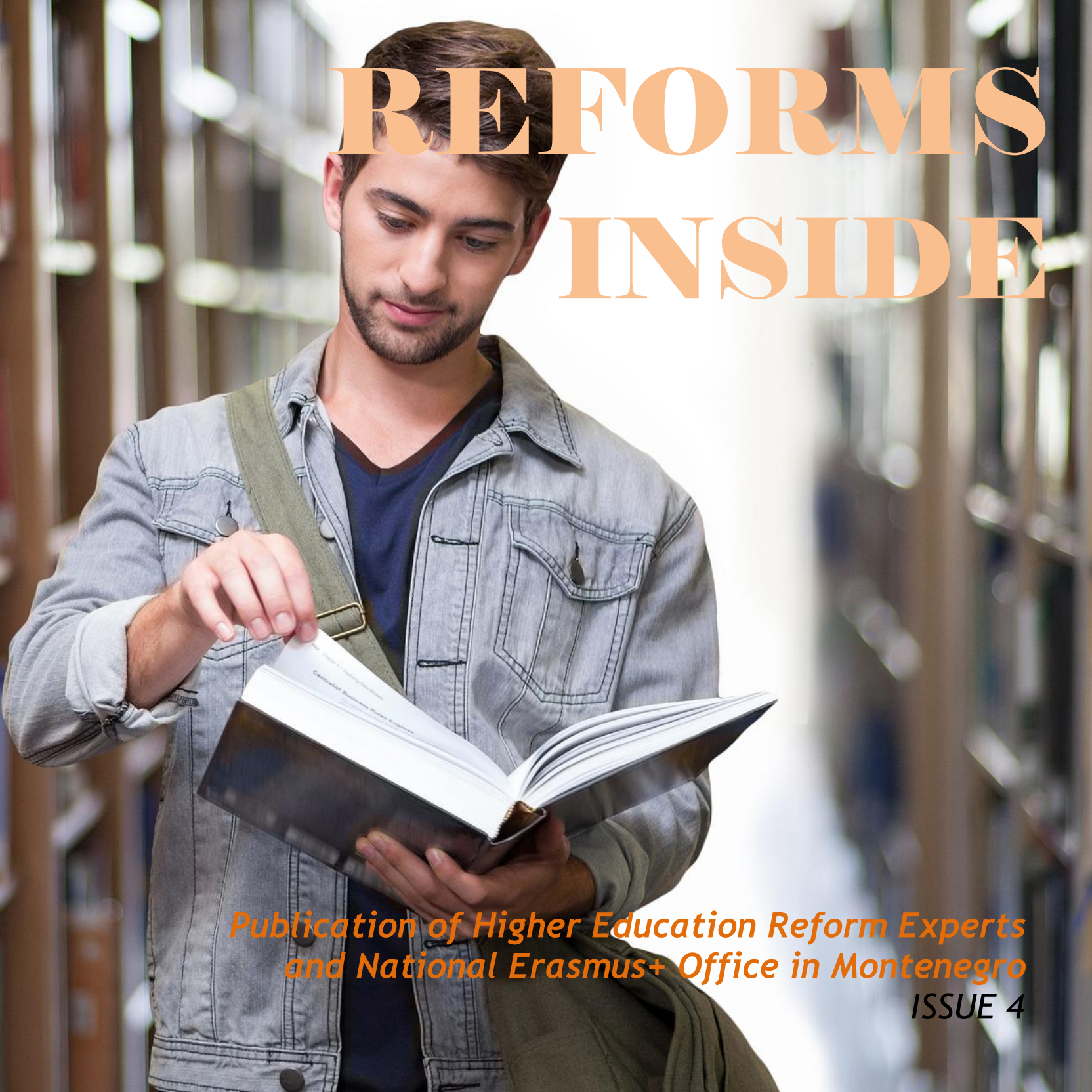

REFORMS INSIDE

Publication of Higher Education Reform Experts and National Erasmus+ Office in Montenegro

ISSUE 4

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Instead of Introduction

NEO team

We are pleased that the fourth edition of the NEO&HERE publication has come to light. As is the case with its previous editions, it is full of inspirational journal articles in the field of higher education, relevant to Montenegrin context.

Since this year, our HERE team has been empowered by new appointments, i.e. newly appointed HERE members who have already made their contribution, together with some old/new HERE members, to the fourth edition of the NEO&HERE publication.

As you will be provided with the opportunity to read in the journal articles below, the new edition of the publication will get you informed on current trends and challenges in the field of higher education, i.e. reflections of HERE experts from different points of view: difficulties of graduate artists, green and inclusive higher education, teaching, learning, research; brain drain, innovation and entrepreneurship.

We hope this publication will raise interest of all relevant stakeholders and society as a whole, in the importance of these topics for our higher education system.

Our HERE members will continue to contribute to our higher education policy reform, in the endeavors to be harmonized with EU policies and standards in higher education field.

We hope HERE contributions and strivings will reach a wider audience, bearing in mind the fact that these issues deserve to have the full attention of Montenegrin society as a whole, in order to get more sustainable and more visible results.

Higher education needs to grow, this publication is a small contribution of the HERE team to the overwhelming and unstoppable process of higher education modernization and harmonization with EU standards.

Reflections

„Will my art degree be valued in the system?" The employment challenges for graduate artists

Sara Arianna Serhatlić
University of Montenegro

"The most famous oracle in the ancient Greek world was the Delphic oracle: you asked a question, and the deity gave an answer through a priestess. In the last 20 years, 48 European Higher Education Area (EHEA) countries have been working together to build clear, transparent and fair recognition procedures and criteria, and to avoid the "oracle effect" in the field of recognition: when you move to another country and want your qualification recognized, you do not ask some god living far away on a sacred mountain "Will my qualification be recognized?" and wait for the divine answer, but you can rely on a network of information centers, professionals and authorities dedicated to giving you a clear answer."[1]

While the students who are attending European universities, struggle with qualification recognition outside their countries, students from Montenegro who are about to achieve an art degree, unknowingly or knowingly, are on the way to facing employment challenges in the field of art and culture in their own country.

[1] "Will my qualification be recognized? Golden rules on academic qualification recognition for students in the European Higher Education Area", published by the European Students' Union https://esu-online.org/wp-content/uploads/2020/07/2.Golden-rules-on-recognition_leaflet.pdf

If the person is creative and imaginative, a degree in art could be just the way to express ourselves. Art may not be a vocational subject – that is, one that leads to a specific career – but this does not mean it would not be a good preparation for the world of work. The skills gained during a degree are likely to be highly valued and transferable to many sectors, including specialized art careers as well as many other graduate roles. In the majority of art careers, we could find it essential or highly advantageous to have a varied portfolio of work to show prospective employers, including some of our original ideas as well as coursework.

Infrastructure issues

For students of art faculties, the situation is not easy when it comes to infrastructure conditions, as well. On July 13, 2012, the construction of the University Complex of the Faculty of Arts began in Cetinje. It is an ambitious project, which will be realized through the cooperation of the Old Royal Capital of Cetinje and the Government of Montenegro, and thanks to which three existing academies - along with a whole range of other contents - will be united as part of the most modern artistic higher education center in the region. The university complex of the Faculty of Arts will be located in the area of the former lower "Obod", and its construction will provide an incentive for the development of new courses and new study units in the sphere of art. The entire contents will be built on a plot of 25,270 square meters, and the buildings themselves will occupy an area of 6,757 square meters. So far, in the past decade, only the first phase of the building has been completed, and students of the Faculty of Fine arts have the opportunity to attend the classes there.

Opportunities after diploma

Students who come from municipalities in the north of the country, most often want to stay in the central or southern region and find a job. Together with the graduated students from the mentioned two regions, they make up a larger number of candidates for employment, and therefore the number of jobs available in the profession of art is getting smaller and smaller. On the other hand, schools in the north of the country have been struggling for years with a lack of staff in music schools. When it comes to jobs after the art degree, let us ask ourselves which jobs are at the young people's disposal in Montenegro. It seems that the most common jobs are the following:

- Teacher at the elementary school
- Teacher at the high school
- Teaching assistant at the university
- Graphic designer
- Curator at the museum/gallery
- Actor at the theatre
- Member of the national orchestra

There are 13 state and 1 state-private music schools in Montenegro, of which 9 are schools of primary music education only, and 5 of primary and secondary music education. Regarding Fine arts, there is only one high fine arts school in Cetinje, and for Drama arts there are just a couple of private schools of acting. When it comes to the University of Montenegro, the Music Academy has one teaching assistant, the Faculty of Drama arts has two and the Faculty of Fine arts has five teaching assistants (not including supplementary work and external cooperation with other artists). As we can see, there are not as many positions as students holding an art degree and most of them should act as freelancers (to open a NGO related to culture and art, a private art school for kids, a graphic design studio, fine arts studio, music studio etc.). The job of a freelancer is not guaranteed to be sustainable and makes it much more difficult for graduate art students compared to other professions. It is clear that the biggest challenge is employment challenge: how to find a proper job or even worse, how to find a job in the field of culture/art at all.

Lacking status of artists

Invented by human beings invented by man, but differs from acts of nature, which reflects the environment that surrounds us through the reproduction of reality, art is a creative artistic activity and depends on the artist himself. As a final result, the work of artist expresses the influence, ornament, demolishment or people's progress. Having the capacity to create and to use imagination both of these elements, makes the artist different from a common man. The development of the society, civilization, and report between employed and unemployed and many other factors directly affect the formation and the development of the work of artists market. The art labor market almost does not exist here and is very difficult not only in Montenegro but around the world. Developed countries have created employment

policies through projects that affect somehow in mitigation of this phenomenon. Modern times have made employment a challenging aspect, but in comparison with other professions, the artist has it more difficult to find a job and to keep this job for a longer period. Apart from talent, an artist should create and develop their skills with the pace of time in order to be competitive in the market.

