadline: 30^h August 2003
- A-4/5/6.6** ***the creation of construction projects;***
Deadline: 30th November 2003
- A-4/5/6.7** ***the creation of the projects for the equipment of buildings;***
Deadline: 01st January 2004
- A-4/5/6.8** ***the invitation to tender and to the selection of the company for the construction of buildings, according to the designed projects;***
Deadline: 31st December 2003
- A-4/5/6.9** ***the construction of buildings according to the adopted projects;***
Deadline: 31st November 2004
- A-4/5/6.10** ***the Inspection's technical approval of the buildings;***
Deadline: 31st December 2004
- A-4/5/6.11** ***the invitation to tender for the equipping of newly constructed buildings by the furniture, in line with item A-4/5/6.7;***
Deadline: 01st October 2004
- A-4/5/6.12** ***the selection of most favorable offer for the equipping of newly constructed buildings by necessary furniture and the commencement of the procedure for the supplying of furniture;***
Deadline: 15th November 2004
-

A-4/5/6.13 *the invitation to tender for the equipping of newly constructed buildings by necessary technical equipment, in line with item A-4/5.7 (see Annex 3, The Proposal of the technical equipment for the Bureau for Education Services);*

Deadline: 01st October 2004

A-4/5/6.14 *the selection of most favorable offer for the equipping of newly constructed buildings by the necessary technical equipment, and the commencement of the procedure for the supplying of technical equipment;*

Deadline: 15th November 2004

A-4/5/6.15 *the supplying of newly constructed buildings by necessary furniture;*

Deadline: 01st February 2005

A-4/5/6.16 *the supplying of newly constructed buildings by the necessary technical equipment;*

Deadline: 01st February 2005

Budget:

	Item	Projected budget
A-4/5/6.1	Getting of the corresponding land for the construction of buildings	/
A-4/5/6.2	Obtaining of approval by the Assembly of the Municipality for the construction	/
A-4/5/6.3	Invitation for open bid for the conceptual design of the two facilities	1,000 €
A-4/5/6.4	Elaboration of conceptual solutions for the two buildings in line with the bill of quantities stated in Annex 2	5,000 €
A-4/5/6.5	Adoption of conceptual solutions for the construction of buildings, by the Commission, and the paying of copyrights	1,000 €
A-4/5/6.6	Creation of construction projects	30,000 €
A-4/5/6.7	Creation of the projects for the equipment of buildings	3,000 €
A-4/5/6.8	Invitation to tender and to the selection of the company for the construction of buildings, according to the designed projects	1,000 €
A-4/5/6.9	Construction of buildings according to the adopted projects	3.438,750 €
A-4/5/6.10	Inspection's technical approval of the buildings	1,000 €
A-4/5/6.11	Invitation to tender for the equipping of newly constructed buildings by the furniture	1,000 €
A-4/5/6.12	Selection of most favorable offer for the equipping of newly constructed buildings by necessary furniture and the commencement of the procedure for the supplying of furniture	/
A-4/5/6.13	Invitation to tender for the equipping of newly constructed buildings by necessary technical equipment	1,000 €

	Item	Projected budget
A-4/5/6.14	Selection of most favorable offer for the equipping of newly constructed buildings by the necessary technical equipment, and the commencement of the procedure for the supplying of technical equipment;	/
A-4/5/6.15	Supplying of newly constructed buildings by necessary furniture	68,775 €
A-4/5/6.16	Supplying of newly constructed buildings by the necessary technical equipment	1,100.000 €
TOTAL A-4/5/6.1 – A-4/5/6.16		4.651,525 €

Task No. 4:

<i>The Establishing of the Bureau for Education Services</i>	
Deadline for accomplishment of task:	<i>01st May 2003</i>
Reference number:	<i>MPN/SP/005</i>

Note:

The Bureau for Education Services should have the corresponding space and technical conditions for its work, but it is necessary to make the decision on an interim solution before the final decision has been passed.

Rationale:

The Bureau for Education Services is foreseen as the leading institution of the education system, to which the greatest number of solutions stated in "The Book of Changes" and in the set of laws on education refers. This institution will encompass research, advisory and development functions within the scope of its work, and as such, it will represent one of the most significant elements of support for the education system in Montenegro.

In addition to the execution of functions that have been carried out within the framework of the education system, the proposed solutions also deal with the functions that the Montenegro education system has not executed so far (for example, the quality assurance, continuous professional development through training based on standards, work with children with special needs, the separate functions of evaluators and of advisors, ...), and therefore this clearly indicates the necessity for the establishment of the Bureau for Education Services.

The Bureau for Education Services will deal with any work relating to general education (covering all issues in the area of preschool education, primary education, and general secondary education), however it will also deal with work relating to the general part of education in vocational schools and the general part of education within the scope of adult education. It will ensure the function of common characteristic for both types of education, such as the quality assurance, continuous professional development for each and every professional in education, etc.

The provision of space and technical requirements (see Task No. A-4/5/6) and the meeting of the preconditions for the functioning of its organizational units (see Annex 4) represent one of the biggest and most complex tasks within the scope of this strategic document, and delay in the accomplishment of such an important task would endanger the conduct of the whole education reform process.

Assumptions, limitations and risks:

The basic assumption for the meeting of this task is the readiness of the MES RM to invest all available resources, either financial or human, in the establishment of this significant institution of the education system.

Respecting the significance of this institution, it has been based on the assumption that the Government of the Republic of Montenegro and International Organizations will support the meeting of the requirements for the commencement of the Bureau for Education Services' work, taking into account that the Ministry of Education and Science is not in situation to provide the necessary funds on its own.

The assistance in the completion of the task is obvious from the linkage of the EAR's project for the reform of public administration with reference to the creation of the draft systematization of work posts for the employees in the Bureau for Education Services, in order to enable the organization of the institution to be as functional as possible from the very beginning.

The functioning of the Bureau for Education Services will be facilitated due to the fact that the existing structure of the MES RM already employs the staff, the competency, knowledge and the skills of whom will completely satisfy the needs of certain posts within this Bureau.

Nevertheless, the funds necessary for the supply of space and equipment, the salaries of institution employees, the funds for training and study visits by people who will work on specialized tasks in this Bureau characterize an extreme risk because of the existing financial situation of the MES RM, regardless of the fact that the budget for education is extremely high in the total budget of the Republic compared to other countries ($\approx 7\%$ of the gross domestic product).

Aim:

The establishing of the institution that will ensure the implementation and the maintenance of proposed changes through the conduction of research, development and advisory functions in education, for the purpose of quality assurance in education.

Tasks:

- 4.1** *the proposing of the structures and the functions of departments within the Bureau for Education Services (starting from the proposal for the structures and functions stated in document titled "Model Bureau for Education Services and the Preconditions for Its Functioning" - Annex 4.);*

Deadline: 03rd March 2003

- 4.2** *the creating of the systematization of work posts, and job descriptions for the employees in the Bureau for Education Services;*
Deadline: 19th March 2003
- 4.3** *the passing of the decision of the Government on the establishing of the Bureau;*
Deadline: 06th March 2003
- 4.4** *the publishing of vacancy announcement for the posts in the Bureau for Education Services;*
Deadline: 20th March 2003
- 4.5** *technical and organizational preparatory work (see the Task No. A-4/5/6)*
Deadline: see task No. A-4/5/6
- 4.6** *the employment of persons that will work in the Bureau for Education Services and that have fulfill the requirements stated in the job descriptions;*
Deadline: 21st April 2003
- 4.7** *The commencement of the organizational units of the Bureau for Education Services (see Annex 4 of the "Model of the Bureau for Education Services and the Preconditions for Its Functioning");*
Deadline: 01st May 2003

Budget:

	Item	Projected budget
4.1	Proposing of the structures and the functions of departments within the Bureau for Education Services	1,000 €
4.2	Creating of the systematization of work posts, and job descriptions for the employees in the Bureau for Education Services	1,000 €
4.3	Passing of the decision of the Government on the establishing of the Bureau	/
4.4	Publishing of vacancy announcement for the posts in the Bureau for Education Services	1,000 €
4.5	Technical and organizational preparatory work	See Task No. A-4/5/6
4.6	Employment of persons that will work in the Bureau for Education Services and that have fulfill the requirements stated in the job descriptions	250.000 €
4.7	Commencement of the organizational units of the Bureau for Education Services	/
TOTAL 4.1 – 4.7		253,000 €

Task No. 5:

<i>The Establishing of the Center for Vocational Education</i>	
Deadline for accomplishment of task:	<i>01st May 2003</i>
Reference number:	<i>MPN/SP/006</i>

Note:

The Center should have the corresponding space and technical conditions for its operations. However, it is necessary to make a decision on interim solution at social partners level before the passing of the final decision.

Rationale:

Vocational education is treated as an integral part of the existing education system. All the Ministry of Education and Science's norms and principles were equally oriented both to vocational and to general education. However, the new conditions of production, the changes of professions in line with new technologies and with new surroundings, new standards in services and other activities, and, on the other hand, the passiveness and the absence of industry and other public entities' to participate in the creation of vocational education has led to the situation where the knowledge and skills, developed in such an education system, are unsatisfactory for the fulfillment of the requirements and the standards of the labor market.

As for adult education, this issue has not been dealt with in any planned and organized manner at state level, and there have not existed separate legal standards and corresponding programs for it. The weakening and the decaying of industry has caused this area to be left to very few institutions that could satisfy the requirements for this type of education.

The nonexistence of a) the established standards of professions, b) a curriculum designed to meet the professional standards that are in effect in European countries, c) the continuing advanced training of teachers, d) the existence of modern teaching aids for the training of students, are the reality of the current state of vocational education.

It is achievable to bring together the research, development and advisory components in this segment of education by the establishment of the Center for Vocational Education (that covers the areas of vocational and adult education). The basic activities would be: a) the preparation of the curriculum for vocational education, together with knowledge and exam catalogues; b) the proposing of the occupational standards that would be adjusted to the needs of the labor market, at the suggestion of employers; c) permanent work in the area of the in service

training of teachers; d) the definition of standards for the furnishing of vocational schools, and so on.

Assumptions, risks and limitations:

The coordination of the MES, or of its organizational structures dealing with vocational and adult education, the Chamber of Commerce and of the Union, as an institution of social partnership, with the services dealing with the issues of education, is necessary for the establishment of the Center for Vocational Education. Previously, the social partners have not been engaged in the adjusting of their organizational structure in the sense of taking over a part of the responsibility and duties, despite the fact they have expressed their readiness to do so at certain stages of the defining of the new concept for vocational and adult education.

On the other hand, the economic capacities of the participants in the creation of the new model of vocational and adult education, although they have been aware of the necessity for changes, have not been sufficient to accept the corresponding role. To that end and at this stage of the establishment of the Center for Vocational Education, it is necessary to guide a part of the activities toward the strengthening of the social partners' institutions in a financial sense, toward the improvement of technical equipment and toward the development of human resources through training. At the same time, the MES should adjust itself to the principles of de-politicization and decentralization and to the new manner of the organization of this part of the education system.

The nonexistence of space and other conditions for the Center's work could be a particular problem, whereas the creation of staff and professional development has been significantly dealt with in the reform process so far.

The establishment of this institution means permanent employment for 25 – 30 professionals, which would additionally burden the Republic Budget. .

Aim:

The providing of research, development and advisory support to vocational education of youngsters and adults by the institutions established on the basis of social partnership and on the delegation of responsibilities, and in line with the principles of decentralization of the system.

