

Title of the project: Knowledge Management & Implementation during the Teaching Process for Vocational School Teachers

Duration: January 2017 – December 2017

Project leaders: Esmeralda Tasho

Please write the report in English filling the following form fields:

1. MAIN ACTIVITIES

Please describe the core activities of the project and some relevant "turning points":

1. The project initiated with concrete meet-ups with the directors and teachers of five vocational schools that, after being informed of the advantages and content of this project, jointly signed the cooperation agreement in the framework of it.
2. The project was followed by the undertaking of an initiative to gather information from teachers for additional materials in the framework of their knowledge for publication on the portal. Teachers received a detailed brochure about the project, which helped them to have general information about it.
3. The first training part started: Knowledge Management in Gjergj Canco and Ali Myftiu schools.
4. Organised several brainstorming meetings with these schools teachers to get more in touch with their need, their demands and interests for the enrichment of knowledge as well as received through a special form of feedback for the first part of the training.
5. The project continued with the second part of the training „Knowledge Management“ at Ali Muftiu ELBASAN School, with the first and second part at the Tirana Tourism School, with the first and second part of the Herman Gmeiner School in Tirana, the second part of the training at Gjergj Canco Technical Technical School, with the first and second part at Technical-Economic School.
6. With the conclusion of both parts of the training „Knowledge Management“ in all the above schools, the project continued with Soft Skills Trainings with two important trainings with the topic: „How to develop good communicative skills“ and „How to be an organised teacher“ in Tirana Tourism School.
7. Trainings continued at the Technical-Electrical School Gjergj Canco and Hermann Gmeiner where trainings were conducted on the same topics.
8. Training on the same topics was also carried out in the Ali Muftiu ELBASAN professional school.
9. The project then continued with the development of the third and fourth soft skills themed training: „How to be an Effective Teacher“ and „How to motivate students“ at the Tirana-Turism Hotel School.

10. The project activities continued with a training in the Technical and Economic School themed: "*How to be an organised teacher*"; at the Technical-Electrical School GjergjCanco the training was conducted with the topic: "*How to be an effective teacher*"; the same training topic was also held in the Ali Mufti Elbasan schools well as in the other schools: "*How to motivate students*".
11. Another themed training was firstly held in Tirana Tourism School with the topic: "*How to be an active listener*" to continue in this phase in other schools such as Technical-Electrical School GjergjiCanco and Professional School Ali MyftiuElbasan.
12. The project was followed by a campaign to identify the specific needs of teachers for professional development and the starting point for settling a stable collaboration with future collaborative teachers who would work to enrich the portal with important materials.
13. After identifying specific needs, teachers were divided according to their profile and field of interest and were invited to be part of some further trainings in our Centre mostly focused on IT and Engineering Knowledge Topics.
14. The project was followed by a detailed test and concrete training of computer literacy required by the teachers of all schools and especially in the Technical Electric School Gjergj Canco to have sufficient knowledge about the use and access to the portal as well as materials publishing on the portal.
15. Also in the same orientation, but a little bit more advanced a consultative seminar was held with IT teachers of the Computer Science Professional School Hermann Gmeiner focused on the draft plan of the portal and its improvement but as well as about the programming methodology of teaching.
16. The project activities continued with the teachers training of all schools and in particular with Hermann Gmeiner staff for the development of the knowledge on the use of the web as well as the development of its sections to serve the function and the framework of teaching, where were also taken steps to introduce and consult the sketched portal plan as a model of functioning to the teachers in order to receive also their opinions to create a better product.
17. In this phase a board of teachers and trainers was set up that filtered the materials before they were published to the portal.
18. The continuity of the project was accompanied by individual and group work from teachers to seek and find valuable materials and information in the field of teaching to be launched on the portal and how to co-ordinate with each other to successfully complete this process.
19. Teachers in this step also began to build and concept special materials to publish on the portal. A part of the teachers we were collaborating with and who took the most out of our previous trainings began to function as trainers for other teachers.
20. At this stage, Tirana Tourism School teachers were also trained on web functioning and technical knowledge necessary to access the portal.
21. The project was also accompanied by monitoring teachers work step by step by our

trainers, suggesting during the teaching process different aspects of the correct implementation of the materials and instructions obtained from soft skills trainings.

22. A part of Ali Muftiu's School teachers were also trained to contribute to the specific recognition of the initial web construction steps and how to use it efficiently in the context of teaching.
23. School teachers were also trained for day-to-day teachers' voices with new competencies, extra training for the benefit and interest of teachers, which was implemented within the framework of the project.
24. The project continued with the training of the Technical Electrical School teachers about the technical aspect, but also the manner of proper publication of the materials.
25. After the completion of the training phase on technical and professional aspects of teachers work for the recognition and use of the portal, but also on searching, finding, filtration and publication of the materials on the portal, we finally built several tests the portal through which the teachers will share and exchange information. The portal is designed and modified to be functional and efficient in order to serve of teachers.
26. After the construction of the portal we started a training campaign to guide the teacher on how to properly publish the materials on the portal, to look for materials in the interest of teaching, how to properly know the sections and subcategories in order to differ the materials to be published on each of them.
27. Teachers after this stage begin to publish independently and with maximum accuracy materials on the portal, started downloading materials from it by addressing its functionality even though these were the first steps for their work.
28. At the end of the project, we will continue to engage in the professional development of teachers through training, relying on the necessary standards for a teaching process and a more qualitative and professional teaching