Deplorable infrastructure, scarce spaces for young artists, lack of status of artists, low and unfair wages, lack of transparency in the disbursement of funds are some of the distress of representatives of art and culture in Montenegro.

How to make young people with an art degree and future students more optimistic?

- Art is a service that artists offer in the work form, which means that an artist has two goals to maximize profit by promoting professionalism.
- In Montenegro there is no genuine market for artists, there is a lack of information about jobs, employment without merit, and that discourages new artists from being creative.
- The missing status of artists, low and unfair wages, lack of transparency in the disbursement of funds, miserable infrastructure space scarce for young artists are just some of the concerns of representatives of art and culture in Montenegro. Decision-makers must pay attention to these facts and create conditions for improving the situation.
- Information technology has impacted the development of the labor market for artists, so artists have the opportunity to promote easily their art, to be closer to the public and to be able to get information on auditions in every country of the world with fast and simple. Montenegrin artists should be integrated with the global art market because international collaboration opens many doors and creates new opportunities.
- Montenegrin government should pay more attention to the status of the artist and create supporting policies for the development of art and culture in the country.

Conclusion

Art and the business world are not always considered the most tacit partners. But at the end of the day, culture is the starting point of human progress, but also the progress of the entire society and system. By investing in culture and young artists, we invest in our future. Cultural artists are unofficial ambassadors of their country, and it has been shown countless times, that art easily overcomes all obstacles and unites differences. The first steps in the career are often the most difficult and challenging, and it is important to help encourage being an artist as a profession. Let us not let them wonder if their art degree will be valued in our system. Supporting art is one of the ways in which we can participate in the growth of the society's overall understanding and enjoyment of culture and art as such, and it is even more important for young artists, who are only at the start of their career. That is why it is important to wake up, to provide support to all young artists as well as future students of art faculties in Montenegro.

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Faculty of Economics

Green Education for Higher Economy: Achieving Green Economy and Sustainable Development through Education

There are various concepts and approaches to economic activity formulated under the umbrella of sustainable development. Green economy, resource efficiency, circular economy, sustainable consumption and production, etc. are concepts we frequently encounter in strategic documents, policies, and regulations. Although they are differently titled, those concepts are not so different regarding their underlying idea. Their domain of definition is framed by three important elements - the natural environment, human well-being, and economic activity (Fig. 1.).

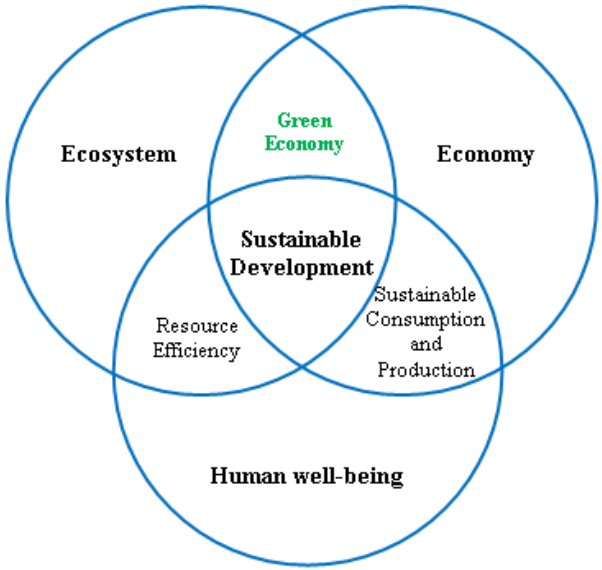


Figure 1. *Conceptual framework of sustainable development*

At the core of the sustainable development paradigm is a triangular conflict that arises between the demand for fostering economic growth, the need for the preservation of the natural environment, as well as the quest for improvement of human well-being. Having in mind that conflict, the main challenge is the creation of economic goods without the deterioration of natural resources and degradation of the environment.

Although simple, this question triggers a very complex set of theoretical and practical responses to this problem.

Before analyzing the response of HEIs to sustainable development needs, let's briefly consider the concept of a green economy, which will be the focus of that response.

The colorization of economic industries is a simple way to metaphorically explain their core activities. Thus, the economic activity related to seas and oceans is called the blue economy, whilst economic activity based on non-renewable natural resources and fossil fuels (coal, oil gas) is called the brown economy. Green economy refers to the economic activities that aim at reducing environmental risks and intensive use of renewable energy sources.

The term "Green Economy" is still understood as a new development narrative, although it was created at the end of the XX century. Namely, a group of leading environmental economists coined this term in 1989 in their report for the Government of the United Kingdom entitled Blueprint for a Green Economy. Nowadays, there are many definitions of the green economy concept, formulated based on different aspects or different contexts of economic activity taken into consideration. All of them seek to promote human well-being, social equity, resilience, and environmental sustainability.

The Danish 92 Group definition recalls that the green economy is not a state, but a process of transformation and a constant dynamic progression: "The green economy does away with the systemic distortions and dysfunctionalities of the current mainstream economy and results in human well-being and equitable access to opportunity for all people while safeguarding environmental and economic integrity to remain within the planet's finite carrying capacity. The economy cannot be green without being equitable." (Danish 92 Group, 2012).

The green economy approach to economic activities has three different aspects:

- low carbon,
- resource-efficient, and
- socially inclusive approach.

Figure 2 shows a conceptual framework of the Green Economy.

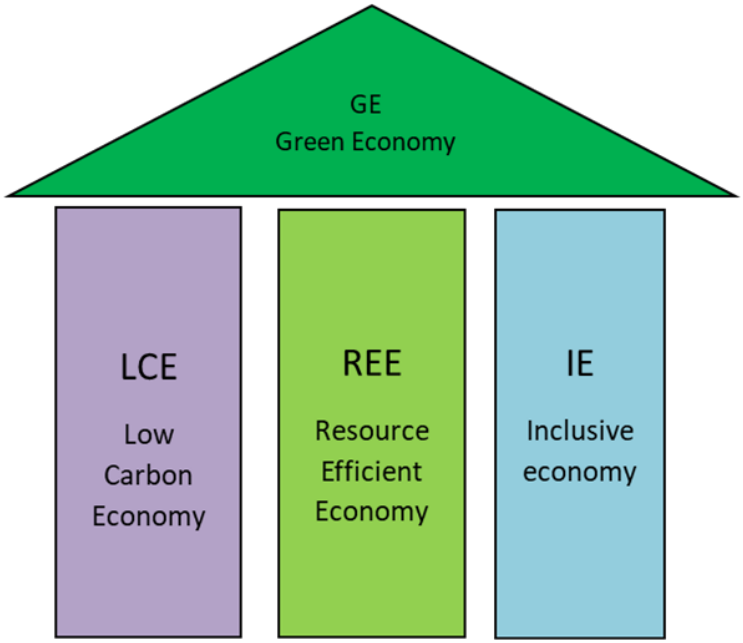


Figure 2. *Conceptual framework of the Green Economy*

A low-carbon economy is a concept that relates to the very complex area of climate change policy. The low carbon economy is generally regarded as an economy that generates minimum greenhouse gas emissions.

According to the definitions used in the Roadmap to a Resource Efficient Europe (COM (2011) 571), resource efficiency is a way to get less with more. It increases the overall economic value with more efficient use of resources during their lifetime. Efficiency requires the use of resources in a sustainable manner, within the long-term limitations of the planet. It also means minimizing the impact that the use of one resource has on other resources, including the environment.

According to the European Commission's Strategy for Smart, Sustainable and Inclusive Growth (COM (2010)

2020 final), inclusive growth means empowering people through high levels of employment, investing in skills, fighting poverty and modernizing labor markets, training, and social protection to help people anticipate and manage change, and build a cohesive society.

For the broad implementation of the green economy concept, strategic orientation is necessary for all spheres of socio-economic life. In this way, it is possible to reduce the use of limited natural resources, make a complete transition to renewable energy sources and increase the level of social inclusion. As Ferguson (2013) noted, "alongside these conditions, education too is critical in shaping a green economy, with tertiary level institutions, in particular, having a pivotal role to play, concerning activities in the areas of teaching, research, knowledge transfer and community education and engagement, as well as by serving as exemplars of sustainability." The aims of higher education should be a starting point in considering the role of higher education in achieving a green economy and sustainable development. According to the Council of Europe, there are "four purposes" of higher education:

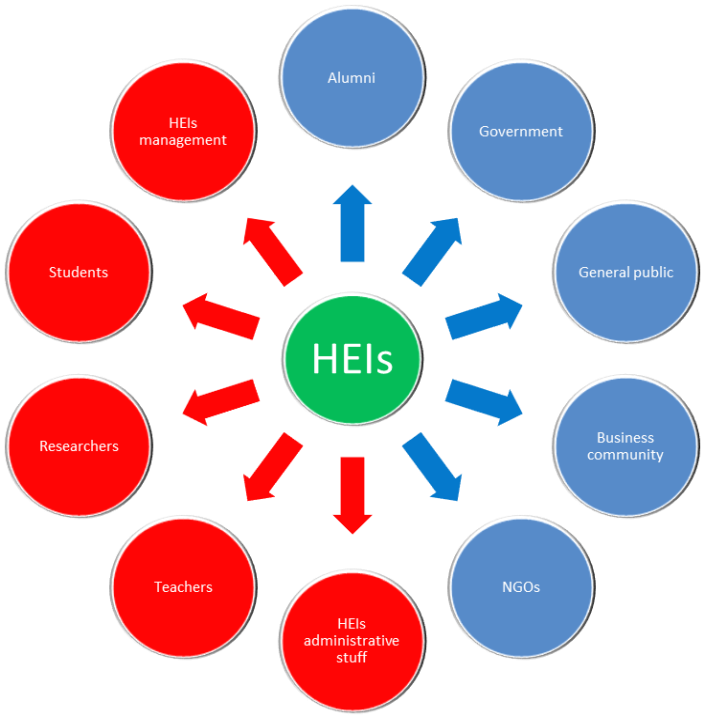
- "preparation for sustainable employment,
- personal development,
- preparing students for active citizenship, and
- creating a broad advanced knowledge base and stimulating research and innovation."

