



Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

TECHNICAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A04-2015
Project number	573866-EPP-1-2016-1-ME-EPPKA2-CBHE-JP
Agreement/decision number	20163095
Project Title	Capacity Building of the Faculty of Law, University of Montenegro - curricula refreshment, boosting of international cooperation and improving human, technical and library resources
Language used to complete the form	

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2016	Project End: 14/10/2019
Activities Start:	Activities End:
Project Duration(months): 36	

Beneficiary Data

Role	PIC	Name	Country
Co-Beneficiary / Partner	921234706	CENTAR ZA OBUKU U SUDSTVU I DRZAVNOM TUZILASTVU PODGORICA	Montenegro
Co-Beneficiary / Partner	921239362	JUDICIAL COUNCIL OF MONTENEGRO	Montenegro
Coordinating Organization / Beneficiary	999836328	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	Montenegro
Management Contact Person	999836328	JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	Montenegro
Co-Beneficiary / Partner	999588493	SS. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE	Former Yugoslav Republic Of Macedonia (FYROM)
Co-Beneficiary / Partner	999923240	UNIVERZA V LJUBLJANI	Slovenia
Co-Beneficiary / Partner	999929545	UNIVERSITAT DES SAARLANDES	Germany
Co-Beneficiary / Partner	948662135	REGENT'S UNIVERSITY LONDON	United Kingdom
Co-Beneficiary / Partner	986566728	SVEUCILISTE U ZAGREBU - PRAVNI FAKULTET	Croatia
Co-Beneficiary / Partner	999818189	SVEUCILISTE U SPLITU	Croatia

Legal Representative

Organisation Legal Address

Name: JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA	
Street: CETINJSKA 2	
Post Code: 81000	City: PODGORICA

Country: Montenegro

Department

Name: Faculty of Civil Engineering

Street: CETINJSKA 2

Post Code: 81000

City: PODGORICA

Country: Montenegro

Local Address:

Internet site: www.ucg.ac.me

Contact

Title: Prof.

Function: Rector

Name Danilo

Last Name: NIKOLIC

Phone Number 1: +382 (0) 20 414 209

Phone Number 2:

Fax Number: +382 (0) 20 414 230

Mobile Number:

Email: rektor@ac.me

Contact Person

Organisation Legal Address

Name: JAVNA USTANOVA UNIVERZITET CRNE GORE PODGORICA

Street: CETINJSKA 2

Post Code: 81000

City: PODGORICA

Country: Montenegro

Department

Name: ANETA SPAIC

Street: CETINJSKA 2

Post Code: 81000

City: PODGORICA

Country: Montenegro

Local Address:

Internet site: www.ucg.ac.me

Contact

Title:

Function:

Name: Aneta

Last Name: SPAIC

Phone Number 1:

Phone Number 2:

Fax Number:

Mobile Number:

Email: anetaspaic@gmail.com

Draft

Project Summary and Horizontal Issues

Project Description

English - 1	<p>CABUFAL is the response of the Law school to the accession and negotiation process of Montenegro through the implementation of the EU laws via three courses intended for further education in this professions. The long-term impact on the legal education in Montenegro will be ensured via the new curriculum and new courses will benefit not only the FoL but the needs of the Montenegrin state and societies, having in mind the circumstance that it is the only state Faculty of law in Montenegro, and that it is a faculty with a largest number of the law students in Montenegro.</p> <p>The project will allow academic staff to acquire new competences which will systematically transfer to students that will have positive impact on the students studying at the FoL, and their employability. This will have a ripple effect on the all legal professions in Montenegro that will benefit from the new knowledge that young lawyers will bring to their profession.</p> <p>Professional associations of lawyers from Montenegro (especially the non academic partners in this project - JC of Montenegro and JTC of Montenegro) will also benefit from the project. This two organizations conduct further practical education of lawyers and conduct testing for the bar exam, and all other testing for the judicial positions in Montenegro.</p> <p>The project structure and long term goals can be conducted via:</p> <p>Facilitating various study visits between partner institutions, securing the proper training for University of Montenegro Faculty of Law academic staff so as to improve their general teaching skills and their level of comprehension and understanding of various aspects of EU law.</p> <p>Aligning of the curricula of the various courses dominantly or even partially linked to various aspects of EU law with the such courses in EU Member States.</p> <p>Assessment of the newly accredited general curriculum (accredited during 2016 and 2017 in alignment with the strategy of the UoM) to be conducted in cooperation with the experts from partner institutions and Montenegrin teachers after the first year of implementation of the new program. Study visits and overall capacity building of the FoL UoM personal will give the opportunity for individual assessment of the syllabus and updating of the individual courses and teaching methodologies.</p> <p>Producing a guidebook/reference manual on teaching and researching various aspects of EU law in Montenegro, which is to take into consideration not only latest developments in EU law and the teaching of it throughout Europe, but specific features and historical background of Montenegrin legal system, including the manner of transposition of <i>acqui communautaire</i> in Montenegrin law used so far by the Montenegrin legislator.</p> <p>Improving the overall technical capacity of the University of Montenegro Faculty of Law with regard to teaching of the courses on EU law and related courses:</p> <ul style="list-style-type: none">-by acquiring new IT equipment to be used by the academic staff involved in executing the project;-by acquiring up to date legal books in the field of EU law and related fields of law;-by acquiring access to prestigious law science literature database focusing on EU law; <p>Analyzing the legal techniques used by the national legislator for aligning Montenegrin with EU law in course of accession negotiations.</p> <p>Establishing the basis for long lasting both institutional and individual academic cooperation between University of Montenegro Faculty of Law and its academic staff, on the one side, and their counterparts, on the other side, thus making this project self sustainable in a very particular way.</p> <p>The experiences gained during this project will have positive impact on the future changes of the procedures for the lifelong education of lawyers.</p>
-------------	--

Horizontal Issues

Previous recommendations/follow-up

CABUFAL project officer Giulia Moro has issued the following recommendations. They have been circulated to all consortium partners and addressed in the following manner:

1...For Montenegrin context, former Yugoslav countries are additional value of the project, given that education system background is very similar, and still these countries have experience as EU member states, so their experience should be used as much as possible.

