

THE FOURTH MEETING OF THE SOUTH EASTERN EUROPE TEACHER EDUCATION AND TRAINING NETWORK (SEE TT NETWORK)

- final minutes -

10th July 2020, Online Meeting

The 4th Meeting of the SEE Teacher Education and Training Network was jointly organized by the Education Reform Initiative of South Eastern Europe - ERI SEE Secretariat and the European Training Foundation (ETF). Due to the situation with the COVID19 pandemic the meeting was organised online via KUDO platform. It gathered **13 participants** (Annex 1), composed of representatives of bodies in charge of education and training of teachers and ministries for education from Albania, Bosnia and Herzegovina, Montenegro, the Republic of North Macedonia and Serbia, as well as of the representatives of the ETF, ERI SEE Secretariat and the OeAD.

Ad 1)

The meeting was opened by the host of the event, **Ms Tina Šarić**, Director of ERI SEE Secretariat. Ms Šarić welcomed the participants and introduced the meeting agenda (Annex 2). She announced the main topics of the meeting: presentation of preliminary results of the Study on Teacher Education and Training Needs Analysis Systems in SEE, announcement of the ETF-lead study on digital competences in SEE, and presentation of proposal for future short-term and longer-term activities of the SEE TET Network. **Mr Julian Stanley** of the ETF seconded the welcome and greeted participants on behalf of the ETF.

Ad 2)

In the first session Ms Šarić presented the results of the *Study on Teacher Education and Training (TET) Needs Analysis Systems in South Eastern Europe* (TET NA Systems Study). The TET NA Systems Study was implemented in eight ERI SEE economies: Albania, Bosnia and Herzegovina, Croatia, North Macedonia, Kosovo*, Moldova, Montenegro, Serbia in the period mid-March to mid-June 2020. It focused on (1) the existing needs analysis systems used to identify skills needed by teachers (2) use of the results of needs analysis to form the CPD programmes for teachers and (3) use of the results of needs analysis to define national priorities. Ms Šarić presented the main findings and challenges as well as the recommendations for the future development of CPDs. Ms Šarić identified three main groups of recommendations that can be derived from the TET NA Study: (1) strengthening the role of teachers' self-assessment process in prioritization and shaping of CPDs; (2) enhancing the quality and relevance of CPD provision and (3) consider new forms of continuous professional development. Detailed outlook of the Study results is provided in Annex 3 as part of Ms Šarić's presentation.

Following the presentation, Ms Šarić opened the floor for discussion. Mr Julian Stanley of the ETF followed up the presentation noting that while, it is indeed difficult to have recognized and accredited non-formal continuous professional development (CPDs) courses, there are few examples of that practice, one being practices in Montenegro where it is possible for teachers to do short placements in industry and to have them recognized. Mr

Stanley pointed out that one of the possible ways to improve educational systems could be to shift the balance from the central level towards schools when it comes to defining provision for teacher training as it may be easier to match the teachers' needs on school level.

Ms Šarić agreed that there is a need for better identification of the CPDs needs and emphasized a need to have better data and thorough data analysis and interpretation that would provide possibilities for aggregating data, categorizing them and providing information on collective needs of larger numbers of teachers and be a basis for the CPDs catalogues update. She also noted that a meeting with policy makers is planned for September 2020 during which results of the study together with the good practice examples will be presented, where examples of Montenegrin practices, together with good practices of other economies, will be presented.

Mr Brolpito of the ETF commented that it may be possible to introduce online provision that, while bringing its own challenges, offer flexibility and modularisation that might better meet the needs of individual teachers by offering tailored made provision. Ms Šarić seconded this suggestion and emphasised the benefits of online provision of trainings for CPDs and added that one of the conclusions of the SEE TET Network from previous meetings was that online methods, while undoubtedly beneficial, should be complemented by face-to-face (F2F) provision.

Ms Olivera Todorović of the Institute for the Improvement of Education, Serbia agreed that there is a need to better match demand and supply for trainings and to have that match reflected in the CPDs catalogues. She also noted that combined model of trainings (online and F2F) might be the best option. Further on, she stressed the need to implement trainings for trainers in order to improve their skills. Lastly, Ms Todorović presented the open call for the best online learning practices that was implemented by the Institute for the Improvement of Education and the National Alliance for Local Economic Development (NALED). The competition could be considered at the regional level to develop inter-regional SEE model of online practices.

