

STUDY ON TEACHER EDUCATION AND TRAINING (CONTINUOUS PROFESSIONAL DEVELOPMENT) NEEDS ANALYSIS SYSTEMS IN SOUTH EASTERN EUROPE

- PUBLIC REPORT -



EDUCATION REFORM INITIATIVE OF SOUTH EASTERN EUROPE (ERI SEE)

Study on Teacher Education and Training (Continuous Professional Development) Needs Analysis Systems in South Eastern Europe

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**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*

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LIST OF ABBREVIATIONS

ASCAP – Agency for Quality Assurance in Pre-University Education (Albania)

ACTM - Accreditation Commission of Training Modules

ANACIP - National Agency for Quality Assurance in Education and Research (Moldova)

APOSO - Agency for Preschool, Primary and Secondary Education

ASCAP – Agency for Quality Assurance in Pre-University Education (Albania)

AVETAE - Agency for Vocational Education and Training and Adult Education (Croatia, Kosovo*)

BA – Bachelors of Arts

BD - Brčko District

BDE - Bureau for Development of Education

BES - Bureau for Education Services (Montenegro)

BIH – Bosnia and Hercegovina

CES - Centre for Education Services

CPD – Continuous Professional Development (of teachers)

CSOO - Centre for Vocational Education and Training

CVE - Centre for Vocational Education (Montenegro)

ECTS - European Credit Transfer System

ECTS – European Credit Transfer System

EPALE – Electronic Platform for Adult Learning in Europe

ERI SEE – Education Reform Initiative of South East Europe

ETF – European Training Foundation

ETTA - Education and Teacher Training Agency (Croatia)

EU – European Union

GDPUE - General Directorate of Pre-University Education

GDVE - General Directorate of Vocational Education

GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit

IEQE - Institute for Education Quality and Evaluation (Serbia)

IIE - Institute for Improvement of Education (Serbia)

INSET – In-Service training

IPDP - Individual professional development plan

ISCED - International Standard Classification of Education

KEC – Kosovo* Education Centre

LEO - Local Education Office

LLL - Lifelong Learning
MA – Master of Arts
MED - Municipal education directorate
MEST - Ministry of Education, Science and Technology (Kosovo*)
MOC – Memorandum of Cooperation
MoCA - Ministry of Civil Affairs
MoE – Ministry of Education
MoECR - Ministry of Education, Culture and Research (Moldova)
MoES - Ministry of Education and Science
MoESTED - Ministry of Education, Science and Technological Development (Serbia)
MoSE – Ministry of Science and Education (Croatia)
NA – needs assessment
NCEEE - National Centre for External Evaluation of Education
NGO – Nongovernmental organization
OECD -The Organisation for Economic Co-operation and Development
PD – Professional Development
PI – Pedagogical Institute
PISA - Programme for International Student Assessment
PPDM - Psychological-Pedagogical-Didactical-Methodical subjects
PPM - Pedagogy-Psychology–Methodic module
PRESET - Pre-service teacher education
QAAPUE - Quality Assurance Agency of Pre-University Education (Kosovo*)
REO - Regional Education Office
RS - Republic of Srpska
SAP - School Annual Plan
SEI - State Education Inspectorate
SPDP - School professional development plan
TALIS - Teaching and Learning International Study
TET – Teachers’ Education and Training
TTD - Teacher Training Division
TUM - Technical University of Moldova
USAID - United States Agency for International Development
VET – Vocational Education and training

SUMMARY

Professional development of teachers is a lifelong, career-wide process that starts at university and ends at retirement, going through three phases: initial teachers' education, induction phase and in-service, career-long Continuous Professional Development (CPD). In all phases of teacher education and professional development, it is vital that there is a focus on enabling teachers to develop the competences they need, taking account of their existing capabilities, their current teaching tasks, the context in which they are working and development priorities of their schools and education systems. It cannot be assumed, at any of the three stages of development, that all teachers have the same learning needs. This is particularly the case during the third and most extended phase of continuing professional development.

The ***Study on teacher education and training (continuous professional development) needs analysis systems in South Eastern Europe*** aimed to collect evidence for future improvements of the systems used for analyzing teachers' needs for training and CPDs and for evidence-based policy making. Hence this research will explore how needs identification and analysis is organized and implemented in **eight economies in South East Europe region, namely, in Albania, Bosnia and Herzegovina, Croatia, Kosovo*, Moldova, Montenegro, North Macedonia and Serbia**. In all economies included in this research, there are methods to identify, analyze and make sense of teachers' training needs, which were investigated.

Following **methods** were used for data collection: desk research on existing policy documents, legal frameworks and previous research in the field of CPD of teachers and their needs analysis, input provided by ERI SEE; semi-structured interviews with the relevant stakeholders (representatives of the Teacher education and training agencies/Ministries/other bodies in charge). Qualitative and comparative cross-country analysis of the data gathered was conducted.

Results of comparative cross-analysis show that:

- The importance of the TET/CPD system for improving the quality of teaching and learning, as well as students' achievement is recognized in most economies at the policy level and that in all economies the introduction of the TET/CPD system is supported by regulatory frameworks.
- In most of the analyzed countries state institutions are responsi-

ble for the licensing, evaluation and commissioning of professional development of teachers, and influence the TET/CPD provision by an accreditation process.

- Competence Standards for the Teaching Profession are set (in some ways) in almost all of the countries, but only in some of them they are used for the needs assessment for TET/CPD.
- The majority of economies have taken important steps towards professionalizing the teaching workforce by introducing licensing-systems and a merit-based career structure. The procedure for obtaining the license is rather similar among the economies, but there are significant differences when it comes to renewing them.
- The needs analysis for TET/CPD in most of the economies is envisaged as a system at three levels: individual, school and national. However it is questionable to which extent this system is pragmatic and connected among levels in each economy.
- The needs of teachers for the TET/CPDs in the majority of the economies are identified through the process of self-evaluation conducted at both the individual (teachers' self-evaluation) and the school level (school self-evaluation). However, the support for self-assessment process is still missing in majority of economies.
- In the majority of economies there is no process or mechanism which synchronizes and consolidates the results of the identification and analysis of teachers' needs for TET/CPD among different levels. This is a result of a lack of efficient communication and coordination between different institutions and bodies contributing to CPD for teachers.
- The national CPD catalogue is in place in most of the countries, except in BIH (which has 12 educational systems and requires stronger coordination on the state level) and in Moldova, whereas in N. Macedonia catalogue is outdated.
- In most of the economies, there is insufficient evidence that the needs of teachers, identified at the individual and school levels, are taken into account when planning CPD priorities and offers, and when developing the Catalogue of CPD programs. The results of the TET/CPD need identification and analysis are not sufficiently used to prioritize and diversify the offer of TET/CPD.
- In all economies one of the weakest point in the TET/CPD system is quality control of the TET/CPD offer, as well as, monitoring implementation of competences gained through the TET/CPD upon returning to school.

- In majority of economies, the focus should be also put on how to verify, share and put to implementation informally acquired teachers' competences; there are no mechanisms in some of the economies to verify this as the required part of CPD.
- In the majority of economies the results of teachers' CPD needs at the school level are incorporated in school documents such as the School plan for CPD, School annual plan and School development plan. Additionally, in some economies there are examples of sporadic attempts to support the reform activities with analyzed teachers' needs for the TET/CPD.

