



International Pilot Teacher Training Programs (WP3, WP4)

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Teacher-training courses overview

WP: 3
Dates: 8. – 13.7.2024
Place: Mikolas Romeris University, Vilnius, Lithuania
Project name: Creation of a network of excellent ULCA schools
Acronym: NELCA
Project number: 2023-1-SK01-KA220-HED-000158697

WP: 3 + 4
Dates: 3. – 11.7. 2025
Place: Faculty of Education, CU, Ružomberok, Slovakia
Project name: Creation of a network of excellent ULCA schools
Acronym: NELCA
Project number: 2023-1-SK01-KA220-HED-000158697

Background

This series of teacher training courses (WP3 and WP4) is a direct response to a **transnational needs analysis** carried out in five European countries: **Slovakia, Slovenia, Lithuania, Latvia, and North Macedonia**. The analysis identified urgent priorities for teachers and school leaders, particularly in the areas of:

- Vision building for personal and organizational development,
- Learner-centred approach (LCA) in teaching methodology,
- New technologies in the classroom of applied learner-centred approach,
- School transformation and leadership for excellence.

These pilot courses are directly rooted in the **Learn & Lead Innovation** and are designed to develop and expand its **core pillars** with our project partners as follows:

1. Application of the Learner-centred approach focused on meeting the individual needs of students,
2. Teacher self-development guided by the 9 + 0-0 Principles of Learn & Lead,
3. Introduction of a new leadership framework for schools based on the Learn & Lead model of Self, Team, and Organisational Management.
4. Excellence approach - holistic organisational management
5. KNOWLO framework and self-assessment - individual and organisational self-assessment by 7 excellence criteria as an important part in organisational and individual development
6. PDCA cycle - continuous improvement cycle
7. Interactive, student-centred approaches such as flipped classroom, game-based learning, project- and problem-based learning, peer learning, and design thinking.
8. Use of technology to support collaboration, motivation, and the creation of flexible, inclusive, and personalized learning environments.
9. Development of students' skills (creativity, critical thinking, digital literacy) and teacher empowerment through peer learning and continuous professional development.



The role of the pilot participants is to gain **hands-on experience** and personally **test the proposed new courses**, highlight their benefits, suggest possible improvements, and actively contribute to their **successful launch in September 2025**.

Creative LCA Methodology for University Teachers

On site training: **3rd – 5th July 2025**

Times: **08:30 – 12:00**

Trainer: Jana Chynoradská

Focus: This pilot training invites university educators to explore creative and student-centred teaching methodologies. Participants will learn how to design and facilitate learning experiences that actively respond to the diverse needs and learning styles of their students, fostering deeper engagement, autonomy, and motivation in higher education environments.

Overview

The **NELCA Pilot Training “Creative Methodology in LCA for University Teachers”** was conducted as part of the NELCA project initiative to promote **the Learner-Centered Approach (LCA)** in higher education. The training aimed to inspire university teachers to apply creative, reflective, and participatory methods in their teaching practice.

Participants came from **Slovakia, North Macedonia, and Latvia**, representing various universities and educational contexts. The program was designed and facilitated by **PaedDr. Jana Chynoradská**, emphasizing experiential learning, self-reflection, and collaborative methods such as *Think–Pair–Share*, *Freedom to Choose*, and *Open Space Technology*.

Quantitative Summary

Evaluation Area	Average Rating	General Trend
Logistics & Organization	Very good → Excellent	Clear, well-prepared, smooth coordination
Meals & Refreshments	Very good → Excellent	Consistently positive
Event Venue	Very good → Excellent	Comfortable and well-equipped
Trainer’s LCA Approach	Very good → Excellent	Highly valued by all participants
Trainer’s Overall Approach	Excellent	Outstanding feedback throughout
Language of Trainer	Excellent	Clear, expressive, and motivating
Content Relevance & Quality	Very good → Excellent	Highly engaging, relevant, practical
Fulfilment of Expectations	Fully / To a high extent	All participants satisfied or beyond expectations



Interpretation: The pilot achieved full success in participant satisfaction, organization, and delivery. All aspects of the training were rated as *very good* or *excellent*.

