

# TEACHER

Introducing competence - based preschool teacher education curricula  
in Bosnia and Herzegovina / 574076-EPP-1-2016-1-BA-EPPKA2-CBHE-JP



## NEWSLETTER SECOND YEAR OF THE PROJECT IMPLEMENTATION

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2018/2019



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National Erasmus+ Office  
in Bosnia and Herzegovina

## PARTICIPANTS

### University of Bihać

Bosnia and Herzegovina

### University of Tuzla

Bosnia and Herzegovina

### University of Mostar

Bosnia and Herzegovina

### Herzegovina University

Bosnia and Herzegovina

### Independent University Banja Luka

Bosnia and Herzegovina

### University of Travnik

Bosnia and Herzegovina

### University of Zagreb

Croatia

### The Manchester Metropolitan University

Great Britain

### Matej Bel University in Banska Bystrica

Slovakia

### “1 DECEMBRIE 1918” University of Alba Iulia

Romania

### Association of Preschool Institutions Employees in Federation of Bosnia and Herzegovina

Bosnia and Herzegovina

### National Erasmus+ Office in Bosnia and Herzegovina

Bosnia and Herzegovina

## REPRESENTATIVES FROM B&H

### Authorities and Education Policies

### Academic Community

### Preschool Institutions

### Teachers

### Parents/Guardians

### Students

# 1. GENERAL INFORMATION ON WORK PLAN 2

## WORK PLAN FOR PROJECT YEAR 2

6-7 February 2018.	<b>Study Visit to Matej Bel University</b>	Matej Bel University, Slovakia
21-22 February 2018.	<b>ToT Session I</b>	University of Mostar, Bosnia and Herzegovina
14 March 2018.	<b>Skype Meeting</b>	-
20-21 March, 2018	<b>ToT session II</b>	Alba Iulia, Romania
8-9 May, 2018	<b>Methodic/Didactic Seminar III</b>	University of Tuzla, Bosnia and Herzegovina
22-23 May, 2018	<b>ToT session III</b>	Banja Luka, Bosnia and Herzegovina
19-20 September, 2018	<b>Methodic/Didactic Seminar</b>	Herzegovina University, Bosnia and Herzegovina
October 30, 2018	<b>Second Steering Committee Meeting</b>	University of Bihac, Bosnia and Herzegovina.

# 2 ■ STUDY VISIT TO MANCHESTER METROPOLITAN UNIVERSITY

This activity was the first one in the second year of the TEACHER project. The main activities were the following:

Registration and Welcome at Faculty of Education, and participation in Seminary visits of education lessons. Participation in Creative Drama lesson including reflection on action with students and teachers about experience-learning and teaching

activities. At the end, the discussion tables at library were organized.

Kindergarten visits at three pre-school facilities / 5 groups of participants. After that the Reflection was organized at the Garden -The Centre of Independence Culture. At the end Short Sightseeing Tour around Historical Town Centre organized and guided by students

## Day 1 Tuesday 6<sup>th</sup> February 2018

<b>Time</b>	<b>Description of activity</b>
<b>09:00 – 09:30</b>	Registration and Welcome at Faculty of Education, UMB, Ružová 13, 974 11 BanskáBystrica  Building C – The Department of Elementary and Preschool Pedagogy 2nd floor, Zasadačka
<b>09:50 – 11:30</b>	Seminary visitas of education lessons - List of available lessons will be displayed during registration
<b>12:00 – 13:30</b>	Lunch at Restaurant Soprano (personal cost)
<b>14:00 – 15:00</b>	<b>Creative Drama lesson</b> ZŠ U Filipa, Ružová 14, 974 01 BanskáBystrica  Reflection on action with students and teachers about experience-learning and teaching activities
<b>15:00 – 16:00</b>	Discussion tables at library with coffee/tea
<b>17:00 – 20:00</b>	Dinner at Slovak Restaurant (personal cost)

## Day 2 Wednesday 7<sup>th</sup> February 2018

### Tuesday 19<sup>th</sup> September 2017

<b>08:30</b>	Gathering for kindergarten visitas (meeting places will be announced according all participants)
<b>9.00– 11.00</b>	<b>Kindergarten visitas</b> 3pre-school facilities / 5 groups of participants
<b>12:00– 13:30</b>	Lunch break in the town centre according personal choice
<b>13:30 – 14:30</b>	<b>Reflection – Garden –The Centre of Independence Culture</b> Námestie SNP 16, BanskáBystrica
<b>14:30 – 15:15</b>	Short Sightseeing Tour around Historical Town Centre guided by students
<b>15.30</b>	<b>Goodbye closing</b>