1.1. Leading roles of the working packages are assigned to the ex-Yugoslav countries: Slovenia, as EU member country, and its recent experience in EU law implementation and teaching – is leading the WP on change of the curriculum. Faculty of law – University in Split, comparable to the size of FoL UoM, is the leader of the WP on the study visits and trainings. The role of Faculty of Law in Zagreb (Croatia), as the newest member of the EU is most valuable one, because this Faculty performed the changes in the curriculums prior to succession of Croatia to the EU. Partnership with the former Yugoslavian countries is important for the teacher training because many professors of the FoL are not proficient in English language.

2. Non-academic partners from Montenegro should be more involved in the project....

2.2.1. JCM and CTJSP's contribute by delegation of the number of judges which are trained/to be trained. The content of the courses offered by Center are the subject of change in accordance with the inputs gained from trainings and study visits,

2.2.2. FL professors have been more engaged in training of the candidates for the judicial and prosecutor positions,

2.2.3. Throughout the extension of the overall communication with the JTC and CTJSP, the FL, under instructions of the prof. Grubisic has initiated the procedure of accrediting the lifelong learning programs before the University institutions.

3...Ministry of Justice is important to be on board during the project implementation phase...

3.3.1. The professionals of the Ministry of Justice have been invited to deliver to serial of lectures regarding the issue of the *acquis* in Montenegrin legal system:

1. Minister Zoran Pažin provides the topic "The rule of law, the legal and political concept, challenge and perspective of Montenegro"

2. Ibrahim Smailović, the Director General of the Civil Legislation And Supervisory Directory at the Ministry of Justice, delivers the lecture on the topic "Compliance of Montenegrin legislation with the EU *acquis* and international standards". On these activities see more at: <http://cabufal.ac.me/dissemination/press-clipings/>

3.3.2. Three full professors of the Faculty of Law have been engaged in the common project with Ministry of justice in drafting the Civil Code for Montenegro, following legislative examples of Germany and France.

4...to encourage students to exploit mobility opportunities ...

4.4. In addressing the issue of enhancing the mobility of students of Faculty of Law, in April of 2018, under the recommendation of Faculty of Law in Zagreb, registered 5 courses are to be taught in English language. In addition to it, in the period October 2016 – April 2018 when the project was launched we executed about 15% more of mobility (5 – Rome (2), Maribor, Lisboa, Nice, Saarbrücken) than in the previous period of the same length.

5. Web age of the project should be linked to web page of the University of Montenegro.

5.5. The web content of CABUFAL has been linked to University of Montenegro Faculty of law, and vice-versa.

Transversal issues

This project has a special connection with the issue of unemployment. In that regard, the members of the project consortium are the two most prominent institution in the legal profession in Montenegro. Their input is most appreciated since these are the professions that most of the law students strive for, so they are future employers of finished students. Judicial Council of Montenegro is supreme Montenegrin institution in judiciary and The Centre for Training in Judiciary and State Prosecution is one carrying out future trainings. During the preparation of the newly accredited curriculum, a special attention is given to the Montenegrin labor market needs and the problems of employability of lawyers.

Involvement of people with fewer opportunities

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	<input type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input type="checkbox"/>

Linkages

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input checked="" type="checkbox"/>
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	<input type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input checked="" type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input type="checkbox"/>

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input checked="" type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input checked="" type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input type="checkbox"/>

Specific activities

Curriculum development	<input checked="" type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input type="checkbox"/>

Regions involved

Region 1 - Western Balkans	<input checked="" type="checkbox"/>
Region 2 - Eastern Partnership Countries	<input type="checkbox"/>

Region 3 - South Mediterranean Countries	<input type="checkbox"/>
Region 4 - Russian Federation	<input type="checkbox"/>
Region 6 - Asia	<input type="checkbox"/>
Region 7 - Central Asia	<input type="checkbox"/>
Region 8 - Latin America	<input type="checkbox"/>
Region 9 – Iran, Iraq, Yemen	<input type="checkbox"/>
Region 10 - South Africa	<input type="checkbox"/>
Region 11 - ACP	<input type="checkbox"/>
Cross-regional	<input type="checkbox"/>
Regional	<input type="checkbox"/>
National	<input type="checkbox"/>

Special mobility strand

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

Involvement of people with fewer opportunities

YES/NO	<input type="checkbox"/>
--------	--------------------------

Assessment Criteria

Relevance of the project

<p>Relevances to the objectives</p>
--

In comparison to the original project proposal, there were no major changes that may have affected the project relevance. The change of the Montenegrin law on higher education was realized, but the University of Montenegro expected it, and have made necessary adjustments to its curriculum in the year preceding the project. In that regard all curriculum currently accredited are in accordance with Montenegrin laws and the option of change to up to 30 ECTS credits of every curriculum without reaccreditation is still in place. In order to create link with the labor market as such, the Judicial Council of Montenegro and Judicial Training Centre of Montenegro were included and are giving their input in regard to various needs of the legal institutions in Montenegro. The stronger link between these institutions and the Faculty of law was established, which will lead to the creation of the joint future trainings of judges and lawyers, using the expertise developed at the Faculty of Law.

