

University of Montenegro LLL Strategic Plan - draft

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Workshop on Recognition and Flexible Learning
Paths

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dellco

Lifelong Learning Strategic Plan document is a result of three month planning efforts with the purpose to identify strategies that can assist University to develop its lifelong learning (LLL) function and offer flexible and adaptable programmes and courses that will be compatible with the fast changing labour market and societal needs of Montenegro and the region.

- The University LLL Strategic Plan is based on the recommendations that emerged from:
 - - Extensive consultation with the University leadership and social partners,
 - - A synthesis of the inputs and recommendations emerged from the Strategic Planning Workshop held in October 2011, and
 - - Recommendations based on the Report on comparable University strategies “Comparative Overview of LLL Laws in EU countries” (DeLLCo deliverable 1.2) and the report “Elaboration and Analysis of Labour Market Needs” (DeLLCo deliverable 2.1).

The University Strategic Plan for LLL defines:
University LLL Values
University LLL Mission Statement
University LLL Vision Statement
University Five Strategic LLL Goals for the Next Five
Years:

- To adopt lifelong learning as a mind-set in the culture of the University and Montenegrin society as a whole

- To strengthen our teaching, scientific research and our service to the society by embedding LLL approach and activities
- To develop a well-organized and efficient support system with clearly defined processes, competencies, responsibilities, and resources necessary for the implementation of LLL at the University
- To build and employ synergistic partnerships at different levels to support the conditions, production and delivery of LLL and extend our reach to the new groups of learners

European Policy Framework for LLL

The Lisbon Strategy (2000), included the modernization agenda for HE by underlying knowledge and innovation and the introduction of a variety of instruments aimed at the strengthening the European Research Area and transforming EU in the “most competitive and dynamic knowledge-based economy in the world”.

EUA Charter on Lifelong Learning, in all the communiqués: Prague 2001, Berlin 2003, Bergen 2005, London 2007, Leuven Communiqué, Conference of European Ministers for Higher Education in 2009.

The “Education and Training 2010” Work Programme, provides a solid framework for the European cooperation in education aiming at improving the quality and effectiveness of education and training systems in the EU, making LLL accessible to everyone.

European Policy Framework for LLL

Copenhagen Process, a declaration, signed in Copenhagen in 2002, aimed at establishing recognition and transparency in the standards and content of vocational qualifications, compatibility between the qualifications framework of Member States, and introducing measures for quality assurance with regards to mutually recognised qualifications, which allow users to link and build on learning acquired at various times, in both formal and non-formal contexts.

Education and Training 2020 (ET2020) - the framework looks at the whole spectrum of education and training systems from a LLL perspective, covering all levels and contexts including non-formal and informal learning.

The European Qualification Framework (EQF) - a European reference framework for qualifications for LLL, which facilitates the comparison of educational and professional qualification across different European countries by linking examination and educational levels in those countries to a common European framework.

National Policy Framework for Lifelong Learning

Key Strategic Documents Adopted within Education and Training Framework

Strategy for Adult Education in Montenegro (2005-2015)

Adult Education Action Plan (2010-2014)

Strategy of the Vocational Education Development (2010-2014)

Action Plan for Implementing the Strategy of Education Training

Development in Montenegro (2010-2011)

Strategy for Lifelong Entrepreneurial Learning (2008-2013)

Strategy for Introduction of the Montenegrin Qualification Framework (2008-2013)

Strategy for Establishment of the National Qualification Framework in Montenegro (2008-2010)

Strategy for Development and Financing of Higher Education in Montenegro

National Policy Framework for Lifelong Learning

Key Strategic Documents Adopted within **Employment Framework**

National Strategy on Employment and Human Resources Development (2007-2011)

National Action Plan for Employment 2008-2009 and 2010-2011

Human Resources Development - Montenegro 2017

NYAP – National Youth Action Plan (2007-2012)

Strategy for Integration of People with Disabilities in Montenegro (2008-2016)

as well as pending: National Employment Strategy (2012-2017) and four local employment strategies tailored for the municipalities in the North of Montenegro.

