**REPORT**

**on the Third Meeting of the Project Team**

**Podgorica, 27-28 February 2020**

Following members of the Project Team participated at this meeting: **Nevena Čabrilo**, Bureau for Education Services and Nation al Project Coordinator; **Milena Roganović**, Ministry of Education and Project Manager for implementation of IPA II; **Ivana Mrvaljević**, Ministry of Education (substitute for Arijana Nikolić), **Zora Bogićević**, Ministry of Education, **Branka Kankaraš**, Ministry of Education; **Radovan Popović**, Bureau for Education Services; **Radovan Ognjanović**, Bureau for Education Services; **Nataša Gazivoda**, Bureau for Education Services, **Radoje Novović**, Bureau for Education Services; **Sandra Brkanović**, Centre for Vocational education, **Zorica Minić**, Examination Centre; **Žarko Pavićević**, Faculty of Science and Mathematics; **Božidar Popović**, Faculty of Science and Mathematics; **Dijana Vučković**, Faculty of Philosophy; **Zdravko Božić**, Faculty of Philology; **Tijana Stanković**, Agency for Quality Control and Assurance in Higher Education; ***members of the experts' team:*** **Boris Ćurković**, team leader; **Maja Jukić**, key experts for teacher training; **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 assessment mechanisms and quality evaluation and **Bojana Živković**, office manager.

The meeting started at 8.30am with an introductory session, after which the first draft of the **Montenegrin Framework Programme of Key Competences** was presented. According to the conclusions of the first and second meetings of the Project Team, the Framework Programme is based on learning outcomes at typical educational levels, for which learning outcomes have been developed. The learning outcomes were developed by working groups composed of representatives of the institutions of the system and of the educated teachers, who have experience in programme development. The work of the working groups is briefly presented. During the discussion in which Zorica Minić, Radoje Novović, Žarko Pavićević, Sandra Brkanović and Dijana Vučković participated, it was emphasized that the learning outcomes still needed to be refined, and that the working groups, despite having worked at three or four meetings, did not have enough time. It was also pointed out that the individual outcomes are not sufficiently generalized (generic, large) and resemble the outcomes in question, as well as being uneven from competence to competence. It was also discussed whether the outcomes should be included in the document, or whether only certain ones from the EU reference framework (definition, description of knowledge, skills and attitudes) are sufficient. The final conclusions were reached on the second day of the meeting.

In the second session, two analyses were presented: **analysis of STEM subject programmes** in primary and secondary schools and **analysis of initial education and continuous professional development of teachers**. Analyses focused on key competencies, their expertise and practice. The discussion focused on teacher collaboration, quality of teaching, elements of quality assurance and monitoring of the integration of key competences, and on the continuing professional development of teachers. Almost all members of the Project Team participated in the discussion. Based on the discussion, recommendations and conclusions were adopted.

The third session was **about teacher training for key competencies**. Maja Jukić presented the training concept, training objectives and elements of the training action plan. The basic training concept is:

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|  | **Teacher training** | **Principal training** |
| No. of training: | 93 | 12 – 15 |
| No. of participants per training: | 20 | 24 – 30 |
| Training duration per participant: | 2 days | 1 day |
| Total number of training days: | 186 days | 12 – 15 days |
| Target group: | 1.860 teachers - 900 classroom teachers (45 training courses) and 960 STEM course teachers in primary and secondary education (48 training courses) | 360 participants from 150 – 180 schools, 1-3 representatives per school (principals, pedagogues, assistant principal, etc.) |
| Training timeline: | June, beginning of July, end of August (2020), January (2021), weekends (2020, 2021) | May (2020), End of August (2020), January (2021) |
| Training venues: | different locations (regional access - southern, central and northern part of Montenegro) according to the locations of the schools from which teachers, trainees were selected | |

Goals of the teacher training are:

* Introduce teachers to the European and Montenegrin Framework for Key Competences
* Motivate teachers to apply learning strategies and teaching methods that are effective for education for key competencies
* Introduce instruments for the preparation, implementation and evaluation of successful teaching for key competences (teacher's manual (methods and forms of implementation of teaching for key competences), preparation for teaching (annual planning, scenario), quality indicators, teacher self-evaluation, peer observation, student self-assessment lessons learned, evaluation of classes delivered, etc.)
* Give good examples of preparation for teaching that includes key competences (annual planning, scenario for a class (at a single subject, at multiple subject level, at school level (days devoted to a question of particular importance) at the extracurricular activity level) and outline ways to each of the key competencies can be applied in STEM subjects
* Develop individual or group preparation to achieve key competencies (preferably at school level, planned in the annual plan)

Elements of the Action Plan for training implementation are:

* Accreditation of teacher training and training for principals and school management
* Selection of schools and teachers,
* Preparation of a training timetable,
* Coach preparation,
* Logistical preparation of premises and other resources necessary for training,
* Training for school principals and management,
* Preparation of a portal for the internal publication of an agreed set of documents for each of the lessons/extracurricular activities related to key competences.