Lack of staff availability was the problem in some visits to consortium partners, in the sense of smaller number of the professors available than expected, but will be remedied in the second year of the project, and in study visits that are soon to follow a greater number of the professors than predicted will be involved. In addition, the visit dates are planned more carefully, around the national holidays so that greater number of the staff will be free to participate in the study visits.

Only one of the study visits was planned for the partner country that has a visa regime with Montenegro, but with careful planning all professors, realizing the visit received the visa in time. The University of Montenegro financed the visa expenses not covered by the project budget.

Since Montenegro is using euro as its currency, there were no exchange rate fluctuation problems.

This project is still relevant at the national level since Montenegro is still in the negotiation process. These process dynamics requires the active and responsible approach of all social subjects, and especially the Faculty of Law. Given that the harmonization of Acquis Communaires is par excellence legal issue, and taking into account that the most important chapters in the negotiation phase are related to the legal aspects, the role of Faculty of Law at this moment is of crucial importance to bringing changes that can impact various aspects in society in general.

Faculty of Law has already contributed to this important process by significantly revising its curricula and adapting it. The changes were made in order to meet the needs of the Montenegrin state and society, as well as the need of rapid and comprehensive education of Montenegrin legal professionals on various aspects of EU law, preparing them for demanding harmonization period that awaits them after joining the European Union.

In addition, the continuing work on the project will bring even more to this process, thru the planned changes of the curriculum in amount of 30 ECTS.

Other activities are related to the teacher training, and strengthening of the resources of the Faculty of law, which are even now contributing to improvement of the quality of teaching at Faculty of Law.

EU Education, Cooperation & Development policies

This project is aligned to a very high extent to the EU higher education objectives. Education & training of the teaching staff is one of the goals of this project, since it is fostering exchange of skills between partner's representatives, true study visits which are giving the opportunity to the Montenegrin professors to observe the teaching methods at partner institutions, following the discussions of these methods afterwards. In addition, teacher trainings are envisaged as the activity that is following these study visits, which are held in Montenegro by the professors from the partner Universities, creating the forum for exchanges of common challenges, best practices, mutual learning, and determining of what methods works best in teaching the new generation of students and teaching new subjects primarily with the focus on EU law. This will give the opportunity to Montenegrin professors to keep pace with the evolving teaching practices and that will affect their skills profile. However, during the two trainings already held in Podgorica, the questions of learning outcomes in European perspective and student-centered approach, as well as the initiatives for the development of the lifelong learning programs, were discussed in detail.

The study program was changed in its structure from old 3+1+1+3 system to a three cycle system of studies during the accreditation process before the project started. In the previous period, old structure of studies proved to be one of major obstacles towards student's mobility, since the students had problems with diploma recognition. Newly accredited curriculum is fully comparable with the Bologna three cycle systems of studies. Every subject is defined by a number of ECTS credits, as is the study program in general. Every diploma is accompanied with the diploma supplement. The Montenegrin qualification framework is aligned with the European qualification framework, in order to make national qualifications more readable, and to promote and learners' mobility between.

Quality of the project implementation

Description of the implemented activities

All activities envisaged in the application have been thoroughly implemented in the manner defined in the project. Every single activity has been timely and fully implemented, with the one exception of the number of the professor attending study visits in Ljubljana and Split. Remaining spots (in total 6 of them) will be transferred and scheduled for the upcoming visit to Regent University, May 2-6, 2018.

All consortium partners, so far, have acted in the accordance with the defined roles. So that Faculty of Law in Ljubljana has the lead over the analysis of the current curriculums and their amendments, Faculty of Law in Split has the role of arranging the study trips and training contents, and Regent University has been in charge over the instruments and tools for ensuring the quality of the project activities. Europa Institute University of Saarland has strongly been involved in the process of raising awareness of new teaching methodology instruments and tools at the Faculty of law. Faculty of Zagreb has contributed to the accreditation of the lifelong learning outcomes at the University level and introduction of the courses taught in English language. It has initiated the establishment of the summer school with the Faculty of Zagreb.

1.1. Status Quo Analysis (15 Oct 2016 - 15 Dec 2016), 1.2. Survey on conversance of EU law amongst judges and other members of the legal profession in Montenegro (15 Oct 2016 - 15 March 2017), 1.3. Individual syllabi assessment (15 Oct 2016 - 15 March 2017), 2.1. Study visits by the Montenegrin academic and non-academic partners to other consortium members (15 Oct 2016 - 15 Oct 2017), 2.2. Training for teachers of the FoL and representatives of non-academic partners at the FoL UoM (15 Oct 2016- 15 Oct 2018), 2.4. Teacher training for hardware use (15 Oct 2016-15 March 2019), 2.5. Academic staff language courses (15 Oct 2016-15 March 2019), 3.1. Literature procurement (15 Oct 2016-15 March 2019), 3.2. Providing access to science literature databases (15 Oct 2016-15 March 2019), 3.3. Hardware procurement (15 Oct 2016-15 Sept 2017), 4.1. Accreditation of the new curriculum (15 Oct 2016-15 June 2017), 5.1. Quality control procedures (15 Oct 2016-15 Oct 2019), 5.2. Regular reports on the project progress (15 Oct 2016-15 Oct 2019), 5.4. Yearly quality control meetings (15 Oct 2016-15 Oct 2019), 6.1. Project identity (15 Oct 2016- 15 Nov. 2016), 6.2. Developing and maintenance of the project web site (15 Oct 2016-15 Jan. 2017), 6.3. Development and publishing promo material (15 Oct 2016-15 May 2019), 6.4. Advertising of the developed program (15 Oct 2016-15 Oct 2019), 6.5. Promotion of the developed program (15 Oct 2016-15 Oct 2019), 6.6. Organizing dissemination events and networking (15 Oct 2016-15 Oct 2019), 6.7. Student info days (15 Oct 2016-15 Oct 2019), 6.8. Enrolment of the new generation of student (15 Oct 2016-15 Oct 2019), 7.1. Kick off meeting (15 Oct 2016-March 2017), 7.2. Overall management (15 Oct 2016-15 Oct 2019), 7.3. Project management meetings (15 Oct 2016-15 Oct 2019), 7.4. Project coordination (15 Oct 2016-15 Oct 2019), 7.5. Project Management Team (15 Oct 2016-15 Oct 2019), 7.6. Mid-term Report (15 Oct 2016-30 April 2018).

