

Standard Summary Project Fiche – IPA centralised National and CBC programmes

National Qualification Framework and Quality Assurance in Education

1. Basic information

- 1.1 CRIS Number:** 2007/19300
1.2 Title: National Qualification Framework and Quality Assurance in Education
1.3 Sector: Socio-economic requirements 02.26
1.4 Location: Republic of Montenegro

Implementing arrangements:

1.5 Contracting Authority:

The Contracting Authority is the EC Delegation in Montenegro

1.6 Implementing Agency:

The implementing Agency is the European Commission

1.7 Beneficiary (including details of project manager):

Ministry of Education and Science
Mr Ćazim Fetahović
Deputy Minister
Rimski trg bb
81000 Podgorica
Republic of Montenegro
Email: mikicaf@mn.yu
Tel. +382 81 405 301

1.8 Overall cost:

€ 1.55 million

1.9 EU contribution:

€ 1.5 million

1.10 Final date for contracting:

Two years from the date of conclusion of the Financing Agreement

1.11 Final date for execution of contracts:

Four years from the date of the conclusion of the Financing Agreement

1.12 Final date for disbursements:

Five years from the date of the conclusion of the Financing Agreement

2. Overall Objective and Project Purpose

2.1 Overall Objective:

Further policy and institutional reforms in education and training as part of Montenegro's effort to engage with the wider European Union education developments

2.2 Project purpose:

The purpose of the project is two-fold:

1. To support the establishment and implementation of the National Qualification Framework (NQF) with due reference to the European Qualification Framework;
2. To enhance the development of quality assurance (QA) process, procedures, systems and structures in Higher Education (HE).

2.3 Link with AP/NPAA / EP/ SAA

Both the **European Partnership** and the **Stabilisation and Association Agreement** (art. 102) allude to the quality development of Montenegro's education system (see more in annex 3).

2.4 Link with MIPD

Measures with this action support the provisions and commitments of the **MIPD** for Montenegro (see more in annex 3).

2.5 Link with National Development Plan

The Republic of Montenegro has not yet approved a National Development Plan.

2.6 Link with national/ sectoral investment plans

This Project will directly build upon the tasks set in the Annual Plan of the Government for 2007 (see more in annex 3).

3. Description of project

3.1 Background and justification:

The Government of Montenegro aims to establish an NQF and a QA system for higher education because it has identified education is an essential “tool” for facilitating EU accession. It has also concluded that the benefits of student and labour mobility will only be realised if certain preconditions are met, such as a reliable base for comparison and measuring against clear standards of knowledge, skills and competences. Therefore, building on that national commitment to promote a quality learning system, this programme has two core pillars:

- a) The development of institutional arrangements and primary capacity building for a NQF. This will ensure transparency, support cooperation between all social partners of the VET system, and help to meet labour market demands. It should also further the lifelong learning principle as set out in “European Qualification Framework”.
- b) The continued reforms of QA in higher education as one of the major action lines of the Bologna Process.

This second pillar was specifically addressed at the Berlin Ministries of Education Conference in 2003. The Berlin Communiqué states that the quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area. Ministers committed themselves to supporting further development of QA at institutional, national and European level and stressed the need to develop mutually shared criteria and methodologies on QA. They also stressed that the primary responsibility for QA in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework. Results of the Bergen Ministerial Conference in 2005 showed that QA is the weakest point in the overall implementation of the Bologna process.

Member States of the EU have taken strategic steps to cooperate and to coordinate their education systems through the Bologna and Copenhagen Declarations in order to promote greater transparency and recognition of education across the EU as a whole. This is being driven by the wider Lisbon objectives of establishing a dynamic European knowledge-based economy with more and better employment, where mobility of workers is a key factor in a more flexible European labour market.

Given its ambition of European integration, Montenegro has taken the first steps to ensure that its education system will contribute to wider European quality education. Firstly, the ministries of education and labour, with social partners, have engaged in an initial reflection on the policy and institutional implications of the wider drive within the EU to establish a European Qualifications Framework. This has been reinforced with significant efforts by Montenegro in meeting the provisions for engaging in the European Higher Education Area as defined by the Bologna Process.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact

Impact

This programme aims to scale-up national efforts in QA in education and to put in place a number of essential building blocks upon which a NQF, including a higher education QA framework, can be based. In so doing, Montenegro will have taken an important step in joining the wider thrust of the EU in establishing a common European education space.

Overall, the programme is expected to result in an agreed vision and framework within which a national qualifications system can be established. Particular emphasis will be paid to QA at the University of Podgorica*, which is generally considered to be an essential institution for the cultural, economic and social development of the country.

Catalytic effect

The key emphasis of the programme is capacity building of a staff cadre who lead the process of national qualifications development. That will include dialogue, consultation, and engagement with all the key stakeholders and the wider Montenegrin society. This will provide a platform for subsequent developments as institutional capacities and resources evolve. This platform is essential because the development of a coherent EQF-driven qualifications system will require systematic change at all levels of the learning system.

Sustainability

Assuming a concerted drive to establish a NQF, a functioning system could be in place by 2015. The authorities have signalled an overall commitment to a phased development of the system across the life-time of the IPA programme.

The spin-off from the project will go wider than the sector reform objective. It will help to increase public awareness in Montenegro of the relevance of European Union's policies to its own reform effort and its eventual integration within the EU. This is critical to the efforts of the national authorities in building a sustainable quality education system which engages stakeholders at all levels of Montenegrin society.

