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**Advancing Teacher Professionalism for  
Inclusive, Relevant and Quality  
Education (ATEPIE)**

<http://www.cep.edu.rs/atepie/>

Final Narrative Report  
31 August 2011 – 31 August 2013

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## **1. BACKGROUND**

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This 25 month project at CEP in Serbia has been designed to provide a focal point for organizing the regional collaboration to establish “national teacher qualification frameworks (NQF)” in several Western Balkan countries. These frameworks, developed collaboratively but tailored for each country, will:

1. Consolidate the work of the regional OSF Foundations to place a commitment to inclusion and social justice as a core professional commitment for teachers;
2. Contribute to the professionalization of teachers and their continuous professional development;
3. Empower teachers as active members of their schools;
4. Contribute to the development of evidence based policy making.

Crucially, teachers and teacher organizations from each of these countries will be centrally involved in developing the NQF content. The existing and newly acquired research based evidence on teaching profession will be used to inform the content and policy decisions. A series of meetings involving all stakeholders together with a web platform will ensure the sharing of information and transparency of the process.

The project builds upon the results and recommendations of the important OSF supported regional projects in SEE (Advancing Education Inclusion and Quality – AEIQ, Advancing Participation and Representation of Ethnic Minority Groups in Education - APREME and International Teacher Leadership – ITL). The results of the recently conducted survey of teachers’ attitudes and opinions on the reforms and their practice, funded by Serbian Open Society Foundation, have also been taken into account.

### **1.1. Changes in the project**

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Since the 1<sup>st</sup> grant was received at the end of August, 2011, the actual project activities have started in September 2011. This has caused a delay in forming the national expert teams (Regional Task Force, RTF) and shifting the RTF kick off meeting from November, 2011 to January, 2012.

Originally, the project was scheduled to start in April, 2011 at which time the circumstances for developing National Teacher Qualification Framework seemed favorable in the all involved countries. Meanwhile, the political situation has changed in some of the countries (Serbia) while the others have started the similar processes on the national level, adopted documents related to the teacher qualification and career advancement (Montenegro) and the standards of competences for the teaching profession (Serbia). Taking into consideration the above and the content of the existing documents, the Regional Task Force has decided to develop Regional Teacher Competences Framework (TCF) which may be used to revise the national standards, serve as the starting point to develop NQF and revise teacher education and professional development policies.

During the period between submitting the project proposal and its acceptance, Croatia has received IPA funds for teacher NQF development so it has participated only as observer/adviser. Therefore, rather than spending modest ATEPIE project funds on potentially overlapping activities, the project team has decided that it would be more beneficial to give Croatia an observing/advising role which will enable the other countries to get insight into the government led process on one hand and, on another, give Croatia access to the methodology solutions, ideas and experiences of other participating countries.

Instead 2, only one international expert has been engaged, i.e. Mr. Graham Donaldson. The reason for this was to secure a top quality expert and to be able to meet the corresponding fee.

Due to the careful financial management, the four RTF meetings were held, instead of three as originally planned in the project proposal.

The Empowering Teachers Activities has been widened by ITL networking event for Western Balkan teachers (Sarajevo, March, 2012). This activity was co-funded from the savings on the cost of ITL event in Bulgaria.

Furthermore, an extension of time has been granted to use the remaining funds from grant contract 0775\_001 to strengthen the in-countries promotion of TCF (translated into local languages, i.e. Serbian and Macedonian), to ensure its widest possible dissemination and to further strengthen teachers' capacity for the Teacher Led Development Work (TLDW) and ITL network. The remaining administrative funds have been used for the administrative expenses during the extension period.

## 2. PROJECT IMPLEMENTATION

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### Setting up the project management team

The project management team has three members: Gordana Miljevic, program manager, Natasa Pantic, PhD, researcher and Milica Grahovac, program coordinator. Ms. Natasa Pantic left CEP during the implementation of the project. Her tasks were distributed between Ms. Ivana Zivadinovic and Jasminka Cekic-Markovic.

