

## COORDINATION OF DEMONSTRATION PROJECTS

Report #1

January/2017

### COORDINATION ACTIVITIES

In the first month of project implementation NEPC:

- Established communication with all project partners – NEPC has been in contacts with all project beneficiaries to get deeper understanding about the project and in some cases provide feed-back on project plans.
- Signed the partnership agreements – the partnership agreement model has been checked by ETF that defines roles and responsibilities of project partners slightly differing in dynamics of payment that has been decided according to projects requirement and beneficiaries needs.
- Defined the communication plans and project calendars – the communication plans define the communication flow, channels of communication as well as time and manners of reporting. The project calendars show an overview of project activities that will be revised during the monthly report. Both documents are annexes to partnership agreement.
- Organized monthly skype meetings with 5 project beneficiaries – Monthly report were organized with project beneficiaries whose activities have started in January (Albania, Kosovo, Macedonia, Serbia and Turkey). Summaries are available on request.
- Produced and shared with ETF and among partners the summary of all projects to facilitate cooperation among project partners.
- Disseminated the summary of projects among NEPC members
- Announced the project on NEPC web page and Facebook.

## COUNTRY REPORTS

### ALBANIA, Irisoft Education

*Project: “Knowledge Management & Implementation during the Teaching Process for Vocational School Teachers”.*

In the first month of implementation Irisoft Education:

- Established communication with all project partners and signed cooperation agreement with principals and teachers of 5 vocational schools.
- Collected information about teachers needs and interests to adapt the training content
- Organized 5 brainstorming meetings with teachers of “Gjergj Canco”, “Herman Gmeiner” and “Hotel – Tourism related professions” vocational schools to better understand their needs and to receive feedback of the first part of Knowledge Management training.
- Implemented Knowledge Management Training (First Part) in *Gjergji Canco Electricians Technical Vocational School (43 teachers)* and at *Ali Myftiu Industrial Vocational School (38 teachers)*. The main topics of the training were effective teaching strategy; activity daily plan; understanding students’ profile; research of teaching resources; motivation and performance of teachers. Teachers showed high interest in training topics and interactive training methods enhanced their active participation. In the evaluation, teachers

described the training as productive, effective, interesting, positive, useful, full of information, attractive, pleasant, necessary, etc



### **BOSNIA AND HERZEGOVINA, Agency for Pre-primary, Primary and Secondary Education**

*Project: Model for establishing the system of accreditation programmes for continuing professional development of vet teachers*

In January 2017, in cooperation with NEPC and ETF the project has been revised and finalized. NEPC, ETF and beneficiary organization agreed upon dynamic of payments and the project calendar has been developed.

Project partners have been informed about the project revisions and all partners accepted the changes.

The final version of project has been sent to all project partners. Protocols of cooperation have been developed. Even if the the role and responsibilities of project partners are defined in the project it is necessary to develop protocol of cooperation with all of them.

#### **MACEDONIA, Harvest Knowledge**

*Project name: Improvement of the professional competencies of the teachers and achievements of the students in VET schools by establishing new concept for digital learning and teaching (E-school concept) – Phase 2*

In the first month of implementation Harvest Knowledge:

- Started the revision of the 14 modules of teachers training that were used last year. The revision is done according to the evaluation done in Phase 1 of project implementation. In particular, new math formula module will be included since the previous one was very hard for teachers.
- Prepared copies of the manual for printing (30 copies will be printed when the first project instalment will be made)
- Updated the Moodle platform and additional plugins have been installed and tested.
- Prepared the first training with teachers, it is planned for the last weekend of February and it will involve 2 teachers from each partner school in the project.

#### **Montenegro, Ministry of Education**

*Project: VET teachers as learners in industry sector 2017 - VETtLIS 2017*

In the first month of implementation Ministry of Education:

- Prepared draft list of schools that will be included in the project. 13 schools from different region from Montenegro were selected (Bijelo Polje, Pljevlja and Plav; from the south, Herceg Novi, Tivat, Budva and Bar, and from the central region, Podgorica and Niksic). Each school prepared the draft list of six employers from their municipalities that they already have a cooperation in the field of organization of practical education for their students.
- Informed project partners and established project team: Marija Đurišić from MoE, Ivan Marković from Centre for Vocational Education and Mladen Perazić from the Chamber of Economy.
- Started the selection of Teachers Placement Organizer. Since the Ministry of Education has a good cooperation with local consultants from VET, we will choose TPO from the list of local consultants.