2. DATA ON PARTICIPATION AND ACTIVITIES

Please add the relevant data about the project (number of attendees, number of trainings, number of schools/teachers, etc.):

- Number of teachers who participated in the project:

242 teachers

- Number of meeting, training, consultation, orientation and information activities:

58 activities

- Number of schools involved in the project:

5 schools

- Number of materials published on the portal:

138 materials

- Number of trainers, technical experts and management and marketing employees who participated in the project:

18 trainers, technical experts and staff

3. OUTPUTS AND RESULTS

Please present the main outputs/results of the project:

1. The project was characterized by a spirit of high interest and productivity by promoting and upgrading the need and the necessity of working with the strategy by the teachers, who should enrich and utilize any knowledge to build an effective teaching strategy that would complement students expectations, demands and wishes by creating in their minds the positive stereotype of the ideal teacher who is always remembered with nostalgia despite the passing of time and years.
2. In its beginning the project aimed and achieved to break the teachers stereotype as „one that knows everything“ waking in them the interest in different methods to be learned and on which to be effective and successful in teaching by offering more and getting tired less.
3. The project also aimed and raised awareness of teachers that were part of it on how the teaching process is more qualitative with a continuous and daily knowledge to get from a broader spectrum of information sources and implement them in their teaching.
4. Expanded teachers knowledge in order to accept the existence of new ways and strategies on how the school documentation is completed and maintained in the framework of meeting the required standards.
5. Encouraged teachers to separate their methods from the "ruins" of Soviet and traditional forms of teaching that are standardized and not adapted to the psychological aspect by using intelligence and creativity in the process of teaching and learning. This was measured by the importance and added interest of participating teachers to get all the materials and training information schematically and as models to be acquired and then implemented in the classroom.
6. We specifically identified the needs of vocational education in texts, infrastructure and training through questionnaires and surveys from which we highlighted the needs for training and we met these needs through extra trainings provided for them.
7. Approached teachers to the use of technology to be more efficient in the benefit and interest of the work.
8. Convinced teachers of the importance of the portal and the great help it brings if it is used continuously based on the goals and expectations set out in the project but also within the learning objectives of the teacher as well as the maximum completion of this

challenge during the project implementation functionality and proven efficiency at the beginning of the portal.

9. Influenced and contributed to the maximum utilization of the portal and its independent work, which was achieved thanks to our commitment and engagement during the project implementation.
10. Turned the portal into an important source of information to improve the potentials of teachers in the service of increasing the quality of their teaching which has given proven signals in several start-ups that will continue to be such in the future as well.
11. Periodically tested the training materials efficiency, their understanding from the teachers and placed them in a monitoring process with the aim of fully implementing the training materials, where sometimes impressive results were achieved with the utmost rigor.
12. Accomplished teachers' expectations for the functionality and efficiency of the portal as well as successfully completing the technical and optional parameters of the portal for maximum fit and compliance with the needs and concrete interest of the teachers.
13. Maximized and compensated all the technical and professional deficiencies of the teachers on using the portal for searching, finding and publishing the materials in it.
14. Worked hard and managed to raise a high interest in the necessity of using the portal and the great access of teachers to it.

4. FEEDBACK FROM PARTICIPANTS AND ANALYSIS

Please provide participants feedbacks about the project or if any evaluation analyses:

1. The feedback of the participating teachers was very positive, this was measured not only by the distributed questionnaires but also, by the concentration of the training methodology in support of their interests, not limited to what the program predicted but enriching it with additional activities to their benefit and interest, as specified in the questionnaire feedback.
2. The project was characterized and marked by the participating teachers as: productive, valuable, interesting, useful and effective.
3. Teachers not only through questionnaires but also verbally showed their interest and enjoyment from the activities and often expressed the desire for these projects to be repeated as they are really beneficial.
4. They engaged maximally in the activities, expressing their contentment through their engagement.

5. DISSEMINATION

If applicable, please describe the dissemination activities and its results:

- 1) *Publication and promotion of all project activities in our online portals and social networks as*

well as the positive feedback through views, likes, followers and those interested on them.

