

# Country Context Report for Montenegro

## Literature review/mapping

In each box, please identify literature which addresses the following questions:

- Extent of stakeholder participation in schools in your country

Literature reference(s) including page or section numbers, and your BRIEF summary or comments

**\* National Youth Action Plan recognizes the sector of Education and has done thorough situation analyses where** it is stated that, though there is a significant involvement of students through the student organizations and other university's bodies, there is still lack of their involvement in decision making processes in schools and at faculties.

Ministry of Education and Science (2007), *National Youth Action Plan, Education sector, situation analyses, page 11*, Republic of Montenegro

**\*In the publication 'Rights and obligations of pupils in nine-year's school' it is clearly stated that** pupils' representatives have got a right to participate in the work of a school's bodies when questions of relevance to them are discussed (pupils' standards, extra-curricular activities and similar).

Ministry of Education and Science and Bureau for Educational Services (2004), *Rights and obligations of pupils' in nine-year's school*, page 5, article 97, Republic of Montenegro

**\*In the 'Strategy for civic education in primary and secondary schools in Montenegro' there is a** separate section named: 'Role of Local Community and General Public in Ensuring the Subject Status'. It stresses that 'the changes in education require local communities to get more actively involved in the life and work of the school from their territory'. At the same time it reminds that all curricula are, to some degree, open for the involvement of local communities and puts emphases on the cooperation between the school and the local community.

Ministry of Education and Science (December 2007), *'Strategy for civic education in primary and secondary schools in Montenegro', 2007-2010*, page 13, Republic of Montenegro

**\*In the report of Parents' Association named 'Monitoring and evaluation of the educational reform from parents' angle'**, there are, inter alia, some conclusions made as to the cooperation between parents and schools, that stress that the cooperation with professors is at the high level and that the quality information are provided at the parents - teacher meetings. At the same time, there are information from the research that say that the schools boards' work is not visible in many schools and that, very frequently, parents are invited when a donation is needed; that there is almost no involvement of parents regarding the design of extracurricular activities and there are very few joint projects between local community and schools.

Comment: From Interview with Association of Parents it is clear that not all schools have developed and adopted their statutes (e.g. electro-technical high school in Podgorica, case discussed through daily newspapers) and that extend of participation of different stakeholders differs from school to school.

Parents' Association of Montenegro, *'Monitoring and evaluation of the educational reform from parents' angle'*, page 31, Republic of Montenegro

\* **Based on the report from the Supervision Service** about the quality of work in schools in 2005 and 2006 and especially on the report for the item named: 'schools' cooperation with institutions and local community' it is clear that the cooperation with parents might be strengthened in terms of better information provision (can be done through a school's yearly report, web site of a school, through the reports on pupils' achievements, as well as through the report on planned extracurricular activities, through the consultations with parents in design of the developmental plan of a school, etc.). At the same time, when it comes to the cooperation with other institutions, it is stated that the networking of schools on local level (either municipality's or regional) is important because of: mutual learning (different seminars for employees in schools), exchanging of literature and sharing of good practice. As for the third level of cooperation, focused on local community, it is said that the part of open curricula should be better used, since its aim is to use a communities' resources in order to enhance the holistic development of pupils. For school it is important to define forms and contents of cooperation in order to establish/improve the cooperation with local community.

Bureau for Educational Services, *Report of the Supervision Service about the quality of work in schools in 2005 and 2006 (power point presentation)*, slides numbers: 11, 12, and 13, Republic of Montenegro

- Mapping existing initiatives seeking to improve stakeholder participation in schools in your country

Literature reference(s) including page or section numbers and your BRIEF summary or comments

\* **As a part of the project, "What our school is like?", in a toolkit for monitoring and self-evaluation of the schools' work**, it is stated that in the process of quality assuring of schools' work, all relevant stakeholders must be included: those in charge of schools' management, teachers, pupils/students, parents and local community in order to get a clear picture of the good things and the things that need to be changed.

Bureau for Educational Services, *Schools' self-evaluation*, official web site of the Bureau for Educational Services [www.zavsko.org](http://www.zavsko.org), Republic of Montenegro

Comment: During the interview with Education Bureau who was in charge of external evaluation it is stated that the model of schools' self-evaluation is only starting to be implemented and that the schools are usually choosing to focus on one aspect relevant for that specific school/community.