Cross-border impact

Any intervention that seeks to harmonise the national system of secondary and higher education with the mainstream trends in the European Space of VET and Higher Education will have a beneficial impact on student mobility, especially in this region where language barriers are not a significant factor.

3.3 Results and measurable indicators:

Results and measurable indicators in relation to Objective 1 – NQF

Results under this objective are grouped in six strands: administrative capacity building; public awareness; systemic alignment; recognition of non-formal and informal learning; the introduction of one EQF instrument; and improved information management.

* Other Universities, including private institutions of higher education, will be also participants in the project activities.

The key measurable qualitative indicators will therefore relate to the training and competencies of key staff (around 30 persons) in relevant institutions; the design and realisation of a public awareness campaign; the classifications of occupations and the reference descriptions; the certificates, assessors and catalogues of informal and non-formal learning; the application of the European Credits for VET; and finally the use of the information system by multiple institutions for managing and recording the content and award of qualifications.

Results and measurable indicators in relation to **Objective 2 – Quality Assurance in Higher Education**

Results under this objective have three dimensions: administrative capacity building for the institutions which deal with QA in higher education; the preparation and adoption of a development plan for the QA system, and getting management information system as support of QA in HE up and running.

Indicators of achievement will thus revolve around whether (i) the staff of the QA institutions has been properly trained/mentored and carry out their duties effectively, (ii) the adoption and publication of a strategy and action plan for furtherance of QA, including the application for being part of the European Network of Quality Assurance Agencies (ENQA); and (iii) the creation of a database which is used for quality management, including strategic planning.

This is all set out in more detail in the log frame at annex 1.

3.4 Activities:

Component 1: National Qualifications Framework Building

This component of the programme comprises:

- capacity building of staff in key institutions concerned with the establishment and administration of a NQF, including arrangements for certification;
- a national qualifications information system;
- support to address the regulatory requirements for a NQF;
- NQF information and awareness raising measures for the HRD sector and wider Montenegrin society; and
- measures to promote recognition of non-formal learning, cooperation and exchange on qualifications development with EU partners.

a) Capacity building

An in-depth assessment of training needs of key staff within the primary institutions (education, labour and economy ministries, including executive agencies – employment, vocational education, SME Directorate, examinations centre, the employers’ association, trade union confederation, teacher organisations etc.) will be undertaken. This will draw on competence profiles of staff from EU Member States which have already made significant strides in adapting and developing a national qualification system based on the principles and operational arrangements of the European Qualifications’ Framework.

On the basis of the training needs assessment, a training programme will then be developed for the range of staff. It is expected that training support will cut across different levels of staff (policy decision makers, executive/management, and administrative staff).

This strand will additionally support the design and development of a NQF information resource. This will involve the development of a prototype software package to underpin an NQF information and management system engaging all national actors into a common intelligence network. Some information infrastructure requirements to support the development of this intelligence network will be supported by the programme.

b) Strategic NQF Engagement Dialogue

A high profile dialogue and consultation process will be launched to highlight the potential value of the reforms for the longer-term development of the Montenegrin economy, including its future within an integrated European Union education space. The primary reference point for this will be stakeholder institutions and practitioners directly engaged in the range of activities underpinning a NQF. At issue here will be the need for information targeted at policy makers, education and training practitioners, as well as executive staff in the support institutions and social partner organisations which will make up the NQF architecture. The focus of the information will be to develop awareness and understanding as to why an NQF will be important for Montenegro, how it could work, and measures to ensure its effectiveness and efficiency. The information campaign will additionally underscore the policy and operational credentials which will be required to satisfactorily connect Montenegro into a wider European Qualifications Framework.

c) Alignment of qualifications and occupational classification

A critical technical development of the project will be the alignment of education qualifications with occupational classifications. This will involve the updating and validation of the occupational classification framework. These tasks will be undertaken by stakeholder working groups and will be disseminated through the stakeholder engagement process. The outcome will be official recognition of the framework through a national regulation and its acceptance at a sector level (to be defined), including the validation of reference descriptors for the chosen sector.

d) Certification and wider regulatory framework

Building on earlier work supported by CARDS, the programme will establish a framework for the certification of vocational skills set against the wider perspective of national qualifications, with a piloting of certification arrangements involving training service providers.

The Montenegrin authorities intend to pilot the certification process through one sector. This will involve intensive dialogue with the key stakeholders from the selected sector, in particular enterprise and training providers (public and/or private sector), to ensure the relevance and applicability of the training to real labour market needs. Programme support will focus on contents of curriculum and its delivery, in particular training methods, and will feature alongside standards-setting and assessment arrangements. In so doing, certification can be integrated into the broader NQF context.

e) Non-formal and informal learning and links to EU developments

In line with ongoing developments within the EU, the Montenegrin authorities with its social partners, will widen its policy dialogue to determine how knowledge and skills acquired outside the formal education system can be categorised, assessed and formally recognised by the qualifications' authorities and employers.

A regulation to support the validation and recognition of non-formal and informal learning will be drafted and submitted to the Government for approval.

This component will be designed and managed in conjunction with the certification component of the programme, and will borrow on best policy and better practice from within the EU on validation and recognition of non-formal learning. This will be supplemented by the development of a methodology reflecting ECVET (European system of accumulation, recognition and transfer of credits in vocational education and training) practice.

