

# Inventory of lifelong guidance systems and practices - Montenegro

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## Introduction

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In Montenegro, guidance is divided in two sectorial kind of services; the one refers to education, while the second to employment. In 2016, the Coordination body for guidance in Montenegro was formed, in order to oversee the monitoring and evaluation of all guidance activities. The body consists of representatives of the Ministry of Education, the Chamber of Commerce of Montenegro, the Employment Office, the Bureau for Education Services, the Education Unions of Montenegro, the Union of Employers of Montenegro, the Ministry of Labour and Social Welfare and the Centre for Vocational Education.

## Coordination and collaboration among stakeholders

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The [Montenegro Strategy for Lifelong Entrepreneurship Education](#) (2015-2019) sets the framework for the entrepreneurship education in school education, Vocational Educational Training (VET), Higher Education Institutions (HEI) and adult education. It provides support for cross-curricular integration of entrepreneurship education through all compulsory subjects, adaptation to labour market's reality and collaboration between different stakeholders, such as:

- a. different ministries:
  - i. Ministry of Education and Science;
  - ii. Ministry of Labour and Social Affairs;
  - iii. Ministry of the Economy;
  - iv. Department for Regional Development;
  - v. Ministry of Finance;
- b. national and international agencies and organisations:
  - i. Bureau for the Development of Education;
  - ii. Centre for Vocational Education and Training;
  - iii. National Agency for European Educational Programmes and Mobility;
  - iv. Centre for Adult Education;
  - v. Agency for the Promotion of Entrepreneurship in the Republic of North Macedonia;
  - vi. Employment Service Agency;
  - vii. Employment Agency of Montenegro;

- viii. European Training Foundation (EFT);
- ix. South East European Centre for Entrepreneurial Learning (SEECEL);
- x. Union of Employers;
- xi. Directorate for SME Development;
- xii. Chamber of Commerce of Montenegro;
- xiii. Montenegro Business Alliance;
- xiv. Confederation of Trade Unions of Montenegro;
- xv. Social Council);
- c. local actors:
  - i. Municipality of Rožaje;
  - ii. Municipality of Plav;
  - iii. Municipality of Kolasin;
  - iv. Local EAM (Employment Agency of Montenegro) offices in selected municipalities;
  - v. Centres for social work in selected municipalities;
  - vi. Representatives of employers;
  - vii. Regional business centre in Rožaje;
  - viii. schools, universities, NGO's,
  - ix. social partners:
    - National Entrepreneurship Educators Network;
    - National Committee for Innovation and Entrepreneurship;
    - Foundation for the Development of Northern Montenegro (FORS);
    - Regional Development Agency for Bjelasica and Komovi Region;
    - public employment services and companies.

In 2016, the Government of Montenegro adopted the [Strategy for lifelong learning and career guidance 2016 -2020](#). The priorities recognized in this Strategy are:

- a. raising awareness and knowledge of the need for lifelong learning and career development;
- b. empowering career guidance policies at the system level;
- c. strengthening career guidance in the education system of Montenegro;
- d. strengthening career guidance for employees and the unemployed;
- e. quality assurance in career guidance.

The following actors are included in the implementation activities for the realisation of this Strategy:

- a. Ministry of Education;
- b. Centre for Vocational Education;
- c. Employment Service of Montenegro;
- d. Bureau for Education Services;
- e. Chamber of Commerce of Montenegro;
- f. Union of Employers;
- g. schools;
- h. University of Montenegro;
- i. private universities and others.

Along with the above-mentioned strategy, the Ministry of Education brought two action plans, for the period 2016-2017 and 2018-2019. Activities mentioned in the Action plans are in line with the main priorities of the relevant Strategy. Those activities are implemented by all relevant institutions mentioned in the Strategy.

In the implementation of these two strategies (Strategy for Lifelong Entrepreneurship Education 2015-2019 and Strategy for lifelong learning and career guidance 2016 -2020), all relevant stakeholders are cooperating in the joint and individual activities in order to achieve better quality for the targeted groups.

### Sources

Chamber of Economy Montenegro (2014). *Life-Long Learning Strategy 2015-2019*. [http://www.privrednakomora.me/en/obrazovanje/life-long-learning-strategy-2015-2019?qt-multimedija\\_tabs=1](http://www.privrednakomora.me/en/obrazovanje/life-long-learning-strategy-2015-2019?qt-multimedija_tabs=1)

## Access to guidance

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The guidance in Montenegro is divided into two fields: namely, the educational and employment guidance.