Tasks:

5.1 *the proposing of the structures and the functions of departments within the Center for Vocational Education (starting from the proposal*

of the structures and the functions stated in Annex 5 - "Model Center for Vocational Education and the Preconditions for Its Functioning");

Deadline: 03rd March 2003

5.2 the elaboration of the systematization of work posts, and the job descriptions for the employees in the Center for Vocational Education;

Deadline: 19th March 2003

5.3 the establishing of the Center by the Government and the social partners;

Deadline: 06th March 2003

5.4 the publishing of vacancy announcement for the posts in the Center for Vocational Education;

Deadline: 20th March 2003

5.5 the creation of the Center for Vocational Education's By-laws;

Deadline: 06th April 2003

5.6 technical and organizational preparations (see the Task No. A-4/5/6);

Deadline: see Task No. A-4/5/6

5.7 the employment of persons who will work in the Center for Vocational Education and who meet the requirements stated in job descriptions;

Deadline: 21st April 2003

5.8 the commencement of the Center for Vocational Education's organizational units work (see Annex 5 -"Model of the Center for Vocational Education and the Preconditions for Its Functioning");

Deadline: 01st May 2003

Budget:

	Item	Projected budget
5.1	Proposing of the structures and the functions of departments within the Center for Vocational Education	1,000 €
5.2	Elaboration of the systematization of work posts, and the job descriptions for the employees in the Center for Vocational Education	1,000 €
5.3	Establishing of the Center by the Government and the social partners	/
5.4	Publishing of vacancy announcement for the posts in the Center for Vocational Education	1,000 €
5.5	Creation of the Center for Vocational Education's By-laws;	100 €
5.6	Technical and organizational preparations	See Task No. A-4/5/6
5.7	Employment of persons who will work in the Center for Vocational Education and who meet the requirements stated in job descriptions	150,000 €
5.8	Commencement of the Center for Vocational Education's organizational units work	/
TOTAL 5.1 – 5.8		153,100 €

Task No. 6:

<i>The Establishing of the Examination Center of Montenegro (ECM)</i>	
Deadline for accomplishment of task:	<i>01st May 2005</i>
Reference number:	<i>MPN/SP/007</i>

Rationale:

The concept of the new education system of Montenegro foresees the introduction of a quality assurance system. The existence of such a system means the definition of corresponding standards and the adequate procedures for the evaluation of its achievements, both at an internal and an external level.

The important segments of quality are the achieved knowledge, skills and capabilities of students and apprentices in education. Therefore, the standards for the achieving of knowledge, skills and competencies, the internal and external assessment of knowledge, the school leaving exams of an external character, as well as, the system for the certification of knowledge will be introduced.

For that reason, the founding of a separate unit – the Examination Center of Montenegro (it has been foreseen, in “The Book of Changes” and in the law, that this Center is to be an organizational unit of the Bureau for Education Services) – the task of which the carrying out of the external assessment of the achievements of the standards of knowledge, skills and competencies at any level of education in Montenegro (up to the University level).

The tasks of ECM are as follows: a) the preparation, organization and the execution of exams; b) the education and training for external exams; c) the advisory and organizational services in particular fields of external assessment of knowledge in foreign institutions; d) vocational, technical and administrative support to the state exam commissions; e) research and development in the fields of external assessment of knowledge; f) international participation and incorporation into the international certification systems.

The work of the Examination Center of Montenegro should enable the gathering of data necessary for comparison with data from the countries of the European Union, These data concerning the level of the achievement of knowledge, skills and the competencies of students and apprentices in education should be an accurate measure of the quality of Montenegro education, in addition to other things, and should make possible timely and corresponding measures for the improvement of the such education, if needed.

Assumptions, limitations and risks:

The limitations we face through the achievements of this task are the nonexistence of the system of quality in our education, the absence of standardized testing of the attainments in knowledge, skills and the competencies of students, and, consequently, the nonexistence of the institutions and people that have been working in these fields.

It will be essential that the people chosen for this work become familiar with the experiences of other countries relating to the structuring of such institutions, and a separate group must become specialized in the area of the external testing of knowledge, skills and the competencies of students, to carry out ECM's (The Examination Center of Montenegro) work.

The nature of the Examination Center's work means that its location will be in a separate building, or in an isolated part of a building that should be secured by special security devices. The foresaid requires the provision, or the construction of the corresponding space and technical equipment, which again requires significant funds (see the Task No. A-4/5/6).

The proposed legal solution stating that the Examination Center of Montenegro is to exist within the Bureau for Education Services as an exam center should be discussed in detail separately and in the sense of great freedom and impartiality in the professional work of the ECM.

Aim:

The establishing of the Examination Center of Montenegro as an institution, which will execute the tasks in the area of external assessment of the achievements in knowledge, skills and in the competencies of students and apprentices in education.

Tasks:

6.1 *the proposing of the structure and the functions of departments within the Examination Center of Montenegro;*

Deadline: 03rd June 2003

6.2 *the creating of the systematization of work posts, and the job descriptions for the employees in the Examination Center of Montenegro;*

Deadline: 27th June 2003

- 6.3** *the creating of documents on the internal organization of work posts in the Examination Center of Montenegro;*
Deadline: 06th July 2003
- 6.4** *the publishing of the vacancy announcement for the posts in the Examination Center of Montenegro;*
Deadline: 02nd October 2003
- 6.5** *the technical and organizational preparations (see the Task No. A-4/5/6);*
Deadline: see Task No. A-4/5/6
- 6.6** *the employment of the persons who will work in the Examination Center of Montenegro;*
Deadline: 02nd November 2003
- 6.7** *training needs assessment and the organization of specialized study visits for the needs of the Examination Center of Montenegro;*
Deadline: 01st January 2004
- 6.8** *the realization of the defined tasks of the Examination Center of Montenegro;*
Deadline: 01st May 2005

Budget:

	Item	Projected budget
6.1	Proposing of the structure and the functions of departments within the Examination Center of Montenegro	1,000 €
6.2	Creating of the systematization of work posts, and the job descriptions for the employees in the Examination Center of Montenegro	1,000 €
6.3	Creating of documents on the internal organization of work posts in the Examination Center of Montenegro	100 €
6.4	Publishing of the vacancy announcement for the posts in the Examination Center of Montenegro	1,000 €
6.5	Technical and organizational preparations	See Task No. A-4/5/6
6.6	Employment of the persons who will work in the Examination Center of Montenegro	70,000 €
6.7	Training needs assessment and the organization of specialized study visits for the needs of the Examination Center of Montenegro	1,000 €
6.8	Realization of the defined tasks of the Examination Center of Montenegro	See Annex No. 7
TOTAL 6.1 – 6.8		74,100 €

Task No. 7:

<i>Media campaign for the education reform</i>	
Deadline for accomplishment of task:	<i>permanently</i>
Reference number:	<i>MPN/SP/008</i>

Rationale:

Public informing on the planned changes in education represents one of the important preconditions for a positive attitude of the public toward such changes. Therefore, the MES PM will pay special attention to interaction with the public, dealing with the circulation and the promotion of the basic ideas and reasons for the implementation of the reform, in order to make all information available to each and any interested party in education (to students, teachers, parents, school principals, local community, social partners, and alike), in a timely manner.

The Ministry of Education and Science considers that the reform of education must be a composite part of the lives of all citizens in Montenegro. Therefore it intends to create a recognizable 'trademark' for the process that will be used on any official occasion and in each communication relating to the reform, and all for the sake of a positive attitude by citizens who will participate actively in the process of reform itself, and who will give their suggestions and comments in connection with the proposed solutions.

Assumptions, limitations and risks:

Understanding the important influence of the media on public information relating to significant issues such as this one, the Ministry of Education and Science has made considerable efforts concerning public information concerning the activities it has been executing in the area of reform so far. The examples of its efforts are: the posters for the campaign on the public discussion on "The Book of Changes", the brochures containing main ideas given to all students in Montenegro, the posters aimed for the public debate on the set of the draft laws on education, the videos with the slogan "It's High Time!" telling of the education reform, radio and TV broadcasting, the holding of press conferences, and so on.

Consequently, the MES RM plans to open a new post within its projected organizational unit – The Minister's Cabinet – and the basic task of that post will be public relations. Therefore, the assumption is that the person chosen for this post will execute the coordination and the leading of the campaign.

The donors, who have been supporting Montenegro for a long period of time (OSIM, UNICEF, EAR), have shown great understanding for this type of

interaction with the public, and they have expressed their readiness to financially support the activities of the MES oriented toward the reform.

Aim:

The permanent mounting of a media campaign for the reform of education, in order that the Montenegrin public are completely informed about newly proposed solutions, and for the purpose of as active participation of all interested parties as possible in the implementation of education reform.

Tasks:

- 7.1** *the creation of media plan for the presentation of education reform ;*
Deadline: 28th April 2003
- 7.2** *the creation of “trademark” for the education reform campaign;*
Deadline: 28th April 2003
- 7.3** *the preparation and the printing of consumer material marked by campaign “trademark” relating to education reform (folders, envelopes, headed papers);*
Deadline: 14th May 2003
- 7.4** *the production of videos for the education reform;*
Deadline: 05th July 2003
- 7.5** *the fostering of the public for the education reform (taking on lease the billboard posters, guest performance in media, the organizing of round tables);*
Deadline: 01st October 2003
- 7.6** *the designing and the printing of campaign material for distribution in schools in which the reform should start;*
Deadline: 15th January 2004
- 7.7** *the creation and update of WEB presentation;*
Deadline: 31st March 2003

Budget:

	Item	Projected budget
7.1	Creation of media plan for the presentation of education reform	1,200 €
7.2	Creation of logo for the education reform campaign	1,000 €
7.3	The preparation and the printing of consumer material marked by campaign logo relating to education reform (folders, envelopes, headed papers);	5,000 €
7.4	Production of videos for the education reform	4,000 €
7.5	Fostering of the public for the education reform (taking on lease the billboard posters, guest performance in media, the organizing of round tables);	10,000 €
7.6	Design and the printing of campaign material for distribution in schools in which the reform should start	5,000 €
7.7	Creation and update of WEB presentations	5,000 €
TOTAL 7.1 – 7.7		31,200 €

Task No. 8:

<i>Rationalization of school network</i>	
Deadline for accomplishment of task:	<i>01st December 2003</i>
Reference number:	<i>MPN/SP/009</i>

Rationale:

The existing system of education in Montenegro is characterized by the situation that certain schools are overburdened regarding the number of pupils (especially in bigger city surroundings), whereas other ones have a disproportional number of children and teachers, especially when it comes to village surroundings.

This leads to the situation in which the Ministry of Education and Science of the Republic of Montenegro sets aside considerable funds for the current costs and the maintenance of schools (sometimes having only one pupil), which does not permit a long-term solution of the problem of the lack of space, and the investing of funds in the construction of new, and the equipping of, existing schools, in which the number of pupils are greater than the valid pedagogical norms.

Bearing in mind the necessity for the fulfillment of the basic standards required for the implementation of education reform concerning space and technical requirements, the Ministry of Education and Science will, relying on the provision of the equal access to education as the basic principle, carry out the task on the rationalization of the existing school network and will make proposals for the construction of new school buildings following the criteria and norms stated in the General Law on Education (see the General Law on Education, Article 42).

Assumptions, risks and limitations:

The rationalization of the school network is the necessary in the situation in which the existing financial status and pedagogical issues in connection to the quality of education impose a reevaluation of the existence of the current number of schools, when it comes to the situation there is a one pupil-one teacher ratio.

The limitations within such defined task relate to the issues of the closing of some existing schools. This unavoidably leads to the obligation to solve the problems of unemployed workers. This could be solved through re-qualification as well as through searching for new posts in the schools to which their ex- pupils will be transferred.

The issue of the closing of some schools may have positive and practical implications, if this is observed from the point of view of the local community within which the larger number of schools exists. Taking into account Montenegrin

children will be allowed the legally prescribed right to have primary education, the Ministry of Education and Science, in cooperation with the local community, plans to provide transport for all pupils of those schools, at the same time enabling the employment of drivers. Simultaneously, the local community could use the vehicles every day during the hours when not needed to transport pupils.

In addition to that, the existence of the vehicles would make possible the performance of various extra activities that would be organized for pupils, as well as additional investment in the equipment and in teaching aids for schools in which pupils will attend the teaching process.

The Ministry of Education and science plans the work on the accomplishments of this task to be delegated partly to the research sector, and partly to the Sector for development, programming and advisory work within the framework of the projected Bureau for Education Services, through which the improvement of work on the establishment of such an important institution of the education system will be achieved.

Aim:

The founding of an economic network of education institutions, corresponding to the financial capabilities and specificities of particular regions, by ensuring that the basic principle of equal access to education and all for the purpose of the optimal functioning of the Montenegrin education system.