Based on research findings several policy points could be outlined:

- Support the process of teachers' self-evaluation and reflection on their own practice by strengthening their capacities to do so.
- Support capacity building of CPD teams and coordinators in order to enhance their role; introduce CPD teams and coordinators in the systems that don't have this mechanism.
- Support school-based professional development for teachers as a cost-effective and organization building activity.
- *CPD and peer learning between the schools should be strengthened; promoting model schools and centers of excellence.*
- *Strengthen school autonomy to distribute the amount of out-of school TET/CPD among teachers; schools should have their own resources for CPD.*
- *Ensure that the real needs of teachers are taken into consideration when defining CPD priorities.*
- *Tuning the CPD catalogues with teachers' actual needs; make them more up-to-date and less "top-down" driven, and combine periodic accreditation with other forms of quicker and more flexible mechanisms of approving training for teachers.*
- *Make solutions for "rare" teachers' training needs, by accepting other forms of CPD in order to enable learning of teachers that is purposeful, up-to-date, and not dependent on the accredited catalogue with only few specific training for those teachers.*
- *Accreditation of training programs should be done more carefully and according to the predefined criteria; learning outcomes on different levels and follow-up activities should be required and evaluated in each program.*

- *Application of competences developed through CPD in the schools should be improved by introducing some follow-up mechanisms in the schools; those mechanisms should be directed at implementation in the classroom and/or knowledge management within the school (sharing knowledge and skills with the other teachers).*
- *Enhance the role of regional bodies and centers for TET/CPD in order to improve coordination and synchronization between different levels of the system.*
- *Make sure that various forms and types of professional development, not only training, are purposeful and validated for advancement.*
- *Ensure continuous exchange of experience, models of good practice and ideas between economies through participation in ERI SEE network; the network could provide the platform for planning of how to improve needs analysis and TET/CPD having in mind specificities of each economy.*

SHORT DESCRIPTION OF THE SUBJECT MATTER

There is wide consensus among researchers and practitioners that teachers are the most important factor in the quality of education in schools¹. In contemporary education, teachers are expected to be the primary carrier of the development of a modern curriculum, which instead of the contents, focuses on the outcomes, standards, subject and interpersonal competencies that learners need to acquire and develop during their education at all levels². Therefore, it is clear that supporting professional development of teachers makes a key contribution toward improving educational systems and learning outcomes of students.

Professional development of teachers is a lifelong, career-wide process that starts at university and ends at retirement. Teachers in most countries are expected to maintain their professional expertise and they must recognize themselves as learners involved in the continual revision and enhancement of their knowledge and skills, and their teaching and learning approaches.

To achieve this, they must engage in an appropriately balanced range of personal (like mindfulness, communication, hobbies, sports etc.) and professional development activities, enabling them to progress and learn in ways relevant to their individual needs and those of their students throughout their careers.³ For example, some studies shown that the readiness for professional development in teachers declines in the middle part of their career (10-20 years of working experience), which is usually the age when taking care of dependent family members is a priority in their personal lives⁴. Another relevant factor for teachers' professional satisfaction and CPD is their perception of social circumstances – if they perceive these circumstances as bad, their satisfaction with the profession will be lower⁵. If teachers could

1 For example, Darling-Hammond, L. (1999). *Teacher quality and student achievement: A review of state policy evidence*, Seattle, WA: University of Washington, Center for the Study of Teaching and Policy; Hargreaves, A. (2002). Sustainability of educational change: The role of social geographies. *Journal of Educational Change*, 3(3-4), 189-214; Hattie, J. (2009), *Visible Learning. A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge, Milton Park.

2 Beara, Popović & Jerković (2019). Teachers as learning experts – between philosophy of teaching and reflexive practice. Annual Review of the Faculty of Philosophy, Novi Sad: Faculty of Philosophy.

3 Knudsen, H.J., Hadžibegović-Bubanja, E., Nielsen, S., Petrkova, E., & Nikolska, M. (2013). School- based in-service teacher training in Montenegro – A handbook for policy makers and practitioners. European Training Foundation.

4 Beara, M. (2012). The role of primary and secondary control in the process of teachers' professional development. Doctoral thesis. Novi Sad: Faculty of philosophy

5 Beara, M. & Jerković, I. (2015). Social Circumstances and Teaching Profession. *Sociological Review [Социолошки преглед]*, vol. XLIX (2015), no. 2, стр. 229–253

achieve balance between personal, social and professional aspects of their lives, then they could also serve as a support for balanced and holistic development of their pupils. Therefore, the requirements for teaching profession and career advancement regarding TET/CPD should be motivating, clearly flexible, well organized, realistic and achievable.

This lifelong professional development usually consists of three general stages, each with its own specific requirements and activities that have to be completed. The first phase consists of teacher preparation in initial teacher education courses within higher education institutions, providing the basic knowledge and skills (the so-called 'pre-service teacher education' or PRESET) for those educated to become teachers. The second stage covers their first independent steps as teachers in the classrooms and is generally known as the 'induction phase' or internship. Finally, the third phase consists of career-long Continuous Professional Development (CPD) for those professionals who have overcome the initial teaching challenges and have chosen a teaching career in schools, also known as 'in-service training' (INSET).

In all phases of teacher education and professional development, it is vital that there is a focus on enabling teachers to develop the competences they need, taking account of their existing capabilities, their current teaching tasks, the context in which they are working and development priorities of their schools and education systems. It cannot be assumed, at any of the three stages of development, that all teachers have the same learning needs. This is particularly the case during the third and most extended phase of continuing professional development. In all economies included in this research, there are methods to identify, analyse and make sense of teachers' training needs. Hence this research will explore how needs identification and analysis is organized and implemented in eight economies in South East Europe region, namely, in Albania, Bosnia and Herzegovina, Croatia, Kosovo*, Moldova, Montenegro, North Macedonia and Serbia.

RESULTS PER ECONOMY

ALBANIA

TET/CPD in Albania

The Law No.69/2012⁶ “On pre-university education system in Republic of Albania” contains five articles that regulate teacher rights, tasks, qualifications and teacher professional development. Teacher professional development aims at encouraging pre-university education teachers (primary, 9-year education and High school) to be part of the professional development process at school, area, region and local level.⁷

Teaching profession development in Albania includes three steps: a) Initial teacher education (pre-service teacher education) in the universities, which refers to the education and preparation student teachers receive before employment, and it lasts for 3 years (BA) and then MA degree in the subject of teaching. b) Induction (internship) that is intended for those who have already completed basic pre-employment education and preparation. During the induction, teacher candidates have to complete one school year teaching practice, then to pass the state exam and to get teaching license, which is permanent. c) In-service training and continues professional development, as the processes that occur during the career.⁸

After successfully completing the induction period, there are several steps that any teacher has to pass in order to get employed as a teacher, and some of them are taken digitally. First of these steps is the license exam in form of computer-based test, taken at the Centre for Education Services (institution under the Ministry of Education) , and consists of two parts: general teaching issues (Pedagogy-Psychology-Methodics module, or PPM) and subject content. The questions are prepared by the relevant universities, there are 1000 questions and they are publicly available, but each teacher gets a test

6 Law on Pre-University Education System in the Republic of Albania. Retrieved from: [https://www.crca.al/sites/default/files/publications/Law%20on%20pre-university%20education%20system%20in%20the%20republic%20of%20Albania%20\(2012\).pdf](https://www.crca.al/sites/default/files/publications/Law%20on%20pre-university%20education%20system%20in%20the%20republic%20of%20Albania%20(2012).pdf)

7 Migena ALIMEHMETI, Leonard DANGLLI. Criteria Related to Processes of Teachers' Successful Professional Development and Qualification Improvement

8 EduLaw - Law and Rights Modules in Teacher Training Programmes (2017). Albania legislation on teacher education and teacher training. Retrieved from: <http://edulaweu.eu/wp-content/uploads/2017/11/1711PL-MODULE-2-info-Albania-legislation-on-teacher-education-and-teacher-training.pdf>

compiled out of those questions only 20 minutes before testing. After successfully passing the license test digitally at the Centre for Education Services, and obtaining the license, the new teachers should register on the portal “Teachers for Albania”⁹ to be tested for ranking (“test for entering the job as a teacher”). The teacher with the best results (best rank) has the right to apply for the vacancy that is first opened in a Local Education Office.