Component 2: Quality Assurance in Higher Education

This component will address elements involved in developing and implementing a QA system for the higher education sector in Montenegro. The elements will build the capacities of the sector to further the reform measures contained within the Bologna Process. It will provide a secure link between higher education in Montenegro and the developments of the European Higher Education Area. There will be a focus on the institutional capacity of the higher education sector as well as the professional development of the people who will be engaged into the implementation of the reforms.

a) Planning and strategy

A key objective of this component will be the elaboration of a QA function within the University of Podgorica as well as the creation of a national strategy for QA in higher education. Planning and budget development practice to take forward QA in the sector, in line with Bologna requirements, will also feature in the programme plan.

b) Professional and institutional capacity

Professional capacity development will be taken up through the identification of specific training needs of key staff across the various functions of the QA system arising from the needs of the European Network of Quality Assurance. The provision of training programmes for university staff will be designed and introduced, together with mentoring and supervision processes to assist in the application in the requirements of the QA system. A further element will be the development of a functioning QA network across faculties.

c) Information and monitoring system

Linking the institutional and professional capacity development will be the creation of a process and procedures manual to govern the implementation and monitoring of the system. The introduction of the system will be supported by an information management system to administer and distribute data on quality in the higher education sector. Implementation of the system will also be supported by an awareness campaign involving the development of a website for the dissemination of QA practices and progress reports.

The implementation of the project requires the recruitment of services for the provision of technical assistance/twinning/light twinning advisors respectively and procurement of supplies. Services are anticipated to be contracted through a service contract(s) with an estimated duration of 18-24 months. Alternatively, if appropriate expertise cannot be sourced via a service contract, a twinning or service contract combined with a twinning light or a grant agreement with a member state institution (official or mandated body) following a call for proposals is envisaged whereby the EC contribution will cover 100% of the eligible cost of the contract. It is foreseen to procure supplies under 3 supply tenders.

3.5 Conditionality and sequencing:

Major conditionality is already in place. Nevertheless, from an operational point of view, it should be mentioned that:

1. the QA institutions should be properly staffed;
2. there must be sufficient funding, beyond that derived from this project for the chosen information system to be fully developed and implemented;
3. QA commissions have to be established at Faculty level.

3.6 Linked activities:

The EU funded and EAR managed an action titled “Technical Support to Vocational Education and Training, Montenegro” (VET 2004 Project) which supported the development of a “Perspective Paper: National Vocational Qualifications” and the drafting of a Law on National Vocational Qualifications. Given the fact that there is a policy and legal framework in place and the government set an inter-ministerial/inter-agency group to work on NQF, this proposed project will directly build upon that experience.

In addition, the proposed project will build on the ETF 2006 Project “Copenhagen Dissemination Project for South East European Countries” which resulted in the draft document “National Qualification Framework in Montenegro”.

The project will also benefit from the activities accomplished under the Tempus Project “Creation of National Qualification Framework for Higher Education in Montenegro” which is under implementation and which brings together partners from Montenegro (Ministry of Education and Science and University of Montenegro), Germany (German’s Rector Conference) and Latvia (University of Latvia). The main support to the University of Montenegro in the implementation of Bologna, including the development of a QA system, is provided by the Tempus programme. Montenegro Tempus priorities recommend the incorporation of QA activities and goals in each TEMPUS project.

This proposed project will take into account the results of the two year Tempus Project UM JEP – 16050 – 2001 “Developing Quality Assurance in Higher Education”. The partners in this project were the Association of European Universities and the University of Luton Centre for Quality Assurance. The objective of the Project revolved around the improvement of the quality of university functions, by implementing internal QA mechanism and discussing a sustainable QA system in Montenegro, based on European standards and values. The proposed project will build upon the self-evaluation report of the University of Montenegro, containing information related to its national and regional scope, international scope of the University, university’s approach to students, academic profile, culture of quality, quality and QA of the teaching process, status and development of external evaluation. But, most importantly, the proposed action will contribute to consolidate the awareness on QA and foster the establishment of procedures, processes, systems and structures at both University and Faculty level for the application of QA in HE.

In the view of the above relevant references, interventions in this project area will be closely coordinated with the activities funded under the Tempus programme which supports the reform of higher education in Montenegro through university cooperation projects.

Montenegro has been participating since 2001 in the Tempus programme which promotes higher education cooperation with the partner countries in the Western Balkans, Eastern Europe, the Mediterranean area and Central Asia. With a total EC contribution of € 0.5 million per year, the Tempus programme has provided valuable support to the reform and modernisation of the higher education system in Montenegro, in particular in the areas of curriculum development, university governance and institution-building. According to an impact study, which was recently concluded, Tempus has greatly contributed to bringing Montenegro's higher education system in line with the Bologna principles.

3.7 Lessons learned:

The precise design of this fiche represents a response to the most relevant of all lessons learnt, namely: the involvement of the beneficiary institutions in all phases of project cycle management. A one-day workshop held on 26 April 2007, facilitated by ETF and EAR, became an outstanding opportunity for the beneficiary institutions to elaborate on the objectives, results and activities that this fiche would encompass.

Although impact realised through the previous assistance overall is satisfactory, a number of challenges remain:

- *Enforcement:* There has been some accent in previous interventions to deal with the legal framework in the country. The capacity to enforce the law, however, has received insufficient attention. The project will put emphasis on administrative capacity and inter-agency cooperation, necessary to ensure proper implementation and harmonisation of policies. The project is basically sustained on continuing cooperation amongst stakeholders.
- *Conditionality:* Often project implementation is hampered by both insufficient staff and resources allocated to (newly established) institutions/departments which does not allow for appropriate implementation of the mandate of the concerned department. The project has included under conditionality this shortcoming in terms of staff and operational funding at Ministerial level. It is also crucial that main stakeholders release staff from their multiple duties in order to achieve high level participation in the project activities. Top ranking officials in key partner institutions will be then sensitised on this topic.
- *Balance between capacity building and investment:* The provision of advisory services for capacity building remains the top priority. However, it will not be effective if the working environment of our counterparts is not up to standards. Therefore the project has included some material support, according to fundamental and state-of-the-art technical needs, for the implementation of a management information system both for NQF and QA.