\***In the 'Strategy for civic education in primary and secondary schools in Montenegro, 2007-2010'**, among other things, it is stated that the progress in terms of stakeholders' participation is visible, especially when talking about elective topics for compulsory or elective subjects, and, at the same time, for extra-curricular activities and other programmes implemented, primarily by non-governmental organisations in cooperation with the Bureau for Educational Services and the Ministry of Education and Science. It is, as well, stated that 'local communities are, at the same time, facing own challenges in efforts towards increased democracy and decentralisation and still lack capacities for exercising better cooperation and coexistence with the school'.

Ministry of Education and Science (December 2007), '*Strategy for civic education in primary and secondary schools in Montenegro*', 2007-2010, page 13, Republic of Montenegro

\* 'The main objective of the UNICEF programme '**School without violence - towards Safe and Enabling Environment**', that is intended for children, school teachers, parents and the local community, is to decrease and prevent violence among school children in Montenegro. It teaches children and adults different techniques on how to manage conflict in nonviolent way and ways to behave when violence happens'.

UNICEF, '*School without violence - towards Safe and Enabling Environment*', the information taken from the official website of UNICEF in Montenegro [http://www.unicef.org/montenegro/support\\_5489.html](http://www.unicef.org/montenegro/support_5489.html), Republic of Montenegro

Comment: The main downside of this initiative is that it solely depends on funds available and provided by schools themselves and as the situation with sustainable decentralized schools funding is still at the very beginning the initiative is not often prioritized by individual schools.

\***In 'The book of changes' (short version)**, one of the principles, on which the educational changes are to be based, is the principle of decentralization. This means that there will be an increase in participation of representatives of local communities, citizens and their associations, parents in all educational changes. They are provided with the opportunity of making a direct impact in schools and educational processes. As for the pupils/students, it is stated that there must be equal opportunities for all with no regards to their gender, social or cultural roots, religion, national or ethnical belonging.

In the same book, the information and guidelines of the models for pupils and parent' participations are shown and expanded on.

Ministry of Education and Science, *The book of changes (2002)*, available on the official site of the Bureau for Educational Services [www.zavsko.org](http://www.zavsko.org), pages 14, 28 and 29, Republic of Montenegro

\***In the Strategic plan** of the Bureau for Educational Services, the role of the Bureau towards parents and students is presented. It states that the role, inter alia, means that they will organize trainings at the request of Student organizations and parents councils. One more line of their role is in proposing and supporting more efficient involvement of parents in school life and work.

The Republic of Montenegro, the Government of the Republic of Montenegro, the Bureau for Educational Services, *The strategic plan of the Bureau for Educational Services (2005-2007)*, available on the official site of FOSI ROM [http://www.osim.cg.yu/fosi\\_rom\\_cg/frame\\_publicacije.htm](http://www.osim.cg.yu/fosi_rom_cg/frame_publicacije.htm).

Comment (for last two points): Even though the documents are published and initiatives proclaimed some years ago (2002 and 2005 respectively) it is still very scarce that participation is prioritized and that it's reaching the projected level. Reasons could be found in weak capacity of stakeholders to take on the opportunities offered and set by new initiatives, strategies and laws. Thus there is evident lack of initiatives for capacity building of stakeholders to enable their full and effective participation. (From the experience and knowledge of the writers of this analysis, as there is no documented information, as there is no documented evidence)

- Legal, regulatory, policy, financial obstacles/incentives to improving stakeholder participation in your country

Literature reference(s) including page or section numbers and your BRIEF summary or comments

\* In the publication '**Laws in the educational sector**', there is, inter alia, an article that is stating the importance of stakeholder participation in schools in Montenegro and gives an overview of legal framework for their participation. One of the laws, regarding pupils' rights, states that pupils have got a right to participate in work of some school's bodies that are to discuss upon some things that are of relevance for them, for example: pupils' standards, extracurricular activities and other. As well there is an article in this law claiming the right of parents to participate in parents' council and thus get involved in a school's decision making process. In addition, proposed school statute form is provided in the Law, and this form needs to be adopted by each school to reflect its specificity.