Qualitative Insights

1. Language and Communication

Comments included:

- “Great English, fluency, top-notch approach!”
- “Pleasant and understandable English.”
- “Clear language, easy to understand, expressive.”

Interpretation: The trainer’s linguistic competence and expressive delivery facilitated inclusivity for international participants. Her tone and clarity were repeatedly praised as enhancing understanding and engagement.

2. Content and Methodology

Participants appreciated:

- Practical, interactive focus over theoretical input.
- Variety of creative methods: *Think–Pair–Share*, *Freedom to Choose*, *Open Space Technology*, and *Self-reflection*.
- Relevance to real-life university teaching contexts.

Critical remarks included:

“To give us more information about strategies we can use in our classes.”
“Better time management.”

Interpretation: The experiential approach was very effective; however, university-level participants seek deeper strategic frameworks and more structured timing within sessions.

3. Most Valuable Takeaways

Representative responses:

- “Reflect more on how I can be an effective teacher.”
- “Insisting on collaboration and empathy.”
- “Learning from each other and sharing is essential.”
- “Personalized Learning and Multiple Intelligences.”

Interpretation: Participants left with an enriched understanding of learner-centered values such as empathy, collaboration, and personal growth—confirming alignment with LCA’s guiding philosophy.

4. Engagement and Participation



Participants emphasized the value of interactive tools and autonomy:

- “*Freedom to choose*” appeared in nearly every response.
- Collaborative formats like *Think–Pair–Share* and *Open Space Technology* were described as energizing and innovative.

Interpretation: University educators are eager for participatory, dialogic methods and respond positively to structures that give them freedom and voice.

5. Recommendations for Improvement

Key suggestions:

- Provide **more methodological examples and ready-to-use strategies**.
- Offer **extended duration** or **follow-up workshops** for deeper exploration.
- Improve **time management** during activities.

Interpretation: Future sessions could include a supplementary module or an advanced workshop focused exclusively on *LCA strategies for university teaching*.

6. Future Collaboration and Dissemination

Most participants confirmed willingness to continue dissemination:

- “*Yes, sure!*” — majority of respondents.
- One participant intends to apply learning immediately in their own teaching context.

Interpretation: The pilot created strong advocacy potential for the LCA framework at the university level.

Overall Conclusions

Dimension	Summary
Relevance	Highly relevant for university teachers aiming for innovative pedagogy.
Trainer Quality	Exceptional — professional, fluent, engaging, and empathetic.
Content	Balanced mix of creativity and reflection; practical applications appreciated.
Engagement	High; participants actively participated and reflected on their own practice.
Impact	Strengthened educators’ confidence in applying LCA principles in higher education.
Overall Satisfaction	100% positive — expectations met or exceeded.

Strategic Recommendations

1. **Develop advanced modules** focusing on strategy design for university settings.



2. **Integrate microteaching sessions** to allow participants to apply methods in practice.
3. **Provide short follow-up mentoring cycles** to sustain implementation.
4. **Enhance time allocation** to balance experiential and reflective segments.
5. **Promote international collaboration** through an *LCA University Teacher Network* for sharing best practices.

Innovative Technology in the LCA Classroom

On site training: **6th – 8th July 2025**

Times: 08:30 – 12:00

Trainer: Maja Videnovic, Iryna Romanchuk, Vladimir Trajkovic

Focus: This pilot training explores how innovative technologies can enhance learner-centred teaching. Participants will discover practical tools and digital strategies that support active learning, personalized feedback, and student autonomy. The focus will be on meaningful integration of technology that aligns with the core principles of the learner-centred Approach (LCA), empowering both teachers and students in a modern, interactive classroom environment.

Overview

The **NELCA Pilot Training “Innovative Technology in the LCA Classroom”** was conducted as part of the NELCA project initiative to use technology to create learner-centered learning environments. It is part of the blended course aiming to equip educators with practical knowledge and skills to effectively integrate innovative technologies into learner-centered teaching, enhancing students’ interest, motivation, engagement and collaboration.

The onsite pilot training gathered participants from **Slovakia, Slovenia, North Macedonia, Lithuania and Latvia**, representing universities, primary schools, and training institutions. Geographic representation across the five participating countries was distributed as follows: Lithuania - 7 respondents, Slovakia - 6 respondents, Latvia - 4 respondents, North Macedonia - 4 respondents and Slovenia - 2 respondents.