Due to the linearity of the text, it is often necessary to follow the hierarchical structure of the statements. In the case of the equal importance of the elements stated, it is hard to emphasize their relative importance through the hierarchical structure. That is a case we usually say: "last, but not the least" meaning last in order of mention but not of importance. The sequence of the four purposes of the higher education system stated by the Council of Europe is very indicative in that sense. It starts with "preparation for sustainable development" although many of us would intuitively expect that argumentation to start with "creation of knowledge base". However, all four purposes of higher education are interconnected and simultaneously contribute to the overall outcome of higher education - personal and social prosperity.

In a piece of General information about the Erasmus+ programme we found a comprehensive statement that "high quality, inclusive education, and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in a democratic society, intercultural understanding and successful transition in the labor market." All these aspects should be valorized through the green university concept, where sustainable development and green concept are integral parts of university strategic documents, their vision, mission, and values. Having in mind that education is a foundation of human development, the way the educational process is designed, and HEIs' organizational structure transformed and operational modes tuned, will

dominantly shape our common future.

The role of HEIs in fulfilling the green economy mission is multidimensional. There are several channels through which HEIs can exert a significant influence on the implementation of the green economy concept. From the perspective of the direction of influence, they can be grouped into two broad categories: internal and external channels of influence (Fig. 3). Internal channels refer to the self-improvement of higher education institutions in terms of strengthening green initiatives within the institutions themselves. These channels have a greater influence on the greening process because they are under the direct control of HEIs management. Through external channels, HEIs fulfill their social mission by encouraging a wide range of entities to directly or indirectly adopt the principles, knowledge, and skills necessary to raise the quality of the economy and the well-being of people based on the principles of sustainability and preservation of the natural environment.



Legend: Red = internal impact; Blue = external impact

Figure 3. ***Channels of impact of HEIs on the green economy and sustainable development***

Let's briefly comment effects of HEIs on their internal elements.

Students represent the final output of the educational process and at the same time the input for the labor market. They are the medium that connects HEIs and the economy of a country. Bearing this in mind HEIs must provide students, through the teaching and training process, with knowledge and skills that are of crucial importance for employment in green sectors. For each subject of the green study programs intended learning outcomes should comprise three categories: knowledge (fundamental knowledge, applied knowledge,), skills (critical and creative thinking, problem-solving, team working, etc.), and social competencies (legal, social, ethical responsibility) of students. The development of students' analytical abilities during the educational process is of great benefit for solving complex problems in the field of low-carbon, resource-efficient, and inclusive development.

Teachers. Critical thinking is one of the most powerful tools teachers can offer to students. One controversy of critical thinking is the statement: "We need to change the way we think!". Following this recommendation, we could not change anything, simply because this proposal is drawn from an existing way of thinking. Creative thinking is another tool for re-inventing the future. Creativity as a unity of knowledge and imagination can broaden the knowledge base i.e. "cumulated experience" with new theoretical and practical solutions to the existing environmental problems. Another important aspect of an educational process that comes from the teachers' perspective is to help students learn new and unlearn old and inefficient concepts and practices. Finally, teachers and trainers must be trained to cope with new challenges that threaten green development.

Researchers. With high reliability, modern societies or organizations (universities) may be classified into two broad categories: the "know-how" and the "now-how" entities. The societies or organizations lacking the know-how orientations and not attempting to master them would certainly find themselves, sooner or later, in the situation of now how. Consequently, within the entities focused on R&D, the green development concept is challenged by the best green practices, and the best practices are challenged by the best green theories. Applied projects and applied research as a knowledge creation hub have a high impact on learning practices as well as on problem-solving in the area of green development.

HEIs management should be fully devoted to the implementation of the green concept inside and outside their institutions. All internal channels of influence on the green economy are under their control. Also, the external impact of HEIs in terms of green economy development depends on managerial awareness and capacity to make a substantial change of unsustainable practices in their social and natural environment. HEIs management is obliged to reduce the environmental footprint of the institutions they manage and to perform constant monitoring of that process. Together with other relevant actors (students, lecturers,

researchers, the business community, etc.) HEIs management must work on modernizing study programs and syllabi of pure and applied science. Modernization implies the inclusion of green programs and initiatives that encourage the fulfillment of sustainable development goals in the higher education system and its natural and social environment. That process is two-way and must be simultaneously open to incentives coming from the higher education system as well as those from its environment, as shown in Figure 4.

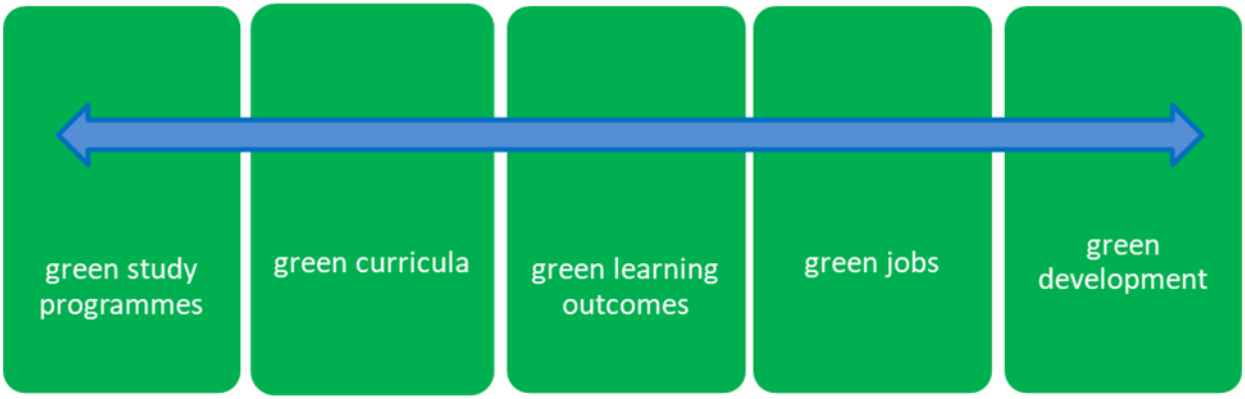


Figure 4. *Bi-directional relationship between HEIs and green development needs*

According to the survey conducted by the European University Association (2021) on a sample of 372 higher education institutions from the EHEA, "half of the institutions indicate that the institutional leadership plays an important role in the steering and implementation of greening measures, underlining that greening and related activities are fairly acknowledged and mainstreamed."

HEIs administrative staff is another channel through which HEIs can contribute to internal green development. Green public procurements, digitalization of current administrative procedures, voluntary initiatives, etc. are ways of contributing the HEIs administrative staff to green university initiatives.

From the external channel's perspective, HEIs also have an important role in greening economic activities and social life in general.

Government. The government and HEIs must cooperate closely in the creation and implementation of higher

education policies, ensuring sustainable financing of public universities, as well as scientific research of both public and private HEIs. Because HEIs are considered to serve national goals and interests, there is a wide spectrum of cooperation between governments and HEIs in terms of applying the principles of green development. Developing a strong research function in areas of interest to sustainable development where scientific evidence would be crucial to inform policy and help come up with options for addressing problems. Policy analysis and support for evidence-based policy-making in a country is a crucial role of HEIs in this regard. In short, HEIs support more effective and efficient policy decisions and improve governance for SD by relying on science-based research and analysis by providing reliable and high-quality data and research results.

Business community. Green business means the production and distribution of goods and services without deterioration of the natural environment. HEIs can contribute to the businesses to transform from a traditional to a green economy through the supply of skilled and competent workforce as well as by clean technology innovations and more energy-efficient production processes. Besides, HEIs must bridge potential employers, educators, and students to gain employers' input for curricular updates and increase job placements.

NGOs. There is a significant number of NGOs whose activities are related to the implementation of various goals of sustainable development. Building a partnership between HEIs and NGOs creates an institutional network whose potential is much greater than individual institutional initiatives. NGOs can be an important implementation partner of HEIs in fulfilling the mission of higher education.

Alumni. Unlike other external entities, alumni associations have closer contact with their alma maters which is a more reliable channel to ease the transfer of knowledge, technology, and innovations from universities to external stakeholders.

General public. Through lifelong learning programs and various forms of informal education, universities can influence the general public's awareness of understanding and participation in the process of greening economic growth and increasing people's well-being. The positive mood of the public toward the acceptance of scientific knowledge regarding green development creates a climate of trust and a sense of partnership in the struggle for green development.

A conclusion about the importance of HEIs in achieving a green economy and sustainable development through education can only be drawn based on aggregate data on the number of students in the world.