Ministry of Education and Science, Government of Montenegro, Republic of Montenegro, '*Laws in the educational sector*' (2003), pages 35 and 36

Comment: In the Interview with Parents' Association it was stated that the exemplar "Book of procedures for Parents Councils and Students Councils" is produced and that the councils are adopting it to their needs and in line with their mandate. Nevertheless, the writers of analyses were not able to find such document.

\* **The Book of Changes** defines the basic principles and introduces the participation of different stakeholders, especially putting stress on the participation of parents through the developed model of parents' councils.

Ministry of Education and Science, *The book of changes* (2002), available on the official site of the Bureau for Educational Services [www.zavsko.org](http://www.zavsko.org), pages 14, 28 and 29, Republic of Montenegro

\***In the 'Strategic plan for the educational reform (2005-2009)'**, it is clearly stated that general public's inputs on the development and process of the educational reform must be present all the time. One of the aims up until 2009 is that the general public will be better informed about implemented or planned steps and that their feedback will be sought in order to improve the process of reform's implementation.

Ministry of Education and Science, the Government of Montenegro, the Republic of Montenegro, *The strategic plan of the education reform for period 2005-2009*, page 5, available on the official site of the Government of Montenegro [www.vlada.org](http://www.vlada.org), link to the Ministry of Education and Science

General comments: Among the general laws on education, there is the article saying that the centralized financing (school has own account) is present and there is the article saying that parents' councils can open sub-account for specific purpose and have got right to manage it. At the same time, underdeveloped social responsibility and barely present philanthropy, together with lack of information and fundraising skills among schools' management is not helping reaching sustainability. (From the experience and knowledge of the writers of this analysis, as there is no documented evidence)

During the interview with Parents Association Director, the open question was raised on the managerial ability of Principals who are by law required to be teachers and have at least five years teaching practice, but are not required to have any additional capacity building or experience in management in education (or HR and financial management, or networking and PR etc). New Masters on Management in Education is opened in 2007 on the faculty of Economics (it includes subjects: Marketing in

education, Financing in education, Management in education), though it is still unclear if this is the course to capacity build future/present principles.

- Any key issues or factors which may affect level of stakeholder participation in your country, e.g. school type.

Literature reference(s) including page or section numbers and your BRIEF summary or comments

Among teachers the reserve regarding implementation of the educational reform is present, because for them it seems that a lot of changes are asked from them and that they do not receive the proper capacity building re: it. At the same time, there is an impression that the faculties where future professors are studying are not following the process of educational reform and that there is one kind of things expected on theoretical level and some other when it comes to practice.

As well, there is big discrepancy between legislative and practice in terms of having all the strategies and relevant documents written and accepted by the Ministry of Education and Science, but a lot of planned activities are not being implemented. It seems that the programs of capacity building of human resources and the processes of M&E are not sufficiently developed and followed through.

(From the experience and knowledge of the writers of this analysis specifically related to teachers and teachers trainings, and youth work in schools, as there is no documented evidence)

- Any information on the role of school principals in participation in your country

Literature reference(s) including page or section numbers and your BRIEF summary or comments

\* Bureau for Educational Services, through the department for continuous professional development, provides the prerequisite for continuous professional development of principles. The training program consists of seven modules (taught during 2.5 working days) on the topics: Organization and management, People in organization, Communication in school, School principle as pedagogic leader, Planing and decision making, Quality of school, Legislation in education.

The Republic of Montenegro, The Government of the Republic of Montenegro, Bureau for Educational Services, *Strategy for continuous professional development of teachers in Montenegro (2005-2009)*, available on the official web site of the Bureau for Educational Services [www.zavsko.org](http://www.zavsko.org)

Comment: The role of principles in ensuring (or even “allowing”) participation of different stakeholders is crucial as they are the formal and ultimate decision makers. Unfortunately, in Montenegro the level of participation of different stakeholders can still very much depended on individual director’s will. (From the experience and knowledge of the writers of this analysis, as there is no documented evidence)

## *Bibliography*

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Forum Syd Balkans Programme, project of Montenegro, *Youth Work in Montenegro*, Jelena Markovic and Jasmina Kijevcanin, mart 2007, Podgorica

### *Survey logistics*

- It is desirable to seek permission from relevant ministries to carry out interviews with school directors in your country. This was done informally and the official letter is following. The letter will accompany the request for the national list of all public schools in the country with all needed data (name of principal, address and phone of school, urban/rural, school type).