



BOSNIA AND HERZEGOVINA

The complex political and economic situation in Bosnia and Herzegovina creates challenges for the provision of cost-effective continuing professional development (CPD).

Bosnia and Herzegovina lacks providers that have experience and capability to provide CPD that addresses the needs of vocational teachers and instructors.

Overall provision of CPD for vocational teachers and trainers is low when compared to other countries in the region.

Some 40% of vocational teachers and instructors received no CPD at all in the last 12 months.

Only 41% benefited from events outside of school and only 32% received CPD that was directly related to their vocational specialism. There is a lack of capacity to design CPD that is responsive to the needs of vocational teachers and instructors.

Take up is limited by poor communication.

There is no catalogue that communicates the offer to teachers at entity or national level.

Furthermore, there is a lack of priority given to the needs of vocational teachers in overall CPD programmes for all secondary school teachers.

When vocational teachers do access CPD, most report that it has a reasonably good impact.

The establishment of CPD centres within some pedagogical institutes has been an important step forward. However, the CPD centres are relatively small and their focus is largely upon general education. The relatively large pedagogical institute of the Republika Srpska is a partial exception and some larger cantons are in a slightly better position. Partly for the same reasons, accreditation and quality assurance systems in relation to CPD are undeveloped.

There is mismatch between teachers' needs for CPD and training offered to them.

There are a number of factors that influence this issue including: the nature of the needs identification process in schools, the lack of communication of needs between schools and pedagogical institutes, lack of capability and budget for provision and lack of capability and resource for schools to organise their own CPD.

Pedagogical institutes are, at the moment, the exclusive providers of CPD training. However, the current process of creating a CPD catalogue is intended to broaden the variety of training programmes on offer by allowing other institutions to provide training.

In Bosnia and Herzegovina CPD is formally linked to the career ladder, to promotion and to salaries. Most teachers recognise that CPD is

a requirement for their careers: an obligation.

Teachers are less likely to recognise the value of CPD as a way of improving their competences and, in particular, their teaching practice.

Selected recommendations

1. The CPD offer should be communicated more effectively by publishing on-line catalogues at the start of the year and updating the offer.
2. The offer of CPD programmes of relevance to vocational teachers and instructors should be increased.
3. Vocational schools should be encouraged to organise their own CPD to directly meet the identified development needs of their teachers, working in partnership with industry, universities, pedagogical institutes and other vocational schools.