

Standard Summary Project Fiche – IPA centralised programmes

Project Fiche: 8

1. Basic information

Background

1.1 CRIS Number: 2011/023-173

1.2 Title: Introducing ECDL standards in the educational system

1.3 ELARG Statistical code: 2.26

1.4 Location: Montenegro

Implementing arrangements:

1.5 Contracting Authority: Delegation of European Union to Montenegro

1.6 Implementing Agency: Delegation of European Union to Montenegro

1.7 Beneficiary (including details of project manager):

Ministry for Information Society and Telecommunications (MIST)

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Ministry of Education and Sport (MES)

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Financing

1.8 Overall cost (VAT excluded): € 778 000

1.9 EU contribution: € 700 000

1.10 Final date for contracting:

Three years from the date of signature of the financing agreement.

1.11 Final date for execution of contracts:

Two years from the final date for contracting.

1.12 Final date for disbursements:

One year from the final date for execution of the contract

2. Overall Objective and Project Purpose

2.1 Overall Objective

To develop a sound knowledge based society in Montenegro.

2.2 Project purpose

To enhance ICT capacities of governmental and educational institutions by introducing ECDL (European Computer Driving Licence) standards and establishing an ECDL testing centre.

2.3 Link with AP/NPAA/ EP/ SAA

The SAA, under article 105, underlines the need for ‘further cooperation and gradual alignment of policies and legislation, as well as preparation of the whole society for the digital age’. **eSEE Agenda Plus for the development of information society in South-Eastern Europe 2007- 2012**, signed at a Ministerial Conference in Sarajevo on 29 October 2007., has resulted in a Strategy for Information Society Development – which represents a path towards knowledge based economy. In this agenda, in section b) priority area: innovation and investment in ict research and education, part 2 Curriculum for ICT skills, it is stated, "In order to increase ICT skills in our societies, we shall improve our education system by directly changing curriculums in our schools. Such change should create mandatory standards for minimum and advanced ICT skills that pupils must acquire in their education.". In part 3 establish vocational training in ICT it is stated "For the purpose of bridging knowledge gaps between generations, we shall establish vocational trainings in ICT and work with the private sector in order to level ICT knowledge in our societies. Vocational training should provide life-long learning programs available to all.”

The National Programme for Integration of Montenegro into EU clearly emphasizes the importance of enhancing administrative capacities and efficiency and transparency of state administration operation (section 3. 10.2.3 Mid-Term Priorities).

2.4 Link with MIPD

The MIPD (2011 – 2013), in section 2.6.3: *Montenegro should develop "additional efforts" in the information society and media (incl. electronic communications).*

In sections 3 and 3.5: *improve social inclusion in general, to improve social services as well as education and high quality vocational education and training (VET) system.*

2.5 Link with National Development Plan

Not applicable.

2.6 Link with National strategies

The proposed project is linked to a number of key government strategies and plans, namely:

- **Strategy for Information Society Development in Montenegro from 2009 to 2013** has been adopted in early 2009. It was a result of regional document eSEE Agenda Plus (signed at a ministerial regional conference in October 2007). In section 12 Development of ICT Sector, subsection Objectives up to year 2013, it is defined that the attention will be focused on standardization of organization and business in ICT, both in the private sector and in state administration, using international standards such as ECDL (European Computer Driving License) and other relevant standards. In section 5, subsection Objectives up to year 2013, it is stated "Education, further education, qualifications and advanced qualification in domain of ICT, have great importance for professional advanced training of adults. The most common method for education is to attend ICT training courses, after which one generally is awarded a certificate, which usually has no assessable value, except when it has international character, such as ECDL."

- **Strategy for introducing ECDL standard** clearly defines importance of introducing ECDL standard for public administration. In section 6 Conclusions, point 3, states that it is necessity to form infrastructure in state and public institutions, which will support mass training and testing of employees according to ECDL program. In order to be more economical, existing physical infrastructure should be included and support for staff in the form of ICT training, provision of learning materials, etc. should be provided.