After presenting the concept of teacher training and school management, the structure of **the Manual for integration of key competences into teaching and learning at ISCED 1, 2 and 3** was presented:

1. Introduction
2. EU Key Competence Framework
3. Montenegrin Key Competence Framework Programme
4. Approaches to learning and teaching to achieve key competencies
5. Monitoring and formative evaluation of the acquisition of key competences
6. Conclusion

*Annexes*:

Annex 1: Learning outcomes for key competencies

Annex 2: Quality indicators for teaching

Annex 3: Proposed sample forms for:

• preparation for teaching,

• self-evaluation,

• peer observation

• Student questionnaire

• evaluation

Annex 4: Examples of hours held (preparation for teaching, evaluation, evidence of success for different levels of education)

**The second day** of work was devoted to the development of the **Programme for Integration of Key Competences in the Montenegrin Education System,** a public policy document setting operational goals and activities for the next three years (2021-2023) in order to integrate key competences to a high degree into the Montenegrin education system Upstairs. The structure of the document was defined, the current situation was analysed (including the SWOT analysis), and for each of the three operational objectives defined, activities were developed, the operators and partners in the implementation of the activities, the timeframe for the implementation (start and end of activities), progress indicators ( including the initial and expected balance), and the financial resources needed for the realization and sources of funding. The operational objectives (defined at the second meeting of the Project Team in Budva) are:

• Operational objective 1: Integration of key competencies is supported at the system level

• Operational objective 2: Teachers at all levels are supported to integrate key competences in teaching and learning

• Operational objective 3: Awareness of the importance of integrating key competences raised in the general and professional public

The structure of documents is fully harmonized with the Decree on the manner and procedure for drafting, harmonizing and monitoring the implementation of strategic documents (Official Gazette of Montenegro 54/2018) and the Methodology for developing policies, drafting and monitoring the implementation of strategic documents (document of the Sector for Coordination, coherence and monitoring of the implementation of strategic documents defining public policies - General Secretariat of the Government of Montenegro). It contains:

• Introduction and link to the Montenegrin Framework Programme

• A description of the status that the document requires

• Link to the Montenegrin Framework Programme

• Why the document is required

• Consistency with the existing strategic framework

• Consistency with the European integration process and key EU policies

• Operational objectives and associated performance indicators

• Activities to implement operational objectives

• Description of the activities of the competent authorities and bodies for monitoring the implementation of the Programme

• Reporting and evaluation

During this two-day work of the Project Team, following **conclusions** were made:

1. Conclusions regarding the **Montenegrin Key Competence Framework Programme**:

• The learning outcomes for all eight key competences are a good basis, but they need to be harmonized (by "size"), further broadened, deviated from the outcomes and summarized by the logic of the EU reference programme.

• To carry out the activities referred to in the previous point, a sub-group is designated as follows:

- Branka Kankaraš, Ministry of Education

- Zora Bogićević, Ministry of Education

- Nevena Čabrilo, Bureau for Education Services

- Radoje Novović, Bureau for Education Services

- Zorica Minić, Examination Centre

- Sandra Brkanović, Centre for Vocational Education

- Srdjan Obradovic, Centre for Vocational Education

- Dijana Vučković, Faculty of Philosophy, University of Montenegro

- Božidar Popović, Faculty of Science, University of Montenegro

• The subgroup will meet on 16 and 17 March 2020 and perform the assigned assignment at the two-day workshop, and the Project Team will discuss the upgraded version at the next meeting to be held on 23 March 2020 in Podgorica.

• The text of the Montenegrin Framework Programme shall be submitted to all members of the Project Team for comments (comment on all chapters excluding learning outcomes) by Friday, 20 March 2020.

• **Before submitting the final version of the Montenegrin Key Competence Framework Programme to the National Council for Education, its piloting will be carried out through the training process for primary and secondary school teachers. After collecting their views on the implementation of the Framework Programme, the Project Team will finalize the framework and submit it to the National Council for adoption, in the third or fourth quarters of the Project. On this basis, it is concluded that the Project Steering Committee is proposed to extend this activity until June 2021**.

1. Following conclusions and recommendations are formulated related to **Analysis of STEM subject programmes and CPD analysis:**

