

MONTENEGRO

Answers to the Questionnaire of the High Commissioner for Human Rights on realizing the equal enjoyment of the right to education by every girl, pursuant to HRC resolution 32/20

- 1. What are the concrete steps your Government or organization has taken to ensure the realization of the equal enjoyment of the right to education by every girl? Please also elaborate on the impact these steps have had, where appropriate.**

The General Law on Education guarantees equality. The Article 9 states that: "Montenegrin citizens have equal rights to education, regardless of nationality, race, gender, language, religion, social background or other personal characteristics." This principle is integrated in all Strategies, by levels of education, which set the directions of development.

- 2. Which measures would your Government or organization propose and implement in order to eliminate gender disparities in education by 2030, taking into account goal 4 of the Sustainable Development Goals (Goal 4: To ensure inclusive and high quality education for all and promote lifelong learning), as well as other relevant SDGs?**

Working with vulnerable groups, particularly with RE population, their parents and the community on the promotion, insurance, implementation and sustain of rights.

The Strategy of Inclusive Education (2014-2018) sets the goals and directions of development of education of children with special educational needs, based on the analysis of the implementation of the measures for achieving the Strategy for inclusive education that encompassed the period from 2008 to 2013. The Strategy 2014-2018 includes educational paradigms, guidelines of international organizations, institutions, bodies of the European Union and the tendencies of school systems of European countries.

In the first phase of implementation of the Strategy the supporting Action plan has been adopted for a period of two years, with the intention that the Action Plan for the next stage is passed based on the results, dynamic of implementation and assessment of needs. According to it, the Action Plan is set for the period 2016 - 2018. The Government of Montenegro adopted this Action Plan in March 2016. The activities on its implementation are ongoing.

Montenegro is one of the first countries in the world that finalized the process of integration of the whole 2030 Agenda, 17 SDGs and 169 targets into the national framework. Government of Montenegro adopted the National Strategy for Sustainable Development (NSSD) until 2030 in July 2016. In preparing the NSSD, SDGs have been considered in detail and transposed into the national sustainable goals in line with national priorities. NSSD goals by 2030 encompass all development issues that were addressed under MDGs. The Strategy also envisages continued monitoring of all the MDG indicators. Continuity in addressing the MDG topics has been thus ensured at the level of strategic planning, and an opportunity

created to complete the MDGs tasks where targets had not been achieved by the end of 2015 through the NSSD implementation.

According to the fifth and final annual report on implementation of MDGs for 2015, including above-mentioned specific goals and targets related to the protection of the rights of the child, MDG 2 – universal primary education has been almost fully achieved in Montenegro. An important success was accomplished, where positive trends were recorded and where figures on coverage of preschool and elementary education came very close to targeted values. In particular, enrolment of girls and boys in pre-school education in 2015-2016 is 37,69%, while primary education enrolment rate is 98,14 % and primary school completion rate is 97,35%. Illiteracy rate of children above the age of 10 has been reduced below 1%.

In defining the NSSD and its Action Plan, greater attention has been given to the protection of the rights of the child. This issue has been addressed in several thematic areas of the NSSD, namely demographic resources, health, education and skills, employability and social cohesion etc. while concrete actions for improving the situation of children in Montenegro have been defined in the Action Plan for the implementation of NSSD by 2030. Implementation of these activities should foster achieving SDGs related to the protection of the rights of the child, i.e. SDG1, SDG2, SDG3, SDG4, SDG5, SDG8, SDG10, SDG 11, SDG16, SDG17. This would help building democratic and inclusive society of Montenegro that fully respects, protects and fulfils children's rights through the implementation of the relevant programmes and projects, rule of law, and government transparency and accountability.

3. What are the challenges that your Government or organization faces in implementing policies and programmes towards the realization of the equal enjoyment of the right to education by every girl? Please elaborate on the nature of these challenges and the steps to address them.

The challenge is the RE girls who leave school early. The schools are taking significant measures. A model of prevention of drop-outs, which is used in Podgorica in urban schools, implements the model of dispersion. Monthly meetings are organized in urban schools with the Coordinator for RE education, with representatives of the Ministry of Education and the Bureau for Educational Services. A Rulebook has been draft for class supervisors who follow the regularity and quality of teaching. Professional services / coordinators from schools collect data and perform the analysis. Furthermore, field trips and direct contacts with the families of children take place as well. RE mediators provide help. Legal notices are being sent. As the dominant conclusion arises, this is a complex problem that requires a multi-sectoral approach and inter-sectoral cooperation.

4. In the view of your Government or organization, what are the obstacles and barriers faced by girls in particular in effectively accessing education? Please elaborate on the nature of these obstacles, how they manifest in practice, and what steps have been taken to address them

According to the aforementioned challenge, the possible barrier is the lack of knowledge of procedures and envisaged roles and responsibilities. It is necessary to improve cooperation

between all stakeholders, which are precisely identified by legal solutions, protocols. There is a need to continue with the development of social programs and services, primarily in the social welfare of this population. The imperative is to insist on children's rights, implementation of the law, the processing of cases. It is necessary to work directly with parents, but also continuously strengthen the capacity of staff in schools, centers for social work.

- 5. Does your Government or organization have experience with the use of qualitative and quantitative indicators to assist in monitoring the realization of the equal enjoyment of the right to education by every girl, and if so, which have been used and why?**

Yes, through intensive cooperation with UNICEF, participation in MICS research, etc.

**Number of children/pupils/students by level of
education, disaggregated by gender**

Preschool & Kindergarten

School year	Number of enrolled children		
	Total	Girls	Boys
2015/2016	16 972	7 851	9 121

Elementary Education

School year	Number of enrolled pupils		
	Total	Girls	Boys
2015/2016	68108	32458	35650

Secondary Education

School year	Number of enrolled pupils		
	Total	Girls	Boys
2015/2016	28086	13586	14500

Tertiary education - Basic studies

Academic year	Number of enrolled students		
	Total	Female	Male
2015/2016	22 201	11 921	10 280

Tertiary education - Post graduate studies

Academic year	Specialist studies			Master studies			Doctoral studies		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
2015/2016	2 034	1 109	925	368	206	162	40	21	19