The University (working) Definition of Lifelong Learning

A continued education and training of citizens of Montenegro and neighbouring regions throughout their lives by encompassing all academic levels and all form of learning and research (formal, non formal, or informal) through structured courses or activities offered at the University and through formed partnerships to meet challenges of ever changing society.

Key Stakeholders and Their key Expectations

Staff

Students

Alumni

Government and Government Agencies

External Partners and Clients

Key Aspects for Developing and Implementing Institutional LLL Strategies

In the creation and implementation of its institutional lifelong learning strategies, the University of Montenegro is taking into consideration the following four key aspects:

- Diversification of student population
- Diversification of the University's services to learners
- Diversification of the University's educational provision
- Diversification of the University partnerships in order to achieve their LLL educational goals

Strategic Lifelong Learning Goals, Objectives and Success Factors

STRATEGIC GOAL 1: TO ADOPT LIFELONG LEARNING AS A MIND-SET IN THE CULTURE OF THE UNIVERSITY AND MONTENEGRIN SOCIETY AS A WHOLE

STRATEGIC GOAL 2: TO STRENGTHEN OUR TEACHING, SCIENTIFIC RESEARCH AND OUR SERVICES TO SOCIETY BY EMBEDDING LIFELONG LEARNING APPROACH AND ACTIVITIES

STRATEGIC GOAL 3: DEVELOP A WELL-ORGANIZED AND EFFICIENT SUPPORT SYSTEM WITH CLEARLY DEFINED PROCESSES, RESPONSIBILITIES, COMPETENCIES AND NECESSARY RESOURCES TO ATTAIN EMBEDDING OF LLL AT THE UNIVERSITY

STRATEGIC GOAL 4: TO BUILD AND EMPLOY SYNERGISTIC PARTNERSHIPS AT DIFFERENT LEVELS TO SUPPORT THE CONDITIONS, PRODUCTION AND DELIVERY OF LLL AND EXTEND OUR REACH TO THE NEW GROUPS OF LEARNERS

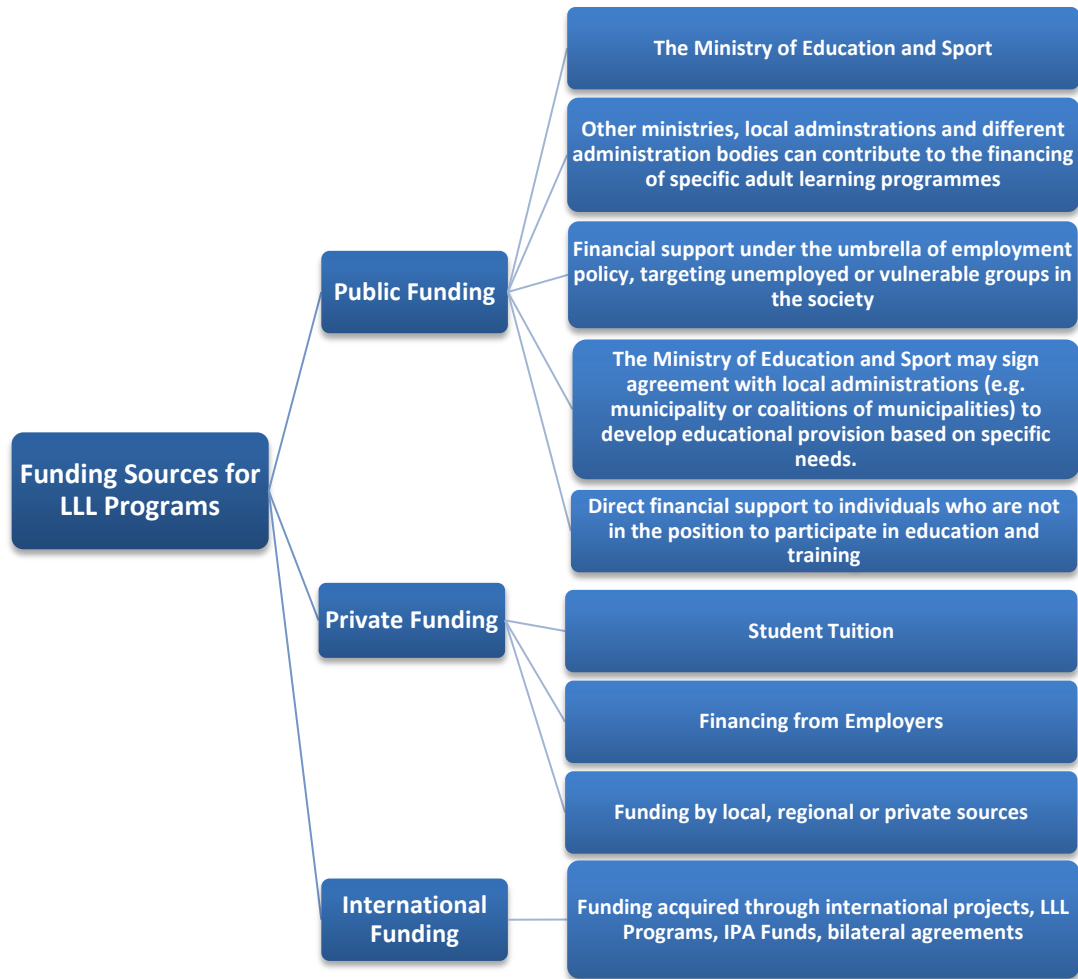
STRATEGIC GOAL 5: TO IMPROVE PERFORMANCE, ASSESSMENT AND ACCOUNTABILITY OF LLL ACTIVITIES AND SPONSORED PROJECTS