According to Nishimura and Rowe (2021) "over 200 million students are currently enrolled in the higher education system and this number is predicted to double by 2030. Yet, there are currently 71 million unemployed youth struggling to find a job, a situation only exacerbated by the COVID-19 pandemic. The good news, however, is that the transition to a green economy will add an estimated 60 million new jobs to the market by 2030."

At universities with developed research functions, the existing knowledge base is revised and a new one is created. At the same time, through modern study programs at all levels of higher education that knowledge is transferred to students, teachers, young researchers, businesses, governments, etc. A transdisciplinary approach to research and education is a way to cope with the complex climate and energy problems we are facing nowadays. Although the concept of the green economy is based on decoupling principles, i.e. on guiding economic activity to a lower use of natural resources with a simultaneous reduction of negative impacts on the environment, there is a need to couple HEIs with these decoupling g principles. This way HEIs and their societies will become more climate-conscious and energy-intelligent. The need to achieve a green economy through higher education could be better explained by play on words - green education for a higher economy. In this way, the need for greening institutions that can most influence the realization of a greater volume of economic activities based on the principles of sustainability is emphasized.

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University of Montenegro

Inclusive higher Education in Montenegro

In the past years we have witnessed an unprecedented expansion of Higher education in many regions worldwide. UNESCO statistics gives data about the enrolment rate rise from 10% in the 70s to 41% of high school graduates in 2017.

Despite the numbers which are more typical for the development of the western part of the globe, the university sector in many regions and especially for many target groups remains elitist. Higher education in many regions worldwide still tends to suffer from lower completion rates of students from underrepresented and traditionally excluded groups.

The universities tend to adopt various strategic approaches and documents to overcome this disparity. We are also aware of the fact that Higher education with inclusive access is essential to achieve economic efficiency and social justice by the full realization of the potential of young people because talented people coming from low-income, minority or people with disabilities of any kind represent a loss in human capital.

Quite aware of the importance of providing equal opportunities Higher education institutions tend to have a strategic approach toward the enrolment of all possible underrepresented groups no matter of gender, ethnicity, religion, language and disability.

According to the work done by the **OECD and World Bank**, the following four categories are defined as equity target groups that are commonly referred to (***OECD, 2007, Salmi and Bassett, 2014***):

Individuals from the lowest income groups, Women, Groups with minority status: ethnic, linguistic, religious, cultural, people with disabilities.

Two dimensions of disparity within the higher education area were also notified. The vertical dimension goes from the very enrolment throughout the study period. These dimensions encompass all the potential threats as well as opportunities that underrepresented groups could face through their stay at the university. The horizontal dimension of disparity appears in the analysis which is important for the future professional life of the student - which kind of the university he/she has enrolled going along with the potential ranking issue that can influence further professional development of the student. The lower ranking position of the university influences to the great extent further job seeking as well as the career path of the candidate.

Best practices found in inclusive higher education institutions include but are not limited to the following: inclusive services with flexible, broad educational and extracurricular options, choices for taking classes in a flexible manner, students with intellectual and other disabilities as well as ethical, linguistic, cultural minorities are involved in campus activities and organizations under the supervision of students' parliaments, there is often academic staff that is in charge of the supervising and following the progress of students from the underrepresented groups, and students coming from vulnerable groups are viewed as contributing members of the university community and are recognized as such by all departments and organizations. Faculties and their management and academic staff tend to change the way they view the development and delivery of their course curriculum.

According to some analysis done by the **L.B.Taishoff Center for Inclusive Higher Education, School of Education, Syracuse University,** Inclusive adaptations/modifications vary from university to university. Ideal, but not always typical, adaptations may include the following:

Student-centered, individualized instruction and course selection, faculty modify curriculum and use multiple modalities to deliver content, written materials are provided to students as necessary, in addition to visual and sensory supports, syllabi and course information are easily and clearly laid out, adapted materials, such as large-print textbooks and books on tape are available for students, peer mentors, tutoring classmates, extended time on tests, extended deadlines of various types, teaching assistants.

Although some findings indicate that the universities must be fully accessible and physical barriers have to

be removed, ramps and elevators should be present in all campus facilities. Students may also be supported by service coordination, transportation, recreational support, employment services.

Students from socio-economically disadvantaged groups in Montenegro share the faith of those from many other regions.

Besides that, Montenegro does not track the education paths of students from under-represented groups from the very beginning even in the case of students with disabilities of ethnic majorities like representatives of the RAE population. Although children with disabilities have increasingly enrolled in primary schools since 2009, the lack of data on the number of enrolled children with disabilities at the national level makes it hard to access progress in scale. The number of Roma children with disabilities in preschools and secondary education is almost ten times lower than in primary education ***(Vision for a quality, inclusive education system in Montenegro-Friends of Europe)***

The lack of institutional, legislative and systematic support to these groups in their early-stage period of education extends to higher education. Lack of enrolment data, lack of tracking data or lack of systematic approach to the overall supportive legislation (institutional one) threaten significantly a serious analysis.

The inclusiveness of Higher education in Montenegro is dominantly focused on students with disabilities. The Law on Higher education envisages the so-called affirmative actions for the enrolment of underrepresented groups namely students with disabilities which comprise facilitation of enrolment procedures as well as the possibility of fee subventions if needed for all the levels of higher education.

According to some investigations, students with disabilities in Montenegro enroll in the faculties as well as universities based on the accessibility, infrastructure inside the buildings, specific didactic infrastructure rather than their affinities. The findings of some investigations were mostly about the accessibility of buildings, internal infrastructure as well as didactic material and processes which are often in inadequate formats. Some of the universities have made an effort to adapt their infrastructure (building access as well as corridors). Some of the faculties and universities have also attempted to improve a didactic infrastructure for students with disabilities like audio libraries. Some attempts toward the establishment of support services for students with disabilities have also been made. What is important to note is that the situation is still suffering due to the lack of systematic and country-wide supporting measures and a fully implemented adaptation culture. These are the facts that influence a lot incoming mobility of students with disabilities to Montenegro.

On the other side, universities in Montenegro try to improve and widen the supporting measures for students with disabilities mostly through the ERASMUS+ program. The initiatives are oriented to supporting measures starting from the office to support students with disabilities to the preparation and implementation of specific didactic tools for these students. The recent attempts are focused on the measures for the smooth and supervised, organized transition from higher education toward the labor market. Students with disabilities are strongly encouraged to use all the ERASMUS + initiatives as individuals through mobility actions as well as through the capacity building projects. Still, mobility measures and actions remain the uncovered field for the outgoing students with disabilities in Montenegro. One of the visible results of these adaptation attempts is the establishment of the new study program on social inclusion at the University of Montenegro which is supposed to educate professionals in inclusive education at all educational levels.

Generally speaking, all the projects based on social inclusion are welcomed at the Montenegrin universities but still we cannot say that there are big steps forward made to facilitate their stay at the universities although we can confirm that some benefits are quite visible within 10 years. Speaking about the lack of systematic measures for the continual tracking of the children in the RAE population, it is evident that there is a big gap between the number of children that continue their education after primary school. There is almost no record of them in Higher education. Speaking about linguistic minorities, the University of Montenegro has opened a study program on teachers' education in the Albanian language.

The general conclusion may be that much more coordinated actions are needed within the communication between the universities as well as all representatives of underrepresented groups. The respective ministry has to be included in the communication as well as the planning of the activities.

Universities from their sides have to create partnerships within the intersectoral pool of policy-makers as well as the establishment of infrastructure needed for the more visible adaptation to the needs of these students. The aforementioned measures should lead us to the society with higher education based on equity, relevance, equal access and effectiveness.

Linking teaching, learning, and research in higher education

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Introduction

Nowadays, universities generally perform two related, but not identical activities: teaching and research. This is the case with most of the organizational units at the University of Montenegro, as well as at other universities and independent faculties in the country. Organizational units registered in the form of institutes, which are fully dedicated to research, are an exception.

The connection between these two activities—teaching and research—is also embodied in the national Conditions and Criteria for Selection into Academic Positions (2019), where it is emphasized that selection into an academic position, among other things, implies both research results and teaching. The academic staff practices – research and teaching are two logically connected, yet unequal methodologies. This information alone testifies to the high complexity of the job of a university teacher.

Students are involved in classes with the principal task of learning, which is predominantly achieved through their participation in classes and independent work. Teaching is organized in different ways at individual faculties, by the field and subject of study, but lecture-type teaching is certainly dominant. This type of teaching can more or less stimulate students, but this largely depends on the teacher's methodical skills.

Bearing in mind that the main participants in the teaching process—students and teachers—perform a total of three groups of tasks (research, teaching and learning), it would be significantly better and more effective if these tasks were connected.

Some challenges encountered by the higher education

Teaching and learning in modern higher education face extremely serious challenges, which are stimulated by many contemporary phenomena: the continuous progress of science, technological development and the possibilities of working in a digital environment, the great heterogeneity and mobility of the student population, the needs of the labor market, etc. The progress of science and technology necessarily implies continuous revisions of the curricula, both in terms of the content which is studied, and in the modus operandi. For example, the pandemic caused by the COVID-19 virus "forced" all universities to face digital learning environments and to consider the possibilities of online courses or blended learning.

There are more and more students at universities, and this population is strikingly heterogeneous—according to their educational background, learning skills, socioeconomic status, etc. (OECD, 2021). Some students have not developed appropriate learning skills, nor do they possess a sufficient level of prior knowledge (Vučković et al., 2020). In addition, many lack motivation (especially the intrinsic one), show a lack of interest and, consequently, a lack of will to learn. If we bear in mind the time they need to complete some of the higher education cycles (Perović & Vučković, 2019), many of them are not successful enough or they fail in their studies. Teaching should offer the most effective models of work and learning so that the majority of students achieve the expected learning outcomes and become competent enough for work, possible continuation of studies and lifelong learning.