* In the legislative framework governing the functioning of the education system of Montenegro, key competences are represented in all relevant laws.
  + In the Preschool Education Program, the representation of the development of the eight key competences recommended by the EU Framework of Reference is fully covered by both the primary programme and the specialized and additional programs.
  + Key competences are also addressed in the Methodological Guidelines for Writing Subject Programs Based on Learning Outcomes for Primary School (2017)
  + In the analysis of individual compulsory and elective subjects for primary school, there is a discrepancy with respect to which segments of the subject programme are impeded by the development of key competences
  + In the Preschool Education Programme, the representation of the development of the eight key competences recommended by the EU Framework of Reference is fully covered by both the primary programme and the specialized and additional programs.
  + The reform (2016) of the general secondary education curriculum identifies, among other operational objectives, certain transfer-related and civic competences, but not others.
  + By reviewing and analysing the content of educational programs at different levels of education, they identify different conceptual and methodological approaches to the development of key competences. Certain conceptual and terminological diversity of approaches that programmatically encompass the development of key competences can be overcome by the Key Competence Framework Programme, which would integrate existing pluralism with guidance on outcomes for all levels.
  + In initial teacher education, classroom teachers acquire satisfactory skills for the teaching profession - they have acquired a longer and quality initial education (30-35 ECTS credits) and are competent in their field. However, in the case of subject teachers, a lack of pedagogical competences was observed due to the small pool of primary education lessons - mainly the methodology of their subject matter and the short duration (less than 20 ECTS credits). The subject knowledge is obtained at a very high level, teachers feel like subject experts. Knowledge and skills on the development of key competences are not represented in the initial teacher education programs; teachers believe that they did not acquire the key competences themselves during their studies. The following recommendations are made:
    - To determine the minimum representation of the pedagogical-psychological and didactic-methodical group of subjects as well as to determine the minimum representation of key competences in the study programs by which teachers are educated
    - Introduce innovative approaches, add practices to theoretical education, create excellence centres in schools
  + There is an inconsistency in CPD for attending seminars, some teachers often attend accredited training or participate in them at school, while some do not. Seminars that combine an online approach with conventional training methods are useful. The trainings attended do not have mechanisms of continuity in monitoring the application of the learned. The need for teachers of the subject teaching for the contents of the training in the motivation of the students, the relation "teacher - student" and formative assessment was expressed. Offered by the CPD Catalogue, one-third represent trainings that mostly provide fragmented elements of key competency development: the most common are method and approach training. Less common are trainings that develop key competencies in community contrast - through project extracurricular activities that link learning to real life contexts and environments. The following recommendations are formulated:
    - Motivate teachers to apply learning strategies and teaching methods that are effective in education for key competences
    - Include blended learning forms, as far as possible, that combine the use of online platforms and conventional tête-à-tête forms
    - Training for the development of key competencies with a focus on formative assessment is a priority for subject teachers, especially from high schools / high schools
    - The necessity to introduce monitoring, support and quality assurance within the training offer and implementation
    - Include in the training the development of instruments for monitoring and assessing the achievement of key competences
    - Include in the training a section concerning activities and approaches that connect the school and the community, that is, engage and link content knowledge with realistic contexts and learning environments through project and extracurricular activities.
  + In planning and managing teaching and extracurricular activities, it can be concluded that in most schools, the climate for teacher cooperation with one another and cooperation with the principal is very positive, and that teachers spend a lot of time planning, but that there is no consensus on the number of hours of joint planning, o what “joint planning” encompasses and what the purpose of that planning is in relation to the development of key competences. There is a practice of “horizontal” learning within assets, CPD teams, public, reputable and pilot classes. There are also practices of formative assessment and monitoring of students. The following recommendations are identified:
    - Include in the training the specifics of planning the development of key competences, from annual, cross-curricular to subject, as well as the preparation and organization of extracurricular, project activities
    - Include existing horizontal learning resources in key competency trainings - learning within assets, CPD teams, public, reputable and case studies
    - Include in the training the development of instruments for monitoring and assessing the achievement of key competencies with a link to the emerging practices
  + Research has shown that the concept of key competences is not sufficiently clear, and although parts are understood, teachers are not sufficiently sure whether they are developing key competences. Teachers regularly use many interactive methods, CPD provides many trainings in the field of active teaching / learning methods, but the question is how much they use in order to develop process knowledge and skills of key competences. The cross-curricular approach and classroom co-operation are applied, more in one or two subjects and specifically in the cross-curricular area of sustainable development. It is recommended:
    - To provide, within one training module (90min duration), an explanation of the concept of key competences, what they serve and how they are developed, in order to create links with existing activities, knowledge and experiences of teachers
    - Include in the training clarifications and links to existing knowledge in the application of diverse approaches, in the function of developing process knowledge and skills of key competences
    - Include in the training the extension of an interdisciplinary approach with a focus on more teaching subjects and broad areas or domains of knowledge, through the inclusion of extracurricular activities and projects, on topics that are freely selectable, in order to apply the learned content knowledge
    - Provide an explanation of the concept within one training module (90min duration)

1. Related to **teacher training and manual for teachers,** following conclusions are adopted:
   1. **Teacher training (900 classroom teachers and 960 subject STEM teachers) and school administrations will be about all eight key competences, not just STEM competencies,** in all according to the concept adopted at this meeting.
   2. **The unique handbook will also treat all eight key competences equally, and not just the STEM key competency. The manual will also be unique for the three educated levels (ISCED 1, 2 and 3),** according to the framework content adopted at this meeting
2. The draft Programme for the Integration of Key Competences in the Education System of Montenegro will be submitted to the project team for electronic circulation and will be finalized at the next meeting.

Meeting ended on 28 February 2020 at 16:00.

This report is written by: Boris Ćurković, team leader and key expert for Component 1