Follow-up of CONFINTEA VI:

Reporting template for National progress reports in preparation of the
Global Report on Adult Learning and Education (GRALE)
and the end of the
United Nations Literacy Decade (UNLD)

National progress report submitted by
the Government of Montenegro

This report is submitted on behalf of the Government of Montenegro in accordance with the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI)[1] as laid down in the *Belém Framework for Action*[2], specifically with regard to monitoring its follow-up.

This report is organised in different sections according to the key areas of CONFINTEA VI. Accompanying this are the explanatory notes[3], which are meant to provide further clarification.

Institution responsible for submitting this report	Ministry of Education and Sport
Submission date	30 March 2012

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[1] For more information about CONFINTEA VI see: http://www.unesco.org/en/confinteavi/

[2] Available in nine languages at http://www.unesco.org/en/confinteavi/belem-framework-for-action/

[3] The explanatory notes are intended to be a reference material to clarify the scope and background of the reporting template and explain some basic terms.

Report elaboration process

Which institutions and stakeholders provided input to this report?	*Mark all that apply*

Government Ministries

Agriculture	☐
Defence	☒
Education	☒
Foreign Affairs	☒
Health	☐
Interior/Home affairs	☒
Labour	☒
Others *(please mark and specify below)*	☒

Ministry of Science
Ministry of Tourism and Sustainable Development
Ministry of Information Society and Telecommunications
Authorities, Bureaus and Directorates
Local Government Units

Civil society organisations	☒
National non-governmental organisations	☒
International non-governmental organisations	☐
Educational or research institutions/Universities	☒
Private sector companies	☒
United Nations agencies	☐
Non-UN bilateral or multilateral organisations	☐
Others *(please mark and specify below)*	☐

Employment Agency of Montenegro,Business associations

Briefly provide any additional information on the process by which this report has been produced, including information on: 1) which types of public authorities were consulted or contributed to its preparation; 2) how the stakeholders were consulted and how the outcomes of this consultation were taken into account; and 3) the types of references used as a basis for reporting.

A working group has been established for development of the National Report and it comprised representatives of the Ministry of Education and Sport, VET Centre, Employment Agency of Montenegro, Chamber of Commerce of Montenegro and Human Resources Management Authority.

In the intial phase of the report development, a letters had been sent by the Ministry of Education and Sport and VET Centre to the adult education providers, institutions of social partnerships and employers for obtaining data on implemented activities and the number of candidates according to the gender and completion/attendance of programmes.
 The Chamber of Commerce has sent letters to the employers and business associations for obtaining data on implemented programmes, number of candidates, gender and finances.
 The Employment Agency of Montenegro has processed and delivered data on education and training of unempoloyed persons.
The Human Resourses Management Authority sent letters to the public administration and local self-governments with requests for data on immplemented trainings, number of candidates according to the gender and the amounts spent for the trainings.
 An associate from the Centre for Development of NGOs has sent a letter to the NGOs with request for information about implemented activities and the number of candidates according to the gender.

Definitions and data collection on adult learning and education		
	Yes	*No*
1.1 Does your country have an official definition of **adult education**? *If Yes, please provide it in the space below:* The Law on Adult Education defines the education and learning of the adults: the adult person may, if chooses, join the education, training or learning in order to improve their knowledge, skills and competencies or to acquire appropriate qualifications for more successful life, work, and personal development. An adult person, in this Law has the following meaning: a person older than 15 years, that fulfills the conditions for inclusion in adult education programme. Persons younger than 15 may be included in adult education programmes providing that they do not have the status of a pupil.	☒	☐
1.1.1 Are other definitions used in practice? *If Yes, please provide them in the space below:*	☐	☐
1.2 Has your country adopted or developed an official definition of **literacy**? *If Yes, please provide it in the space below:* There is no officially adopted definition of literacy, however the notion of literacy entails completed elementary education (as of the begining of the reform 9 years and before that 8 years of education). However, there is a growing acceptance of literacy as achievement of certain level of numeracy, language and IT literacy, knowledge and skills in the field of enterpreneurship, and foreign languages and the ability to functionaly apply that knowledge in the everyday life and work. Literacy is brought to connection with development of the key competencies on a certain level. We have adopted the definition of spreading of literacy that entails abilities to read, write and calculate, as well as the minimum of knowledge and skills necessary for successful completion of various in the working, family and social environment. It represents the first step on the way towards achieving complete functional literacy. The programme of elementary functional literacy is for the first time implemented within the Second Chance Project which was organised for RAE population, and which had been funded by the European Community. This programme was later implemented several times for representatives of RAE population.	☐	☒
1.2.1 Are other definitions used in practice? *If Yes, please provide them in the space below:* The Statistics Office of Montenegro during a census was guided with the idea of literacy that implies that a person can read and write a short, simpel essay about his/her everyday life. The definition has not been changed. A rule that a literate person can sign was often used in practice.	☒	☐

How is literacy data obtained in your country?	
Please select the option(s) below National census	☒
School administrative data (years of schooling completed/primary certificate)	☐
Direct testing (e.g. Literacy Assessment and Monitoring Programme, LAMP)	☐
Household surveys	☐
Other methodology (*please describe below*):	☒
Montenegro has been included in PISA testing as of 2006, and the focus is on the functional literacy.	

1.4 Has your country changed literacy data collection methods since the UNLD mid-term review in 2006?	☐	☒
If Yes, please select the option(s) below that best describe the change(s)		
New conceptual definition on literacy in place (for policy)		☐
New conceptual definition on literacy in place (for data collection only)		☐
New assessment of youth and/or adults' literacy skills		☐
Increase in the periodicity without significant conceptual changes		☐
Other changes (*please provide details below*):		☐

1.5 Has your country faced challenges in collecting literacy data? *If Yes, please describe them briefly in the space below:* A significant problem in collecting literacy data is obtaining literacy data regarding RAE people that reside in Montenegro, (they do not have the necessary documents for approved residence and passorts), most of them are iliterate, particularly the women.	☒	☐

1.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

There is a need to apply PIAK – standardised method for data collection, that would be applied in the entire region. In this way the survey results would be comparable.