# 3. TOT SESSION I

## *Day 1 - Wednesday 21<sup>th</sup> February 2018*

After registration the Seminar started at 10:30 am as it was planned by the Agenda. On behalf of the University of Mostar the partners were addressed by professor Milea Ajduk Kurtović. Professor Ajduk Kurtović welcomed the project partners on behalf of the Faculty, and she emphasized her hopes that all planned activities during the Seminar will be successfully realised. TOT session 1 was conducted by representatives of University of Alba Iulia, Teodora Iordachescu and Grigore Dan Iordachescu.

Representatives of University of Alba Iulia from Romania briefly presented the work activities that will be realized during the two-day TOT seminar. They shortly presented the previous seminar that they led in Bihac for participants who did not attend, after which they started with the activities that were planned according to the Agenda.

At the beginning all participants received materials of transversal competences for pre-school children-an overview, about the following areas: critical and innovative thinking, interpersonal skills, intrapersonal skills, global citizenship, media literacy and other (physical health, religious values), and the skills of each of the above mentioned areas.

The first assignment was about *critical and innovative thinking* with a special emphasis on the importance of *creativity*. Participants received material about creativity as a transversal skill for pre-school children in the frame of critical and innovative thinking, which included a theoretical framework, general description of competence, achievement, type of activities and assessment of creativity. The materials that the BH partners of the project received were not final and the leaders of the seminar, together with the BH partners, agreed that each of them should submit their suggestions and supplement the material as they think it should be done. The proposals will be submitted to the leaders during a study visit in Romania in order to make one unique common document in the form of a handbook about transversal competences for pre-school children. According to this task the participants were divided into three groups, and each group had the task of assessing the importance of creativity according to the offered items:

<i>Using self-help skills (not at all, little, to some extent, rather, very much)</i>	<i>Making</i>
<i>choices or decisions (not at all, little, to some extent, rather, very much)</i>	<i>Using effective</i>
<i>communication skills (not at all, little, to some extent, rather, very much)</i>	<i>Sharing resources</i>
<i>(not at all, little, to some extent, rather much, very much)</i>	<i>Using gross motor</i>
<i>skills (not at all, little, to some extent, rather much, very much) ... and ect.</i>	

At 11:20-11:50 there was a short coffee break.

After the break, the participants made a brief overview of the foregoing assignment, after which they moved on to the next one. The second assignment was about *critical and innovative thinking* with a special emphasis on the importance of *entrepreneurship*. Participants were asked to provide a general description of competence, achievement, type of activities and assessment. The task was done by all BH participants together with the leaders of the seminar. All definitions will be again complemented by the BH partners during the visit of partners from Romania. According to this task the participants were divided into three groups, and each group had the task of assessing the importance of entrepreneurship according to the offered items:

*Using self-help skills (not at all, little, to some extent, rather, very much)*  
*choices or decisions (not at all, little, to some extent, rather, very much)*  
*communication skills (not at all, little, to some extent, rather, very much)*  
*(not at all, little, to some extent, rather much, very much)*  
*skills (not at all, little, to some extent, rather much, very much) ... and ect.*

*Making*  
*Using effective*  
*Sharing resources*  
*Using gross motor*

At 13: 00-14: 00 there was a lunch break.

After a brief discussion, the participants together with the leaders of seminar made the same framework for *resourcefulness skills* in framed of critical and innovative thinking. Participants were asked to provide a general description of competence, achievement, type of activities and assessment. The task was done by all BH participants together with the leaders of the seminar. All definitions will be again complemented by the BH partners during the visit of partners from Romania.

The first day of the seminar was completed at 16:00.



## Second day of seminar 22.02.2018. year

The second day of the seminar started at 9:00 pm as it was planned by the Agenda. Leaders of seminar made a brief conclusion on the previous day. Within *critical and innovative thinking*, they elaborated *application skills and reflective skills*, as same way as the previous day for previous skills. At 10:00-10:30 there was a coffee break.

Marko Antonio Brkić proposed a meeting with BH representatives and leaders of the seminar and following was agreed:

- It is important, apart from the theory, to start with practical training so that trainers can train others and that they can hold courses, which is the goal of work package 4;



- It was agreed that the leaders of the work package 4 will develop a model of development of transversal competences for future training modules in order to have more practical part with specific examples that will be applicable after training and related to the tasks that are foreseen in the project package 4.
- It was agreed that in the study visit to Romania, the proposals of the BH partners should be taken into consideration and the modules should be developed with several practical parts with concrete examples of application.