Positioning LLL within the University of Montenegro and Resources for Achieving LLL Goals

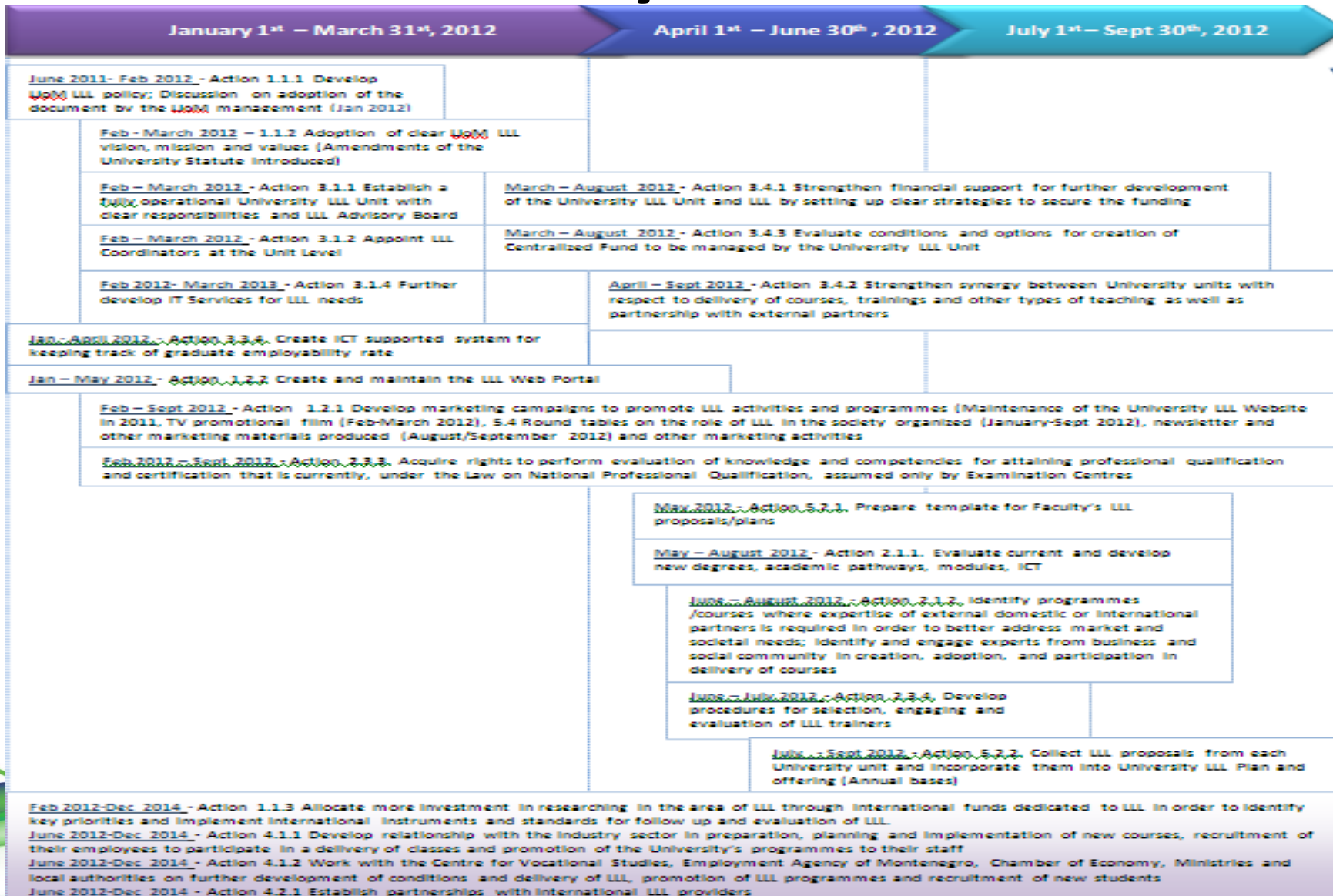
LLL Administration and Resources for Achieving LLL Goals

- LLL Unit
- LLL Advisory Board
- Network of designated LLL coordinators at each University unit
- Career Development Center

Financial Resources



Monitoring and Evaluation of University's LLL Plan



Performance Metrics

No	Measures	Category	Goal Objective	Objective No.
1	Number of focus groups conducted in order to create relevant courses based on the market and learners needs/interests	LLL – Research Initiatives	1	1
2	Number and quality of inter-project coaching	LLL – Research Initiatives	1	1
3	Number of projects related to LLL	LLL – Research Initiatives	1	1
4	Number of University units/staff supporting and participating in LLL activities	Marketing and Promotion of LLL activities and programmes (within the UoM)	1	1
5	Number of UoM LLL Website visitors and their comments	Marketing and Promotion of LLL activities and programmes	1	2
6	Number of articles published	Marketing and Promotion of LLL activities and programmes	1	2
7	Measurement of TV promotional Film success including Audience Reach, Frequency, OTS (opportunity to see), Gross Rating Points (GRPs), Target Rating Points (TRPs), Cost of Press Advertising/number of student enrolled and other indicators. Online reach through social networks, engagement and other indicators (YouTube and other social media sites).	Marketing and Promotion of LLL activities and programmes	1	2
8	Level of interest generated from Round Tables	Marketing and Promotion of LLL activities and programmes	1	2
9	Number of students interested and enrolled in new programmes/courses	Marketing and Promotion of LLL activities and programmes	1	2
10	Number of LLL Web Portal visitors	Marketing and Promotion of LLL activities and programmes	1	2
11	Level of visitor engagement (LLL Web Portal)	Marketing and Promotion of LLL activities and programmes	1	2
12	Number of clients (institutions) interested in LLL programmes	Marketing and Promotion of LLL activities and programmes	1	2
13	Success measures of Prior Learning Information and Networking Campaign	Marketing and Promotion of LLL activities and programmes	1	2
14	Number of current programmes/modules identified to be offered as a part of LLL	LLL – Research Initiatives	2	1
15	Number of new pathways developed and introduced	LLL Performance	2	1
16	Number of new programmes/modules developed and introduced	LLL Performance	2	1
17	Number of multidisciplinary study programmes developed and introduced	LLL Performance	2	1
18	Ratio of in-house and external staff engaged in delivering LLL courses	LLL Capacity and Capability	2	1
19	Number of partners involved in LLL activities and course delivery	LLL Capacity and Capability	2	1
20	Level of compliance of new educational programmes with a real labour needs	LLL Performance	2	2
21	Number and quality of LLL modules created per year	LLL Performance	2	2
22	Number of LLL students enrolled per programme/per year	LLL Performance	2	2
23	Number of flexible part time programmes introduced	LLL Capacity and Capability	2	2
24	Number of flexible part time students enrolled	LLL Performance	2	2
25	Number of Internships successfully completed	LLL Performance	2	2
26	Employer satisfaction level of student performance	LLL Performance	2	2
27	Number of square feet utilized for LLL programmes	LLL Capacity and Capability – operational perspective	3	1