- *Institutionalisation of training activities:* Past assistance experience shows that a properly organised training effort as opposed to ad hoc organised training is crucial. Therefore, the concept and delivery of training must be based on the priorities agreed with the stakeholders. But the actual delivery of the training must be primarily locally-based and concentrated to ensure maximum impact and to avoid disruption to other functions of the stakeholder institutions. Training delivery is more efficient if it comprises a) structured seminars, b) strategic mentoring services for key officials and c) peer learning activities to ensure coherence and value from knowledge and skills acquired through the various capacity building activities.
- *Advocacy and Awareness:* it is important to note that the issue of qualification framework is still new, not only to wider, but to some extent to the professional public. Therefore the project will pay special attention to awareness raising and consultations with all interested parties.
- *Cross cutting issues:* An important lesson learned during the CARDS period is that appropriate mainstreaming of cross-cutting issues would significantly be stimulated through the mobilisation of specific expertise. Hence, specific expertise may be mobilised under the service/twinning contract to target support for the mainstreaming of cross-cutting issues (see also further below).

4. Indicative Budget (amounts in €)

Activities	TOTAL COST	SOURCES OF FUNDING										
		EU CONTRIBUTION				NATIONAL PUBLIC CONTRIBUTION				PRIVATE		
		Total	% *	IB	INV	Total	% *	Central	Regional	IFIs	Total	% *
contract 1	1,350,000	1,350,000	100	100		0						
contract 2	150,000	150,000	100		100	0						
Contract 3	50,000	0	0		0	50,000	100	100				
TOTAL	1,550,000	1,500,000	96.77			50,000	100					

* expressed in % of the Total Cost

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1	Q2/2008	Q4/2008	Q2/2010
Contract 2	Q1/2009	Q2/2009	Q3/2009

Contract 3, as per section 4 above, is not under the competence of the Contracting Authority and represents the parallel national public contribution to the procurement of supplies.

6. Cross cutting issues

The mainstreaming of the cross cutting issues is addressed on two levels:

- 1) How the internal policies, structure or operating procedures of the beneficiary will conform with or promote the cross cutting issues set out
- 2) How the project's outputs (e.g. laws, regulations, policies, action plans, etc.) will address the cross cutting issues set out below.

6.1 Equal Opportunity

In general, gender needs will be considered as an analytical instrument, from programme design onwards.

Over the past few decades there has been increasing attention paid to the gender dimension of poverty and development in transition economies, particularly in relation to the role of women and disabled in educational processes and the impact of higher education on equal opportunity policies. Surveys prove that better educated people are more sensitive to this dimension.

Projects should integrate gender mainstreaming in their aims and activities, as well as consider the needs of disabled, specifically in subject matters and areas of study where the presence of women and disabled in the economy has traditionally been very low (e.g.: science and technology). Projects should promote gender balance, as well as identify factors influencing gender discrimination and social exclusion. They should monitor and evaluate the transition from education and training to working life, recruitment and career development of potential female top managers and disabled in general.

Projects in the sphere of education and sciences should promote the change of gender roles and societal stereotypes, and promote the social inclusion of disabled, avoiding in any sort of cultural prejudice educational materials.

The principle of equal opportunities should be taken into account when evaluating the quality of the tender bids.

While implementing the project activities and, to the extent applicable, the Beneficiary will try to assure that gender disaggregated and social inclusion data will be made available to carry out an analysis of the social and economic impact of the actions undertaken.

6.2 Environment

As per equal opportunities, better educated people are more familiarised with environmental concerns.

The project beneficiaries shall ensure that, during implementation of this action, due consideration is given to the Government's development policy relating to environmental management and that such policy is embodied, within all strategic policy documents they may draft, all training activities they may carry out and new study programmes and curricula they may design.

Equally, environmental considerations will be taken into account for the procurement of equipment.

6.3 Minorities

Education is fundamental to the economic and social development of ethnic minorities. It can help to eradicate prejudices, intolerance and xenophobia. Therefore, in multiethnic societies education should promote the knowledge of the culture, history, language and religion of their national minorities and of the majority. Education can play a crucial role in promoting integration within ethnically mixed communities. Better educated people are likely to be more socially integrative and less ethnically intolerant.

The ability for minorities to access education is integral for their future economic, social and political well-being. Access to education in their own language is a further indicator of the level of minority rights protection in the country. Education also allows minorities to be increasingly aware of their rights as a minority and as individuals.

Rights of minorities should be taken into account when implementing project activities.

While implementing the project activities and, to the extent applicable, the Beneficiary will try to assure that national minority disaggregated data will be made available to carry out an analysis of the social and economic impact of the actions undertaken.