Tasks:

- 8.1 development of financial estimation of rationality of existing school network by the financial calculations on the basis of data on:**
- a. the current expenses of schools,**
 - b. demography ,**
 - c. the specificities of regions,**
 - d. the distances between schools;**

Deadline: 01st June 2003

- 8.2 the defining of standards - »rationalization formulas« for the school network;**

Deadline: 06th October 2003

- 8.3 the proposing of the school network to the Government of the Republic of Montenegro for the adoption;**

Deadline: 06th November 2003

8.4 the adoption of school network by the Government ;

Deadline: 01st December 2003

8.5 the founding of pilot training centers;

Deadline: 01st July 2003

8.6 the transfer of education work to the new institutions network;

Deadline: 01st, September 2004

Budget:

	Item	Projected budget
8.1	Development of financial estimation of rationality of existing school network	4,000 €
8.2	Defining of standards - »rationalization formulas« for the school network	2,000 €
8.3	Proposing of the school network to the Government of the Republic of Montenegro for the adoption	500 €
8.4	Adoption of school network by the Government	/
8.5	Founding of pilot training centers	7,000 €
8.6	Transfer of education work to the new institutions network	/
TOTAL 8.1 – 8.5		13,500 €

Task No. 9:

<i>The selection of the institutions for the commencement of education reform</i>	
Deadline for accomplishment of task:	<i>01st December 2003</i>
Reference number:	<i>MPN/SP/010</i>

Rationale:

The existing financial situation of the Ministry of Education and Science and the experiences of countries that have already started the process of the implementation of the reform project solutions (such as the experiences of Slovenia) clearly indicate the need for a phased approach to the process of implementation.

The plan of the MES RM is to start the implementation of the education reform in those institutions that, at the time of the commencement, completely fulfill the standards that will be defined, as well as in those institutions that meet the greatest number of prescribed standards. In such cases, the Ministry of Education and Science will invest the necessary funds for the equipping and the reconstruction, and the training of staff, according to the plan and in order to encourage all education institutions to implement the reform from the "same starting point" (the assumption is that this will be 10% of the total number of education institutions in Montenegro).

Therefore, it is necessary to investigate the current, factual situation in education institutions regarding space, technical and personnel capacities so the selection of those institutions with complete readiness to start the implementation of education reform can be made. To that end, additional effort and the investing of funds would be made in order to enable those institutions to meet the deadline for the introduction of the new methods of work in the education institutions of Montenegro.

Assumptions, limitations and risks:

The accomplishment of this task is supported by the existence of a sequence of assumptions that are necessary for its successful completion.

Above all, it is about the numerous teaching personnel that work in education institutions, that were successfully involved in various training programs in previous years, the programs being executed through international projects such as "Active learning / teaching" (UNICEF); »Step By Step« (OSIM/Pedagogical Center); »Education for Peace and Democracy« (UNICEF) and using modern teaching methods and understanding the need for education reform.

In addition to that, it should be emphasized that various international organizations such as CRS, UNICEF, OSIM, EAR have invested considerable funds in technical equipment and teaching aids, essential for the execution of modern teaching methods, which facilitate the situation when it comes to the accomplishment of standards regarding technical potential in education institutions.

The work on the identification of the existing situation in schools has partly been completed when it comes to primary schools in Montenegro (UISO – created within the project titled OBNOVA), taking into account the MES RM has also made efforts for the purpose of the identifying the state of equipment and space within education institutions.

However, it is needed to invest additional funds and employ people who will deal systematically with the gathering, storage, processing and the use of data that will be updated for the purpose of the completion of this task.

Aim:

The shaping and the conduct of a transparent process of the selection of schools for the commencement of the implementation of education reform, based on standards that schools should meet regarding space, technical and human capacities, and all the preconditions for the successful introduction of the proposals for education reform.

Tasks:

9.1 *the founding of the Commission for the selection of education institutions;*

Deadline: 03rd April 2003

9.2 *the defining of standards for space, technical and human capacities;*

Deadline: 01st June 2003

9.3 *the creation of questionnaires for the gathering of data on existing situations in the institutions;*

Deadline: 12th June 2003

9.4 *the distribution of questionnaires to education institutions;*

Deadline: 10th July 2003

9.5 *the gathering of completed questionnaires;*

Deadline: 04th September 2003

9.6 *data processing and the input of data;*

Deadline: 01st November 2003

9.7 *the selection of education institutions for the commencement of the reform;*

Deadline: 01st December 2003

Budget:

	Item	Projected budget
9.1	Foundation of the Commission for appointment of education institutions	/
	Fees for Commission members (5 members x 10 months)	5,000 €
	Running costs necessary for Commission work (for 10 months)	1,000 €
	Expert support – 20 MD (all inclusive)	10,000 €
	TOTAL 9.1	16,000 €
9.2	Defining of standards for space, technical and human capacities	/
9.3	Formulation of questionnaires for getting data about current state in institutions	/
	Print preparation and printing of questionnaires about current state	1,000 €
	TOTAL 9.2	1,000 €
9.4	Distribution of questionnaires	300 €
9.5	Gathering of completed questionnaires	/
9.6	Data processing and the input of data (5 persons x 3 months)	750 €
9.7	Selection of education institutions for the commencement of the reform	/
TOTAL 9.1 – 9.7		18,050 €

Task No. 10:

<i>The introduction of ICT in education system of Montenegro</i>	
Deadline for accomplishment of task:	31 st December 2004
Reference number:	MPN/SP/011

Rationale:

The Government of the Republic of Montenegro is engaged in the process of the restructuring of the economy, which is moving towards privatization and a market economy. To satisfy the requirements imposed on education, the education system must be changed. The current position of ICT at all levels of education is not adequate compared to its role in developed countries of the European Union, and as such it does not support the development of a market economy in Montenegro.

ICT is not present in the existing structure of the education system in Montenegro and does not allow students in primary and secondary schools to be included into modern society. The same is true when it comes to the training of teachers, whereas there are individual cases of the inclusion of the ICT in the programs for the training of teachers. There is no adequate training in ICT contained in the programs of the teacher training faculties (for example, The Faculty of Philosophy, Niksic, The Faculty for Natural Sciences and Mathematics, Podgorica, and other academies).

By means of "The Book of Changes", which is oriented to a new concept of the education system, the Ministry of Education and Science recognized the need of the introduction of ICT and EU standards.

The administering of the education system is old fashioned and inadequate and it does not use the potential ICT offers, and therefore the need for the introduction of ICT into the system of administration and the system of quality control within education system is clear.

Assumptions, risks and limitations:

Certain standards of ICT and the EU have not been introduced in our education system, which at the moment is the main problem that has to be solved within the framework of education system reform. The curricula have not been based around information technology, and therefore they have not influenced either the improvement of the quality of teaching, greater effectiveness in the process of learning, better didactical organization of particular subjects, or the adoption of general skills. Nevertheless, there are some indications that ICT is

increasingly understood as an interdisciplinary tool for multimedia and virtual projects.

The fact is that ICT has not arrived in schools and that the numerous changes it entails have not been exploited so far. At the moment, the use of informative and communication technologies are not an integral part of the national curriculum.

Considerable financial resources will be required for the introduction of ICT in the education system of Montenegro, and that process will last five years at least. In this, we expect the support of donors and large companies fabricating computers and software,.

Aims:

1. the creation of a modern system of education in Montenegro, in which all students in primary and secondary education acquire computer and informative literacy, being enough for their potential inclusion into a modern informative society.
2. all teachers at primary, secondary and university levels to have skills to use ICT in the execution of the teaching process and in the process of learning.
3. the administrative and informative system created on the basis of the experiences of the EU states to be used in the administration in and the testing of quality of education system of Montenegro.

Tasks:

10.1 to create the general strategy for the introduction of ICT in education system of Montenegro;

Deadline: 31st December 2002

10.2 to create the project for the selection of hardware, operative systems and applicative software that will be used in education system of Montenegro, and the plan for the equipping of pilot schools. To define the standards of the equipment and software;

Deadline: 30th May 2003

10.3 to announce the tender for the purchase of equipment and software for pilot schools, and to procure the equipment;

Deadline: 30th July 2003

- 10.4** *to equip the pilot schools with ICT;*
Deadline: 15th January 2004
- 10.5** *to create the projects for two independent and mutually protected computer networks (the administrative and the educational one) in education system of Montenegro and in pilot schools and corresponding system institutions as well ;*
Deadline: 30th May, 2003
- 10.6** *to announce the tender for the contractors assembling the network in pilot schools, and for the networking of those schools;*
Deadline: 30th July 2003
- 10.7** *to construct local networks in pilot schools, the Ministry, the Bureau for Education Services, the Centers and in the Exam Center of Montenegro, and to network them*
Deadline: 15th December 2003
- 10.8** *to take on lease the Internet lines for schools;*
Deadline: 30th July 2003
- 10.9** *to create the projects on the maintenance of the equipment and software harmonized with the economical and technical requirements of the system;*
Deadline: 30th May 2003
- 10.10** *to announce the competition, and to employ corresponding persons for the maintenance of the equipment and software;*
Deadline: 30th July 2003
- 10.11** *to create the projects for the training of teachers (the training as the permanent task in the function of optimal use of ICT in the process of education – teaching process);*
Deadline: 30th May 2003
- 10.12** *to start the training of teachers;*
Deadline: 30th July 2003

10.13 *to create the projects for the training of teaching personnel at teachers training faculties and of students of the teachers training faculties, and to define them in line with the development parts of the implementation of the project ;*

Deadline: 30th May 2003

10.14 *to introduce ICT into the curriculums of those faculties;*

Deadline: 30th November 2003

10.15 *to create the project on the equipping of the Exam Center of Montenegro with ICT in order to base its work on the advantages and potentials that ICT gives;*

Deadline: 30th May 2003

10.16 *to announce the tender for the supplying of the equipment for the Exam center of Montenegro (the equipment is to be purchased as soon as the corresponding space has been provided);*

Deadline: 30th July 2003

10.17 *to integrate ICT into the new curriculums and the programs of training*

Deadline: 28th February 2004

10.18 *to create conceptual and main project of the administrative and informative system in education;*

Deadline: 30th May 2003

10.19 *to design corresponding software on the basis of the completed project, which will enable the available use of all relevant data for the good and effective administration and work of education system;*

Deadline: 30th October 2003

Budget:

	Item	Projected budget
10.1	Create the general strategy for the introduction of ICT in education system of Montenegro	4,000 €
10.2	Create the project for the selection of hardware, operative systems and applicative software that will be used in education system of Montenegro, and the plan for the equipping of pilot schools. To define the standards of the equipment and software	4,000 €
10.3	Announcement of tender for the purchase of equipment and software for pilot schools and procurement of equipment	1,000 €
10.4	Equip the pilot schools with ICT	1.511,400 €
10.5	Create the projects for two independent and mutually protected computer networks (the administrative and the educational one) in education system of Montenegro and in pilot schools and corresponding system institutions as well	10,000 €
10.6	Announce the tender for the contractors assembling the network in pilot schools, and for the networking of those schools	1,000 €
10.7	Construct local networks in pilot schools, the Ministry, the Bureau for Education Services, the Centers and in the Exam Center of Montenegro, and to network them	30 X11900 = 357,000 €
10.8	Take on lease the Internet lines for schools	(30 schools x 500€ x13 months) 195,000 € + institutions
10.9	Create the projects on the maintenance of the equipment and software harmonized with the economical and technical requirements of the system	2,000€

	Item	Projected budget
10.10	Announce the competition, and to employ corresponding persons for the maintenance of the equipment and software	(1000€+(30 x 600 x 16)) 289,000 €
10.11	Create the projects for the training of teachers (the training as the permanent task in the function of optimal use of ICT in the process of education – teaching process)	4,000 €
10.12	Start the training of teachers	240,000 € (for 17 months till 31 st July 2004)
10.13	Create the projects for the training of teaching personnel at teachers training faculties and of students of the teachers training faculties, and to define them in line with the development parts of the implementation of the project	1,000 €
10.14	Introduce ICT into the curriculums of those faculties	10,000 €
10.15	Create the project on the equipping of the Exam Center of Montenegro with ICT in order to base its work on the advantages and potentials that ICT gives	6,000 €
10.16	Announce the tender for the supplying of the equipment for the Exam center of Montenegro (the equipment is to be purchased as soon as the corresponding space has been provided)	1,000 €
10.17	To integrate ICT in new curricula and training programs	144,000 €
10.18	To create conceptual and main project of the administrative and informative system in education;	8,000 + 26,000 34,000€
10.19	Design corresponding software on the basis of the completed project, which will enable the available use of all relevant data for the good and effective administration and work of education system	110,000 €

	Item	Projected budget
10.20	Calculate the necessary expenses for the structuring of project	292,325€
10.21	Accomplish the activities in ICT project regarding the administrative part	57,000 €
10.22	Complete the ICT activities in the process of teaching and of learning	201,000 €
TOTAL 10.1 – 10.22		3.474,725 €

Task No. 11:

<i>Renovation of curricula for pre-university education in Montenegro</i>	
Deadline for accomplishment of task:	<i>01st September 2004</i>
Reference number:	<i>MPN/SP/012</i>

Rationale:

The establishment and the adoption of the Montenegro education improvement concept set the preconditions for the founding of the network of institutions through which the implementation of the concept will start. In February 2002, the Government of the Republic of Montenegro appointed the Council for Curricula giving it a mandate of 4 years. The Council has the task to found any required Commission for the creation of new curricula for preschool education, primary education, high schools, vocational and adult education, as well as any study group for the implementation of education. The Council is to prepare and adopt general contents and methodology frameworks for their work, to plan and systematize seminars presenting the innovations in knowledge for the implementers of education, and to define the proposals for new curricula.