The program was designed and facilitated by **Maja Videnovic, Iryna Romanchuk and Vladimir Trajkovic**. The course focuses on exploring interactive, learner-centred teaching approaches and integrating digital tools to enhance engagement, collaboration, and communication. Through hands-on experiences, it supports the creation of flexible, inclusive, and personalized learning environments while fostering learners’ creativity, critical thinking, problem-solving, and digital literacy. At the same time, it empowers teachers through peer learning and continuous professional development.

Quantitative Summary

Evaluation Area	Average Rating	General Trend
Logistics & Organization	Excellent	Pre-event communication and scheduling were handled very smoothly. Highly effective organization

Evaluation Area	Average Rating	General Trend
Meals & Refreshments	Very good → Excellent	Highly satisfied, meeting the diverse needs of the international attendees
Event Venue	Very good → Excellent	Well-equipped
Content relevance	Excellent	Highly relevant, overwhelmingly positive feedback
Course structure	Very good → Excellent	Well-structured, easy to follow, useful and practical tools
Course effectiveness	Very good → Excellent	Increased confidence, improved understanding and start with the planning for use of different tools in the teaching
Trainers approach	Excellent	Clearly and effective communication, creation of supportive and engaging learning environment
Trainers' expertise	Excellent	Highly valued expertise of the trainers
Impact	Excellent	Shifted participants mindsets regarding educational technology. Growth self-reflection
Fulfilment of Expectations	Fully / To a high extent	All participants satisfied or beyond expectations

Interpretation: The pilot achieved full success in shifted participants mindsets regarding educational technology, increased satisfaction and self-reflection and start of the planning of implementation in teaching. Excellent organization and delivery of the training.

Qualitative Insights

2. Content and Methodology

Participants appreciated:

- introducing practical and diverse digital educational tools
- hands-on learning as the essential vehicle for building confidence, complemented by the benefits of international networking
- highly relevant content to their teaching contexts
- boosting their confidence in using educational technology
- clearly communication by trainers and maintaining a supportive, engaging learning environment

Critical remarks included:

“Slightly more time to practice the tools”

Interpretation: The content is highly relevant and hands-on, blended methodology is perceived as overwhelmingly effective, providing practical skills that significantly increased participants' confidence in applying new digital tools within their classrooms. However, participants with lower digital competences need more time to practice the use of tools.

3. Most Valuable Takeaways

A significant takeaway was the **demystification of technology**; one respondent noted that "scary things" became approachable, leading to a shift in perspective that will empower daily teaching and increase classroom interactivity.

Representative responses:

- *"Knowing how to use digital tools will bring even more interactivity in the classroom."*
- *"I will not be afraid to use a variety of digital tools in my classes."*
- *"I am prepared to try new scary things in technology. And to not give up."*
- *"I must always be curious, always try to find something new, how to engage more students."*
- *"At the beginning, I really didn't like the pre-course tasks — they annoyed me, and I felt like a student being pushed into something I wasn't fully on board with. But after few days, I started to see its value, it was useful and respectful part of the learning process."*

Interpretation: Participants left with an empowered knowledge and skills to use different digital tools to create engaging, interactive and motivational learning experiences for their learners—confirming alignment with LCA's guiding philosophy.

4. Engagement and Participation

Participant engagement was very strong, largely driven by the course's practical approach.

- The interactive, engaging, hands-on activities effectively helped participants understand how to apply the new educational tools in their classrooms.
- Active participation led to high motivation, with almost all attendees planning to implement at least one of the learned tools in their teaching
- Participants noted that the course successfully helped them reflect on how they currently use technology with their students

Critical remarks included:

- More time to practice the tools
- The room felt "overcrowded"

Interpretation: Practical, hands-on activities drove high engagement and successfully motivated almost all participants to apply the new educational tools in their teaching. While the course effectively prompted reflection on their current technology use, and inspired them to try this in their classroom, there is a need for more practice time and smaller number of participants.

5. Recommendations for Improvement

Key suggestions:

- **Longer training with more workshops**

- **More time to practice** and work with the new digital tools
- **Smaller groups of participants** to ensure a more comfortable learning experience
- To give **detailed step-to-step instructions and practical advice** of how to use the tools for the participants that are beginners.

