**REPORT**

**From the First Meeting of the Project Team**

**Podgorica, 11 – 12 December 2019**

**The following members** of the Project Team participated at the first meeting: **Nevena Čabrilo**, Bureau for Education Services of Montenegro and National Project Coordinator; **Milena Roganović**, **Ministry of Education** and Project Manager of the project office for implementation of the IPA II and beneficiary institutions; **Arijana Nikolić**, Ministry of Education, **Zora Bogićević**, Ministry of Education, **Branka Kankaraš**, Ministry of Education; **Radovan Ognjanović**, Bureau for Education Services; **Nataša Gazivoda**, Bureau for Education Services, **Radoje Novović**, Bureau for Education Services; **Sandra Brkanović**, Centre for Vocational Education, **Dušica Marković**, **Tijana Vujošević** and **Dragana Nenadović**, Examination Centre of Montenegro (on behalf of Zorica Minić who wasn't able to participate); **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** and **Milica Kavedžić**, Agency for Control and Quality Assurance of Higher Education (Tijana Stanković participated on the first day while Milica Kavedžić did so on the second day); ***members of the experts' team***: **Boris Ćurković**, team leader; **Maja Jukić**, key expert for teacher training; **Ljubica Špirić**, non-key expert for curriculum development and teacher training, and **Bojana Živković**, office manager of the Project.

The meeting started at 8 a.m. with an introductory session where the Project Team members and the experts' team members introduced themselves. Boris Ćurković presented the Project, outlining the activities from the inception report and proposals for the methodology of its implementation. Subsequently, the tasks of the Project Team were outlined and possible work was discussed. Project Team members expressed their expectations from this meeting through a short workshop.

In the second session, Boris Ćurković presented the EU Framework of Reference for Key Competences for Lifelong Learning (2018), after which the experiences of the countries in the region on the implementation of the Reference Framework were presented to. Ljubica Špirić presented the experiences from Serbia, Boris Ćurković presented the experiences from Bosnia and Herzegovina, while Maja Jukić presented the same but from Croatia. The presentations inspired a discussion about the difficulties in the implementation of key competences, as well as differences in the concepts of key competences, transversal skills and active learning methods.

The development of key competences in Montenegro was presented by Zora Bogićević and Sandra Brkanović, who focused on the development of key competences in vocational education and adult education, and Nevena Čabrilo, who presented the development of key competences in general education. It was pointed out that key competences have being developed since 2009, and that they have fully entered the system in secondary vocational education (laws, strategies, methodological guidelines, curricula). They are regularly reported in the context of the National Riga Conclusion Reports (key competences are one of the five priority areas of the European Copenhagen Process for the period 2015-2020, and countries report on progress), and they are fully integrated into the new modular programmes of secondary vocational education, as presented by Sandra Brkanović using concrete examples.

Nevena Čabrilo pointed out that in general education, key competencies entered the system through cross-curricular topics for sustainable development (approved by the National Council for Education) and through programmes for the development of social and emotional skills. Cross-curricular topics have become part of the subject programmes, and in the past years, numerous teacher training has been conducted.

On the first day, the Project Team finished work at 3:30 pm summarizing the information presented. The second day began at 9 a.m. with a session analysing in detail the 2018 EU Framework of Key Competences for Lifelong Learning. Subsequently, through group work and joint discussion, the members of the Project Team began the work on the development of the Montenegrin Key Competence Framework Programme.

Here are the **main conclusions:**

1. Montenegrin Key Competences Framework Programme will be developed based on the EU Reference Framework, and will be consisted of 8 competences:
2. Literacy Competence,
3. Multilingual Competence,
4. Competence in mathematics, science, technology and engineering,
5. Digital Competence,
6. Personal and social competence and learn how to learn competence,
7. Civic competence,
8. Entrepreneurial competence,
9. Competence of cultural awareness and expression.

The members of the Project Team also considered the need to introduce the ninth key competence - the competence of sustainable development, taking into account the importance of sustainable development at the global and national level, as well as the fact that through cross-curricular topics sustainable development has already entered the general education system. The prevailing view is that all identified competences are in the function of sustainable development, and that, just as in the EU reference framework, all elements of sustainable development are “covered” through the identified eight competences. The final decision on the introduction of the Ninth Key Competence will be taken by the members of the Project Team at the next meeting, and by that time all members will be familiarized with the document Education for Sustainable Development - Cross-curricular Area in the Subject Programs - Primary School (National Council for Education, 2014). which will be delivered by the Project Office Manager to all members of the Project Team upon completion of the meeting.