So far we have not encountered any major difficulties in achieving the projected aims. However, the problem occurred during the implementation of the project is related to the lack of motivation and involvement of the full professors regarding two activities: Language courses and trainings. The project team and partner institutions have been strongly involved and resolving this challenge. The activities - study visits have been, also, used for such a purpose.

Quality assurance

During the entire duration of the project, continuous quality control and monitoring of project activities and results has to be performed. Quality of the project and its evaluation is ensured by the activities of the QCB that has been formed on the first meeting of the partners.

QCB has the equal number of representatives from the each partner institution including non-academic partners and a representative of a students of FoL UoM, and it monitors and supervises the quality of all phases and activities of this project, and it act proactively during activities of the development of deliverables.

QCB inspects the accomplished work to ensure its alignment with the project scope and to evaluate whether actions and deliverables meets the quality requirements of the project. QCB adopted a Activity Plan that governs the activities of this body in between the meetings.

Different aspects of quality assurance in this project has been monitored and controlled. Necessary questionnaires related to the quality control are developed in coordination with QCB. Self-evaluation reports are regularly sent to the QCB. Self-evaluation by consortium members are done after every event organized by the consortium on the Event evaluation forms. One of the topics of the annual consortium QCB has been deliberation on the Self - evaluation by consortium members, that has been done by the Project evolution form, for the first year of the project.

Statistical assessment of the questionnaires has to be prepared for the annual meeting of the QCB. A quality-review and evaluation meeting of the QCB is held once a year and it results with a Annual Report of the QCB.

Yearly quality control meetings are to be held at the different University, every year, at the end of each project year (in October 2017 in Zagreb, October 2018 in London and October 2019 – in Podgorica), with the participation of representatives of all Consortium members.

Project coordinator will ensure continuous evaluation of the programmes as well as the supervision of students. At the end of project year 2 and 3, the students will be asked to comment on the quality of the programmes in a written survey. As a long term aim the curricula and its implementation are to be evaluated by an external accreditation agency.

QCP was devised to determine specific quality measures in line with four pronged scheme assuming the application of the basic methodological tools of reporting.

I CRITICAL ANALYSIS of Work packages (CAWPs) activities by reporting within the already designed indicators.

II REPORTING – annual, mid- project report, reports on concrete study visits and trainings.

III OUTCOMES followed by accompanying tools – journal papers, pictures, study visits, trainings - indicators foreseen to verify the outcome of the action.

IV QUESTIONAIRES on particular project activities, in accordance with the project Logical Framework Matrix. The basic methodological tools of CABUFAL reporting such as: Individual Reflective Survey (Questionnaire) (Kick off meeting survey, Study visit survey, and training survey and survey produced for measuring the conversance of EU law among judges and prosecutors), and Additional evaluation activities (all reports including annual report, interim report, mid-report, final report, study visit reports, training reports, in accordance with the Logical Framework)

External quality control will be done during the third year of the project by a non consortium member in order to check the quality of the activities that were conducted during the project. In addition to it, all the expenditures during the project will be subject of the external audit in accordance with the national legislation.

Visibility

The project website is placed on the server of the University of Montenegro on the following link: <http://cabufal.ac.me/> Website has 13 sections. First section is the Home button. The second is the "ABOUT PROJECT" section, with six subsections dedicated to the description of the project. Subsections include Description of the project; Motivation behind the project; Project activities and methodology; Aims and objectives; Work plan; and Expected impact.

The third section is dedicated to the brief presentation of the all consortium members. Each subsection contains the brief description of individual partner institution with his logo and the link to its website.

The fourth section is dedicated to the presentation of the management structure of the consortium. In the following subsections of this menu project coordinator and the project management team are presented. Also, on the submenu Management Board and Quality control board representatives of the partner institutions in these bodies are presented.

Next section contains all the documents produced during the implementation of the project. Following section presents all the meetings during the project lifetime. Next section is dedicated to dissemination purposes, which contains all the information on the public presentations, news articles, and other means of dissemination. A separate section contains all the pictures from the meetings and study visits within the project. Separate section is dedicated to the trainings realized within this project, with information's on training agenda and reports from these trainings detailing the topics that were discussed.

The following section is dedicated to the Study visits of the partner institutions, with agendas of the meetings and reports detailing the discussed topics.

The final section is the link to the Faculty of law in Podgorica.

The website is updated after every planned activity is realized. Members of the consortium have already published a news on their institutions websites regarding the CABUFAL project. Visibility is ensured by the links placed on the websites of the University of Montenegro and Faculty of law. Also, after the first year a three page article regarding CABUFAL has been published in the Montenegrin Law Journal, the oldest and most renowned law journal in the Country. During the first year the new generation of students have been acquainted with the project goals and outcomes. This activity has been repeated this year as well thru the open day of the University of Montenegro. Project visibility is ensured also thru activities of the Project coordinator and other meetings that are attended by the members of the consortium.