After a brief meeting, a joint discussion of the proposed was followed and a joint agreement was reached. A brief conclusion on what has been done so far, as well as the tasks to be done and delivered during a study visit to Romania, has been made.



# 4. TOT SESSION II

## *Day 1 - Tuesday 20<sup>th</sup> March 2018*

After registration the Seminar started at 11:00 am. The welcome speech was held by Andrea Muta, vice-dean for International Cooperation and Research. She welcomed the project partners on behalf of the Faculty, and she emphasized her hopes that all planned activities during the Seminar will be successfully realised. She also pointed out that they are proud that the Faculty is part of a European project.

After introductory address, representatives of University of Alba Iulia - Teodora Iordachescu and Grigore Dan Iordachescu, briefly presented the work activities that will be realized during the two-day TOT Seminar.

After the introductory part, the TOT leaders of the seminar briefly presented the activities that were done at the first TOT seminar. They talked about transversal competences - with an emphasis on the development of critical and innovative thinking (Creativity, entrepreneurship, resourfulness, application skills, reflective thinking, reasoned decision making)-

The second TOT seminar started with presentation of intrapersonal skills – (self- awareness, self-disciplineability to learn independently, flexibility and adaptability, perserverance and self-motivation, compassion, integrity and self-respect). Participants were given the task to discuss about the values - what are the values - the definition, which values are the most important for them and so on.

The second task for the participants was to identify their feelings. Participants needed to choose one feeling from each of four categories – Sad, happy, angry, and scared – and to draw a face showing that feeling. After the task was done, there was a short break for coffie. After the break, discussion about intrapersonal skills followed. After the activities were completed, the leaders TOT seminar presented the rooms of thearea of the Faculty.

*At 2 pm there was a break for lunch- and short recapitulation of the first day.*

## **Day 2 – Wednesday 21<sup>th</sup> March 2018**

All the participants met at the university at 9:00, and the leaders gave instructions for visiting the kindergarten „Gradinita“. In order to improve the professional competencies of teaching staff, experts from the University of Alba Iulia organized various activities.

Activities involved exchange of professional experiences between partners, participants had the opportunity to visit the kindergarten rooms, see the methods that teachers use in their work with children, find out about the projects that the kindergarten successfully implemented, to talk with children and educators and see some of the modes that educators use to work with children. One of the goals of the visit was the presentation of the situation in the area of preschool education in Romania, after which an interactive discussion and comparative analysis was organized regarding the way of organization and situation in pre-school education in Bosnia and Herzegovina and Romania.

Lunch and short recapitulation was at the University.



# 5. ■ METHODIC/DIDACTIC SEMINAR III

## *Day 1 - Wednesday 08<sup>th</sup> May 2018*

After registration the Seminar started at 10:00 am as it was planned by Agenda. The welcome speech was held by full professor Sanja Berberović, vice-dean for Science and International Cooperation of the University of Tuzla. Professor Berberović welcomed the project partners on behalf of the Faculty, and she emphasized her hopes that all planned activities during the Seminar will be successfully realised. Professor was pleased that they are part of the ERASMUS+ program in the TEACHER project.

After introductory address representatives of University Matej Bel, mgr. Lydia Simanova, phd. And mgr. Zuzana Lynch, phd., briefly presented the work activities that will be realized during the two-day Seminar, after that they approached to the first task that concerned the brief presentation of the present.

**The first block – Dimensions of the Child** - The model of reflective teacher in didactic student preparation. The methods of meaningful learning from the perspective of child. As a part of the work task of the first block, the participants were divided into three groups, the assignment for all participants was to choose a card based on which will answer questions: 1. How have you been inspired by children? 2. How children fascinate us in finding best ways in education?. All groups presented what they did.

The second task were about The meaningful learning – child perspective, questions were: 1. How children learn, 2. How can we support their learning?, 3. How to teach at kindergarten. All groups presented what they did.

Lunch break was at 13:00-14:00 as it was planned by Agenda.

**The second block – Dimension of Process (1<sup>st</sup> part)** – Integration of learning content in pre-primary education

After the break, the next assignment was following: Watch the video and assess how the conditions of meaningful learning were fulfilled, analyse and describe how did teachers work with? Discussion between participants about these questions. Coffee break was at 15:00-15:30 as it was planned by Agenda.

