

# KEY COMPETENCES FOR LIFELONG LEARNING – DEVELOPMENT OF KEY COMPETENCES IN THE MONTENEGRIN EDUCATION SYSTEM



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## KEY COMPETENCES FOR LIFELONG LEARNING

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# 1. INTRODUCTION

The strategic goal for the European Union is to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion<sup>1</sup>. Following the association processes, Montenegro's education system needs to adapt to the demands of the knowledge-based society and to the needs of an improved level and quality of employment. One of the main components of this approach is the promotion of basic skills. Access to information, rapid changes in the world of work and the increasing diversity of societies require different competences from all people – they need to be active, concerned, and able to adapt and learn continuously.

A competence is defined as a combination of knowledge, skills and attitudes appropriate to a particular situation. Key competences are those that support personal fulfilment, social inclusion, active citizenship and employment. The development of the Montenegrin knowledge-based society is raising the demand for the key competences in the personal, public and professional spheres. The way in which people access information and services is changing, as are the structure and make-up of societies. There is increasing concern about social cohesion and developing democratic citizenship; this requires people to be informed, concerned and active. The knowledge, skills and attitudes that everyone needs are changing as a result. The growing internationalization of economies affects the world of work, with rapid and frequent changes; the introduction of new technologies and new approaches to managing companies requires the Montenegrin education system to adopt new practices - to prepare young people to meet challenges.

Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory schooling or training, and should act as a foundation for further learning as part of lifelong learning. The definition stresses that key competences should be transferable, and therefore applicable in many situations and contexts, and multifunctional, in that they can be used to achieve several objectives, to solve different kinds of problems and to accomplish different kinds of tasks. Key competences are a prerequisite for adequate personal performance in life, work and subsequent learning.

The key competences for lifelong learning are the following<sup>2</sup>:

1. Communication in the mother tongue
2. Communication in a foreign language
3. Mathematical literacy and basic competences in science and technology
4. Competence in digital technologies
5. Learning to learn
6. Interpersonal and civic competences
7. Entrepreneurship
8. Cultural expression

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1 Implementation of "Education and Training 2010" work programme  
<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

2 Proposal for a recommendation on key competences for lifelong learning  
<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>



## **2. KEY COMPETENCES FOR LIFELONG LEARNING**

“Key Competences for Lifelong Learning” is a research-based project with the main goal of providing an overview of the current situation and recommendations on the key competences in Montenegro. Research was made in order to analyse how two – “Learning to Learn” and “Entrepreneurship” – out of eight key competences are included in regular education system. It calls for the Montenegro education sector to ensure that all young people are given the possibility to develop the key competences by the end of initial education and training that will act as a foundation for further learning as part of lifelong learning.

### **2.1 “LEARNING TO LEARN” AND “ENTREPRENEURSHIP” COMPETENCES – DEFINITION**

The key competence “Learning to learn”<sup>3</sup> is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through the effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. “Learning to learn” engages learners in building on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and in training. Motivation and confidence are crucial to an individual’s competence.

“Entrepreneurship”<sup>3</sup> refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

### **2.2 PROJECT ACTIVITIES, OBJECTIVES AND EXPECTED RESULTS**

The European Training Foundation project “Key competences for lifelong learning” is a regional project, in which Serbia, Albania, Croatia, the Former Yugoslav Republic of Macedonia and Montenegro are involved.

This project undertakes the analysis of the extent to which the environment for learning and pedagogical approaches are conducive to the development of key competences – with a specific focus on two selected key competences: “Learning to learn” and “Entrepreneurship”. The encouragement of student creativity and innovation, as well as meta-learning skills and techniques are considered to be very important to meet the above

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<sup>3</sup> Annex 1 –Table: “Learning to learn”/Entrepreneurship (definition, knowledge, skills and attitudes)

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mentioned educational goals. Target research areas in Montenegro included primary education and the secondary vocational education.

“Learning to learn” and “Entrepreneurship” competences were examined as changing and developing concepts throughout primary and secondary education, where such competences can be acquired, strengthened or weakened as students progress along their educational path. Through the examination and promotion of the “Learning to learn” and “Entrepreneurship” competences in primary and secondary vocational schools, special attention was devoted to findings from the field of developmental psychology, that demonstrate different levels of cognitive functioning at different stages of a child’s development.

The project aimed at assessing to what extent the environment and pedagogical approaches are conducive to developing “Learning to learn” and “Entrepreneurship” competences with students in primary education and secondary vocational education in Montenegro and to identify what could be changed in order to improve the situation. In addition, through research-based advocacy, the project aimed to introduce and promote the “Learning to learn” and “Entrepreneurship” competences in primary education and secondary vocational education in Montenegro. By adopting a policy-led approach, a specific design and method for reporting findings is established in order to advocate most effectively both competences in primary education and secondary VET to the education policy and support structures in Montenegro. Qualitative analyses were conducted in order to define the outcomes in the quality of teaching and learning. The focus was on the awareness and tools for developing teaching skills related to the promotion of “Learning to learn” and “Entrepreneurship” competences in primary education and secondary vocational education.

The project serves as a platform for the development of clear and unambiguous policy recommendations aimed at promoting “Learning to learn” and “Entrepreneurship” competences in primary education and secondary vocational education in Montenegro. Following the analysis, the project proposed recommendations dedicated to the policy makers in Montenegro proposing how to improve environmental factors and pedagogical approaches and outlined implications for the shaping of the legal framework, teacher training, the curriculum framework, etc. In this way, work on these two competences is a platform for the introduction of the concept of key competences for lifelong learning in the Montenegrin education system in general.

### 2.3 MATERIALS AND APPROACHES USED FOR THE ASSESSMENT

“Key competences for Lifelong Learning” is providing insights into the state of “Learning to learn” and “Entrepreneurship” competences in Montenegrin primary education and secondary vocational education by quantitative as well as qualitative research.

Qualitative research was conducted on the level of education system and at the level of school by analysis of key documents – law, strategies, curriculum, documentation on in-services training for teachers training and by interviews with education policy makers and school’s principals with special focus on following: legislative and governance framework, autonomy of schools, school management and school culture, role of inspection and monitoring system, curriculum framework, competences of teachers and teacher training, teaching methods, standards, tests and examination processes.

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Quantitative research was conducted at the level of teachers and students<sup>4</sup>. Research conducted on a stratified random national sample and the region in which the school is located serving as sample stratum. Teachers were asked about their own experiences and needs regarding the “Learning to learn” and “Entrepreneurship” competences. Teachers were also asked to evaluate whether their teacher training “equipped” them with sufficient skills in order to stimulate and develop the “Learning to learn” and “Entrepreneurship” competences with their students, and in what ways this training might be improved. Quantitative research on the student’s level was conducted with students from primary education (4<sup>th</sup> graders – approx. 10 years of age - and 8<sup>th</sup> graders - approx. 14 years of age), as well as secondary vocational education (final grades), reflecting different stages of the Montenegrin education system and a young person’s development.

According to the agreement on the regional level (at a second meeting of experts – Krk, Croatia, July 2006) with partners from countries involved, research on the student’s level in vocational education was conducted with students from the following fields of vocational education: Tourism and Catering, Agriculture, Economy, Building and Construction and Machinery.

### 2.4 METHODOLOGY

The objective of empirical-quantitative research is to evaluate the situation and needs of the Montenegrin educational system (elementary and secondary vocational education) with the view of the key competencies focusing on the “Learning to learn” and “Entrepreneurship” competencies. Target groups are students and teachers.

The data are collected within field research conducted in elementary and secondary vocational schools. The research was conducted during the period October-November 2006. Stratification of samples was conducted with the view of grade, orientation, region and the size of a place. Schools were selected based on the register of the Ministry of Education and Science of Montenegro, taking into consideration previously listed stratification requirements. The sample covers all regions of Montenegro and 8 municipalities: Podgorica, Nikšić, Berane, Bijelo Polje, Kotor, Herceg Novi, Ulcinj and Bar. The research was conducted in seven elementary and eleven secondary vocational schools. Satisfactory number of respondents was involved in the selected stratified sample. The final sample consists of 692 teachers and 847 students, of whom 173 students of grade four and 180 students of grade eight of elementary school and 356 students of final grades (third and fourth) of secondary vocational schools. The gender structure of the students in the elementary schools sample is 54.62% of boys and 45.38% of girls, i.e. 52.81% of boys and 47.19% of girls in secondary vocational schools. A detailed overview of the sample for students is presented in Annex 3. The sample of teachers consists of 269 elementary schools teachers and 423 teachers of secondary vocational schools of whom 73.7% of teachers and 26.3% of female teachers in elementary schools and 37.7% of teachers and 62.3% of female teachers of secondary vocational schools. Detailed overview of the sample of teachers is presented in Annexes 4 and 5.

This work uses data gained by applying tools – questionnaire for teachers and students, developed by Croatian expert team. The questionnaires were adjusted and supplemented in accordance to the research needs in Montenegro. Pre-research was conducted with the testing of questionnaires and irregularities that were detected were resolved. The questionnaires consist of statements, Yes/No questions, open-ended questions and test tasks (for students). The task of respondents was for every statement to choose a level of agreement with its content, i.e. to circle/add an answer to Yes/No and open-ended questions and test tasks.

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<sup>4</sup> Annex 2 – Table: Determination of sample

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Entry, processing and analysis of rough statistical data used application software SPSS for statistical analysis. Statistical analysis of data used descriptive statistical analysis methods and parameter-based method appropriate for the research – analysis of variance and correlation.

## **3. EMPIRICAL-QUANTITATIVE RESEARCH – RESULTS OF ASSESSMENT**

### **3.1 ELEMENTARY EDUCATION**

#### **3.1.1 “Learning to learn” competence – students, grade IV**

The questionnaire on learning involved 173 students of grade IV in seven schools. The schools are from three regions, selected in accordance with defined criteria, described in the section on validity of sample. The objective was to examine how elementary school students in Montenegro learn and what importance they attribute to learning. Knowledge, skills and attitudes of students related to learning were examined. The questionnaire also involved questions regarding the level to which students think the teachers develop and support this competence through their instruction practice.

The analysis of student responses, for the review purpose, may be grouped into several segments:

1. The attitude of students towards learning and the way of their learning;
2. The reasons for learning;
3. The working methods of teachers;
4. The way of grading students;
5. The attitude of parents and society towards learning;
6. The time dedicated to learning.

#### **The perception of successful performance**

It is interesting that at this age students associate learning success with the personality of a teacher. They associate decency in behaviour with learning success and intellect of a student. Half of the students do not see a link between the learning success and having knowledge and skills on the learning methods. They do not associate excellent grades and learning achievements of a student.

#### **Attitude towards learning and the way students learn**

Students at this age do not find learning difficult and a large percentage of them (95%) say they learn easily. The same number of students believes that they are able to learn without difficulties all that is required from them in the school. They believe to be able to master a very difficult material if they try hard enough. They have high opinion of success of their own learning, which is normal given the age of students. Almost half of students (47.2%) learns material by heart. It sometimes happens that they do not understand at all what they learn, which indicates insufficiently good educational work methods. However, most of them believe to have their own learning skills and skills to evaluate what is learnt. They associate the currently learnt material with what they have already learnt and have a need to extend material on a certain topic. Students are persistent in learning since in 83.3% of cases, although the material is hard, they do not give up learning. The students are, at least according to their responses, very dedicated to learning, persistent and diligent in mastering schoolwork. The tasks are completed in a timely fashion (homework, literature), as claimed by 80.7% of students. The percentage of students of grade 8, who do the same tasks, is slightly lower.

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It is interesting that at this age, students associate learning success with a teacher's personality, and this is the opinion of 79.4% of students. They associate their decency in behaviour with learning success and intellect of a student. **Half of the students do not see a link between the learning success and having knowledge and skills on the learning methods.**

### Reasons why students learn and the way of grading

Students very much care about other people's opinion and want others to see them successful, and that is the principal reason and motivation for their learning. A strong motive for learning are grades (in 83% of responses), or a reward of parents (in 67% of responses). While they find learning enjoyable, **half of them do not have the awareness of learning as a form of acquiring new knowledge.**

A quarter of students claim that their teacher almost never or rarely checks home works and other tasks. Almost the same number of students cannot get an explanation of the grade they get, which indicates that teachers do not use all possibilities to make feedback on the learning progress of a students as quality as possible.

A high number, more than 90% of responses indicate that a teacher praises a task well done and students are aware what they need to learn to get an excellent grade.

### Working methods of teachers

Based on the responses of students, we come to an indirect conclusion about the instructional method and the environment created by a teacher to encourage successful learning.

**Almost half of students learn by heart.** The same number of students claims that the teacher requests the material is to be learnt by heart. In 82.3% of cases, students get the same tasks, which means that there is no differentiated instructions, or individual approach to every student. 85.4% of student responses indicate that teachers dictate the content of instructions.

All this, without doubt, indicate that the **traditional approach to instruction is still present in education of students.** A high percentage of students, more than 90% think that teachers do make efforts to encourage students, who find it difficult to master the material, to achieve that and believe that teachers do not discriminate between students. They believe they can freely ask when they find something unclear and that the teachers points out the way to learn.

### Attitude of parents and society towards learning

In 93.3% of cases, parents follow up what their children do at school, check their knowledge of the material, praise their success, because, according to students' opinion, their learning is very important to parents. Only half of students get help from parents in resolving home works problems, which may be a result of a successful mastering of the material in school, the inability of parents to help them or insufficient openness of students. Regardless of the reasons, the responses of students indicate insufficient interest of parents in the learning success of their children. Teachers also see the main reason of failure in learning in insufficient support of parents. Straightforward responses of parents are missing, which would indicate their opinion about this issue.

The learning environment is not particularly supportive of students at this age, since barely a quarter of students can learn with class mates or to do homework with them.

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Half of students spend 30 to 60 minutes learning every day. They spend far the most time learning mathematics.

#### 3.1.2 “Learning to learn” competence – students, grade VIII

**The questionnaire on learning in grade VIII of elementary school** involved 180 students in seven schools selected in line with the defined criteria (see the sample analysis).

The objective was to examine how elementary school students in Montenegro learn and what importance they attribute to learning. Knowledge, skills and attitudes of students were examined in the field of learning, their perception of having this competence when it comes to teachers.

The questionnaire comprised a set of questions, which may be grouped into several topics for the purpose of clearer analysis, and relate to:

1. The students' system of values (where they valued importance of learning, perception of successful learning, reasons for learning, motivation to learn and importance of learning in the context of social value);
2. The students' activities and their knowledge and understanding of learning methods and situations in which they learn (activities);
3. The teachers' methodology of work and their attitude towards students' learning;
4. The method of grading and assessing students' knowledge;
5. The conditions in which students learn (abilities to master the material in school, peer education, support of the family, time available for learning).

#### **Importance of learning and the context in which students learn**

The vast majority of surveyed students (over 90%) mostly and fully agree that learning helps them come to new ideas. They believe they should learn diligently to make use of that at a later stage in everyday life. They think that through learning they increase the quantity of information that they know of. All in all, they appreciate the importance of learning and knowledge.