ANNEXES

- 1 - Log frame in Standard Format
- 2 - Amounts contracted and Disbursed per Quarter over the full duration of Programme
- 3 - Reference to laws, regulations and strategic documents:
 - Reference list of relevant laws and regulations
 - Reference to AP /NPAA / EP / SAA
 - Reference to MIPD
 - Reference to National Development Plan
 - Reference to national / sectoral investment plans
- 4 - Details per EU funded contract

ANNEXES

ANNEX 1: Log frame in Standard Format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Programme name and number: National Qualification Framework and Quality Assurance in Montenegrin Education	
		Contracting period: 2 years from the date of conclusion of the Financing Agreement	Disbursement period: 5 years from the date of the conclusion of the Financing Agreement
		Total budget : €1,550,000	IPA budget: €1,500,000
Overall objective	Objectively verifiable indicators	Sources of Verification	
To foster reforms in the educational sector in line with the EU best practices			
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
1. To support the establishment and implementation of the National Qualification Framework (NQF) 2. To enhance the development of quality assurance (QA) process, procedures, system and structures in Higher Education (HE)	<ul style="list-style-type: none"> ▪ Future human resource development planning is conducted in the context of MNE's NQF ▪ State and University budget un 2009 contains items for continuing the QA efforts ▪ Increased mobility of Montenegrin students wishing to study in the EU within the next 5 years ▪ More applications from EU students wishing to study in Montenegro ▪ Increased percentage of graduates in the total population of the Republic of Montenegro within the next 10 years 	Documents from the MoES and assessments of international institutions (CoE, ETF, WB) State Budget (Ministry of Finance) University Budget (University Accounts) MoES statistical data/publications Evaluation reports (MoES, Council for HE) Student feedback and success record (HEIs and Agency) NARIC/ENIC records of student mobility	HE education students find employment easily after finishing University The academic community and the MoE agree on the priorities of HE reform Political will exists for continuing deepening reforms in HE
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
1.1 The professional capacity of the key staff involved in NQF is reinforced 1.2 A communication strategy on NQF is developed and implemented 1.3 The Education and Occupational Classification Systems are aligned in a system of levels for qualifications 1.4 A national system for the validation and recognition of non-formal and informal learning is adopted	<ul style="list-style-type: none"> ▪ Key staff in the relevant institutions have been trained and assessed in the competencies identified by training needs analysis ▪ A public campaign is design and carried out ▪ The classification of occupations/education covering all sectors is analysed, updated and validated ▪ Reference descriptors are developed and validated with the main stakeholders for a single sector ▪ Number of certificates issued ▪ Number of assessors trained and recognised to conduct assessments ▪ Number of catalogues as evidence of the assessment of informal and non-formal learning against specific qualifications 	Training programmes and training evaluation sheets Media broadcasts, press-clipping, promotional publications, minutes from conferences, seminars and round tables Pathways between qualifications at different levels of the framework Official recognition of the framework and acceptance of the sector framework records of the MoES VET schools programmes	

Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>1.5 An instrument of the European Qualification Framework (EQF) is introduced in MNE</p> <p>1.6 An information management and distribution system is available and operational for the NQF</p> <p>2.1 The institutions which deal with QA in HE are strengthened.</p> <p>2.2 A plan for the development of QA system in HE is enacted.</p> <p>A management information system (MIS), as support to the QA in HE, is set up and functional</p>	<ul style="list-style-type: none"> ▪ Introduction of ECVET in the NQF ▪ The IS is used by multiple institutions to manage and record the content and award of qualifications and the range of courses and providers ▪ The staff of the QA institutions have been properly trained/mentored and carry out their duties effectively ▪ Number of programmes which have passed the evaluation process ▪ The manual of procedures is systematically used ▪ The application for being part of the ENQA is submitted and accepted ▪ There is a special unit formed for QA issues with adequate human resources ▪ The strategy and the action plan are adopted and published. ▪ The public information campaign is undertaken and evaluated. ▪ The database is prepared, operative and updated ▪ Software is customised, hardware procured and the MIS is used by policy makers at Ministerial and University level • Reliable analysed data are available and are being used as inputs to QA ▪ Reliable analysed data being used for Quality Management, including strategic planning 	<p>Final project report</p> <p>Project reports Assessment reports on the work of the QA institutions</p> <p>Evaluation reports Formal application</p> <p>Governmental decree</p> <p>Web site of the MoES and University Media press clipping and publications issue during the campaign Student survey Final project report Institutional self-evaluations HEI plans/publications National short-term action plans for HE</p>	<p>Support and understanding of the importance of a QA system among key stakeholders</p> <p>Good working conditions in the institutions in charge of QA practice</p> <p>Suitable selection of personnel working for the QA institutions</p> <p>Adequate planning of study visits</p> <p>QA institutions are perceived as highly efficient in their work</p> <p>The strategy has been drafted through a consultation process including all relevant stakeholders</p> <p>Data in the system are easily used for making informative decisions on HE policy issues</p>
Activities	Means	Costs	Assumptions
<p>1.1.1 To analyse and assess the training needs for professional development of staff involved in the establishment of the NQF</p> <p>1.1.2 To develop a training programme for the aforementioned staff</p> <p>1.1.3 To deliver training to the staff involved in the establishment of the NQF</p> <p>1.2.1 To plan and carry out an information campaign in support of the establishment and awareness on NQF</p> <p>1.3.1 To facilitate the drafting of a regulation in order to establish the framework for aligning the educational and occupational classification systems</p> <p>1.3.2 To develop a methodology for the recognition of qualifications through certification</p> <p>1.3.3 To define the procedures for quality assurance in support of the NQF</p> <p>1.3.4 To assist in piloting the certification system</p> <p>1.4.1 To explore the possibility of linking up with the system in an EU Member State on validation and recognition of non-formal and informal learning</p> <p>1.4.2 To organise an study visit to that EU Member State</p> <p>1.4.3 To facilitate the signature of an agreement of cooperation between the EU MS and MNE on information sharing and consultation</p> <p>1.5.1 To develop the methodology in support of the introduction of the ECVET in vocational education qualifications</p> <p>1.6.1 To review the technical specifications for the procurement of equipment</p> <p>1.6.2 To design, install and test specific software for the NQF information system</p>	<p>Technical assistance Equipment</p>		<ul style="list-style-type: none"> •

