

THE 3RD MEETING OF THE TEACHER EDUCATION AND TRAINING NETWORK FOR SOUTH EASTERN EUROPE
(SEE TT NETWORK)

29th May 2019, Podgorica, Montenegro

DRAFT MINUTES

The 3rd Meeting of the Teacher Education and Training Network for South Eastern Europe was jointly organized by the Education Reform Initiative of South Eastern Europe (ERI SEE) and the European Training Foundation (ETF) with the support of the Montenegrin Ministry of Education. It gathered **28 participants** (full list attached as annex 1), composed of representatives of bodies in charge of education and training of teachers and ministries for education from Albania, Croatia, Kosovo* Moldova, Montenegro, North Macedonia and Serbia.

Ad 1)

The meeting was opened by the host of the event, **Ms Tina Šarić**, Director of Education Reform Initiative of South Eastern Europe (ERI SEE) Secretariat and followed by the Senior Advisor of the Ministry of Education in Montenegro **Ms Svetlana Čabarkapa**, **Mr Romain Boitard** Programme Manager of Delegation of the European Union to Montenegro and **Mr Julian Stanley**, Specialist in the subject of VET Teachers and Trainers on behalf of the European Training Foundation (ETF).

Ms Šarić welcomed the participants and stressed the day's objectives reflecting on the variety of issues that were identified at the Initial SEE TET Network meeting in June 2018 – the quality of education and training programmes (the accreditation process and flexibility) and quality of trainers, the effects of CPD (monitoring what happens after the implementation), digitalization and training needs analysis. Ms Šarić draw attention to the topics that will be discussed during this meeting in more detail: -harmonizing the needs of teachers with actual offer and provision of trainings; and legitimization various forms of Continuous Professional Development - CPD, such as school to school visit, non-catalogue courses. Ms Šarić encouraged participants to share their experience in this matters. Ms Svetlana Čabarkapa stated that the Ministry of Education of Montenegro successfully collaborates with the European and regional partners, improving and harmonizing their education system with tendencies and positive experiences from the other regional economies. She stressed that this meeting is valuable for sharing the experiences and presenting new ideas on CPD among economies in the region. In his welcome speech, Mr Romain Boitard expressed thanks for the invitation and stressed that CPD of Teachers is crucial for innovating the teacher practices, as well as their answer to rapidly changing societies and demands of governments', students' needs and digitalization. Mr. Julian Stanley added that this meeting is great opportunity for learning and exploring the CPD topics because of regional diversity among the delegations.

Ad 2)

In the first session, Ms Michaela Tscherne, Professor of Quality Management from the University of Lower Austria, shared the Austrian example of the needs analysis tools used in her respective institution. Reflecting on a Need Analysis within her Institution, she stressed that process of creating the Need Analysis is on a higher/management level and includes several steps:

- Identifying the stakeholders (this is done every year on Strategy meetings among Department leaders and it could be changed on annual basis)
- Identifying external and internal topics – what is influencing the teachers at this moment from the outside and inside of organizations
- Detailed topic analysis (external and internal topic analysis) – what stakeholders expect, the Institution needs, influence, risk and chances of this topics.

More information can be found in the presentation attached to these minutes.

Mr Julian Stanley held a presentation about ETF results of the identifying the teachers' needs and he opened for discussion an important question of the needs that should drive the training, as well as deciding on needs and priorities from different perspectives - governments', schools' and teachers' – and how to match these different perspectives. Mr Stanley mentioned the findings of ETF International survey on teachers' needs analysis and CPDs conducted in 2018 in partnerships with the National Agencies and the Ministries of Economies including Moldova, Albania, Kosovo*, Montenegro.

Detailed information can be found in the presentation attached.

Ad 3) Working groups

The participants were asked to work in groups and to report among themselves the existing system of needs analysis at national – ministry – level.

In Montenegro, needs analysis at state level is the result of the ministry prioritization, and self-evaluation of schools and pre-school institutions. External evaluation is included in the needs analysis system.

In Albania, all the trainings are accredited and there is much more state control of what is offered to the teachers. In the accreditation process, ministry priorities are taken into consideration. The same is the case in Kosovo*

In Serbia, the established Commission proposes the list for the priority issues, which is adopted by the Institute for Improvement of Education. According to the priority issues, the Call for providers is announced; on the basis of which courses are selected and accredited.

Moldova does the needs analysis at school level, which is transferred to the local authorities, which then organize adequate trainings.

Croatian needs analysis is based on the national priority of the successful implementation of the curricular reform.

In North Macedonia, there are national standards established by the Ministry which serve as a guiding principle for organization of the trainings and their accreditation.

Ad 4)

In her presentation, Ljiljana Ivanović, Advisor for primary and secondary school (CPD department) from the Bureau for Education Services briefly presented the Montenegrin example - the system of teachers' professional development: needs assessment, professional portfolio – professional development on a school level, assessment of teachers performance, forms of professional development. She stressed that needs assessment is based and created by the National Education Policy (The Ministry of Education – Montenegro), preschool/school self-evaluation, external evaluation, evaluation of professional development at the institutional level, assessment of teachers performance, research of educational practice (Department for Research and Development of Education System). Regarding the harmonizing the needs of teachers with the actual offer, the Bureau for Education Services Montenegro collects a set of inputs through Evaluation (after Trainings): the quality of training materials and content, the quality of trainers, the applicability of acquired knowledge in practice, the topics for the next training.