Policy: political commitment to adult education and adult literacy

2.1 Does your country have laws, legal regulations or other public policy measures/initiatives with a primary focus of supporting lifelong learning, adult education and adult literacy? Please name them, giving the year in which they were enacted and adding documentation/evidence, if possible.

	Yes	No	*If Yes: name of legal/policy instrument and references* *(add as many lines as needed)*	*Year*
Lifelong learning	☒	☐	General Law on Education (2002) Law on Adult Education (2002, 2011) Law on National Vocational Qualifications (2008) Law on National Qualifications Framework (2010) Strategy for Lifelong Enterpreunerial Learning (2008-2013) Strategy for Lifelong Carrier Guidnce 2011-2015 (the Strategy for Lifelong Learning at the University of Montenegro is being drafted) Adult Education General Law on Education (2002) Law on Adult Education (2002, 2011) Law on National Vocational Qualifications (2008) Law on National Qualifications Farmework (2010) Adult Education Strategy 2005-2015 Plan for Adult Education for the period 2010 – 2014 National Strategy for Employment and Development of Human Resources 2007-2011 National Strategy for Employment and Development of Human Resources 2012-2015 Strategy of Lifelong Carrier Guidance 2011 - 2015 Strategy for Training of Civil Servants and Government Employees for the period 2008 – 2012 National Training Strategy for the Local self-government in Montenegro 2008 -2012 Strategy of Lifelong Enterpreunerial Learning 2008-2013 Strategy for Development of Tourism by 2020 Montenegrin Agriculture and EU Strategy for Development of Food Production and for Rural Development Activity plan for achieving gender equality (2008-2012) Literacy for Adults Adult Education Law (2002,2011) Strategy for Adult Education 2005-2015 Strategy for Reducation of Poverty and Social Exclusion 2007-2011	
Adult education	☒	☐		
Adult literacy	☐	☐		

2.2 Which target groups of learners do current national adult education and/or adult literacy policies address? Examples could include women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others (please specify). Which age groups are targeted? What is the size of the target group?

	Specific target groups, including age range (add as many lines as needed)	*Total number of individuals in the group*
Adult education	Unemployed persons	5-15 learners
	Employed persons	15-20 learners
	Persons with disabilities	5-7 learners
	Teaching staff engaged in adult education	15-20 learners
	Women	15-20 learners
	RAE population (Roma , Ashkaelia and Egyptians), domicile and internaly displaced from Kosovo	
Adult literacy	Citizens of Montenegro that have not completed elementary education	up to 12 learners on 1 teacher

2.3 Has your country set any goals and deadlines that national policy/ies in adult education and/or adult literacy are expected to reach? If yes, please specify the goal and, if applicable, relevant timeframe.

	Yes	*No*	*Specify goal*	*Specify timeframe*
Adult education	☒	☐	Increase in education level of the population Increase in functional literacy of the citizens	2015
Adult literacy	☒	☐	MDG - iliteracy rate in Montenegro should not exceed 1% by 2015.	2015

2.4 Does your country have a policy on the language of instruction in adult education?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below including when it was put in place:
The teaching in institutions is performed in Montenegrin language. In the environments where majority or significant part of population comprise the representatives of minority people and other minority national communities the teaching is performed in the language of those minority people, i.e. minority national communities. (General Law on Education, Article 11)
The teaching in an institution may be performed in a foreign language for education programmes for which the institution holds licence, in accordance with approval of the public administration bodies competent for education and science affairs.(General Law on Education, Article 12)

Teaching for Roma people is performed in Montenegrin language, with the presence of Roma assistants who are hired in case there are needs for overcoming language barriers.(this solution has proved to function well in the practice).

2.5 Does your country have a policy framework to recognise, validate and accredit non-formal and informal learning?	*Yes*	*No*
	☒	☐

If Yes, please provide a brief explanation and references in the space below, including when this policy framework was put in place:
The necessary legislation is adopted:
Law on Adult Education (15th April 2011), Law on National Vocational Qualifications (17th December 2008) and the Law on National Qualifications Framework (22nd December 2010).
The competent institution for testing and confirmation of non-formaly and informaly acquired knowledge is the Examinations Centre of Montenegro and it performs the final activities for creation of conditions for testing and confirmation of the national vocational qualifications (development of examination catalogues for testing and licencing procedure for examiners that will conduct the testing).
The following has been established: the National Council for Education, Council for Qualifications and Sectoral Commissions according to the field of work, their members are representatives of employers, social partnership institutions and education institutions.

2.6 Have action plans been formulated or updated since CONFINTEA VI (December 2009) at national or sub-national level?	*Yes*	*No*
Adult education	☒	☐

If Yes, please provide a brief explanation and references:
The National Plan for Adult Education for the period 2010-2014 is adopted.
There is adopted Annual Action Plan for 2009, 2010 and 2011.
Action Plan for Lifelong Enterpreunerial Learning for 2011 and 2012
Action Plan for Achieving Gender Equality for 2011 and 2012.