## KOSOVO, Institute for training and economic development

*Project: Continuing Professional Development for VET - CAPACITY BUILDING OF VET TEACHERS THROUGH NEW TECHNOLOGICAL APPLICATIONS*

In the first month of project implementation, ITED:

- Organized a meeting *AGENCY FOR VOCATIONAL EDUCATION AND TRAINING AND ADULT OF KOSOVO (AVETAE)* to define the divisions of tasks and agree on the selection of teachers-trainers. Considering the role of teachers-trainers in the project, the selection is crucial to assure project quality. AVETAE selected 8 teachers from 3 VET schools and 9 more will be selected by MEST. MEST even if is not officially partner in the project however supports the initiative.
- Scheduled the training with training provider - the aim of this first meeting would be to adapt the training content considering the trainees will be trainers for their colleagues afterwards, ITED proposal is to add few hours of training methodology.
- Scheduled first training for teachers in March.

## SERBIA, Centre for Education Policy

*Project: Supporting VET teachers' Continuous Professional Development through ePortfolio*

In the first month of project implementation, CEP:

- Prepared the analytical grid by the research team and the collection of data based on this matrix has started. The aim is to collect teacher resources from successful European ePortfolio projects to adapt and develop high quality materials for Serbian VET system.
- Set up Moodle platform <http://ereflect.cep.edu.rs/> for the purposes of storing and sharing these resources, and accounts for the members of research team have been opened.
- Prepared *Round table discussion on systemic integration of ePortfolio approach in VET system* within the NTiEC conference, taking place in Belgrade, February 9<sup>th</sup>, 11h-12h: <http://www.britishcouncil.rs/new-technologies/speakers/programme/day-one>.

*Plan of the round table:*

As an introduction to the discussion, CEP will present the project, while Ms. Tina Zubovic from Croatia will share experiences ePortfolio use in classical ballet. The three representatives of key institutions confirmed their attendance as presenters at the round table discussion: Ms. Marija Krneta from the Ministry of Education, Science and Technological Development, Ms. Tatjana Glisic from the Institute for Education Quality and Evaluation, and Ms. Jelena Najdanovic Tomic from the Institute for Improvement of Education. The aim of this session is to bring closer the concept of portfolio (and now

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electronic portfolio) decision makers, teachers and professionals, to point out the ways of its implementation, to consider how it can be used for the purpose of acquiring skills for the 21st century and indirectly core competencies. It will also consider the advantages and that barriers to implementation of electronic portfolio and what is its potential to enhance professional development of teachers.

#### **TURKEY, Gazeteci Cetin Altan MTAL (VET School)**

*Project: Training of VET Teachers for Blended Learning and LMS (VET-LMS)*

In the first month of project implementation Gazeteci Cetin Altan MTAL (VET School) :

- Designed logo of the project
- Created web-site and started to edit content (<http://vet-lms.com>)
- Selected materials from Saki manual that will be translated in Turkish
- Signed partnership agreement with experts who will help us design and implement the trainings
- Established cooperation İzmir Provincial Directorate National Education for assignment of teachers
- Prepared letter to principals of 100 VET Schools in İzmir to select pioneer teachers.



#### **Conclusions**

The project activities have already started in Albania, Macedonia, Kosovo, Serbia and Turkey. In these countries the project initial phase has been successfully implemented and without major challenges.

In Montenegro and Bosnia and Herzegovina, due to project revisions and organizational structure and procedure, the initial phase has been postponed, however the projects in both countries can count on support of all project partners.

During the first on-line meeting, beneficiaries showed commitment to project aims and implementation. Next on-line project meetings will be organized in the first week of March.

Considering the similarities among some of the projects, NEPC plans to organize joint meetings to facilitate the exchange of knowledge.

Regarding the web-article in the second half of February, we agreed with COP and ITED to edit web articles as follow:

- CEP to provide article about *Round table discussion on systemic integration of ePortfolio approach in VET system*
- ITED to provide article on expectations of teachers-trainers