Students from primary, secondary, VET and higher education can use guidance in institutions in which they are studying (primary schools, secondary schools, higher education institutions). Educational and psychological services in schools are part of the school's career guidance teams.

Employees, unemployed and other relevant groups can use guidance in national and local employment offices in Montenegro. Local employment offices are settled down in all municipalities in the country. In the Employment Office of Montenegro there are specialized services dealing with vocational guidance and counselling - [Centres for professional information and counselling \(CIPS\)](#).

The lack of quality standards at the national level makes it difficult for school teams to work with career guidance. Mechanisms of cooperation between school teams and employment services dealing with career guidance have not been developed to the required extent.

### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

## Quality assurance

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There are several references on guidance in various Laws. For instance, the [Law on Primary Education](#) states that career guidance is one of the goals of primary school education. The [Law on Vocational Education](#) defines the goals of vocational guidance: "providing the knowledge and skills necessary for life and work, personal interests, professional development of the person and for further education" and "mentioning career guidance as one of the key priority to develop". The [Law on National Vocational Qualifications](#) defines a number of institutions, which, within their competences, monitor and analyse labour market's needs and inform and advise interested candidates and employers. The [Law on the National Qualifications Framework](#) defines lifelong learning and the availability of qualifications as goals, which is important for career guidance activities in employment.

Within the [Employment Office](#), quality standards for career guidance have been developed;

- a. individual professional information
- b. individual professional counselling;
- c. group professional information;
- d. group counselling;
- e. networking-establishing regular and well-coordinated cooperation with professional associates for career guidance, colleagues and the like.

For each of these standards, the objective, organisation and responsibilities, staff competencies and tasks, target group, monitoring activities, evaluation methods, success criteria, etc. are described.

The [Centre for Vocational Education](#) and the [Bureau for Education Services](#), within the external assessment of the quality of educational work of primary and secondary schools, in

various fields, monitor certain segments relevant to the quality of the implementation of professional/career guidance services, based on indicators such as:

- a. cooperation of schools with institutions and local community;
- b. monitoring of procedures and policies for enrolment of students;
- c. cooperation with parents;
- d. monitoring of students leaving school;
- e. monitoring of graduates;
- f. providing support to gifted students;
- g. monitoring the realisation of practical education and professional practice, professional orientation, etc.

They are also organising training for teachers who are members of career guidance teams within the school system. Furthermore, in 2016, the Ministry of Education established the Coordination body for guidance in Montenegro. The body consists of the representatives of the Ministry of Education, Chamber of Commerce of Montenegro, Employment Office, Bureau for Education Services, Education Unions of Montenegro, Union of Employers of Montenegro, Ministry of Labour and Social Welfare and Centre for Vocational Education and it oversees the monitoring and evaluation of all guidance activities.

### Sources

Bureau for Education Services.

<http://www.mps.gov.me/en/organization/institutions/86651/355.html>

Centre for Vocational Education. [www.cso.gov.me/centar](http://www.cso.gov.me/centar)

Ministarstvo prosvjete (Ministry of Education) (2017). *Law on National Vocational Qualifications*. <http://www.mps.gov.me/biblioteka/zakoni>

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The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Career management skills

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In Montenegrin educational and employment institutions, pedagogics and psychologists often work as career counsellors. Also, in educational system in Montenegro, only schools with very big number of students may access psychological services, represented in one or two persons to work with students (qualification psychologist or pedagogic required). The one with small number of students are not allowed to get employee or employees to work as psychologists, but it is, then, often replaced with one or two teachers that are doing this job on a voluntary base. The [Centre for Vocational Education](#) and the [Bureau for Education Services](#) are also organising training for teachers who are members of career guidance teams within school system. So far, Montenegro has not developed an official qualification for career counsellors.

### Sources



## Evidence, monitoring and assessment

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The Coordination body for guidance in Montenegro, that oversees monitoring and evaluation of guidance activities in the country, prepared realisation of guidance activities for 2016 and 2017. In 2020, they are going to prepare reports of guidance activities for 2018 and 2019.

## Career information, ICT in guidance

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Montenegro has not developed any ICT infrastructure in providing guidance services. The only available option to get guidance in Montenegro is face-to-face contact with a guidance counsellor, either from educational institution or from an employment office.