The statement that “learning is waste of time” is not agreed with, at all or mostly, by 88.% of students. A higher percentage of students from the Northern region have this attitude compared to students in the Southern (more developed) region. This statement is more agreed with by girls (91.7%), and less by boys (84.5%). The data is also interesting that the higher education level of a mother is, the more surveyed students agree with the statement that learning is a waste of time. 65.2% of students think that most of the material can be learnt without too much effort. In 71.1% of cases, students hold teachers responsible for how successfully they learn. Students, more or less, see teachers responsible for their own learning, which varies from school to school, and the percentage ranges from 57.7% to 80%. This statement is less agreed with by excellent students - 68.2%, compared to sufficiently good and good students (78.1%). On the other hand, teachers think that students' parents and students themselves are more responsible for learning than they are.

The students themselves feel responsible for their own learning, and this statement is more agreed with by excellent students (87.5%) compared to sufficiently good students (77.8%). A high percentage of students say (79.5%) that learning also happens also outside school, which is more agreed with (90.8%) by excellent students. Students do not agree at all or mostly do not agree that learning is only for grades (86.4%). Students learn wishing to learn something new (83.9%), or because they want to attend a good secondary

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school (94.4%). **In 88.1% of cases, students believe that learning is very important for them.** In much lower percentage (53.1%) students say they find learning fun.

Students agree (more than 80%) that a successful student knows how to learn and that successful learning is linked with a well-distributed time allocated to learning. Students are divided in opinion that all successful students are excellent students, and that a student may have good grades and not know how to learn. **Students have a good perception of successful learning.** Slightly more than a half of students think that success in learning is associated with the success of well-known people in Montenegro, and only 47.5% directly link fortune and successful learning. It is interesting that 56.9% of students believe that learning success is not crucial for admission at a Faculty, but other alternative ways such as personal connections or their parents' connections, resourcefulness, etc.

### **Understanding of methods and activities, which contribute successful learning**

Research has indicated that there is a rather high percentage of students, who rarely or almost never use methods and activities, which contribute more successful learning of the school material. As many as 51% of students do not make notes while learning from textbooks, and at average 35% of students do not go through the material several times, does not underline text or almost never or rarely learns the main definitions and terms by heart to ensure more long-lasting knowledge. There is a significant percentage of students, who never retell the material in their own words while learning, and they do not check themselves what they have learnt. In 20% of cases, students do not make effort to understand the new content linking it to some of the things they already know, and they do not go again through the material, which is not clear to them.

38.5% of respondents almost never or very rarely while learning, think of what else needs to be learnt on that particular topic. Students were frank in their responses, where 27.6% of cases showed that very often or almost always it happens that while learning a school material, they are not all clear what is its meaning.

Responses of students indicate that they are not systematic enough in planning some of their activities in order to be more successful in learning, and 29% of students do their home works or lecture at the last moment or copy home work from their friends.

*All this indicates that students need to understand and master a set of methods and activities in learning, which contribute more permanent and more quality knowledge.*

### **The methodology of teachers' work and their attitude towards students' learning**

**School practice is conducted in a traditional way**, because in 73.4% of cases, students claim that teachers use the method of monologue, "a teacher mostly stands in front of the blackboard and talks to us". The main concern of a teacher is that students are quiet in the class, which is the opinion of 85.6% of surveyed students. **Teachers are authoritative and do not allow self-initiative of students**, since 81.4% of responses indicate that it rarely or never happens that students decide on the way of working in the class. There is a high percentage of students, even 31.5%, who think **that teachers do not give clear guidelines for work.** It is indicative that the more students achieve better success, the more of them think that teachers' guiding is not precise.

It is obvious that teachers use traditional methods of work, because asked whether teachers encourage students to work in a pair or in a group, in 68% of cases, their response is that teachers hardly ever or rarely do that. A high percentage of students think (over 35%) **that those who need special assistance in learning cannot get it from teachers.** Teachers are rather rigid, and do not accept various answers and solutions offered by students, and do not allow and do not encourage different ways to resolve a

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task and a problem. They do not encourage students to use other sources of information than textbooks, and request the key terms and definitions to be learnt by heart. Students point out examples of such practice in more than 50%.

According to 24.4% of the responses of students, teachers rarely or never pay attention that students understand the material, or during the instructions link the material being learnt with examples from everyday life. **Often or almost always, teachers dictate what students should learn and this is the opinion of as many as 73.6% of students.** In two schools, out of seven surveyed, students believe that such instruction practice happens in more than 85%. 64% of students in some schools claim that teachers do not allow sufficient time for asking questions or to discuss some of the questions even after the class.

What students expect from teachers are clear and precise questions and learning instructions. They think that teachers should encourage them to broaden their knowledge outside what they learn in a class and to give tests where they can show their understanding of what they learn.

#### **The methods of grading and assessing students' knowledge**

More than a half of the students claim that everyday instructional practice is such that teachers do not give them clear instructions about what should be learnt for a specific grade. They do not have a clear picture of what they have done well, and what they should improve. Grades are not sufficiently explained to students and it is not encouraging to them. It is almost always important to teachers that students memorize what was presented to them in a class. They do not value their initiative, and do not provide them with guidelines on how they can assess their work on their own. Tests, almost always, serve to check how many facts are remembered in a class.

Objectivity of grading is quite problematic, since when asked whether all students get grades they deserve, 43.5% of students claims that almost never or rarely happens. **It is very important to students to have good grades and therefore the grading process should be programmed and made objective.**

#### **Conditions in which students learn (possibility to master the material in school, peer education, support of the family, availability of time to learn)**

When speaking about possibilities to master teaching materials, **a quarter of students think that in regular classes they cannot fully master teaching content.** The same number of students takes private lessons for some subjects. **There is a significant number of those, who cannot master teaching content without help of others.**

Peer education is not everyday practice in our schools, since only a very small number of students learn together with their class mates after school. Half of students can easily find a friend from whom they can copy the home work, or someone who will whisper to them when they do not know the answer.

Parents and family are a great support to students; however, more than quarter of students at this age do not discuss with their parents what they did in school. Parents highly value education for better future of their children and expect to see them with academic degree some day.

Students admit they are last-minute learners and that they learn before a test or verbal examination. This is an additional proof that the teaching process pays a little attention to systematic and permanent acquisition of knowledge, with appropriate assessment of achievements.

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Although last-minute learning is practiced, the majority of students study between one to several hours a day, which is a result of magnitude of learning material, which they often master on their own.

### 3.1.3 “Learning to learn” competence – teachers

#### **Social context**

Teachers generally speak of an extremely poor attitude towards the position of education and educational system in Montenegro. Based on the responses to questions, it may be concluded that teachers do not believe that education significantly contributes to improvement of the social status of the citizens. Teachers believe that the state policy is responsible for their poor status. However, most of the teachers believe that the education role of education will improve in the future. Notably, teachers of Podgorica schools are the least satisfied with the status of education and the least dissatisfied are teachers of Northern school. Also, a significantly higher number of teachers from the Northern region believe that the role of education will improve in the future.

There are no significant differences in responses between teachers working in class teaching and subject teaching.

#### **Teaching perspective**

Teachers feel a high level of responsibility for the implementation of the education process in schools. Therefore, teachers believe their role is to motivate to learn, raise self-confidence, develop creativity and encouraging critical thinking of students is important. Teachers also believe they can have a significant impact on developing responsibility, persistence and work habits of students. Teachers believe that family environment has a key impact on the attitude of a child towards learning, and a teacher's encouragement of a child to learn will not give significant results if a child has no support of his/her parents.

#### **Methodology of work**

##### *Methods of work and teaching activities relevant to development of learning skills*

Teachers have the opinion there is high standard of teaching in their schools. The prevailing opinion is that most of the methods and activities used during the teaching process are suitable for the encouragement of the development of learning skills in children. The most commonly used activities have been shown to be appraisals of students, providing feedback on learning and progress and using examples from everyday life while learning new material.

Many teachers believe that students rarely get the opportunity to work with their teachers when planning the teaching process. More than half of respondents believe that evaluation of the quality of teachers' work by the students is rarely or hardly ever practiced. Teachers also do not include encouragement of students to mutually evaluate the work into the group of the most represented activities.

Teachers believe that the most important activities towards the improvement of learning skills are those enabling linking of the unknown with the known and concrete with abstract and they place as priority activities related toward providing of information to students on progress, explanation of grades and appraisals of students for their achievements.

It is possible to conclude from the responses of teachers that the teaching process focuses on the evaluation of students' work, whereas it is not considered a priority to encourage the

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students to have an active involvement of students in the teaching process. Teachers consider external influences as important towards the motivation of students. Yet, many teachers neglect the significance of activities, which can inspire students and encourage internal motivation.

#### **Assessment of students**

##### *Opinions of teachers about the traits of a successful student*

Teachers agree that a successful student must have learning techniques developed, and must know how to dispose of his/her time. Teachers see a successful student as a person knowing of various learning techniques, knowing how to dispose of his/her time, has a stable family situation, intelligent and knows how to assess his/her abilities.

However, almost half of the respondents also believe that successful students always learn the same way, and more than a half believe that the school success is not related to learning. Two thirds of the respondents believe that some students, regardless of how hard they try, cannot be successful in learning. Almost all the respondents believe that parents have a strong influence on the success of a student.

Teachers believe that students are most comfortable with teaching activities where they know exactly what is expected from them and which facts they must learn. Consequently, more than 92% of respondents believe that students like when teachers present exactly what they need to learn and from where it is available.

Most teachers believe that the external motivation (grades, expectations of others, and enrolment to secondary school) are basic triggers of learning. However, only one third of the respondents believe that learning is important to most of students, while one fifth believes that learning is considered fun to most of the students.

Most of the respondents believe that less than a half of the students are able to recognize important facts in the teaching content, and that most of the students experience problems in maintaining concentration.

The respondents have a negative belief of the behaviour of students towards teachers. Consequently, 58% of teachers believe that students often or always disturb their work and have a basic lack of discipline, 63% of teachers claim that students hardly ever or rarely ask for their help to learn more successfully.

Most of the teachers still use the vision of traditional school in order to base a concept of a successful student. Here, learning is interpreted as the adoption of curricula defined knowledge and memorising the facts. In their opinion, an ideal student is the one who is most easily adjusted to the teaching/lesson approach. Teachers see the basic trigger of a child's activities in external motivation, and mostly believe that students are not sufficiently interested in learning.

##### *Support of the family*

Teachers mainly observe parents as a factor which does not contribute in the development of learning skills in students. Communication with parents is poor. 91% of teachers believe that parents express a higher interest in grades than in their child's learning progress. 87% of teachers believe that parents often or nearly always motivate their children to learn by material rewards. In the opinion of teachers, parents do not convey the importance of education and learning to their children.

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Teachers believe that parents do not have positive impact on the development of learning skills and they believe that the influence parents have on children regarding this issue is negative.

### 3.1.4 Entrepreneurship competence - students

The research covered seven elementary schools in Montenegro. During the selection process, consideration was given to ensure equal distribution through all three regions. These included urban and rural schools. The questionnaire was filled out by 167 students of grade VIII.

Objective of the research:

- To determine the development level of the basic elements of “Entrepreneurship” competence of students;
- To determine the experiences of students related to basic “Entrepreneurship” skills and knowledge;
- To determine the students’ perception of their teachers’ support during the development of their entrepreneurial competences.

#### Self-assessment

Students prefer activities where they determine the rules and activities where they can express their creativity.

Most students have a very high opinion of their ability to plan and organize their own activities. Consequently, almost all the respondents have a prevailing opinion that the setting of goals and planning of work needs to happen before implementation of activities. The evaluation and remedying of noted mistakes is conducted while working and that initiated activities are also being completed. Upon the completion of activities, students perform assessment of results of their work.

Almost all the respondents believe that there are a number of solutions to every problem, and those should be looked for, but at the same time, more than half of the respondents believe that problems are always solved in the same, usual manner. This difference indicates a lack of self-confidence when it is needed to be creative in certain situations.

#### Cooperation

The respondents mostly know how, where and from whom to ask for assistance and look for a solution, although one quarter of the respondents is not ready to ask assistance from others. Almost all students say they readily cooperate with others. Students prefer working in a group when they suggest activities themselves, although they are comfortable with taking part in activities proposed by others. Almost half of students usually let others take the initiative, but the majority of students encourage others to take part in activities proposed by them. Every fifth student thinks he/she cannot make an easy agreement with others.

Students like working in a group, but they see certain problems in communication. They have a need to impose themselves as leaders, but in real situations often do not pursue the battle for leadership position.

#### Self-confidence

Almost all the respondents think they can resolve any problem with appropriate effort, but every third student is easily discouraged when faced with a problem. Students like making

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independent decisions and believe they are responsible for their own behaviour. Almost all of the respondents have enough self-confidence and believe they can find a solution in unexpected situations, but think that the possibility of reaching the defined goals is reduced if worked in a team. Students make an effort to resolve independently the most demanding problems, rather than to ask for the help of others. Also, more than half of the respondents prefer activities they encounter for the first time, which are new and novel.

#### **How do students see teachers?**

According to students' opinions, a small number of teachers support activities, which are favourable to the development of entrepreneurial spirit. Most of the teachers do not encourage students to propose various school activities, and almost half of students think that most of teachers do not encourage them to ask questions. Students mostly do not have an opportunity to choose themselves ways in which to implement activities. Most of the teachers do not encourage students to find information outside textbooks (from mass communication means or parents...).

Teachers, mostly, do not insist on and do not allow sufficiently for cooperation among students during teaching activities, providing and getting assistance, team work and communication in work. Most of the teachers do not allow students to make independent decisions, but most of the teachers remind students of the consequences of their behaviour, as well as the need to take responsibility for own behaviour. Also, most of the teachers encourage students to think about their good and bad sides. Teachers also use the responsibility of students as a repressive measure – a form of warning. The same may also be concluded for reminding them of good and bad sides. Only a half of students think that majority of teachers put them into an active position during the teaching process (to experiment, find various ways to resolve problems, value the work of other students).

Based on everything abovementioned, it is possible to draw a conclusion that teachers do not offer students the possibility of choosing between different options. Teachers do not sufficiently encourage students to experiment, research and ask questions. Teachers do not require from the students to be creative.

Teachers are mainly not interested in the opinion of students on a specific problem. Teachers do not encourage students to cooperate. The focus of the teaching process is on external motivation (learning for grades), whereas understanding and research is neglected. Students think that teachers do not encourage them to take a risk and get involved in challenging activities.

#### **How students see their future occupation?**

Students want a safe job, at which they would not need to go for in-service, where they would not have to make decisions, which would be well-paid and which would give a reputation in society. At the same time, students want to start their own private business, to be managers, to have their job full of challenges and to continuously develop for the job.

Students do not have a clear vision of their future occupation, or a developed awareness of the needs of society and responsibilities of individuals within the society.