- As elaborated in **MEIS - Montenegrin educational information system**, part 4 Computer education for teachers (CEFT) project, point 4.1.2 Selection of methodology for preparation of CEFT project, "In the preparation of the project of training for teachers and other staff in the use of ICT in the educational system of Montenegro (hereinafter: CEFT), methodologies and standards prescribed by ECDL (European Computer Driving License Foundation) and ICDL (International Computer Driving License) were used. These methodologies for preparation of IT education and testing programs are applied with great success all over the world. They will be explained in more detail later. The ECDL/ICDL methodology ensures the development of a modern, permanent IT training for teachers and IT staff in education. It is very important to stress that this methodology enables training independent of the choice of

specific hardware or software solutions and supports all the strategic goals of the educational reform in Montenegro."

3. Description of project

3.1 Background and justification

There is no doubt that information and communication technologies (ICT) have considerable impact on economic development, employment and human resources. In terms of this, development of the economy based on knowledge, generation of efficient public administration and the inclusion of all citizens in the organization of public life should be priorities of great value for a small country with limited resources, such as Montenegro.

ICT have significant impact on economic growth, employment and human resources. According to "i2010 – A European Information Strategy for growth and employment" around 25% of GDP goes to ICT and ICT makes around 40% of productivity growth in EU. In order to achieve these results, on its path towards EU, Montenegro needs to develop up-to-date ICT solutions for public and private sector. This creates clear picture about creation of information society as a strategic goal of Montenegro in its social, economic and political development.

In EU integration process, information society development is one of the obligations to be fulfilled, and public administration must improve its administrative capacities in order to meet all the requirements set upon Montenegro. Having in mind speed of progress and changes in this area, keeping the level of qualifications of public administration staff in accordance with this progress is very important.

Montenegro is a small country with limited resources. Having this in mind, the development of knowledge-based economy is of essential importance, as well as creation of efficient public administration and involvement of all citizens and other relevant stakeholders in these tasks is highly advisable and welcome.

Information society development, as well as proper usage of ICT for increasing efficiency of economic and social process, demands coordination of efforts and activities of all public institutions. In that sense, coordination of information society development and implementation of strategy and action plans is in responsibility of the Ministry for information society and Telecommunications.

The Ministry for Information Society and Telecommunications takes actions in raising awareness on the necessity of gaining knowledge in ICT skills, on new achievements in information society and their usage. Ministry organizes promotional projects, such as "10 for 10", "100 for 100", etc., with main goal to improve computer skills of citizens, as well as promotion and raising awareness of ICT.

Key problem for success of elaborated goals is insufficient elementary ICT skills of public administration and teaching staff. Better IT skills will reduce the risk of failure of key ICT infrastructure and eGovernment projects, which include public administration as a stakeholder. For example, Ministry for information society and telecommunications developed eDMS (electronic document management system) for staff employed in Government of Montenegro. The risk of implementation of this strategic project is high because public administration employees do not have ICT skills on satisfactory level.

The Ministry of education and sports has developed a Creative Teaching portal with the main idea to improve teaching and to enable teachers and professors to improve and refresh their teaching. The response was very weak even though the Ministry organized competition for the selection of the best ideas, made efforts to promote project and gave high rewards for best ideas. Low ICT skills of teachers and professors are recognized as a main reason for poor results. In addition, Ministry of education and sport has developed didactic software for teaching, which is not used on a sufficient level because of low ICT skills of teachers.

Health fund of Montenegro developed Health information system 2 years ago. This project was endangered by low-level IT skills of health sector employees. They organized an ECDL training program for every employee in Health system in Montenegro, after which they started using Health IS with high efficiency.

Those examples clearly identify low ICT skills as a key problem for implementation of strategic projects. In addition, better ICT skills will result higher efficiency of public administration, services of government would become faster and more accurate, which would ease the burden of citizens and companies investors in Montenegro.

In most countries in EU ECDL is prerequisite for employment in governmental institutions. For example, in neighbouring countries like Italy and Germany, almost 100% of governmental officers possess ECDL certificate, comparing with Montenegro, where less than 1% of officers have same certificate and our goal is to reach this level as aforementioned countries.

Our long-term vision is that no student can receive a diploma without the ECDL and no public officer or teacher can get job without it.