Interpretation: There might be two separate trainings on using innovative technology in LCA classroom – one for beginners and other for educators that already have some experience in using technology.

6. Future Collaboration and Dissemination

All participants confirmed willingness to continue dissemination, pointing the importance of collaboration and international dimension of the training:

- All participants plan to implement at least one tool from the course in their teaching
- The course provided "motivation of enriching daily teaching with new tools," indicating a positive, long-term shift in participants instructional planning.
- The course is just a beginning: "I tried, I will improve it ... still a lot to learn".

Interpretation: The pilot created strong advocacy potential for using innovative technology to create engaging and interactive LCA classroom.

Overall Conclusions

Dimension	Summary
Relevance	The course was exceptionally well-aligned with participants' professional needs. Every single respondent indicated that the content was highly relevant to their specific teaching contexts
Trainer Quality	The trainers received overwhelmingly positive evaluations. All trainers demonstrated a strong understanding of the subject matter, communicated clearly, and created a supportive, engaging environment. Qualitative feedback further emphasized this, with attendees describing the trainers as "amazing" and "always helpful"
Content	The curriculum was deemed both highly practical and accessible. The vast majority of participants found the course well-structured and easy to follow and agreed that the specific digital tools introduced were useful and practical. Attendees specifically valued the exposure to "new tools" and the "variety of tools" presented.
Engagement	The program's methodology drove strong active participation. The blended format (online and face-to-face) was effective, and the hands-on activities were crucial for helping participants understand how to apply the tools.
Impact	The pilot achieved a significant, positive shift in educators' instructional planning. increased confidence using educational technology and ability to reflect on their current tech use. Crucially, almost all attendees plan to implement at least one of the new tools in their future teaching, leaving with the "motivation of enriching daily teaching" and valuable "new contacts and project experience"



Dimension

Summary

Overall

Satisfaction

100% positive — expectations met or exceeded.

Strategic Recommendations

1. **Develop two different courses** according to the participants digital competences and their previous technology use in the classroom
2. **Make longer training, or different courses focusing on different aspects** of innovative technology use in the LCA classroom
3. **Integrate individual practice sessions** to allow participants to have more individual practice on digital tools.
4. **Limit the number of participants** to 20.
5. **Provide short follow-up mentoring cycles** to sustain implementation.
6. **Promote international collaboration** through **IAITME web site** for sharing best practices.



Building Visions in Schools, Vilnius

On site training: 11th – 13th July 2024

Trainer: Jana Chynoradská

Focus: In this pilot training, participants explored the process of creating and aligning their personal vision with the vision of their school and educational community. The training was based on the **9 + 0–0 Principles of a Smart Person** and the **KNOWLO framework for Learning Organisations**, supporting participants in reflecting on their values, strengths, aspirations, and role in creating a learner-centred school culture. Through self-assessment, reflection, collaborative discussions, and vision-building activities, participants developed practical action plans to support personal growth and sustainable school improvement.

Overview

The NELCA Pilot Training “**Building Visions in Schools**” was facilitated by **PaedDr. Jana Chynoradská** and focused on helping participants create meaningful personal and professional visions that contribute to the development of learner-centred schools and learning organisations.

The three-day training combined self-reflection, systems thinking, personal vision creation, and practical application of the **9 + 0–0 Principles of a Smart Person**. Participants explored their current reality through the KNOWLO self-assessment tool, analysed areas for improvement, and connected their personal aspirations with the broader vision of their schools.

The programme included individual reflection, peer learning, discussions, practical exercises, presentations, and the development of personal action plans for future implementation.

Quantitative Summary

1. Personal Reflection and Self-Awareness

Participants appreciated the opportunity to pause and reflect on themselves before focusing on school development.

Key outcomes included:

- Increased self-awareness.
- Clarification of personal values.
- Recognition of individual strengths and development areas.



- Better understanding of their role within a learning organisation.

Interpretation:

The self-assessment and reflective activities successfully created a foundation for meaningful personal and professional growth.

2. Vision Creation and Motivation

Participants reported that the training helped them formulate a clearer picture of their future and the future of their schools.