Teachers can apply every year when job vacancies are opened. There is an interface in the portal where teachers can search via a search engine that identifies the Regional Education Office and the profile. There is also another interface where notifications for applications appear for the opening period, the list of documents to submit, etc.

The site also has a space for teachers to check for possible notifications for the application made.

There are three levels (“qualification categories”) of teachers’ further career advancement: 1. Qualified teacher, 2. Specialized teacher and 3. Master teacher. Advancement through categories are accompanied with the supplement amount to the salary and is based on experience, training and successfully passing the final examination of the respective qualification category. The categories once obtained are permanent. After 5 years of teaching, the teacher has the right to take the test for the first category (Qualified teacher); after another 5 years, for the next category (Specialized teacher) and after 10 more years, for the highest category of Master teacher. In order to apply for a grade of qualification, the teacher should have won at least 1 credit per each year during this period (5 credits for 5 years, or 10 credits for 10 years).

The Training agencies (Universities) organize tests for getting credits when needed during teachers’ careers. Credits contribute to the eligibility of teachers applying for career advancements through tests for higher qualification category.

Article 58 of The Law on Pre-university Education System in Republic of Albania¹⁰ stipulates the **CPD of teachers**. The educational institution shall plan the professional development of teachers in accordance with their needs and in compliance with the central, local educational policies and those of the institution. The forms of professional development are: internal professional development, training sessions, professional networks, advice, short-term and long-term courses. The

9 See at: <https://mesuespershqiperine.al/>

10 EduLaw - Law and Rights Modules in Teacher Training Programmes (2017). Albania legislation on teacher education and teacher training. Retrieved from <http://edulaweu.eu/wp-content/uploads/2017/11/1711PL-MODULE-2-info-Albania-legislation-on-teacher-education-and-teacher-training.pdf>

teachers and directors shall be trained at least **three days per year**. The training sessions shall be held according to the “demand - offer” system, based on the requests from the educational institutions and offers from training agencies, which may be public or private. The training programs shall be accredited by the Ministry (in practice this process is coordinated and managed by Commission of Teacher Programme/ Module Accreditation (KAPT) and ASCAP (the Agency for Quality Assurance of Pre-University Education)¹¹. The local educational units shall organize the continuous professional development of teachers in cooperation with training agencies with accredited training programs, selected in open competition, in line with the procedures provided for in the instruction of the Minister. The financial resources for the training sessions shall be from the individual contribution of the educational employee, state budget, projects of local and foreign non-profit-making organizations, foundations, institutions, and other legal sources.

Main training providers of TET/CPD are accredited training agencies, training centers, universities and NGOs. ASCAP occasionally organizes trainings engaging different experts, various national and non-international projects are used to offer this service for free. In general, teacher training providers apply to accredit training programs based on the priorities and needs set at the national level. Experts develop training modules to be evaluated by KAPT by completing a list of criteria that allow their accreditation and ensure the quality of content and training format.

ASCAP plays the key role in organizing the teacher qualification system research, starting from research of teacher needs, publications of qualification programs each year, launching the call for applications in teacher qualification modules (trainings), accreditation of modules, and managing and monitoring the quality and the evaluation of courses.

Teachers can choose the module they want to take freely. Schools and local government have no involvement in the process of selection, except in cases of free courses organized by some networks of teachers in several profiles.

Identification of teachers' needs for TET/CPD in Albania

The needs of teachers for TET/CPDs in Albania are identified through the process of self-evaluation (individual and school level) and external evaluation (individual, school and regional level), as well as, through conducting research (school, regional and state level).

At individual and school level, teachers can constantly identify their

¹¹ See at: <https://www.ascap.edu.al/>

needs depending on their performance. They have their portfolio and personal professional development plan, which they develop in cooperation with the school principal/vice principal, who performs teacher performance evaluation. Usually one of the vice-principals is responsible for CPD of teachers in their school and discusses the self-identified needs with the teachers as well as informs the teachers about the requirements from the national level and thus serves as a link between levels. The principal checks the self-evaluation of teachers by the teachers' professional standards, using a designed evaluation format based on the teachers' professional standards. At the end of the school year, it is principal's duty to make this assessment, but this process needs to be more effective – building capacities of principals is needed. Then, the data from individual and school assessment is collected by the local educational units, as well as by the General Directorate of Pre-University Education of the Ministry of Education, and by the ASCAP. Even though the purpose of self-assessment and performance evaluation is to decide on the needs priorities, there is insufficient evidence on how effective this process is, at every level, for determination of adequate and need-driven priorities and topics for TET/CPD.

At the national level, the identification of teachers' needs is realized by the ASCAP. This type of identification takes place once every four years (first one is done in 2016; see more in the next chapter). Identification of needs at the national level takes place through an instrument designed by ASCAP. The data is processed by the same Agency, which also makes the national report on the identification of teachers' needs. Sometimes the priorities for CPD are set by the reform processes prescribed at the national level (i.e., curricular reform which is now ongoing).

In some cases, teachers' needs for TET/CPD are identified by national and/or international research.

Tools and instruments used in identifying and analysing the needs of teachers for CPDs

At the national level, ASCAP is most important for identifying the needs for TET/CPD. Under the directive of the Ministry of Education and Science of Albania no. 2, dated 2015 and new administrative instructions no. 8 as of 26th March 2020, the qualification of pre-university teachers is carried out through the personal *professional development portfolio* and the relevant *exams*.

Exams are organized on the basis of qualification programs and curricula for teachers in pre-school, primary and secondary education. The Minister's directive defines the subject in which the teacher will take

the test.¹² There are Teachers' professional standards, but currently the Albanian education institutions are working on a new draft of teachers' professional standards which will reflect the changes in curricular reform. These draft standards also include digital competencies.

The exam for the license is organized as a digital test and the Centre for Education Services, and the results are processed by the Centre; the results are then forwarded to the Universities in order to help them design TET.

Identification of needs at the national level also takes place through an instrument designed by ASCAP named "*Test for qualification*" and is organized once a year. The teachers should apply after 5, 10 or 20 years of teaching experience if they want to advance in their career. The process of testing and qualifying teachers is built on a national level. As a result, for each teacher profile, there is a test with questions from all areas of competence that a teacher should have acquired according to the qualification level for which he/she is being tested. The results are then used for TET/CPD planning, as well.

The number of teachers that are tested is quite large and the statistical processing of tests and their evaluations should bring reliable data on the needs. These tests are annually organized, so the data on the needs of teachers are updated periodically and are up-to-date.

The data is processed by ASCAP, which also makes the national report on the identification of teachers' needs.