## Training and qualifications

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Since each primary and secondary school in Montenegro has its own career guidance team, each member of this team has completed a training on guidance before he or she becomes a member of this team. These trainings are regularly offered by the [Bureau for Education Services](#) (for guidance teams in primary education and gymnasiums) or the [Centre for Vocational Education](#) (for VET schools). Related to qualification, Montenegro has not, so far, developed an official qualification for career counsellors (see section [Career Management Skills](#)).

### Sources

Bureau for Education Services.

<http://www.mps.gov.me/en/organization/institutions/86651/355.html>

Centre for Vocational Education. [www.cso.gov.me/centar](http://www.cso.gov.me/centar)

## Funding career guidance

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Career guidance is mainly funded by public budget or European projects. For example, within the Ministry of Education, the [National Euroguidance and Europass office](#) is settled funded by European Commission. The main activities of this office are focused on guidance in school system.

### Sources

Ministry of Education (n.d.). *The National Euroguidance and Europass office*.

<http://europasscrnagora.me/start/index.html>

## Career guidance for school pupils

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The [Law on Primary Education](#) states that career guidance is one of the goals of primary school education. Also, the [Law on General Secondary Education](#) recognises career guidance as one of the priorities areas in further development. Career guidance is an elective subject in VIII and IX graded in primary education (further information can be found [here](#)). Each primary and secondary school adopts the Annual plan for career guidance. This Plan is implemented by the pedagogic or psychological team for career guidance, related to smaller schools. This team needs to be available to students on a daily base, in order to provide them all necessary information they need, related to their interests, motivation for further education or employment. Also, since the Ministry of Education become a part of Euroguidance network, this [National Office](#) produced many relevant materials for career counsellors in the school system.

### Sources

Eurydice (2019). *Montenegro Overview*. [https://eacea.ec.europa.eu/national-policies/eurydice/content/montenegro\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/montenegro_en)

Ministarstvo prosvjete (Ministry of Education) (2017). *Law on General Secondary Education*. <http://www.mps.gov.me/biblioteka/zakoni>

Ministarstvo prosvjete (Ministry of Education) (2017). *Law on Primary Education*. <http://www.mps.gov.me/biblioteka/zakoni>

National Euroguidance Centre. <http://www.europasscrnagora.me/euroguidance/>

## Guidance for VET participants

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The [Strategy for the Development of Vocational Education](#) (2015-2020), within the priority area of Quality and Effective Vocational Education, relevant to the labour market, identifies activities important for career guidance. The [Centre for Vocational Education](#) is the institution that oversees VET education in Montenegro. This institution is organising trainings for members of career guidance teams at VET schools and represents evaluation and monitoring body for quality in career guidance in VET schools. Related to participants or VET students, the only services available to them are guidance teams in the school (for further education) or guidance service within national or local Employment Offices (for employment).

### Sources

Centre for Vocational Education. [www.cso.gov.me/centar](http://www.cso.gov.me/centar)

Ministarstvo prosvjete (Ministry of Education) (2015). *Strategy for the Development of Vocational Education 2015-2020*. <http://www.mps.gov.me/biblioteka/strategije>

## Guidance for higher education students

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In Montenegro, there are four universities (one state university and three private) and five individual faculties (one is state and four are private) (a list of the accredited higher education institutions can be found [here](#)). The [strategy for lifelong learning and career guidance](#) 2016 -2020 adopted in 2016 prescribes the enhancement of career guidance

within all education level.

The state university, University of Montenegro, is the university with the majority of total student population in Montenegro and has developed a Career centre. Every year universities have open days for future and current students to promote its study and scholarship programmes.

The Ministry of Education is now in phase of preparation the new strategy for higher education 2020-2025. Improving career guidance in higher education is considered to be one of the goals to be included in the strategy.

### Sources

Ministarstvo prosvjete (Ministry of Education) (2015). *Accredited higher education institutions in Montenegro (Akreditovane i licencirane ustanove visokog obrazovanja i studijskih programa u Crnoj Gori)*. <http://www.mps.gov.me/rubrike/enic-centar/153969/Akreditovane-i-licencirane-ustanove-viskokog-obrazovanja-i-studijskih-programa-u-Crnoj-Gori.html>

Ministarstvo prosvjete (Ministry of Education) (2016). *Strategy for lifelong learning and career guidance 2016-2020*. <http://www.mps.gov.me/biblioteka/strategije>

## Guidance for adult learners

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In Montenegro, according to the latest data from 2011, almost 80% of the population is adults. In addition, the working-age population of Montenegro (persons aged 15 to 64) is 68% of the total population, while persons aged 65 and over represent 12.8% of the total population. The five priority objectives, defined by the [Adult Education Strategy](#) (2015-2025), which are the basis for planning activities under the [Adult Education Plan](#) (2019-2022) are:

- a. lifelong education and learning programs and activities;
- b. improvement of knowledge, skills and competences of unemployed persons;
- c. improvement of employee competencies;
- d. quality assurance in adult education;
- e. ensuring a flexible and sustainable adult education system.