Mr Ivan Marković (Center for Vocational Education, Montenegro) stated that the existing teacher training model that envisages trainings within the industry was developed to overcome shortcomings of the existing formal training provision for the particular group of VET teachers. He also mentioned the development of the Online Pedagogy model that was offered to schools and proved to be quite a significant part of a school practice.

Ad 3)

Mr Brolito and Mr Stanely of the ETF jointly presented the second phase of the project and the Concept for Development and Piloting of Self-Assessment Tool for the Digital Competences of Teachers.

Mr Brolito introduced the second part of the project that focuses on digital skills and competences of teachers and aims at developing and piloting a self-assessment tool for the digital competences of teachers. Two main aims are to develop and test a bottom-up methodology based on a self-assessment process and to identify and analyse the digital competences of teachers in SEE countries. Mr Brolito stated that the following activities are planned for the period July-December 2020: (1) development of a self-assessment multilingual online tool based on the European Digital Competence Framework for Educators (DigCompEdu) (2) piloting in upper secondary general and vocational schools in interested SEE countries (indicatively 10 schools per country) (3) data analysis at different levels (4) conclusions and recommendations. Initiative will be supervised by the ETF and ERI SEE with the European Commission - Joint Research Centre (EC-JRC) as a partner. An international expert will be coordinating this initiative while a national expert for each SEE participating country will be appointed. Mr Brolito invited the SEE TET Network to be actively involved in the project.

Mr Stanely continued by explaining the benefits of participation: (1) obtaining the analysis of the data on in a sample of vocational and general secondary schools (2) analysis of digital competences in selected schools will be provided

(3) report on the training for digital competences that teachers have obtained in last 12 months (4) analysis of how Corona Virus has affected digital competences of teachers (5) experience and know-how that comes from participating in pilot (6) instruments and method for needs analysis that can be used in the future. Economies that do decide to take part in the project would have to provide the contacts for a number of secondary schools and teachers to permit random sampling, letter of support and authorisation to permit ETF expert to invite schools to participate in the survey, review the translation of the questionnaire and the sample, advise on the selection of schools to receive support to interpret the data, participate in a workshop organised in November this year. Mr Stanley stated that the information on possible participation should be delivered to the ETF by 20/07/2020.

Following the presentation, Ms Lida Kita of the ETF noted that since Serbia and Turkey took part in the EC-JRC piloting, it would be good to hear directly from the schools that participated in these pilots. It will be worth discussing peer to peer and what was the added value of this pilot from practitioners directly. Mr Brolpito stated that he had discussions with a representative of the Ministry of Education, Science and Technological Development of the Republic of Serbia who stated interest in taking part in this project and stressed the importance of its outputs for participating economies. Mr Stanley stressed that there is a need to continue the dialogue with other economies, stakeholders and interested parties in order to explain the relevance and the importance of the project.

Ms Tina Šarić mentioned discussions led with the representative of North Macedonia who expressed the need to inform the policy makers on the exercise that is being implemented. Mr Stanley invited representatives of economies to provide a list of people who should be contacted and informed on the upcoming pilot programme.

Ad 4)

In the last segment of the meeting Ms Tina Šarić presented the proposal for potential future activities of the SEE TET network. The proposed activities are based on (1) commitment to assist the COVID 19-caused situation for the benefit of teaching and learning (2) data from the Study on TET needs analysis systems, indicating what some areas that can be improved are, and tackling them via joint, regional actions (3) the new Study on digital skills that will give us more information about the digital readiness of teachers and schools and possibility to tackle these via joint, regional actions. The following activities are proposed: (1) an online event organise by ERI SEE in September 2020 for policy makers, SEE TET network and other interested parties to present the Study on TET needs analysis, planned actions, regional good practices from the system level on COVID-19 reaction and to share results of researches that were done by other organizations on COVID 19 response; (2) the ETF study on digital skills in which the TET agencies will be intermediaries between the researchers and schools (3) potential implementation of the ERI SEE public opinion survey on attitudes of parents and students on COVID 19 response in which TET agencies would be connecting ERI SEE with parents' associations and parents' councils (4) development of regional recommendations/guidelines for quality of trainings delivered on-line where the TET agencies' representatives would be drafting the document, (5) December event prepared and organised by ERI SEE, implemented online with the participation of TET agencies and policy makers to present the results of Study on digital skills, share good practices from the study and present the recommendations for the quality trainings delivered online.

Lastly, Ms Šarić presented potential further project to be prepared and managed by ERI SEE in the long run. The project would have three parts: (1) building digitally-competent schools (2) improvement of needs analysis systems for identifying the teachers' needs for CPDs (3) improvement of CPD provision. General and VET education agencies, teacher training agencies would be included in the project depending on the national contexts.