3.2 Assessment of project impact, catalytic effect, sustainability and cross border impact

Project will improve governmental and educational services (especially in the area of eGovernment, lifelong learning, vocational education, etc.), as well as other fields, in line with the strategic goals of government strategies and the SAA.

The successful implementation of the project for ECDL training will demonstrate good implementation practice and adherence to EU standards. Consequently, it can further enhance cooperation and processes within Government of Montenegro.

This project will pave the way for further development in this area and increase effects of implemented projects in the Government. In addition, it will reduce the risks of failure of implementation of new ICT projects.

This project can develop better, faster, uniform and more effective communication within government.

Increasing usage of information technologies in the Governmental institutions, can affect efforts to preserve environment because of less use of paper and rational use of electrical power. Therefore, enhancing ICT skills of governmental officers will affect those aims.

Successful implementation of this project would initiate funding of further trainings from budget of the Government of Montenegro, which would use infrastructure developed in this project.

After this project is finished certain number of trainers and examiners, which would work for government, would be certified to deliver ECDL trainings and examination and they would continue to monitor development and sustainability of this project and to implement similar projects for public administration and teaching staff.

3.3 Results and measurable indicators

Results:

1. Action plan for implementation of ECDL trainings prepared and implemented.
(*Measurable Indicator: Action plan approved by beneficiaries*)
2. ECDL test centre fully operational as a part of Montenegrin Examination Centre established
(*Measurable Indicators: Licence for ECDL test centre acquired; ECDL test and examination centre certified and functional; At least 2000 certificates issued by the end of project*)
3. ECDL examiners trained and certified.
(*Measurable Indicator: At least 20 ECDL examiners licenses acquired*)
4. Teaching staff and civil servants trainings on ECDL standards conducted.
(*Measurable Indicator: At least 2000 teachers and 1000 civil servants trained in ECDL test and examination centre until the end of project; At least 2000 trainees successfully acquired ECDL certificates until the end of project*)
5. Fully functional web site for support established.
(*Measurable Indicator: Web-site platform functionalities approved by beneficiaries*)

6. Information campaign to promote ECDL organized
(*Measurable Indicator: At least 5 campaigns to promote this project and to raise awareness of ECDL necessity organized*)

3.4 Activities

All activities will be implemented through a direct grant to ECDL financed by both IPA and national contribution.

- 1.1 Preparation of an Action plan for implementation of ECDL trainings.
- 2.1 Preparing all necessary documentation for establishing ECDL test centre as a part of Montenegrin Examination Centre (institution legally accredited for all types of examinations by Government of Montenegro)
- 2.2 Provide all necessary licenses (for ECDL test centre, for trainers, for examiners and all licenses for trainees)
- 2.3 Provide all teaching materials (books for acquiring all licenses, brochures, promotional materials etc.)
- 2.4 Define organizational structure of ECDL training centre
- 3.1 Delivery of trainings for examiners
- 3.2 Delivery of trainings for trainers
- 3.3 Conduct exams and certification for examiners and trainers
- 4.1 Delivery of trainings for teaching staff
- 4.2 Delivery of trainings for civil servants
- 4.3 Conducting of standardized ECDL testing for the trained teaching staff and civil servants
- 5.1 Designing of web site as a support for training platform.
- 5.2 Providing hosting for aforementioned website
- 5.3 Organize maintenance
- 6.1 Organize information campaign to promote ECDL and this project.

3.5 Conditionality and sequencing

Full commitment and support of the beneficiary, including their readiness to establish and take active part in a Steering Committee that will coordinate the implementation of the technical assistance project is one of key preconditions to assure sound implementation of this project.

The project implementation is subject to the following conditions:

- Montenegrin government co-financing for the project guaranteed
- Readiness of ECDL foundation to support project
- At least 5 experts employed by Government for Examination centre.
- Institutional commitment from the part of Montenegrin Public institutions
- Readiness of key stakeholders to take ECDL training and their commitment to project
- Interest to accepting new technologies and readiness to accept necessary changes of key stakeholders.
- Availability of IT infrastructure

In the event that conditions are not met, suspension or cancellation of projects will be considered.

As far as sequencing is concerned, Ministry of education and sports will take the responsibility to provide necessary resources (Training centre premises, logistics issues) for realisation of the project. Government will provide contracts for newly employed staff of examination centre.