There is also an *instrument of identification of training needs of educational staff* (teachers and principals), that should be organized every 4 years (the first time in 2016). In 2016, identification of training needs of educational staff was realized through knowledge assessment and teachers' skills in planning, teaching and learning, ethics and communication and their self-assessment of own CPD. The evaluation was performed with pencil-type and e-test instruments (computer) based test. The instrument contained 30 multiple choice questions, with 1 point each. These questions focused mainly on situations from the real context of the school.

The assessment was conducted in November 2015 (e-test) and January 2016 (pen-paper). The estimated population was: 13 regional education Directorates, 38 education offices, 1596 secondary and 9-year schools, 17613 teachers and principals.¹³ The results showed that 25% of teachers

12 Migena ALIMEHMETI, Leonard DANGLLI (2013) Criteria Related to Processes of Teachers' Successful Professional Development and Qualification Improvement. http://www.scientiasocialis.it/pec/files/pdf/vol51/7-17.Alimehmeti_Vol.51.pdf

13 From: "National report identification of training needs of directors and school teachers in pre-university education – a short summary". Translated by Dr Eva Cipi.

had “very satisfactory” knowledge. 64% of teachers possess knowledge of “satisfactory level, but in need of improvement”. 12% of teachers have necessary or significant need for improvement. The average score in the overall assessment is 21.4 points out of 30 points that the full instrument has. The lowest results have been achieved in the field of professional development, which the 35% of teachers evaluated with level 1 and with level 2 (“teachers have necessary or substantial needs for improvement”). These results were then analysed by the training providers in order to plan modules for CPD, but still it is unclear to what extent the CPD trainings/modules were shaped based on the needs assessment results, and in what extent as provider-driven.

ASCAP is regarded by the training providers as a very good partner for testing and designing specific situations and teacher’s needs. ASCAP is said to be continuously in action, testing and supporting with directives and the process of teacher qualification, leading the teacher training providers to be focused on the most required courses for new teacher competencies development.

In addition to identifying the needs of teachers realized by ASCAP as above, the needs of teachers are also determined by the results of students in national tests.

Matching, synchronization and consolidation of results about teachers’ needs for TET/CPD

Based on the national report on the identification of teachers’ needs (that should be prepared every 4 years), but also based on the testing results of the teachers entering or progressing through the career, the ASCAP communicates national needs for training modules. The institutions that provide trainings present their modules based on these needs, to the Accreditation Commission of training Modules, which decides on the modules to be accredited. There is a platform **trajnime.arsimi.gov.al** in which all agencies that have accredited trainings modules are registered. ASCAP admits teachers to these modules according to their needs to receive the relevant training and to the number of places available. Nevertheless, it is not always possible to match specific training needs with the offer of training.

The monitoring of the quality of CPD programs for teachers is done by task force groups that monitor trainings for teachers. Monitoring task force groups have the right to interview teachers and obtain information about the quality of training received.

The school principal verifies whether the teacher has been trained based on his or her needs. It is the responsibility of the school prin-

principal to see how teachers implement what they have learned during training and how effective these trainings have been. This is the established process but the effectiveness of it should be enhanced, by building competencies of both teachers and principals to evaluate quality and plan the relevant CPD.

Incorporation of results about teachers' need for TET/CPD in the policy documents

At school level, the results of teachers' needs for TET/CPD (teachers' individual annual plans for TET/CPD) are incorporated in the School Annual Plan. Each school has a 4-year medium-term plan as well, which incorporates the professional development plan of teachers, but the way how those individually assessed needs are analysed and influence their school plan is still unclear and potentially in need of improvement. Local units and the General Directorate of Vocational Education and ASCAP monitor these plans. The monitoring of plans is both internally and externally done.

The needs for teacher training are included in the national strategy of pre-university education in Albania (Government's Pre-University Education Strategy for 2014-2020) as well as in the annual plans of the institutions, especially of the ASCAP, which is the main institution responsible for teacher training.

National policies have been established regarding the obligation of continuous training and qualification, proscribing at least 1 credit per year, thus encouraging and motivating many teachers to be interested and to take an active role in training courses. ASCAP has implemented a national registration system (<https://trajinime.arsimi.gov.al/>) for managing registrations and promoting teacher training, which is widely used.

Incorporation of results about teachers' needs for TET/CPD into official catalogues

ASCAP as a specialized institute for the development of pre-university education launches periodically application calls on teacher training programs, after relevant studies regarding the gaps in education system and teacher needs are made. The providers develop proposals of teacher training modules that fit with the priority launched. There is a direct coordination and collaboration between national policy makers in the education system and training providers. The accreditation system supports matching and quality assurance. Training providers charge a participation fee but it is regulated by ASCAP. In general, the training is not free. Free trainings are generally supported by mainly

European project funds. In these projects, ASCAP as a partner at the national level has played the role of coordinator to promote and, at the same time to make the cataloguing of teacher qualification programs.

The Accreditation Commission of Training Modules is established by order of the Minister of Education. Training agencies submit the training modules designed according to the training needs of teachers to this Commission. Evaluation groups assess whether modules are accredited. A module is accredited for 4 years. Then the training agency has to reapply.

Every year a catalogue of accredited modules is compiled, which is published on the portal of **trajnime.arsimi.gov.al** and is sent to all educational units and schools. The catalogue includes all educational staff and is national level only. Currently there are around 400 modules of accredited trainings in the Catalogue, and it's available online on the portal.

The results from the needs assessment and school quality assurance reports are analysed. Based on self-evaluation of teachers and principals, the quality assurance is provided by the local educational units as well as by the General Directorate of Pre-University Education as well as by the Quality Assurance Agency of Pre-University Education (QAAPUE). This should be done annually, but in practice there are some gaps. Then, the priority topics for CPD are set - for example, Social inclusion. Priorities of NGOs and training providers are also reflected in the Catalogue.

Summary for Albania:

Indicators	
CPD as a policy priority	Yes
CPD regulations	In place
Institutions responsible for CPD	ASCAP
Competence Standards for the Teaching Profession (Teachers' professional standards)	- Yes -Used for needs assessment by principals
Licensing	Yes (digitally)
Request for Licensing renewal	No (permanent)
Career advancement	Three ranks: qualified teachers, specialized teacher, master teacher
Identification of training needs	Teachers' self-evaluation Principal evaluation Training providers testing ("test for credits") ASCAP tests of teachers (licence, rank, qualification tests) ASCAP instrument for needs assessment (every 4 years) Students achievements
CPD team and coordinator	No
Analysis	ASCAP QAAPUE analysis of school and teachers quality evaluation
Synchronization	Looks synchronised from the individual to the national level and in between ASCAP and training providers
CPD catalogue	Yes, once a year available online
Incorporation into policy documents	School development plan (4 yrs) School annual plan National strategy of education Annual plan of Ministry and ASCAP

BOSNIA AND HERZEGOVINA

TET/CPD in Bosnia and Herzegovina

Bosnia and Herzegovina is a decentralized state composed of two entities: Federation of BiH (with ten cantons) and Republic of Srpska (RS), and Brčko District of BiH (BD) as a separate administrative unit (independent district). Each of these twelve administrative units (RS, ten cantons and BD) has its own ministry of education, education legislation, education budgets, creates its education policy and has all other rights and obligations arising from the mandate of a competent education authority, responsible for the organization and functioning of education within its area of competence – including the TET/CPD. The Federal Ministry of Education and Science at the level of the Federation of BiH has a coordinating role. Considering this system organization, a high degree of coordination is required at the state level, so since 2003 the Ministry of Civil Affairs of BiH has been responsible for coordination of activities, harmonization of plans of the entity authorities and defining strategy at the international level, among other things, in education.¹⁴

As one of the mechanisms for coordination of different educational systems at the state level, there are several Framework Laws: for primary and secondary education, secondary vocational education and higher education, but TET/CPD in those framework laws is barely mentioned – only that professional qualification of the teachers have the same validity on the whole territory of the country.