After the break, the next assignment for participants was to choose a topic they want to teach, and they need to think about transcendent context of curriculum in connection with chosen topic. Define good and bad sides.



## ***Day 2 –Thursday 09<sup>th</sup> May 2018***

### **The second block – Dimension of Process (2nd part) – The holistic approach and teaching methods in pre-primary education. The enrolment of stake holders in educational process.**

The second day of the seminar started at 9:00 am by repeating the main subject from the day before. About the topic they discussed day before the participants needed to determine the stake holders and determine their role through the holistic development of the child. All groups presented what they did.

Short coffee break was at 10:40-11:00

**The third block –Dimension of Teacher** -Importance of self-reflection in teaching New task for the participants was to remember certain situations in which they felt unpleasant lately. By answering a questions from self-reflection sheet (Description of the action and decision, reasons of the action and decision and correction)they did their short reflection about that situation. Moderators emphasized the importance of reflection and analyses of learning situation during of teaching and all participants were discussed about its importance. Time was given to summarizing, concluding, evaluating and feedback time. Feedback questionnaires had been filled in by all of the seminar participants and collected for analysis.

The materials that followed the course of the seminar for all the participants were provided by moderators - **Matej Bel University in Banska Bystrica.**

# 6. TOT SESSION III

## ***Day 1 -Tuesday 22<sup>th</sup> May 2018***

After registration the Seminar started at 10:30 as it was planned by Agenda. Welcome speech was held by full professor Mirjana Stojaković. Professor Stojaković welcomed the project partners on behalf of the Faculty, and she emphasized her hopes that all planned activities during the Seminar will be successfully realised.

After introductory address representatives of University of Alba Iulia - Dan Iordachescu and Teodora Iordachescu briefly presented the work activities that will be realized during the two-day Seminar, and they started with the first task.

### **The first block – Transversal competences – Interpersonal skills**

The first task involved activities related to socialization - making friends. Participants were divided into pairs and seminar leaders gave the material to the attendees with tasks - To determine which activities they had in common, participants had to do a task from the perspective of the child. I like to play? My favorite thing to do is ?, I live with my? I love to eat?... Each pair presented what they did. The next activity for this task was to determine the role of teachers during these activities, each pair presenting what they did.

Second task was - understanding the emotions of other people with an emphasis on the importance of developing empathy in children. The participants were divided into four groups. The seminar leaders gave the material on the basis of which the participants did this task, the groups presented what they did.

After this task was followed by a break for lunch and coffee 13:00 to 14:00

After a break, the next task followed - self-awareness and mixed emotions (leaders gave the material - for each situation below, what feelings would you have?) - The participants presented what they did, discussion. The second task was dealing with anger towards others - Think of the recent situation in which you were angry and did not manage anger well. What happened? How did you react? The groups presented what they did.

End of the first day of the seminar at 16:00.



**Day 2 – Wednesday 23<sup>th</sup> May 2018**

**The first block – Transversal competences – Interpersonal and intrapersonal skills**

Activities of the second day of the seminar concerned the continuation importance of empathy: Seminar leaders gave material related to the definition of empathy, activities for students, activities for children, discussion questions. The task were to describe emotions in certain situations - How

would you feel in each situation? How could you handle the change in a way that would help? The groups presented what they did.

Within that followed the task about dealing with anger of another person? Role - play this scenario for the group 2. Role - Play this modified scenario for the group? - Problem solving communications skills. Activities related to the way to cope with change and with other people's anger. The groups presented what they did.

Lunch break and the end of the second day of the seminar at 14:00.

The materials that followed the activities of the seminar for all the participants were provided by moderators - „1 DECEMBRIE“ **University of Alba Iulia.**

Attached to these minutes is the Agenda for this workshop.





# 7. METHODIC/DIDACTIC SEMINAR IV

## ***Day 1 - Wednesday 19<sup>th</sup> September 2018***

After the registration of participants, the Seminar officially started at 9.30. The welcome speech was held by Marko-Antonio Brkić, project leader for University of Hercegovina, he welcomed the participants and indicated that during the two days of the seminar representatives of University of Hercegovina will be available for all participants, he emphasized his hopes that all planned activities during the Seminar will be successfully realised.

Representatives of University Matej Bel, doc. PaedDr. Katarína Vančíková, PhD., and prof. PaedDr. Dana Hanesová, PhD., also welcomed te participants and briefly presented the work activities that will be realized during the two-day Seminar.

Katarina Vančíkova pointed out the aim of seminar - Uncover the system of teacher training of UMB and focus on study content and teaching strategies.