Second contract, direct grant, has no other sequencing issues.

3.6 Linked activities

Health fund introduced ECDL for doctors and pharmacist employed in national Health system. Reason for this is endangered implementation of information system, because of insufficient ICT skills of main users of the system. Management of Health fund decided to conduct ECDL trainings and testing for those users and they achieved great results. Health information system is used by every hospital in Montenegro and successful implementation of this system increase efficiency and lower the costs of Healthcare in Montenegro.

IPA 2009 project “Support to the Digitalization of the Montenegrin Public Broadcasting” which overall objective was to support development of the information society and electronic media in Montenegro by providing added value services and faster access to new technologies to citizens of Montenegro that will ultimately contribute to an improvement of their standard of living and of citizens/consumers' rights.

In the education system, there are many efforts to introduce ICT solutions. As result of these efforts, around 90% of all elementary schools have computer classrooms. Since 2009, all elementary schools have trained ICT schools coordinators who are teachers, responsible for implementation of ICT solutions on the school level. However, problem is that many other teachers do not have adequate ICT skills to use available equipment and developed systems.

UNDP organized a training programme for public servants dealing with ICT issues in Tallin, Estonia. Training was about Estonian experiences on e-Government and ICT policy. Participants on this training were from Deputy Prime Ministers Cabinet, Ministry of

Education and Science and Secretariat for Development (Ministry for Information society and telecommunications is legal successor of this secretariat).

This project is very closely linked to the twining project IPA 2010 “Strengthening administrative capacities in information society”, which overall objective is the development of information society in Montenegro in accordance with EU and international standards. Its project purpose is to strengthen the administrative capacities of the Ministry for information society, in order to increase the quality of information society services and to stimulate access and usage of on-line government services. Project is in first phase.

3.7 Lessons learned

Montenegro, as any other state on their integration path, faces a problem of administrative capacities. An experience shows that solving this issue is a time consuming process. State reform process shows certain improvement, but there is a still open question on how to establish efficient, professional, independent and transparent public administration.

A genuine inter-activity among government bodies is needed for eGovernment programs to be successful. Key lesson for various experiences is that putting public service on line is not enough to achieve efficiency gains, on line processes complement and do not replace off-line processes.

Since governments of Croatia and Bosnia introduced similar projects three years ago, they achieved great results in the area of ICT literacy. An example of 100 schools in Germany that have developed ECDL test centre for their students is an example of how to implement ECDL and to increase ICT literacy.

Finally, which is applicable to all part of this project, is that specific training and increased digital literacy is necessary as for operators as well as for users of the governmental services.

4. Indicative Budget (amounts in €)

			SOURCES OF FUNDING									
			TOTAL EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL CONTRIBUTION						PRIVATE CONTRIBUTION
ACTIVITIES	IB	IN V	EUR (a)=(b)+(c)+(d)	EUR (b)	%	Total EUR (c)=(x)+(y)+(z)	%	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (d)	%
Activities related to results 2,3,4 and 6	x		700.000	700.000	100%							
Activities related to results 1 and 5	x					78.000	100%	78.000				
TOTAL IB			778.000	700.000	89,97%	78.000	10,03%	78.000				
TOTAL INV												
TOTAL PROJECT			778.000	700.000	89,97%	78.000	10,03%	78.000				

Amounts net of VAT

5. Indicative Implementation Schedule (periods broken down per quarter)

Contracts	Start of Tendering	Signature of contract	Project Completion
Contract 1 Direct grant (IPA)	N/A	Q2 2012	Q4 2013
Contract 2 National contribution	Q2 2012	Q3 2012	Q4 2013

6. Cross cutting issues

6.1 Equal Opportunity

In general, gender needs will be considered in a way that men and women would be trained in accordance to their representation in institutions they work in, from programme design onwards.

Equal treatment and opportunities for women in the relevant institutions will be taken into account in policies and practices that reflect the working capacities and family obligations of their staff, especially women's participation.

6.2 Environment

Environment will be considered a major crosscutting issue in almost all segments of this project. Increased ICT skills, with awareness campaign conducted during trainings, could affect energy efficiency and reduction of paper usage in government and therefore have positive influence on environment.