Ms Olivera Todorović expressed her support to presented short-term and long-term plans and added that it would be good to organise training for trainers with the support of the ETF in addition to the listed activities. Mr Ivan Marković added that the competency standards for trainers and trainers of trainers are being currently developed and is expected to be finalised by 2020. Ms Stanley supported proposed activities and expressed special interest in the online professional development both in terms of standards and training of trainers. Ms Olivera Todorović proposed a meeting with the representatives of NALED TET Network to be organised on the potentials of regional cooperation. Ms Šarić added that the report on the competition organised by the Institute for the Improvement of Education and NALED is planned to be presented during the online event planned for September as a good practice example.

Ad 5)

Ms Šarić concluded the meeting and stated that the minutes of the meeting will be disseminated within the network, while a request to hierarchies asking whether proposed activities can be supported will be sent following the meeting. Mr Stanley thanked participants for the participation and input and reminded them to express their interest in participating in the upcoming pilot programme. Ms Šarić also invited participants to take part in the pilot, thanked them and concluded the meeting. The total duration of the meeting was 2 hours.

** 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*

Annex 1: Participants list

No	Economy	Participant		Institution
1	Albania	Dorina Rapti	dorina01rapti@gmail.com	Institute of Education Development
2	Bosnia and Herzegovina	Danica Vasilj	danica.vasilj@aposo.gov.ba	Agency for Pre-primary, Primary and Secondary Education
3	Republic of North Macedonia	Julija Gligorova Trajanoska	julijagtrajanoska@bro.gov.mk	Bureau for Development of Education
4	Republic of North Macedonia	Roza Arsovska	rozeperusoska@yahoo.com	VET Centre
5	Montenegro	Ivan Marković	ivan.markovic@csogov.me	Center for Vocational Education
6	Serbia	Olivera Todorović	olivera.todorovic@zuov.gov.rs	Institute for the Improvement of Education
7	Serbia	Zlatko Grušanović	zlatko.grusanovic@zuov.gov.rs	Institute for the Improvement of Education
8	Austria	Monika Mott	monika.mott@oead.at	OeAD
9	Italy	Alessandro Brolpito	Alessandro.brolpito@etf.europa.eu	European Training Foundation - ETF
10	Italy	Julian Stanley	Julian.Stanley@etf.europa.eu	European Training Foundation - ETF
11	Italy	Lida Kita	Lida.Kita@etf.europa.eu	European Training Foundation - ETF
12	Serbia	Tina Šarić	tina.saric@erisee.org	Education Reform Initiative of South Eastern Europe - ERI SEE Secretariat
13	Serbia	Ivana Živadinović	ivana.zivadinovic@erisee.org	Education Reform Initiative of South Eastern Europe - ERI SEE Secretariat

Annex 2: Meeting Agenda

<p>4th MEETING of the SEE TEACHER EDUCATION AND TRAINING (SEE TET) NETWORK</p> <p>10th July 2020</p> <p>Meeting organized via KUDO platform (link to be sent)</p> <p>Expected duration: 10:00 – 12:00</p>		
WELCOME AND OPENING SESSION	Welcome by Education Reform Initiative of South Eastern Europe (ERI SEE) and European Training Foundation (ETF)	10:00 – 10:05
PRESENTATION OF THE RESULTS OF THE STUDY ON TET NEEDS ANALYSIS SYSTEMS IN THE REGION (by ERI SEE)	Regional overview of the status quo Steps to take further – policy points suggested by the researchers Agreement on receiving the missing feedback Agreement on presenting the results of the Study in September to the policy makers.	10:05 – 10:30
PRESENTATION OF THE CONCEPT FOR DEVELOPMENT AND PILOTING OF SELF-ASSESSMENT TOOL FOR DIGITAL COMPETENCES OF TEACHERS (by ETF)	Presentation of the Concept Implementation of the Concept - practicalities Invitation to agencies for teacher education and training to participate Roles and responsibilities of the agencies for teacher education and training Discussion Agreements on further steps	10:30 – 11:00
Discussion on the future actions of the SEE TET Network – priority areas and concrete steps (presentation by ERI SEE, with welcomed participation of all the participants)	Consultations on the future activities of the SEE TET Network Presentation of the proposal (Based on the prepared material: Proposal-actions-timeline) Please note that active participation of participants in the discussions and consultations is most welcome!	11:00 – 11:45
Conclusion	Conclusions and wrap-up	11:45 – 12:00