**The report of a Project team fourth meeting organised in Budva,**

**15 and 16. October 2020.**

The following members of the Project team that took part at the meeting: **Nevena Čabrilo,** National Project Coordinator, Bureau for Education Services of Montenegro; **Branka Kankaraš,** Ministry of Education, Science, Culture and Sports of Montenegro; **Radovan Popović,** Bureau for Education Services of Montenegro (on day one); **Radoje Novovič,** Bureau for Education Services of Montenegro; **Zorica Minić,** Examination Centre of Montenegro; **Srđan Obradović** and **Dušan Bošković,** Centre for Vocational Education and Training of Montenegro (instead of Sandra Brkanović, who was absent) – only on day two; **Dijana Vučković** ofthe Faculty of Philosophy University of Montenegro – only on day one; **Dušanka Popović,** the Faculty of Philology University of Montenegro representative (replacement for Zdravko Babić who was absent) and **Tijana Stanković**, Agency for Quality Control in Higher Education of Montenegro. Besides the members of the Project team, also the director of Bureau for Educational Services, **Rešad Sijarić,** and **Predrag Vujičić,** head of the legal department in the Bureau, took part on day one of the meetings.

Excused: **Milena Roganović**, Ministry of Education, Science, Culture and Sports of Montenegro, as a project manager in front of the project office for IPA II program and institution users; **Arijana Nikolić**, Ministry of Education, Science, Culture and Sports of Montenegro; **Zora Bogićević**, Ministry of Education, Science, Culture and Sports of Montenegro**; Radovan Ognjanović**, Bureau for Education Services of Montenegro; **Nataša Gazivoda**, Bureau for Education Services of Montenegro; **Žarko Pavićević**, the Faculty of the Sciences University of Montenegro; **Sanja Jančić Rašović**, the Faculty of the Sciences University of Montenegro. Excused members of the Project team **Sandra Brkanović**, Centre for Vocational Education and Training of Montenegro, and **Zdravko Babić**, the Faculty of the Philology University of Montenegro, delegated their replacements.

The meeting was facilitated and supported by the expert team members: **Boris Ćurković**, key expert 1- team leader; **Maja Jukić**, key expert 2- training of the teachers, **Rajko Kosović**, expert in grading and quality assurance, and **Marija Nikčević**, the Project Office manager.

The Project Team members with the invitation and meeting agenda were handed over the Second report about the progress with all annexes, including materials, reports, and concepts developed in the Project realization until that moment. The first session started on Thursday, 15. October 2020, at 13:30h.

Boris Ćurković gave a presentation about all project activities, giving short notes about progress and implementation problems. The discussion about the following activities took place: activity 2.6. – initial teacher training, activity 4.2. and 4.3 – the directors training and workshop with the Bureau for Educational Services supervisors and QA advisors VAT agency (Centre for Vocational Education and Training) and activity 5.2. – making of 50 “PISA like” item.

When discussing the initial teachers training (activity 2.6), the proposal to widen the activity to all faculties who are carrying out the initial training of the teachers was accepted (except the Faculty of Science, to the Philosophy, the Philology, the Faculty for sports and physical Education, and the art faculties). It was concluded that the activity is being implemented following the Strategy for the Education of teachers, which envisages the unification of pedagogical-psychological and didactic-methodological contents, their adequate representation, and development based on the needs and standards of the teaching profession. During the discussion about the standards in teacher’s competencies, Rajko Kosović and Dušanka Popović, informed the participants that the National Education Council in December 2016 adopted the “Standards of competencies for teachers and directors in the educational institutions”, which includes the standards for the teacher’s competencies. In total eight standards of competencies were developed, that can and should be used in implementing this activity. After the discussion about models to improve teacher’s competencies within the initial programme for teacher’s Education, it was concluded that thru the Project two modules (each having 30 ECTS) for teacher’s competencies can be made: psychological-pedagogical and didactic-methodological modules, which can be used by all faculties carrying out such programmes.

During the second session training for directors and workshops with the Bureau for Educational Services supervisors and QA advisors VAT agency (Centre for Vocational Education and Training) and activity 5.2. – making of 50 “PISA like” item was discussed. It was pointed out that these activities should be carried out according to the Project initial plan. Also, the conclusions of two workshops organized on 9 and 10. October 2020 in Podgorica, with the Examination Centre representatives, were presented. The preparation of a total of 50 exam assignments- twice a 25, according to the same specification, also each assignment having at least two items in a cluster.