1. The Montenegrin Key Competence Framework will be adopted and presented with the document **The Montenegrin Key Competence Programme Framework**, which will have the following structure:

• **Introductory part** – introduction of the framework, the concept of key competences, European and Montenegrin development of key competences, programme objectives and principles;

• **Key competences** - this chapter will outline each of the eight key competences with a given a definition (generally taken from the EU reference framework) and outcomes for the end of each of the following educational levels: pre-school, ISCED 1, ISCED 2, secondary education and higher education.

• **Implementation** - this chapter will outline implementation methods and guidelines on how key competences will be introduced into formal education systems.

1. The following objectives and principles of the Framework Programme shall be determined in principle:
   * Goals:

1. Increasing the quality of education, training and lifelong learning so that each individual can fully participate in society and successfully move into the labour market, and acquire the skills and competences necessary for personal fulfilment, health, employability and social inclusion;

2. Supporting the development of teaching staff as a central part of the education system in order to be ready to explore and implement new ways of learning for a society that is increasingly mobile and increasingly reliant on digital technology;

3. Improvement of the education system of Montenegro and utilization of the full potential of education as a driver of job creation, achievement of social justice and active citizenship;

4. Develop a European dimension of education, training and lifelong learning.

* Principles:

1. The key competences framework relevant to the education system of Montenegro is entirely based on the EU reference framework of key competences for lifelong learning and consists of eight key competences adapted to the specificities of the education system of Montenegro;

2. Ensure the availability of key competences to each individual;

3. Respect the development of key competences in the education system of Montenegro so far;

4. Define instruments and procedures for implementation;

5. To be guided by the principles of: comprehensiveness, science, applicability, transparency and intelligibility (precision, clarity).

Based on the goals and principles set out in this way, as well as the concepts and achievements presented at the first day of the workshop, the expert team will draft an introductory part of the Framework Programme and circulate it among the members of the Project Team. At the next meeting, that initial draft will be discussed in detail.

1. Each of the 8 identified key competences will be presented in the Framework Programme through a definition (taken from the EU Reference Framework, differentiating from it only in case of significant national specificities), and learning outcomes to be defined extensively (at the end of the educational cycle), based on a knowledge description , skills and attitudes given for each of the competences in the EU reference framework. Account should also be taken of the methodologies developed for digital competence, entrepreneurial learning (for developing outcomes for entrepreneurial competence), for civic competence, and cross-cutting topics for sustainable development (healthy lifestyles, partly for STEM competence). When developing learning outcomes, it should be taken into account that for each level the outcomes of knowledge, skills and attitudes are contained, but presented in an integrative way. It should be taken into consideration that the evaluation will be carried out only formatively. Learning outcomes will be defined for the following educational levels:

* Preschool education - set goals for this level, descriptive;
  + - * ISCED 1 (elementary education);
      * ISCED 2 (subject teaching in secondary education);
      * High school;
      * Higher education – only descriptive for this level.

In addition to the definition and learning outcomes, didactic recommendations for the realization of competency in teaching need to be provided.

Each of the competencies will be presented in the following table:

|  |  |
| --- | --- |
| Competence |  |
| Definition |  |
| Goals for preschool education: |  |
| Outcomes for ISCED 1 |  |
| Outcomes for ISCED 2 |  |
| Outcomes for secondary education |  |
| Goals for higher education |  |
| Didactic recommendations and guidelines: |  |

1. Goals and outcomes by educational level for each of the 8 key competences will be drawn up by working groups, in total 4 working groups - one for two competencies. The nomination of the members of the working groups will be done by the competent institutions, and their structure is determined as follows:
   * **Working group for the literacy and multilingual competences:**

1. Advisor from the Bureau for Education Services for Montenegrin language,

2. Advisor from the Bureau for Education Services for English language,

3. Advisor for Montenegrin language from Examination Centre,

4. Advisor for English language from Examination Centre,

5. Teacher of the Faculty of Philosophy (class teaching or pedagogy),

6. Teacher of the Faculty of Philology (Montenegrin language department),

7. Teacher of the Faculty of Philology (one of the departments for foreign language),

8. Primary school teacher - nomination of the Bureau for Education Services,

9. Elementary school teacher - English language - nomination of the Bureau for Education Services,

10. High school teacher - Montenegrin language - nomination of the Bureau for Education Services

11. Vocational Secondary School Teacher – English language - Nomination of the Centre for Vocational Education.

* + **Working group for the competence in mathematics, science, technology and engineering and digital competence:**