Particularly valued were:

- The connection between personal vision and school vision.
- Structured vision-building activities.
- The inspiring nature of the 9 + 0-0 Principles framework.
- Opportunities to think beyond everyday operational challenges.

Interpretation:

The training strengthened participants' intrinsic motivation and helped them see long-term possibilities for positive change.

3. Application of the 9 + 0-0 Principles

Participants found the principles practical and highly relevant to educational leadership and personal development.

They particularly appreciated:

- The link between personal responsibility and leadership.
- Reflection on values and beliefs.
- The focus on growth, learning, and continuous improvement.

Interpretation:

The principles provided a clear framework that participants could transfer into their daily professional practice.

4. Action Planning and Future Development

The final stage of the programme enabled participants to transform ideas into practical next steps.

Participants developed:



- Personal action plans.
- Priorities for future development.
- Strategies for implementing their vision within their schools.

Interpretation:

The training moved beyond inspiration and supported participants in creating concrete commitments for future action.

5. Most Valuable Takeaways

Recurring themes included:

- Greater clarity about personal and professional goals.
- Better understanding of how vision influences school culture.
- Increased confidence in leading change.
- Recognition of the importance of continuous learning.
- Inspiration from collaboration with colleagues from different countries.
- Practical tools for reflection, self-assessment, and action planning.

6. Recommendations for Improvement

Participants suggested:

- Including additional examples from schools implementing learner-centred approaches.
- Allowing more time for sharing practical experiences.
- Providing follow-up opportunities for peer learning and mentoring.

Interpretation:

The overall feedback was highly positive, with recommendations focused primarily on expanding practical implementation support.

7. Future Cooperation

Majority expressed willingness to help disseminate the program:

- “Yes, sure!” (3 participants)
- “Maybe, I will have to think about it.” (2 participants)

Interpretation: The program holds potential for scaling through ambassadors and multipliers among trained participants.

Overall Conclusions



Dimension

Summary

Relevance	Highly relevant for personal and school vision development.
Learning Impact	Strong impact on self-awareness, motivation, and future planning.
Participant Engagement	High levels of reflection, participation, and collaboration.
Practical Value	Participants developed concrete action plans for implementation.
International Dimension	Strengthened networking and exchange of ideas among participants.

Strategic Recommendations

- Continue offering vision-building programmes as part of leadership and school development pathways in two separate training courses – one for personal and one for organizational vision.
- Integrate mentoring and coaching support following the training.
- Create opportunities for participants to share implementation experiences and best practices.
- Strengthen links between personal vision development and organisational transformation.
- Encourage participants to become ambassadors of learner-centred and vision-driven school improvement within their local communities.

Building Visions in Schools, Ružomberok

Part 1 (Newcomers)

On site training: 6th – 8th July 2025

Trainer: Jana Chynoradská

Focus: In this pilot training, participants will explore how to develop and implement a personal teaching and leadership vision aligned with the principles of a learning organization. Participants will gain practical techniques for leading teams, managing diversity, supporting stress management, and fostering a culture of continuous learning. The training emphasizes excellence-driven leadership that nurtures both personal and collective growth, inspired by Peter Senge's framework.

Part 2

Follow-up from Vilnius

On site training: 9th – 11th July 2025

Trainer: Jana Chynoradská

Focus: In this pilot training, participants will learn to align their personal vision with their school's vision to support continuous improvement and learning. The training focuses on developing strategies to build a collaborative environment rooted in shared responsibility and a commitment to excellence. Participants will also explore how to apply systems thinking to address educational challenges and drive sustainable growth within their institutions.

Overview

The **NELCA Pilot Training “Creating Vision in Schools, Part 1”** gathered feedback from participants representing **five European countries**: North Macedonia, Slovakia, Latvia, and Slovenia. The session was facilitated by **PaedDr. Jana Chynoradská** and focused on developing personal and institutional vision within the *Learner-Centered Approach (LCA)* framework.

The training combined experiential learning, reflective practice, and conceptual guidance based on the **9 + 0–0 Principles of a Smart Person** model.