The only available option for adult learners' guidance are the [Centres for professional information and counselling](#) (CIPS) where one can find information on all educational programs available to adults, those who want to obtain qualification required, those who want to find a new job, etc.

### Sources

Ministarstvo prosvjete (Ministry of Education) (2014). *Adult Education Strategy (2015-2025)*. <http://www.mps.gov.me/biblioteka/strategije>

Ministarstvo prosvjete (Ministry of Education) (2018). *Adult Education Plan (2019-2022)*. <http://www.mps.gov.me/biblioteka/strategije>

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

## Guidance for the employed

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Montenegrin [National Employment Agency](#) is providing services for employed persons who want to change employment or career. Career counsellors who are working at [Centres for professional information and counselling](#) are providing this information to all employed.

#### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Guidance for unemployed adults

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The [Employment Agency of Montenegro](#) coordinates the career guidance services for the unemployed. The service has a national office, nine regional offices and 24 local offices with 339 front-desk counsellors. Apart from this, public employment service has established eight [Centres for information and professional counselling](#) (CIPS). The centres offer many services, such as:

- a. information on employment opportunities, labour market conditions and potential employers;
- b. information on education programs for secondary schools and enrolment requirements;
- c. information on occupations and their requirements;
- d. professional help in making applications and CV;
- e. information on the possibilities of education and assessment of personal and professional characteristics (i.e. interests, needs, abilities and skills and other services relevant for making decisions about further career development).

#### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Guidance for older adults

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There is no guidance service for older adults in Montenegro.

## Guidance for early leavers

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There is no guidance service for ESL in Montenegro, apart from the school career teams or [Centres for information and professional counselling](#) (CIPS) within [National Employment Agency](#).

#### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

## Guidance for NEET

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There is no guidance service for NEET in Montenegro, apart school career teams or [Centres for information and professional counselling](#) (CIPS) within [National Employment Agency](#).

### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Guidance for young people at risk

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There is no guidance service for young people in risk in Montenegro, apart school career teams or [Centres for information and professional counselling](#) (CIPS) within [National Employment Agency](#).

### Sources

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Guidance for persons with disabilities

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The [Education Act for Children with Special Educational Needs](#) regulates the educational activities for children with special needs. According to the law, students with special needs have access to “timely guidance”, “individual approach” and “technical assistance”, in schools, at the resource centres or when interacting with the experts from the “mobile services”. Mobile services are not settled in any institutions, and they are doing upon the request from school or resource centre, but they are coordinated by the [Bureau for Education Services](#). Inclusive education and access to equal chances are supported.

The [Law on Vocational Rehabilitation and Employment of Persons with Disabilities](#) was enacted in 2008 with the aim to provide equal access on the labour market for people with special needs. A programme for disabled people has been implemented by the Government of Montenegro, financial incentives were provided, and specially-designed job fairs have been created. Positions in public organisations have been provided, however, the category of long-term unemployed also includes disabled people. For the senior year students in secondary schools, the Individual Transition Plan (ITP) for the transition from secondary school to university is implemented, the ITP-3. It consists of the following segments:

- a. information about students which is of importance for the assessment and planning;
- b. information regarding the selection criteria of each university (achievements, adopted knowledge and skills);
- c. a support plan for the adjustment recommendations for university, when one succeed to enrol (steps, envisioned activities, elaboration of activities and recommendations,

Furthermore, the ITP-3 team consists of:

- a. the student;
- b. a representative of the school management;
- c. a classroom teacher;
- d. an expert associate;
- e. the parent
- f. a CIPS advisor.

In their meetings, team members analyse the applied methods, forms of work, aids, didactic means and adjustments made; they also analyse the requirements, abilities and students' need for further education. Parents are included in the assessment of students' achievements, interests, needs and motivation, for the purpose of making an adequate and rational choice of a faculty.