#### **Experiences with “Entrepreneurship”**

Most of the students have not had an opportunity to meet an entrepreneur in school, an owner of an enterprise, or the operational method of an enterprise. Almost half of the students claim that they have never had an opportunity to visit an enterprise at the place where they operate and organized by the school. These results significantly differ from one school to another, which indicates the lack of a structured approach to these issues.

### **“Entrepreneurship” knowledge**

We had two types of question – questions, which could be answered by logic, and tasks which require previous knowledge in “Entrepreneurship” and economy. The results are much better with tasks, which relied on the application of logical conclusions.

**Conclusion:** *Students think very highly of their abilities, skills and habits, but at the same time show lack of understanding of topics. Students do not perceive teachers as persons, who support their development and the building of the basic elements of “Entrepreneurship” competence. The teaching process is mostly based on traditional approach.*

*Students do not have a clearly developed system of values and cannot realistically see their role in society after they complete their education. Schools do not offer students sufficient number of opportunities to get to know about entrepreneurship.*

#### **3.1.5 Entrepreneurship competence - teachers**

##### **Organizing activities in school (activities, which may contribute strengthening of “Entrepreneurship” competence)**

Most of the teachers in all schools claim that their schools sometimes or often implement activities, which contribute to the building of strengthening “Entrepreneurship” competences (various forms of cooperation with local businessmen, extra-curricular activities through which students independently plan their work. Data on organized visits to companies in the local community must be taken with caution since in most of the schools covered by the research the situation was that a significant percentage of teachers give contradictory responses (e.g. 25% of teachers claim that schools never organize the visits, whereas at the same time, 24% of teachers claim that the visits are frequently organized). It is obvious that visits are more often organized in class teaching times, and consequently all other activities (visits of successful businessmen, getting acquainted with various occupations) are more frequently organized within class teaching times. It is also notable that all the abovementioned activities are more frequently carried out in the northern region compared to other two regions.

*Note: Interviews with principals and questionnaires for students provide completely different data.*

Teachers are enthusiastic about the presence of activities and methods in their schools, which can encourage development of “Entrepreneurship”. They also think these are very important in the teaching process. Teachers attribute most significance to encouraging students to work independently, encouraging students to evaluate consequences of the decisions they make and encouraging their creativity. According to teachers, less significant are activities, which enable students to plan their own activities, creativity and willingness to take risks.

According to the teachers’ opinion, the least important is encouraging students to earn money through their own efforts, as well as encouraging students to get involved in activities, which offer an opportunity to work together with the local community.

##### **Assessment of students (characteristics of students)**

Most of the teachers think that a significant number of students do not have most of the abilities, which are important for the “Entrepreneurship” development. Consequently, half of the teachers believe that a small number of students are able to find a solution to a problem in an innovative and creative manner, and that a smaller number of students are

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able to make independent decisions. According to the opinion of teachers, large number of students is not willing to take the initiative and to take the responsibility for their behaviour.

There is a prevailing opinion that half of the students have the required characteristics. In the opinion of teachers, the most represented characteristics of students are the independence in work and the willingness to cooperate.

#### **School context**

##### *Encouraging activities and innovation in school*

Teachers mainly have positive opinion about working atmosphere in their schools. Therefore, most of the teachers claim that they actively participate in developing of the annual work plan of the school (77%), 84% of the teachers have a possibility to influence organization and delivery of the teaching process, and 91% of the teachers believe they are expected to continuously develop and improve their work.

However, 88% of the respondents believe that their work is continuously monitored, and around 50% of the teachers say that they do not have an opportunity to openly express their criticism of the school's work. 40% of the respondents think that some teachers have a lack of responsibility towards their own work.

Generally, teachers expressed satisfaction with the current situation and atmosphere in their schools. Most of them believe that changes are well-accepted in their schools.

##### *Support of school management*

Many teachers speak positively of the support they get from the principal. Consequently, even 88% of the teachers believe that the principal is available for teachers when they need the support. 80% of the teachers think that the principal encourages them in taking initiative and giving proposals. Teachers are satisfied with the efforts of the principal towards ensuring better working conditions and enabling in-service training. 45% of the teachers think they, mostly, do not have an opportunity to influence the principal's decisions. The percentage largely varies between schools, which indicate that the situation is crucially influenced by person.

What is notable is a significant disproportion in the manner that the teachers use to conduct assessment of their own work and the work of students. Most of the teachers think highly of the efforts, the abilities and methods used by them and their colleagues, and they think that the knowledge, efforts and the abilities of students, which are relevant to competencies and which are the subject to the research, are underdeveloped.

## **3.2 SECONDARY VOCATIONAL EDUCATION**

### **3.2.1 Social environment**

The empiric research, both at the level of students and the level of teachers, involved analysis of environment, i.e. analysis of social environment, which may have direct or indirect implications on the attitudes of these two categories in terms of the key competencies, primarily the "Learning to learn" competence. Having in mind a number of years of economic crisis, which resulted in a certain disruption of the value system in society, we can conclude that both categories see the current situation as a negative environment. At the same time, both categories have expressed a positive, optimistic attitude towards improvements in the near future.

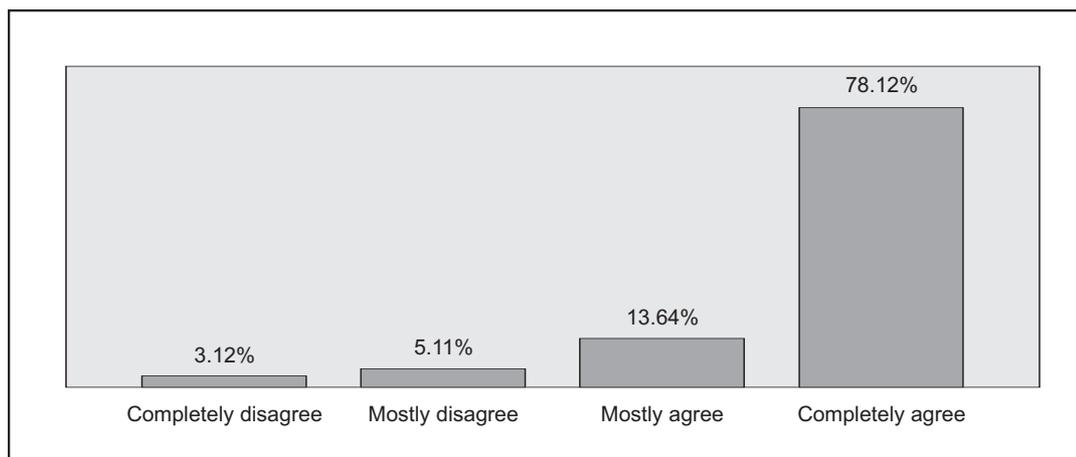
## KEY COMPETENCES FOR LIFELONG LEARNING – DEVELOPMENT OF KEY COMPETENCES IN THE MONTENEGRIN EDUCATION SYSTEM

As many as 70.7% of students disagree with the statement; “To become rich in Montenegro, it is important to be successful in learning”. On the other hand, 80.5% of the teachers hold the opinion that knowledge is not sufficiently recognized in Montenegro. However, such negative attitude does not result in poor attitude towards learning – 72.8% of students consider learning important for their personal success. At the same time, 64.4% of the teachers believe that the role of education in Montenegro will improve in the near future. The opinion of students is also important in terms of the lifelong learning – their responses broadly indicate a positive attitude towards such a very important issue. As many as 91.8% of the students believe that one learns entire life.

Generally, the analysis indicated a positive attitude of students towards learning, but at the same time indicated a significant difference between self-assessment of students and the assessment performed by the teachers.

**Table 1. One learns the entire life**

	%
Completely disagree	3.1
Mostly do not agree	5.1
Mostly agree	13.6
Completely agree	78.1



Having in mind that the student-teacher-parents cooperation may be very important for the learning process, the analysis covered the segment, which relates to the role of parents in this process. The data we have collected through responses of students and the teachers indicate insufficient cooperation between parents and teachers, i.e. their insufficient interest in the successful learning of students. On the other hand, students themselves, in a high percentage, agree with the statement that one of the motives to learn is the fact that they do not want to disappoint their parents – 65.1%.

Parents impose high requirements on students. In 82% of cases, parents expect their children to continue education at one of the Faculties. At the same time, a small number of students can count on the support of their parents in the learning process – in 87.4% of cases, students cannot count on the support of their parents in preparing for tests or examinations, whereas 51.3% of students do not talk about what they learn in the school.

The teacher-student cooperation is weak. In 81.6% of cases, parents rarely or never ask a teacher for an advice on how to improve learning skills of their child. On the other hand,

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many teachers – 89.6% agree with the statement that parents are interested in the grades of their child, rather than the progress their child makes in learning.

Finally, comparative analysis of the attitudes of the teachers is indicative in terms of the impact, i.e. the responsibility for success of students in school/learning. The table below indicates a high difference in attitudes towards responsibilities of the teachers on one hand, and the responsibility of the students on the other hand, i.e. impact of the parents on the success in school. At the same time, 76.9% of the students agrees with the statement that teachers are responsible for successful learning of students.

**Table 2**

	Parents have a big Influence on the school success of students		Teachers are the the most responsible for success of students		Students bear the most responsibility for the success in the school	
	Count	%	Count	%	Count	%
Fully disagree	11	2.6%	73	17.4%	60	14.4%
Mostly disagree	69	16.5%	201	48.0%	133	32.0%
Mostly agree	224	53.7%	127	30.3%	173	41.6%
Fully agree	113	27.1%	18	4.3%	50	12.0%

#### 3.2.2 Teaching process – challenges, assessment of students’ achievements, teaching activities and teaching methods

The analysis showed that the teachers, in their work, face challenges that they are capable of overcoming more or less successfully. However, they pointed out a few situations that they consider a difficulty in their work – the students lacking interest in learning, inspiring students to learn if they do not have a support at home, endurance of students with tasks, which they find difficult and continuous learning. On the other hand, teachers believe that better success is achieved with activities developing creativity, sense of responsibility, critical thinking and self-confidence.

Comparative analysis of the responses received from the students and the teachers regarding the assessment system for achievements of students showed that teachers carry out certain activities, which may indirectly encourage development of the key competencies, but those activities are not sufficient and do not have an impact. There is a high difference between the responses received from the students and those received from the teachers in the view of the assessment of students’ achievements. This field should be dedicated due attention with the view of improvement of the current situation. The level of this difference is indicated by the data received regarding agreement/ disagreement with the statement “Teachers explain to students why they were given a certain grade” (questionnaire for students), i.e. “Detailed description of the reasons why students were given a certain grade” (questionnaire for teachers) – 61% of students do not agree with this statement, whereas 70.6% of teachers believe this is done in practice; 47.3% of students believe that they never or rarely get a grade they deserve, and 47.8% believe that grades in other subjects influence the way teachers grade students in their own subject.

Analysis of the responses received regarding the assessment of students’ achievements indicated the fact that teachers believe that schools use contemporary methods in assessing the achievements; the responses lead to the conclusion that teachers consider this very important. However, statements of students oppose this – while teachers claim that, for example, their schools implement activities to encourage students to assess their own work (66.6%), the students claim the opposite (64.5%).

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Such results unambiguously lead to the conclusion that the system and methods for assessing the students' achievements (grading) is not sufficiently transparent.

Training of teachers started in parallel with the reform of curricula in vocational education. The focus is on the contemporary learner-centred pedagogic methods and activities. Unfortunately, funds available for this purpose are far below the necessary funds, and therefore a significant number of teachers still did not have an opportunity for in-service training in this field. At the same time, Montenegro does not have a developed didactics for secondary vocational education – both for teachers of general educational subjects and professional theoretical and practice education teachers. A major share of the empiric research was dedicated to teaching activities, i.e. teaching methods, which encourage development of the students' key competencies, with the focus on the "Learning to learn" and "Entrepreneurship" competences. The results of the study indicate that the vocational education in Montenegro is still dominated by the traditional teacher-centred method of teaching, although there are some examples of using modern pedagogic methods in teaching.

The above text presents some of the opinions, i.e. specific results achieved through the empiric research related to teaching activities and methods: in 60.2% of cases, students are never or rarely trained to use various learning techniques; in 65.7% of cases, there is no or hardly any cooperation with students regarding the planning of the teaching process; in 76.6% of cases, students never or rarely decide on what would be thought during one class; the results also lead to the conclusion that teachers do not use modern pedagogic methods to the necessary extent: 70.8% of students stated that during one class, teachers "mostly stand in front of the blackboard and talk" (frontal method of work); 79.5% of students stated that "the major concern of the teachers is that the students are disciplined and quiet in the class"; only 28.9% stated that teachers encourage students to work in a group or in pairs, i.e. 35.2% stated that teachers allow students to choose a problem the students want to find a solution for. The statement that certain teaching methods and activities within the contemporary pedagogy are successfully implemented, after all, is supported by the fact that 56.2% of students stated that, during a class, teachers link the content of the curriculum with examples from everyday life, i.e. 50.7% of students said that teachers encourage students to find other sources of information for resolving a certain problem, and not only in textbooks (Internet, parents, magazines, journals...).

The empiric research also involved the segment of the teaching methods and teaching activities, which encourage the creativity of students, their initiative, develop self-confidence, team work and the sense of responsibility, planning and targeted actions. Most of the teachers claim that instructions involve certain activities and methods, which encourage the abovementioned. Also, they consider these to be important for encouraging development of the key competences.

Assessment of students, however, recognizes certain differences and we can conclude that teachers achieve a certain level of success with activities that inspire team work, the development of the sense of responsibility and the self-confidence of students, and that teachers achieve poor results with the activities that should inspire the development of creativity and initiative. At the same time, teachers believe that students have developed a certain level of responsibility, team work and self-confidence. Teachers believe that students have not developed sufficiently their abilities to take initiative and to be creative.

These responses match the responses received from the students – 81.9% of students claim that none or only some of the teachers "inspire students to think of something new and to give new ideas", and only 21% of teachers inspire students to propose various school activities. The results are somewhat better for statements, which relate to encouraging team work, developing sense of responsibility, self-confidence of the students – 41.5% of students claim that teachers encourage students to plan their work and

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activities, i.e. 59.1% say that teachers encourage students to take responsibility for their own behaviour.