Adult literacy	☒	☐

If Yes, please provide a brief explanation and references:
We have made inovations in the programme of elementary functional literacy and adopted Adapted programme for 9 year elementary school programme, (adapted to adult education)

2.7 Have adult education and adult literacy been included in other national plans/strategies?			
Adult education:	*Mark all that apply*	*Timeframe*	*References*
National Development Plan	☐		
Poverty Reduction Strategy Paper	☒		
Education strategy	☒		
Skills development (including vocational education and training) strategy	☒		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☐		
Sustainable development strategy	☒		

Adult literacy:	Mark all that apply	Timeframe	References
National Development Plan	☐		
Poverty Reduction Strategy Paper	☐		
Education strategy	☒		
Skills development (including vocational education and training) strategy	☐		
Education For All Fast Track Initiative (EFA FTI) Education Sector Plan	☒		
Sustainable development strategy	☐		
Other (specify in the space below)	☐		

Other (specify in the space below) ☐

2.8 Have adult learners and/or adult literacy learners been involved in discussions about your policy and or plans?

	Yes	No	Specify policy/plan (add as many lines as needed)	References
Adult education	☒	☐		
Adult literacy	☐	☒		

If Yes, please elaborate how they have been involved.

The learners were not directly participating but representatives of adult education providers were involved.
In a public debate that is organised both learners of the programmes and citizens may take part.
The adult learners are involved in planning of programme/training and specialised training through interviews, questionnairs and surveys (e.g.: Human Resources Management Authority, Chamber of Commerce, Employment Agency, Bureau for Educational Services, etc.).

2.9 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Governance: governance and cooperation in adult education and adult literacy

3.1 Please list the names of organisations, institutions or agencies that are involved in planning, implementing and evaluating policies for adult education and adult literacy. Please mark/tick the level(s) at which they operate (national, sub-national).

Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Ministry of Education and Science	☒	☒	☒	☒
VET Centre	☒	☒	☒	☒
Bureau for Educational Services	☒	☒	☒	☐
Examinations Centre	☒	☒	☐	☐
Ministry of Labour and Social Welfare	☒	☐	☐	☐
Employment Agency	☒	☒	☒	☐
Directorate for Development of Small and Medium Sized Companies	☒	☒	☒	☐
Human Resources Management Authority	☒	☒	☒	☐
Centre for Training of Judges, Publich Health Institute	☒	☒	☐	☐
National Council	☒	☒	☒	☐
Qualifications Council, Sectoral Commissions, University	☒	☒	☒	☐

Non-Governmental:

Institution (add as many lines as needed)	Geographical scope (mark all that apply)		Is it involved in the implementation of programmes/courses? (mark all that apply)	
	National	**Sub-national**	**On adult education**	**On adult literacy**
Chamber of Commerce	☒	☒	☒	☐
Union of Employers	☒	☐	☒	☐
Trade Unions	☒	☒	☒	☐
Union of Municipalities	☒	☒	☒	☐
Centre for Development of NGOs and other NGOs	☒	☒	☒	☐
Association of Licenced Adult Education Providers	☒	☐	☐	☐

Roma Scholarship Foundation	☒	☐	☒	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

3.2 Is there any entity at national level responsible for ensuring the coordination of adult education and/or adult literacy activities?	*Yes*	*No*
Adult education	☒	☐
If Yes, please provide name and contact details: -　　　Board for Adult Education and VET Centre -　　　National Council for Training (for training of civil servants employed in the local self-government units)		
Adult literacy	☒	☐
If Yes, please provide name and contact details: Board for Adult Education and VET Centre		

3.3 Does the national government conduct specific actions intended to facilitate cooperation among the different stakeholders in...	Yes	No
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:

The social partnership institutions and other stakeholders are involved in the activities that are organized adn undertaken regarding drafting of laws, strategies, plans, programmes, etc.

The representatives of the social partnership institutions are included in the bodies for decision making regarding the policy and programme for adult education (National Council, Board for Adult Education, Qualifications Council, Sectoral Commissions, etc.).

National Council for Education

The Government has established the National Council for Education with the purpose to have a body for decision making regarding expert issues and for the expert assistance in the procedure of decision making and preparation of regulations from the field of education.

The members of the National Council for Education are as follows:

- one third comprise representative of the Ministry of Education and Sport and Bureau for Educational Service from among teachers from the pre-school education, elementary education, high school education, general and vocational education, adult education, dormitories and representatives of minority people and other national minority communities,
- one third comprise the representatives of the higher eudcation for the education of teachers from among the teachers with academic knowledge and scientific workers;
- one third comprise members of representative association of employers, VET Centre, Employment Agency of Montenegro, representative union of teaching workers, professional vocations associations of teachers and the student parliament .

The National Council has established permanent working bodies for consideration of issues that fall under its competence:

- Board for General Education
- Board for Vocational Education
- Board for Adult Education

The members of the Board for Adult Education are the representatives of:

- Ministry of Education and Sport
- Adult Education Providers
- Employment Agency
- Chamber of Commerce
- Trade Unions

Council for Qualifications

In order to improve the qualifications system, approval and placement of qualifications onto the Qualifications Framework, the Government of Montenegro has established the Council for Qualifications.

The members of the Council for Qualifications are the representatives of:

- Ministry of Education and Sport
- public administration bodies competent for the affairs of the operation of the university
- Employment Agency of Montenegro
- Chamber of Commerce of Montenegro
- representative association of employers
- representative organisation of trade unions
- VET Centre
- Bureau of Educational Services and
- Examinations Centre.

The president of the Council for Higher Education and the president of the National Council for Education, are the members of the members of the council.

Sectoral Commissions
For each sector the Council has established a commission for qualifications – sectoral commissions.
The members of the sectoral commissions are the representatives of:
- public administration bodeis competent for the give sector of qualificaitons
- Chamber of Commerce of Montenegro
- represenative association of employers
- representative association of employees in the given sector of qualifications
- University
- VET Centre, i.e. Bureau for Educational Services or other educational institutions
- Ministries
- Appropriate bodies competent for certain professions (Bar association, Chamber of engineers, doctors, etc).

   VET Centre
The VET Centre performs advisory, research and professional affairs in the field of vocational eduation and adult education. The Centre, as a public institution, was established by the Government, just like the Association, trade union and Employment Agency of Montenegro.
The members of the Governing Board of the VET Centre are representatives of the founders' institutions:
- Ministry of Education and Sport
- Employment Agency
- Chamber of Commerce
- Trade Unions and
- VET Centre.