The strategy of Montenegro education system development, contained in 'The Book of Changes', and the proposed legal solutions in the legislation on education, shall give the structure for the new curricula.

The aim of the improvement of the curricula is the provision of a higher level of quality in education. Anything that has been shown to have quality so far shall be kept in the system, and the shortcomings identified as limiting factors in the change to a modern and more developed world of education shall be eliminated. The priority to change, innovate and re-create the education system has resulted from comparisons made to systems of education in other countries of Europe and the world,

Assumptions, limitations and risks:

The preconditions on which the strategic plan for the renovation of curricula has been based also carry the greatest risks for the implementation of the plan.

The basic assumption is that the necessity for urgent changes in the education system has been clearly understood by the participants in education and by the public at large in Montenegro, in order to make the system itself more adequate to the demands of modern life and the new social circumstances in Montenegro and its development targets, as well as to the harmonizing of the

system of education in Montenegro with systems of education in other countries of Europe and of the world.

Montenegro adopted the conception of an overall and direct approach to the improvement of the curricula and, at the same time, to all levels of pre-university education either of children or adults. This situation requires the employment of several hundred of the best teachers from the education system of Montenegro (and their previous training in the creation of curricula), several foreign experts for the creation of the evaluation process of the curricula, as well as, the participation of several hundred professionals from education institutions and from social partners, and reviewers and members of study groups, all for the purpose of the quality control and the feasibility of the proposed curricula solutions. All the aforementioned necessitates significant funds that Montenegro cannot obviously afford without the support of donors from abroad. We are hoping the support will be in sufficient quantity, regular and timely.

The most serious limitation is the nonexistence of the institutions that deal with the monitoring, examining and improvements in the education system in Montenegro through research and investigation (there is only the Education Inspection). Neither the social partners in Montenegro (the Union, the Chamber of Commerce, the Employment Bureau) have been prepared for the taking over of their roles and responsibilities in the creation of new curricula. Additionally, Montenegro's real need either for the professional cadre or for the classification of vocations is not clear.

Aims:

The new creation of curricula should accomplish the following:

- ❑ the intensification of pedagogical stimulation of students in education;
- ❑ the decrease of burden and fatigue of students, and the increase of the connection between disciplinary knowledge;
- ❑ the fostering of harmonious physical and psychical development of individuals (receptive, emotional and social);
- ❑ the increase of the capabilities of students for the integration in the work, social and the private surroundings;
- ❑ the strengthening of the integrative role of schools;
- ❑ the fulfillment of functional cooperation of schools and local community;
- ❑ the raising of the level of pedagogical education of parents and social partners;
- ❑ the raising of the level of professional ability of teachers, and the stimulation of teachers for advanced training;
- ❑ the increase of the professional autonomy and responsibilities of schools and teachers;
- ❑ the improvement of the quality, applicability and the solidity of knowledge attained;

- the making of students capable for effective and high quality communication in the mother tongue;
- the strengthening of functional literacy;
- the introduction of methodic approaches in the teaching process
- the establishing of internationally comparable standards of knowledge;
- the forming of the system of monitoring the execution of the curriculums.

Tasks:

The alterations in education should be done promptly either for the urgent needs of social changes or for the need to assure the Montenegrin public that they are imperative, and there is a genuine intention they will be implemented in an effective and successful manner.

11.1 *the placing of overall structure for the improvement of the curriculums;*

Deadline: 30th January 2003

11.2 *the passing of the powerful and methodology frames for the re-creation of the curriculums;*

Deadline: 30th January 2003

11.3 *the innovation of the participants' knowledge necessary for the creation of new curriculums;*

Deadline: January 2003 – November 2004

11.4 *the adoption of new proposal curriculums;*

Deadline: 30th January 2002

11.5 *the commencement of work relating to the preparation of drafts for the new curriculums;*

Deadline: 03rd February 2003

11.6 *the evaluation of the draft curriculums;*

Deadline: 30th September 2003

11.7 *the revision of drafts and the adoption of the proposals of curriculums;*

Deadline: 30th December 2003

11.8 *the passing of new curriculums;*

Deadline: 30th February 2004

11.9 *the preparation of the proposal of criterions for the personnel and the material and technical capability of schools, required for the practical testing of new curriculums;*

Deadline: See Task No. 9

11.10 *the commencement of the monitoring of the execution of the curriculums in schools, and of their fine-tuning*

Deadline: 01st September 2004

Budget:

	Item	Projected budget
11.1	Placing of overall structure for the improvement of the curriculums	873,991 €
11.2	Passing of the powerful and methodology frames for the re-creation of the curriculums	14,644 €
11.3	Innovation of the participants' knowledge necessary for the creation of new curriculums	92,750 €
11.4	Adoption of new proposal curriculums	/
11.5	Commencement of work relating to the preparation of drafts for the new curriculums	1.048,039€
11.6	Evaluation of the draft curriculums	18,000 €
11.7	Revision of drafts and the adoption of the proposals of curriculums	8,550 €
11.8	Passing of new curriculums	80,000 €
11.9	Preparation of the proposal of criterions for the personnel and the material and technical capability of schools, required for the practical testing of new curriculums	See Task No. 9
11.10	Commencement of the monitoring of the execution of the curriculums in schools, and of their fine-tuning	54,055 €
TOTAL 11.1 – 11.10		2,190.029 €

Task No. 12:

<i>The writing of textbooks for the reformed schools in Montenegro</i>	
Deadline for accomplishment of task:	<i>10th September 2004</i>
Reference number:	<i>MPN/SP/013</i>

Rationale:**Current situation**

The Center for Textbooks and Teaching Aids, Podgorica (The Center) is the only official publisher of textbooks in Montenegro, which was founded in 1995. The Center employs 32 people. Eight of them work in the publishing sector. All editors have direct experience in work with pupils. Half of them have many-years experience in editorial work, whereas the other half are novices.

The production of the Center is composed of the titles relating to the Serbian Language and the Albanian Language. Of the total number of titles officially approved for the use in primary schools in Montenegro, the production of the Center represents about 40% of all issues, whereas other titles are supplied from the Center for Textbooks, Belgrade. The Center's production for secondary schools makes up 10% of titles, and the residue is supplied from the Center in Belgrade. The textbooks for the English Language and the French Language for primary and secondary schools are supplied from publishers of England (Longman, OUP, CUP) and France (CLE-International).

The number of textbooks in the Serbian Language printed by the Center is small - 7000 – 9000-copies per title for primary schools, and 4000 – 6000-copies for secondary schools. The number of titles for the vocational subjects for secondary vocational schools is extremely small and it is mainly between 20 to 35 copies per vocation.

The number of textbooks in the Albanian Language, printed by the Center, is also extremely small – it is about 300 for primary schools and 2000 for secondary schools. Retail prices of textbooks are below their real value, and the difference is covered by subsidies from the Budget. The distribution of textbooks is carried out through the Center's bookshops and the network of private bookshops all over Montenegro.

Expected duties

Taking into account the forthcoming changes in the curricula, which will be a great professional obligation and challenge for the Center, and the efforts of the Center to attain as high a quality as possible in any segment of work, an

arrangement with two foreign experts (Miha Kovac, Ph. D. and Philip Cohen, World Bank) relating to consultancy and advisory work was reached in the first half of 2002. They have analyzed the system of the production of textbooks in Montenegro, the systematization of the Center, human and financial resources and have given their recommendations in relation to the improvements of the model of textbook production in Montenegro, to the satisfaction of demands of reformed schools for new textbooks, and to the modernization of the Center's work and the development of human resources as well. .

The forthcoming revision of the curricula for nine-year primary education, as well as for new high and vocational education, imposes a need for a great number of new textbooks to be edited in a very short time.

If the application of the new curricula for nine-year primary education starts from the first, fourth and seventh grade, it will be necessary to commence the publication of textbook sets for those grades for the school year of 2004/05. When it comes to high and vocational education, it is assumed that the application of these curricula will start in the first grade.

Taking into account that it is not known at present what the new curricula will be in essence, or how and to which extent the subjects will be taught / learnt at different levels of education, and taking into consideration the fact that changes of the curricula are expected in Serbia, from where a significant number of textbooks are supplied, it is difficult to foresee how many new titles will be necessary for the reformed schools in Montenegro, or how many old titles could be used further, at least as a transitional solution. Also, it is not possible to predict how many titles could be supplied from other publishers from other areas, even from those publishers from the countries of the EU.

Therefore, we consider as a priority:

- to detail the list of main titles for the execution of primary and secondary education in Montenegro,
- to detail the strategy for the production of new textbooks,
- to prepare the available human resources for the work that is going to come,
- to provide financial support for the publishing of new textbooks in Montenegro.

Assumptions, risks and limitations:

On the basis of our findings and experience, we consider that this job should be seen as a reform task, which requires a completely different approach in relation to normal production. In the first place, it means that the process of the production of new books should be started at the same time as the creation of the new curricula. For this reason, it should also be stepped back from the valid legal

procedures of supplying, evaluating and adopting of texts and to orient toward direct engagement with the teams of authors. We consider that such an innovative approach to publishing procedures would improve the quality of the new textbooks and enable a high standard to be reached in their production, the standards that are present in the free market, which cannot function in Montenegro because of the small number of copies required. Taking into consideration that teams of the best scientists and teachers in the education process will be engaged in the creation of the new curricula, we believe that a certain number of those professionals should also be in the teams of authors as well.

In relation to above mentioned, the following limitations should be stated:

Time limitation – a possible change in the deadlines for the creation of the new curricula, which would influence the shortening of time for the creation of textbooks, or their quality.

Author potential – the lack of experience in the writing of textbooks, the lack of knowledge in new methods of approach to learning and teaching, the lack of effective teamwork.

Financial limitations – the lack of funds for the corresponding author fees and for the printing of books.

Aims:

1. The development of new model for the production of textbooks in Montenegro.
2. The engagement and the preparation of author teams.
3. The publication of contemporary textbooks for the needs of primary and secondary education in Montenegro, in line with the valid norms in education publishing.