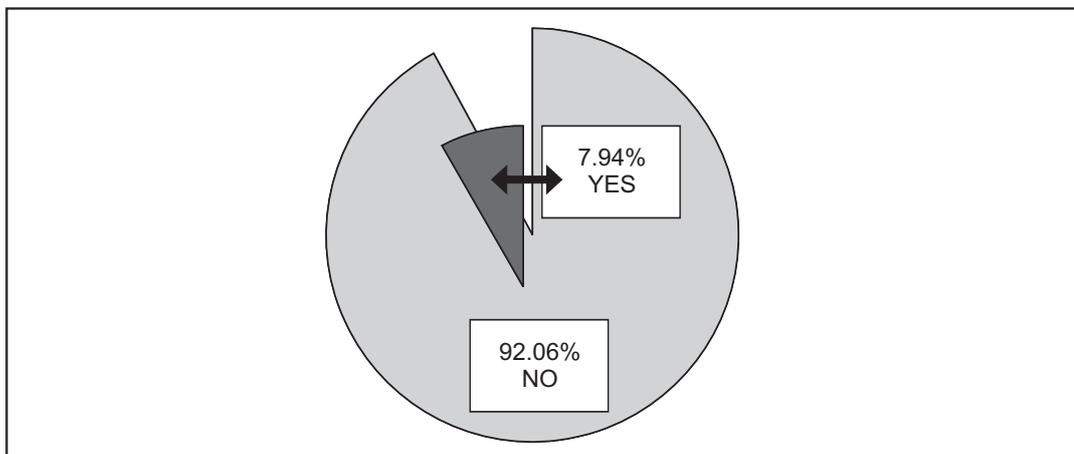
Based on the results, it may be concluded that, while there are some indications that some of the teaching activities that encourage development of the key competences are implemented in practice, the teaching methods and activities do not serve the function of encouraging development of the key competences – there is no system approach to implementation of the contemporary pedagogic methods and activities within the Montenegrin vocational education.

#### 3.2.3 School environment

Regular teaching activities, i.e. the method of their implementation are very important for the development of the key competences. Nevertheless, extracurricular and project activities are a significant supplement to regular school activities and may be of a great assistance in developing the key competences. Having this fact in mind, a part of the empiric research was focused on the school environment, i.e. analysing how much attention a school pays to extracurricular and project activities, to the cooperation with the local community and what importance a school attributes to the professional orientation.

The results of this research lead to the conclusion that the Montenegrin secondary vocational schools do not pay attention to extracurricular and project activities. A certain number of schools implement *ad hoc* extracurricular and project activities and in most cases are supported by international donors, given that schools do not have the funds allocated to this purpose. On the other hand, the number of students taking part in the extracurricular activities is small – only 19.4% of students said they often take part in extracurricular activities, and 32.6% said that they had never participated in any of the extracurricular activities. We asked the teachers a similar question and their responses match the responses coming from the students – only 13.3% of teachers claim that a school often organizes extracurricular activities, where students independently plan the programme and method of work. There is also a small number of extracurricular activities, which promote the “Entrepreneurship” as a key competence – 39.9% of teachers said that their school implemented such activities. A certain number of schools have students’ companies (43.2%), but the number of teachers and students involved is small – as many as 63.1% of students have not had an opportunity to take part in these activities, and only 7.94% of the teachers is involved in activities, which promote “Entrepreneurship”.

**Graph 2 “Do you take part in some of the school activities promoting entrepreneurship?”**



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An important segment of activities aiming at development of the “Entrepreneurship” competence is the cooperation between the school and the local community. This segment is also not developed – 56.7% of the students have never had an opportunity to meet an entrepreneur in the school – someone running his/her own company; 42.8% of the students have not had an opportunity to get acquainted with a business method of a company, and 45.2% of the students have not had an opportunity to get to know about the procedure to establish a company; 53.8% of the students have not had an opportunity to visit a company (a visit organized by the school). These statements are in line with the responses we have also received from the teachers regarding the cooperation between the school and the local community – 53.5% of the teachers said that the school had never organized activities, which would allow students to meet successful individuals (visits by successful business people, etc.).

Vocational education has a dual role and dual task – to prepare the students for the labour market but also to prepare them for continuation of their education. Active role of individuals in the employment/self-employment process and the significance that Montenegro attributes to the development of the small and medium-size enterprises underline the significance of professional orientation in a vocational school. The professional orientation, in terms of employment/self-employment, is especially important for three-year occupations, craftsman occupations, given that graduates of these occupations are orientated more towards labour market than towards continuing their education. Implementation of the professional orientation method in vocational schools is limited and only provided in a form of preparing students for further education at a faculty. This is conducted by pedagogues, who are not familiar with the situation on the labour market, which is very important, having in mind the link between vocational education and the labour market. The results of the analysis lead to the conclusion that the field of professional orientation within vocational education is underdeveloped – 31.1% of students has never had an opportunity to learn in the school about the employment opportunities offered by the occupation they are being trained for. The teachers also confirmed that schools organize activities, which provide students with an opportunity to get to know about various occupations – 31.3% of the teachers believe that these activities are never implemented in the school.

The environment in a school largely depends on the management manner, the cooperation between teachers and the school management – it may be an encouragement to teachers to work better and an encouragement to develop personally and at the school level. On the other hand, adverse environment may have a negative impact on the motivation of the teachers to implement development activities. The results of the research in this field lead to the conclusion that the environment in schools is good, that teachers are satisfied with the management practice of the principal. Teachers believe that they are allowed sufficient autonomy and are encouraged by the management to be innovative in their work. The later text presents some of the characteristic responses received from the teachers regarding this topic: 65.8% of the teachers believe that changes are well-accepted in their schools; 76.1% believe that teachers are encouraged to implement the new methods of work; 73.8% of the teachers believe that they are expected to continuously innovate their work; 82.4% of the teachers believe that the principal respects ideas presented by teachers, and 81% believe that the principal encourages teachers to take initiative and give proposals; the principal-teacher communication is good; 81.6% of teachers say that the principal is available when needed, and 78.8% of teachers say that the principal encourages cooperation among teachers. There is also a high level of agreement with the statement that teachers are welcome to ask their colleagues for professional assistance – 89.4%.

#### 3.2.4 The “Learning to learn” and “Entrepreneurship” competences: achievements of students – opinion of teachers

The empiric research involved segments, which examine the situation in the secondary vocational education in Montenegro in terms of the key “Learning to learn” and “Entrepreneurship” competences from the aspect of the students’ achievements and the opinion of teachers – importance of the key competences, the content of the curricula, which encourage development of the key competences, assessment of the teachers’ work regarding the current activities that relate to the development of the key competences, their opinion about the method of implementing activities within the teaching process, assessment of the pre-service and in-service training in the light of the key competences, the need for in-service training in terms of the “Learning to learn” and “Entrepreneurship” competences, and potential limitations to implementing activities related to the development of the key competences in the secondary vocational education in Montenegro.

What is noticeable is an extremely positive attitude of teachers regarding the importance of the key competences - 96.3% of the teachers agrees that it is necessary in the secondary vocational education to work towards developing the “Learning to learn” competence, i.e. 95.2% of teachers think that it is necessary to work towards developing the “Entrepreneurship” competence. It is interesting to notice that this small difference in percentage results from the opinion of the general education subject teachers regarding the importance of the key “Entrepreneurship” competence. Namely, while professional theoretical teachers and practice teachers attribute the same level of importance to both competences, the general education subjects teachers attribute higher importance to the “Learning to learn” competence.

Being asked to assess the present activities, which encourage development of the key competences, 50% of the teachers responded that they did not have any or did have a very small number of activities, which develop the “Learning to learn” competence, ergo 52.4% (none or a very small number) for the “Entrepreneurship” competence. A number of teachers believe that there are activities, which develop the key “Learning to learn” and “Entrepreneurship” competences, but more activities are implemented towards developing the “Entrepreneurship” competence (42% believe that, to a certain extent, there are activities, which develop the “Learning to learn” competence, and 35.4% believe that there are activities being implemented towards developing the “Entrepreneurship” competence). A small percentage of the teachers believe that these activities are sufficiently implemented – 8% “Learning to learn”, ergo 12.2% “Entrepreneurship” competence. It is interesting to notice a higher variability level with the same question but asked for the “Entrepreneurship” competence. This can be brought to connection with the previous statements regarding the activities implemented in schools, which promote the “Entrepreneurship” competence. Namely, as mentioned earlier, the schools offer extracurricular activities in the field of the “Entrepreneurship” education. The variability analysis indicated a significant statistical difference between the opinions of different categories of teachers regarding the “Learning to learn” competence ( $F=2,153$   $f=0,117$ ), whereas in the case of the “Entrepreneurship” competence, we can not say there is a significant statistical difference ( $F=0,315$   $f=0,730$ ).

The teachers of all three categories (general subjects, profession theoretical subjects and practice teaching) largely believe that the content of the curricula is not directly related to building of the knowledge, skills and opinions, which are in the essence the “Learning to learn” and “Entrepreneurship” competences – 66.6% and 68.3% successive, and support working on these competences: within the subject-based teaching and through various subjects towards the development of “Learning to learn” competence - 50.9%, the “Entrepreneurship” - 29.2%; as a specific subject for the “Learning to learn” competence - 22.9% and 45.1% - “Entrepreneurship”.

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**Table 3**

	“Learning to learn” %	Entrepreneurship %
In the subject teaching		
Through various subjects	50.9	29.4
As a separate subject	23.2	45.2
At the Class Master’s class	9.8	3.8
Within extra-curricular activities for students	16.1	21.1
Not necessary in the school		0.5
<b>Total</b>	<b>100.0</b>	<b>100.0</b>

Teachers believe they are not sufficiently trained to work on the development of the key “Learning to learn” and “Entrepreneurship” competences – 48.9% of teachers believe they are not sufficiently trained to work on the “Learning to learn” competence, i.e. 58.3% of the teachers believe not to be sufficiently trained to work on the “Entrepreneurship” competence. This percentage is higher for the “Entrepreneurship” competence if we exclude the category of the teachers with a degree from the Faculty of Economy (14.7% of teachers) – 61.8%. The variability analysis indicated a significant statistical difference in opinions of the teachers regarding the skills needed for the “Entrepreneurship” competence and their previous education regarding the economy-related content ( $F=2,633$ ;  $f=0,073$ ). At the same time, a higher percentage of teachers of general subjects believe that they are trained for the “Learning to learn” competence, which may be explained by their pre-service training. Namely, compared to the professional theoretical subjects teachers and the practice teachers, who had not had an opportunity to study pedagogy at the university, the teachers of the general subjects were trained at the university to work in schools. On the other hand, 70% of the teachers of general subjects believe that the pre-service education did not prepare them to work on the development of the “Entrepreneurship” competence.

The empiric research implies the lack of the in-service training for teachers to enable them to work on the key competences – 58.4% of teachers said that they had not attended training, which would enable them to work on the “Learning to learn” competence, i.e. 76.2% of the teachers said that they had not had any training to work on the “Entrepreneurship” competence. When we asked them to evaluate the effects of in-service training, the teachers valued better the in-service training delivered for the key “Learning to learn” competence - 69.9% of the teachers believe that the previous in-service training is sufficient and has fully contributed their ability to develop the “Learning to learn” competence, whereas as many as 68.8% of the teachers believe that the previous in-service training has not sufficiently contributed to their ability to develop the entrepreneurial competence. More than 80% of the teachers expressed high interest in the in-service training for working on the key competences. They gave the priority to the modern pedagogy with a focus on the students' motivation for learning and on the learning arrangement and strategy. In the field of entrepreneurship, the highest level of teachers' interest was expressed for modern didactic methods and initiating and running students' companies. It is important to mention that a large number of teachers expressed interest for “entrepreneurial education”, which leads to the conclusion that this field is generally insufficiently represented. The teachers see the limiting factors to practical implementation in the field of the key competences in the lack of the teaching aids and the teaching material, in the availability of in-service training, in the insufficient presence of content in the curricula, which are directly related to strengthening of knowledge, skills and opinions, which are the essence of the “Learning to learn” and “Entrepreneurship” competences, motivation of students, but also related to earnings.

### 3. EMPIRICAL-QUANTITATIVE RESEARCH – RESULTS OF ASSESSMENT

The school practice is delivered in a traditional way, since students say that teachers use the method of a monologue, “the teacher mostly stands in front of the blackboard and talks to us”. The major concern of a teacher is that students are quiet in the class. Teachers are authoritative and do not allow the students to take initiative. The responses of students indicate that teachers are not adequately trained to systematically plan activities, which would contribute the more efficient learning.

The students claim that the daily teaching practice is such that teachers do not give them precise guidelines on what they should learn for which grade. They do not have clear picture on what they did correctly and what they should improve. The teachers give them insufficient explanation of their grades and students do not find it encouraging. It is almost always important to teachers that students remember what was presented in the class. They do not value students’ initiative and do not offer them guidelines to evaluate their own work.

Most of the students are the last-minute learners and learn prior to a test or a verbal examination. This proves that the teaching process pays a little attention to a systematic and a long-lasting acquisition of the knowledge with appropriate assessment of achievements.

Statements of the students regarding the entrepreneurship indicate a need for improvements. The students do not have a clear picture of what it means to establish own company, to take responsibility for the success, to make independent decisions and to bare the consequences of those decisions, to manage resources, to take a risk... In parallel to this, through a number of questions – tasks, we tried to get an insight into their knowledge of entrepreneurship and economy. The questions are designed in a way to emphasize the difference between logical conclusions and the knowledge of entrepreneurship on one hand, and economic knowledge on the other hand. The responses we received, which may be described as entrepreneurial logic, are good – more than 50% of students answered these questions correctly. On the other hand, the results are very weak for the knowledge of economy – at average; there are less than 45% of correct answers. It is important to mention that all the curricula for vocational education contain at least one subject of economic content. This unambiguously indicates the need to modernize these.

The statement related to unsatisfactory knowledge of the students in the field of entrepreneurship is supported by the comparative analysis of the responses to two, basically the same questions, but outlined in two different ways (Table 6). The first question emphasizes logical conclusions made by the students and there we have satisfactory results – 74.8% of the students answered correctly. For the same question, asked in a way to emphasize the knowledge, we received far worse results – only 46.6% of the students answered this question correctly.

**Table 4 – Example of questions – tasks from the set of questions related to logical conclusions**

Dušan has established a furniture production factory in a small town in the North of Montenegro. Which of the following sentences describes best the role of Dušan's factory in the local community?
<input type="checkbox"/> The largest quantity of furniture from Dušan's factory will be supplied to the citizens of this town
<input checked="" type="checkbox"/> <b>Dušan will employ a lot of people from this town – 74.4% of correct answers</b>
<input type="checkbox"/> Taxes that Dušan will pay is the only way for the town to generate income

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**Table 5 – Example of questions – tasks regarding the knowledge of economy**

Marketing is important for successful business operations of a company. We can describe it as:
<input type="checkbox"/> Advertising of a product (television advertisements, posters, adverts in newspapers, etc.)
<input checked="" type="checkbox"/> Delivering products to buyers in the country and abroad
◀ <b>Activities by which we determine what consumers want, and then we make efforts to efficiently meet those needs – 23.2% of correct answers</b>

**Table 6 – The same question asked in two different ways**

Marica wants to start producing cakes. To buy all the necessary material (flour, eggs, chocolate...), Marica will spend all of her pocket money. She will prepare the cakes at home, in her kitchen. She plans to keep all the profit for herself. What form of business does Marica want to start?
<input type="checkbox"/> <b>Independent entrepreneur – 74.8% of correct answers</b>
<input checked="" type="checkbox"/> Partnership
◀ Shareholding Company

The simplest form in which a member is responsible for business success, but also business loses is:
<input type="checkbox"/> 1 Limited liability company
<input checked="" type="checkbox"/> <b>2 Independent entrepreneur – 46.6% of correct answers</b>
◀ 3 Limited partnership

Based on the above, we can draw a conclusion that the secondary vocational schools carry out certain activities, which develop both competences, but those are not systematically implemented. Also, the general subjects teachers are more successful with activities, which develop the “Learning to learn” competence compared to the professional theoretical subjects teachers and the practice teachers, whereas there is no significant difference between various categories of teachers when we speak about the “Entrepreneurship” competence.