On day two of the Project team meeting, Friday, 16. October 2020, the discussion about project activities continued. Boris Ćurković presented that significant savings were made in the savings of incidental expenditures, since the teacher's training, as an item on which most means were planned to be spent, is being organized online and in this way nearly 100,000 € are being saved. He explained that those means do not have to be spent and this does not represent the failure in the Project, on the contrary, but that it was a shame “to return” the money and that the fund for the improvement of key competencies probably won't be available in the educational system of Montenegro anytime soon. During a brainstorm, the participants discussed possible redirection of the means. The grant scheme for schools was discussed the most – to enable schools whose teams and teachers took part and are taking part in the training for the key competencies integration to apply for financial resources on public calls for support to activities developed thru the training. Srđan Obradović pointed out that the Centre for Vocational Education and Training has a pretty negative experience with a similar activity, when the reports on expenditures were either late or incomplete, while Branka Kankaraš said that the Ministry of Education had a positive experience. This idea was rejected because from the donor’s part represents a different financial mechanism from those in which this project currently is. Zorica Minić underlined, in particular, the need for support for reporting about the student’s successes, in a way that secondary analyses about national and international testing and exams should be made. Also, she said that the Project could support the training of subject committees for State graduation exams members (approx. 100). Everyone present supported these activities, but because of their importance and dynamics, it was agreed that they should be organised within the existing project activities. As a result of a brainstorm, it was agreed that in designing additional activities following needs should be guidelines: training for the pre-school educators about the integration of the key competencies in the preschool institutions for children older than four; training of the future teachers- students of the Faculty of Philosophy University of Montenegro; a public campaign to raise awareness about the importance of key competencies, focused on target groups in the educational system (teachers, students, parents, schools, and so on); a support to the selected number of schools whose teachers and school teams were trained about the integration of the key competencies in the extension of the activities on the integration of the key competencies, by increasing scope of the teaching that includes key competencies and the number of teachers that implements them; training of the school teams about the inside quality system.

At the following session, the finalisation of the Programme for integration of the key competencies in the educational system of Montenegro was discussed. The draft of the document was presented, the participants were divided into three groups and worked on an overview and the finalisation – each had one operative goal. After the group work, comments for the finalisation of the document were presented.

At the last session, the following was concluded.

**CONCLUSIONS**

1. Activity 2.6 aiming to the initial Education of teachers should include the Philosophy, the Philology, the Faculty for Sports and Physical Education, and art faculties at the University of Montenegro as well if they should interest. Principles on which the activities should be undertaken are:
   * Following the Strategy for Education of Teachers in Montenegro 20017 – 2024 and Standards of competencies for teachers and directors in the educational institutions (2016).
   * Develop two modules, each having 30 ECTS), about psychological-pedagogical and didactic-methodological competencies. The first module should be used in the first cycle, and the second one in the second cycle of higher Education (bachelor and MoA), within the programme that carries out the programme for teachers initial Education.
2. Activity 4.3. and 5.2. should be implemented according to the initial project plan, and in the activity of preparing the PISA like items teachers should be included, and according to the conclusions from the workshops with the Examination Centre two notebooks should be made with 25 items each, and those could represent two tests versions of the same difficulty level.
3. Within activity 5.2. a programme should be made and training organised for approx. 100 members of the subject commissions about the preparation of the assignments for the high- risk exams.
4. Withing the activity 5.1. additional support should be given for reporting- secondary analysis about the achievements in the national and international researches and exams (PISA, Timms and so on)
5. Apply for a transfer of approx. 100, 000 €, unused incidental expenditure for the expert days, to enable the realisation of additional project activities. Extend the project until the 31. December 2021. Organise the talks with the agreement institution and the EU Delegation. In designing additional project activities have in mind the real needs of the educational system and focus on activities related to the current project activities and integration of the key competencies in the educational system of Montenegro. Give priority to the following activities:
   * training for the pre-school educators about the integration of the key competencies in the preschool institutions for children older than four and training of the future teachers- students of the Faculty of Philosophy University of Montenegro;
   * a public campaign to raise awareness about the importance of key competencies focused on target groups in the educational system (teachers, students, parents, schools, and so on);
   * support to the selected number of schools whose teachers and school teams were trained about the integration of the key competencies in the extension of the activities on the integration of the key competencies, by increasing the scope of the teaching that includes key competencies and the number of teachers that implements them;
   * training of the school teams about the inside quality system.
6. The Programme for integration of the key competencies in the educational system of Montenegro should be finalized following the recommended additional activities that were the result of group work, and the final version should be shared online with the members of the Project team.

The meeting ended on Friday, 16. October 2020. at 15:00 h.

In Podgorica, 19.10.2020. godine

Report made: Boris Ćurković, the Project Team leader