

CONTINUING PROFESSIONAL DEVELOPMENT FOR VOCATIONAL TEACHERS



SOUTH EASTERN EUROPE

Professional development for vocational teachers is being addressed at the level of national policy and strategy across the South Eastern European region.

However, policy makers should be more attentive to the specific needs of vocational teachers and vocational schools: currently the supply of professional development across the region favours the needs of teachers in general education. Policy making should be more informed by the perspectives of vocational schools, employers and providers. There is currently insufficient continuing professional development (CPD) which will enable vocational teachers to equip their students with competences required by current work practices and technologies.

Implementation of policy is held back by a number of factors: lack of competent providers of appropriate training programmes, lack of capacity in agencies which have responsibility for leading and regulating CPD, weak systems for identifying and communicating professional development needs, and weak communicating of the CPD offer. There is an absolute lack of funding,

but also an absence of transparent budgeting for CPD. There is a need for better understanding of costs and effective delegation of budgets.

PARTICIPATION IN CPD BY VOCATIONAL TEACHERS

In Serbia 96% of vocational teachers participated in some kind of professional development in the 12 months before the survey – only 4% had no CPD (OECD average: 90%). Montenegro and the former Yugoslav Republic of Macedonia also performed relatively well. Participation in professional development on business premises was relatively strong in Bosnia and Herzegovina, Serbia and Albania.

Vocational teachers in Serbia (52%) and Kosovo (42%) were more likely to receive more than 30 hours of in-service training annually. In Bosnia and Herzegovina both the rate of participation and the duration are relatively low (only 6% of vocational teachers received more than 30 hours of CPD).

Teacher licensing arrangements in most countries require teachers to complete

a minimum number of hours of CPD. In all countries, the offer of general CPD for teachers is much greater than the offer targeted at the needs of vocational teachers. In consequence, even where the overall participation is at a good level, there is a mismatch between the character of the training offered and teachers' needs. Some 58% of teachers across the region complain that the professional development offered was not relevant to them. However, Serbia, and to a lesser extent, Montenegro, were relatively successful in providing specialised professional development for vocational teachers.

AREAS FOR ACTION

1. Specialised capability for professional development to meet the needs of vocational teachers should be supported through partnerships, demonstration projects, quality assurance and sharing of good practice.
2. Better matching of provision to needs should be supported through empowering of vocational schools to identify and communicate training needs and contribute to provision.
3. Monitoring and recording of professional development and spending should be used to measure progress and improve efficiency.

VOCATIONAL TEACHERS PARTICIPATING IN DIFFERENT FORMS OF PROFESSIONAL DEVELOPMENT OVER 12 MONTHS (%)

Country	In-service training	Professional development in vocational specialism	Conferences/seminars	Observation visits to schools	CPD at businesses	No such CPD
Albania	56	23	17	31	29	35
Bosnia and Herzegovina	54	32	13	15	32	40
Kosovo	56	36	27	18	16	35
former Yugoslav Republic of Macedonia	65	34	35	24	24	27
Montenegro	76	40	37	19	27	21
Serbia	92	54	35	38	31	4
Total	71	40	30	26	27	22