Ms Ivanović's presentation was followed by the example of Montenegrin good practice, the school CPD coordinator in charge of the planning and implementing professional development at school level. Montenegro has great success in the establishment of the CPD system, which is also recognized in terms of career development.

The next presentation session, Ms Sidita Dibra, S4J Deputy Project Manager from Swisscontact introduced the participants with the Albanian case and the project Skills for Jobs – CPD coordinators. The Standard procedure of harmonizing the teacher needs from the Albanian perspective is made of cycle of needs assessment, developing the CPD strategy & plan, coordinate implementation, monitoring and evaluation.

More information on this project and S4J experience with CPD coordinators can be found attached.

Ad 5) Peer learning activity

The economies had the opportunity to present their needs analysis systems and CPDs at school level.

In the majority of economies the needs analysis of teachers is based on the teachers' personal plan which goes into the school plan.

As a rule, the schools do not receive a separate budget line to organize their own trainings and to respond to their own needs; in case they do organize some activities, they are recognized in Serbia, Montenegro, Croatia, and Moldova, in terms of points.

In Serbia, local authorities are included in CPDs and do receive some additional funding for additional training activities that they can distribute to schools. Schools must organize their own CPD activities. The Ministry is in charge of defining priorities in CPDs. The communication between the school needs and ministries is organized via local authorities.

In Montenegro, central institutions and Ministry are the ones who decide on priorities. At school level, Montenegro is establishing the system of SPD coordinators who are in charge of teachers development. Montenegro also presented its good practice of organizing CPDs in cooperation with business sector in VET.

In Albania there are many trainings organized at school levels, but they are not accredited. They are currently exploring practices of having them recognizing by the professional bodies.

In Croatia, most of the CPDs organized at national level are currently connected to the implementation of the curricular reform. This is seen as the national priority. Teachers also produce individual planning which is taken into consideration when schools prepare their own CPD plan for the school level. Pedagogues and principals are in charge of schools development plans and providing specific trainings. Schools are given a certain amount of funding for organizing the CPD activities. Communication of the teachers needs goes through the councils at school, county and state level. Via the moodle platform, questionnaires on the needs are made, which show the most important themes for further development. Currently, assessment, inclusion, and planning a new school-year according to the new curricula, and working on-line, are the most important issues.

In Moldova, the CPDs are compulsory, and principals are responsible for meeting the requirements prescribed by the Law. Training courses are compulsory once in 3 years for each teacher. Schools prepare teachers plans and receive certain funding for organizing trainings. Schools communicate with local authorities, which pass on the information to the Ministry for making prioritization. Peer-to-peer learning is organized at school levels are quite often, for which credits are awarded in certain cases.

North Macedonia also has an electronic system (Learning Management System) established at national level which also serves as a tool for identifying needs and is connected with the e-Dnevnik. 2-3 trainings are accredited per year. There is no budget at school level for the CPDs. There are nationally identified standards which serve as a guideline for the teacher development plans. CPDs at school level still do not bring points for teachers for their career advancement, but this is planned.

Ad 6) Regional contributions

In this part of the event, the participants were asked to analyse the challenges they are facing in the aspect of needs analysis and CPDs, and identify possibilities for regional cooperation.

The economies identified the following:

- The need for study visits and exchanges on the subject of CPD coordinators
- Suggestion for training modules among the economies regarding teacher education. Improvement of professional education and development of teachers on the premises of employers, in cooperation with the municipalities, chambers, employers union – creating a framework that would be used for training teachers. This refers to the dual education in VET.

- Also, recognition of informal learning is a problem. This involves individual initiative of teachers that they undertake on their own and at their own expense, but is not recognized in any way.
- A short overview over systems of CPDs in the participating economies would be beneficial and this could be used for future analysis and activities.
- Exchanges on catalogues are also useful
- Many countries face difficulties in implementing curricular reforms. It is necessary to make exchanges on training of trainers on these topics, to advance the currently existing practices.
- Connection between personal needs and needs of schools is also to be tackled – these two perspectives need to be synchronized and this is a topic that requires further explorations
- Self-evaluation of teachers is also a topic that is suggested to be discussed further
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Ad 7) Conclusions

Ms Šarić thanked the participants for their active participation and speakers for their contributions, and wrapped-up discussion.

The discussions were focused on 2 major issues: needs analysis at country and institution level. All the economies have some systems of needs analysis, which involve either school coordinators, or teams of teachers, or involvement of principals. Communication within the school level exists; however there are challenges to be considered in the future work of the SEE TET Network:

- Financial resources related to the needs of the professional development of teachers
- Organization of trainings at school level and their recognition at state level
- More active communication between schools and national authorities
- Assistance for teachers in definitions of their needs

Ms Ulrike Damyanovic, ETF representative and the Country coordinator for Montenegro addressed to participants and invited them to continue with sharing the ideas on the importance of career development of teachers that will be supported by the EFT and ERI SEE initiatives in the future. She also stressed out the importance of internal and external motivation, and relevance of quality of education. She believes in the importance of continuing sharing lessons and ideas from each other and mentioned various planning of post-2020 activities at national levels as well as EU level, as well as the importance of having nationals' voices heard in the planning of activities.

The meeting started at 8.30 and ended at 16.00.

** This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence*