*Ice breaking activity* – The unique specification of yourself - an introduction of participants, the unique specification was connected to the idea of the uniqueness of each child.

*Parking place activity* – space for making ideas, comments, reflections that can arise during the Seminar.

Introduction of The Model of Reflective teacher which is applied as a philosophy in study programs at UMB. The model is fundamental for all teaching study programs. The Model of Reflective teacher has 4 phases based on development of a reflection in action and reflection on action. All phases focused on developing skills in tree aspects, or dimensions - child, process and teacher.

After that they approached to the first task that concerned the brief presentation of the participants. All of them received one paper on which they wrote their first name and surname and outlined what best describes them. The task was intended exclusively for mutual introduction of participants. After the mutual introduction moderators of Seminar presented the organization of Pre-school Education at Matej Bel University, after which they started with the activities that were planned according to the Agenda.

**The first block – Dimensions of the Child** - The model of reflective teacher in didactic student preparation. The methods of meaningful learning from the perspective of child As a part of this block, the participants were divided into three groups, the assignment for all participants was to write a few main items:

- The task for each participants was to recall their teacher (in school, or pre-school), and point out the good qualities of his personality which can remember - discussion
- What every child should feel during its stay at kindergarten, each group made their own suggestions.

After that, each of the group sorted out proposed items to those that would best fit into certain situations suggested and written on the board by the moderator, after which all the proposed items were processed and presented through the scheme of Maslow's hierarchy of needs (physiological needs, need for security, the needs for love and belong, self-respect and self-actualisation). All participants actively discussed the role of teacher to fulfil the mentioned child's need. In discussion lecturers and participants came to a conclusion which was focused on supporting child's activity in learning process. After the task was done, there was a short break for lunch.

**The second block – Dimension of Process (1 th part)** - The learning situations in guided teaching. Demonstration and analyses of learning situations

After the break, all participants discussed about active learning – What happens if there is too little stimulation and what happens if there is too much stimulation for children in the kindergarten. The next task was with peans – All participants were given four peans and the task was to determine from the perspective of child that the most important things..



In later activities lecturers focused on importance of analysing the learning content for learning situations which are guided by teacher. Participants were actively involved in analyses of learning content. (The topic for analyses was chosen by lecturers – Spiders) - „What can we teach children of 3,4,5,6, ages in preschool institution, about the spider“. Each of the group got the certain age of child and all the participants were creative during this task and each group presented what they did (Lecturers again connected the dimension of process with dimension of child and pointed out the importance of focusing on Child’s ontogenetic development and other theories, such as Piaget’s cognitive development or Vygotsky theory of Zone of proximal development.)

### ***Day 2 –Thursday 20<sup>th</sup> September 2018***

#### **The second block – Dimension of Process (2nd part)**

The analyses of content learning according to holistic approach in pre-primary education  
The second day of the seminar started with an Ice breaking activity “Miracle ball” – Participants reflected on the previous day of the seminar. They spontaneously commented those moments which addressed them a day before. After the game participants pulled out a paper of certain color from the hat, and depending on the color they were divided into groups. The next assignment for participants was to devise the situation on topic learning about the spider which they will elaborate through some subtopics with a specific goal. Each of the group presents their learning activities, while others in the groups were guessing the main goal (topic) of their activities.



Afterwards lecturers linked participants reflection to the philosophy of holistic approach of pre-primary education and this concept was discussed deeper in connection with design of pre-primary curricula in Slovakia. Later on the participants designed activities based on holistic philosophy. They presented the importance of the holistic approach in child development – cognitive development, socially-emotional development and perceptive-motor development. According to this they discussed about teaching situation through these questions: *What – Learning content, how – methods, where – organization*. In accordance with the aforementioned and after short break, the next task for the participants was to devise learning situations on a particular topic of spider through representing all of these approaches in the development of the child.

Learning content continued through next task - The participants were given one word on the sheet of paper which represented one emotion and their task was to create and demonstrate a learning situation through a pantomime describing that emotion. Other participants were supposed to guess what that emotion was. After this task there was a coffee break.