Activities	Means	Costs	Assumptions
<p>2.1.1 To design a plan for the organisational structure and human resources of the QA unit at the MNE University</p> <p>2.1.2 To build up a network of Faculty committees for QA</p> <p>2.1.3 Conduct a training needs analysis for management and staff in work practices/ principles accepted by ENQA bodies and define a training plan</p> <p>2.1.4 To organise study tours for the staff involved in QA assessments and evaluations.</p> <p>2.1.5 To organise and deliver training to staff dealing with QA including mentoring and supervision in concrete cases</p> <p>2.1.6 To draft a manual of procedures for the institutions dealing with QA</p> <p>2.1.7 To assist and supervise the work of the QA bodies when evaluating institutions and programmes</p> <p>2.2.1 To facilitate the drafting of a National Strategy for QA in HE</p> <p>2.2.2 To prepare an action plan, including a budgetary projection, in order to carry out the strategy for QA in HE</p> <p>2.2.3 To undertake a feasibility study on a new institution in the QA field such as an Agency for HE</p> <p>2.2.4 To plan and carry out a public campaign on the importance and relevance of QA in education in general and specifically in HE</p> <p>2.2.5 To assess and facilitate the application for membership in ENQAA</p> <p>2.2.1 Review of the technical specifications for the procurement of equipment</p> <p>2.2.2 To customise standard software for the needs of a database</p> <p>2.2.3 To train the staff who will be in charge of managing the database (access and analysis)</p> <p>2.2.4 To elaborate questionnaires to be used to feed in data in the database, targeting different stakeholders in HE</p> <p>2.2.5 To design and maintain a website which will promote QA and present data and progress in the field</p>			<p>Pre conditions:</p> <ul style="list-style-type: none"> • The QA institutions properly staffed • There is sufficient funding, beyond that derived from the project, for the chosen Information System to be fully developed and implemented • QA Commissions are established at Faculty level

ANNEX 2: Amounts (in €) contracted and Disbursed per Quarter over the full duration of Programme

Contracted	Q4/2008	Q2/2009					
Contract 1	1,350,000						
Contract 2		150,000					
Cumulated	1,350,000	1,500,000					
Disbursed	Q4/2008	Q2/2009	Q3/2009	Q4/2009	Q2/2010		
Contract 1	810,000	202,500		202,500	135,000		
Contract 2		90,000	60,000				
Cumulated	810,000	1,102,500	1,162,500	1,365,000	1,500,000		

ANNEX 3: Reference to laws, regulations and strategic documents:

Reference list of relevant laws and regulations

Reference to AP /NPAA / EP / SAA

With its emphasis on quality development of Montenegro's education system, this action will directly contribute to the principles and priorities of the **European Partnership** which particularly underlines QA across the education system, including the higher education sector, as an immediate priority. A medium term priority of the EP is the promotion of a flexible labour market to which a quality education system will directly contribute. The programme will additionally underpin efforts by the country in meeting up to its commitments foreseen with the draft **Stabilisation and Association Agreement** (Art.102) which lays particular emphasis on the modernisation of the education system, with particular reference being given to Montenegro complying with the provisions of the Bologna Declaration for higher education.

Reference to MIPD

In addition to the priorities identified within the European Partnership, the objective and measures within this programme support the provisions and commitments of the **MIPD** for Montenegro. The latter identifies education as one of the key sectors to address the socio-economic concerns of the Republic of Montenegro. The programme particularly highlights the European Union's commitment through its pre-accession assistance to human resource development, employment, education and social inclusion and underscores the importance of quality, efficiency and relevance of the learning system to the country's development.

Reference to National Development Plan

The importance of introducing a NQF is reflected in the **Agenda of Economic Reforms** in Montenegro, whose Chapter 17d "Education" stipulates that special consideration of overall process of education reform is given to "secondary vocational education and training with the goal of establishing an open, flexible system that will meet labour market needs for a high quality labour force". In this way, the project plans to palliate the shortcomings of the certification system which "represents a serious obstacle to employers who would like to know

with certainty whether the document proving the completed training is a guarantee of knowledge, skills and competences required for the job” (*Source: Agenda of Economic Reform in Montenegro 2002-2007*), but it will also ensure horizontal and vertical linkages within the education system and strong links between the education sector and the labour market. Only if NQF is set up and implemented in the practice, it is possible to expect that the Lifelong Learning Principle will be applied in the Montenegrin context.

Reference to national / sectoral investment plans

This Project will directly built upon tasks set in the Annual Plan of the Government for 2007 stating that a Strategy for the Establishment of the NQF will be adopted in the third quarter of 2007, while supporting legislation on National Vocational Qualifications will be adopted in the second quarter of 2007.

Namely, it is planned that by the end of 2007 the main pre-conditions for the establishment and functioning of the NQF system are met. This would include public consultation and adoption of a Law on National Vocational Qualifications by the Parliament of Montenegro as well as discussion and official adoption of the “Strategy for the Establishment of a NQF” by the Government of the Republic of Montenegro, whereas the Ministry of Education and Science is in charge of preparing the necessary documents.