The following link contains majority of the documents produced during the realization of the CABUFAL project:

<http://cabufal.ac.me/documents/>. Some of the documents are published on the other submenus of the same website.

Visibility, exploitation and publicity obligation described in the grant agreement are respected, and are constantly monitored by the Management board and Quality assurance board.

Equipment

The planned purchase of the equipment is finished at the beginning of the project. Only two purchase activities are planned for the second and the third year of the project – Literature procurement for the second and third year and providing access to science literature databases for the second and third year. These remaining purchases will be conducted via public procurement procedures as all previous were, at the beginning of 2018 and 2019.

Technical equipment was installed promptly and is already in use by the teaching staff, faculty staff and students. Smartboards are installed in the teaching and meeting halls at the faculty, and are used daily by the teaching staff, after they have completed the trainings for their use. Now all six lecture halls have been equipped with the smartboards, three of them thru the project funding. Laptops and computers are assigned to individual professors and staff for their use in teaching and research. In addition, 20 computers are installed in the computer room at the Faculty for student use. Here they can access all scientific databases the Faculty of law is subscribed to. After the information on the website of the library was set, a training was conducted for the interested students on the use of the scientific databases, and other relevant library electronic resources accessible thru these computers. The professors and students via library of the Faculty of law are already using literature procured during the first year of the project.

Two computers are assigned to the Student representatives offices at the Faculty of law, for their use or for the use by all students at the faculty.

All purchased equipment is installed at the Faculty of law University of Podgorica, in the lecture halls, meeting rooms, offices and library. All the equipment is in use daily, by 22 professors, 4 teaching assistants, and 15 employees at the faculty, as well as 2.500 students that are using the services of the Faculty library.

One item was changed in comparison with the proposal – instead of the one expensive scanner for the IT department, 10 smaller multifunctional devices were purchased, after the consultation with the Franko Burgio.

The project includes activities relating to curriculum development

Yes

HIGHER EDUCATION: Promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

The main goal of the accredited curriculum was to include new courses, compatible with the comparative education of lawyers, but also to reflecting the specific needs of Montenegrin education of lawyers, taking into account the very demanding process of EU integration and obligations it imposes. The lack of EU law elements was one of the weaknesses of the old curricula, which made it a bit old-fashioned and not comparable to the similar programmes in EU. The program was changed in its structure from old 3+1+1+3 system to a three cycle system of studies during the accreditation process. In the previous period, old structure of studies proved to be one of major obstacles towards student's mobility, since the students had problems with diploma recognition. Newly accredited curriculum is fully comparable with the Bologna three cycle system of studies.

All individual syllabi and programs on all three cycles are developed using the learning outcomes, compatible with Montenegrin Qualification framework, which is compatible with the European Qualification Framework. However, during the first trainings in Podgorica, the question of learning outcomes in European perspective and student-centered approach were discussed in detail. In that regard, professors of our Faculty had the opportunity to exchange their views on these topics with their foreign colleagues. In addition, every individual subject and courses in general are compatible with European Credit Transfer System.

New/updated courses

The preparation of the new curriculum of FoL UoM has been finalized in July 2017. Faculty of Law in Ljubljana are assessing the newly accredited curriculum. This leads to updating of the individual courses and teaching methodologies and if found necessary to a possible change to up to 30 ECTS during the last year of the project, that will not require a new accreditation, by Montenegrin legislation on study program accreditation. Faculty of law in Ljubljana collected all the individual evaluations and in agreement with the partners it shall submit recommendations. The recommendation will be assessed by the Montenegrin teachers and where possible implemented during the implementation of the new curriculum, in July 2019. All professors of the FoL assessed their individual syllabi, and proposed changes. Every professor, with the exception of the one professor of Contemporary political systems, made a report on the assessment of the syllabi and proposed changes. All individual syllabi assessment have been collected and results have been distributed to consortium members. (Available at: <http://cabufal.ac.me/documents/>)

The individual syllabus analysis accomplished in the CABUFAL project envisaged that the Europeanisation of the curriculum of the Law Faculty University of Montenegro, could be implemented through four major segments:

- I Changes in the existing structure of teaching units
- II Introduction of the new teaching units
- III Establishing additional bibliographic titles for required and further reading
- IV Amendment of objectives, outcomes, and course content comparability.

The Changes in the existing structure of teaching units - Introduction of the new teaching units can be achieved by introducing an EU element in the educational topic which is already provided, for that is not manifested through the changed name of the unit, but through the modification of its content. Also, the revised teaching unit through its name could be added to existing, or treated as independent.

It is expected that the three-year study of academic programs and methodological tools of reference EU law schools significantly shape, condition and design changes to the existing and here proposed amendments. Here are the titles of the courses, with ECTS credits and approximate percentage of change: General Theory of law (5, 10%), General and nat. legal history (8, 10%), Roman law (6, 15%), Contemporary polit. Systems (0%), Sociology and soc. of law (5, 15%), English language I (0%), Constitutional law (8, 15%), Introduction to Civil law (6, 10%), Labor law (5, 15%), Fundamentals of EU law (6, 20%), Fundam. of economic policy (5, 15%), English language II (0%), Criminal law I (15%), Property law (15%), Family law (15%), Inheritance law (15%), English language III (0%), Criminal law II (8, 15%), Law of Obligation (7, 10%), Administrative law (6, 15%), Financial law (6, 10%), Company law 6, (15%), Criminal procedural law (6, 10%), Public international law (8, 15%), Civil procedural law (6, 10%), Commercial law (6, 10%), Criminalistics (6, 15%), Criminal Executive Law (6, 10%), Internat. law of human rights (6, 15%), International organizations (6, 20%), Maritime law (6, 15%), International Private Law (25%), Internal. Commercial law (6, 30%), Notary law (6, 25%).