Therefore, the TET/CPD for teachers in Bosnia and Herzegovina hugely depends on the regulations of each canton/Republic of Srpska/Brčko District of BiH. According to the data collected, TET/CPD regulations are similar in each administrative unit, but mechanisms function better in the bigger and economically stronger ones – like RS, Tuzla and Sarajevo canton.

When it comes to the initial education, teachers should complete two cycles: the first (180 or 240 ECTS), and the second level (60 or 120 ECTS) – in total, 300 ECTS. It is more precisely regulated by educational laws of each administrative unit, but it is similar in the whole country. Both consecutive and concurrent models of initial education are present at the study programs for future teachers, but most of them are oriented

14 UNESCO (2015). Education for All. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000229929?posInSet=1&queryId=N-EX-PLORE-07f35d0e-780f-4767-a3e6-c0d29c3cfb7f>

towards consecutive. ¹⁵After collecting 300 ECTS, one year of internship is the next step, which is supervised by in-school mentors. During this period, missing PPDM¹⁶ competences are acquired at the universities, if needed. Each administrative unit has its own requirements of PPDM. For example, in Sarajevo canton, the Instruction on the representation of teaching contents from the PPDM group of subjects in study programs of teacher orientations was adopted in 2018. It determined that the study program of teacher orientation contains at least 60 ECTS credits for PPDM plus 30 ECTS as practical classes (for the total of 90 credits). The teachers do not have to pass the license exam, but instead are taking state exam. Licensing is one of the mechanisms that is assessed by the interviewed officials as missing but necessary in order to improve the quality of teachers. There were attempts to introduce licensing within some EU projects, but due to the teachers' protests (about the way their work was monitored and evaluated) the educational authorities in the majority of cantons and RS gave it up.

There are Occupational standards for the teaching profession¹⁷ developed within a project "Development of qualification framework for general education" on the state level. They have been distributed to the administrative units but the usage of those standards for teachers' evaluation is not obligatory, only recommended. There is little evidence that they are widely used in practice, nevertheless the standards were assessed as very useful and excellent material by the interviewees. Key competencies are included. In BiH, most work has been done on the introduction of entrepreneurial learning and the development of entrepreneurial competence, as well as digital competencies, as the education authorities saw them as the most important ones.

In 2013, The Agency for Preschool, Primary and Secondary Education (APOS0)¹⁸ conducted an analysis of CDP of teachers in BiH, and came out with the following conclusions: professional development and career advancement were compulsory, however not really implemented in a way that responds to teachers' needs; no specified way of organiza-

15 Abadžija, M. (2015). Inicijalno obrazovanje predmetnih nastavnika u BiH. [Initial Education of subject teachers in BiH] Centre for Policy and Governance. Retrieved from: <http://www.cpu.org.ba/media/30657/Inicijalne-kompetencije-nastavnika.pdf>

16 Psychological-Pedagogical-Didactical-Methodical subjects of initial teachers education

17 Development of Qualification Framework for General Education project (2017). Standard zanimanja Nastavnik u osnovnom i srednjem obrazovanju. [Standard of occupation: Teacher in primary and secondary education]. Retrieved from: http://www.poljskolabi.rs.ba/wp-content/uploads/2017/04/docs_2%20Standard%20zanimanja_nastavnik.pdf

18 Agency for preschool, elementary and secondary education: <https://aposo.gov.ba/>

tion, implementation and evaluation; CPD was not based on clearly set goals; CPD was not in line with needs, but rather was based on imposed topic of trainings; unequal opportunities for CPD; certification hunt; monitoring and evaluation represent the weakest point of BiH education system and finally - the system of professional development in BiH showed no significant changes in relation to the preceding reforms.

There is little evidence that current state of CPD is significantly better on the level of all administrative units, although there were efforts¹⁹ to improve CPD: APOSO has developed a Model for Improving the System of Continuing Professional Development of Educators, Teachers and Professional Associates in Bosnia and Herzegovina. The model includes directions of professional development in order to achieve goals and ambitions, as well as raising the level of awareness of educators on how to achieve the set tasks and how to improve professionalism and competence. In addition, in 2018 APOSO developed a Model for Establishing the System of Accreditation Programs for Continuing Professional Development of VET Teachers. Also, within the Erasmus + program, BiH has established an eTwinning portal which is intended for the training of teaching and non-teaching staff at educational institutions, through the exchange of professional experience and the improvement of language and ICT skills. But, as said before, state-level actions are not obligatory for the cantons, RS and BDBiH and serve as recommendations only.

Teachers' needs for TET/CPD identification and analysis in BiH

Ten *Pedagogical Institutes* (PI) are operational in BiH (one in the Republic of Srpska, two in the Herzegovina-Neretva Canton and one in Sarajevo, Tuzla, Zenica, Bihac, Goražde, Široki Brijeg and the Brčko District of BiH) and the Adult Education Institute in RS. Education inspections function at each ministry of education and have the mandate to monitor the implementation of laws and regulations, adopted at the level of the ministry - administrative supervision is a priority task.²⁰

19 EURYDICE (2017, December 11). Bosna i Hercegovina: Kontinuirani profesionalni razvoj za nastavnike koji rade u predškolskom, osnovnom i srednjem obrazovanju. [Bosnia and Herzegovina: Continuous Professional Development for Teachers Working in Preschool, Primary and Secondary Education]. Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-10_bs

20 UNESCO (2015). Education for All. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000229929?posInSet=1&queryId=N-EXPLORE-07f35d0e-780f-4767-a3e6-c0d29c3cfb7f>

Typical pedagogical institute, like the Pedagogical institute of Sarajevo canton deals with the evaluation of the quality of teaching work, the teaching process, and assesses the capacity of teachers through class visits. *School principals* monitor the work of teachers, through the **Rule-book on teacher evaluation and advancement** (which was produced 15 years ago and is not up-to-date and adequate for the modern requirements and approaches in education – for example, outcome- and competence-based teaching and learning are not represented). There are several criteria: attitude towards students, colleagues, quality of classes. Once in two years the teacher is evaluated and can advance to one of the following titles - mentor, advisor and senior advisor, with salary increase of 20-25 euro for each subsequent profession. One problem was noticed: according to the principals' evaluation, everyone is "great" and everyone "is making progress" – in other words, everyone gets the best grades from principals, which is unrealistic - the question of objective evaluation is obvious. There is evidence that the results of PISA survey (where pupils from BIH are lagging 3 years behind the OECD average) don't correspond to the assessment of teachers' quality by their principals, which is quite favourable for the majority of the teachers.

The Ministry of Civil Affairs coordinated the development of the qualifications framework within the EU project "Development of the Qualifications Framework for General Education", at the level of BIH, and one of the project component was the development of **Standards for the occupation of teachers** at all levels of education. This document is distributed to all educational institutions in BIH for use, but are seldom used for evaluation and identification of needs for CPD.