Quantitative Summary

Evaluation Area	Average Rating	General Trend
Logistics & organization	Very good → Excellent	Highly positive; praised for clarity and structure
Meals & refreshments	Good → Excellent	Positive, though slightly lower than other areas
Event venue	Very good	Appreciated, though one comment mentioned comfort issues
Trainer's LCA approach	Very good → Excellent	Consistently high ratings
Trainer's overall approach	Very good → Excellent	Exceptional appreciation for professionalism and inspiration

Evaluation Area	Average Rating	General Trend
Language of trainer	Excellent / Very good	Clear, fluent, motivating communication
Content relevance & quality	Very good → Excellent	Highly relevant and engaging
Fulfilment of expectations	Fully / To a high extent	100% participants satisfied or exceeded expectations
Qualitative Insights		

1. Language and Communication

Participants described the trainer's language as:

- *"Fluent, comprehensive, and intelligible"*
- *"Inspirative and encouraging"*
- *"Everything is super"*

Interpretation: The linguistic delivery significantly supported comprehension and engagement, especially for a multinational audience.

2. Content and Methodology

Comments reflected strong appreciation for:

- Inspirational and motivating structure.
- Relevance to school vision development.
- Connection between principles and personal vision.

Some participants noted:

"We were too focused on the principles... maybe more examples of implementation."

Interpretation: The conceptual depth was strong; however, future sessions could balance theory with more applied school-based scenarios or best-practice case studies.

3. Impact and Learning Outcomes

All participants stated that they were able to define or begin shaping their personal vision:

- *"Yes, sure! I am very happy with what I produced."*
- *"Yes, but I need to figure out a bit more about how to implement it in school."*

Interpretation: The training successfully achieved its main outcome—guiding participants toward a clearer personal and professional vision. Continued follow-up or mentoring could enhance the practical implementation phase.

4. Most Valuable Takeaways



Recurring themes included:

- Courage and confidence to pursue personal or institutional vision.
- Recognition of continuous improvement (“There’s always a way to make things better”).
- International cooperation and community learning.

Interpretation: The course fostered empowerment, reflection, and motivation—core outcomes of the LCA philosophy.

5. Recommendations for Improvement

Participants suggested:

- Slightly more practical applications and case discussions.
- Enhanced physical comfort (for in-person events).

Interpretation: Organizational and content adjustments can further refine the experience but do not affect overall satisfaction.

6. Future Cooperation

Majority expressed willingness to help disseminate the program:

- “Yes, *sure!*” (3 participants)
- “*Maybe, I will have to think about it.*” (2 participants)

Interpretation: The program holds potential for scaling through ambassadors and multipliers among trained participants.

Overall Conclusions

Dimension	Summary
Relevance	Highly relevant to personal and institutional vision-building.
Trainer Quality	Outstanding professionalism and communication.
Participant Engagement	High; participants reflected deeply on their own visions.
Potential for Scaling	Promising, with minor content and comfort improvements suggested.
Overall Satisfaction	100% positive, with expectations fully met or exceeded.

Strategic Recommendations

1. **Integrate more practical examples** from schools implementing the LCA framework.
2. **Introduce follow-up mentoring sessions** to support ongoing vision implementation.
3. **Encourage local dissemination** by offering a “Vision Creation Ambassador” role or certificate.
4. **Ensure comfortable environments** for on-site events.

5. **Collect pre/post questionnaires** to measure progress in defining and implementing visions.

Creative LCA Methodology for Primary School Teachers

On site training: 9th – 11th July 2025

Trainers: Jana Chynoradská, Jana Bekešová, Katarína Podobová

Focus: In this pilot training, primary school teachers will be guided through innovative and creative teaching methods while fully applying a learner-centred approach. The training will focus on supporting teachers in designing lessons that respond to the individual needs, interests, and potential of each pupil, fostering both creativity and engagement in the classroom.

Overview

The **NELCA Pilot Training “Creative Methodology in LCA for Primary School Teachers”** was organized under the NELCA project framework to promote **the Learner-Centered Approach (LCA)** in primary education.

The training aimed to equip teachers with practical and creative strategies for increasing student engagement, personalization, and emotional connection in the learning process.

Participants represented **Slovakia and Slovenia**, with facilitation led by **PaedDr. Jana Chynoradská** and contributions from other LLI trainers (e.g., Jana Bekešová, Katarína Podoláková).

The training focused on creativity, reflection, and practical applications of LCA principles in classroom environments.