Tasks:

12.1 *The establishing of the new model for the production of textbooks in Montenegro;*

Deadline: 30th January 2003

12.2 *The selection of authors for the creation of new textbooks - negotiations;*

Deadline: 28th February 2003

12.3 Work shop for the training of authors;

Deadline: 30th April 2003

12.4 The publishing of textbooks for the first, the fourth and the seventh grade of nine-year primary education in Montenegro;

Deadline: 30th July 2004

12.5 The publishing of textbooks for the first grade of high schools in Montenegro;

Deadline: 30th July 2004

12.6 The publishing of textbooks for the first grade of secondary vocational schools in Montenegro;

Deadline: 30th July 2004

12.7 The training of teachers for the work based on new textbooks – three one-day seminars for each textbooks set

Deadline: 10th September 2004

Budget:

	Item	Projected budget
12.1	Establishing of the new model for the production of textbooks in Montenegro	/
12.2	Selection of authors for the creation of new textbooks - negotiations and advanced payment (50% fee/title = 4.500 x 51 titles)	229,500 €
12.3	Organization of 2 preparatory workshops for authors. One for social sciences and one for science subject group	15,000 €
12.4	New textbooks printing: 50 titles x 20.715 = The first grade - 6 textbooks + 6 teachers manuals The fourth grade - 8 textbooks + 8 teachers manuals The seventh grade -11 textbooks + 11 teachers manuals	1.035,750 €

	Item	Projected budget
12.5	Printing of new textbooks for the first grade of gymnasium: 26 titles x 12.415 = 13 textbooks + 13 teachers manuals	322,790 €
12.6	20 titles x 12.415 Printing of new textbooks for the first grade of secondary vocational schools: 10 textbooks + 10 teachers manuals (only general education subject group)	248,300 €
12.7	Payment of the remaining authors fees to authors (50%)	229,500 €
12.8	Training of teachers for work with new textbooks Three one-day seminars for each textbook set (48 subjects x 40 teachers x 40 €)+(48 trainers x 200 €) x 3	201,600 €
TOTAL 12.1 – 12.8		2.282,440 €

Task No. 13:

<i>The founding of the Inspectorate of the Republic of Montenegro</i>	
Deadline for accomplishment of task:	<i>01st June 2003</i>
Reference number:	<i>MPN/SP/013</i>

Rationale:

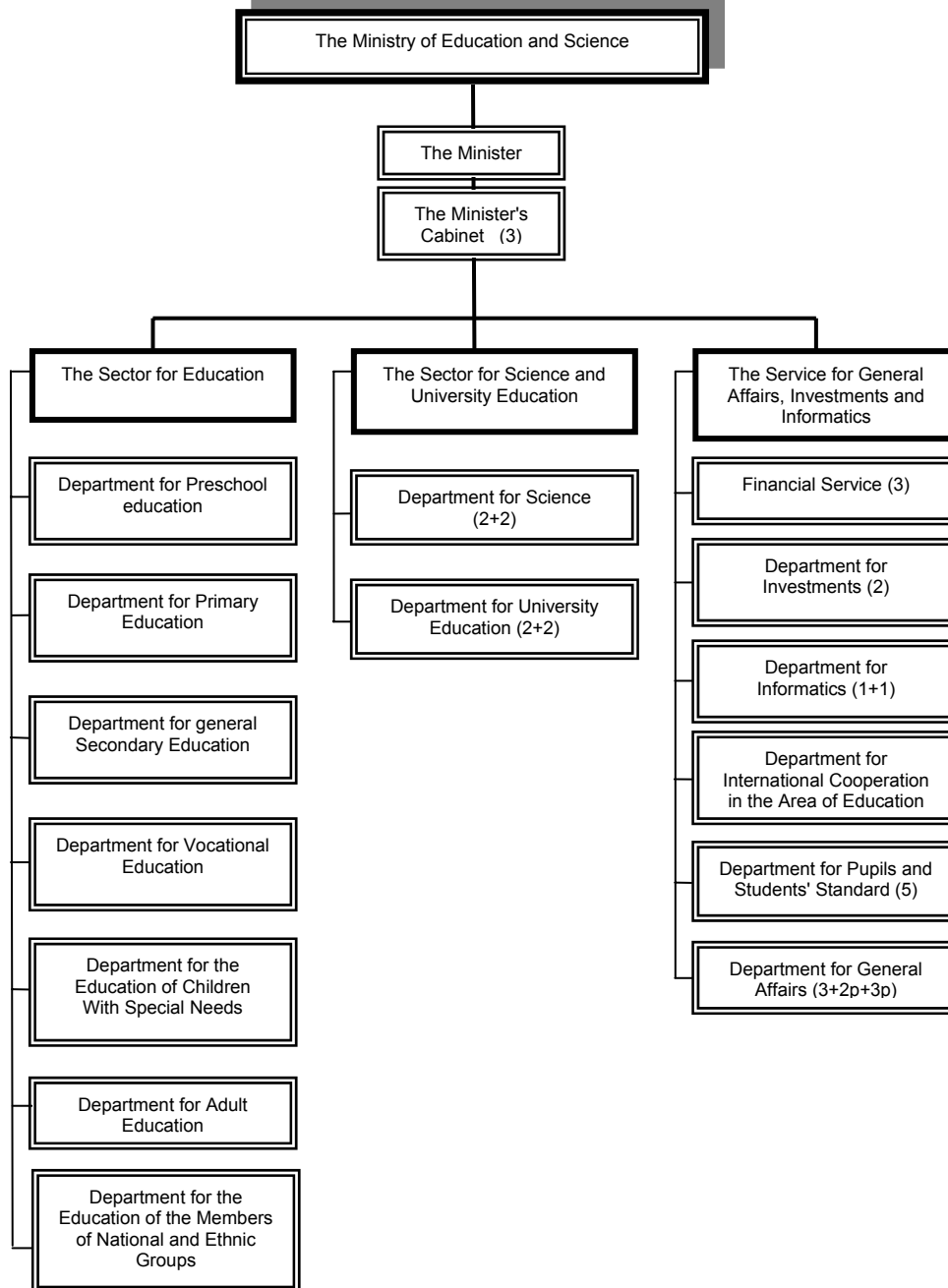
The strategy of future improvement in the system of education – “The Book of Changes” indicates the necessity of separating the administrative and the inspection supervision in the form of **The Inspectorate of the Republic of Montenegro**, with fewer performers.

This issue requires a solution in the context of the solution of supervision for all state authorities, and, therefore, the new Law on State Administration and the Law on the Inspection Services will structure the future service.

Annexes

Annex 1

**The Ministry of Education and Science of the Republic of Montenegro
Organization Chart**



Annex 2**2.1 Bill of Quantity for the construction of the Bureau for Education Services and the Center for Vocational Education (1 building)**

1.1 THE BUREAU FOR EDUCATION SERVICES				
	The type of room	No. of rooms	Space per room	Space total
1.	Working cabinet (for 2 persons)	25	16 m ²	400 m ²
2.	The Cabinet for Managerial Staff	5	25 m ²	125 m ²
3.	Training Hall	2	100 m ²	200 m ²
4.	Conference Hall	1	200 m ²	200 m ²
5.	Meeting Hall	1	40 m ²	40 m ²
6.	A Library with Reading Room	1	100 m ²	100 m ²
7.	Technique Room	1	16 m ²	16 m ²
8.	Consumption Material Storeroom	1	16 m ²	16 m ²
9.	Kitchenette	1	30 m ²	30 m ²
10.	Computer conference room	1	40 m ²	40 m ²
11.	Server and Data Base Room	1	20 m ²	20 m ²
12.	Data Input Room	1	30 m ²	30 m ²
13.	Data Base Operators Room	3	16 m ²	48 m ²
TOTAL 1.1:				1265 m²
1.2 THE CENTER FOR VOCATIONAL EDUCATION				
	The Type of Room	No. of rooms	Space per room	Space Total
1.	Working Cabinet (for two persons)	13	16 m ²	208 m ²
2.	The Cabinet for Managerial Staff	5	25 m ²	125 m ²
3.	Meeting Hall	1	40 m ²	40 m ²
4.	A Library with Reading Room	1	100 m ²	100 m ²
5.	Technique Room	1	16 m ²	16 m ²
6.	Consumption material Storeroom	1	16 m ²	16 m ²
7.	Kitchenette	1	30 m ²	30 m ²
8.	Toilets			
9.	Stairways			
10.	Corridors			8+9+10 = 30%
TOTAL 1.2:				535 m²
TOTAL 1.1 + 1.2:				2571 m²

2.2 Bill of Quantity for the Construction of the Examination Center of Montenegro

THE EXAMINATION CENTER OF MONTENEGRO				
	<i>The Type of Room</i>	<i>No. of rooms</i>	<i>Space per room</i>	<i>Space Total</i>
1.	Working Cabinet (for two persons)	12	16 m ²	192 m ²
2.	The Cabinet for Managerial Staff	5	25 m ²	125 m ²
3.	Meeting Hall	1	40 m ²	40 m ²
4.	Commission Work Hall	3	35 m ²	105 m ²
5.	Conference Hall	1	150 m ²	150 m ²
6.	A Library with Reading Room	1	100 m ²	100 m ²
7.	Electronic Reading Room	1	30 m ²	30 m ²
8.	Server Room	1	16 m ²	16 m ²
9.	Computer Processing of Tests Room	1	50 m ²	50 m ²
10.	Technique Room	1	16 m ²	16 m ²
11.	Consumption Material Storeroom	1	16 m ²	16 m ²
12.	Kitchenette	1	30 m ²	30 m ²
13.	Computer conference room	1	40 m ²	40 m ²
14.	Printing Material Room	1	100 m ²	100 m ²
15.	Printing and Packing of Tests Room	1	200 m ²	200 m ²
16.	Tests Storeroom	1	100 m ²	100 m ²
17.	Previous Tests Archive	1	100 m ²	100 m ²
18.	Toilets			
19.	Stairways			
20.	Corridors			18+19+20 = 30%
TOTAL:				2014 m²

Annex 3

The proposal of the technical and the associated equipment necessary for the work of the Bureau for Education Services, The Center for Vocational Education and the Examination Center of Montenegro

	<i>Item</i>	<i>Quantity</i>		
		<i>The Bureau for Education Services</i>	<i>The Center for Vocational Education</i>	<i>The Examination Center of RM</i>
1.	PC	120	28	50
2.	Network printer	2	1	2
3.	Copy Device	2	1	2
4.	Cables for networking	/	/	/
5.	Projector	2	2	2
6.	Projector Screen	3	3	2
7.	Graphics Projector	4	2	2
8.	Lap Top	2	2	2
9.	White Board	5	2	5
10.	Binding Device	2	1	
11.	Chart Table	5	2	
12.	TV	2	2	1
13.	Video Recorder	2	2	1
14.	Laser Printer (universal)	10	2	5
15.	Color Ink Jet Printer	1	1	
16.	Scanner	10	2	5
17.	Servers	4	2	4
18.	Optical Reader	1	1	3
19.	Digital Camera	1	1	
20.	XEROX Set for printing and binding			1+1
21.	Packing Set			1
22.	Video Supervision System			1
23.	Alarm			1
24.	Vehicle	2	1	2

Annex 4

***»Model Bureau for Education Services and the Preconditions
for Its Functioning«***

Task No. 4-1:

**The Founding of the Sector for Programming, Development
and Advisory Work**

**1. The projected functions of the future Sector for Development,
Programming and Advisory Work**

- ✓ *Conducts professional jobs in preparation of: curricula from the area of competence of the Council for General Education and catalogues and standards of knowledge relating to these, norms and standards for teaching aids and equipment*
- ✓ *Conduct professional jobs in preparation of educational program for pupils dormitories*
- ✓ *The preparation of standard proposals for textbooks and manuals*
- ✓ *Giving opinions on the approving of textbooks*
- ✓ *The preparation of the Network of Institutions proposal*
- ✓ *The preparation of norms and standards' proposals for out-of-teaching process personnel*
- ✓ *The preparation of standard proposals for the adoption by the competent Council*
- ✓ *The creation of accomplishment plans for certain curricula*
- ✓ *The engagement of advisors for the solving of problems the Sector for the Providing of Quality identified during the external evaluation and in cooperation with the Sector for the Continuous Professional Development*
- ✓ *The creation of the curriculums, and the planning of the phases for the introduction of new teaching subjects*
- ✓ *Supervision on delivery of experimental curriculum*
- ✓ *The preparation and the explanation of professional opinion in relation to the delivery of experimental curriculum.*

2. The projected structure of the future Sector for Development, Programming and Advisory Work

	<i>Functions</i>	<i>The number of performers</i>
1.	Organizational Unit Manager	1
2.	Business Secretary	1
3.	Preschool Education Officer	2
4.	Primary Education Officer	2
5.	General Secondary Education Officer	2
6.	Officer for the General jobs within the area of Secondary Vocational and Adult Education	1
7.	The Education of Children with Special Needs Officer	2
8.	Education Advisor	8*
Total Number of Performers:		19

* Podgorica, Nikšić, Bijelo Polje and Budva - two Education Advisors each.