Tools and instruments used in identifying and analysing the needs of teachers for TET/CPD

The main way to identify the needs of teachers is the self-evaluation of teachers in cooperation with the school management, and the proposals are analysed by the Pedagogical Institutes. One of the tools to support this process is Professional instruction for self-evaluation of the quality of educational work in primary school²¹, but it is not evident that it is used adequately and with enough competences both from the teachers and principals' side.

Also, training providers use their own surveys to identify needs of the teachers, so they can offer the training that would be sought after.

21 Republički pedagoški zavod Republike Srpske (2019). Stručno uputstvo sa samovrednovanje rada u osnovnoj školi. Retrieved from https://www.rpz-rs.org/sajt/doc/file/web_portal/04/4.8/2018-19/Strucno_uputstvo_za_samovrednovanje_rada_OS.pdf

Synchronization and consolidation of results about teachers' needs for TET/CPD

It's very difficult to synchronize results about the needs for TET/CPD on the state level, since there are 12 educational systems, although they are very similar to each other. The "umbrella ministry" (Ministry of Civil Affairs) does not have the funds to implement the CPD.

At the level of each administrative unit, the synchronization and consolidation are better at bigger units (such as RS, which follows models from Serbia in most of the educational policies, mechanisms etc.), but even there is a need for improvement. PIs and Ministries have the main role, but in some of the smaller cantons, they lack capacity and don't have enough human and financial resources to make significant impact. Small ministries are a big problem. They cannot support the CPD without donor funds and more staff. (For example, Unsko-Sanski Canton has a Minister and only five employees).

Overall impression is that the system(s) of TET/CPD is/are fragmented – not at the state level, but within cantonal level, due to the specific socio-political circumstances of BiH.

Incorporation of results about teachers' need for the TET/CPD in the policy documents

There is no strong evidence that results about teachers' needs are adequately incorporated in the policy documents. The incorporation of what has been learned through not very reliable mechanisms (i.e., self-evaluation and evaluation of principals) is done only in RS, cantonal and BDBiH level, with various success, and is mostly done through short-term budget planning.

For example, the Ministry of Education of Sarajevo canton finances mandatory trainings for teachers, e.g. Training for keeping electronic diaries. The Ministry also finances the use of the EIS – informational system platform. These trainings are built into the budgeting of line for TET, in relation to the quality standards of teachers. Both the results of the external evaluation of school quality and the priorities of the Ministry are used, as well as the needs of teachers, identified through surveys. Surveys are conducted within the school, but training providers also examine the needs before the very training, so the Ministry could see those results. Teachers see their shortcomings mostly in PPDM, but also in vocational fields. The vocational fields have developed modern trends and procedures in their scope of work, but the teachers are not enough updated about them.

New methodological approaches are constantly needed. However, not even the professors of methodology at the faculties are adequately trained. Need for reform and new regulations of initial teachers' education was also stressed during the interviews for the purpose of this Study.

Incorporation of results about teachers' needs for TET/CPD into official catalogues

National catalogue is non-existent in BIH. There is some evidence that APOSO has been trying to develop a Catalogue and has tried to pilot it with 2 cantons, but the publication seems to be publicly unavailable. The function of the catalogue is to address the training providers' lists of training or attempts of individual Ministries to organize tenders and accredit trainings.

The Ministries, in accordance with the planned processes it leads, determines what types of new trainings are needed for teachers. Ministries ask school principals to express their needs regarding trainings - what are the knowledge and skills that teachers need, and teachers themselves give their opinion, through surveys by training providers. There are different levels of trainers' quality, but also different qualities of training that are offered. For example, basic skills and level of training have been mastered by almost everyone, but there are no advanced or higher levels of training - these programs yet need to be designed and accredited. It is very difficult to assess the level of training that teachers go through - quite often they are trained at the same level of competences, even if the training is provided under a different title or by another provider. As a result, some teachers go through a lot of trainings, but remain at the basic level. Improvement of accreditation of training programs is deemed necessary and very useful.

The faculties as the main training providers were the ones who made the catalogue of trainings offered by them. The cantonal Ministries fund these trainings. Through the evaluation of the teachers - participants in the trainings - the Ministries receive information about the trainings' quality, and in this way can influence the faculties to make improvements. By 2020, the teachers' training faculties realized trainings for teachers, on the basis of the Memorandum of Cooperation signed by a Ministry. The trainings were from a narrow professional field - primarily teaching methods and PPDM.

According to Law on Adult Education, all institutions that are registered for adult education can accredit programs, so faculties can accredit programs and at the same time they are the main training providers. The ministries from time to time organize tenders for teacher trainings - they announce it, make specifications and requirements on trainings subjects and levels. For example from this year for the first time, the Ministry of Sarajevo canton will announce open tenders. Trainings will be organized in January and August every year.

Summary for Bosnia and Hercegovina:

Indicators	
CPD as a policy priority	Yes
CPD regulations	Some need to be developed, highly decentralised; state level regulation have a standard-setting and framework role and are not mandatory
Institutions responsible for CPD	Highly decentralised
Competence Standards for the Teaching Profession	Yes as a recommendation, but not mandatory
Licensing	State exam
Request for Licensing renewal	No
Career advancement	Three ranks: mentor, advisor and senior advisor
Identification of training needs	Teachers' self-evaluation Principal evaluation External evaluation (Pedagogical institutes)
CPD team and coordinator	No
Analysis	Pedagogical institutes
Synchronization	Needs improvement
CPD catalogue	No
Incorporation into policy documents	On national level: scattered attempts with no proof of real impact; mainly coming from international projects

CROATIA

TET/CPD in Croatia

According to the regulations, teachers in Croatia have the right and the obligation to continue professional development programs (Law on Primary and Secondary Education, Official Gazette, No. 87/2008). They are required to participate in CPD programs at the state level at least once in two years, at least three times a year at a county level and to regularly participate in CPD in their schools (EURYDICE, 2019). Teachers in Croatia obtain a license by passing the professional exam after their first year in the profession, which is permanent - there is no requirement for a license renewal as a quality assurance measure, however, the teachers are obliged to participate in CPDs and motivated to advance in their profession. In Croatia, teachers are offered the opportunity to progress to one of the following three ranks: mentor, advisor, and excellent advisor (Official Gazette, No. 68/2019).

The content of the obligatory CPD is approved by the Ministry of Education in line with the national education strategy (EURYDICE, 2019). The TET/CPD organized at the national level in Croatia is currently connected to the implementation of a curriculum reform that is seen as a national priority and is organized by the Ministry. The Education and Teacher Training Agency (ETTA) is responsible for the TET/CPD of the class teacher, and the subject teachers who teach general education subjects while the Agency for Vocational Education and Training and Adult Education (AVETA) is responsible for the TET/CPD of teachers who teach vocational subjects, practical classes and mentors in companies.

Teachers' needs for TET/CPD identification and analysis in Croatia

The needs of teachers for TET/CPDs in Croatia are identified through the process of self-evaluation (individual and school level) and pedagogical supervision (individual and school level), as well as through conducting research (school, regional and state level).

Self-evaluation: In Croatia, the needs of teachers and schools for TET / CPD are identified based on self-evaluation that has been conducted since 2011 as an obligatory process. About 90% of schools (including vocational schools) regularly carry out self-evaluation in six priority areas of work quality: Planning and programming of work; Teaching and learning support; Students' Achievement and Learning Outcomes; Material condi-

tions and human resources; Cooperation within the institution and with other stakeholders, and management. Priority area 4 (Material conditions and human resources) among other things, refers to the professional development of teachers and other school staff. The teachers themselves determine what competencies they will improve based on self-evaluation. Teachers produce an individual TET/CPD plan, which is taken into consideration when the TET/CPD plan is prepared at the school level.

