



Project Name:	Training for Trainers working in Vocational Training Centres (VTC) in Kosovo
Service:	Training Service
Project duration:	January – December 2016 (22 - day training)
Implementation organisation:	Institute for Training and Economic Development (ITED) in cooperation with ETF
Place of work:	Kosovo

I. Background

In Kosovo there is a gap in the provision of pedagogical training for vocational education teachers. Accordingly, VET teacher education is emphasised in the Kosovo Education Strategic Plan (KESP) 2011-2016 as one of the clear priority areas for teacher education development. A recent survey found that 74% of vocational teachers in Kosovo self-identified a need for pedagogical competencies related to their subject fields.

Starting from this point of view, ITED developed, organized and delivered training addressing the needs of trainers working in vocational training centers (VTCs).

II. Goals/Objectives

The main objective of the project was to enhance the capacities of trainers working in VTCs in Kosovo on different topics.

1. **Development and delivery of a relevant programme of training for trainers working in VET**
2. **Development of partnership between organisations contributing to CPD**
3. **Support replication or multiplication of successful initiatives in CPD**

III. Project Activities

a) Selection of the participants

Participants for this training were selected in close cooperation with the department for VET at the MLSW and VTC Directors; 21 trainers were identified from 7 different Vocational Training Centres. Potential participants had the opportunity to understand the content of the training program. Only participants whose training needs corresponded to the competences targeted were selected.



b) Training Methodology

The methodology of the training combined: lecturing, sharing of experiences, modelling of good practice, practical activities, reflection and application of learning into practice in VTCs. The ITED's training courses were delivered based on the experiential learning methods centred in adult learning principles and popular education, where participants take part in practical activities, and together with the trainer/facilitator, serve as sources of information during all training activities. The participants were immersed in an array of case studies, group and classroom exercises.

As part of the in-class training, the ITED trainer visited all of the VTC's to assess and support the application of skills in the classroom.

Close monitoring took place throughout the project to ensure the learned methodologies and knowledge gained at the training was being used in the workplace.

c) Training Modules

Detailed training modules were designed and subjected to critical review and testing. The training modules used interactive pedagogy and build in opportunities to connect general approaches to particular subjects. The [modules](#) have been published in English as Open Education Resources (OERs) in order to support the training of others.

1. Preparing and planning a training session
2. Planning an effective training program
3. Training delivery
4. Communication skills
5. Curriculum development
6. Giving constructive feedback to learners
7. Visits to training centres
8. Business cooperation and partnership
9. Making use of new technologies
10. Assessing the work of learners
11. Visits to training centres
12. Training of specific target group



d) Graduation Ceremony:

At the end of the training, a Graduation Ceremony with representation from the MLSW was organised for 21 trainers.

e) Dissemination and networking

Activities from the project were reported in ETF's platform and the project Facebook group: <https://www.facebook.com/groups/861915100584888/>. The project was presented as a model to inspire future projects at a workshop in Pristine in June 2016.

IV. Evaluation of the Training

During the training delivery, ITED used observation and verbal feedback to evaluate impact. 15 out of the 22 participants confirmed that they are preparing lesson plans to incorporate new ideas they obtained from the training for at least one class. In the visits to schools, model lesson plans were observed.

We had a great time during the training where we learned many things that we will apply to our training. Ferdeze Agaj-Mehmeti

I would kindly ask you if you can repeat the same training with other trainers...because I consider that this training will support them very much in the clarification of many daily issues that we face delivering training. Nefail Haziri, VTC, Gjilan

V. Conclusions and recommendations

- The programme was designed, delivered and disseminated. The training programme successfully engaged the 22 participants who attended consistently. The interactive methodology appealed to participants.
- There is some evidence on impact on trainers and their instructional behaviour in the form of new improved plans some of which were delivered in training centres.
- The success of the programme has informed the organisation and planning of a successor demonstration project for vocational teachers in Kosovo.
- In order to ensure that learning from professional development is applied in the classroom it is desirable to select teachers committed to developing their practice and who tailor the training to their subjects and work for which ongoing mentoring should be provided.
- Successful participation in professional development and the application of professional development in practice should be formally recognised through certification with appropriate status.