3. The basic precondition for the commencement of organizational units work

1. *The providing of space and technical conditions for work (see Task No. A-4/5/6)*
2. *The Sector's structure and functions proposal (see the Task No. 4.1)*
3. *The creation of the documents on internal organization (see the Task No. 4.2)*
4. *The announcing of competitions for vacancies (See the Task No. 4.5)*
5. *The employment of persons that will work in the Sectors (see the Task No. 4.7)*
6. *The identification of needs for the training of the employed persons in the Sector*
7. *Additional training for persons employed in the Sector*
8. *The Creation of the Sector Annual Work Plan*
9. *The organization and the carrying out of study visits for the employed persons of the Sector, based on the priorities defined by the Annual Work Plan, and in line with the strategic plan of MES RM.*

4. Priority tasks for the Sector for Development, Programming and Advisory Work in the light of the implementation of education reform

1. *The participation in the work of the Commission for the selection of education institution that would commence the implementation of education reform (see the Task No. 9),*
2. *The apportionment of evaluating and advisory functions in education through the nomination and the training of advisors permanently employed in the Sector (including branch units also),*
3. *The creation of the plan for the providing of logistic support for the implementation of the reform in schools (based on existing situation in education institutions and on standards that will be defined by the Commission for the selection of education institutions which would start the reform),*
4. *The execution and the monitoring of the accomplishment of the plan for the providing of logistic support for the implementation of the reform in education institutions.*

Task No. 4-2:**The founding of the Sector for Quality Assurance****1. The projected functions of the future Sector for Quality Assurance**

- ✓ *External evaluation of education quality in education institutions of Montenegro, in line with the Annual Work Plan*
- ✓ *The cooperation with the Sector for Development, Programming and Advisory Work and the Sector for the Continuous Professional Development relating to the elimination of weaknesses identified in education institutions on the occasion of the execution of the external evaluation of education quality*
- ✓ *The composing of annual report on the quality of education in Montenegro,*
- ✓ *The monitoring of the accomplishment of Education Institution Action Plan, for the purpose of the improvement of work quality in the institution*
- ✓ *Giving opinions relating to candidates that are to be promoted,*

2. The projected structures of the future Sector for the Quality Assurance

	<i>Function</i>	<i>The Number of performers</i>
1.	Organizational Unit Manager	1
2.	Business Secretary	1
3.	Evaluator for preschool education	5
4.	Evaluator for primary education	10
5.	Evaluator for general secondary education	5
Total Number of Performers:		22

3. Basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the Sector structure and functions (see the Task No.. 4.1)*

3. *The creation of documents on internal organization (see the Task No. 4.2)*
4. *The announcement of the competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No.4.7)*
6. *The creation of bylaws for the quality assurance in schools*
7. *The training and the accreditation of evaluators*
8. *The creation of annual evaluation plan for primary schools*
9. *The creation of annual evaluation plan for secondary schools*

4. The priority tasks of the Sector for Quality Assurance in the light of the implementation of education reform.

1. *The monitoring of education quality in education institutions in which the implementation of the reform has started*
2. *The monitoring of work quality in education institutions in which the teaching process is executed according to the old Law and according to the old curricula,*
3. *The creation of comparative analyze of education quality in schools in which the implementation of the reform has started and in schools that execute the work according to the old Law and old curricula.*

Task No. 4-3:

The founding of the Sector for Continuous Professional Development (CPD)

1. The projected functions of the future Sector for Continuous Professional Development

- ✓ *To create the strategy of CPD professionals in education that is based on: education policy of the MES RM, the priorities that are defined by the Council, the proposals of the Sector for Programming, Development and Advisory Work, the findings of evaluators, the development plans of schools and data base it has.*
- ✓ *To plan and to organize the training of all professionals in education,*
- ✓ *To propose seminars' agendas for CPD, to the Council.*
- ✓ *To coordinate the work of NGOs and donors in the area of CPD*
- ✓ *To give expert opinions on CPD programs offered by third parties (private institutions), which serve as accreditation of these programs by the MES RM (the Council) and which are taken into consideration on the occasion of the promotion into higher vocation*
- ✓ *To prescribe and to innovate the standards aimed for professionals in education, and to report on possible changes of the standards to those categories within which the changes have occurred*
- ✓ *To issue the Certificate on Vocations,*
- ✓ *To engage advisors that should help schools in the solving of weaknesses that have been identified through internal and external evaluation, in cooperation with the Sector for Development, Programming and Advisory Work.*
- ✓ *To engage the professionals of corresponding profiles for the execution of training in the areas in which the needs for the training has been identified.*
- ✓ *Organizes and delivers training for directors.*

2. The projected structure of the future Sector for Continuous Professional Development

	<i>Function</i>	<i>The Number of performers</i>
1.	Organizational Unit Manager	1
2.	Business Secretary	1
3.	Officer for In service Training of Educators in Preschool Institutions	1
3.	Officer for In service Training of Teachers in Primary Schools	3
4.	Officer for In service Training of Teachers in Secondary Schools	1
5.	Officer for the In service Training of Principals of Education Institutions and of Evaluators	1
6.	Officer for the In service Training of Coordinators for the Work With Children With Special Needs	1
7.	Officer for the In service Training of Teachers-Advisors and Teachers-Mentors	1
Total Number of Performers:		10

3. Basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and functions of the Sector (see the Task No. 4.1)*
3. *The creation of documents for internal organization (see the Task No. 4.2)*
4. *The announcing of competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No. 4.7)*
6. *The creation of bylaws that will define the standards for professionals in education, on the basis of documents shaped within the frames of the Project titled "Technical Assistance to MES RM"*
7. *The creation of the Sector's Annual Work Plan*
8. *The identification of needs for the training of the Sector's staff,*
9. *The execution of extra training for the Sector's staff,*

10. *The organization and the performing of study visits for the employed persons, according to the Annual Work Plan and to the priorities of MES RM.*

4. The priority tasks of the Sector for Continuous Professional Development in the light of the implementation of education reform

1. *The creation of agendas for three-day seminars for Directors of all Education institutions in Montenegro (groups of up to 25 participants).*
2. *The organization and the holding of three-day seminars for the Directors of education institutions for the encouraging of their understanding for the proposed changes in education system.*
3. *The founding of "The School for Directors" within the Sector for Continuous Professional Development*
4. *The gathering and the processing of data relating to seminars that have been attended by teachers and professors from education institutions within which the implementation of education reform will be commenced (in cooperation with the Sector for Research Work)*
5. *The creation of the plan for the organization and the holding of seminars for the training of teachers from primary schools within which the implementation of the reform will be commenced, and for the areas of:*
 - a. *team work,*
 - b. *descriptive evaluation,*
 - c. *additional training for teachers wishing to teach two teaching subjects in grades prior to the sixth grade of primary school,*
 - d. *the training for the making of lecture preparations,*
 - e. *the testing of knowledge,*
 - f. *the organization and the execution of extra and free activities,*
 - g. *the modern teaching methods,*
6. *The organization and the delivery of seminars referred to in item 4,*
7. *The organization and the delivery of seminars referred to in item 5;*

Task No.4-4:

The foundation of the Sector for Research, Pedagogical and Psychological Work

1 The projected functions of the future Sector for Research, Pedagogical and Psychological Work

- ✓ *The carrying out of researches based on Sector program and at the request of the other Sectors within Bureau*
- ✓ *The comparisons of results on the quality of education between education institutions in which the implementation of the reform has been under way and those in which the education is executed according to the old model and according to the old Law,*
- ✓ *The examining of the experimental curriculum success,*
- ✓ *Giving opinions on the success of experimental curricula, according to data resulted from the examining,*
- ✓ *The examining of the application of new methods and manners of work success,*
- ✓ *The identifying of needs for the founding of new education institutions, according to demographic data and to the needs of local community,*
- ✓ *Constant monitoring of teaching staff in education institutions for the purpose of the establishing of vocations and posts' deficits.*
- ✓ *Coordinates and monitors advisory services work,*
- ✓ *Coordinates and supervises teachers who work with children with special needs,*

2. The projected structure of the future Sector for Research, Pedagogical and Psychological Work

	<i>Function</i>	<i>The Number of performers</i>
1.	Organizational Unit Manager	1
2.	Business Secretary	1
3.	Officer for the Research in the Area of Preschool Education	2
3.	Officer for the Research in the Area of Primary Education	4
4.	Officer for the Research in the Area of General Secondary Education	2
5.	Officer for the Research in the Area of General Part of Vocational Education	1
6.	Technician for the input of data and for the maintaining of data base	2
Total Number of Performers:		13

3. The basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 4.1)*
3. *The creation of documents for internal organization (see the Task No. 4.2)*
4. *The announcing of competitions for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No. 4.7)*
6. *The creation of the Sector's Annual Work Plan*
7. *The identifying of needs for the training of the Sector's employees,*
8. *The execution of extra training for the Sector's employees,*
9. *The organization and the conduction of study visits for the employees, according to Annual Work Plan and to MES RM priorities,*

4. Priority tasks of the Sector for Research, Pedagogical and Psychological Work in the light of the implementation of education reform

1. *The processing of data resulting from the analyses completed by the Center relating to the needs for the training of employed persons in Sectors*
2. *The gathering and the processing of data required for the improvement of the network of schools (see the Task No. 8),*
3. *The gathering and the processing of data on the current situation in schools, in order the selection of education institution, within which the implementation of the reform will be started, to be executed,*
4. *The gathering and the processing of data on accrued service for the persons employed in schools in which the implementation of the reform will start, and all for the purpose of the projection of new posts,*
5. *The gathering and the processing of data on seminars that have been attended by teachers and professors of those schools in which the implementation of the reform will start (in cooperation with the Sector for CPD)*
6. *The producing of database relating to teachers and educators who will start working in education institutions in which the implementation of education reform will begin.*

Task No. 4-5:***The founding of the Sector for General and Special Affairs and International Cooperation*****1. The projected functions of the future Sector for General and Special Affairs and international Cooperation**

- ✓ *The providing of administrative and technical preconditions necessary for the functioning of the Center's Sectors*
- ✓ *Maintains contact and cooperation with appropriate institutions in country and abroad*
- ✓ *Supports in provision of foreign experts at the request of other Sectors within Bureau*
- ✓ *Support in organization and conducting study visits for employees within Bureau*
- ✓ *Supports organization of seminars abroad*
- ✓ *Creates and keeps register of international documents relating to education.*

4. The projected structure of the future Sector for General and Special Affairs and International Cooperation

	<i>Functions</i>	<i>The number of performers</i>
1.	Organizational Unit Manager	1
2.	Business Secretary	1
3.	Lawyer	1
4.	Assistant for the Council Work in education	3
5.	Advisor for International cooperation	3
6.	Employee for the input of data in database	3
7.	Employee for the maintenance of database	2
8.	Employee for the maintenance of hardware, software and of network	1
9.	Accountant	2

	Functions	The number of performers
10.	Typist	4
11.	Copy device worker	2
12.	Archive worker	1
13.	Postman	1
Total Number of Performers:		25

3. The basic precondition for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 4.1)*
3. *The creation of documents on internal organization (see the Task No. 4.2)*
4. *The announcement of competitions for vacancies (see the Task No. 4.5)*
5. *The employment of the persons that will work in the Sector (see the Task No. 4.7)*
6. *The making of the Sector's Annual Work Plan*
7. *The identification of the needs for the training of the Sector's staff,*
8. *The execution of extra training for the Sector's staff,*

4. The priority tasks of the Sector for General and Special Affairs and International Cooperation

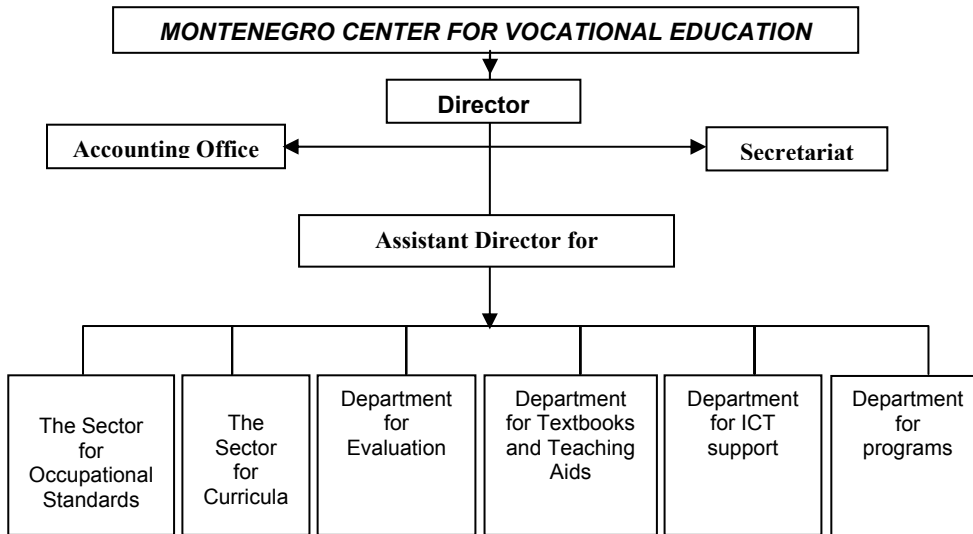
1. *The rendering of assistance to the work of the Council for Education (see the Task No. 3),*
1. *Input of data necessary for the passing of strategic decisions for the commencement of the implementation of education reform.*

Annex 5

***“Model Center for Vocational Education and the Preconditions
for Its Functioning”***

CENTER FOR VOCATIONAL EDUCATION OF REPUBLIC OF MONTENEGRO

Optimal structure



The managerial structure of the Center is composed of the Director, the Assistant Director for Development, and managers direct the Sectors and Departments, whereas a System Engineer manages Informative Center.

The managerial and organizational structures are defined in the following manner:

Management

- Director
- Deputy Director for Development

Secretariat

- Business Secretary, the managing and coordinating of development and innovation projects, legal person.
- Professional Associate for administrative and technical jobs – secretary, administrative worker

Accounting Office

- Professional Associate for the financial area and the accounting, an economist

The Sector for Occupational Standards

- The Manager of the Sector for occupational standards and qualifications
- Higher Professional Associate for the area of adult education

- Higher Professional Associate for the analyses of new occupations and qualifications
- Senior Associate for vocational standards
- Senior Associate for qualifications

The Sector for Curricula

- The Sector for Curricula Manager
- The Advisor for electrical engineering, computer science and telecommunications, as well as for the coordination of teaching aids and technique
- The Advisor for agriculture and the food production, veterinary
- The Advisor for mechanical engineering, metallurgy and mining, forestry and wood processing, traffic and communication
- The Advisor for commerce, catering and tourism, services
- The Advisor for business-finance, management and administration activities, culture, art and public informing
- The Advisor for civil engineering, geodesy, geology, textile and lumber - industry
- The Advisor for health, pharmacy and social protection, chemistry, non-metals and printing, publishing

Department for Evaluation

- Department Manager
- Senior Advisor for the evaluation, analyses and development of the evaluation procedures
 - The Associate in jobs of the analyzing of evaluation

Department for Textbook and Teaching Aids

- Department Manager
 - The Associate

Department for ICT Support

- System Engineer for automatic data processing and the maintenance of informative system
 - The Associate

Department for Programs

- The Manager of Department for the monitoring and the preparation of programs for the participation in competitions with the EU and other institutions
- Associate

Task No. 5-1:

The founding of the Sector for Occupational Standards

1. The basic activities of the Sector for Occupational Standards

- ✓ *The organizing of work on the preparation of particular occupational standards, and on their adoption*
- ✓ *The forming and maintenance of database relating to occupational standards*
- ✓ *The harmonization of occupational standards with newly established requirements*
- ✓ *The monitoring of occupational standards' improvements in developed countries*
- ✓ *The creation of plans for the incorporation of occupational standards into the curriculums*
- ✓ *The organizing of the activities for the passing of standards for textbooks and teaching aids, in the area of vocational education*
- ✓ *The creation of catalogues necessary for teaching aids required for the accomplishment of curricula*
- ✓ *The preparation of the proposals for the set of norms for out-of-teaching process staff*
- ✓ *The preparation of the standard proposals for the adoption by the competent Council*
- ✓ *The coordination of advisory services work in schools*
- ✓ *The monitoring of the standard achievements in vocational education and in education institutions*
- ✓ *The organizing and the proposing of the forms and the methods of teacher training within its competence*

2. The projected structure of the future Sector for Occupational Standards

	<i>Function</i>	<i>The number of performers</i>
1.	The Sector for Occupational Standards and Qualifications	1
2.	Higher Professional Associate for the Area of Adult Education	1
3.	Higher Professional Associate for the analyzing of new vocations and qualifications	1
4.	Senior Associate for vocational standards	1
5.	Senior Adviser for qualification	1
Total Number of Performers:		5

3. The basic preconditions for the commencement of the work of the Sector for Occupational Standards

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No. 5.4)*
4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The identifying of needs for the training of the Sector's employees,*
6. *Extra training for the Sector's employees,*
7. *The creation of the Sector's Annual Work Plan*
8. *The organization and the conduction of study visits for the employees, according to Annual Work Plan and to the MES RM priorities,*

4. The priority tasks of the Sector for Occupational Standards in the light of the implementation of education reform

1. *The activities on the founding of a team that, according to the results it has shown so far, has the potential to accomplish the tasks of this Sector*

2. *The preparation and the execution of the team training in the area of the creation of profession standards, the professions being acquired through vocational education*
3. *The gathering and the processing of data that have the function to support for the preparation and the creation of curriculums*
4. *The active communication with work groups in the area of professions, in the sense of the defining of profession standards in line with equal standards in European countries*

Task No. 5-2:**The founding of the Sector for Curricula****1. The projected functions of the future Sector for the Curricula**

- ✓ *The preparatory work on the curriculums*
- ✓ *The monitoring of the execution of curriculums in vocational education institutions*
- ✓ *The monitoring of the situation and the improvements in the area of curriculums in developed countries of Europe*
- ✓ *The preparation of new curriculums in line with the requirements and needs*
- ✓ *The monitoring of labor market situation relating to the areas of certain vocations, and the proposing of the measures and procedures for the maintenance of the compactness of vocations*
- ✓ *The shaping and the proposing of the forms and the methods of training, and the advanced training of teachers*
- ✓ *Execution of other jobs within its competence*

2. The projected structure of the future Sector for Curricula

	<i>Function</i>	<i>The number of performers</i>
1.	The Sector for Curriculums Manager	1
2.	The Advisor for electrical engineering, telecommunications, computer science and the coordination of teaching aids and techniques	1
3.	The Advisor for agriculture, foods production, veterinary medicine	1
4.	The Advisor for mechanical engineering, metallurgy and mining, forestry and lumber industry	1
5.	The Advisor for commerce, catering and tourism and personal services	1

	Function	The number of performers
6.	The Advisor for business and financial, governmental and administrative activities, art and public information	1
7.	The Advisor for civil engineering, geodesy, geology, textile and leather industry	1
8.	The Advisor for health, pharmacy and social welfare, chemistry, nonmetals, printing, and publishing	1
Total Number of Performers:		8

3. The basic preconditions for the commencement of the Sector for Curricula work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No. 5.4)*
4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The identifying of needs for the training of the Sector's employees,*
6. *Extra training for the Sector's employees*
7. *The creation of the Sector's Annual Work Plan*
8. *The organization and the conduction of study visits for the employees, according to Annual Work Plan and to MES RM priorities,*

4. The priority tasks of the Sector for Curricula in the light of the i implementation of education reform

1. *The participation in the work of the Commission for the selection of education institutions within which the implementation of education reform is to start (see the Task No. 9),*

2. *The gathering and the processing of data that are relevant for the work of this Sector, and the systematization and the uniting of those data for the purpose of their use in the creation of curriculums*
3. *The accomplishment and the monitoring of the plan for the providing of logistic requirements aimed for the implementation of education reform in education institutions.*

Task No. 5-3:***The founding of Department for Evaluation*****1. The projected functions of the future Department for Evaluation**

- ✓ *The defining of the forms of evaluation for particular vocations*
- ✓ *The defining of methods and the periods of vocational education curriculums evaluation*
- ✓ *The monitoring and the improvement of evaluation procedure methods in European countries, having development function*
- ✓ *The preparation and the execution of the external evaluation of education quality in the institutions of vocational and adult education in Montenegro, in line with the Annual Work Plan*
- ✓ *The providing of the condition for the use of evaluation results in development projects*
- ✓ *The preparation of the annual reports on evaluation in the area of vocational and adult education*
- ✓ *The monitoring and the accomplishment of Action Plan of Education Institutions for the purpose of the evaluation work quality improvements,*
- ✓ *The execution of other jobs within its competence as well*

3. The projected structure of the future Department for Evaluation

	<i>Function</i>	<i>The number of performers</i>
1.	Department for Evaluation Manager	1
2.	Senior Advisor for the evaluation, analysis and the improvement of evaluation process	1
3.	The Associate for the jobs of evaluation, and the analysis of evaluation	1
Total Number of Performer:		3

3. The basic preconditions for the commencement of the Department work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No.5.4)*
4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The creation of bylaws for the education quality evaluation in schools*
6. *The training and the accreditation of evaluators*
7. *The creation of annual evaluation plan for vocational and adult education institutions*

4. The priority tasks of Department for Evaluation in the light of the implementation of education reform

1. *The activities relating to the composing of a team out of the members who, according to previous engagements, have the potential or preferences to accomplish the tasks of this department*
2. *The preparation and the execution of the training in the area of vocational education evaluation, regarding the specificities and the presence of practical education as a special form of training*
3. *The active communication with work groups in the area of professions, in the sense of the defining of the manners of knowledge and skills testing aimed for youngsters and adults, and in line with the European countries practice.*

Task No. 5-4:**The founding of Department for Textbooks and Teaching Aids****1. The basic activities of Department for Textbooks and Teaching Aids**

- ✓ *The preparatory work for textbooks, for the purpose of the support for curriculums*
- ✓ *The creation of the catalogues of recommended textbooks for certain curriculums*
- ✓ *The preparation and the arranging of the textbooks publishing, for certain curriculums*
- ✓ *The harmonization of the contents and the structure of textbooks with the improvements of curriculums*
- ✓ *The monitoring of the improvements of textbooks and of accompanied literature in the curriculums of developed countries, all for the purpose of the progress of contents*
- ✓ *The coordination of advisory services work in schools*
- ✓ *The organization of basic library with textbooks form other countries*
- ✓ *The making and the maintenance of database in the area of textbook literature*
- ✓ *The organization and the proposing of the forms and the methods of the presentation and the manners of using new textbooks' editions to teachers*
- ✓ *The execution of other jobs in line with the basic activity of the Department.*

2. The projected structure of the Future Department

	<i>Functions</i>	<i>The number of performers</i>
1.	The Sector for Textbooks and Teaching Aids Manager	1
2.	The Associate	1
Total Number of Performers:		2

3. The basic preconditions for the commencement of Department for Textbooks and Teaching Aids work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No. 5.4)*
4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The identifying of needs for the training of the Sector's employees*
6. *The creation of the Sector's Annual Work Plan*
7. *The execution of training for the Sector's employees, in line with the identified needs*
8. *The organization and the conduction of study visits for the employees, according to Annual Work Plan and to strategic plan of the MES RM*

4. Priority tasks of Department for Textbooks and Teaching aids in the light of the implementation of education reform.

1. *The activities regarding the composing of a team out of the members who, according to their engagements so far, have the potential and the preferences to accomplish the tasks of this department*
2. *The preparation and the accomplishment of the team training in the areas of preparation, forming of structure and the publishing of textbooks, regarding the specificities of vocational education and the number of students in this type of education in Montenegro.*
3. *The gathering of literature and the founding of library and database on literature and multimedia editions, all for the purpose of the execution of curriculums.*
4. *The active communication with work groups in the area of professions in the sense of the defining of recommended literature for youngsters and adults, in line with the possibilities of publishing, or with already published literature in the related and foreign languages*

Task No. 5-5:***The founding of Department for ICT support*****1. The projected functions of the future Department for ICT support**

- ✓ *The establishing and the maintaining of the structure for the informative system of the Center for Vocational Education*
- ✓ *The monitoring of the needs and timely providing of software sets, in line with the development strategy*
- ✓ *The maintaining of database and the improvement of its use and of its availability*
- ✓ *The instructing and the training of the Center's employees in the use of equipment, in line with new technical requirements*
- ✓ *The creation of informative strategy development plans for the purpose of the connecting of institutions of vocational education with the Center*

2. The projected structure of the future Department for ICT support

	<i>Function</i>	<i>The Number of Performers</i>
1	The System Engineer for the automatic processing of data and the maintaining of informative system	1
2	The Associate	1
Total Number of Performer:		2

3. The basic preconditions for the commencement of Department for ICT support work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No. 5.4)*

4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The identifying of needs for the training of the Sector's employees,*
6. *Additional training for the Sector's employees,*
7. *The creation of the Sector's Annual Work Plan*
8. *The organization and the conduction of study visits for the employees, according to Annual Work Plan priorities and in line with MES RM strategic plan.*

4. The priority tasks of Department for ICT support in the light of the i implementation of education reform

1. *The activities relating to the composing of a team for the accomplishment of the tasks of this sector*
2. *The preparation and the execution of the team training, in line with the expectations of the sector*
3. *The making of a functional database that could be used in the current activities and that would be the starting point of database of the Center and of vocational education institutions in Montenegro*
4. *The active communication with work groups in the area of professions in the sense of the providing of data from database, of the training for the use of data and of the manner of the communication of data for the education of youngsters and adults.*

Task No. 5-6:**The founding of Department for Programs****1. The projected functions of the future Department for Programs**

- ✓ *The monitoring of the competition for the curriculums in the area of vocational education that are financed by the institutions of EU and by other institutions and organizations*
- ✓ *The presenting of the situation, activities and the needs of vocational education in Montenegro to the institutions dealing with vocational education in EU and broader*
- ✓ *The communications with the institutions aimed for the improvement of vocational education, for the purpose of the providing of information on the situation in developed countries relating to this area*
- ✓ *The providing of necessary documents for the application for offered projects competition*
- ✓ *The making of database on the projects in the area of vocational education, on the projects announced in competitions for which is applying for and on the requirements for the participation in particular competition*
- ✓ *The making of database on the capacities of professional and technical institutions of vocational education in Montenegro*
- ✓ *The communication with foreign and national experts in the preparatory work and in the accomplishment of the projects*

2. The projected structure of the future Department for Programs

	<i>Function</i>	<i>The number of performers</i>
1.	The Head of Department for the Monitoring and the Preparation of Programs for the Participation in Competitions with EU and With Other Institutions	1
2.	The Associate	1
3.	The Associate	1
Total Number of Performers:		3

3. The basic preconditions for the commencement of Department for Programs work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the structure and the functions of the Sector (see the Task No. 5.1)*
3. *The announcing of competitions for vacancies (see the Task No. 5.4)*
4. *The employment of persons that will work in the Sector (see the Task No. 5.7)*
5. *The identifying of needs for the training of the Sector's employees,*
6. *Extra training for the Sector's employees,*
7. *The organization and the conduction of study visits for the Sector employees, according to Annual Work Plan priorities and to MES RM strategic plan*

4. The priority tasks of Department for Programs in the light of the implementation of education reform

1. *The activities relating to the composing of the team for the accomplishment of the tasks of this Sector*
2. *The preparation and the accomplishments of the team training in line with the expectations of the Sector*
3. *The integration of the team into the communication with the EU organizations and institutions that deal with the promotion and the support of vocational education and of training*

Annex 6

***»Model Examination Center of Montenegro and the
Preconditions for Its Functioning«***

Task No. 6-1:

The founding of the Sector for the preparation

1. The projected functions of the future Sector for the preparation, organization and the execution of external testing of knowledge

- ✓ *The cooperation with the Center for Education Services in the preparation and the execution of external testing of knowledge in the third, the sixth and the ninth grades of primary schools;*
- ✓ *The preparation and the execution of leave exam and qualification exams (general teaching subjects in cooperation with the Center of Education Services and the Center for Vocational Education) and of other exams that are subject to the external testing of knowledge on the occasion of the entering the university: the Nostrification and differential exams;*
- ✓ *The preparation and the execution of national testing of knowledge in nine-year primary schools;*
- ✓ *The improvement of methodologies and of procedures of the testing of professional knowledge and skills, the granting of licenses, the keeping of files and the preparation of the work of the Commission for the testing of knowledge and for the verification of national and professional qualifications;*
- ✓ *The designing and the publishing of the catalogues, collections and the analysis of the exam tasks and of other contents having the informative and assistance characteristics for candidates, and for teachers for the purpose of the training for exams*
- ✓ *The preparation and the publishing of the manuals for the execution of exams;*
- ✓ *The preparation and the execution of the exams in foreign languages for adults.*

2. The projected structure of the future Sector for the Preparation, Organization and the Execution of external testing of knowledge

	<i>Function</i>	<i>The number of performers</i>
1	Organizational Unit Head	1
2	Business Secretar	1
3	The Officer for External Exam in the Mother Language in primary schools	2
4	The Officer for External Exam in the foreign language in primary schools	2
5	The Officer for External Exam in the mathematics in primary schools	2
6	The Officer for External Exam in the chosen subjects in primary schools	2
7	The Officer for Leave exam in secondary schools	5
Total Number of Performers:		15

3. The basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the Sector structure and functions (see the Task No. 4.1)*
3. *The creation of documents on internal organization (see the Task No. 4.2)*
4. *The announcement of the competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No.4.7)*
6. *The identifying of needs for the training of the Sector's employees,*
7. *Extra training for the Sector's employees,*
8. *The creation of the Sector's Annual Work Plan*
9. *The organization and the conduction of study visits for the Sector's employees, according to Annual Work Plan priorities and in line with MES RM strategic plan.*

4. The priority tasks of the Sector for the Preparation, Organization and the Execution of the external testing of knowledge in the light of education reform

1. *The creation and the making attempts through external pilot exams in the area of the mother language, foreign language, mathematics and the chosen subjects in schools in which the implementation of education reform has started, at the end of the first, second and the third cycle of the new primary school*
2. *The creation and the testing of external pilot leave exams in secondary schools in Montenegro,*
3. *The preparation and the execution of above-mentioned external exams in Montenegrin schools in which the new curriculums are executed.*

Task No. 6-2:**The founding of the Sector for the Preparation, Printing and the Distribution of Materials****1. The projected functions of the future Sector for the Preparation, Printing and the Distribution of Materials**

- ✓ *The design and the computer processing of the texts aimed for printing,*
- ✓ *The printing and packing, the storage of prepared tests and their distribution*
- ✓ *The printing of manuals and instructions for the training and the execution of the external testing of knowledge*
- ✓ *The preparation of bar codes for the securing of the confidentiality of the external testing of knowledge.*

2. The projected structure of the future Sector for the Preparation, Printing and the Distribution of Materials

	<i>Function</i>	<i>The number of performers</i>
1	Designer	2
2	Person working on the copying and packing of materials	4
3	Person in charge for the distribution of tests	1
Total Number of Performers:		7

3. The basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the Sector structure and functions (see the Task No.. 4.1)*
3. *The creation of documents on internal organization (see the Task No. 4.2)*
4. *The announcement of the competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No 4 7)*

6. *The identifying of needs for the training of the Sector's employees,*
7. *Extra training for the Sector's employees,*
8. *The creation of the Sector's Annual Work Plan*

4. The priority tasks of the Sector for the Preparation, Printing and the Distribution of Materials in the light of education reform

1. *The preparation for printing, the printing and the distribution of tests required for the accomplishment of the external testing of knowledge in secondary schools, in cooperation with the sector for the Preparation, Organization and the Execution of the External Testing of knowledge,*
2. *The preparation for printing and the printing of manuals and instructions for students and teachers for the training and the accomplishment of the external testing of knowledge.*

Task No. 6-3:***The founding of the Sector for the Scanning and the Analyzing of the Results form the External Testing of Knowledge*****1. The projected functions of the future Sector for the Scanning and the Analyzing of the Results form the External Testing of Knowledge**

- ✓ *Electronic scanning of tests' results,*
- ✓ *The publishing and the distribution of the tests' results to schools,*
- ✓ *The analyzing of results for the purpose of the comparative study that is carried out by the Sector for Research Work*

2. The projected structure of the future sector for the Scanning and the Analyzing of the Results form the External Testing of Knowledge

	<i>Function</i>	<i>The number of performers</i>
1	The Person in charge for the scanning	2
2	Analyst	1
Total Number of Performers:		3

3. The basic preconditions for the operational unit work

- 1 *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
- 2 *The proposal of the Sector structure and functions (see the Task No.. 4.1)*
- 3 *The creation of documents on internal organization (see the Task No. 4.2)*
- 4 *The announcement of the competition for vacancies (see the Task No. 4.5)*
- 5 *The employment of persons that will work in the Sector (see the Task No.4.7)*
- 6 *The identifying of needs for the training of the Sector's employees,*

7. *Extra training for the Sector's employees,*

8. *The creation of the Sector's Annual Work Plan*

4. The priority tasks of the Sector for the Scanning and the Analyzing of the Results From the External Testing of Knowledge

1. *The scanning of the results of the external testing of knowledge, which is carried out by the Sector for Preparation, Organization and the Execution of the External Testing of Knowledge,*

2. *The Analyzing of the results from the external testing of knowledge, which is carried out by the Sector for the Preparation, Organization and the Execution of the External Testing of Knowledge, and their transferring to the Sector for Research Work.*

Task No. 6-4:***The founding of the Sector for the Publishing and Library Science*****1. The projected functions of the future Sector for the Publishing and Library Science**

- ✓ *The preparation of the manuals and instructions for teachers and students for the training and the execution of the external testing of knowledge,*
- ✓ *The selling of manuals and instructions for teachers and students for the training and the execution of the external testing of knowledge, as well as of the tests that have been used in previous years,*
- ✓ *The gathering of library units (books) in relation to the external testing of knowledge,*

2. The projected structure of the future Sector for the Publishing and Library Science

	<i>Function</i>	<i>The number of performers</i>
1	The organizer of the publishing of the Exam Center of Montenegro	1
2	Seller	1
3	Librarian	1
Total Number of performers:		3

3. The basic preconditions for the future Sector for the Publishing and Library Science

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*
2. *The proposal of the Sector structure and functions (see the Task No.. 4.1)*
3. *The creation of documents on internal organization (see the Task No. 4.2)*

4. *The announcement of the competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No.4.7)*
6. *The identifying of needs for the training of the Sector's employees,*
7. *Extra training for the Sector's employees,*
8. *The creation of the Sector's Annual Work Plan*

4. The priority tasks of the Sector for the Publishing and Library Science in the light of education reform

1. *The selling of manuals and instructions for students and teachers for the training and the execution of the external testing of knowledge,*
2. *The gathering of library units relating to the external testing of knowledge.*

Task No. 6-5:**The founding of the Sector for Computer Support of the Examination Center of Montenegro (ECM) work****1. The projected functions of the future Sector for Computer support of the Examination Center of Montenegro (ECM) work**

- ✓ *The maintaining of servers, networks, computers and software that are necessary for the work of ECM;*
- ✓ *Computed material for printing;*
- ✓ *Computer controlling of the printing and the packing of materials,*
- ✓ *The providing of computer support in tests' scanning,*
- ✓ *The storage of results into the database,*
- ✓ *Computer support to the system for the securing the visual monitoring, and to the electronic securing of ECM buildings*

2. The projected structure of the future Sector for the Computer Support of ECM work

	<i>Function</i>	<i>The number of performers</i>
1	Person in charge for the maintenance of hardware and software	2
2	Person in charge for the computer support of design and printing firm	2
3	Person in charge for the scanning of results and for database	2
Total Number of Performers:		6

3. The basic preconditions for the commencement of organizational unit work

1. *The providing of space and technical conditions for work (see the Task No. A-4/5/6)*

2. *The proposal of the Sector structure and functions (see the Task No.. 4.1)*
3. *The creation of documents on internal organization (see the Task No. 4.2)*
4. *The announcement of the competition for vacancies (see the Task No. 4.5)*
5. *The employment of persons that will work in the Sector (see the Task No.4.7)*
6. *The identifying of needs for the training of the Sector's employees,*
7. *Extra training for the Sector's employees,*
8. *The creation of the Sector's Annual Work Plan*

4. The priority tasks of the Sector for the Computer Support of ECM work.

1. *The providing of technical support, required for the undisturbed functioning of ECM.*

Annex 7 Summary: Tasks, deadlines and projected budget

	Task	Deadline	Projected budget
1.	Reorganization of MES of RM	01 st July 2003	89,800 €
2.	The creation of bylaws	01 st December 2003	27,000 €
3.	The founding of councils for education	01 st March 2003	49,500 €
A-4/5/6	The providing of space and technical conditions for the work of Bureau for education services, Center for vocational education and Examination center of Montenegro	31 st December 2004	4.651,525 €
4.	The establishing of the Bureau for education services	01 st May 2003	253,000 €
6.	The establishing of the Center for vocational education	01 st May 2003	153,100 €
7.	The establishing of the Examination center of Montenegro	30 th December 2004	74,100 €
8.	Media campaign for the reform of education	Permanently	31,200 €
9.	Rationalization of school network	01 st December 2003	13,500 €
10.	The selection of institutions for the commencement of education reform	01 st December 2003	18,050 €
11.	The introduction of ICT in education system of Montenegro	31 st December 2004	3.474,725 €
12.	Renovation of curriculums for pre-university education in Montenegro	01 st September 2004	2.195,029 €
13.	The writing of textbooks for the reformed schools in Montenegro	10 th September 2004	2.282.440 €
TOTAL:			13.307,969 €