Pedagogical supervision: The needs for schools and teachers for TET/CPD are also identified based on a pedagogical supervision, carried out by the Agencies (ETTA and AVETAЕ). The results of the pedagogical supervision are the primary base for the development of teachers' individual plan for professional development and the schools' plan for the TET/CPD which is a part of the schools' Annual plan. The Agencies seek to link the offer of TET/CPD programs to the needs of teachers as much as possible. Expert pedagogical supervision is carried out upon a complaint about the work of a teacher and is followed by prescribed appropriate measures. Regular professional pedagogical supervision (outside of a complaint procedure) of all schools is carried out periodically, during which the work of teachers is evaluated (observation of 1-2 hours, review of pedagogical documentation, and insight into professional development). After regular supervision, the school and the teachers receive recommendations on what they need to improve. Educational supervisors from Agencies are charged with monitoring the implementation of measures and recommendations. The directors and the professional services are asked to report what has been achieved every six months or every three months.

For the advancement of teachers, the adoption of the learning outcomes defined in the Framework of the National Standard for Qualifications for Teachers in Primary and Secondary Schools²² is registered. The same standards are used for the advancement of vocational-subject teachers. At the state level, the needs are identified in accordance with the state education/reform priorities and the on-going educational projects. For example, the Croatian TET/CPD needs analysis is, at the moment, based on national priorities, such as successful implementation of curriculum reform. The Agency for Vocational Education and Training and Adult Education (AVETAЕ) conducted a survey in 2018 on 969 teachers, as a part of the ESF project *Modernizing the Vocational Training System for Vocational Teachers*. This study focused on investigating their needs for additional vocational and professional development, as well as their opinions on establishing

22 National Council for Education (2016). Framework of National Standard Qualification for Teachers. Retrieved from <http://nvoohr/wp-content/uploads/2016/03/Okvir-standarda-kvalifikacije-final.pdf>

a new concept for TET/CPD (AVETAE, 2019). The results of this survey are used for an update of on-line catalogue offer for the VET teachers.

In addition, in 2013 and 2018, teachers' TET/CPD needs at the state level were identified under the framework of the Teaching and Learning International Study (TALIS) (Markočić Dekanić, et al., 2020).

Tools and instruments used in identifying and analysing the needs of teachers for TET/CPD

Questionnaire for self-evaluation of teachers in secondary schools: This questionnaire was designed by the National Centre for External Evaluation of Education (2010, p. 28), as a part of *A manual for self-evaluation in secondary schools*²³. The use of this questionnaire is recommended on an annual basis. The questionnaire requires the teacher to indicate: (1) their professional goal for the current school year; (2) whether they have a need to acquire new professional literature and (3) new teaching aids and aids; (4) a need for out-of-school vocational training, the reasons for which they want to develop certain competencies and the expected benefit of TET/CPD; (5) the need for TET/CPD that can be achieved in school.

Synchronization and consolidation of results about teachers' needs for TET/CPD

Efforts are being made to synchronize the data, but there is no monitoring mechanism to indicate how effective this synchronization is (interview with MoSE representative).

Incorporation of results about teachers' needs for the TET/CPD in the policy documents

Incorporation of results about teachers' needs for TET/CPD in the school development plan has not quite come to fruition. More than 90% of schools regularly conduct self-evaluations, but the results of the self-evaluations, and by default the results of teacher's needs for TET/CPD, are not sufficiently incorporated into the school development plan. Instead, principals generally implement the school development plans that they represented and promoted when applying for the position of principal.

Also, the results about teachers' need for TET/CPD have little impact on budgeting for TET/CPD both at the school and state level. Schools

23 National Centre for External Evaluation of Education. (2010). Priručnik za samovrijednovanje srednjih škola [A manual for self-assessment of secondary schools]. Croatia. Retrieved from <http://dokumenti.ncvvo.hr/Samovrjednovanje/Tiskano/prirucnik.pdf>

have a limited budget for TET/CPD, which largely depends on the economic capabilities of the counties. Also, the budget of the Agency for the TET/CPD is small. The TET/CPD is funded by project funds. Priorities depend on reform flows. Curriculum reform is now a priority in Croatia, but there is still work on improving the quality of education (interview with MoSE representative).

Croatia participated in the TALIS 2013 and TALIS 2018 studies. The impression is that this information is not used sufficiently to plan for teachers' needs.

Incorporation of results about the teachers' needs for TET/CPD into official catalogues

In Croatia, there have been no fixed catalogues for several years. This approach has proven not to be recommendable (especially for VET teachers) because it cannot accompany the rapid changes in the development of modern technologies and the large number of projects being implemented in education.

There are programs offered by two Agencies - the Education and Teacher Training Agency (ETTA) and the Agency for Vocational Education and Training and Adult Education (AVETAE). The TET/CPD programs in Croatia are selected through a public call that is announced twice a year. Both Agencies select the TET/CPD programs of highest quality based on predefined criteria. Some programs are common to both Agencies (for example, the health program). For some VET profiles, there is not enough of a diverse offer (interview with AVETAE representative). The same standards must also meet the trainings being developed within the project (for example, training related to curriculum reform).

The results of TET/CPD need identification and analysis are not sufficiently used to prioritize and diversify the offer of TET/CPD. The TET/CPD offer is more dependent on current reforms (interview with MoSE representative). Efforts are being made to meet the needs of teachers through existing CPD models, but there is not always enough funding to do so. For example, it is a challenge for teachers to attend free trainings if they are not being held in their place of residence (due to additional travel and accommodation costs). The key weakness of the CPD model applied in Croatia is the insufficient use of what the teachers learned in TET/CPD (interview with AVETAE representative). The new CPD model aims to overcome this -in their application, providers need to anticipate a training evaluation that will show how teachers put into practice what they have learned in training.

Summary for Croatia:

Indicators	
CPD as a policy priority	<ul style="list-style-type: none"> - Focus on the National reform programme and the implementation of the curricular reform - the TET/CPD activities are related to the successful implementation of the curricular reform
CPD regulations	In place
Institutions responsible for CPD	Education and Teacher Training Agency (ETTA) - Agency for Vocational Education and Training and Adult Education (AVETAE)
Competence Standards for the Teaching Profession	Yes
Licensing	Only first licence
Request for Licensing renewal	No
Career advancement	Three ranks: mentor, advisor, and excellent advisor
Identification of training needs	<ul style="list-style-type: none"> - Teachers' self-evaluation - Schools' self-evaluation - External evaluation (teachers and schools) - National research - International research
CPD team or/and coordinator at school level	No
Synchronization	Need improvement
CPD catalogue	<ul style="list-style-type: none"> - Two catalogues – one for general education and general subject teachers and one VET teachers - Only accessible on-line
Incorporation into policy documents	<ul style="list-style-type: none"> - Not efficient - Principals promote their vision of school development

KOSOVO*

TET/CPD in Kosovo*

The TET/CPD for teachers in Kosovo* is shaped by the requirements of the licensing system which is considered to be one of the main mechanisms to enhance the quality of teaching and teachers' motivation and performance (Mehmeti, Rraci, & Bajrami, 2019)²⁴. Ministry of Education, Science and Technology (MEST) launched in 2009 the licensing system for teachers in order to enhance the quality of education as one of the priorities of the educational strategy²⁵. The *Administrative instruction on the licensing system and development of teachers* (2017)²⁶ defines the career development paths for teachers in Kosovo* (Career teacher; Advanced teacher; Mentor teacher and Merit teacher), as well as the criteria and conditions for licensing by the type of license. Advancement of teachers on the career ladder is manifested in salary increase that serves as a motivating instrument to ensure better performance²⁷.