	Yes	No
...adult literacy?	☐	☒

If Yes, please indicate what activities are undertaken and/or which frameworks are in place and provide references:
The abovementioned bodies and institutions are dealing with the literacy issues. (Board for General Education, Board for Adult Education, VET Centre)

3.4 Does the national government provide capacity-building to ensure that the different stakeholders are able to participate in policy and programme development, implementation and evaluation in…	*Yes*	*No*
...adult education?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
In addition to represenatives of educational institutions, the representatives of the social partnership institutions and other stakeholders are involved in all the education activities – trainings, seminars, workshops.
The representatives of the social partnership institutions are involved in the work of the commissions, working bodies and they are included in different projects at both local and national level.

	Yes	No
...adult literacy?	☒	☐

If Yes, please indicate what activities are undertaken and provide references:
For the purpose of creation and implementation of legislation and secondary legislation, the representatives of the social partnership institutions are involved in seminars, workshops, study visits, etc.
Various memorandums on cooperation have been signed: e.g. between the Univeristy of Montenegro and Employment Agency, between the University of Montenegro and Chamber of Commerce, VET Centre

and NGO Association for Democratic Prosperity - Zid, Human Resources Management Authority and Faculty of Economics .

3.5 Do local communities play a role in the planning, implementation and evaluation of programmes in ...	*Yes*	*No*
...adult education?	☒	☐
...adult literacy?	☐	☐

3.6 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The social partnership at the local level is still not satisfactorily developed, therefore the local communities do not play an important role in adult education. When the Plan for Adult Education is drafted (it is made for a period of 4 years) and when the annual plans are elaborated, the opinion of local communities is requested, but in most of the cases we do not have any responses from them, thus there is no active participation from their side.
The social partnership at the local level is established for the needs of preparation of local Action Plans for Employment (within IPA 2008 project - Development of Labour Market and Labour Force at the North of Montenegro).

Financing: investment in adult education and adult literacy

4.1 Data on public expenditure provided in this questionnaire should refer to actual expenditure. If actual expenditure is not available, please provide budget allocation. Please indicate which data are reported:	
Actual expenditure ☐	*Budget allocation* ☒

4.2 Please indicate the name of the currency used for reporting:
Euro

4.3 Please indicate the monetary unit used in the following tables:			
Units	*Hundreds* ☐	*Thousands* ☒	*Millions* ☐

4.4 What was the overall public expenditure on education and training in the financial years ending in 2009 and 2010 (in nominal local currency)?[4]

	Amount (2009)	*Amount (2010)*	*Source*
National government	Total amount of financial allocations is not available	Total amount of financial allocations is not available	
Sub-national governments[5]	Total amount of financial allocations is not available	Total amount of financial allocations is not available	
Total			

4.5 Are equivalent figures on the financial contributions to adult education by the following agents available?

	Amount (2009)	*Amount (2010)*	*Not available*
National government	EUR 1.268.818 according the available data	EUR 2.088.568E according the available data	☐
Sub-national governments[5]	16.751 local government (based on available data)	4.936 local government (based on available data)	☐
Civil society organisations			☒
Donors/international aid (not loans)	Different public administration bodies have delivered data on sources of	Different public administration bodies have delivered data on sources of	☐

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[4] Include both current and capital expenditure on education and training directly allocated to educational institutions as well as transfers and payments to students (scholarships, grants or loans for tuition fees and/or living expenses) and the private sector. Exclude expenditure other than for educational institutions (e.g. general administration at ministry level). If the information is not available, please provide the best possible estimates. In any case, attach a detailed explanation on how this amount was computed and possible anomalies (elements not covered, etc.).

[5] Control for the potential double-counting effect of transfers across different government levels.

	founding (DVV International, Kultur Kontakt, COSV, Hans Saidel Foundation, TAIEX, CDP, UNDP, ILO, GIZ, UNHCR, OSCE, DSSR, MARRI etc.)	founding (DVV International, Kultur Kontakt, Danish Red Cross, COSV, Hans Saidel Foundation, TAIEX, CDP, UNDP, ILO, GIZ, UNHCR, OSCE, DSSR, MARRI etc.)	
Private companies	Business associations (Chamber of Commerce adn Union of Employers) and private companies from which we have received the data EUR 133.180	Business associations (Chamber of Commerce adn Union of Employers) and private companies from which we have received the data EUR 130.910	☐
Learners/households			☒

4.6 Are equivalent figures on the financial contributions to adult literacy by the following agents available?			
	Amount (2009)	*Amount (2010)*	*Not available*
National government	EUR 150.000	EUR 150.000	☐
Sub-national governments[5]			☒
Civil society organisations			☒
Donors/international aid (not loans)	COSV 16.600E	Danish Red Cross EUR 22.394 COSV EUR 16.600	☐
Private companies			☒
Learners/households	Elementary eduation is free of cost	Elementary eduation is free of cost	☐

4.7 Have new mechanisms or sources of funding for adult education and adult literacy been introduced since CONFINTEA VI (December 2009)?	*Yes*	*No*
	☐	☒
If Yes, please provide a brief description:		

4.8 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

Participation: youth and adults' access to, and participation in, education and literacy programmes

5.1 Please indicate the areas of learning that are addressed by different organisations. Identify target groups (for example women, youth, indigenous peoples, minority linguistic/ethnic groups, migrants, individuals with disabilities, rural residents, prisoners and others) and if information and communication technologies (ICTs) are used.