### 2.1. Building the Teachers Competences Framework Activities

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#### Establishing regional task force (RTF)

A particular attention has been paid to secure the renowned, highly qualified persons in the field of teachers' professional development. The **country experts** and organizations, recommended by the national Open Society Foundations, were:

- Bosnia and Herzegovina – [Step by Step, Centre for Educational Initiatives](#), Sarajevo  
Team Leader: [Radmila Rangelov Jusović](#)
- Croatia – [Institute for Social Research](#), Zagreb  
Observer/ Adviser: [Vlasta Vizek Vidović](#)
- Serbia – [Centre for Education Policy](#), Belgrade  
Team Leader: [Jelena Vranješević](#)
- Macedonia - [Foundation for Cultural and Educational Initiatives Step by Step](#), Skopje  
Team Leader: [Zoran Velkovski](#)
- Montenegro – [Pedagogical Center of Montenegro](#), Podgorica  
Team Leader: [Saša Milić](#)
- The **international expert** was [Mr. Graham Donaldson](#) from Scotland. We were very pleased for being able to secure Mr. Donaldson's expertise due to his extensive knowledge and experience in this field and, to a certain extent, compatibility of the Scotland's education development with those in Western Balkan countries.

#### Documents produced:

- [Natasa Pantic: Overview of Regional research findings relevant for developing National Qualifications Frameworks for teachers within ATEPIE project](#)
- [Graham Donaldson: Development of national teacher qualification frameworks across five Balkan countries \(1<sup>st</sup> draft\)](#)
- [Radmila Rangelov Jusovic: Position Paper Bosnia and Herzegovina \(local language\)](#)

- [Zoran Velkovski: Position Paper Macedonia \(Macedonian language\)](#)
- [Milica Jelic: Position Paper Montenegro \(local language\)](#)
- [Jelena Vranjesevic: Position Paper Serbia \(local language\)](#)
- [Vlasta Vizek Vidovic& Zoran Velkovski \(2013\) Teaching Profession for the 21<sup>st</sup> Century, Belgrade, Centre for Education Policy \(available also in \[Serbian language\]\(#\) and \[Macedonian language\]\(#\)\)](#)

In addition, there is a wealth of national documents relevant for the preparation of NQF available [on the project webpage](#).

### **Meetings and events:**

#### Regional Task Force Meetings

In addition to the extensive phone e-mail communication and the three Skype conferences, RTF held five face to face meetings.

1. The first meeting took place on the **23rd January 2012. in Belgrade, Serbia**. It was devoted to reaching the common definition of competence, the discussion on the project methodology and the elaboration of the working plan.
2. The second meeting of the RTF took place on **30. March 2012 in Sarajevo, Bosnia and Herzegovina**. The regional competence framework draft developed through electronic communication was discussed in the team and with the teachers as this meeting was held back to back with Western Balkans ITL network event.
3. The third meeting was held on **27-31. August 2012 in Neum, Bosnia and Herzegovina**. This opportunity was used to finalize competence framework drafted in Sarajevo and to get the teachers' opinions, through focus groups and questionnaire.
4. The fourth meeting of the RTF was held on the **30th January 2013 in Belgrade, Serbia**. On this occasion, structure and content of the final product, ATEPIE publication was discussed.
5. The fifth meeting of the RTF took place on the **2nd April, 2013, Sarajevo, Bosnia and Herzegovina**. It was devoted to wrapping up and discussing next steps. It was held back to back with the final project conference.

The 2<sup>nd</sup> and 3<sup>rd</sup> meetings were held back to back with the events involving teachers to use the opportunity to consult them on the qualification framework. Thus, the 2<sup>nd</sup> meeting was held within ITL Western Balkans network meeting involving more than 70 participants from Croatia, Bosnia and Herzegovina, Macedonia, Montenegro and Serbia and UK team. The 3<sup>rd</sup> meeting was held within the fourth Regional Conference of Educators: Change starts in me,

in Neum, Bosnia and Herzegovina, involving 215 participants from the countries of former Yugoslavia: Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Slovenia.