- 2) *Direct information from our marketing agents as well as from internal public relations projects, of our partners and associates not part of the project but officials, managers or administrative employees in the private and public education sector who were interested and have been asked to be integrated into the project.*
- 3) *Introductory meetings with our project partners and their parallel engagement to inform also other partners about the project's development and outcomes.*
- 4) *Teachers' satisfaction is the best promotion that has been made to the project, since they have been the ones who have spread the information on the importance and positive outcomes of the project together with their acquaintance.*
- 5) *We undertook a series of initiatives to promote the project at the book fair as well as included it in our history emailing it to a series of educational institutions of general and vocational education where the interest was high based on the feedback on it.*
- 6) *We forwarded the project via emails also to other vocational schools informing them of its contents and results.*

6. FOLLOW UP, CONTINUED ACTIVITY, TAKE UP

Please 1) describe activity that will continue. 2) how activity could be continued or replicated 3) prerequisites for continuation:

1. After this campaign until the project was closed, we undertook and will continue in the future after the project completion to undertake marketing campaigns, encouraging and motivating teachers to continue the process of information exchanging through portal and see it not only as a tool for quality improvement of teaching but also as an important source of valuable information that will help them to be more professional in their work.
2. We will provide an infrastructural facility for teachers to train them also on how they can continually improve their knowledge to improve usage and access to the portal towards efficiency.
3. We will enable teachers to train within the pedagogical aspect with discounts and, if appropriate, free of charge.
4. We will enable and offer the possibility of free testing of their professional skills according to interest and needs.
5. We will continue support the teachers in meeting a part of their needs identified in trainings, logistics and texts.
6. We will praise within our possibilities in institutions and organizations to find the necessary funding to meet the needs of vocational education.
7. We will continue to intervene professionally and technically in the portal to improve it as much as possible and integrate it with the innovations from the programming field to enhance its functionality in service to user teachers.

8. We will remind and encourage teachers to increase the usage of the portal in function of increasing the quality of teaching.

7. MAIN CHALLENGES

Please describe the main challenges you encountered during the project implementation:

1. Encouraged and suggested to develop a teaching procedure according to the knowledge management training guidelines.
2. Encouraged the design and implementation of a sample model of a lesson based on knowledge management by the teachers taken as an example of success on the importance of implementing this innovative way in the teaching process.
3. Encouraged teachers through our trainings, mentorship and suggestions to implement the training materials that were given to them.
4. Aimed to separate teachers from the habit and routine of applying old methods of teaching without innovation and extracurricular information
5. Awakened the will and the interest of teachers to be trained continuously and periodically by maximally assessing the need for lifelong training to be up-to-date and with the right information on each new one.
6. Changed the working pattern within the traditional routines aspect for years of teachers by encouraging and proving that focusing on new efficient methods directly affects minimizing fatigue and high performance at work.
7. Changed the perception about the importance of training, the smoothing of prejudices and the stereotypes of seeing all the trainings as the same level. The way we have achieved it is: Integration and encouragement to engage with methods and practical work to understand how important it is to implement new methods in teaching and how effective they can be if they are implemented in the teaching process. Also seeing their desire and interest for the next training displayed after each training.
8. Increased the teachers' curiosity to be more open and more interested in information innovative in their fields where through the implementation of which the teaching approaches to the level of information the students have.
9. Created an unexpected positive climate based on the desire and increased interest of teachers through progressive contribution to the project.
10. Found the very important link to the immediate reflection of the teacher's work on the student's impact as well as on the outcome of the class. So that the teacher at every moment and every second of his job put himself in the student's place to understand and become aware of how it looks and affects him in terms of: attention, concentration, active listening, effectiveness in teaching methods, motivation as well as increasing students 'interest in teaching and / or self-education etc. This challenge was maximized because during the games and practical training work they put themselves in the students' place

and thus in the actions, questions and training activities they asked even more specific questions, but they also made their own adaptation to the way they looked in the eye of the trainer or afterwards in the eyes of the students.

11. Helped teachers separate themselves from their complexes that were created from orientation and suggestions during the teacher training process towards them and turned helped them to see these tools as tips for improving the work process and results in it.
12. Helped to decrease scepticism and faded the teachers' opposition for the efficiency and importance of the portals built so far, convinced that they should make a difference between them based on the simplicity and ease of work they have, conceived and well-analysed since the very beginning of the idea of the portal. Portal usage as a result of functionality is a fact and the teachers simply and easily made the difference.
13. Advocated and oriented the establishment of a standard in the filtering and publication of materials for a high professional level in them, not only to serve as a tool for a better learning process but also to be presented professionally, aesthetically and dignifiedly.
14. We achieved and exceeded positively and rigorously all the points envisaged in the annual plan of project activities.

8. LESSONS LEARNED FOR TEACHERS, TEACHER TRAINERS AND POLICY MAKERS

Please describe what has been learnt from this project – both for practitioners and policy makers:

In this project we learned:

- *The high interest of the teachers on trainings and how to work harder and more to remove the prejudice of the teachers from invalid trainings in the past.*
- *We learned and identified the needs and the interests of the teachers and we tried to fulfil them somehow so that they are even more complete and involved in their professional work.*
- *We learned that passionate and professional engagement in the implementation of the project is the key to positive results.*
- *We learned that the desire to serve the teaching process to the maximum devotes and encourages you to offer more than is needed for the maximization of the expected results.*
- *We learned that when you are fully engaged and you provide the necessary infrastructure and logistics, as well as put the right professionals in the right place, you can always expect positive results.*
- *We learned the importance of soft skills trainings and the usage or the impact of technology in the improvement and function of teaching.*

9. ADDITIONAL INFORMATION

Please add any other relevant information: