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CLUSTER MEETING

ON THE CBHE PROJECTS' IMPACT IN THE
WESTERN BALKANS

3 questions...

- Project description and list of partners
- The expected impact of TEACHER project
- Sustainability of the project results

Basic information

- **Title:** Introducing competence-based preschool teacher education in Bosnia and Herzegovina
- **Web-site:** www.teacher.unt.ba
- **Email:** teacher.unt.ba@gmail.com

- **Duration:** 3 years, 14/10/2016 – 14/10/2019; 14/09/2020
- Erasmus+ project;
- KA2
- CBHE (Capacity Building in Higher Education Institutions);

Project Logo

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Objectives

- WIDER OBJECTIVE:
 - To contribute to improving of quality of teacher education and training in Bosnia and Herzegovina;
- SPECIFIC OBJECTIVES:
 - Innovation of preschool teacher education study programs
 - Accreditation-Certifying of high quality changes introduced in the curricula
 - Modernizing of teaching methodology through teacher training;
 - Improving transversal skills of teachers through training of trainers;
 - Modernizing of technical and didactical teaching/learning equipment;

- **Focus:** This project focuses on the **innovation and modernization of first cycle academic studies** in preschool teacher education in BH **through introducing competence-based curricula.**
- To identify what competences are needed at the labor market and are necessary to be introduced in the curricula.
- To improve interactive teaching methodology and transversal skills of teaching.

Structure

8 WP (work packages);

WP 1 – PREPARATION

WP 2 – DEVELOPMENT OF COMPETENCE-BASED CURRICULA

WP 3 – MODERNIZATION AND INNOVATION OF TEACHING
METHODOLOGY

WP 4 – ENHANCEMENT OF TEACHERS TRANSVERSAL SKILLS AND
COMPETENCES

WP 5 – ACCREDITATION

WP 6 – QUALITY ASSURANCE

WP 7 – DISSEMINATION

WP 8 – PROJECT MANAGEMENT

- 11 partners
- 6 Universities from Bosnia and Herzegovina
- + Association of Preschool Institutions Employees
- 4 EU partners

Bosnia and Herzegovina Partners...

- UNIVERSITY OF TRAVNIK



- UNIVERSITY OF MOSTAR



- UNIVERSITY OF BIHAĆ



- HERZEGOVINA UNIVERSITY



- UNIVERSITY OF TUZLA



- INDEPENDENT UNIVERSITY
BANJA LUKA



- ASSOCIATION OF PRESCHOOL
INSTITUTIONS EMPLOYEES



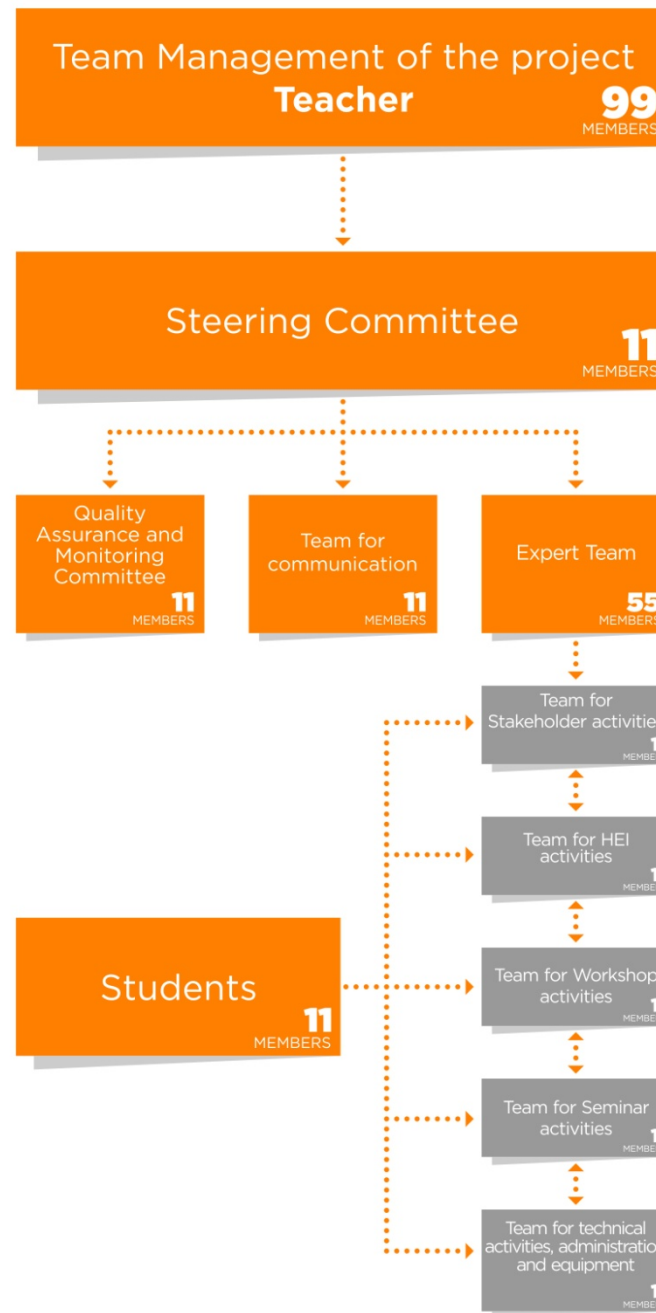
EU partners

- UNIVERSITY OF ZAGREB
- THE MANCHESTER METROPOLITAN UNIVERSITY
- MATEJ BEL UNIVERSITY
- UNIVERSITY OF ALBA IULIA



The experience project...

- Overall project reflection, and
- TM 99 – Team obtaining view are informed by
- In this way, specific the project impact



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d in the following way after

a) direct target group: academic and non-academic staff at targeted HEIs; non academic stakeholders

- Stronger relations between academic and non-academic staff from HEIs.
- Reinforce cooperation and build a strong network of (young) professionals in ECEC.
- Project involves sets of training sessions that continually improve academic staff competences.
- Purchasing of equipment and training enables constant interaction among project participants via fast and modern communication methods.

- Non academic stakeholders, associations will benefit from established cooperation with academic sector which will foster further project cooperation potentials in the years after project closure and education more aligned with labour markets needs.

b) indirect target group: other HEIs in BH, local communities, experts, media

- Incoming staff and staff other than directly targeted will be able to increase their competences continuously by developed training toolkits and inter-institutional knowledge transfer.
- Other HEIs in Western Balkans may well be inspired to follow the process and start their own work on ECEC curricula developments after project results are published (through available harmonization plans).
- Local experts, the media and HE professionals will be reached by national and international openness of targeted HEIs which will bring about innovative practices together with more competent, highly competitive teaching professionals.

c) potential beneficiaries/end users: students at targeted HEIs, decision-makers, wider public

- Students at targeted partner HEIs will be reached and benefit by increased possibilities for modern teaching methods and use of transversal skill training and better equipped teaching facilities.
- Project results will be used by decision makers and wider public.

Sustainability of the project results...

- Purpose of each Erasmus plus project is to bring a positive change not only for the period of project, but also in a long term basis.
- Sustainability of the project means that project results and goals are made applicable after formal completion of the project.
- Sustainability of results means use and exploitation of results in the long term.

Sustainability of our project is based on the following:

1. Innovated curriculum - harmonized and modernized (on 6 HEIs) the heterogeneous preschool teacher education curricula. Decreased substantial differences in teaching methodology and training.
2. Accredited innovated curriculum on 6 HEIs – officially recognized and accepted by Authorities in BH

3. Handbook on student practice, ToT materials and guidelines - **developed materials which will be used when the project is finished.**

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The handbook will be a guide for junior teaching staff on how best to organize student practice in terms of developing professional competences; the ToT guide will be a useful tool for junior teaching staff on how best to crash course or training session.



sustainability is reflected in the continuous monitoring of competences, which are the basis for the development of the curriculum, as well as for the future evaluation and improvement of preschool educators

4. Equipment – implementation of modernized curricula within didactic classrooms, didactic equipment for musical, and physical education as well as equipment that **will serve to improve the development of children, and practical work of students in conditions and models that are foreseen by the innovated Curriculum.**

5. Sustainability Plan developed by Consortium
(Inter-University Institute) – monitor and develop studies in the field of educational sciences.

- Our work is built around the guiding principles:



- ▶ that teaching and learning are fundamental core missions of our universities;
- ▶ that active student involvement is essential in governance, curricular design, development, quality assurance and review procedures;
- ▶ that academic staff are employed not just to teach, but to teach well, to a high professional standard;
- ▶ that it is a key responsibility of institutions to ensure their academic staff are well trained and qualified

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- ▶ that this responsibility extends to ensuring new staff have a teaching qualification
- ▶ that this responsibility extends to providing opportunities for continuous professional career development as a professional teacher
- ▶ that it is a key responsibility of academic staff to ensure they are qualified to teach and able to teach well;
- ▶ that this responsibility extends over their entire career from start to finish so that they remain up-to-date and skilled in the very best pedagogical practices



www.teacher.unt.ba