1. Advisor from the Bureau for Education Services for Chemistry Education,

2. Advisor from the Bureau for Education Services for Physics,

3. Advisor from the Bureau for Education Services for Biology Education,

4. Advisor for Mathematics from Examination Centre,

5. Advisor at the Centre for Vocational Education (Engineering),

6. Teacher of the Faculty of Science (Mathematics),

7. Teacher of the Faculty of Science (Physics),

8. Teacher of the Faculty of Philosophy (Department for pre-school education),

9. Primary school teacher - nomination of the Bureau for Education Services,

10. Subject teacher of elementary school - informatics - nomination of the Bureau for Education Services,

11. Elementary school teacher of biology - nomination of the Bureau for Education Services,

12. High school teacher - nomination of the Bureau for Education Services,

13. Vocational Secondary School Teacher - professional subjects - Engineering - Nomination of the Centre for Vocational Education.

* + **Working group for entrepreneurship competence and personal and social competence and learn how to learn competence:**
    1. Ministry of Education
    2. Advisor from the Bureau for Education Services (Social and Emotional Skills),
    3. Advisor from the Bureau for Education Services (Curriculum Development),
    4. Advisor from the Bureau for Education Services for Entrepreneurial Learning,
    5. Advisor from the Centre for Vocational Education (Entrepreneurial Learning),
    6. Teacher of the Faculty of Philosophy (psychology, career orientation),
    7. Subject teacher of elementary school - nomination of the Bureau for Education Services,
    8. Vocational secondary school teacher - professional subjects - nomination of the Centre for Vocational Education,
    9. Vocational secondary school teacher - general subjects – nomination
  + **Working group for civic competence and competence of cultural awareness and expression:**

1. Advisor from the Bureau of Education Services (Civic Education),

2. Advisor from the Bureau of Education Services for Music Education,

3. Teacher at the Faculty of Philosophy (Department on class teaching),

4. Primary school teacher - nomination of the Bureau of Education Services,

5. Elementary school teacher - nomination of the Bureau of Education Services,

6. Vocational secondary school teacher - general subjects - nomination of the Bureau of Education Services,

7. High school teacher - nomination of the Bureau of Education Services,

8. Secondary vocational school teacher - professional modules in the field of sociology or philosophy - nomination of the Centre for Vocational Education,

9. Secondary art teacher - nomination of the Centre for Vocational Education.

The request for nominations for the working group members will be sent by the Project Office to designated institutions. The **required profile (selection criterion)** of a working group member is determined by:

* Experience in curriculum development,
* Knowledge of the concept of learning outcomes (Bloom's taxonomy, outcome-based teaching, outcome-based testing, etc.),
* Preferred experience in projects,
* Good interpersonal skills, especially teamwork skills.

The First meeting of the working group will be held in Budva on 22-23 January 2020.

1. The Project Team discussed methods for implementing key competences at all levels of formal education. The following principles have been established:
   * + - Follow the recommendations of the EU Reference Framework;
       - Cover all levels of education through recommendations and guidelines;
       - Use different methods of work in teaching (through subjects, inter-subject, project, non-teaching);
       - Provide strong support to teachers through continuous professional development with focused training;
       - Define assessment and evaluation.

At the final session, the Project Team discussed organizational issues. Following activities were presented:

* The first workshop on Key Competencies for Quality Assurance Officers (supervisors) of the Bureau of Education Services and the Centre for Vocational Education, with a focus on developing protocols for monitoring core competences in primary and secondary education - planned for 15 and 16 January 2020 in Podgorica (premises of the Bureau for Education Services);
  + - * Meeting of the working groups for competence development - 22 and 23 January 2020 in Budva;
      * Next Project Team Meeting – 23 and 24 January 2020 in Budva;
      * The study visit to Poland in the last week of February 2020 was also discussed. A list of institutions that can be visited was presented by IBE - Institute for Educational Research from Poland, a member of the EPRD consortium. The members of the Project Team agreed with the list of institutions.

The meeting ended on 12 January at 16:30.

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