The envisaged change in the curriculum (30 ECTS), based on the evaluation of the newly accredited curriculum and individual syllabi in cooperation with Montenegrin teachers, lead to updating of the courses and teaching methodologies and if necessary to a possible change to up to 30 ECTS during the last year of the project. The amendment of this volume do not require a new state- level accreditation, as provided by Montenegrin legislation on study program accreditation and EQAR.

No

Teaching / Training Activities

Yes

Mobility for Teaching, Training and/or project research activities

A key objective of the project was that through facilitating various study visits between partner institutions, securing the proper training for University of Montenegro Faculty of Law academic staff so as to improve their general teaching skills and their level of comprehension and understanding of various aspects of EU law. For the in order to achieve this objective, the second work package was designed to facilitate the modernization and improvement of teaching methods by the Montenegrin teachers, their general teaching skills and level of comprehension and understanding of various aspects of EU law. Since this project didn't include the additional mobility component, only mobility was envisaged as study visits by the Montenegrin academic and non-academic partners to other consortium members. Three of these study visits are already been organized, and three more will be realized in order to achieve the goal that is set. Attending professors from Montenegro have made a comprehensive report on each of their visit which will be the basis for the guidebook/reference manual on teaching various aspects of EU law in Montenegro.

Additionally training for teachers of the Faculty of Law and representatives of non-academic partners was envisaged at the Faculty of Law University of Montenegro, by the professors from consortium partner's institutions, in order to improve their general teaching skills and level of comprehension and understanding of various aspects of EU law, and special methods on researching EU law. This activity will have multiplicative effect since it will allow for the trained personnel to disseminate the knowledge thru future trainings. These trainings will also be the basis for the Guidebook/reference manual which will be created.

Teacher training for new hardware use is envisioned as well, since the teaching facilities were upgraded with new computers smart boards, and other hardware. In order for this equipment to be used properly and frequently teacher training was organized by the University of Montenegro staff.

Language courses are organized for all members of the academic staff of the Faculty of Law University of Montenegro. Some of the courses are organized on the beginner level for the learning of new languages and some on the advanced level for the teachers that want to advance their previous foreign language knowledge to academic level.

The consortium partners are timely informed via Project Coordinator on the MB meeting QCB gathering about these activities. Since Faculty of Law University of Montenegro has a small number of staff (only 22 professors and 4 teaching assistants) there was no need for the development of special methodology for the selection of the participants in these activities. All activities planned in the project are announced at the Faculty council meetings, then at the Faculty of law University of Montenegro website, individual e-mail by the project coordinator to each member of the academic staff, and thru a written invitation delivered to each member of the academic staff office at the faculty. In all the cases so far the number of the teachers that have applied hasn't surpassed the planned number.

No

Quality of cooperation

Project management

The drafting of the Partnership agreement has been conducted in three phases:

1. Draft of PA has been submitted for the analysis to all consortium partners
2. Kick off in Budva has situated the detailed and comprehensive analysis of the PA, article by article at the plenum sessions
3. After kick the agreed version has been submitted for the final approval and confirmation by all parties.

Project management is consisted of the following sections: Project coordinator (PC), Project management team (PMT), Management board (MB), and Quality control board (QCB).

MB of CABUFAL is established in kick off in Budva. It is consisted of 11 members – representatives of Consortium members and Project Coordinator. MB is focused on how the project is progressing in terms of expenditure, use of resources, implementation of activities and the delivery of results in order to achieve defined goals of the project. In the MB meetings in Saarbrücken, Ljubljana, MB systematically collected, analyzed and used relevant information about project progress.

The project coordinator works closely with the representatives of the partners to ensure the project is running as efficiently as possible. PC communicates with WP leaders once a month in order to monitor progress, plan future work and ensure timely production of the deliverables. The main tasks of coordinator are:

1. The overall coordination and direction of project via: email correspondence, telephone contact, sharing systems, data/information
2. To monitor the expenditure and provide the Financial reporting;
3. Look after the rights and duties of all partners involved;
4. Look after the adequate implementation of the projects regarding the rules of the EC by providing the reminders, questionnaires, adoption of the reports, requesting and ensuring the
5. Report and liaise with the EC;
6. Day to day running of the project.

Project management team has the following tasks:

1. Organization of meetings and assisting the participating educational institutions;
2. Organization and overhead activities such as plenary meetings;
3. Central budget registration and guarding;
4. Progress reporting towards EC.

In order to ensure quality of the project activities, QCB - consisting of the representatives of the top management levels from all partner institutions – 9 member plus PC, assembles once a year. QCB conducts quality control of the activities, and monitors the project implementation, provides a consultation on conflict issues, and adopts the Quality Control Plan. (Available at: <http://cabufal.ac.me/documents/>) We met once, in December 15, in Zagreb.

In order to achieve the defined goals of the project, the project management team systematically collects, analyzes and uses relevant information about project progress in terms of expenditure, use of resources, implementation of activities, delivery of results and the management of risks. Regular reviews provide an opportunity to reflect on progress, agree on the content of progress reports and the follow-up action required.

Involvement of partners and stakeholders

Refreshing curricula of the FoL (UoM) by the EU law content and techniques in teaching EU law, the selected partners are best situated to participate in this project. The number of them are the founding countries of the EU, with a long standing tradition of teaching EU law, and the number of them are newly joined countries, who have already implemented the changes needed to be done in Montenegro.

