



Task Force Fostering &
Building Human Capital
of the Regional Cooperation Council

ERI SEE
EDUCATION REFORM INITIATIVE
OF SOUTH EASTERN EUROPE

Conclusions of the Teacher Training Cluster of Knowledge Kick-off Event

22 February, 2013

Podgorica, Montenegro

1. Regional context and initiation of the Teacher Training Cluster of Knowledge

A focus on teacher professional formation and growth has been an increasing policy imperative for countries across the world as well as international bodies such as the European Union (Key data on education in Europe, Eurydice 2012, and Common European Principles for Teacher Competences and Qualifications, EU 2005) and OECD (2005). In the same time, strengthening the quality of teachers has been a constant focus of education policies in SEE countries. A number of initiatives have been launched and implemented for the development of standards of teacher competences, systems for career advancement and systems for teacher support and assessment. Within many national and international programmes aimed to strengthen the competences of teachers in pre-primary, primary, secondary and higher education, a number of training events have been organised to increase the capacities of teachers in the application of contemporary models of teaching and learning. As a result of these initiatives, the use of contemporary forms of teaching and learning by teachers has been gaining momentum, but the impression remains that it is still insufficient. The creation of a new teaching and learning culture appears to be in progress, but the dynamics of its coming to life have been rather slow.

Bearing in mind the above mentioned and in the line with the need for the voice of the region to be heard, at the end of 2012, the Task Force Fostering and Building Human Capital of the Regional Cooperation Council (TFBHC) launched a call for collection of successful ongoing national or regional projects and initiatives whose goals are in accordance with four strategic objectives identified in the "Education and Training 2020". A number of project descriptions from the region were compiled and after the consultation with the regional partners from the Education Reform Initiative of South

East Europe (ERI SEE) member countries it was decided to peruse the topic of Teacher Training and Teacher Professionalism.

Montenegro and its Centre for Vocational Education expressed interest in taking over the lead of this potential Cluster of Knowledge around the topic of Teacher Training.

2. The Teacher Training Cluster of Knowledge Kick-off Event

The kick-off meeting for the initiation of this new regional Cluster of Knowledge was successfully organized in February 2013 in Podgorica, Montenegro by the Montenegrin Vocational Education and Training Centre in cooperation with the TFBHC and ERI SEE.

This meeting gathered the participants from Austria, Albania, Kosovo★, Macedonia, Montenegro, Romania, and Serbia, who are dealing with the questions of Teacher Training in their professional life. A particular feature of the meeting was the diverse background of participants, since it included policy makers, research community, representatives from the state institutions as well as the representatives from universities.

The aim of the meeting was to allow regional stakeholders to outline the current state of play in their countries in the field of teacher in-service and pre-service training, and to discuss and identify challenges on the cross national level. Based on the discussion, the participants had an opportunity to discuss possible joint, regional solutions and to identify next steps within this new Cluster of Knowledge. (The Agenda of the meeting is in Annex 1. The list of participants is in Annex 2. Presentations are available at [ERI SEE web page](#)).

During the meeting discussions, it is concluded that there is increasingly powerful evidence that teachers have the crucial role in providing the child-centred, quality education that will prepare each child to the best of his/her potential for the life and work in modern society. However, there is a gap between the aspirations of teacher education policies and actual practice. After presentations given by speakers all participants agreed that practices and recent research has shown that teachers are not always adequately educated, supported and encouraged to develop skills and knowledge and that there is a need to develop a common understanding of the knowledge, skills and values which the twenty-first century teacher should have. Presentations, also, showed that SEE countries are at the different stages in developing

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standards for the teaching profession, teacher licensing procedures, defining learning outcomes for teacher education and training, setting entry standards for the profession and career progression, and introducing quality assurance mechanisms for teacher education and training.

3. Proposal on topics to be tackled within the Teacher Training Cluster of Knowledge

The countries gathered at the cluster meeting identified the following topics to be tackled within the Teacher Training Cluster of Knowledge:

- **Professionalism of Teacher Educators** – in consideration with the outputs of the European working group on this topic.
- **Centre of Excellence** – discussion about structural placement of teacher education inside or outside of universities.
- **Induction Phase** – facilitating teachers' practical experience in the field of clinical teaching and career induction phase with the possibility of working on methods for reflexion of practical experiences and working on establishment of communities of practice.
- **Teacher's motivation** – introduction of mechanisms in order to increase intrinsic teachers' motivation
- **Establishment of communities of practice** - in consideration with the results of the ETF project in Montenegro
- **How to support and network teachers** – development of the regional list of priority area in which teachers need to be supported and establishment of sustainable ways of teachers' networking
- **Enhance the quality of teacher training** – what could be used from the Comenius programme
- **Evaluation of the impact of teacher trainings** – how to evaluate impact of teacher training in classroom and everyday school life
- **Education and in-service training of VET teachers**
- **Identification of the gaps between theory, pre-service education and teachers' practice**
- **Training needs analyses in in-service teacher training in SEE region**
- **Sustainable development of teacher education**
- **Knowledge clouds** – development of comparable regional data bases and virtual library
- **Sharing experiences in creative ways of teaching and learning**