As stated in the Annual Plan of the Government for 2007, the Strategy for the Development of Higher Education should be adopted in the third quarter of 2007. This Strategy, made in accordance with the Law on Higher Education, should determine the priority needs and interests of the Republic of Montenegro in the area of Higher Education. In accordance with that, QA should be included in the Strategy as one of the essential dimensions for an effective Higher Education System compliant with the principles of the Bologna Process.

ANNEX 4: Details per EU funded contract where applicable:

For *TA contracts*: account of tasks expected from the contractor (*see above under section 3.4*)

For *investment contracts*: technical specifications as per tables below

Technical Specification and Tentative Budget for NQF Equipment (indicative)

Item/specification	Quantity	Tentative price (€)
1. Central Server		
	1	4.500,00 €
2. Server for Database		
	1	4.000,00 €
3. Database Server		
	1	10.000,00 €
4. Client PCs¹		
	8	4.800,00 €
5. Client printers		

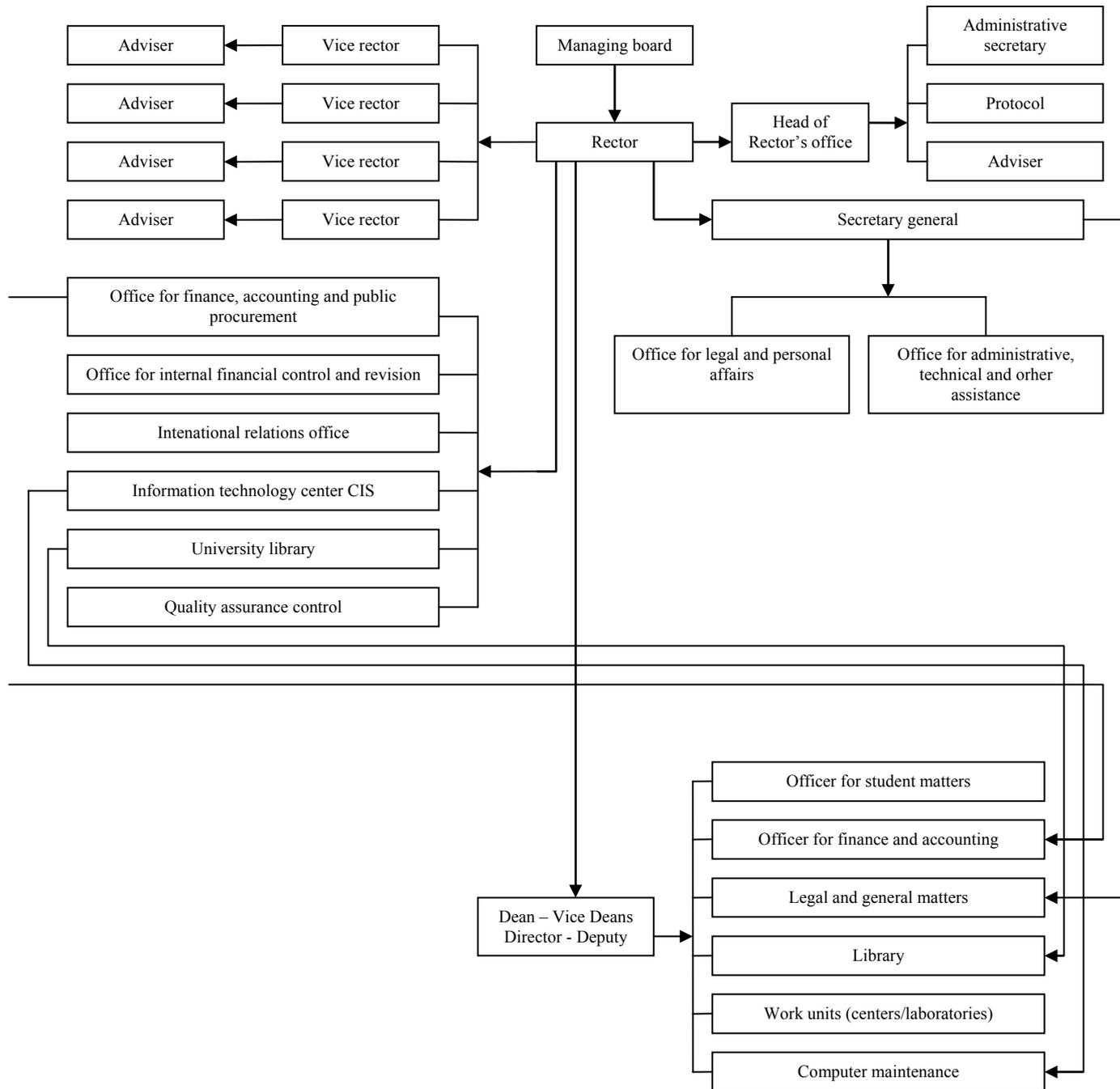
¹ Client users are: Ministry of Education and Science; Ministry of Health, Labour and Social Welfare; VET Centre; Examination Centre; Employment Office of Montenegro; Chamber of Economy of Montenegro; Bureau for Education Services and ENIC/NARIC Centre

Item/specification	Quantity	Tentative price (€)
	8	2,400,00 €
TOTAL TENTATIVE BUDGET:		77,100 €

Technical Specification and Tentative Budget for QA Unit Equipment (indicative)