Resource centres (e.g. from [Kotor](#) and [Podgorica](#)) proved to be important associates. They assess retained potentials, skills and styles of learning and communication. They help recommend measures prescribed in the law on higher education, for further adjustments and organisation of the teaching process in faculties in line with needed requirements:

- a. teaching in sign language;
- b. Braille;
- c. use of assistive technologies;
- d. organisation, mode, implementation, form and course of teaching;
- e. adoption of subject matter during knowledge testing best suited for students.

Advisors of the [Centre for Information and Professional Counselling](#) (CIPS) have a role in providing information and advisory services. They cooperate with school expert services during the assessment of personal and professional characteristics of students. They help in making comparisons and adjusting students' personal characteristics to faculty criteria requirements. They provide information on students' accommodation, scholarships and employment possibilities, etc. Some NGOs, such as the [Association of Young People with Handicaps of Montenegro](#) (UMHCG), are useful associates as they cooperate with the Student Counselling Bureau. This bureau provides students with support, information and assistance with faculties' enrolment (principle of affirmative action and/or gathering and submission of the necessary documentation), with acquiring accommodation in students' dormitories, as well as with student loans and other forms of assistance that facilitate studies.

The section draws upon the *Guidelines for Career Guidance and Counselling for Students and Young People with Special Educational Needs* (2018) produced by KulturKontakt Austria, Staze Montenegro & Speranța Centre Republic of Moldova.

### Sources

Association of Young People with Handicaps of Montenegro (Udruzenje mladih sa hendikepom Crne Gore). <http://www.umhcg.com/>

Bureau for Education Services.

<http://www.mps.gov.me/en/organization/institutions/86651/355.html>

KulturKontakt Austria, Staze Montenegro & Speranța Centre Republic of Moldova (2018). *Guidelines for Career Guidance and Counselling for Students and Young People with Special Educational Needs*. [https://www.peopleandskills-danuberegion.eu/wp-content/uploads/Guidelines\\_EN\\_FINAL.pdf](https://www.peopleandskills-danuberegion.eu/wp-content/uploads/Guidelines_EN_FINAL.pdf)

Ministarstvo prosvjete (Ministry of Education) (2017). *Education Act for Children with Special Educational Needs*. <http://www.mps.gov.me/biblioteka/zakoni>

Ministarstvo prosvjete (Ministry of Education) (2017). *Law on Vocational Rehabilitation and Employment of Persons with Disabilities*. <http://www.mps.gov.me/biblioteka/zakoni>

Resource centre from Kotor. <http://resursnicentarzasluhigovor.me/mn/>

Resource centre from Podgorica. <http://www.resursnicentarpg.me/>

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

## Guidance for immigrants

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In July 2019, the [Qualification Council](#) adopted two programs for immigrants and refugees related to learning Montenegrin language and its culture. The [National Euroguidance office](#) prepared the translation of relevant European literature related to guidance for immigrants. However, there is no guidance service for immigrants or refugees in Montenegro, apart from school career teams or [Centres for information and professional counselling](#) (CIPS) within [National Employment Agency](#).

### Sources

Ministry of Education, the National Euroguidance and Europass office. <http://europasscrnagora.me/start/index.html>

Qualification Council. <http://www.cko.edu.me/>

The Employment Office of Montenegro (n.d.). *Centres for professional information and counselling*. <http://www.zzzcg.me/cips/>

The Employment Office of Montenegro. <http://www.zzzcg.me/>

## Guidance for other groups

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All minority groups can use all guidance services in Montenegro, at the same way as other non-minority groups in the country.

## Sources

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**[URLs accessed 04.04.2020]**

Association of Young People with Handicaps of Montenegro (Udruzenje mladih sa hendikepom Crne Gore). <http://www.umhcg.com/>

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Centre for Vocational Education. [www.cso.gov.me/centar](http://www.cso.gov.me/centar)

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Ministarstvo prosvjete (Ministry of Education) (2011). *Law on the National Qualifications Framework*. <http://www.mps.gov.me/biblioteka/zakoni>

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Ministarstvo prosvjete (Ministry of Education) (2014). *Adult Education Strategy (2015-2025)*. <http://www.mps.gov.me/biblioteka/strategije>

Ministarstvo prosvjete (Ministry of Education) (2018). *Adult Education Plan (2019-2022)*. <http://www.mps.gov.me/biblioteka/strategije>

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National Euroguidance Centre. <http://www.europasscrnagora.me/euroguidance/>

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