

# CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS



## KOSOVO\*

**Kosovo is well advanced in terms of legislation and other policy documents related to continuing professional development (CPD).**

There is evidence of implementation (e.g. 43% of vocational teachers received at least two hours of CPD over the last 12 months) but still there is a lot to be done.

A key issue that needs to be addressed concerns the responsibilities of different bodies that have a stake in CPD of vocational teachers. At the national level there is a need to enhance the contribution of the Vocational Education and Training (VET) Centre, the Kosovo Pedagogical Institute, the University of Prishtine and businesses. At the local level, the role of the municipalities in finance and planning of CPD and quality assurance of CPD needs support.

**There is evidence that the municipalities lack capacity and expertise and that collaboration with vocational schools is not working well.**

Vocational schools also need support to carry out their responsibilities to identify training needs and to plan and assign CPD.

\*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

**The findings indicate that currently CPD provision is not sufficient in volume to meet the requirements set by the licensing process for vocational teachers.**

The licensing system does encourage the take up of CPD but CPD provision is not well targeted. The design of CPD is not informed by teachers' current needs and CPD is not assigned to teachers on the basis of their individual development needs. Schools are not able to plan CPD so that it addresses the priorities of their teachers or school development. The planning and impact of CPD are not effectively evaluated.

**There has been some high quality provision of CPD targeted at vocational teachers in Kosovo, which has met the needs of vocational teachers and has had high impact.**

For example, CPD programmes addressing curriculum knowledge, current industrial practice and ICT skills were judged of high impact by more than 40% of participants.

There are some good partnerships between public and private sector companies and the education and training sector, which have made possible professional development for both partners. In general, however, there is a need to develop the capacity of national and local organisations to work together to generate appropriate and sustainable CPD.

### Selected recommendations

1. Review the implications for CPD provision created by the licensing system and by the requirement that vocational teachers obtain a Master's degree.
2. Place greater emphasis on the observation of teacher performance, through internal and external quality assurance processes, in order to identify needs for professional development and evaluate its impact.
3. Find ways to support the capacity of Municipal Education Districts (MEDs) to manage the funding of CPD, to plan provision and to coordinate the work of teacher training providers.
4. Establish, publish and update the catalogue of programmes for CPD on an annual basis; provision relevant to vocational teachers should be clearly identified.