Europa-Institut (Germany) is a close partner of the Faculty of Law (UoM). Close cooperation is based on the activities of the South East European Law School Network (SEELS). Experience of the Europa-Institut is most valuable, as one of the founding countries of the EU and has a long experience in teaching courses in EU law. The role of Slovenia is the most important one, because of the tradition of the law studies in Slovenia and Montenegro, as former members of Yugoslavia, and current status of the Slovenia as a EU member country, and its experience in EU law implementation and teaching. The role of Faculty of Law in Zagreb (Croatia), as a representative of the newest member of the EU is most valuable one, because this law Faculty was the one leading the changes in the Law faculty curriculums in Croatia, that were implemented prior to succession of Croatia to the EU. Faculty of law – University in Split is a smaller faculty than Zagreb FoL, more comparable to the FoL UoM. Faculties from Croatia, as in Slovenia's case, are chosen for the same tradition of the law studies in Croatia and Montenegro, as former members of Yugoslavia. Faculty of Law - University of Skopje, was chosen as a partner because of the same tradition of the law studies in Macedonia and Montenegro, as former members of Yugoslavia. As Macedonia is not yet a member country of the EU, it faces the same obligations and problems as Montenegro in the process of the EU accession. Partnership with the former Yugoslavian countries is important for the teacher training because many professors of the FoL are not proficient in English language. Regent's University London is selected as a representative of the member state that has a different legal system from the continental Europe, and has different experiences in implementing EU law, so the experience of Regent's University in teaching and researching EU law will be valuable to FoL UoM.

Faculty of Law intends to contribute to the negotiation and accession process of Montenegro to EU. Revision of curricula and adapting it will be respond to the needs of European and Euro-Atlantic integration, thereby FoL will meet the needs of the Montenegrin state and society, as well as the need of rapid and comprehensive education of Montenegrin legal professionals on various aspects of EU law.

Judicial Council of Montenegro and Centre for Training in Judiciary and State Prosecution Service were chosen as non-academic partners of the FoL because of their valuable role in education of judges, prosecutors and lawyers. Their role is in ensuring conversance on EU law amongst judges and other prominent members of the legal professions in Montenegro. During the project, their representatives judges and prosecutors will be part of the study visits and training so that their experience will have tremendous reflection on practicing legal profession in EU overall.

The students of the UoM are represented in the Quality control board, which monitors and supervise the quality of all phases and activities of this project. During the trainings in Podgorica students are actively involved and are present at the trainings, even though this was not planned by the project, but it was perceived that their direct interaction with consortium trainers will be most beneficial.

Management of the grant

At the Kick off meeting of the project, representatives of all the partners were present, when the final negotiations of the partnership agreement were made. During this meeting, all partners were informed on the rules of the grant expenditures, not only by the project coordinator, but also by the representatives of the Montenegrin National Erasmus office. During this meeting, project partners have opted for "a reimbursement of actual costs" for Equipment and Subcontracting and for a "costs of the grant calculations.

Since the first pre-financing was 50 % of the grant, all partners received 40% of the funds allocated to them by the budget.

At University of Montenegro, special procedures are set in place for the grant expenditures. Each expense needs to be authorized for the payment by the project coordinator and by the dean of the faculty, and is subject of the approval by the rector of the University.

At each Management board meetings, project coordinator is presenting the current extent of grant expenditures, and is communicating with other partner representatives regarding their expenditures. Each partner institution has delivered their expenditures in the form of Individual travel reports and Join declarations that were calculated in the final table of expenditures.

There were no major difficulties in the transfer of funds to the partners, except to nonacademic partners who had to comply with internal procedures of Montenegrin treasury department. Only difficulties are due to the complicated procedures at the university level, which acquire meticulous planning in order to achieve payments on time. In addition, nonacademic partners have reported difficult procedures in transfer of funds from their separate accounts at Montenegrin treasury to individual accounts of their representatives in this project.

One of the difficulties that could present itself is the travel cost expenses, which were exceeded in some cases, but will be covered by cases in which travel costs were lower than that planned by the budget. All calculations will be made at the consortium level in order to achieve planned financing.

IMPACT AND SUSTAINABILITY

Awareness raising, dissemination, sustainability and exploitation of the project results

This project shall have a long-term impact on the legal education in Montenegro. The new curriculum and new courses will benefit not only the FoL but the needs of the Montenegrin state and societies. The project will allow academic staff to acquire new competences which will systematically transfer to students that will have positive impact on the students studying at the FoL, and their employability.

Professional associations of lawyers from Montenegro will also benefit from the project. JC and JTC conduct further practical education of lawyers and conduct testing for the bar exam, and all other testing for the judicial positions in Montenegro. Implementation of the EU law negotiations process, organization of the courses on EU law will have positive impact on the future changes of the procedures for the lifelong education of lawyers.

The dissemination is ensured by utilizing all appropriate methods: 1. The web site is designed to present the project, promote the new study program with enrolment information, and host the electronic versions of all materials that are produced during the project - plans, results and background information and other documents including minutes. 2. The project newsletter is regularly issued, and it is distributed in printed form, and available on the web site. 3. It has been envisaged that once a year CABUFAL management publishes an article in the Montenegrin law review presenting current progress of the project. In December 2017 the article on CABUFAL was published in Montenegrin Legal Journal. Brochure on CABUFAL has been made on three occasions. 4. The last one is on the Open Student Day, organized at University of Montenegro will be designed to promote the program and present relevant enrolment information, and it will be distributed at all dissemination events, and also sent to schools, local, regional and national authorities via post and email lists. 5. The local and national press and TV have also been used on the occasion of promotional and informative sessions, kick off and final project conferences. (See Dissemination plan in the attach).