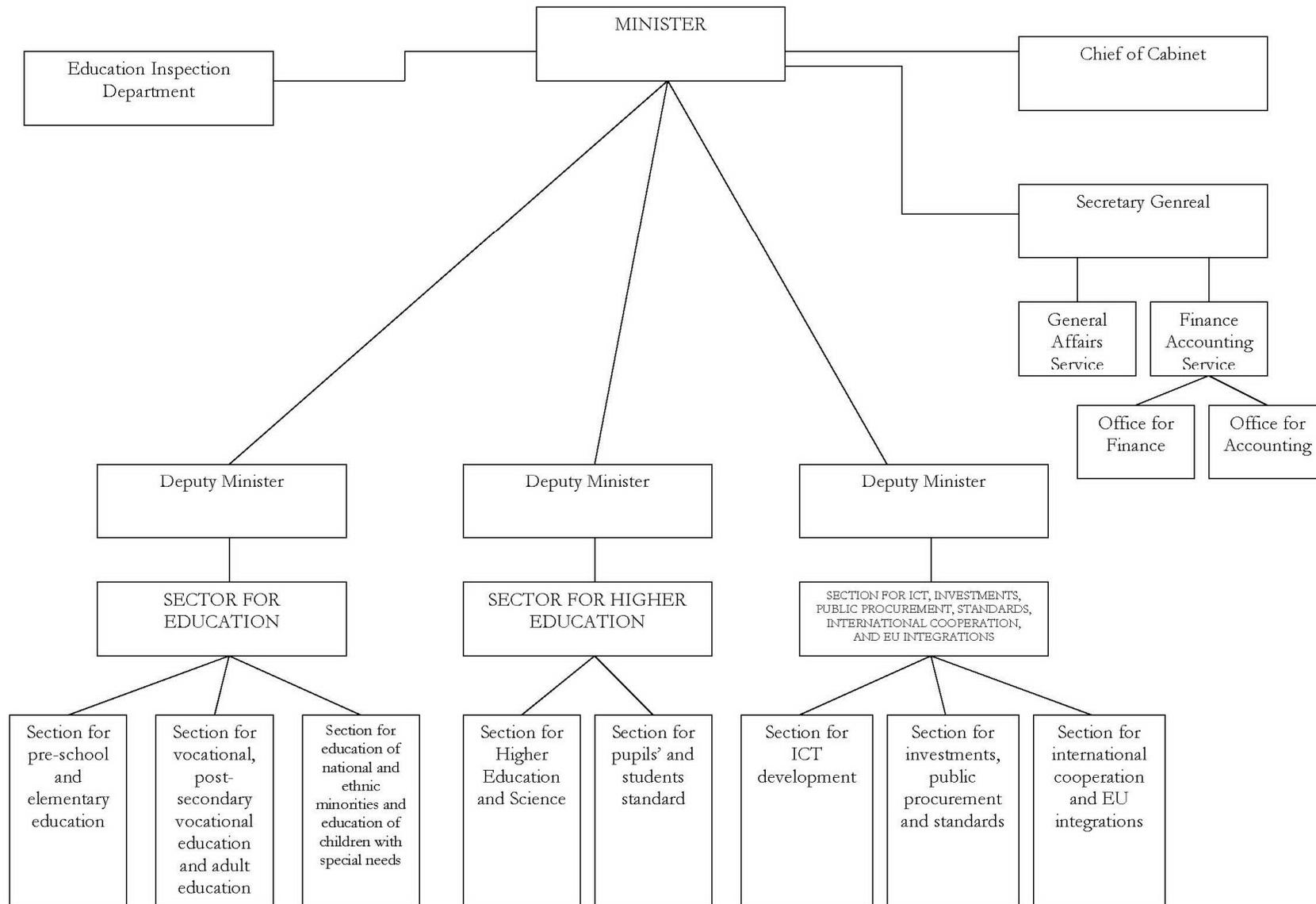
Item/specification	Quantity	Tentative price (€)
1. Sun Server	2	40,000.00 €
2. UPS	1	
3. Network	1	
4. Software		
Oracle 9i, Enterprise Edition	1	35,000.00 €
Storage system (minimum Sun Storage)	1	10,000.00 €
TOTAL TENTATIVE BUDGET:		125,000 €

ORGANISATION CHART
University of Montenegro (planned)



ORGANISATION CHART

Ministry of Education and Science (planned)



Composition of the Commission for Development of NQF in Montenegro

- Representatives of the Ministry of Education and Science,
- Representatives of the Ministry of Health, Labour and Social Welfare,
- Representatives of the Employment Office of Montenegro,
- Representative of the VET Centre,
- Representative of the Examination Centre of Montenegro,
- Representative of the University of Montenegro,
- Representative of the ENIC/NARIC Centre,
- Representative of the Chamber of Economy of Montenegro,
- Representative of the Bureau for Educational Services.

Responsibilities and Composition of the Council for Higher Education

- The Council for Higher Education is responsible for achieving high quality of higher education in the Republic.
- The Council assists the institutions in developing their possibilities and improving and sustaining the quality of their activities.
- The Council is composed of eleven members appointed by the Government, for the period of six years.
- The Council is composed of six members from the eminent experts in the field of higher education, science, technology and arts, appointed on the University proposal, two representatives of Academy of Science and Arts, one representative of the Ministry of Education and Science, one representative of Commerce Chamber and one representative of Central Library »Djuradj Crnojevic«.
- In accordance with the Act on the Council appointment, the maximum of half of the Council members may be reappointed.
- Council for Higher Education is responsible for preparing the proposal of development strategy of higher education. Commission responsible for strategy has already been established.