Public sector organisations	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☒	RAE and persons without completed elementary school	☐
Vocational (technical, income-generation-related)	☒	Unemployed persons, employed persons, persons with disabilities, RAE, women	☒
Life skills and/or health issues	☒	Unemployed persons, employed persons, RAE, rural population, women	☐
Use of information and communication technologies	☒	Unemployed persons, employed persons, persons with disabilities, women	☒
Official/local languages	☐		☐
Foreign languages	☒	Unemployed persons, employed persons, women, persons with disabilities	☒
Human rights/civic education	☒	Young people, students, employed persons, persons with disabiliteis, NGO	☐
Liberal education/personal growth (i.e. artistic, cultural)	☐	Young people, students, women, employed persons	☐
Other (please provide a brief description below:)	☐		☐

Private companies	Mark all that apply	Target group(s)	Use of ICT
Literacy (reading, writing, numeracy)	☐		☐
Vocational (technical, income-generation-related)	☒	Unemployed persons, employed persons	☒
Life skills and/or health issues	☒	Employed in health sector, rural population	☐
Use of information and communication technologies	☒	Umenployed persons, employed persons, pensioners	☒
Official/local languages	☒	Foreigners	☐
Foreign languages	☒	Umenployed persons, employed persons, pensioners	☐
Human rights/civic education	☐		☐
Liberal education/personal growth (i.e. artistic,	☒		☐

cultural)			☐
Other *(please provide a brief description below:)*	☒	Companies for their employees	☐

Civil society or non-governmental organisations	*Mark all that apply*	*Target group(s)*	*Use of ICT*
Literacy (reading, writing, numeracy)	☒	RAE	☐
Vocational (technical, income-generation-related)	☒	Umenployed persons, employed persons, RAE	☒
Life skills and/or health issues	☒	Young people, women, marginalised groups	☐
Use of information and communication technologies	☒	Umenployed persons, employed persons	☒
Official/local languages	☒		☐
Foreign languages	☒	Umenployed persons, employed persons	☐
Human rights/civic education	☒	Young people, unemployed persons, employed persons, RAE, women, marginalised groups	☐
Liberal education/personal growth (i.e. artistic, cultural)	☒	Young people, unemployed persons, employed persons, RAE, women, marginalised groups	☐
Other *(please provide a brief description below:)*	☒		☐

5.2 Are there surveys on provision and demand?		
	Provision	Demand
On adult education	☒	☒
On adult literacy	☐	☐

Please provide references or attach reports that may have been produced with the information generated by these surveys (if any).
Employment Agency of Montenegro regularly conducts the analysis of the labour market and deficit occupations and key skills. Based on the results of these analysis the education offer is planned and created for eduation of young people and adults. The Employment Agency usually publishes the results of the needs analysis, and the results can be found on their web site.
Chamber of Commerce and Human Resources Management Authority after completed trainings conduct evaluation of the trainings and examines the needs for further training.
Most of the projects that are implemented in Montenegro, particularly in the field of vocational education and employment, have a component of survey/needs analysis.
Some scientific and reseach institutions conduct certain surveys about needs.

5.3 Please list which languages are used for the provision of literacy programmes. Indicate if learning materials are available in the respective language.	
(add as many lines as needed)	*Mark if language of learning materials*
	☐
	☐
	☐
	☐
	☐

		☐

5.4 List and describe briefly any key challenges related to implementing literacy classes in languages other than the official/dominant language(s).
The problem is the lack of teaching staff that would perform the teaching in Roma language, as well as the lack of the learning materials. However majority of RAE population that resides in Montenegro speaks either Montenegrin or Albanian language. According to the census from 2011 Roma people account for less than 2% of the total population of Montenegro.

5.5 Have the languages in which literacy programmes are offered changed since the UNLD mid-term review in 2006?	*Yes*	*No*
	☐	☐
If Yes, please provide a brief description and references:		

5.6 At what administrative levels are literacy learning materials developed and who is involved in the process?			
	Mark all that apply	*Are local communities involved?*	
		Yes	*No*
National leve l	☒	☐	☐
Sub-national level	☐	☐	☐
Please provide references or attach documents on local community participation:			

5.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.1 to 5.6. Pay particular attention to innovative practices and services for marginalised groups.

5.8 Does the government collect information on the following items...?	Mark all that apply
Enrolment in adult education programmes (other than literacy programmes)	☒
Attendance in adult education programmes (other than literacy programmes)	☒
Completion of adult education programmes (other than literacy programmes)	☒
Enrolment in literacy programmes	☒
Attendance in literacy programmes	☒
Completion of literacy programmes	☒
If this information is available please attach the corresponding figures and documentation, or provide the references:	

5.9 Does the government measure the learning outcomes of the following programmes...? (mark all that apply)	Only by teachers/ facilitators	Standardised tests for statistical purposes	Standardised tests for certification purposes	Other
Adult education programmes (other than literacy)	☒	☐	☒	☐
Adult literacy programmes	☐	☐	☒	☐

If this information is available please attach the corresponding figures and documentation, or provide the references:
The Examinations Centre is performing the external testing of the achieved standard of knowledge and skills of the students and adult learners.
Upon completed gymnasium a matura exam must be passed (final exam for secondary examination). Matura exam is taken externally.
After completed 4 year vocational school, a vocational exam must be passed and it is taken externally.
The international programmes for studying foreign languages and computer literacy are taken over and are implemented in accordance with the defined standards.

5.10 Are there differences between men and women in terms of their participation in adult education and/or adult literacy programmes?	Mark all that apply	
	Yes	No
Adult education	☐	☒
Adult literacy	☒	☐
	Adult education	Adult literacy
If yes: Who participates more? Women	☐	☐
Men	☐	☒

If there are differences: Have measures have been undertaken to address these differences in adult education/adult literacy programmes?	*Yes*	*No*
Adult education	☐	☐
Adult literacy	☒	☐

If measures have been undertaken please provide a brief description and references:
When the implementation of elementary functional literacy programme is planned, a praticular attention is paid to inclusion of women in the programme. However there are prejudice and misapprehansion regarding inclusion of women in different forms of education and learning, particularly when it comes to Roma people.