Quantitative Summary

Evaluation Area	Average Rating	General Trend
Logistics & Organization	Excellent	Flawless organization and preparation
Meals & Refreshments	Very good → Excellent	Highly appreciated
Event Venue	Very good	Mostly positive, with some neutral comments
Trainer’s LCA Approach	Excellent	Universally praised
Trainer’s Overall Approach	Excellent	Exceptional communication and leadership
Language of Trainer	Excellent	Warm, clear, engaging tone
Content Relevance & Quality	Excellent	Highly meaningful and applicable
Fulfilment of Expectations	Fully → Exceeded	All participants highly satisfied

Interpretation:

The pilot received *outstanding* feedback in every category, demonstrating excellent delivery, organization, and relevance.



Qualitative Insights

1. Language and Communication

Participants consistently praised the trainer's communication:

- *"Excellent. I like Jana's voice."*
- *"Clear, engaging, well-chosen vocabulary, warm communication."*
- *"Pleasant tone; she drew my attention all the time."*

Interpretation:

The trainer's communication style created a warm, motivating atmosphere that supported understanding and emotional engagement—vital in the context of primary education.

2. Content and Methodology

Participants valued the content for its **relevance, quality, and emotional impact**:

- *"Highly relevant and meaningful content."*
- *"Perfect quality."*
- *"It was relevant to what I need."*

They especially appreciated:

- **Warm-ups and discussions** that energized the group.
- **Harmony model** for student engagement.
- Sessions by **co-trainers** (Jana Bekesová, Katarína Podoláková).

Interpretation:

The variety of learning activities — from reflective discussions to practical demonstrations — allowed teachers to connect theory to classroom reality.

3. Most Valuable Takeaways

Participants highlighted:

- *"Energy and new ideas."*
- *"Everyone is unique."*
- *"Different teaching methods."*
- *"Good teaching is about connection."*

Interpretation:

The training reinforced essential LCA principles — **individuality, connection, creativity, and engagement** — helping teachers rediscover joy and authenticity in teaching.

4. Impact and Fulfilment of Expectations

All participants reported full or exceeded expectations.

One participant summarized the impact as:

"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or SAAIC. Neither the European Union nor the granting authority can be held responsible for them"

“It gave me a new perspective on evaluation and teaching strategies.”

Interpretation:

The training was deeply transformative, promoting both professional and personal growth for primary school educators.

5. Recommendations for Improvement

Participants offered constructive suggestions:

- More **practical experiences** for every teacher.
- More **warm-up activities** and group discussions.
- Adding a **concluding or reflection session**.

Interpretation:

While satisfaction was high, participants sought even more opportunities for **hands-on learning** and **peer exchange**, reinforcing the need for extended sessions or follow-up workshops.

6. Future Dissemination

All participants responded “**Yes, sure!**” to helping disseminate the training in their schools. This indicates a strong multiplier potential among primary school teachers eager to share LCA practices within their institutions.

Overall Conclusions

Dimension	Summary
Relevance	Highly relevant for primary teachers; practical and motivating.
Trainer Quality	Exceptional facilitation by Jana Chynoradská and team.
Content	Rich blend of creativity, empathy, and practical relevance.
Engagement	Very high — teachers participated actively and joyfully.
Impact	Inspired teachers to see learners as unique individuals.
Satisfaction	100% positive — all expectations met or exceeded.

Strategic Recommendations

1. **Expand duration or create follow-up sessions** focused on deeper application of creative LCA strategies.
2. **Include peer-teaching micro-sessions**, allowing teachers to demonstrate learned methods.
3. **Enhance collaborative segments** (e.g., Open Space or World Café formats).
4. **Document good practices** emerging from participants for NELCA dissemination.
5. **Support school-based communities of practice** to sustain momentum after training.



Building Excellent Schools

On site training: 8th – 10th July 2024, Vilnius, Lithuania
3rd – 5th July 2025 Follow-up in Ružomberok, Slovakia

Trainers: Vanda Novoksonova

Focus: In this pilot training, participants were developing sustainable growth in their organisation and learning to eliminate mistakes or recurring problems by implementing excellence culture with KNOWLO®. An approach based on excellence can help to succeed. There is only one “but” – it needs to be done right. Otherwise, the “miracle” will not happen.