### Conference

[The final project conference “Teaching Profession for the 21<sup>st</sup> Century, Sarajevo, Bosnia and Herzegovina](#), on April, 2 2013.

The conference aimed to contribute to the strengthening of the professional role of teachers in the Western Balkans by initiating dialogue on the newly developed Framework of Teacher Competences (FTC) and its potential use in bridging the gap between policy and practice of teacher education and professionalization of the teaching profession.

The conference brought together over 60 representatives of the all relevant stakeholders in the educational process from Bosnia and Herzegovina, Montenegro, Croatia, Macedonia and Serbia: teachers, principals and professional associates from schools, representatives of parents, teacher colleges faculty, representatives of the education ministries and institutes, NGOs and donor community.

On this occasion, the publication [“Teaching Profession for the 21<sup>st</sup> Century”](#) was presented. This book, which contains the Teachers’ Competences Framework, resulted from a collaboration of the education experts from Bosnia and Herzegovina, Macedonia, Montenegro and Serbia, with the support of international experts, the CEP team and the broad consultations with the teachers. It offers guidelines for setting and improving the national qualification frameworks (NQF) which embody the knowledge, qualities, values, commitment to human rights and social justice which teachers should have if all of their pupils are to be equipped for life throughout the twenty-first century. The publication will also be available soon in local languages.

The Framework was highly positively regarded and well received by participants who found it very useful for upgrading the existing and developing new related documents in the different areas of teacher education policy and practice. They have also recognized the necessity of involving teachers in every step of developing education policy and improving school practice and left with the ideas and promise to make the best possible use of TCF.

## **2.2. Empowering Teachers Activities**

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### **International Teacher Leadership (ITL) network meeting in Veliko Tarnovo**

Despite the short time for preparation, the meeting was held as initially planned on October 28<sup>th</sup>-30<sup>th</sup> 2011 in Veliko Tarnovo, Bulgaria with the representatives of the all countries involved. The all participants considered the gathering as very productive and successful. They have also reconfirmed their commitment to the teacher leadership and the determination to continue supporting it and scale it up in their countries. More details in [“Portrait of the Meeting”](#).

While the partners have agreed to continue the work in their countries with the resources they can find, everybody expressed a strong need for at least annual network meeting to share the ideas and learning.

The networking of the teachers participating in the project is seen as extremely useful in many ways, from an opportunity to exchange ideas, experiences and learning to a form of encouragement and reward. This has been demonstrated by feedback on the in-country events visited by several teachers from different countries.

### **Western Balkan ITL network event**

The Western Balkan teachers' network event was held on March, 30 in Sarajevo in 2012. It was funded by British Council, B&H Soros Foundations and from this grant's savings on the Bulgarian meeting. It brought together around 60 teachers who welcomed the opportunity to share their experience in teacher-led development work with the peers from the other countries, particularly in promoting social inclusion. The event has also promoted inter-ethnic dialogue thus contributing to narrowing the gap and re-establishing professional connections between the Balkan teachers. Ms. Aleesha Taylor from ESP also participated at that event.

The presentations are available in local languages at <http://www.nastavnickovodstvo.net/>

### **International Teacher Leadership (ITL) network meeting – Fruska Gora**

The network meeting of the International Teacher Leadership project took place from 24th to 26th May 2013 in Fruska Gora, Serbia, bringing together about 100 ITL country teams members and teachers from ten countries: Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Moldova, Montenegro, Portugal, Romania, Serbia and United Kingdom participated at the meeting. This opportunity was used to hear more about the Teacher Lead Development Work from the members of the HertsCam Network from Cambridge, headed by professor David Frost. The teachers have presented their TLDW projects on more than 40 posters and in about 20 oral presentations. This occasion was also used for the ITL core team to reflect on the work done and discuss future activities.

This ITL event was devoted to promoting the core values underlying teaching profession and its key purpose - making quality education accessible to each child and supporting each child to develop to the maximum of his /her potentials. The report on the ITL team meeting, being prepared by HertsCam team, will be available shortly.