6.3 Minorities

The project will assist beneficiaries in implementing mechanisms to ensure that in the process of development of knowledge based society the principle of equitable representation of ethnic minorities is taken into consideration.

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche	Programme name and number:	Introducing ECDL standards in the educational system	
	Contracting period expires: Three years after conclusion of the Financial Agreement.	Disbursement period expires: One year after the final date for the execution of contract	
	Total budget : 778.000 EUR		IPA budget: 700.000 EUR

Overall objective	Objectively verifiable indicators	Sources of Verification
Knowledge based society in Montenegro has been developed.	Computer literacy in Public administration and Teaching staff nearly to 90%, 5 years from the beginning of the project At least 50% increase of teachers who use creative teaching portal and other portals developed by MES till the end of 2014	National statistics data Annual internal survey (conducted by MIST and MES) on computer literacy in Government and Educational system Montenegrin Examination Centre Annual Report on ECDL testing of civil

	100% of teachers to use MEIS in schools where it is implemented by the end of 2014.	servants and teaching staff CT portal reports and statistics MEIS reports	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
To enhance ICT capacities of Government and education institutions by introducing ECDL standards and establishing ECDL test and examination centre.	25% of Public administration and teachers with improved computer skills until the end of 2014. At least 200 civil servants and 200 educational staff to get ECDL every year during the period of 5 years, starting 2013	Reports from ECDL test centre Project reports.	Strategy for information society development in Montenegro from 2009 to 2013. Readiness of key stakeholders to take ECDL training and exams and commitment to project
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
1. Action plan for implementation of ECDL trainings prepared and implemented.	Action plan approved by beneficiaries.	Project reports	Interest to accepting new technologies and readiness to accept necessary changes of key stakeholders.
2. ECDL test centre fully operational as a	License for ECDL test centre	Montenegrin ECDL Test and	

<p>part of Montenegrin Examination Centre established.</p>	<p>acquired ECDL test and examination centre certified and functional</p>	<p>Examination Centre Annual Report</p>	<p>Availability of IT infrastructure</p>
<p>3. ECDL examiners trained and certified</p>	<p>At least 2000 certificates issued by the end of project</p>	<p>ECDL test and examination centre web site statistics report and database.</p>	
<p>3. ECDL examiners trained and certified</p>	<p>At least 20 ECDL examiners licenses acquired</p>	<p>ECDL test centre license.</p>	
<p>4. Teaching staff and civil servants trainings on ECDL standards conducted</p>	<p>At least 2000 teachers and 1000 civil servants trained in ECDL test and examination centre until the end of project</p>	<p>Issued ECDL certificates report.</p>	
<p>4. Teaching staff and civil servants trainings on ECDL standards conducted</p>	<p>At least 2000 trainees successfully acquired ECDL certificates until the end of project</p>	<p>PR and press reports.</p>	
<p>4. Teaching staff and civil servants trainings on ECDL standards conducted</p>	<p>At least 2000 trainees successfully acquired ECDL certificates until the end of project</p>	<p>Promotion campaign reports.</p>	

<p>5. Fully functional web site for support established.</p> <p>6. Information campaign to promote ECDL organized</p>	<p>Web-site platform functionalities approved by beneficiaries.</p> <p>At least 5 campaigns to promote this project and to raise awareness of ECDL necessity organized</p>		
Activities	Means	Costs	Assumptions
<p>1.1 Preparation of an Action plan for implementation of ECDL trainings.</p> <p>2.1 Preparing all necessary documentation for establishing ECDL test centre as a part of Montenegrin Examination Centre (institution legally accredited for all types of examinations by Government of Montenegro)</p> <p>2.2 Provide all necessary licenses (for ECDL test centre, for trainers, for examiners and all licenses for trainees)</p>	<p>Grant contract.</p> <p>Supplies (hard- and software) Services (developing website with content management, drafting Action Plan for introducing ECDL, fees for trainers)</p>	<p>700 000 € (IPA contribution)</p> <p>78 000 € national contribution</p>	<p>Readiness of teachers and civil servants to participate in the training.</p> <p>Institutional commitment from the part of Montenegrin Public institutions</p>