5.11 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in 5.8 to 5.10. Pay particular attention to equity-related issues regarding access, participation and outcomes.

Quality: quality assurance

6.1 Do quality criteria for adult education and adult literacy exist in the following areas: curriculum, learning materials, facilitators' training, teaching/learning methodology and assessment of learning outcomes? If yes, please specify. Since when have they been in place?

Adult education

Area	Mark when quality criteria are in place	Indicate year when quality criteria were introduced	Specify quality criteria in place
Curricula	☒	Bythe end of 2011, the Ministry of Education adn Sport has issued 69 licences for Adult Education Providers. Educational programmes for training for different occupations that lead to vocational qualifications. By the end of 2011 the competent council adopted 78 programmes. Educational programmes that lead to acquiring and development of key skills and key competences, by the end of 2011, 30 programmes has been adopted. The programmes are developed in accordance with the adopted Methodology for	The licenced adult education providers have got all the necessary conditions to implement the adopted education programmes. The education programmes are adopted by the National Council. Upon completion of the education programmes the candidates are issued a certificate. The methodology for development of education programmes was adopted by the competent Council. The education programmes entail:entry conditions for the programme, subjects and examinations catalogues, teaching equippment and aids for implementation programme, conditions for the teaching staff that implements the programe, etc.

		development of educational programmes for adults. Formal education programmes are adapted to the adult learners in accordance with the adopted Methodology for adaptation of programmes.	
Learning materials	☒	The teachers/instructors/facilitators design and create the materials for learning in accordance with the target group and its needs	The teachers are given general instructions for development of teaching materials and some examples of learning materials. The materials that are used are developed at seminars and workshops.
Facilitators' training	☒	For the teaching staff that implements the education programmes for trainings for occupations and that lead to vocational qualifications and programmes for acquiring and development of key skills and key competences there are andragogical trainings organised for work with the adult learners	The teachers get instructions for implementation of educational activities: from planning, preparation, organisation, implementaion to evaluation of activities. At the end of seminars/trainings the teachers plan an implementation of an entire educational activity.
Teaching/ learning methods	☒	During andragogical trainings the teaching staff is introduced to different methods and their application.	The teaching staff is provided with the Mannual on teaching methods and examples of use of active/contemporary methods for adult education.

		The programmes for training for various occupations that lead to vocational qualifications and programmes for acquiring and development of key skills and competences contain methods that are recommended for implementation of programmes.	
Assessment of learning outcomes	☒	So far upon completion of the programmes the learning outcomes were tested and assessed by the education provider that implemented the programme. In the last few years the representatives of the Employment Agency and VET Centre were included in the commission that was conducting the exam.	

Adult literacy			
Area	*Mark when quality criteria are in place*	*Indicate year when quality criteria were introduced*	*Specify quality criteria in place*
Curricula	☒	Programme of elementary functional literacy adopted at the session of the Council for	In addition to contents for literacy and numeracy the programme includes the contents from the field of health protection, family, social community, environemtnal

		Adult Education	protection and practising of functional skills.
		Programme of 9 year elementary school adapted to the adult education, adopted at the session of Council for Adult Education	All the subjects of the elementary school are adapted in addition to set learning outcomes and life skills that participants should acquire at the end of each programme are defined.
Learning materials	☒	The teachers design and create the materials for learning in accordance with the target group and its needs	The teachers are given general instructions for development of teaching materials and some examples of learning materials.
Facilitators' training	☒	An introductory andragogical seminar is organised for the teaching staff that implements the programme of elementary functional literacy in oreder to equip them for successful implementation of this programme An andragogical training is organised for the teaching staff that implements the adapted programme of the elementary school in order to train them to work with the adult learners	The teachers are issued a certificate of attendance of the introductory andragogy seminar.
Teaching/ learning methods	☒	At the introductory andragogical seminar, and in the programme itself there are listed methods	

		that are recommended for adult literacy. During implementation of the andragogical training the staff is being familiarised with the different methods and their application. In the adapted 9 year programme for elementary school there are listed methods that are recommended for the implementation.	
Assessment of learning outcomes	☒	Upon completion of the elementary functional literacy programme an external testing is organised for for literacy and numeracy , and it is conducted by Examinations Centre and VET Centre. The testing and assessment of learning outcomes within the adapted programme for the elementary school is conducted by the adult education provider that implements the programme.	Stanadardised tests for literacy and numeracy

6.2 Are there pre-service and in-service training programmes for educators/facilitators for adult education and adult literacy? Please mark all that apply, considering provider and type of training programme.			

Adult education

Provider	Pre-service		In-service	
	Mark if yes	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution University Private company Non-governmental organisation	☒ ☒ ☐ ☒	Programme of andragogical training for the staff working in adult educaiton is implemented in four two-days seminars as well as the drafting of paper at the end of the programme. Programmes of professional developmet of the teaching staff employed in formal education system	☒ ☒ ☐ ☒	A month
		Teaching studies, three year studies of pedagogy with a possibility of specialisation for adult education at the fourth year and Master studies		
		Programme for work with the young		

		Pre-service		In-service	
					people, youth worker
Adult literacy					
Provider		*Mark if yes*	Typical duration (months)	*Mark if yes*	Typical duration (months)
Governmental institution University Private company Non-governmental organisation		☒ ☐ ☐ ☐	Introductory andragogival training for successful implementation of the programme of elementary functional literacy – two day semina and the drafting of the paper at the end of the seminar	☐ ☐ ☐ ☐	7 days

6.3 What is the average monthly remuneration (in nominal local currency) for a full-time educator/ facilitator in the following programmes? *(academic year ending in 2010)*		
Programme	Monthly average remuneration if available	*Remarks/source*
Adult education (excluding literacy programmes)	The average salary of the teacher in the formal education system is about 450 €. In the non-formal education system there is a wide range of fees for the hired lecturers. The salaries of persons employed in HR departments in big companies are significantly higher.	
Adult literacy	The average monthly fee for the teaching staff that is implementing an adult literacy programme is about 300 €	

6.4 Have any initiatives been undertaken by the government concerning the working conditions of adult educators/facilitators/volunteers? Please mark if yes.	
	Mark all that apply
Adult education	☒
Adult literacy	☒

6.5 Have the national or sub-national governments implemented monitoring and evaluation mechanisms? *(If yes, mark all that apply)*		
	Monitoring	Evaluation
Adult education	☒	☐
Adult literacy	☒	☒
Please provide a brief description and references:		

6.6 Have the national or sub-national governments commissioned studies in order to inform policy and programme design and implementation since 2009?