For presentations from the conference, please visit [CEP website](#).

### **2.3. Support to Young Researchers in South East Europe**

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The research conducted in the course of the project include: Describing teacher leaders' practices (TLR) and teachers' perceptions of competences conducted by Jelena Radisic and Jasminka Cekic Markovic, Teachers' perception of the importance of the ATEPIE



competences and the level of acquiring them conducted by RTF team members with the support of the CEP researcher. The report is the integral part of the publication [“Teachers for the 21<sup>st</sup> Century”](#) also available at CEP web page. The research by Jelena Radisic on Teachers has been presented at Teacher Education Policy in Europe (TEPE) 2013 Conference on 16-18 may in Helsinki, Finland. [Teachers as Agents of Change – Insight from the Balkan Region](#) research led by Jelena Radisic has been presented at WCCES 2013 held in June in Buenos Aires.

The project has also partly supported the work of Mr. Vitomir Jovanovic in the ongoing survey of inclusive education (Monitoring Inclusive Education Practice in Serbian Schools), particularly in the part related to the teachers' preparation. The survey results related to Roma children [“Obrazovna inkluzija dece romske nacionalnosti”](#) (Education Inclusion of Roma Children) have been published in May 2013 in Serbian language while the entire survey has informed the preparation and publishing of the Guide for self and external evaluation of a school inclusivity [“Koliko je inkluzivna vasa skola”](#) (How Inclusive is your School).

## **2.4. Dissemination of policy recommendations, proposals and education research results to relevant education stakeholders in South East Europe**

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### **2.4.1. The web page of the project**

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The web page of the project has been set up: [www.cep.edu.rs/atepie](http://www.cep.edu.rs/atepie).

It contains several sections: news about the project activities, description of the project and sections where the team members and partners' organisation are presented, reports from the all events and the documents produced. In addition, the web page offers a selection of useful documents and list of relevant online sources of information.

The latest publication on the cross-country survey on the parental involvement in the school life (conducted within ESP supported regional project “Advancing Education Inclusion and Quality in SEE - AEIQ) has been posted on [CEP web page](#).

ITL report and information on the project are also on [CEP web page](#).

It is worth mentioning that CEP web page has approximately 4 320 visits per month.

Besides being available online, a publication “Teachers for the 21<sup>st</sup> Century” has been printed in 500 copies in English language, 1500 copies in Serbian which were divided between B&H, Croatia, Montenegro and Serbia and 500 in Macedonian. Hard copies in English have been mailed to the relevant international individual experts and institutions and distributed at various regional and international education events while each participating country has distributed their copies to the relevant stakeholders and at the national education events.

## 2.4.2. The project presentation - international and national conferences and meetings

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The project has been presented at the numerous relevant international and national conferences and meetings. On each occasion, the audience has been informed about ESP/OSF work on social inclusion and teaching profession

Some of these events were:

- [IPA Multi Beneficiary Programme 2012 Promoting Inclusive Education Project: from conceptualization to actions](#), Ohrid, Macedonia, October 24-26, 2011.  
Organized jointly by European Training Foundation, Directorate General for Enlargement of the European Commission, the Ministry of Education and Science and the VET Centre of the Republic of Macedonia
- [NEPC General Assembly](#), Istanbul, Turkey , December 2-3, 2011
- The ERI SEE Regional Conference [Policy development and monitoring for quality and equity in education](#), Belgrade, Serbia, December 6-7, 2011.
- [Future of the Teaching Profession](#), Cambridge Seminars in partnership with OSF, OECD and EI, February, 2012.
- [Advancing the use of research in education across Europe](#), Hague, Netherlands, May 9-10, 2012 *within* the European Commission funded ['Evidence Informed Policy and Practice in Education in Europe'](#) (EIPPEE) [project, Poster presentation](#) by Gordana Miljevic
- perspective by Natasa Pantic and Jelena Radisic, [European Conference on Educational Research \(ECER\)](#), Cadiz, Spain, September, 18-21.2012.
- The 5th Expert Seminar of the Centre for Education Policy profession, Subotica, Serbia, November, 23-25.2012.
- [Sustaining Teachers' Professional Growth](#), Cambridge Seminars in partnership with OSF, OECD and EI, February 18-19. 2013.
- TEPE conference [Learning Spaces with Technology in Teaching and Teacher Education](#), presentation [Teachers' Capacity to Change and ICT Environment: Insights From The ATEPIE Project](#) by Jelena Radisic Helsinki, Finland 16-18 May 2013.
- [Teachers as Agents of Change – Insight from the Balkan Region](#), by Jelena Radisic, Jasminka Cekic Markovic and Gordana Miljevic, [WCCES, Buenos Aires, Argentina, June 2013](#)
- [Western Balkan Teachers' Competence Framework – Teachers' Voice](#) by Gordana Miljevic, [WCCES, Buenos Aires, Argentina, June 2013](#)

