

Montenegro



Country profile

Capital: Podgorica

Principal cities: Nikšić, Pljevlja, Bijelo Polje, Herceg Novi, Berane

Official language(s): Serbian of the Ijekavian dialect (Montenegrin)

Population: 620,145 (2003)

GDP per capita PPP: Data not available

Currency: Euro (EUR), adopted unilaterally

Labour force activity rate (pop. aged 15-64): 64.7% (2004)

Higher Education in Montenegro

There are two universities in Montenegro, the public University of Montenegro and the private University Mediteran. The University of Montenegro was founded in 1974 is now composed of 17 faculties, comprising 76 study programmes (57 academic and 19 applied), and four scientific research institutes. The University Mediteran, the first private university was founded in 2006/2007 and is composed of six faculties.

A first private Faculty of Tourism, Hotel Management and Catering was opened in September 2004 in Bar. It offers bachelor's degrees (3 years) and master's degrees (2 years). From 2005/2006, students could enrol in 4 further private institutions—the Montenegro Business School in Podgorica, the Faculty of Business Management in Bar, and the Higher Nursing School in Herceg Novi. Approximately 20% of third-level students study in these faculties.

Higher education in Montenegro is governed by the law on higher education (October 2003), which places particular emphasis on quality assurance, accreditation, the ECTS, diploma supplements, the central role of the university, and the adoption of a two-tier degree system.

In September 2003, Montenegro officially joined the Bologna process and became one of the 45 European countries involved in building the European Higher Education Area by the year 2010.

Years of compulsory education: 9

Gross enrolment ratio in tertiary education (ISCED levels 5 and 6)¹: 36.2 (est. 2001 for Serbia & Montenegro)

Number of higher education institutions: 1 public University; 1 private University and 5 private individual faculties

Bologna signatory country since: 2003

For further information, contact the National Tempus Office at tempuscg@cg.yu

¹ The country's total enrolment in tertiary education (regardless of age), as a percentage of the population in the official age group corresponding to this level of education

TEMPUS in Montenegro

Participation of Montenegro in Tempus

Two overall long-term processes—the Stabilisation and Association Agreement and the process of building the EHEA—have shaped Tempus cooperation since 2001. Driven by the dynamics of both processes, the priorities for co-operation are updated on a yearly basis. The contribution of Tempus has been recognised as being particularly important for education reform.

Montenegro became eligible for Tempus support jointly with Serbia in 2001. Montenegro thus originally participated in projects involving Serbian universities. However, since June 2006, Montenegro is considered to be a Tempus partner country in its own right, and now implements projects that exclusively target Montenegro.

Since 2001, study programmes in the fields of health care, the medical sciences, economics, management and business, the natural sciences, mathematics, computer science, and electrical engineering have been updated. Lifelong learning courses have been developed in the fields of justice and teacher training.

In terms of support to university management projects, the focus has been on quality assurance, management systems, the development of strategic plans, the ECTS, the appointment of Bologna promoters, and the establishment of ENIC structures. More recent priorities include a student parliament, international relations, and a national higher education qualifications framework.

Impact of Tempus in Montenegro

Tempus projects focusing on curriculum development have led to a review of study programmes (since as early as 2001). Other developments within the framework of the Bologna process include the harmonisation of curricula, the introduction of a credits system and innovative teaching methods, and quality assurance projects.

The ECTS has been introduced by balancing out studies according to a credit system, which has had positive results—in terms of the transfer of credits at undergraduate level—in student mobility programmes being implemented through the Tempus and CEEPUS programmes.

Tempus has contributed positively to quality assurance and benchmarking discussions within higher education institutions. Many of the guidelines developed in the framework of Tempus are being used across the board. Initially, the fact that projects were implemented in isolation hampered institutional development, but stronger links have now been forged between the faculties and the University of Montenegro.

The most visible Tempus target groups have been managers, senior academics, and teaching staff representatives. Tempus projects have increased staff confidence and shown them how to reform the system smoothly, in accordance with their needs and other experiences. Younger staff members have used Tempus to upgrade their qualifications.

Tempus has assisted educational reform in Montenegro, and has been used by university management to raise awareness and to work on higher education reform and Bologna process issues. Tempus has also supported the development of the legislative instruments necessary for the implementation of the Bologna process. The more recent Tempus projects reveal that the government—as well as the university—is using Tempus to implement reform.

Participation in Tempus since: 2001

Number of JEPs: 15
Number of IMGs: 33
Number of SCMs: 10

Total budget allocated:
€ 3.1 million

- Bologna process
- Internationalisation
- Governance