University teachers generally work with larger numbers of students and often teach multiple courses. They are rarely familiar with the needs and interests of students, and there is also a lack of communication with those students, apart from the mandatory examination during the midterm and final exams. Even the examination is too often done in written form, so direct teacher-student communication is too often absent. During the exam, the teachers assess how much and how well the students mastered the materials, but rarely do they find out how the students study, what their interests are, and what they would like to learn more about. It often seems that the duties of students and teachers are completely separate, without intersection points where ideas can be exchanged, which is a basic prerequisite for the development of all kinds of knowledge, including the much-mentioned and desired critical thinking.

Introducing the ideas on connecting teaching and research

For the discussion on the topic of connecting teaching, learning and research, it is important to remember that universities often changed their role, status and mission in the previous centuries. These were not always places where the synergy of research and teaching work was created. On the contrary—until the beginning of the 19th century, the university was an institution focused on teaching. We owe the idea of a university that also engages in research to Wilhelm von Humboldt, who—while planning and directing the establishment of the University of Berlin (founded in 1810)—stressed the need for the university to work "on stimulating and encouraging a research approach to science as opposed to merely transmitting

knowledge already prepared for immediate use" (Zagorac, 2017, 532). Humboldt's idea of a university implies that "knowledge construction takes place in a learning environment where research and inquiry inform teaching and vice versa" (Huet, 2018, 727). Teachers and students, guided by this idea, should work together with methods that include a focus on the creation, discovery and construction of (relatively) new knowledge.

Humboldt assumed that students and teachers willingly and without interest search for scientific knowledge and that universities should be communities of those who think and discuss (Zagorac, 2017). Universities should, therefore, deal with the training of the intellect and influence the development of a complete and free, integrated personality. This idea is very close to the ancient Greek ideal of kalokagathie, semantically defined as a harmonious relationship and association of the beautiful and the good in upbringing, education and personality development.

Intellect training is never monodisciplinary, or at least not according to theories of generalization transfer (Vilotijević, 2000), because real scientific or practical problems always involve a spectrum of research competencies, many of which do not belong only to a narrow profession. Within the sociocultural and historical context in which he operated, and through the lens of philosophical education, Humboldt advocated the formation of character through higher education (the ethical component was very important), and—in today's terminology—his view of university education implied a holistic approach to the development of responsible and engaged citizens who have the capacity, skills and freedom of critical thinkers. Such individuals would not be "only" experts in one field, but their competence spectrum would necessarily include many transversal skills.

Today, one often hears the remark that the modern university has failed Humboldt's ideal, because communities of thinkers—as Humboldt described academic communities—are not necessarily oriented towards practical knowledge and simplified skills. Namely, the process of learning through discovery, problem-solving or creating projects—which are all potential forms of learning through research—cannot be directed exclusively and directly towards "useful knowledge", those advocated today by that invisible narrator whom we refer to as the "labor market", rather, its essential value is in the training of the intellect (Huet, 2018). Of course, it is possible and realistically demonstrable that the training of the intellect is essentially the only invariant competence that suits any labor market, regardless of the place and time in which that market functions.

Science and teaching: antagonism or synergy?

More than two turbulent centuries have passed since Humboldt created his idea of the university. Some authors believe that the 20th century, a period of exponential growth of scientific knowledge, definitely exerted almost relentless pressure and caused antagonism between teaching and research (Barnett, 2003). Universities have experienced many changes, so at today's HEIs, science and teaching do not always function as two potentially synergized components. On the contrary, many researchers who also teach, often do not

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show the slightest interest in pedagogical work (Glendinning, 2016; Healey, 2005; Huet, 2018). They justify such an attitude by saying that research is much more important, that it is more valuable for their institution, but also the whole society, that they enjoy research more, that they have a passion for science, enjoy scientific research, etc. The arguments are certainly quite convincing.

On the one hand, the attitude of certain members of the academic community is illustrated by the following comment:

> Courses taught by those at the cutting edge of research will necessarily be of higher quality than those taught by those merely using the research results of others—whatever the apparent quality of their style of delivery... Furthermore, if teaching is undertaken by researchers the linkage is automatic (Lee, 2004, p. 9).

Such an attitude is a priori not acceptable for those members of the academic community who at least have a solid knowledge of pedagogy and teaching methodology, because it ignores the essential features of the learning process. In addition, there is no established causal relationship between research and teaching competencies. Didactics marks such positions as scientism (Vilotijević, 2000), because in the academic community science is overemphasized, and teaching is marginalized and interpreted as an "incidental" skill acquired through experience.

Completely contrary to the previous is the opinion that research distracts attention from teaching, and that the quality of instruction suffers due to insufficient commitment (Healey, 2005; Pocklington & Tupper, 2002). This starting point is the closest to a pure pedagogical-didactic vision in which teaching is prioritized, and science is interpreted as relatively separate from it. Preference is given to the student and his/her progress through learning in class. In the final version, this perspective could also lead to some kind of marginalization of science, because the exclusive insistence on adapting to students—especially on programs that do not enroll excellent students—can lead to a reduction of content and learning outcomes of the curriculum to an unacceptable form.

Neither "side" should be prioritized. Essentially, the optimal solution would be to establish a good balance between teaching and science, so that these two activities function in symbiosis, which is possible according to some authors (Jenkins & Healey 2009).

Why and how do learning theories point towards problem-based, project-based, and research-based education?

Problem-based, project-based and research-based education stems from social constructivism, a paradigm in the field of learning theories, the foundations of which are based on the research of Piaget's, Vygotsky's, Bruner's, Dewey's, etc. The aforementioned theorists had many different views on learning, but some of their shared or similar ideas are today crucial for understanding the learning process in education.

Thus, all of them indicated the impossibility of knowledge transmission—namely, knowledge cannot be handed down, nor can it be transferred from one person (teacher) to another person (student). The logic of such ideas is practically obvious—there is no device that would have the power to "scan" the knowledge

that the lecturer possesses and transfer it to students in the same or similar form. No matter how attentive, active and interested they are, students cannot transfer the presented knowledge to their long-term memory without serious transformation, repetition and practice. Memory processes are part of psychological activities, they are unstable, dependent on many external and internal factors and very weakly active in exclusively transmissive education (Vilotijević, 2000).

The idea of the difficulty of knowledge transmission changes our understanding of any type of teaching, including university teaching. According to such an idea, even the best possible classical lectures in which outstanding researchers present the state of the art in science are not effective enough. Constructivists (Piaget, Vygotsky, etc.) reveal that the reasons behind this lie in the nature of the learning process. Namely, learning is a psychological process that can only be realized when a person who learns through independent mental effort, in social interaction with peers and the teacher, performs the construction of the knowledge system. Essentially, we learn by building our own understanding of scientific concepts, theories and ideas. That creation of ours is always dependent on the abilities we possess, prior knowledge, previous experiences, etc. Personal factors are important, as well as the learning environment.

The construction of a knowledge system, as summarized by Izabel Fuel (2018), includes the acquisition, reproduction and production of knowledge of varying complexity—from facts to generalizations. The first and second steps, "acquisition and reproduction of knowledge" can be realized in a rather traditional context of university teaching. In the traditional situation of lecturing, with significant independent work, students can potentially learn the taught material at the reproductive level. This is a relatively low level of cognitive engagement if we keep in mind that reproduction is "only" one of the functions of memory, along with recognition and retention. However, in such conditions, it is almost impossible to achieve the third step—the production of knowledge, which, in addition to memory, includes thinking through seeing connections and relationships, and thus a process that engages higher cognitive functions or metacognition. It is precisely this final step that we expect from university students of academic studies, especially those who will engage in research.

For university teaching to encourage students to produce knowledge, they need to be in a position to continuously face the so-called cognitive conflicts, a term used by cognitivists to denote tasks or questions that cannot be solved based on known patterns or algorithms (reproductive). Instead, their solution, restructuring of experience and knowledge or its new shaping (productive) is necessary. Of course, for students to be able to successfully resolve cognitive conflicts, think and learn by recognizing connections and relationships, teaching must continuously offer them such learning situations (not only in the exam).

Students learn by constructing knowledge in social interaction with their peers and the teacher, so for shaping such a learning environment (=modern university teaching) it is especially important that the learning be organized in a research environment, and that it be inquiry-based, problem-based, project-based, research-based etc. In such an environment, teachers are much less lecturers in the classical sense, and more instructors, guides, mentors, motivators, etc. Students learn different subject content, but they,

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in addition, adopt learning strategies, problem-solving, project realization, participation and cooperation in teams, they become responsible for their learning, i.e. learning becomes self-regulated as internal motivation occurs in the process of self-determination (Ryan & Decy, 2000), etc.

Essentially, in such an environment, there would be no need to talk about who the teaching is oriented towards (student-centered or teacher-centered?)—the teaching would be clearly directed towards the processes of learning, research, building competencies of students and teachers. Such an orientation would lead to the revitalization of the progressive and humanistic model of a university in which teaching and science function symbiotically in a cooperative and constructivist dialogue between students and teachers. It would create a community of critical thinkers "not trapped" by the shackles of the narrowest specialization, but trained for a panoramic perspective from which it is possible to solve the current fundamental problems of humanity—sustainable development, environmental issues, etc.

How to achieve a connection of teaching, learning and research?