- [NEPC summer school “Empowering Teachers for the 21<sup>st</sup> Century”](#), July 2013, Cetinje, Montenegro
- [5th Regional Conference of Educators](#), organized by Step by Step Sarajevo, 22-25.08.2013. Ilidza, Bosnia and Herzegovina
- [European Conference on Educational Research \(ECER\)](#), Istanbul, Turkey (within ITL Symposium) - September, 09-14.2013, [presentation](#) by Gordana Miljevic

TCF has been referred to at:

- OECD Conference [Synergies for Better Learning: An International Perspective on Evaluation and Assessment](#) by Graham Donaldson, Oslo, Norway, 11-12 April 2013.
- Meetings of the [Standing International Conference of national and regional Inspectorates of education \(SICI\)](#) by Graham Donaldson, Edinburgh, Scotland

### 2.4.3. In-countries dissemination of TCF

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Presentations of the TCF and ATEPIE project took place in countries participating in the project from May till July 2013. In Bosnia & Herzegovina, Macedonia, Montenegro and Serbia there were eight presentations in total, two per each country.

**In Bosnia and Herzegovina**, Centre for education initiatives Step by Step, in cooperation with the Agency for Pre-school, Elementary and High school (APOS0) organized promotional events in Mostar on June 13th and in Sarajevo a week later. The events were attended by representatives of ministries, pedagogical institutes, schools, parents, international and local NGOs and other stakeholders. Publication raised great interest, and a discussion held after presentation emphasized the need for urgent changes in policies that regulate teaching profession in Bosnia and Herzegovina. Participants welcomed the idea of development of teacher’s standards and qualification framework, as necessary steps for improving quality of education and status of teaching profession within educational system and society. Currently, in cooperation with the Department for education within OSCE, APOS0 has been developing new strategy for professional development of teachers. It was concluded that this document can be used as a starting point for reaching consensus about teaching profession within B&H.

**In Macedonia**, the publication was presented on May 15th at the Faculty of Philosophy in Skopje, as a part of the manifestation “Days of Pedagogy 2013.”The separate presentation has been made for the members of the expert group for creating Catalogue of teacher competencies within the [USAID Teacher Professional and Career Development Project](#) (May 22<sup>nd</sup>). The Teacher Professional and Career Development Project funded by USAID are implemented by the Macedonian Civic Education Center, in cooperation with the Foundation for Education and Cultural Initiatives “Step by Step” – Macedonia. The Step by Step Foundation is involved in the third component of this project: Standards for Teacher Competences. This was a great opportunity to elaborate the work of the ATEPIE project and to use the ATEPIE model as a possible model for teacher competences in Macedonia. The expert working group for developing Teacher Competences within the USAID Teacher

Professional and Career Development Project found the Publication “Teaching Profession for the 21st Century” very useful and adopted majority of the competences and statements for the Macedonian model of Teacher Competences.