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### 4.1 PRESENCE OF THE KEY COMPETENCES – THE “ENTREPRENEURSHIP” AND THE “LEARNING TO LEARN” IN MONTENEGRIN LAWS AND STRATEGIC DOCUMENTS

Organizing and managing own learning and entrepreneurship activities of individuals are the two of the eight key competencies defined by OECD as necessary for everything in the knowledge-based societies. To what extent are these recognized in our documents?

If we look at the “Entrepreneurship” competence in its narrow sense – competences referring to acquisition of the knowledge on initiating own business activities and economic literacy, the review of the documents reflects that this competence is not mentioned as such. Considered in a broader sense, the “Entrepreneurship” competence is focused on the development of personal features and skills, which are considered to be a precondition for successful actions of an individual as an entrepreneur. It is an ability of an individual to turn ideas into concrete activities. It involves certain personality features, primarily creativity, intuition, willingness to take risks and to take responsibility for own actions ... If we break down the “Learning to learn” competence into the critical thinking, creativity, ability to maintain attention, time management, encouragement to develop these features may be found in most of the documents, assertively reflected in objectives and principles. This was not missing from the “old” laws either. The problem is in the implementation and not in the definition of priorities. The documents analysed (the Book of Changes, the General Law on Education, the Law on Primary Education, the Law on Gymnasium, the Law on Vocational Education) do not mention explicitly the abovementioned competences. We can only indirectly draw conclusions on their development through individualization, lifelong learning, selection of content, encouragement of creativity ...

It is also difficult to consider them separately, since they are interlinked within common objectives.

#### THE BOOK OF CHANGES, 2001

The Strategy for reform of education system is presented in the Book of Changes. The basic directions of changes at all levels up to University studies are given in this document. The required indications of the competencies are found in the Goals and principles chapter.

*“Education should:*

- *be a promoter of development, together with science and technology,*
- *develop in the direction of supporting inclusiveness and participation at all levels and in all areas of work and activity,*
- *meet the needs, interests, wishes, and ambitions of the individuals who are being educated,*
- *be organized so as to provide an individual with the opportunities for the development of freedom of thought and wilful active participation”. (chapter “Goals”, page 23)*

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Underlying principles of changes: Making choice according to individual abilities, development of human resources.

*“The society must do everything to enable schools to implement such learning, which create personalities of children so as to be able to think independently, make responsible decisions and able to independently plan and build their future development...”*

*...In order to enable students to progress according to their abilities and to fulfil their special interests, choice must be offered at all levels of the system, and within each segment of education, different content, methods, and forms of work must be offered.”* (page 28)

*“... we should bear in mind the fact that the basic aim of education is not merely acquiring qualifications, but the development of individuals, their successful integration in society by sharing common values, preserving cultural heritage, and acquiring self-confidence and relying on their own abilities.”* (page 32)

### **Primary education**

Principle: giving preference to the quality of education over the quantity of knowledge (page 104)

*The Law on Primary School, 1991, Article 2 describes the general goal of education as: “The goal of the primary education is to enable students to master new elements of the general education and develop their curiosity and interest in new knowledge, and to develop love for work and homeland based on achievements of science, technique, culture and art with the view of preparing them for life and further education”. There is no need to comment on the extent to which this goal was implemented over the previous period.* (chapter “Goals”, page 106)

The Book of Changes, 2001, Chapter on primary school, among other goals also gives the following goals

- *“to master the foundation of general education, which can be compared to the appropriate levels of education on Europe, which will represent the basis for lifelong learning and self-education,*
- *to develop critical thinking, independence and interest in acquiring new knowledge,*
- *to prepare students for independent judgment and participation in social life,*
- *to acquire general and useful knowledge to prepare them to face the social and natural environment in an independent, efficient and creative way.”* (page 108)

*“In the first cycle, there is an internal, didactic differentiation. In the second cycle, some forms of internal flexible differentiation are introduced (in mathematics and foreign languages, and possibly in mother tongue) as a combination of core subjects and teaching according to the levels, but only 25% of the teaching hours at the most. This implies group work at different levels, aimed at determining the basic knowledge of a weaker group, that is, to broaden the knowledge of the group to bring it to a higher level. Such a type of differentiation can be introduced in the II cycle. In the third cycle, it is compulsory to introduce these internal flexible differentiations for at least two subjects (mathematics and foreign languages), and mother tongue as well”...*

*...Unfortunately, internal differentiations have not found their place in laws, and therefore in practice neither.* (chapter “differentiation in schools” page 132)

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### Vocational education

...*"The current situation in the area of vocational education and the underlying stated principles define the following goals and tasks, towards which we should direct the process of change:*

- *Sophisticating and adjusting the process of vocational education towards the need of a modern, democratic and economically developed society and market economy;*
- *Promoting both the personal and professional development of students, as well as providing the knowledge and abilities necessary for further studies, life and work, personal interests and a professional development of personality;*
- *Ensure the gaining of qualifications which enable the young and adults to participate equally in the labour market". (chapter "Goals" page 183)*

### Curricula

...*"For the same occupations, we should adjust curricula to different interests and individual abilities. This can be achieved by implementing elective programme cores, which provide education that is more general or vocational knowledge that is more complete"... (page 206)*

Most of the abovementioned goals and principles have been included in educational laws, and we find similar formulations in all documents.

## EDUCATION LAWS, PODGORICA 2003<sup>5</sup>

### General Law on Education

*The education is aimed to:*

- 1) *...enable the selection of educational curriculum at all levels of education;*
- 2) *enable individuals the involvement and participation in all levels of work and activities in line with their capacities... (chapter "Goals" page 9)*

### The Law on Primary Education

*"The goals of the primary education are:*

- 1) *...the development of creative personalities;*
- 2) *the reaching of the internationally comparable standards of knowledge, and the acquisition of the knowledge required for the continuation of education;*
- 3) *the development of critical thinking, independence and the interest for new knowledge;*
- 4) *the grounding for self reliable reasoning and the participation in social life;*
- 5) *the gaining of general knowledge that enables the independent, efficient and creative application in practice;*
- 6) *the facilitation of pupil personalities development in line with their capabilities and with the development dispositions." (chapter "Goals of education"; article 2, page 73)*

### The Law on Vocational Education

*Goals of vocational education are:*

- 1) *modernization and adjusting the process of vocational education towards the needs of a modern, democratic and economically developed society and market economy;*

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<sup>5</sup> The following laws have been published in the "Official Gazette of the Republic of Montenegro", No. 64, of November 28, 2002.

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- 2) *ensure the gaining of qualifications, which enable the young and adults to participate equally in the labour market;*
- 3) *acquiring knowledge and skills necessary to achieve this vocation;*
- 4) *providing knowledge and skills necessary for life and work, personal interests, professional development of personality and for further education;*
- 5) *creating conditions for broadening knowledge within occupation. (chapter “Goals”; article 2, page 117)*

**The review of the documents did not find that the “Entrepreneurship” and the “Learning to learn” competences are explicitly mentioned.** Some of their important components are still looming through offering an option to make a choice, encouragement to think critically, participation of students in the teaching process. The goals are formulated to be learner-centred. Their versatile development is insisted on. The concept offered has built in some of the general principles of the European educational systems – the principle of democracy, autonomy, equal rights, decentralization, deregulation, flexibility, transparency – but there is a major question how realistic all these principles are without encouraging the development of the two key competencies. There is a big difference between the wanted and the achieved goals of education. The reality is that the children are for at least 14 years, during the period of their most intensive development, in a situation to have to “listen” and repeat what they hear, without a possibility to choose, to confront opinions, to take initiatives. Is this the way to expect from them to be able to make independent decisions, to be innovative and to be creative?

The schools in Montenegro deliver teaching according to the new and the old curricula. The reform in primary schools started in 2004/05. So far, 75 primary schools (of 161 schools) deliver teaching following the reformed curricula. The plan is that all primary schools in Montenegro accept the new curricula by 2010. As of 2006/07, all twenty Gymnasiums deliver teaching according to the new curricula.

## 4.2 ANALYSIS OF THE CURRICULUM

### 4.2.1 Curricula for primary school

#### *Previous curricula (1998)*

The schools in Montenegro still use the curricula adopted back in 1998. Since the reform of primary education is ongoing, it is planned to withdraw fully this curricula by 2010 through introduction of the nine-year primary education into all schools.

The education is compulsory for children from 7 to 15 years of age and comprises two phases. Students attend class teaching from grade one to grade four, and attend subject teaching from grade five to grade eight.

The teaching process from grade one to grade four is conducted by only one teacher. Mother tongue, mathematics, nature and society, arts, music and physical education are thought in grade one and grade two; foreign language is added in grade three, and technical education is added in grade four, when the subject nature and society is split into two separate subjects. Other foreign languages are added at the beginning of grade five, as well as history, geography and biology. chemistry and physics are added in grade six and grade seven as compulsory subjects.

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Characteristics of the curricula:

The curriculum is teaching/lesson orientated, focused on the knowledge, content and information. In most cases, the curricula are brought down to a list of content to be presented to students within a certain number of classes on the time-table: the emphasis is on presenting the content instead in acquiring skills.<sup>6</sup> The curricula do not define clear objectives of subjects, what are the desired achievements, or learning standards and outcomes. The teaching based strictly on subject classes is not appropriate for interdisciplinary approach.

The subject curricula are too large, overloaded with facts; students do not have an option to select optional subjects, and correlation between subjects is often completely neglected.

The subject curricula are not uniformly structured, and the result is that the responsibility for their structure and functionality to a large extent lies on authors.

*New curricula for primary school (2004)*

Structure of the curricula

The documents, which have been a foundation for developing subject curricula, and whose content has provided directions to authors, emphasize the need to deflect radically from the traditional perception of teaching, in methodical, content and organizational terms.

In the document "Basis for renewal of education curricula", Podgorica 2002, the Curricula Council clearly and unambiguously determine objectives (concrete changes to be implemented by the new curricula), which basically create a very good foundation for child-centred curricula development, which will encourage continuous intellectual development, be based on interdisciplinary approach and improve ability of students to act in working and social environment.<sup>7</sup>

The new curriculum, in its essence, is designed as teaching-targeted and process-development, which represents essential deflection from the previous solutions dominated by teaching and lessons orientated curricula. In terms of the structure, the new curriculum is open, limited to teaching objectives, including their synthesis.

The Curricula Council has defined seven basic fields of knowledge for students to adopt during their education, which provide them with a safe foundation for the life and the work. These are: Mother and Foreign Language, Mathematics, Natural Sciences, Technology, Social Sciences, Physical Education and Arts. Also, intellectual and psycho-physical abilities are defined, as well as skills of specific significance for the life and work, classified into eight categories (communication, numerical skills, skills to use information, researches and problem solving skills, responsibility for own learning and achieving personal goals and cooperation skills).

The Curricula Council has defined the structure of the subject curriculum, which ensures coherent implementation of the basic principles and objectives of the new curricula. All the Subject Commissions that are responsible for the development of new curricula have received clear and detailed directions for work and have been provided with training.

Among other things, it is planned that every subject curriculum contains direction (nature and purpose of the subject), objectives of the subject, operational objectives and students' activities; standard (catalogues) of knowledge, education outcomes and didactic

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<sup>6</sup> Strategic Plan for Education Reform 2002-2004. Podgorica, January 2003

<sup>7</sup> Basis for Renewal of Educational Curricula, Podgorica 2002

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guidelines. Special attention is paid to adjustment of objectives with age characteristics of children.

The analysis of the subject curricula covers 18 compulsory subjects and 4 elective subjects.

The objective of the analysis is to determine to what extent the subject curricula incorporate the two key competencies, which are the subject of our research (“Learning to learn” and “Entrepreneurship”). The emphasis of the analysis is placed on operational objectives and activities, didactic recommendations, as well as on standards of knowledge.

### *“Learning to learn” competence*

The structure of the subject curricula certainly represents a suitable foundation for implementation of the elements, which make the essence of this competence. The concept of operational objectives is designed to emphasize both simple and complex thinking process (in line with Blum’s taxonomy). However, there is an impression that only some of the authors of curricula found it difficult to accept this concept, and objectives mostly do not entail activating higher thinking processes with children. Analogue to this, the proposed activities are not possible to activate to a sufficient extent. The general objectives of subjects are mostly too ambitious and sometimes in disproportion with operational objectives, which often come down to memorizing, repeating and understanding, and rarely relates to analysis, synthesis or evaluation of a certain problem. This is especially emphasized in the curricula of elective subjects for the third cycle.

The concept of the curricula is such that:

- The offered objectives and activities mostly do not envisage an opportunity for students to plan their own activities based on the goals they set, and this is not envisaged in didactic remarks either. Consequently, the curricula envisage that students implement predetermined activities. Even the fact that certain efforts were invested in order to respect subject inter-correlation and interdisciplinary approach to learning within a curriculum, this is most frequently brought down to listing related fields in other subjects;
- The elements of open curricula, which are suitable for the development of the “Learning to learn” competence are mostly represented in the subject curricula for foreign languages, where objectives and activities are such that they insist to a certain extent on involvement of a child and putting a child at the forefront;
- The subject curricula do not encourage teachers sufficiently to develop elements of a child’s “Learning to learn” competence, although certain elements support its development in children. This primarily refers to targeted planning of the teaching process and didactic remark where teachers are encouraged to involve students as much as possible.

### *“Entrepreneurship”*

The subject of the analysis is, first of all, the extent to which the subject curricula are suitable to development of the basic elements of the “Entrepreneurship” competence, which entails certain personality qualities relevant to “Entrepreneurship” (creativity, initiative, willingness to take risks, to take responsibility...), and then if and to what extent the curricula contain objectives and activities, which develop children’s specific entrepreneurship knowledge and skills.

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The curricula do not contain “Entrepreneurship” as an individual subject, although there is a possibility envisaged that “Entrepreneurship” is included in the teaching process in the third cycle as an optional subject.

Within the general objectives of the subject curricula, it is possible to recognize a lot of elements, which are suitable for entrepreneurship development, but when we move towards concretization of objectives and turning those into activities, there are still passive learning forms prevailing, especially in the second and the third cycle. The elements of active forms of learning, which develop creativity, critical thinking aiming at the development of a child’s personality are more represented in the subject curricula for Nature and Society in the first cycle, though it is possible to find them in most of the curricula but not to a large extent.

The subject curricula for primary school does not have a content, which directly promotes entrepreneurship knowledge and skills, and the teaching process does not enable students to adopt even the basic terms in this field. While developing a curriculum, the authors mostly kept in mind the establishing of a link with a real life and practical usability of the acquired knowledge and skills, but not to the extent to ensure that students easily associate scientific knowledge systems with their everyday life experiences.