The constructivist-oriented forms of learning almost inevitably, with good instruction, connect teaching, learning and research. There are several types (e.g. problem-based, project-based, inquiry-based, discovery-based, etc.), but here we will briefly present only those that are called research-based learning (RBL) and related terms. The literature indicates that RBL is most often used in the teaching of STEM disciplines (Huet, 2018), although some authors point to the possibility of including RBL as a curriculum component in (almost) all academic programs (Healey & Jenkins, 2009). Thus, recent research on RBL in social sciences confirms that this way of learning has positive effects on cognitive, affective and motivational aspects (Wessels et al., 2020), i.e. that it positively affects the acquisition of knowledge and skills (cognitive domain), attitudes and values (affective) and on motivation. Essentially, this means that RBL has a holistic approach and a positive impact on the whole personality.

The model developed by Healey and Jenkins (2009) has probably had the greatest influence on the understanding of RBL in the last fifteen years. The authors presented this model in a two-dimensional referential system, where one dimension shows the binary role of the student in the learning process (participation or observation), and the other dimension concerns the emphasis on the content or research process (Healey & Jenkins, 2009). By combining the two axes, four forms of learning are obtained that are related to research. Table 1 shows the model.

Table 1. Models of research inclusion in teaching according to Healey and Jenkins (2009)

	Emphasis on research content	Emphasis on research processes
Students as participants	Research-tutored	Research-based
Students as audience	Research-led	Research-oriented

Research-tutored learning implies small group discussions, involving both the students and the teacher, on the results of various research studies. This form of learning can be applied in many teaching situations, especially when there are results that are different, adverse, unexpected, etc. Such results encourage the emergence of cognitive conflict and discussion among students.

If the emphasis is on the research process and the problems that occur during the research, and the students actively participate, then we can talk about RBL. In that case, students learn through activities that are problem-based, project-based, inquiry-based, and discovery-based. Solving sound and interestingly posed problems, creating projects that have current topics and learning through discovery are what activate students cognitively, and effectively. This creates an opportunity for a holistic approach to university education.

Students are the audience in research-led learning if the emphasis is on the content of the research presented by the teacher. Basically, in David Krathwohl's terminology, such content usually includes both factual and conceptual knowledge, so the two types of knowledge— procedural and metacognitive— remain beyond the reach of such teaching (Krathwohl, 2002).

Procedural knowledge is imparted by lecturers to students within the framework of research-oriented teaching. In these conditions, teachers teach about their research, the problems they face, etc. The type of knowledge which is particularly acquired (procedural knowledge) is of extraordinary importance for students, because they learn about procedures, processes and about how to solve the problems that inevitably occur.

In summary, all the mentioned forms have their place and role in university teaching. However, the first two—research-tutored and research-based—are of special importance for students. This is especially true of RBL, because through active participation in problem-solving, discovering, implementing projects, students have the opportunity to acquire all four basic types of knowledge: factual, conceptual, procedural, and metacognitive (Krathwohl, 2002).

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RBL implies that teachers partially or fully prepare, organize and evaluate teaching (including the results of students' work) in a research-stimulating learning layout. It goes without saying that the teacher monitors, mentors, directs, encourages students in the learning process, prepares learning materials for them and creates situations that cause cognitive conflict in class. Of course, the tasks that students solve should not be far more demanding than the students' previous knowledge allows.

The curriculum is partially or completely shaped around research-relevant problems, and students learn through problem-oriented tasks (or projects) and thus develop research skills, learn to set hypotheses, predict and warn of problems and obstacles, plan, analyze, critically evaluate, etc. In such circumstances, students often take responsibility for learning, their interest and motivation grow (Huet, 2018).

Teachers often understand by research only those processes that improve knowledge in science. Therefore, only the research which has a scientific contribution is seen as valuable. Rare are the students who are up to such research after the second cycle of studies. However, here we should bear in mind the fact that the phenomenon of research from a scientific and teaching perspective is not identical. In teaching, research is understood as any teaching situation in which students construct knowledge that is new to them—this knowledge in science may already be well known. Therefore, the point of departure of the student is important here, and it is precisely this position in connection with which we are thinking about potential forms of RBL.

Huet (2018) suggests that teachers participate in discussions, trainings or workshops during which they would have the opportunity to discuss the importance and possibilities of RBL with colleagues who have experience with that type of learning. Of course, RBL does not have the same procedures and instructions in different fields of science—everything has to be adapted to the specific field of science and study, which is the task the subject teachers can successfully solve provided they see the possibilities that RBL offers their students and with a proper introduction to the theoretical foundations of RBL.

Conclusion

Modern university teaching implies student-centered learning, which is emphasized in the learning outcomes-oriented curricula (such as university curricula in Montenegro) or the competence-oriented

ones. However, highlighting the student in the focus, as the curricula foresee, also implies a change in the way of work or a change of teaching methodology. The traditional format of lectures—even when the teachers explain the material well—cannot ensure sufficient participation of students, because the valid theoretical paradigm of learning known as social constructivism claims, argumentatively and impressively, that the student in the learning process must be engaged in various learning activities with peers and professors, and that listening to lectures is not enough to achieve competence. In this sense, transmissive teaching (the teacher transmits or passes on knowledge) must be gradually replaced or at least enriched with teaching in which students solve problems (problem-based), work on projects (project-based learning), research (research-based learning), discover (discovery-based). Such types of teaching fundamentally change the roles of teachers and students, and have the potential to respond much more effectively to the previously described challenges than classical teaching. Of course, each field of study has specificities and models of RBL, problem-based or project-based teaching must take into account the characteristics of the subject of study and research.

However, it is more than clear that the described processes of connecting teaching, learning and research imply serious changes in the pedagogical paradigm. Namely, the transition, even only partially, from lecturing to teaching in which learning is done through discovery, research, problem-solving and creating projects implies a completely different understanding of the roles of teachers and students, as well as all their educational activities. Participation in international projects, which often provides the exchange of experiences and ideas with colleagues, as well as familiarization with examples of good practice, can be one of the ideas whose implementation makes the mentioned and necessary transformation at least partially possible.

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Globalization and Brain Drain - Market Nature or a Crawling Peril?

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Time is a constant clerk of what happened yesterday, what is happening today and what will happen in the future. A period whose pages are written with notes of an informatic paradigm is a period that is much different than its predecessors. The main characteristics of the new era are speed and change. That is why this period will most likely differ from the rest to a much greater degree. We are living in a time of intense and constant changes which reflect on every part of human functioning, which implies both economic and interpersonal relations. Such a time warns that it must be faced and threatens that in the process of creative destruction, about which Schumpeter spoke a lot, it will swallow up all those who are not ready for it.[2]

Informatic paradigm aimed the world in a new direction, the direction of openness and ever-spreading freedoms - economic, social, political, etc. In a time when everything is accessible "on click" each protectionist measure loses sense. State borders were never easier to cross - by people, by goods and by every form of capital (even intellectual). It is a milestone of globalization, metaphorically imagined as

[2] Shumpeter, Joseph A. (1934), The Theory of Economic Development - An Inquiry into Profits, Capital, Credit, Interest, and the Business Cycle, Harvard Economic Studies, Harvard University Press, Cambridge, USA

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a global village boiling with freedom, where borders are only mental processes.

Even though abstract in their form, these theses delve into essence and pierce into core of phenomena which can be analyzed in aid of understanding their implication for modern social environment. And the implications are numerous and omnifarious. Can't people find a job in any country in the world today? Can't a Montenegrin citizen establish a company in Dubai? Doesn't every high school graduate freely choose in which country and at which university he or she will continue education (and does it make sense to limit him or her in this effort)? Can't every student equally use the opportunities to attend international academic, cultural and other exchange programs? Surely, this was way more difficult in the past.

The world is a global village in which boundaries are only simulacra. If we interpret globalization as an image of a swollen river, the main question imposed is the one if people choose to swim in line with river waves or go against them. It is difficult to imagine any institution, individual, or even a society that can cocoon in itself and survive in its independence and confinement. This is evidenced by the Covid-19 pandemic, which showed that a few months of isolation was the absolute maximum that humanity could endure. Many highlighted the weaknesses of globalization and the need for strengthening national states, but the crisis proved the opposite - no economy or nation is that flexible to independently sustain enormous trials and challenges. No state can fulfill all the needs of its population on its own, including the needs of youth.

One of the greatest French liberals, Frederic Bastiat, spoke in support of this: *"If goods and services do not cross state borders, the army will."*[3] He, in his own viciously direct manner, pointed out the deficiencies of protectionism and the necessity of nurturing liberty. In line with the implications of current global events, trade and armed conflicts, one would say that Bastiat's claims are as true today as they were at the time of his creation. Economic resources are not limited to goods and services. Economic, political and social capital is everything that can bring benefits if used adequately. With that in mind, even though its population is not aware of it, intellectual capital of Western Balkans is one of the least utilized resources in the region.

The brain drain "problem" is present in many states worldwide. However, it is especially visible in the Western Balkans region and it is unreasonable to expect that current policies manage to mitigate it. Still, defining brain drain as a problem that weeps for its solution is a superficial approach that can lead to new instabilities which would impact the society in a more negative manner unless the phenomenon is embraced with the width it requires. It is important to understand the philosophy and causes of brain drain. Only in this way a complete picture can be obtained and this modern phenomenon be met methodologically.