2.3 Provide all teaching materials (books for acquiring all licenses, brochures, promotional materials etc.)

2.4 Define organizational structure of ECDL training centre

3.1 Delivery of trainings for examiners

3.2 Delivery of trainings for trainers

3.3 Conduct exams and certification for examiners and trainers

4.1 Delivery of trainings for teaching staff

4.2 Delivery of trainings for civil servants

4.3 Conducting of standardized ECDL testing for the trained teaching staff and civil servants

5.1 Designing of web site as a support for training platform.

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5.2 Providing hosting for aforementioned website

5.3 Organize maintenance

6.1 Organize information campaign to promote ECDL and this project.

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ANNEX 2: Amounts contracted and disbursed by quarter for the project (in €) – only IPA funds

Contracted	Q1 2012	Q2 2012	Q3 2012	Q4 2012	Q1 2013	Q2 2013	Q3 2013	Q4 2013
Contract 1 (Direct grant/IPA)		700.000						
Cumulated		700.000						
Disbursed	Q1 2012	Q2 2012	Q3 2012	Q4 2012	Q1 2013	Q2 2013	Q3 2013	Q4 2013
Contract 1 (Direct grant/IPA)		400.000		230.000				70.000
Cumulated		400.000		630.000				700.000

ANNEX 3: Description of institutional framework

Internal organization and responsibilities of Ministry for Information Society were defined in Rulebook on internal organization and systematization of Ministry for Information society adopted by Government on session held in February 2011 and it has 59 employees.

Due to changes that occurred in December 2010 Telecommunication sector is now a part of new Ministry for Information Society and Telecommunications and Ministry is in charge of overall policy making of ICT sector.

That means that Sector for Telecommunications is responsible for overall policy of electronic communications sector, as well as postal services.

Policy making for information society is still a part of these responsibilities, and it includes development of eGovernment, promotion of information society and informatics infrastructures.

Ministry is responsible body for implementing part of information society projects as well as coordination of other ICT projects that are implemented by other institutions.

In addition, the Ministry is responsible for maintaining and developing of network backbone for Government institutions, such as ministries, administrations, etc.

Functioning of the education system of Montenegro is based on the following fundamental principles: decentralization, equal opportunities, individualization, life-long learning, quality assurance, flexibility and progression, harmonization of curricula with levels of education, inter-culture, and gradual introduction of changes.

The Ministry of Education and Sports is responsible for conducting educational policy at all levels. In addition to the Ministry, important constituents of the educational system are also advisory bodies National Education Council, Council for Higher Education, Council for Scientific and Research Activities and specialized institutions Bureau for Educational Services, Vocational Education Centre, Examination Centre, Textbooks and Teaching Aids Office, Office for International Scientific, Educational, Cultural and Technical Cooperation.

There are 21 pre-primary institutions, 162 primary schools (with 281 accompanying satellite units) and 49 secondary schools in Montenegro, two of which are privately owned. Teaching in Montenegro is conducted in the language that is in official use (the Montenegrin language), in Albanian and bilingually.

Department for Information and Communication Technologies (ICT) at the Ministry of Education and Science provides IT support to pre-primary, primary, and secondary educational institutions.

Almost all primary and secondary schools are equipped with adequate IT equipment, so that 99% of pupils and students from primary and secondary schools attend schools equipped with modern computer classrooms.

The Ministry of Education and Science has designed a portal for teachers with presentations of didactic software for teachers. Teachers can download them and use while teaching. One of the most important links in efficient introduction of the ICT in the educational system includes IT

training of teaching staff, and particularly teachers. The Ministry of Education and Science has trained two ICT coordinators at almost each school (all 47 state secondary schools and 140 out of 162 primary schools). In addition to managing entire ICT policy, their duty also includes training of their colleagues. In addition, training of most of the teachers who teach elective IT subjects at gymnasiums has been completed. However, we are behind the schedule as regards more comprehensive teacher training, which is a serious problem, and therefore use of didactic software for non-IT subjects is more of an exception than a rule.