Also, in addition to these topics, as preparation for this meeting and bearing in mind context in SEE countries, the TFBHC proposed following topics to be tackled within the Teacher Training Cluster of Knowledge:

- Domains and competences of academic and of professional knowledge and skills
- Concepts and contents for modules for an integrated (general/VET) teacher training
- Development of teacher professionalism in communities of practice Leadership competences as an essential aspect of teacher professionalism
- Teacher professionalism and enabling spaces for learning
- From input to outcome orientation in education and consequences for teacher professionalism

4. Conclusions and further steps

It is concluded that continuous improvement in education is not an option but a necessity. Teachers are central to that process; not simply as implementers of externally-devised approaches but as the key players in ensuring relevant and high-quality education for all young people. In that sense, the CoK activities should contribute to strengthening of teachers' profession in SEE countries as well as to support bridging gaps between teacher education policies and practice.

Also, it is concluded that cooperation with the Evidence Based Policy Making in Education Cluster of Knowledge, led by Serbia, would be good opportunity to reach synergy effect. In addition to that, and if possible, conduction of a baseline study in this field would be desirable.

Annex 1

Agenda

09:00 – 09:30	Meeting opening and welcomes by: <ul style="list-style-type: none">• Vesna Vučurović, Deputy Minister, Ministry of Education and Sports, Montenegro• Mladen Dragašević, Head of Building Human Capital Unit, RCC• Anton Dobart, Co-Chair of the TFBHC• Duško Rajković, Director, Centre for Vocational Education, Montenegro
09:30 – 10:50	Introductory Speeches <ul style="list-style-type: none">• Mishela Ivanova, University of Innsbruck <i>Questions and Discussions</i>• Saša Milić – University of Montenegro <i>Questions and Discussions</i>
10:50 – 11:15	Coffee Break
11:15 – 12:15	Regional Input: Teacher Training State of Play <ul style="list-style-type: none">• Albania - Bardhyl Musai, Center for Democratic Education• Kosovo* - Ryve Prekorogja, Ministry of Education, Science and Technology• Macedonia – Antoaneta Šmit Tanevska, Bureau for Development of Education• Montenegro, Dušanka Popović – Bureau for Education Services <i>Questions and Discussions</i>
12:15 – 13:15	Lunch
13:15 – 14:15	Regional Input: Teacher Training State of Play <ul style="list-style-type: none">• Montenegro – Jadranka Radunović, Centre for Vocational Education• Romania - Eugenia Popescu, Ministry of Education• Serbia - Marija Krneta, Ministry of Education, Science and Technological Development <i>Questions and Discussions</i>
14:15 – 14:45	Coffee Break
14:45 – 17:00	<ul style="list-style-type: none">• Terence Clifford – Amos -ICFGHK – Study on Teacher Education Discussion: Defining areas of common regional interest for further CoK cooperation in Teacher Training field <ul style="list-style-type: none">➤ Moderation: Jasminka Čekić Marković, Centre for Education Policy/ERI SEE Interim Agency
20:00	Dinner

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Annex 2 – List of Participants

Name and Surname	Country	Institution
Bardhyl Musai	Albania	University of Tirana
Edmond Rapti	Albania	University of Tirana
Eljona Elmazi	Albania	Institute for Educational Development
Ryve Prekorogja	Kosovo*	Ministry of Education, Science and Technology
Daniela Graoroska	Macedonia	Ministry of Education and Science
Antoaneta Šmit-Tanevska	Macedonia	Bureau for Development of Education
Duško Rajković	Montenegro	Centre for Vocational Education
Rajko Kosović	Montenegro	Centre for Vocational Education
Ivana Mihailović	Montenegro	Centre for Vocational Education
Goran Blagojević	Montenegro	Centre for Vocational Education
Jadranka Radunović	Montenegro	Centre for Vocational Education
Duškanka Popović	Montenegro	Bureau for Education Services
Vidosava Kaščelan	Montenegro	Bureau for Education Services
Ljiljana Subotić	Montenegro	Bureau for Education Services
Zorica Minić	Montenegro	Examination Centre
Saša Milić	Montenegro	University of Montenegro
Marko Vukašinić	Montenegro	Ministry of Education and Sports
Zora Bogičević	Montenegro	Ministry of Education and Sports
Vesna Vučurović	Montenegro	Ministry of Education and Sports
Elvira Hadžibegović Bubanja	Montenegro	Forum MNE (NGO)
Eugenia Popescu	Romania	Ministry of Education
Natalija Krstić	Serbia	Ministry of Education, Science and Technological Development
Marija Krneta	Serbia	Ministry of Education, Science and Technological Development
Mishela Ivanova	Austria	University of Innsbruck
Terence Clifford-Amos	United Kingdom	ICF GHK
Patricia Reid	Montenegro	Project MNE/011
Oana Vodita	Montenegro	Project MNE/011
Mladen Dragašević	Bosnia and Herzegovina	Regional Cooperation Council
Anton Dobart	Austria	TFBHC
Marija Soronda	Austria	TFBHC
Jasminka Čekić Marković	Serbia	Centre for Education Policy/ERI SEE Interim Agency
Nevena Adžić	Serbia	Centre for Education Policy/ERI SEE Interim Agency

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