[3] https://oll.libertyfund.org/page/did-bastiat-say-when-goods-don-t-cross-borders-soldiers-will

To face something does not mean to fight against it, it means to look into the eyes and devise a way to use this phenomenon as a favorable and not a harmful process. It is impossible to fight the brain drain without the use of force as it is the only way to limit the free will of students for their future personal and professional engagement. The root of this ubiquitous practice is the opinion that conditions are better elsewhere, and that opportunities are greater. The nature of homo economicus is to maximize utility with the least investment. The nature of human beings is to do anything needed to fulfill their needs. One of the most well-received and widely accepted theories of motivation and human needs is the one of Abraham Maslow, the psychologist who conceived the famous needs pyramid which ranks needs from basic needs to more complex ones. No lower level can be skipped on the way to the top one. Still, the analysis of this paper is not focused on individual levels of Maslow's theory. It is, as a matter of fact, needed in order to understand the philosophy of brain drain, as the highest level of human needs is the one for self-actualization, more precisely reaching the maximum of one's capacity. This means that it is the nature of the human being to strive to reach the maximum and that man does not settle for less than what he is capable of achieving. By understanding the concept of self-actualization and the nature of *homo economicus* it becomes clear why capable young people are in a constant search of better opportunities. What measure of the central state apparatus can order someone not to strive to achieve their full potential?

The main problem that states face is most often a problem of wrong focus. Montenegrin and regional systems are established in a manner to react to the consequences instead of impacting the causes. Generally, policies in Montenegro that are aimed towards youth and intellectual society are not stimulative enough so that the intellectual capital stays inside the country. Most often, caused by looking at it through wrong lenses, policies put in motion were counter-effective. Such policies aim to change something that has already happened and affect current conditions instead of creating an ambience which would lead the country to situations in which reactions are forced to arrive late. As it was already mentioned, the root of the brain drain is the perception that conditions are better somewhere else, and that opportunities are bigger. Therefore, policies should be created by systemic analysis and with the bottom-up, micro-scaled approach, as all decisions are made on an individual level. The main question which would lead to a more efficient facing with the brain drain is the question of creating a more competitive ecosystem and wider opportunities for youth in the country. The accompanying questions are numerous: how to encourage young people who decide to leave to afterward return to their country and apply the best world practices within its borders; how to really improve the quality of the educational system, how to create a framework for more prosperous entrepreneurial initiatives, etc.

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The Mediterranean was for a long period the main maritime trade center of the world. Today, that same region is lagging behind lead economic forces. The cause for such a condition was a strongly held perspective that such a world order would not change, that the geographical location would remain the key factor in sustaining the position of the unchallenged trade leader. People did not see the need to face the digital future in time and now many world economies are ahead of the then unique center of European and world trade. Late reaction and facing reality is a historic characteristic of this region. Such is the reaction to the reform of educational system which has been necessary for a long time. Still, it is a process that is lasting and cannot be done overnight - proven by the example of South Korea, which has been conducting it for over thirty years. In Montenegro, the reform process should have started a long time ago. It is the first precondition of creating a better environment for youth. Montenegrin educational system must become competitive with the most effective systems worldwide. That cannot be achieved by implying protectionist policies, but on the contrary, by opening up, strengthening international cooperation, creating opportunities for international study experiences, institutional engineering of best practices, improving living standards and strengthening the economic environment within the country. Therefore, it is best to be led by the principle "you will do best helping others by helping yourself". This means that the state will turn the brain drain in the direction that suits it the moment it focuses on its own shortcomings and starts creating conditions that will motivate others to come, and conditions that domestic intellectual capital will generate in the country after it is fertilized abroad. The system must therefore become globally competitive, and students and young talents should be the driving force of that process. The question that is rising is whether Montenegro has the courage to look into its educational, but also economic and political system's eyes (which have no less influence on the attitude of young people toward the country's ecosystem) and whether it has the strength to change the intensely bureaucratized procedures that usually tie its hands when it comes to large changes? It would be good to intensify cooperation between universities within the country, encourage informal education and strengthen recognition and incentives for it, redefine the criteria for rewarding talented students, create systems for encouraging success instead of glooming it. It is necessary to harmonize economic decisions with these policies. For example, progressive taxation, which recently replaced proportional taxation, was, according to governmental authorities at the time, created as a more efficient and fair taxation model that, in combination with other reform measures, would motivate young people to stay in Montenegro.[4] What would Hayek and Friedman say about this claim? Can such a tax system be interpreted as punishing success? Without intending to review the entire program of fiscal reforms that arose along with the introduction of the progressive tax rate, the liberal understanding interprets progressive taxation as a punishment for the successful, because such a system takes more from the successful and less from the less successful. What kind of message is this for students in Montenegro, for the best? Isn't this a message that tells young people that, the more success they make in life, they will

[4] https://www.gov.me/cyr/clanak/ciljevi-programa-evropa-sad

have to pay a higher "price for that success". Doesn't this mean that the best students, if they receive business offers in the country and abroad under the same conditions, will choose abroad because they will be able to keep more of the fruits of their labor? Many economists in the past approached taxation in this way. This is just one example of misalignment of economic practices with youth policies. Such can be found in the implementation of the Law on Professional Training of Persons with Higher Education as well. It is a law seen not only as inefficient, but also very poorly monitored by state authorities. It is both a question of education and economic independence, as students were not paid for their work in a timely manner due to poor financial management of state resources in 2022. All that these examples indicate is that in the future the economic policies of the state must be more coordinated with other goals, with internal and external policies, with youth, educational and other policies, and young talents must have a role in all these processes, especially into those directly relating to them.

The quality of higher education, economic policies and the political environment are the main determinants of young people's decisions about the future. Those are also the reasons why young people predominantly want to go and improve their skills abroad, and why a large number of young talents remain abroad afterwards. Another method that can turn globalization into an instrument of Montenegro's development is strengthening and encouraging study mobility programs. Although mobility programs are present at almost all faculty units in Montenegro, it is extremely common that the application procedures are complicated, that the relevant university services are ineffective, that the programs are not aligned with the courses at the home faculty, etc. One of the priorities in the future should be to remove these barriers. All mobility programs should, in some way, become an integral part of the curriculum, procedures should be simplified as much as possible, and services should be provided with real support in this process. In other words, it is necessary to motivate students through concrete practices to actually attend these programs, and to keep in mind that this will not have a negative impact on the grades and subjects that the students attend at the home faculty, but on the contrary, that it will be valued and that a student has benefits both from the mobility programs themselves and from the home faculty. If students know at the start that the courses they attend during the mobility program will have difficulties in the process of recognition by their home faculty upon their return, then it is clear that attending the mobility program has caused many negative consequences, instead of it being the complete opposite. It is necessary to find a model of more effective inclusion of these subjects, but also to additionally emphasize the positive effects and practices, and to neutralize the negative sides, which are unfortunately extremely present. The reason why it is necessary to look at reality in this way is that mobility programs are a powerful weapon in the process of neutralizing the brain drain. The conditions in the Montenegrin higher education system must be improved, and work in scientific research and other activities must be rewarded, because this would give great predispositions for keeping young people in the country, but also for the return of those who have

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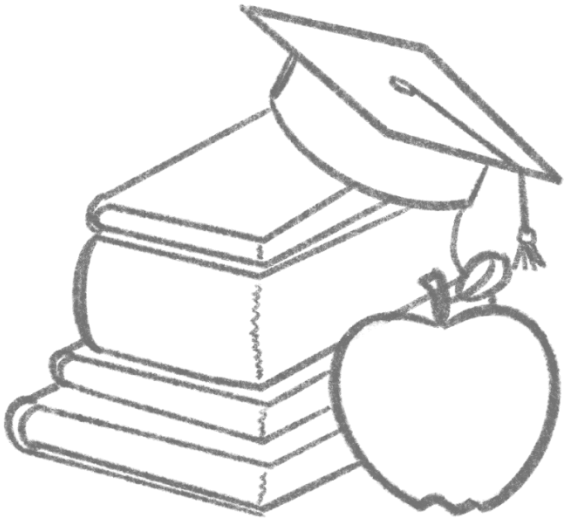
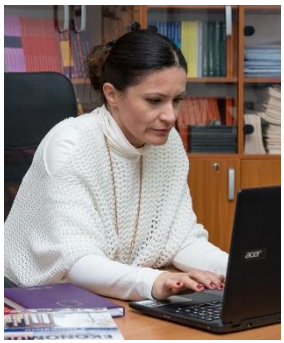
already gone abroad.

Globalization can be characterized both as a market nature and as a creeping danger. It is definitely a spontaneous market process on whose highs one should ride, but also a dangerous turning point for those who do not perceive it properly and who do not know how to use all the benefits that the open system provides. Openness is certainly a great opportunity for everyone, and the system of higher education in Montenegro must begin to treat it in such a way that it does not become a victim of creative destruction and brain drain, but a beneficiary of the fruits of its own intellectual capital and the best foreign practices.





A View towards the contemporary system Of Higher Education: Flexibility, Open Innovation and Entrepreneurship

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The instruments of education policy in Montenegro are set in such a way as to try to find an optimal relationship between the need of higher education institutions for autonomy in their work, and on the other hand, the need of the state to maintain mechanisms of control and supervision in activities of public interest such as higher education. This is primarily for the purpose of ensuring safety, stability, and quality of higher education in Montenegro. Already from this summary, it seems as if we have banished flexibility, innovation and entrepreneurship from higher education. Fortunately, it is not an entirely precise description of the state of the affairs. The academic community and individuals in it are mostly aware of their great responsibility towards their students for the permanent monitoring of the world standards in higher education and they constantly make efforts in opening spaces of flexibility, innovation and entrepreneurship. To a greater or lesser extent, the same can be said for some state institutions. However, legal restrictions, bureaucratic barriers and culturally based resistance to accepting changes slow down the processes. Educational policies in Montenegro prescribe a series of long-term processes and procedures that must be implemented in the process of establishing a certain study program, regardless of the level of study. It involves multi-year processes with numerous strictly prescribed procedures. In a simplified description, it looks like this: if the need for a new profession in the labor market is recognized, which implies a highly educated specialist, the steps are as follows.

When there is no qualification in the Montenegrin national framework of qualifications[5] for which we are planning the educational process, it is necessary to initiate the procedure at the adequate institution. In our case, it is the procedure at the Council for Qualifications to launch an initiative to develop a new qualification (with outcomes and goals). This process takes several months, sometimes even years.

[5] Manual "National Qualifications Framework - Montenegro", 2016, CKO

The next step is the accreditation of the study program. This is preceded by the long-term work of the academic team of the higher education institution on the preparation of extensive documentation (hundreds of pages). Then the request for accreditation of the study program is sent forward. Since 2017, it has been the Agency for Control and Quality Assurance of Higher Education. This process takes several years, at least two. After receiving the decision on the accreditation of the study program, the higher education institution moves on to the next procedure.

The next legally prescribed procedure for a higher education institution that establishes a new or continues an existing study program is obtaining a work license. The application for obtaining a license for the work of institutions is submitted to the Ministry of Education of Montenegro. When the competent commission of the Ministry of Education conducts an inspection and assesses that the institution meets the requirements prescribed by law, the Ministry issues a decision on the licensing of the higher education institution. This procedure takes up to a year.

These steps just portray how much enthusiasm and persistence is needed in the academic community to maintain flexibility and the desire for innovation and entrepreneurship in higher education even during such complicated procedures. It is a big challenge to find an optimal relationship between expedient state regulations and the need for rapid autonomous changes within higher education institutions. Ensuring the quality of higher education is a general interest and common goal of all. The Agency for Quality Control and Assurance of Higher Education in Montenegro is the umbrella institution for quality control. However, the greatest interest in having a competitive and permanently improved quality system in higher education lies with the institutions themselves, in the academic community.

General higher education policies are necessary as a stable foundation in every society. But it is dangerous when they turn into a rigid framework whose bureaucratized procedures become an end and goal in themselves. The Covid19 pandemic pointed this out, putting all the pillars of society to the test. As many times throughout history, societies that had the ability to be flexible adapted much more easily to these extraordinary circumstances. Societies that have an entrepreneurial culture are more ready to accept open innovation had the best responses to the crisis. These societies were capable of creating innovations and new responses to the demands pandemic was creating. Let us think about what their higher education systems look like and what kind of support they could provide to the rest of society?

Clearly higher education generates the most important - human resources in all societies. With that, it projects the future development of the country but also responds to current streams and needs. At higher education institutions in Montenegro, significant progress has been made in the direction of modernizing study programs. However, there is a lot of room for improvement. There is still an extensive need to

innovate study programs and introduce new ones. The interdisciplinary (and even more demanding transdisciplinary) approach in our higher education is not at an enviable level. Faculties still function inside their own disciplines, without opening possibilities to learn from the related fields of science and technology, without many situations in which students can create with their peers who are studying in different fields.

The question arises: are we doing enough to raise their competitiveness, not in terms of quality control and ranking, but rather in terms of creating a stimulating climate and conditions for the essential development of creativity, innovation and entrepreneurship, cultivating a culture of innovation as a very important and widely promoted social value. In this way, we will significantly contribute to strengthening the competitiveness of higher education institutions in Montenegro. In such a climate, higher education institutions with their capacity could create innovations, innovate existing practices and be ready to absorb future open innovations. The synergistic force established between interdisciplinary and intersectoral partners should improve flexibility, encourage the development of innovation and entrepreneurship in higher education. Likewise in all areas of society. Only a society that encourages innovation, flexibility and entrepreneurship at all levels of education can ensure its economy keeps up with the spirit of our time. Building such a system of higher education in Montenegro is the task for all of us. Certain positive state policies and programs affirm an innovative and entrepreneurial approach to higher education, but for now not enough. The biggest contribution in this direction is provided by the Erasmus+ program through numerous activities. I would like to single out the most significant "opening minds", in accordance with their slogan.

Finally, making environment fruitful for flexible, innovative, and open thinking triggers several open questions or preconditions:

- How to ensure full flexibility with state policies and positive regulations so that innovation and entrepreneurship do not have barriers. How to minimize the risk of misuse and irresponsible actions of individuals;
- How to ensure financing of students' projects and their self-sustainability;
- How to organize academic work (teaching, research and practical training) in partnerships between faculties coming from different disciplines;
- How to create academic curricula with students, entrepreneurs and research institutions together?

Prof. Sandra Đurović (Ph.D. in Economics) has many years of experience in higher education (over 10 years). She is engaged in teaching as a lecturer and vice-dean for teaching at the Faculty of Business Economics and Law in Bar. She also has decades of experience in education of adults and lifelong learning as a lecturer in fields of economics. During her academic career, she worked on numerous projects in higher education. She was a team member for project implementation of ISO 9001:2015 + IWA 2 recommendations for higher education. PhD Sandra Đurović participated in the creation and accreditation process of several study programs at all levels of higher education, as well as in the development of international curricula (project Preparation of the Curriculum of Open Innovation). She is a member of the Board of Directors of the Adriatic University in the position of deputy president and a member of the Board of Directors of the Faculty of Business Economics and Law in front of the academic staff. She participated in several bilateral and multilateral seminars on comparative experiences in higher education. Her main research area is economics and entrepreneurship. PhD Sandra Đurović is the co-author of two university textbooks. She presented and published several scientific works in the field of economics, business and entrepreneurship.

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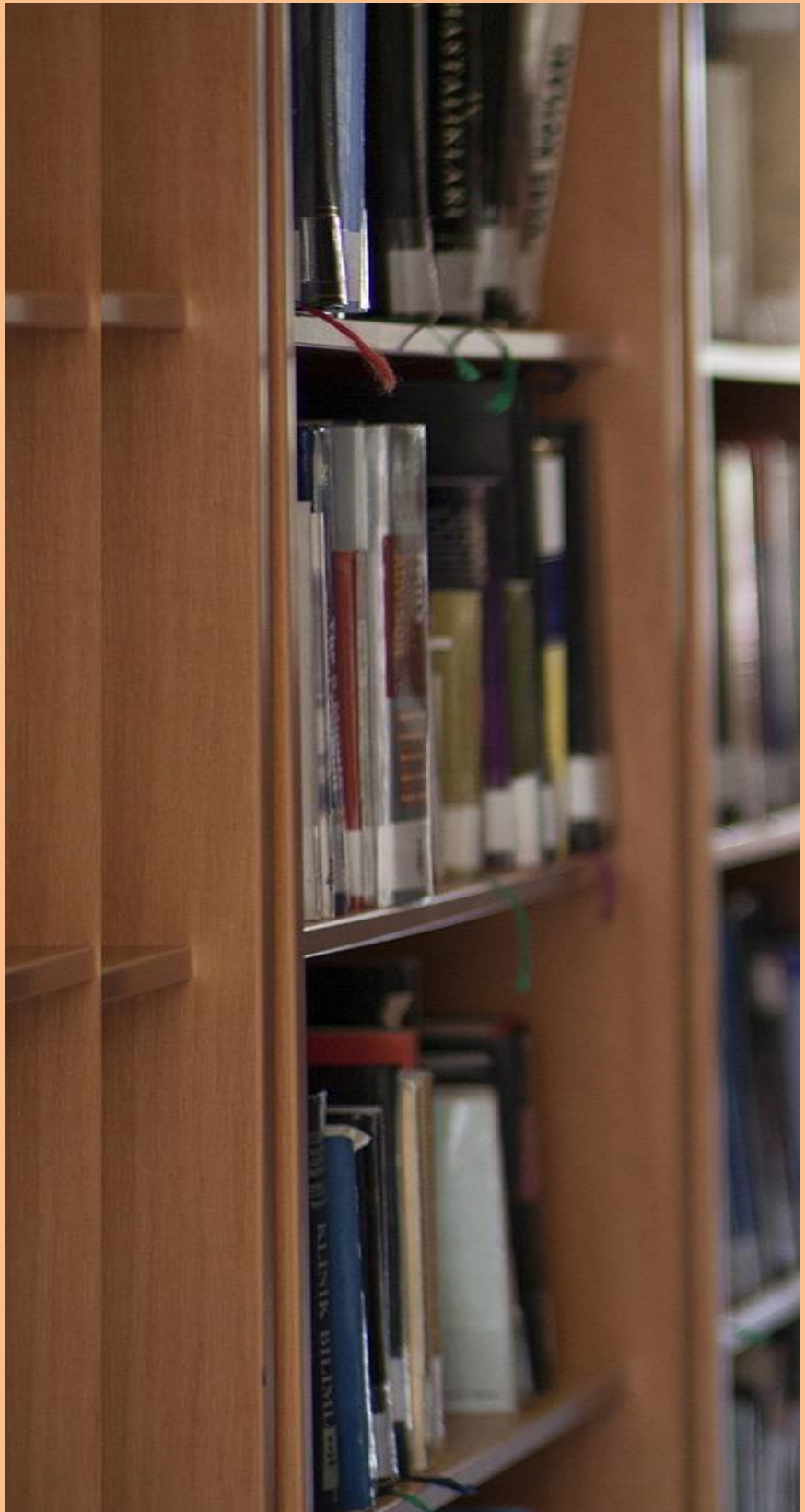

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