##### 4.2.2 Secondary vocational education curricula

Vocational education in Montenegro is acquired in 37 schools within the following fields of work: mechanical engineering and metal processing, traffic, electrical engineering, civil engineering and geodesy, geology, mining and metallurgy, chemistry, non-metals and imprinting, agriculture, food production and processing, forestry and wood processing, healthcare, pharmacy and social welfare, trade and catering, economy, law and administration, music art, art and servicing. Having in mind the total number of students in high schools, the percentage of students in vocational schools is at average 70%. As of 2004, Montenegro started implementing teaching processes according to new curricula, which are characterized by a higher share of professional-theoretical subjects and practice teaching compared to the old curricula. This process is ongoing in Montenegro and it is important to stress that teaching is implemented both according to the new and the old curricula. So far, 32 new curricula have been developed and the number of students attending teaching according to the new curricula is at the level of 30% of the total number of students in vocational education.

The new concept of vocational education in Montenegro is defined by the Book of Changes<sup>8</sup>, and legally grounded by the General Law on Education<sup>9</sup> and the Law on Vocational Education<sup>10</sup>. The Vocational Education Council has adopted the “Basis for revision of curricula in vocational education”<sup>11</sup>, which defines the basic objectives of the revision of curricula and gives directions for developing curricula for various levels of vocational education and various fields of work.

The curricula in vocational education are prepared based on the defined occupational standards<sup>12</sup> and allow acquisition of qualifications for one of more related occupations. The content of curricula is aligned with international standards, taking into account traditional values of the Montenegrin educational system. The curricula in vocational education are to achieve the following goals: achieve quality vocational education by developing professional competencies, meet special affinities and wishes of students, openness and

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<sup>8</sup> <http://www.gom.cg.yu/files/1065602807.pdf> Book of Changes (full version)  
<http://www.gom.cg.yu/files/1065602969.pdf> Book of Changes (short version)

<sup>9</sup> <http://www.gom.cg.yu/files/1082968602.doc> General Law on Education

<sup>10</sup> <http://www.gom.cg.yu/files/1092219275.doc> Law on Vocational Education

<sup>11</sup> <http://www.gom.cg.yu/files/1087456608.pdf> Basis for revision of curricula in vocational education

<sup>12</sup> <http://www.gom.cg.yu/files/1127148437.pdf> Methodology for developing occupational standards

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adaptability of the content, encourage more active participation of parents, encouraging social partnership and encouraging environmental education. The subject curricula derive from vocational fields and linking of occupations into occupational families. The correlation between and overlapping of general, professional-theoretical and practice knowledge is the foundation for developing of subject curricula. Examination catalogues of practical, final and vocational exam are prepared based on occupational standards.

The structure of curricula comprises general educational subjects, professional theoretical subjects and training<sup>13</sup>. The duration of vocational education, according to the existing structure depends on the complexity of an occupation, and within that, there are existing secondary vocational schools, which last for three years or level III, and secondary vocational schools, which last 4 years or level IV. Preparation of curricula for two years duration is planned for.

### *The structure of curricula*

Duration of education	Two years	Three years	Four years <sup>14</sup>	
			Economy, tourism, law and administration	Other fields of work
General education subjects	37.5%	34.37%	49.22%	44.52%
Professional theoretical subjects	9.37%	8.33%	28.92%	28.9%
Practice teaching	50.00%	54.18%	9.37%	14.06%
Elective teaching			9.37%	9.4%
Free activities	3.12%	3.12%	3.12%	3.12%

The curricula consist of general and specific part. The general part of curricula contains the name of the curriculum, teaching plan, goals and tasks of the curriculum, enrolment requirements, i.e. inclusion in an adult education programme, duration of education, the progression and education to be acquired. The specific part of the curriculum contains subject curricula, examination catalogues, compulsory methods of assessment and grading of students, progression requirements and completion of education, a method to adjust a curriculum to students with special needs and adult education, profile of educational background of teachers and associates, the form of implementing a curriculum and professional practice.

Based on the analysis of vocational education curricula in the light of the key competences and with a focus on the “Learning to learn” and “Entrepreneurship” competences, it can be concluded that the key competencies according to their definitions are not explicitly and systematically integrated into the curricula. Within the general part of the curricula – goals and tasks, some curricula have formulations, which imply these two competences (for example, the curriculum for a hair dresser occupation). However, this is not a standard that is applicable to all curricula. Within the subject curricula – general goals of teaching and socialization goals, we can also find definitions, which indirectly imply development of the students’ key competences. The key competences are not explicitly mentioned in this case either. A part of the subject curriculum “Specificities of the implementation” is suitable for the key competences, i.e. recommendations to teachers, which relate to teaching activities. It applies to all the curricula that this part of the subject curricula is underdeveloped. The curricula for secondary vocational education do not contain pedagogic and didactic recommendations for delivering of the teaching process.

<sup>13</sup> <http://www.cso.cg.yu/vijesti.php?akcija=rubrika&rubrika=116>  
<http://www.cso.cg.yu/vijesti.php?akcija=rubrika&rubrika=118>

Occupational standards  
Curricula

<sup>14</sup> With the exception of Music Art and Art

## 4. COMPREHENSIVE ASSESSMENT AT THE EDUCATION POLICY LEVEL

Montenegro is currently preparing to integrate the subject of “Entrepreneurship” into curricula for secondary vocational education. This subject exists in a small number of curricula (for example, milk processor), and the teaching is implemented in the first grade. Most of the curricula have at least one subject of mostly economic content, but the content is not sufficiently adjusted to the concept of market economy. Also, contents are adjusted to knowledge significant to big enterprises, but cannot be applied to small and medium-size enterprises and do not take sufficiently into account the specificities of the State of Montenegro in this field.

### 4.3 METHODS OF TEACHERS’ WORK

The conditions in which teachers work in most schools are in favour of the so-called traditional methods. These are transmission and lecturing methods, where it is important what teachers do rather than what students do. Learning is treated as an incidental teaching outcome. The training provided to current teachers to apply teaching methods in most faculties is actually the training to apply traditional methods. A teacher may be someone who was provided training only in scientific discipline, without any training in pedagogic and didactic disciplines. This is the reason that the teaching process they implement is more orientated towards a subject and it is curricula-focused rather than learner-centred.

### 4.4 ROLE OF SCHOOL INSPECTION

The system of work of school inspection was over decades focused on “delivering” a curriculum. It was primarily inspected whether a teacher presented all the planned contents, and the knowledge and abilities of students were rarely assessed. This reflected on marking the knowledge of students, which is the measure of the extent to which the curricula content of a subject was adopted. In fact, repeating of lessons was graded and not long-lasting knowledge and abilities in subjects for a certain age. Associating of knowledge and skills acquired within a teaching process is not evaluated. Methods of work, content-orientated planning and size of the curriculum are all parameters encouraging memorization-based learning.

### 4.5 CURRENT STATUS OF THE EDUCATION SYSTEM REFORM IN MONTENEGRO

Implementation of the reform in primary and secondary vocational schools started in 2004/05 school year, in High schools in 2006/07. The schools deliver teaching in line with old and the new curricula.

Having realized weaknesses of the current education system, Montenegro started educational reform in 2001. This is the year when the Book of Changes was produced, the strategic document, which defined the new education system. The next phase was development and adoption of education laws. These are: the General Law on Education, the Law on Pre-school Education, the Law on Primary Education, the Law on High School, the Law on Vocational Education, the Law on Adult Education and the Law on Education on Children with Special Needs.

The key changes reflect in the move from content-orientated to targeted planning, to school autonomy and extension of the primary school to nine years. The novelties are: children start going to school at the age of six; the teaching process is organized in three cycles (3+3+3); the assessment in the first cycle is descriptive; 20% of teaching in the third cycle are elective subjects; the curricula is open, which implies that 15% of content is

## KEY COMPETENCES FOR LIFELONG LEARNING – DEVELOPMENT OF KEY COMPETENCES IN THE MONTENEGRIN EDUCATION SYSTEM

planned at the school level and the local community level; the assessment of students' knowledge will be conducted externally after every cycle of the primary school, and external Matura exam is planned for high school students.

The education is aimed to:

- provide the possibility for complete individual development regardless of the gender, age, social and cultural background, national and religious affiliations and of physical and psychological structure;
- meet needs, interests, wishes and ambitions of individuals for life-long learning;
- enable the selection of educational curriculum at all levels of education;
- develop the awareness, the need and the capabilities for the maintenance and the improvement of human rights, legal state, of natural and social environment, of multiethnic and diversity;
- develop the awareness on state affiliation to the Republic of Montenegro (hereinafter referred to as the Republic), on its culture, tradition and history;
- enable individuals the involvement and participation in all levels of work and activities in line with their capacities;
- develop the awareness of national affiliation, culture, history and tradition;
- facilitate the involvement into the process of European integrations.

### 4.6 AUTONOMY OF SCHOOLS AND TEACHERS

Teachers have the legally guaranteed professional freedom in the organization of teaching, the application of the teaching methods and in the selection of the forms of work with students, as well as in the selection of tasks they give to their students, all within the framework of the established educational curriculum.

### 4.7 SUPERVISION

The Ministry shall conduct the supervision of the enforcement of the provisions of this Law, in line with the law. The Supervision of the institutions' work shall be conducted by the competent educational inspection. The quality assurance and improvement of quality of educational work shall be carried out by institutions: the Bureau for Educational Services and the Centre for Vocational Education. A new Methodology of external and internal evaluation of a school's work has been developed, and being incorporated, it represents assumptions for implementation of the quality assurance process in all educational institutions in Montenegro.

The external evaluation system, through the work of supervisory services of the Bureau for Educational Services and the Centre for Vocational Education is conducted in line with the defined plan, which annually involves 25% of schools.

The school management is trained according to the professional development programme of the Bureau for Educational Services to conduct the self-evaluation process and develop more quality development plans.

### 4.8 MANAGEMENT AND LEADERSHIP

The school is managed by the School Board. The School Board, i.e. the Management Board of an institution is composed of: two representatives of the Ministry, one representative of the municipality, four representatives of employees. For vocational schools there are also two representatives of parents, two representatives of students, i.e. attendants and two representatives of social partners.

#### 4. COMPREHENSIVE ASSESSMENT AT THE EDUCATION POLICY LEVEL

The School Board, i.e. the Management Board of an institution shall:

- adopt development programme;
- adopt annual work plan and report on its implementation (fulfilment);
- review the programmes and the results of extra-curricular activities;
- pass the Statute, the document on the internal organization and on systematization of working posts, and other general documents;
- pass annual financial plan;
- adopt the periodical and annual statement of accounts;
- decide on the change of an institution's name and the head office, with the Founder's approval;
- decide on the rights of employees, students, or users of services as the second-instance authority and in line with the Law;
- execute other jobs in accordance with the Law and the Statute.

The School Board, i.e. the Management Board decides by the majority of votes of the total number of members, unless the Statute provided for the particular issues to be decided upon by the other majority.

An institution is managed by the Principal. The Principal of an institution is also the pedagogical manager.

#### 4.9 OPINION OF THE EDUCATION POLICY-MAKERS ON THE KEY COMPETENCIES

We asked the education policy-makers, representatives of the Ministry of Education and Science, the Bureau for Educational Services, the Centre for Secondary Vocational Education and Principals of schools, how the two key competences – “Learning to learn” and “Entrepreneurship” – are developed in students of our schools. We have gathered opinion from 18 policy-makers and developed a qualitative analysis of their responses.

##### “Learning to learn”

The text below gives opinions of the surveyed education policy-makers.

All the surveyed policy-makers agree that **we should systematically work towards development of the “Learning to learn” competence**. They agree that most of the students do not know how to learn, but learn by memorizing content for the grade. This skill is important because:

If an individual is to be successful in anything, he/she must learn. If he/she knows how to learn, the success will come quicker and will be more adjusted with the time we live in. Given that knowledge lasts for a limited period of time, this skill also helps future learning (after completion of formal education).

Without the developed competence, an individual is not capable and responsible in conducting an activity; lacks personal ability to acquire new knowledge and supplement the existing knowledge throughout the whole life.

Modern learning and lifestyle requires lifelong learning, further qualification, re-qualification, and developing the “Learning to learn” competence enables development of a personality that is capable and useful both to itself and the society.

The development of the “Learning to learn” competence should be worked towards at all educational levels, especially in secondary vocational schools. Many teachers of

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vocational and theoretic subjects and practical teaching have not completed Teacher Training Faculties.

The development of the “Learning to learn” competence is equally important as is to learn new contents, because if the knowledge is acquired in the right way, it becomes permanent. If a problem is processed gradually with a high level of interest, then it gets interiorized.

The subject curricula mostly do not have contents directly related to building knowledge, skills and attitudes, which are the foundation of the “Learning to learn” competence?

Teachers, according to opinion of the surveyed, work little to medium towards developing the described competence. They are neither trained nor motivated for that. Not all the teachers attribute equal importance to this issue. A number of teachers did understand the significance of the “Learning to learn” competence and actively participate in and support the work towards developing this competence, whereas a number of teachers follow standard methods of work, which are rather a stereotype, presenting facts to students, rather than developing their abilities. Even the new curricula do not clearly differentiate this competence, although there is a progress made compared to the old curricula. Besides, habits of teachers to insist on memorizing the facts, or in the best case on understanding the learnt, are slowly changing.

A significant number of teachers are still satisfied with the traditional attitude towards knowledge; they perceive the acquired knowledge as final, because these are acquired in the process of insufficient participation. The reasons are:

- The teaching process is still dominantly verbal, with archaic methods and forms of work, which also do not support the development of the “Learning to learn” competence;
- Almost all the teachers are focused on their subjects, lessons and delivering method. An average student is in the focus;
- Large pressure on teachers and students, lack of time, lack of interest, and maybe even hesitation are the cause of such situation.

Teaching staff in vocational schools is not prepared for such work since they were trained at specific expertise Faculties.

The limiting factors for teachers to work successfully towards developing this competence with students are:

- Large teaching content, old practice that is present for a number of years according to which a student should repeat the knowledge, and not to make judgments, conclusions, to experiment, to actively participate in acquiring knowledge;
- Many teachers did not develop this competence of their own, they did not “learn-to-learn”, and it cannot be expected that they develop this principle, i.e. the competence in students. The lack of initiative and the lack of autonomy also limit the encouragement;
- Methods, which are suitable for building this competence in students, are insufficiently applied.

The work towards the “Learning to learn” competence should be carried out within subject teaching **through various subjects and as extra-curricular workshop for students.**

The previous in-service training for teachers has not contributed to a sufficient extent to the ability to develop this competence in students.

#### 4. COMPREHENSIVE ASSESSMENT AT THE EDUCATION POLICY LEVEL

##### **The in-service training for teachers should have the following content:**

- How to inspire students to learn,
- How to help students to organize learning,
- How to teach students about the strategies to learn and new methods of work.

To enable the “Learning to learn” competence to be more developed within primary education, **the most needed changes** are at the level of the system and at the level of teachers.

**A teacher** should use means and methods, which will develop competences in a student, i.e. deliver teaching process in a way to develop competences, and avoid standard presenting of facts, dictating, etc. It is necessary to train teachers and management, provision of professional literature, enable peer education of students and provide equipment.

##### **At the school level**

- Involve students in extra-curricular activities through tasks in project activities and gaining independence in roles in the project;
- Through lectures of pedagogues, teach students about the easiest way to learn.
- Improvements at the level of the **education system**:
- Develop curricula (subject curricula) and guidelines for their delivering where a dominant place in acquisition of knowledge would be given to participatory learning.

##### **“Entrepreneurship”**

Many of the surveyed, with economy background, are familiar with the “Entrepreneurship” term. The others are partly familiar with it since it is a new category, having in mind that we are a society in transition. It is most often understood in its broad sense – as competence, which is focused on developing personality qualities and skills considered to be a requirement for successful activities of an entrepreneur.

*An entrepreneur is an individual capable of taking the initiative, making changes, acting autonomously, being a good team worker, being interactive and being willing to face consequences and risks. It is readiness of an individual to react timely to circumstances imposed by a particular moment.*

*The term “**Entrepreneurship**” is associated with managing an institution. It has not been the case here so far.*

This competence certainly must have its place in the educational process and at all educational levels. All the respondents agree on this issue. Critical and independent thinking and willingness to cooperate and make changes can be formed only through entrepreneurship. *This is especially important in secondary vocational schools, which should offer the basic entrepreneurship knowledge since some students start working after completion of the school.*

*The competence must be possessed both by teachers (to perform their job more successfully) and students (to prepare better for the future job).*

*Our society and economy need a new way of business thinking to overcome repetition of deliberative economy to enable an individual to develop responsibility for own actions in a competitive environment.*

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We have to keep in mind the fact that we are in the process of changing social relationships and that for a long period we have had a culture, which hampered self-initiative. Consequently, there is a long way to go towards making changes in relationships and attitudes.

Some of the subject curricula have the content, which relates to building knowledge of entrepreneurship, but most of the curricula do not have this.

*The curricula content for most of the subjects envisage the key competencies. It is theoretically incorporated but non-existing in practice.*

*There are certain elements of this competence. Teachers bear a much higher responsibility to ground and develop this competence through activities in the class. This has been initiated to a certain extent within the EKO – NET and should be scaled-up to involve other schools.*

*These are not contained in the old curricula, whereas they exist in most of the new curricula.*

*The basic definitions are studied through regular subjects in economic schools, and entrepreneurship and business are elective subjects.*

*These are present in the new curricula but not in all subjects. Since it is a general category, it should be studied from the kindergarten.*

*The curricula are not adjusted.*

Teachers, on average, provide little encouragement to development of this competence. The emphasis is on studying theory of the content. *There is a mismatch between theory and the capacity for practical implementation. Teachers do not have these competences themselves and therefore cannot transfer them to students. In-service training of teachers is a key direction in a school's development, and anything else will not give results, unless teachers are sufficiently trained. Only a few teachers, who have been provided training do encourage activities towards developing planning skills and skills to manage activities, perform independent researches through regular programmes and separate projects, such as "enterprise for exercising", groups related to business and entrepreneurship.*

The challenges in developing the "Entrepreneurship" competence are: insufficiently trained teachers, social status of teachers, availability of in-service training aligned with the needs of teachers, wages of teachers and insufficient motivation of students. The legal framework and autonomy of the school are considered to be less interfering. Outside the list of the offered answers, the respondents mentioned the change of thinking and breaking stereotypes as additional challenges.

The "Entrepreneurship" competence should be developed through several subjects, extra-curricular activities and as an elective subject. Only a few think that it should be a separate subject.

School teachers do not have sufficient capacities to develop this competence. Only a small number of teachers attended some of the in-service training sessions. This form of training provides sufficient capacities, but should involve more teachers.

According to opinion of the respondents, the knowledge, skills and capacities that teachers need to develop this competence are: *social skills, organizational skills, innovation, entrepreneurship quality, "manage money for money not to manage you", knowledge of informational systems, development of business plans and other projects.*

#### 4. COMPREHENSIVE ASSESSMENT AT THE EDUCATION POLICY LEVEL

In order to encourage development at a school level, the following should be conducted: *provide training to teaching staff, organize peer education, provide literature, equipment, facilities, involve teachers in the new curricula development and ensure funds to involve external consultants.*

The principal could *encourage practical teaching, students' services and cooperatives, inspire group work with students, organize guests and lectures of successful entrepreneurs, ensure more enterprises for conducting exercises, design projects, implement those and continuously develop a positive attitude towards entrepreneurship.*

The following should be done at the level of the educational system: *involve schools, organize training for principals in this field and introduce "Entrepreneurship" into educational system as an elective subject or through extra-curricular students' activities. Introduce the subject MONEY, organize seminars, organize teacher training, provide schools with better equipment-necessary teaching aids and materials and introduce enterprises for the purpose of conducting exercises in other vocational schools as well.*

*Make changes to the Law to enable schools to deal with entrepreneurship*

*Ensure the necessary number of classes of practical teaching*

*Innovate educational curricula*

*Increase the number of the primary schools that a part of the "Entrepreneurship Clubs" Project*

##### **4.10 Teacher training**

The key competences for lifelong learning are new to the educational system in Montenegro. Consequently, specific teacher training in this field has not been delivered so far.

Before the implementation of the reformed curricula started (2004), primary school teachers had not been provided with organized training at the system level. There were individual projects (Active Learning, Step by Step...), which involved a number of schools and to a certain extent influenced modernization of the teaching process through the implementation of new methods.

Within education system reform the Ministry of Education and Science and the Bureau for Educational Services organized a planned training within the educational system reform to enable teachers to deliver the new curricula. The training is based on developing teachers' capacities to deliver the new subject curricula, to deliver teaching to children with special needs, to become acquainted with interactive methods of work and to modernize the overall teaching process.

Since 2004, training involved 3126 teachers in kindergartens, primary schools and High schools, who deliver teaching according to the reformed curricula. The training is provided for all the teachers and educators of the first grade, who deliver programme according to the curricula for the nine-year primary school. Due to the lack of funds and staff trained to deliver training, it is not planned to deliver training to all school teachers, but the trained teachers will train their colleagues.

The training is delivered by the Continuous Professional Development Sector of the Bureau for Educational Services with the support of international experts. By 2010, training will be provided to a number of teachers of all the primary schools and Gymnasiums in Montenegro.

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The overall characteristic of delivering training to teachers of secondary vocational schools is the lack of funds and capable staff for continuous training. Consequently, the training is mostly provided with the support of international donations and through projects implemented by international organizations/institutions. For the abovementioned reasons, the number of teachers attending the training is small. On the other hand, there is a big need for training of teaching staff working in secondary vocational schools – both pre-services and in-service training.

In parallel with the curricula reform, projects VET1 and VET2004 (technical support to vocational education and training in Montenegro), funded by European Agency for Reconstruction, started providing training to secondary vocational school teachers. The largest number of training hours was implemented within these projects, and the training involved the largest number of teachers. However, it is important to stress that both projects were focused on certain fields of work within vocational education. Consequently, most of the teachers who attended the training teach in: wood-processing, tourism and catering, agriculture, production and processing of food and civil engineering. The VET1 Project was implemented during the period 2002-2003, and the VET2004 Project during the period 2004-2006, and lasted 18 months each. Beside the teacher training, these projects also provided training to trainers, of whom 18 are active trainers.

The total number of teachers and trainers, who have attended various forms of training organized within these projects, is around 500, which makes 25% of the total number of teachers working in the secondary vocational education. The average duration of one seminar/training session is 16 hours. Every teacher has attended, at average, three seminars/training sessions. Training sessions were organized for: planning of teaching process (curricula structure and content), contemporary pedagogy – learning styles and active teaching methodology. The training was funded by the VET1 and VET2004 projects, and delivered by trainers also trained within these projects. The continuity of the training was not ensured after the completion of these projects due to the lack of funds allocated for this purpose. The Centre for Vocational Education, in line with its (modest) capacities, delivers a certain form of teacher training, but mostly focused on planning the teaching process (curricula structure and content) and is delivered prior to the beginning of a school year.

Beside the teacher training delivered within the VET1 and VET2004 projects, and which implemented certain segments of the “Learning to learn” competence, a number of teachers attended and is attending training sessions organized within other projects, which are implemented by international organisations/institutions in Montenegro. Most of these training sessions are occupation-specific, but some of them are delivered in the field of modern pedagogy. Training sessions organized within projects being implemented in entrepreneurship education are important for this work. There are two projects being implemented in this field of the secondary vocational education in Montenegro – Junior Achievement and ECO NET (Kultur Kontakt, Austria). The Junior Achievement Project is more focused on students’ activities and less to teacher training. Consequently, training is delivered once a year and last for three days (24 hours of training). This project is implemented by teachers of various profiles – from teachers of general educational subjects to teachers of professional theoretical subjects and practice teaching. Compared to Junior Achievement, the ECO NET Project is equally focused on students and teachers. As of 2004, teachers attended seven training sessions/seminars, at average 20 hours each or around 140 hours of training per teacher. The training is organized for modern pedagogy – special didactics in teaching economy-related subjects and specific training for teaching “enterprise for exercise” and informatics. During the period 2004-2006, this form of training involved 12 teachers of mostly economy-related group of subjects, and from 2006, the number of teachers involved in the training has increased to 26. Long-term sustainability of the “enterprise for exercise” teaching implies training a larger number of teachers for this field.

#### 4. COMPREHENSIVE ASSESSMENT AT THE EDUCATION POLICY LEVEL

It is also important to stress that, teachers of general education subjects in secondary vocational schools, are not provided with training or any other form of in-service training. These teachers have completed a Faculty that trains them, mostly, to work in general education. Teaching activities, methods and ways to assess students' achievements are not suitable for vocational education, and the result is that students spend most of their time learning general education subject (which is proved by the empiric research – 60% of students said they spend most of the time learning general education subjects). On the other hand, achievements of students in these subjects are extremely weak. This resulted in students having an extremely negative attitude towards general education subjects.

Based on what is said here, the following may be the conclusions:

- Training of primary school and High school teachers cannot be considered sufficient, although it involves contemporary forms and methods of interactive teaching, since the training does not involve all teachers and is not continuously provided;
- Training in the vocational education of Montenegro is not provided to a satisfactory extent and the number of teachers involved in the training is small.



## 5. RECOMMENDATIONS

### ENTREPRENEURSHIP

#### 1. At the education system level:

- Develop a Strategy for entrepreneurship education for the period of five years. The Strategy should cover all educational levels – primary schools, secondary schools (Gymnasiums and secondary vocational schools), post secondary vocational schools, adult education and University education. The purpose of developing the Strategy is to develop a profile of entrepreneurship as one of the basic goals at all education levels. The Strategy should offer the way to implement activities in entrepreneurship education, forms of cooperation with the local community, define competencies of teachers, the position of the school and models to finance activities in the field of entrepreneurship education;
- The curricula should explicitly contain the “Entrepreneurship” as a key competence, whether as a cross-curricular activity or subject teaching:
  - a) At the primary education level, it is necessary to implement activities to include “Entrepreneurship” competence as a cross-curricular activity and project teaching within the extra-curricular activities;
  - b) At the primary educational level and in High schools, introduce “Entrepreneurship” as one of the elective subjects, which is already allowed by the system of designing elective subjects;
  - c) At the secondary vocational education, it is necessary to implement activities to include the “Entrepreneurship” competence as a cross-curricular activity, subject teaching and project teaching within the extra-curricular activity.
- As a precondition to organize teacher training, it is necessary to deliver training to education policymakers, supervisors and advisors in professional institutions (the Bureau for Educational Services and the Centre for Vocational Education) in order to ensure the prerequisites for recognizing this competence at the system level and ensure more quality support to teachers;
- Ensure continuous teacher training in the fields of: modern pedagogy – methods of active teaching and specific training for the entrepreneurship education. The training should involve as many teachers of all profiles as possible – from class teachers and subject teachers in primary schools to teachers of general education subjects and professional theoretical subjects in the secondary vocational schools and practice teachers;
- Provide schools with the support to implement activities by ensuring funds for the projects that promote entrepreneurship and by ensuring teaching aids and teaching materials;
- Develop a necessary infrastructure for organizing contests, fairs of students’ enterprises, etc. to evaluate activities in the field of entrepreneurship education.

#### 2. At the school level

- Develop/improve cooperation between the school and the local community (involve successful business individuals in the teaching, students’ visits to enterprises, cooperation with the NGO sector, etc.);
- Improve activities in the field of professional orientation:

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- a) In secondary vocational schools, scale-up the existing activities to involve counselling for inclusion in the labour market and activities, which will help the students to see the possibilities for self-employment/establishment of an enterprise that provides them with the occupation they are being trained for;
- b) In primary schools, it is also necessary to improve students' professional orientation in terms of introducing students with various occupations and possibilities offered both for employment and self-employment;
- Ensure advisory assistance and support to teachers through active involvement of the school pedagogues and external advisors.

### “LEARNING TO LEARN”

#### 1. At the education system level:

- a) It is necessary to clearly recognize this competence in the subject curricula. It is necessary to develop the concept of the subject curricula in a way to have a clear methodology that strengthens this “Learning to learn” competence. The curricula must unambiguously imply the methodological approach, which will ensure the development of capabilities and skills which make the foundation of this ability;
- b) Although the indirect indicators imply that teachers have not mastered this competence, it is necessary to empirically determine the existence of the “Learning to learn” competence in the pre-service training at the Teacher Training Faculties, which would enable further activities to improve these curricula;
- c) As a precondition to organize teacher training, it is necessary to deliver training to educational policymakers, supervisors and advisors of professional institutions (the Bureau for Educational Services and the Centre for Vocational Training) to create preconditions to recognize this competence at the system level and to provide more quality support to teachers;
- d) Ensure continuous training of teachers in the field of modern pedagogy – interactive teaching methods and critical thinking.  
It is necessary to supplement and adjust the existing teacher training forms in a way that they master this competence to the highest possible extent. The training should involve the largest possible number of teachers of all profiles, from teachers of grade and subject teacher in primary schools up to general education and professional theoretical subjects in secondary vocational schools and practice teachers;
- e) Provide support to schools through training of principals and pedagogues to enable them to recognize, encourage and value application of this competence in the teaching process and extra-curricular activities.

#### 2. At the school level:

- a) Within schools and through the self-evaluation process, develop a system to monitor and evaluate these competencies and build in relevant activities into strategic documents of the school;
- b) Ensure advisory assistance and support to teachers and students through active involvement of the school pedagogues and external advisors;
- c) At the school level, ensure strengthening of this competence in every child in line with individual capabilities;
- d) Encourage teachers to use modern methods that will enable a child-centred teaching process.

## ANNEX 1 – KEY COMPETENCES DEFINITION

<b>LEARNING TO LEARN</b>	
Definition <sup>15</sup>	“Learning to learn” is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence.
Knowledge <sup>16</sup>	Knowledge and understanding of one’s preferred learning methods, the strengths and weaknesses of one’s skills and qualifications. Knowledge of available education and training opportunities and how different decisions during the course of education and training lead to different careers.
Skills	<ul style="list-style-type: none"> <li>● Effective self-management of learning and careers in general;</li> <li>● Ability to dedicate time to learning, autonomy, discipline, perseverance and information management in the learning process;</li> <li>● Ability to concentrate for extended as well as short periods of time;</li> <li>● Ability to reflect critically on the object and purpose of learning;</li> <li>● Ability to communicate as part of the learning process by using appropriate means (intonation, gesture, mimicry, etc.) to support oral communication as well as by understanding and producing various multimedia messages (written or spoken language, sound, music etc.)</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>● A self-concept that supports a willingness to change and further develop competences as well as self-motivation and confidence in one’s;</li> <li>● Positive appreciation of learning as a life-enriching activity and a sense of initiative to learn;</li> <li>● Adaptability and flexibility</li> </ul>
<b>ENTREPRENEURSHIP</b>	
Definition	Entrepreneurship refers to an individual’s ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.
Knowledge	Knowledge of available opportunities in order to identify those suited to one’s own personal, professional and/or business activities.
Skills	<ul style="list-style-type: none"> <li>● Skills for planning, organizing, analyzing, communicating, doing, de-briefing, evaluating and recording;</li> <li>● Skills for project development and implementation;</li> <li>● Ability to work co-operatively and flexibly as part of a team;</li> <li>● Being able to identify one’s personal strengths and weaknesses;</li> <li>● Ability to act proactively and respond positively to changes;</li> <li>● Ability to assess and take risks as and when warranted.</li> </ul>
Attitudes	<ul style="list-style-type: none"> <li>● Disposition to show initiative;</li> <li>● Positive attitude to change and innovation;</li> <li>● Willingness to identify areas where one can demonstrate the full range of enterprise skills — for example at home, at work and in the community.</li> </ul>

<sup>15</sup> Proposal for a recommendation on key competences for lifelong learning  
<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

<sup>16</sup> Implementation of “Education and Training 2010” work programme  
<http://ec.europa.eu/education/policies/2010/doc/basicframe.pdf>

KEY COMPETENCES FOR LIFELONG LEARNING – DEVELOPMENT OF KEY COMPETENCES IN THE MONTENEGRIN EDUCATION SYSTEM

ANNEX 2 – DETERMINATION OF SAMPLE

No	School	Place	Region	Area	Age	Grade	Students <sup>17</sup>	Teachers <sup>18</sup>	Occupation (VET)
<b>PRIMARY EDUCATION</b>									
1	Marko Miljanov	Podgorica	Central	Town	10, 14	4, 8	60	50	
2	Savo Pejanović	Podgorica	Central	Town	10, 14	4, 8	60	60	
3	Jugoslavija	Bar	South	Town	10, 14	4, 8	60	60	
4	Boško Strugar <sup>19</sup>	Ulcinj	South	Town	10, 14	4, 8	60	50	
5	Radomir Mitrović - Polica <sup>20</sup>	Polica (Berane)	North	Village	10, 14	4, 8	40	30	
6	Nikola Đurković	Radanovići (Kotor)	South	Suburban	10, 14	4, 8	40	30	
7	Marko Miljanov	Bijelo Polje	North	Town	10,14	4,8	40	40	
<b>SECONDARY VOCATIONAL EDUCATION</b>									
1	Economy-catering school	Nikšić	Central	Town	18	4	30	50	Tourism technician
2	Economy-catering school	Bar	South	Town	17, 18	3,4	50	40	Cook, Tourism technician
3	Secondary vocational school	Bijelo Polje	North	Town	17, 18	3, 4	50	50	Cook, Tourism technician
4	Secondary school "Sergije Stanić"	Podgorica	Central	Town	17	3	20	60	Cook
5	Secondary agriculture school	Bar	South	Town	18	4	40 <sup>21</sup>	50	Agriculture technician
6	Economy school "Mirko Vešović"	Podgorica	Central	Town	18	4	30	50	Economy technician
7	Secondary school "Vukadin Vukadinović"	Berane	North	Town	18	4	30	50	Economy technician
8	Secondary construction school "Inž Marko Radević"	Podgorica	Central	Town	18	4	30	40	Technician for construction

<sup>17</sup> Expected number of students.

<sup>18</sup> Expected number of teachers.

<sup>19</sup> Two languages school - (1) Albanian and (2) Montenegrin, Serbian, Croatian, Bosnian language

<sup>20</sup> Primary school Polica is village school. It is part of the Radomir Mitrović primary school.

<sup>21</sup> Two classes in the same school. It is the only secondary agriculture school in Montenegro educate for Agriculture technician occupation.

No	School	Place	Region	Area	Age	Grade	Students <sup>17</sup>	Teachers <sup>18</sup>	Occupation (VET)
9	Secondary school "Ivan Goran Kovačić"	Herceg Novi	South	Town	17, 18	3, 4	80	50	Technician for construction, Tourism technician, Cook
10	Secondary vocational school	Nikšić	Central	Town	17, 18	3, 4	40	40	Car mechanic, Machinery technician
11	Secondary vocational school "Ivan Uskoković"	Podgorica	Central	Town	17, 18	3, 4	50	50	Car mechanic, Machinery technician

*Summary:*

*Number of schools – 18 (Central – 8, North – 4 and South – 6);*

*Number of municipalities – 8 (Central – 2, North – 2 and South – 3);*

*Expected number of students - 810 (primary education – 360 and secondary vocational education – 450);*

*Expected number of teachers – 850 (primary education – 320 and secondary vocational education – 530)*

KEY COMPETENCES FOR LIFELONG LEARNING – DEVELOPMENT OF KEY COMPETENCES IN THE MONTENEGRIN EDUCATION SYSTEM

ANNEX 3 – ACCOMPLISHED SAMPLE

Students - primary education

School	8 <sup>th</sup> grade				4 <sup>th</sup> grade	
	Entrepreneurship		Learning to learn		Learning to learn	
	Frequency	%	Frequency	%	Frequency	%
"Marko Miljanov" Podgorica	23	13.8	28	15.6	22	12.7
"Savo Pejanovic" Podgorica	26	15.6	30	16.7	32	18.5
"Jugoslavija" Bar	22	13.2	26	14.4	28	16.2
"Bosko Strugar" Ulcinj	24	14.4	20	11.1	22	12.7
"Radomir Mitrovic" Polica, Berane	29	17.4	29	16.1	14	8.1
"Nikola Djurkovic" Radovici, Kotor	19	11.4	21	11.7	32	18.5
"Marko Miljanov" Bijelo Polje	24	14.4	26	14.4	23	13.3
<b>Total</b>	<b>167</b>	<b>100.0</b>	<b>180</b>	<b>100.0</b>	<b>173</b>	<b>100.0</b>

Gender	8 <sup>th</sup> grade						4 <sup>th</sup> grade		
	Entrepreneurship			Learning to learn			Learning to learn		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
<b>Region</b>									
North	14.8%	16.0%	30.9%	15.3%	14.7%	29.9%	6.6%	13.9%	20.5%
Central	13.0%	16.7%	29.6%	14.1%	18.1%	32.2%	13.9%	18.1%	31.9%
South	16.0%	23.5%	39.5%	19.2%	18.6%	37.9%	22.9%	24.7%	47.6%
<b>Total</b>	<b>43.8%</b>	<b>56.2%</b>	<b>100.0%</b>	<b>48.6%</b>	<b>51.4%</b>	<b>100.0%</b>	<b>43.4%</b>	<b>56.6%</b>	<b>100.0%</b>

Students - Vocational education

School	Frequency	%
Economy-catering school Niksic	30	8.4
Economy-catering school Bar	39	11.0
Secondary vocational school Bijelo Polje	36	10.1
Secondary school "Sergije Stanic" Podgorica	17	4.8
Secondary agriculture school Bar	28	7.9
Economy school "Mirko Vesovic" Podgorica	27	7.6
Secondary vocational school "Vukadin Vukadinovic" Berane	23	6.5
Secondary school "Ing Mirko Vesovic" Podgorica	18	5.1
Secondary school "Ivan Goran Kovacic" Nerceg Novi	78	21.9
Secondary vocational school Niksic	20	5.6
Secondary school "Ivan Uskokovic" Podgorica	40	11.2
<b>Total</b>	<b>356</b>	<b>100.0</b>

Students - Vocational education																
Occupation	Tourism technician		Cook		Agriculture technician		Economy technician		Construction technician		Car mechanic		Machinery technician		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
North	9	2.6%	5	1.4%			4	1.1%							18	5.1%
Centre	6	1.7%	10	2.8%			8	2.3%	17	4.8%	31	8.8%	17	4.8%	89	25.3%
South	15	4.3%	23	6.5%	21	6.0%			20	5.7%					79	22.4%
<b>Σ</b>	<b>30</b>	<b>8.5%</b>	<b>38</b>	<b>10.8%</b>	<b>21</b>	<b>6.0%</b>	<b>12</b>	<b>3.4%</b>	<b>37</b>	<b>10.5%</b>	<b>31</b>	<b>8.8%</b>	<b>17</b>	<b>4.8%</b>	<b>186</b>	<b>52.8%</b>
North	16	4.5%	5	1.4%			18	5.1%							39	11.1%
Centre	24	6.8%	7	2.0%			18	5.1%	1	.3%			12	3.4%	62	17.6%
South	38	10.8%	19	5.4%	7	2.0%			1	.3%					65	18.5%
<b>Σ</b>	<b>78</b>	<b>22.2%</b>	<b>31</b>	<b>8.8%</b>	<b>7</b>	<b>2.0%</b>	<b>36</b>	<b>10.2%</b>	<b>2</b>	<b>.6%</b>			<b>12</b>	<b>3.4%</b>	<b>166</b>	<b>47.2%</b>
<b>Total</b>	<b>108</b>	<b>30.3%</b>	<b>71</b>	<b>19.9%</b>	<b>28</b>	<b>7.9%</b>	<b>50</b>	<b>14.0%</b>	<b>39</b>	<b>11.0%</b>	<b>31</b>	<b>8.7%</b>	<b>29</b>	<b>8.1%</b>	<b>356</b>	<b>100.0%</b>

Students - Vocational education				
Grade	Region			Total
	North	Centre	South	
III				
% within grade	10.8%	47.1%	42.2%	
% of total	3.1%	13.5%	12.1%	28.7%
IV				
% within grade	18.9%	40.9%	40.2%	
% of total	13.5%	29.2%	28.7%	71.3%
<b>Total</b>				
% within grade	<b>16.6%</b>	<b>42.7%</b>	<b>40.7%</b>	
% of total	<b>16.6%</b>	<b>42.7%</b>	<b>40.7%</b>	

## ANNEX 4 – ACCOMPLISHED SAMPLE

### Secondary vocational education teachers

	Count	%
Economy-catering school Niksic	40	9.5
Economy-catering school Bar	32	7.6
Secondary vocational school Bijelo Polje	48	11.3
Secondary vocational school "Sergije Stanic" Podgorica	26	6.1
Secondary agriculture school Bar	30	7.1
Economy school "Mirko Vesovic" Podgorica	19	4.5
Secondary vocational school "Vukadin Vukadinovic" Berane	40	9.5
Secondary school "Ing Mirko Radevic" Podgorica	41	9.7
Secondary school "Ivan Goran Kovacic" Herceg Novi	68	16.1
Secondary vocational school Niksic	29	6.9
Secondary school "Ivan Uskokovic" Podgorica	50	11.8
<b>Sum</b>	<b>423</b>	<b>100</b>

Gender	Type of subjects	North	Centre	South	Total
Male	General subjects	6.2%	5.4%	5.9%	17.4%
	Vocational theoretical subjects	3.6%	3.8%	2.6%	10.0%
	Practical work subjects	2.6%	5.9%	1.8%	10.3%
	Sub total	12.3%	15.1%	10.3%	37.7%
Female	General subjects	5.6%	20.0%	15.4%	41.0%
	Vocational theoretical subjects	2.8%	10.8%	3.1%	16.7%
	Practical work subjects	1.3%	1.5%	1.8%	4.6%
	Sub total	9.7%	32.3%	20.3%	62.3%
<b>Total</b>		<b>20.8%</b>	<b>48.7%</b>	<b>30.5%</b>	<b>100.0%</b>

### Secondary vocational education teachers

Education \ Work experience	Secondary education <sup>22</sup>	Higher (high) <sup>23</sup> education	Faculty/ Master <sup>24</sup>	Master of science/ Doctor of science	Total
Less than 10	1.5%	1.5%	32.0%	1.3%	36.3%
10-20	.0%	3.3%	30.2%	.5%	34.0%
21 and more	1.0%	2.3%	25.3%	1.0%	29.7%
<b>Total</b>	<b>2.6%</b>	<b>7.2%</b>	<b>87.5%</b>	<b>2.8%</b>	<b>100.0%</b>

<sup>22</sup> National qualification framework IV

<sup>23</sup> National qualification framework VI

<sup>24</sup> National qualification framework VII-1

## ANNEX 5 – ACCOMPLISHED SAMPLE

## Primary education teachers

School	Frequency	%
"Marko Miljanov" Podgorica	45	16.7
"Savo Pejanovic" Podgorica	44	16.4
"Jugoslavija" Bar	51	19.0
"Bosko Strugar" Ulcinj	42	15.6
"Radomir Mitrovic" Polica, Berane	18	6.7
"Nikola Djurkovic" Radovici, Kotor	22	8.2
"Marko Miljanov" Bijelo Polje	47	17.5
<b>Total</b>	<b>269</b>	<b>100.0</b>

Gender	Type of teaching	North	Centre	South	Total
Male	Homeroom teaching	10.0%	12.7%	14.3%	<b>37.1%</b>
	Subject teaching	6.2%	12.4%	18.1%	<b>36.7%</b>
	Sub total	16.2%	25.1%	32.4%	<b>73.7%</b>
Female	Homeroom teaching	1.2%	1.5%	4.2%	<b>6.9%</b>
	Subject teaching	7.7%	6.2%	5.4%	<b>19.3%</b>
	Sub total	8.9%	7.7%	9.7%	<b>26.3%</b>
<b>Total</b>		<b>24.2%</b>	<b>33.1%</b>	<b>42.8%</b>	<b>100.0%</b>

## Primary education teachers

Education Work experience	Secondary education <sup>25</sup>	Higher (high) <sup>26</sup> education	Faculty/ Master <sup>27</sup>	Total
	Less than 10	.5%	4.7%	30.3%
10-19	.9%	17.1%	13.3%	<b>31.3%</b>
20 and more	3.8%	24.2%	5.2%	<b>33.2%</b>
<b>Total</b>	<b>5.2%</b>	<b>46.0%</b>	<b>48.8%</b>	<b>100.0%</b>

25 National qualification framework IV

26 National qualification framework VI

27 National qualification framework VII-1