**The third block – Dimension of Teacher** - Importance of self-reflection in teaching  
The last minutes of seminar were dedicated to the phenomena of reflection, which helps teachers to develop their professional skills. Lecturers pointed out that self-reflection allows teachers to collect, record, and analyse everything that is happening in the class, so that teachers can make improvements in their teaching strategies where necessary. The following activities (see handouts) were guided in the way in which participants had to do their self-reflection. They had an opportunity to use self-reflection tools for analyses and evaluation which are used at UMB by answering a questions from self-reflection sheet they did their short reflection about some situation. Moderators emphasized the importance of reflection and analyses of learning situation during of teaching and all participants were discussed about its importance. Time was given to summarizing, concluding, evaluating and feedback time. Feedback questionnaires had been filled in by all of the seminar participants and collected for analysis.



# 8 ■ SECOND STEERING COMMITTEE MEETING

The Second Steering Committee Meeting (SCM) was held on October 30, 2018 at the University of Bihac, Bosnia and Herzegovina. According to the Agenda of the Meeting, registration for participants was between 11.45 – 12.00 hours.

The Meeting officially started at 12.00. At the beginning of the meeting, project coordinator Selma Seta welcomed all participants and shortly presented the Agenda of SCM. She suggested to slightly change agenda and firstly to discuss Mid Term Report, so there would be enough time for discussion on WP 5 and Accreditation Process.

## **1. Mid Term Report**

She said that feedback from Brussels was officially received on October 1, 2018. According to the categories of qualification, TEACHER project and its implementation has been qualified as GOOD. The project progress is in accordance with its original work programme and timetable but some improvements could be made. The overall implementation of the

project is good and, on a track, but the achievement of the project results and main objective is jeopardized by external factor. The process of accreditation of the study programs in Bosnia and Herzegovina has not yet started and there is no information as to when this process will start. As a result, the study programs developed in the framework of the TEACHER project are put at risk. This is main reason why the implementation of the TEACHER project is not on the top level.

She stated that the project was assessed through four categories: Relevance, Quality of project design and implementation, Quality of the project team and cooperation arrangements, Impact and dissemination. She presented each category, comments and recommendations from EACEA on TEACHER project implementation.

## **2. Accreditation Process**

Due to the fact that implementation of the project is put at risk, rest of the meeting was dedicated to the implementation of the WP 5 and the Accreditation process. Considering that the EU partners were not included enough when it comes to the accreditation (this activity mostly connected to BH partners), Project Coordinator explained to EU partners all accreditation activities undertaken in the previous period.

She explained to the partners that based on the report, Brussels wanted further consideration of the Accreditation because they considered the project to be endangered. After several emails and telephone conversations with Project Officer from Brussels, it was concluded that the Quality Assurance Committee should address the acceptability of the accreditation issue. A few days later, a meeting of the Quality Assurance Committee was held where BH Partners had adopted an Action Plan to address this situation. The same plan was submitted to the EACEA, and today it should be adopted by the Steering Committee Board.

The Coordinator then presented and shared the Action Plan with the present partners, in order to be put to the adoption.

Then there was a discussion.

Marko Antonio Brkić from the University of Herzegovina, addressed the present members and said that accreditation is certainly a very important outcome. However, accreditation as a process has not yet started in our country and it creates certain blockages. In addition to another meeting with HEA, it is necessary to inform the competent Ministry to resolve the situation as soon as possible. Mirjana Stojanovic from the Independent University Banja Luka said that it is necessary to take care of who is in this case competent. She certainly believes that the involvement of another body outside of our country is necessary, which will carry out the accreditation of the new curriculum. Vesna Susac from the University of Mostar has stated that the risk of accreditation is already foreseen by the project application itself. From the moment the project was written, there was a risk.

Marko Antonio Brkić said that different options should be taken into account. His proposal is that accreditation carried out by agencies in EU partners. Zuzana Lynch with Mate Bel Belge said that the accreditation process is currently changing in Slovakia. Certain changes are in procedure. But can check with the competent authorities. Marko Antonio Brkić asked representatives of the Manchester Metropolitan University, what their situation is. Karolina Kardas from Manchester said that taking into account the current situation in the UK would make it much more difficult. Amra Tuzovic from the University of Travnik said she contacted HEA. The current situation is complicated and difficult. The accreditation process stands. There was a meeting of the Steering Board at HEA, but nothing changed. We need to find another solution.

There was a long discussion between the partners. In the end, the following conclusions were made:

- **Organize a meeting with HEA**
- **Organize a meeting with the Ministry of Civil Affairs**
- **Organize a meeting with the Erasmus office**
- **Adopt the Action Plan. In accordance with the plan, partners will explore bilateral agreements with other states and their accreditation agencies**
- **Give the EU partners a proposal for their expert teams to evaluate the study program**
- **Develop a project sustainability plan**





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