	Mark all that apply
Lifelong learning	☐
Adult education	☐
Adult literacy	☐
If one or more of the boxes is marked, please provide a brief description and references:	

6.7 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The VET Centre creates programmes in cooperation with associates from the world of work and education and provides support to education providers that prepare the programmes themselves.
VET Centre is monitoring implementation of the programmes for elementary functional literacy and it often monitors the educational programmes and trainings for certain occupations.

CONFINTEA VI follow-up: additional activities

7.1 Please indicate which activities have been implemented as a follow-up to CONFINTEA VI and the implementation of the *Belém Framework for Action.*

	Mark if taken place
Advocacy events (conference, forum, etc.)	☒
Media campaigns	☒
Publications (booklets, leaflets, posters, etc.)	☒
Creation of committees to streamline adult education and adult literacy	☐
Adult Learners Week/Learning festivals	☒
Creation of learners' networks and/or fora	☒
Translation of the *Belém Framework for Action* into the national language	☒
Presenting the *Belém Framework for Action* to parliament	☐
Elaboration of a funding plan	☐
Development of a national roadmap for the implementation of the *Belém Framework for Action*	☐
Other (*please specify below*)	☒

7.2 Is there any innovative experience in adult education and/or adult literacy that has been developed in your country since 2009 (CONFINTEA VI) that could be instructive for other countries? If yes, provide a brief description and references.

VET Centre has implemented a project Step by Step - a Change that was funded by UNESCO. Within the project a social and eduational programme was realised for the life in a family, healthy environment,along with stimulation of development of communication abilities and successful integration of 24 representatives of parents of the preschool children from 12 Roma families. The programme consisted of workshops from the field of family, marriage, breeding and school education, communication and solving of conflicts, gender equality, employment, protection of health and environment.
The basic goal of the project was empowering of the represntatives of the RAE population in order to improve their personal and family life and to raise the awareness on the importance of breeding and school education for children.
In cooperation with the Italian organisation COSV and in partnership with the Employment Agency, and elementary school "Božidar Vuković Podgoričanin", VET Centre in 2009/10 and 2010/11 the project "Support to integration of Minority Groups on South Eeast Balkan" was implemented. The donor was the Italian Ministry of Foreign Affairs.
The project was intended for adult Roma and Egyptian persons that have completed less than four grades of elementary school. During four months they have attended the programme of elementary functional literacy. The project entailed the motivational scholarships for the participants of the programme. Two best participants were awarded with driving classes and taking of the driving exam. In this project we have a good example of cooperation between different institutions and organisations and engagement of Roma assistants, that have a very important role during implementation of literacy projects and programmes.

7.3 Please provide any additional information, explanations or comments that you consider relevant in order to clarify any potential issues regarding the information in this section.

The United Nations Literacy Decade (2003-2012): specific activities under the framework of the UNLD after the mid-term review in 2006

8.1 Which specific advocacy initiatives/ activities for youth and adult literacy have been undertaken in your country in the last five years? Please rank the frequency/intensity and results or impact of such advocacy work.

	Frequency				Results			
	very frequent	often	hardly	never	excellent	good	modest	no results
Advocacy events (conference, forum, etc.)	☐	☐	☒	☐	☐	☐	☒	☐
Media campaigns	☐	☐	☒	☐	☐	☐	☒	☐
Publications (booklets, leaflets, posters, etc.)	☐	☐	☒	☐	☐	☐	☒	☐
Other (please specify below)	☐	☐	☐	☐	☐	☐	☐	☐

8.2 Have there been specific initiatives/ activities in support of...?

	Yes	*No*
... women and girls?	☒	☐

If yes, please provide a brief description and references:
Within the "Step by Step - a Change" Project that was funded by UNESCO, workshops have been organised for the parents with the aim to influence the increased participation of girls and women in literacy programmes and elementary education programmes for adults and acceptance of gender equality concept.

	Yes	*No*
... other excluded/ under-represented/underprivileged groups?	☐	☐

If yes, please provide a brief description and reference:

8.3 How would you rate the impact of the UN Literacy Decade in helping to boost your advocacy efforts for literacy?

It has been extremely helpful	It has helped a lot	It has helped a little	It has not helped
☐	☐	☒	☐

If your answer is different from "it has not helped", please provide below a brief explanation and examples of advocacy efforts, commenting on their degree of success:

8.4 Have literacy policies changed in your country in the last five years?	*Yes*	*No*
	☒	☐

If yes, please specify how they have changed below and provide evidence.

New programmes with new approach to adult education and literacy were developed.
The focus is on functional literacy and key competencies.

8.5 Have your literacy targets changed over the last five years?	*Yes*	*No*
	☒	☐

If yes, please provide below a brief explanation:

The aim of literacy is not only reading and writing, but also elementary language literacy and numeracy and acquiring functional skills.

8.6 What are the country's current capacity-building needs in literacy and what are the obstacles and challenges in meeting them?

The training of the teaching staff to prepare them to successfully implement the programmes of elementary functional literacy in order to achieve the set learning outcomes. There is a need to develop and publish different teaching materials for learning, that would serve as a support to the teachers and learners for successful implementation of the programmes.