University of Montenegro is a public university financed from the Montenegrin state budget, so the financial aspect of the sustainability, after the end of the project, will be ensured, so the program will be self-sufficient.

Bearing in mind that the knowledge transfer and dissemination are the core activities of the project, continuous involvement of the retrained teachers and administrative staff along with use of acquired equipment will secure sustainability. The people and the institutions directly involved in the project will gain experiences and practices that will be transformed into competences for the human resources involved and into standard procedures for the institution. Thus, this will not only be beneficial for the entire teaching staff as well as current and prospective students but will also have a strong impact on the capacity and institutional building of the University of Montenegro.

After the completion of the project, accredited study programmes will be constantly monitored and improved by the retrained teachers, and will be adjusted according to the needs of the labour market and modern trends in the field of lawyers education.

The equipment will be adequately maintained and new equipment will be purchased when needed.

Statistics and Indicators

Type of equipment:

- books and pedagogic material
- audio-visual equipment
- Computers and software
- lab material
- Other

For Curriculum Development projects

Yes

Courses updated
(/developed/accredited) in line
with Bologna principles.

to a small extent

Number of new/updated courses
DEVELOPED

32

Number of new/updated courses
RECOGNISED/ACCREDITED

0

Number of new/updated courses
IMPLEMENTED/DELIVERED

0

Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training

Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree

Volume (in ECTS) of new/updated
courses

180

The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures

Number of learners / trainees enrolled (per intake / course delivery)

240

Type of skills/competence developed:

- Transversal/behavioural skills
- Technical /academic /scientific / research skills
- Linguistic competences

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

17

For Training/Mobility Activities

Number of partner country "HEIs' students" trained

40

Number of partner country "HEIs' academic staff" trained

15

Number of partner country "HEIs' administrative staff" trained

0

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

10

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups

not applicable

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

26

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

0

Number of direct beneficiaries in the PCs (/year): HE students

2 500

Number of direct beneficiaries in the PCs (/year): non HE individuals

20

Impact at institutional level

Extent of impact at institutional level: for instance new courses / strategies (policies, regulations) / services (units, centres)

to a high extent

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

to a high extent

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

to a high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

not applicable

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

not applicable

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

to a high extent

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

to a high extent

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

to a high extent

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

to a very high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a high extent

Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax
- Employment and social rights

Energy and natural resources

- Environment, consumers and health
- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel

Meetings, Training and Mobilities

Meetings, Trainings and Mobilities

Estimated dates of consortium meetings until the end of the projects

Venue country	Venue city	Date of Meeting
Belgium	Brussels	25/01/2017
Montenegro	Budva	24/03/2017
Slovenia	Ljubljana	20/11/2017
Slovenia	Saarbrücken	30/11/2017
Croatia	Zagreb	15/12/2018
Croatia	Split	25/05/2018
United Kingdom	London	16/11/2018
Former Yugoslav Republic of Macedonia (FYROM)	Skopje	10/10/2018
United Kingdom	London	08/02/2019
Montenegro	Podgorica	12/07/2019
Montenegro	Podgorica	13/09/2019

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
Study visit	Training	Academic staff – teaching	Number Male	5	Montenegro	Deutschland	0,71	100
Study visit	Training	Academic staff – teaching	Number Female	3	Montenegro	Deutschland	0,71	100
Study visit	Training	Non-academic staff	Number Female	2	Montenegro	Deutschland	0,71	100

Study visit	Training	Academic staff – teaching	Number Male	3	Montenegro	Croatia	0,71	100
Study visit	Training	Academic staff – teaching	Number Female	3	Montenegro	Croatia	0,71	100
Study visit	Training	Non-academic staff	Number Male	1	Montenegro	Croatia	0,71	100
Study visit	Training	Non-academic staff	Number Female	1	Montenegro	Croatia	0,71	100
Study visit	Training	Academic staff – teaching	Number Female	2	Montenegro	Slovenia	0,71	90
Study visit	Training	Non-academic staff	Number Male	2	Montenegro	Slovenia	0,71	100
Training in Podgorica	Training	Academic staff – teaching	Number Male	5	United Kingdom	Montenegro	0,71	100
Training in Podgorica	Training	Academic staff – teaching	Number Female	7	United Kingdom	Montenegro	0,29	100
Training in Podgorica	Training	Non-academic staff	Number Male	3	United Kingdom	Montenegro	0,29	100
Training in Podgorica	Training	Students	Number Male	3	United Kingdom	Montenegro	0,29	100
Training in Podgorica	Training	Students	Number Female	4	United Kingdom	Montenegro	0,29	100
Training in Podgorica	Training	Academic staff – teaching	Number Male	5	Croatia	Montenegro	0,29	100
Training in Podgorica	Training	Academic staff – teaching	Number Female	6	Croatia	Montenegro	0,29	100
Training in Podgorica	Training	Non-academic staff	Number Male	7	Croatia	Montenegro	0,29	100
Training in Podgorica	Training	Non-academic staff	Number Female	5	Croatia	Montenegro	0,29	100
Training in Podgorica	Training	Students	Number Male	25	Croatia	Montenegro	0,29	100
Training in Podgorica	Training	Students	Number Female	20	Croatia	Montenegro	0,29	100

Attachments

Type of File	Name of the File
Budget Table	CABUFAL cbhe_2016_-_annex_vi_-_financial_statements.xlsm
Declaration of Honour	Declaration of honous..pdf
Table of achieved results	TABLE OF ACHIEVED RESULTS.doc
Dissemination/Exploitation Plan	CABUFAL Dissemination Plan.doc
Quality Assurance Plan	Quality Control Plan.pdf
Report Special Mobility Strand	
Request for Payment	Reguest of further pre-financing payment.pdf