Overview

The **NELCA Pilot Training “Building Excellence in Schools”** was organised under the NELCA project framework to promote **the excellence culture and KNOWLO® transformation** in primary education.

The training aimed to equip teachers with knowledge about excellence culture and practical strategies for implementing and sustaining excellence in their institution.

Participants represented **Slovakia, Slovenia, North Macedonia, Lithuania and Latvia**, with facilitation led by **Vanda Novoksonova**.

Quantitative Summary

Evaluation Area	Average Rating	General Trend
Logistics & Organization	Excellent	Flawless organization and preparation
Meals & Refreshments	Excellent	Highly appreciated
Event Venue	Excellent	Very positive evaluation
Trainer’s LCA Approach	Excellent	Universally praised
Trainer’s Overall Approach	Excellent	Exceptional communication and leadership
Language of Trainer	Excellent	Clear pronunciation, kind and calm
Content Relevance & Quality	Excellent	Relevant and in correlation with the topic
Fulfilment of Expectations	Fully → Exceeded	All participants highly satisfied

Interpretation:

The pilot received *outstanding* feedback in every category, demonstrating excellent delivery, organization, and relevance.

Qualitative Insights

1. Language and Communication

Participants consistently praised the trainer's communication:

- *"The language used by the trainer was very clear and understandable."*
- *"Very understandable, agradable, patient, calm with very good energy."*
- *"Her tone was professional and engaging."*

Interpretation:

The trainer's communication style created a warm, motivating atmosphere that supported understanding and emotional engagement—vital in the context of primary education.

2. Content and Methodology

Participants valued the content for its **relevance, quality, and emotional impact**:

- *"Very interesting and useful."*
- *"The content was very relevant for our organization."*
- *"Every activity was explained in detail and presented very clearly."*

They especially appreciated:

- **Discussions** that energized the group.
- **The possibility to think more deeply** about self-assessment importance.
- **New methods** and interesting information.

Interpretation:

The variety of learning activities — from reflective discussions to self-assessments — allowed teachers to connect theory to school reality.

3. Most Valuable Takeaways

Participants highlighted:

- *"New methods, discussions."*
- *"Great to know how to make process of improving poor areas in our organisation."*
- *"Perfect opportunity to improve my English."*
- *"More motivation to upgrade our school."*

Interpretation:

The training reinforced essential cooperation, deeper understanding and self-evaluation — helping teachers rediscover their school and themselves from a different perspective.

4. Impact and Fulfilment of Expectations

All participants reported full or exceeded expectations.

One participant summarized the impact as:

"It is difficult to choose just one, so I've chosen more connectedness, more motivation to upgrade our school, friendships and networking."

Interpretation:

The training was deeply transformative, promoting both professional and personal growth for primary school educators.

5. Recommendations for Improvement

Participants offered constructive suggestions:

- More **practical experiences** for every teacher.
- Include **more participants** who were **less active** because of their language barrier.
- After the training there is a need for **implementation monitoring**.

Interpretation:

While satisfaction was high, participants sought even more opportunities for **hands-on learning** and **mentoring**, reinforcing the need for even more proactive involvement and continuous mentoring support.

6. Future Dissemination

All participants responded “**Yes, sure!**” to helping disseminate the training in their schools. This indicates a strong multiplier potential among primary school teachers eager to share excellence culture principles in their schools.

Overall Conclusions

Dimension	Summary
Relevance	Highly relevant for primary teachers; practical and motivating.
Trainer Quality	Exceptional facilitation by Vanda Novoksonova.
Content	Rich blend of motivation, deep understanding and practical relevance.
Engagement	Very high — teachers participated actively and joyfully.
Impact	Inspired teachers to use excellence culture principles in their school.
Satisfaction	100% positive — all expectations met or exceeded.

Strategic Recommendations

1. **Introduce post-training implementation phase** with clear follow-up tasks
2. **Include peer-teaching micro-sessions and hands-on, real-case work**, allowing participants to work with “real problems”.
3. **Introduce Modular & Progressive Learning Pathways** adding Clear progression pathway and optionally certification.
4. **Document good practices** emerging from participants for NELCA dissemination.
5. **Build a Learning Community**, e.g. LinkedIn group, Online platform and regular Webinars.