**REPORT**

**From the Project Team Second Meeting (joined by the members of the Working group for STEM and digital competence)**

**Held in Budva, 23-24 January 2020**

Following **members of the Project Team** participated at the meeting: **Nevena Čabrilo**, Bureau of Education Services and national project coordinator; **Milena Roganović**, Ministry of Education and project manager for implementation of IPA II; **Ivana Mrvaljević**, Ministry of Education (substitute for Arijana Vučinić), **Zora Bogićević**, Ministry of Education, **Branka Kankaraš**, Ministry of Education; **Radovan Popović**, Bureau of Education Services; **Radovan Ognjanović**, Bureau of Education Services; **Nataša Gazivoda**, Bureau of Education Services, **Radoje Novović**, Bureau of Education Services; **Sandra Brkanović**, Centre for Vocational education, **Zorica Minić**, Examination Centre; **Žarko Pavićević**, Faculty of science and mathematics; **Sanja Jančić Rašović**, Faculty of science and mathematics; **Dijana Vučković**, Faculty of Philosophy; **Dušanka Popović**, Faculty of Philology (substitute for Zdravko Babić); **Milica Kavedžić**, Agency for Quality Control and Assurance in Higher Education; **members of the STEM and digital competence: Vidosava Kašćelan**, advisor from Bureau of Education Services; **Božidar Popović**, teacher at the Faculty of science and mathematics; **Mira Vučeljić,** teacher at the Faculty of science and mathematics**; Milica Radusinović**, classroom teacher – nomination from the Bureau of Education Services; **Bogić Gligorović**, biology teacher in primary school – Bureau of Education Services; **Dušanka Popović**, IT teacher in primary school – Bureau of Education Services; **Biljana Krivokapić**, teacher in primary school**, Gordana Tasić**, IT teacher in secondary vocational school – nomination by the Centre for Vocational Education. Beside the Project Team members and STEM and digital competence Working Group members, the meeting was joined by **Rešad Sijarić,** director of the Bureau of Education Services and **Predrag Vujičić,** secretary of the Bureau of Education Services. The meeting was facilitated by the **project experts' team**: **Boris Ćurković**, team leader; **Maja Jukić**, key expert for teacher training; **Ian David Morris**, key expert for quality assurance; **Ljubica Špirić**, non-key expert for curriculum development and teacher training; **Srđan Verbić**, non-key expert for STEM disciplines; **Rajko Kosović**, non-key expert for student assessment mechanisms and quality assurance and **Bojana Živković**, office manager of the Project.

The meeting started at 12.30 with a review of the work of national groups to develop the outcomes of key competences, as a key part of the Montenegrin Key Competence Framework Programme (Activity 1.1). Outlines of developed outcomes for all eight key competences, for the five identified educational levels, are presented. Through group work (workshop), a detailed analysis was carried out and guidelines were set for the further development of learning outcomes. It was concluded that the outcomes of key competences do not need knowledge, skills and attitudes, that they should not be written at all cognitive levels, but rather at the highest level of desired achievement for a given level of education (which defines an umbrella achievement for a particular meta-goal or learning meta-outcome and can subsequently be broken down into specific learning goals / outcomes at all cognitive levels for knowledge, skills and attitudes in each subject or cross-curricular combination, for a teaching topic, unit or unit). Meta-outcomes for ISCED 1, 2 and 3 education levels should be written as verb nouns so that the outcomes of key competences by subject, unit and syllabus derived from the meta outcomes can be written using active verbs in accordance with current methodology for making learning outcomes, with one to a maximum of two verbs. The outcome should be written in bold, and then parts of the process defined by the learning outcome can be written in parentheses). It was also emphasized that outcomes should define concepts, principles and processes, and should be formulated as far as possible "beyond" the content of the discipline in question, that is, the "subject mindset". (The outcomes of the Framework do not relate to the content of the subject knowledge, disciplines; they should be understandable and applicable to teachers of all subjects and at each level).

In the second session, **Ian Morris and Rajko Kosović** presented the Indicators for Monitoring the Integration of Key Competences in Learning in Primary and Secondary Schools (Activity 1.2), prepared by Counsellors-Supervisors of the Bureau of Education Services and Quality Assurance Officers of the Centre for Vocational Education, at a seminar held in Podgorica on 15 and 16 January 2020. The agreed concept of further quality assurance seminars was also presented.

The second day of the meeting was devoted to the development of a strategic document to ensure the sustainability of the integration of key competences upon completion of the Project (Activity 1.3). **Boris Ćurković** briefly introduced the concept of drafting a strategic document, followed by a discussion on the format of the document. **Branka Kankaras and Zora Bogićević** from the Ministry of Education suggested that in accordance with the Decree on the manner and procedure of drafting, harmonizing and monitoring the implementation of strategic documents ("Official Gazette of Montenegro", No. 54/2018) and the Methodology for developing policies, drafting and monitoring implementation of strategic documents (Sector for Coordination, Coordination and Monitoring of Implementation of Strategic Documents Determining Public Policies - Secretariat General of the Government of Montenegro) through this activity can express **the Programme for Integration of Key Competencies in the Education System of Montenegro**, as a public policy document setting operational goals and activities to address a specific issue in a particular socio-economic area, which is not covered by a strategy in that area. Subsequently, through group work, a document was established, noting that the structure should be aligned with the documents cited (Guidance and Methodology). Three key operational objectives have been identified:

1. Integration of key competencies is supported at the system level;

2. Teachers at all levels are supported to integrate key competences into teaching and learning;

3. Awareness of the importance of integrating key competences has been raised in the general and professional public;

Following **conclusions** were made at this meeting:

1. Working groups should continue to work on the development of outcomes of key competences for all key competences and educational levels, taking into account the recommendations of the Project Team (development of meta-outcomes, "making a distance" from tangible outcomes).
2. The indicators for monitoring the integration of key competences in school learning in primary and secondary schools provide a good starting point for further development of the concept of quality assurance of integration of key competences in teaching and learning.
3. At the next meeting of the Project Team, work will continue on the development of the Programme for Integration of Key Competences in the Education System of Montenegro, analysis of the situation and development of activities according to the established operational goals.
4. The next meeting of the Project Team is scheduled for February 27 and 28, 2020.

The meeting ended on 24 January 2020 at 3 p.m.

Report prepared by: Boris Ćurković, team leader and key expert in the implementation of Component 1