<b>ATEPIE</b>	<b>USIAD TPCD Project (draft version)</b>
Learner and Learning	Teaching and Learning
Learning Environment	Creation of Stimulating Learning Environment
Professional Development and responsibility	Professional Development and Professional cooperation
School, Family and Community Cooperation	Communication and Cooperation with the Families and the Local Community
Teaching and Assessment	Expert knowledge of the subject area
School Development and Improvement of Education System	Social and Education Inclusion

**In Montenegro**, presentations took place in Podgorica on May 27th and Niksic on June 6th. They were organized by Pedagogical Institute of Montenegro, ATEPIE project partners. The first event, round table, was attended by 11 people, representatives of all relevant educational institutions of the education system of Montenegro, i.e. Ministry of Education, Institute of Education, Centre for vocational education, Institute for Textbooks and teaching aids and Assessment Center. In the pleasant and professional atmosphere participants engaged in the discussion and shared their experiences. The second event gathered thirty teachers and professional associates from the primary and secondary schools and kindergartens in Niksic. General assessment of the TCF is that it is rather useful for teachers, mostly when it comes to their own assessment of the situation in a profession. Awareness about the possible use of this document has not been developed yet at the system level. Teachers shared their concerns on the quality and status of the teaching profession. Participants clearly expressed satisfaction about being asked about a topic that directly affects them and showed willingness for further participation in the development of a national framework of teachers competences in Montenegro.

**In Serbia**, the first presentation of ATEPIE project, given by Gordana Miljević, project manager and Jelena Vranješević, national team leader, took place at the Faculty of Philosophy, University of Belgrade on June 6th. The event was attended by colleagues from Faculty of Philosophy (Department for Pedagogy and Andragogy), Centre for Teacher Education and Teacher Training Faculty, Belgrade University. There were representatives of local government (Zvezdara municipality, Department for Education), representatives of Parents’ Councils and colleagues from different NGOs, as well as teachers from elementary and high schools in Belgrade and Serbia. After the presentation, there was discussion about the implications of this project on different aspects of teachers’ pre service and in service training, their continuous professional development and quality of education in general. There was also discussion about potential stakeholders who can help with implementation of competences listed in the project. Some participants raised the question of the purpose of those competences (that they should be used as the way to help professional development, not as the way of controlling teachers). The second presentation of ATEPIE project took

place during Annual Teachers' Conference in Belgrade, June 15th, 2013. Jelena Vranješević presented the project in a context of teacher professional development in Serbia at a plenary part of the Conference, attended by more than 800 teachers from all over Serbia.

Between those two presentations, Jelena Vranješević gave the interview to *Prosvetni Pregled*<sup>1</sup>: *U potrazi za nastavnikom budućnosti: Skica za portret autonomnog profesionalca (Looking for the Teacher of the Future: Portrait of Autonomous Professional)*, where she talked about the main problems teacher education and teacher profession are facing and about ATEPIE project as one possible way of addressing those problems.

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<sup>1</sup>Prosvetni pregled (Educational Review) is Serbian weekly educational journal to which all schools, education expert and research institutions and individuals are subscribed. The first issue was published on April 24, 1945.

### 3. OUTPUTS

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[Portrait of the Team Meeting in Bulgaria, International Teacher Leadership project](#)

[Overview of Regional Research Findings Relevant for Developing National Qualifications Frameworks for teachers within ATEPIE project](#), Natasa Pantic

[Teaching Profession for the 21<sup>st</sup> Century](#), authored by the entire project team and edited by Vlasta Vizek Vidovic and Zoran Velkovski, available in hard copy. The main feature of the publication is the Teachers Competences Framework. The publication is translated to [Serbian](#) and [Macedonian](#) languages.

[Describing Teacher Leaders' Practices \(TLR\) and Teachers' Perceptions of Competences](#), Jelena Radisic

[Teachers' Perception of the Importance of the ATEPIE Competences and the Level of Acquiring Them](#), RTF

[Teachers' Competence for Educational Change – the Teacher Perspective](#), Natasa Pantic and Jelena Radisic presented at the European Conference on Educational Research (ECER), 18 - 21 Sept 2012, Cadiz, Spain

## 4. INDICATORS OF SUCCESS

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### 4.1. Building the Teachers' Competence Framework

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It is very difficult, almost impossible to assess the success or impact of any change or intervention in the education unless at least between two and five years have passed since its introduction and implementation. Therefore, regarding this activity, we can only speak about the indicators of success. However, given that only a couple of months have passed since the finalization and presentation of TCF, those indicators are promising and suggest that the project has planted a seed which will hopefully grow in the way appropriate to the each of the participating countries soil.