Reference to laws, regulations and strategic documents

- Strategy for information society development in Montenegro from 2009 to 2013;
- Strategy for introduction of ECDL standard in Montenegro;

Reference list of relevant laws and regulations

There are 10 laws governing the overall system, the Ministry of Education and Sports being in charge of its policies at all levels, and they include:

- Law on General Law on Education (Official Gazette of the Republic of Montenegro 64/02, 31/05 and 49/07, Official Gazette of Montenegro 45/10),
- Law on Primary Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07, Official Gazette of Montenegro 45/10),
- Law on Gymnasiums (Official Gazette of the Republic of Montenegro 64/02 and 49/07, Official Gazette of Montenegro 45/10),
- Law on Vocational Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07, Official Gazette of Montenegro 45/10),
- Law on Adult Education (Official Gazette of the Republic of Montenegro 64/02 and 49/07),
- Law on Education of Children with Special Education Needs (Official Gazette of the Republic of Montenegro 80/04, Official Gazette of Montenegro 45/10),
- Law on Recognition and Assessment of Education Certificates (Official Gazette of Montenegro 4/08)
- Law on Higher Education (Official Gazette of the Republic of Montenegro 60/03, Official Gazette of Montenegro 45/10)
- Law on National Qualification Framework (Official Gazette of Montenegro 80/10),
- Law on National Vocational Qualifications (Official Gazette of Montenegro 80/08 and 14/09)

Implementation of these laws is more accurately defined within a set of accompanying secondary legislation, which have been drafted, approved and published by the Ministry of Education and Sport

In the area of Information society following laws concerns ECDL introduction:

- Law on Electronic Communications (Official Gazette Of Montenegro No 50/08)

- Law on Electronic Signature (Official Gazette of Montenegro No 55/03 and 31/05)
- Law on the Central Population Registers (Official Gazette of Montenegro No 49/07)
- Law on Electronic Document (Official Gazette of Montenegro No 5/08)

ANNEX 4: Details per EU-funded contract

The IPA contribution will be a direct grant to the ECDL Foundation (European Computer Driving Licence) under Art 168.1c of IR due to its monopolistic position in providing internationally recognised IT literacy in the country. The ECDL programme is a global certification that recognizes the competence of an individual in essential computer skills required in our personal and professional everyday life. Being not-for-profit and vendor neutral earned the ECDL programme a prominent reputation and a special status that made it the international benchmark for computer literacy. ECDL quickly become a prerequisite for employment in the public sector, particularly for teachers, and educational systems worldwide integrated it in curricula.

ECDL standard is internationally recognised as a synonym for IT literacy. Quality and importance of ECDL is expressed with the number of issued certificates and a number of ECDL test centres worldwide. This standard is widely used all over the world, not just in European countries. There are various benefits that implementation of ECDL can provide and various examples of higher efficiency of staff, better ICT skills, increased quality of communications, etc. Availability, low-cost and ease of implementation of ECDL are additional reasons for our choice of this standard.

The fact that administration in almost every member state of EU has ECDL as prerequisite for job application (for example Germany, Italy) indicates us that it should be our next step in our aim to increase computer literacy. Strategy for development of information society recognized this aim as one of long-term priorities for the development of information society.

It is important to emphasize the fact that the President of the European Union Commission, Jose Manuel Barroso, has received the 9 millionth ECDL Skills Card at a ceremony highlighting both the success of the ECDL programme and the necessity of keeping investment in digital skills high on the public policy agendas of all EU Member States in order to increase employability and build a competitive European economy.

Accepting the ECDL Skills Card, President Barroso emphasised the importance of digital literacy and stated that the European Union Commission is proud to have been the origin of the "great work of the ECDL programme" and its progress in reaching 9 million participants. President Barroso noted that "digital literacy is part of basic competences such as reading and writing and that this is the message the Commission is conveying to all European citizens; in this difficult economic situation many workers will need to be re-trained and the digital competences they can gain will help them find new opportunities for a better life."

Considering its unrivalled experience in this area, the EUD will award a direct grant to the ECDL foundation, which has developed the ECDL standard, to help us implement this standard and to develop efficient, qualified and low-cost ECDL centre that would provide this service to the Montenegrin government.

The contract for the national contribution will cover costs for drafting the Action plan for introducing ECDL, fees for trainers, development and maintenance of web portal as support to project, and other logistical costs if needed (for organizing trainings and testing of educational staff and public administration).