8.7 What are the major challenges for your literacy programme/s regarding planning and implementation, administration, monitoring and evaluation?

Insufficient motivation and underdeveloped awareness about the need for literacy and education, particularly of RAE persons.

8.8 Are there other obstacles or major challenges in increasing efforts in literacy?
Which of these areas, or other areas, requires further research?

Lack of finances for surveys, implementation of programmes and evaluation of results.
We need a standardised measuring and monitoring of literacy – PIAK. It is particularly important that a regional approach for measuring of literacy is establish through development and accepting of unified methodology.

8.9 What are the prospects for sustaining efforts in literacy beyond 2013, and which steps does your government plan to take in this regard?

Exchange of experience with the countries from the region and application of good practice examples.

Annex 1: Tabel with the information regarding learners for programmes/trainings according to the available data

Institution/organisation	Number of learners		Gender 2009		Gender 2010	
	2009	2010	M	2009	2010	M
Bureau for Educational Services	3119	1904	82	3037	50	1854
VET Centre	1071	960	505	566	460	500
Chamber of Commerce	540	1502	320	220	581	921
Union of Employers	496	668	275	221	294	374
Employment Agency	2211	3920	900	1311	1584	2336
Directorate for development of small and medium sized companies	334	358	193	141	209	149
Human Resources Managment Authority	3010	3974	1160	1850	1895	2079
Local self-governments for their own needs	194	256	85	109	96	160
Public administration bodies for their own needs	1152	1830	398	754	999	831
Employers (for their own needs)	393	394	119	274	131	263
NGOs	2299	631	1256	1043	322	309
	14819	16397	5293	9526	6621	9776

Annex 2: List made on the basis of delivered data from the providers

Education programmes	2009			2010		
Elementary education of adults	No. of learners	male	female	No. of learners	male	female
Programme of elementary education of adults	288	223	65	331	255	76
Programme for elementary functional literacy of Roma people				30	20	10
Total:	*288*	*223*	*42*	*361*	*275*	*86*
Economics, law and administration						
Business administrators	22		22	39	3	36
Business secretary	29		29	22		22
Typist	15		15			
Police officer	26	19	7			
Protection of persons and property	41	41		127	123	4
Total:	*133*	*60*	*73*	*188*	*126*	*62*
Construction						
Operator of construction machines	28	28				
Tiler				21	21	
Assistant tiler				5	5	

Assistant worker in construction				9	9	
Installer in construction						
Painter						
Digger				9	9	
Loader				2	2	
Digger and loader				14	14	
Total:	**28**	**28**		**60**	**60**	
Utilities services						
Cleaner				10	10	
Total:				**10**	**10**	
Forestry and wood processing						
Assistant gardener						
Carpenter for assembling and repair						
Maker of wood products						
Fashion jewelry maker						
Maker of decorative products from brushwood	15	15		25	25	
Worker in the nursery						
Total:	**15**	**15**		**25**	**25**	
Agriculture						
Fruit production						
Total:						
Hospitality						
Waiter/chef	33	14	19	35	15	20
Bartender				4	4	
Wellness	6	2	4	11	4	7
Receptionist	6	2	4	14	6	8
Room-maids	1		1	13		13
House keeping	7		7			
Total:	**53**	**18**	**35**	**77**	**29**	**48**
Maritime						
Cadet of Nautical science				17	16	1
Cadet of ship mechanics				11	11	
Total:				**28**	**27**	**1**
Services						
Assistant hairdresser				7	2	5
Male/female hairdresser	6	1	5	25	8	17
Beautician	9		9	10		10
Assistant beautician	1		1	1		1
Total:	**16**	**1**	**15**	**43**	**10**	**33**
Textile industry						
Assistant textile worker						
Total:						
Mechanics and metal works						
Car mechanic						
Welder						

	2009			2010		
Assistant car mechanic						
Total:						
TOTAL:	**533**	**345**	**165**	**792**	**562**	**230**

Education programme for key competencies	2009			2010		
Information technology	No. of learners	male	female	No. of learners	male	female
Computer literacy beginner/advanced level	*533*	*192*	*341*	*429*	*132*	*297*
Computer literacy according to ECDL standards						
Oracle Database courses	*2*	*1*	*1*	*10*	*3*	*7*
Total:	*535*	*193*	*342*	*439*	*135*	*304*
Foreign languages						
English language beginner/advanced level	*517*	*162*	*355*	*661*	*219*	*442*
Business English	*80*	*28*	*52*	*74*	*26*	*48*
German language	*49*	*15*	*34*	*44*	*16*	*28*
Spanish language	*7*	*1*	*6*	*11*	*1*	*10*
Italian language	*9*	*4*	*5*			
Russian language	*9*	*6*	*3*	*7*	*1*	*6*
Albanian language						
Total:	*671*	*216*	*455*	*797*	*263*	*534*
Programme for acquiring knowledge and skills						
Action plan for employment "I will succeed"	*978*	*181*	*797*	*1174*	*270*	*904*
Professional rehabilitation				*15*	*9*	*6*
Development of functional and working skills for persons with low employability level						
Entrepreneurial knowledge and skills	*15*	*7*	*8*			
Training for police for general competences	*60*	*57*	*3*	*50*	*40*	*10*
Training for boarder police	*50*	*50*		*67*	*51*	*16*
Professional training for police	*850*			*885*		
Specialized training for police	*325*			*348*		
Protection from fire	*55*	*55*		*21*	*21*	
Total:	*2333*	*350*	*808*	*2560*	*391*	*936*
TOTAL:	**3539**	**759**	**1605**	**3796**	**789**	**1774**
Total of all learners[6]	**4072**	**1104**	**1770**	**4588**	**1351**	**2004**

[6] Remark: in the total number of all the learners of the programmes, the number of learners according to the gender is not precisely presented due to incomplete information delivered by some of the adult education providers.