In **Bosnia & Herzegovina** TCF has been used by Agency for Preschool, Primary and Secondary Education as guidelines for development of qualification framework and strategy for improving professional development system in B&H. Development of these documents are still in process, but Agency promotes this document as a part of official framework.

In **Croatia**, ATEPIE model of teachers' competences has been presented as a good practice model in the Croatian National Center for External Evaluation publication: 'Monitoring and Evaluation of Teachers' Professional Development – Competence Approach', by Vlasta Vizek Vidovic, Vlatka Domovic and Iris Marusic. It is in print, to be issued in a couple of weeks.

In **Macedonia**, as already mentioned, ATEPIE TCF has been used for developing Teacher Competences within the USAID funded Teacher Professional and Career Development Project, which is entirely education policy project aiming at the development of the relevant teacher education and professional development policy documents.

In **Montenegro**, the working group for the development of standards for teaching profession has been set up. Due to the political situation, they have not started to work yet but ATEPIE TCF is one of the resources to be used.

In **Serbia**, ATEPIE TCF has been used as a background document for developing the documents and activities in European Commission (IPA) funded project RAZVIONICA which overall objective is to contribute to human capital development through strengthening the “knowledge triangle”: education –research –innovation, as well as to enhance the effectiveness of the educational system in Serbia, thus contributing to a better overall level of knowledge, skills and competences in the society. Its purpose is to improve primary and general secondary educational and the teacher training system as a way of contributing to economic and social development.

### 4.2. Empowering Teachers Activities

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Although those activities have been a minor part of the project, it can be said that they have certainly contributed to the impact and sustainability of the TLDW, introduced in 2009 and 2010 in just a handful of schools in SEE (in 2009, 30 schools in 5 countries through APREME project, in 2010 through ITL project in additional 15 schools in another 5 countries). The time

span of almost five years of project implementation indicates the success of the ITL project and TLDW approach.

The school based teacher led activities have continued beyond the life of the project. It is obvious that the potential of TLDW for students' learning, teachers' professional development and the improvement of school as an inclusive learning community has not only been recognized and embraced by teachers and schools but also by education authorities and other donors. For example, USAID supports ITL project in 200 schools in Macedonia, 50 schools in Bosnia and Herzegovina, World Bank Fast Track Initiative supports the program in Moldova; Bulgaria has 8 Active Teachers' clubs in 4 cities; Turkey – Istanbul has a municipal government support; in Moldova, Serbia and Croatia it is accredited as an official in-service education program. Furthermore, TLDW has been adopted by [EU Sirius network](#) as a model for the improvement of education of children with migrant background in EU.

This project did not support school based activities. It has provided the opportunity for teachers and ITL country teams to meet and share their experiences. Such opportunities are very rare in the countries, lest regionally but, as it can be seen from the above, strongly motivate and empower teachers and teams to persist in their work. They also clearly demonstrate the importance of networking, sharing and a true force of the horizontal learning.



## 5. NEXT STEPS

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Regarding the **TCF**, next steps depend on the participating countries themselves. It would be advisable to monitor its further usage and development, disseminate the information and provide support where needed.

Regarding **empowering teachers activities**, the networking and horizontal learning should be supported and strengthened by all available means, i.e. on-line dissemination and sharing, presentations at the relevant education events and, most of all, at least annual face to face meetings of ITL teams and teachers. The intercultural education and dialogue that was hoped for and emerged as an added value of the project, should be strengthened by adding the module on intercultural education to the workshops preparing teachers for TLDW. Also, there is a need for more mentors in the countries that have opportunities to introduce TLDW in more schools through other projects, particularly in Croatia, Montenegro and Serbia.