The first, career-teacher, license is issued to teachers who meet the criteria defined in legal acts for teachers in a specific education level and who have one year of working experience. The license of the career-teacher is valid for 5 years and in order for it to be renewed the teacher needs to have a positive performance assessment and at least 100 hours in training programs for career license. A licence may be withdrawn or revoked by the Ministry²⁸. The requirement for advanced and mentor teacher license, beside a positive performance assessment, is completion of at least 200 training hours, while request for merit teacher licence is 450 training hours and having a mentor teacher license for a period of ten years (Mehmeti et al., 2019). The licensing system for teachers was developed with the support of the World Bank ESIP project (2016-2019) which provided technical, financial support and expertise (Mehmeti et al., 2019).

24 Mehmeti, S., Rraci, E. & Bajrami, K. (2019). Teachers Professional Development in Kosovo*. Prishtina: Kosovo* Education and Employment Network (KEEN). Retrieved from http://www.keen-ks.net/site/assets/files/1467/zhvillimi_profesional_i_mesimdhenesve_ne_kosove_eng.pdf

25 Government of Republic Kosovo* and Ministry of Education, Science and Technology. (2016). Kosovo* Education Strategic plan 2017-2021. Retrieved from <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

26 Ministry of Education, Science and Technology (2017). The Administrative instruction on Licensing System and Career Development of Teachers, No. 05/2017. Retrieved from <https://masht.rks-gov.net/uploads/2017/08/sistemimi-i-licencimit-dhe-zhvillimit-te-mesimdhenesve-ne-karriere>

27 Ibid.

28 The Law on Pre-university Education in Kosovo, Official Gazette of the Republic of Kosovo/ No. 17/ 16 September 2011, Prishtina.

In 2010, a training programme accreditation system was introduced, effectively recognising teachers' qualifications gained through in-service training (ETF, 2018d)²⁹. Since 2011, MEST has developed a CPD catalogue with a list of training providers and programmes, which was updated in 2018 (ETF, 2018d)³⁰. In order to provide cost-effective CPD, Centres for CPD were established in 23 municipalities by the Kosovo* Education Centre (KEC) in 2013 (ETF, 2018d)³¹.

Teachers' needs for TET/CPD identification and analysis in Kosovo*

The education strategy does not specify how the needs of teachers for professional development in pre-university education should be identified and analysed, but only discusses the assessment of the academic staff's needs for professional development. According to the strategy, assessment of the academic staff should be carried out through self-assessment tools which should result with the analysis of professional development needs in each higher education institution³². Even though not defined by the education strategy, the identification of school-based needs and CPD priority areas should similarly be made by the teachers and schools themselves. TET/CPD needs should be identified through appraisal, feedback, self-assessment, observation, student results and also upon the development of the school plan, budgets and municipal and national priorities (ETF, 2018d, p.56)

Each school is legally required to have an annual school development plan that provides suggestions for CPD according to the training needs analysis of the teaching staff. This plan should be agreed with the Municipal education directorate (MED). However, implementation remains an issue because very few schools have a realistic plan in place (ETF, 2018d, p.7). Additionally, in Kosovo* there are still doubts about how well the planning, needs analysis and capacity building at school level is working (ETF, 2018d, p.54). According to recent research MEST and Municipal Education Directorate (MED) were not engaged sufficiently in informing schools and teachers about "their role in teacher professional development (TPD), especially in needs analysis for professional development, prioritization and provision of information to teachers about thematic areas and TPD programs supported by municipality" (Mehmeti et al., 2019, p. 59).

29 ETF. (2018d). Continuing Professional Development for Vocational Teachers and Principals in Kosovo*. Retrieved from https://openspace.etf.europa.eu/sites/default/files/2020-01/Kosovo%20CPD%20survey%202018_rev.pdf

30 Ibid.

31 Ibid.

32 Government of Republic Kosovo* and Ministry of Education, Science and Technology. (2016). Kosovo* Education Strategic plan 2017-2021. Retrieved from <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

The Law on Education in Kosovo* delegates the professional development of teachers to the municipalities (Municipal Education Directorate). According to this Law, the MEST determines the annual CPD budget based on the proposals from the municipalities. Beside the budget, the Municipalities should also propose the content of the TET/CPD in accordance with schools' demand and teachers' needs. Each school must prepare an annual report for their municipality on school-based CPD activities and the school may request TET/CPD services, through the Municipal Education Directorate (MED), from external TET/CPD providers approved by the MEST (e.g. TET/CPD programme which is accredited and recognised by The State Teacher Licensing Council (SCLT) if teachers express such needs. MEDs in cooperation with schools are expected to present project proposals for CPD to MEST for funding, and in case this proposal is chosen by MEST for support, an agreement is signed between MEST and MED. However, there are problems in the way that this process works which make planning difficult and the provision of TET/CPD uncertain (Likaj, 2016, p.23)³³: sometimes this process is too slow and MEST usually did not have sufficient budget (ETF, 2018d, p. 54).

At the national level, MEST is responsible for leading the analysis of TPD needs, for training programme accreditation, and for monitoring and evaluation of training programs (ETF, 2018d, p. 54). However, municipalities and schools have more direct information about the needs of teachers for professional development. MEST has therefore delegated, to a large extent, responsibilities for TED/CPD need analysis to municipality and school levels³⁴.

In order to support research in the field of CPD at the Faculty of Education in 2013 the Institute for Research and CPD was established, but the work of the institute is still at an early stage.

Tools and instruments used in identifying and analysing the needs of teachers for TET/CPD

Based on the literature review it was not possible to extract the information about tools and instruments used in identifying and analysing the needs of teachers for TET / CPD.

33 Likaj, R. (2016). CPD for Vocational Teachers and Trainers in Kosovo, ETF. https://www.etf.europa.eu/sites/default/files/m/484071EDB588DA0CC1257F-CD005FB852_CPD%20Kosovo.pdf

34 Government of Republic Kosovo* and Ministry of Education, Science and Technology. (2016). Kosovo* Education Strategic plan 2017-2021. Retrieved from <https://masht.rks-gov.net/uploads/2017/02/20161006-ke-sp-2017-2021-1.pdf>

Synchronization and consolidation of results about teachers' needs for TET/CPD

A lack of communication and coordination between different bodies contributing to CPD for teachers was determined in Kosovo* (ETF, 2018d, p.42). The MEST has the main responsibility to build a functioning TET/CPD system and to enhance synchronization. A process for greater coordination should be put in place and the role of the *Teacher Training Division* and in the case of VET teachers, the *Agency for Vocational Education and Training and Adult Education (AVETAE)*, should be strengthened in this respect (ETF, 2018d, p.42).

Incorporation of results about teachers' need for the TET/CPD in the policy documents

According to the legislation, schools in Kosovo* are required to make an annual training needs analysis for CPD for their staff, which is then included in the school development plan. Although school plans should affect municipal and national planning and decision-making, this does not happen in practice, i.e. these plans do not influence the design and provision of CPD (ETF, 2018d, p. 57). This issue will be addressed through the Education Strategic Plans 2018-2022 (ETF, 2018d).

Incorporation of results about teachers' needs for TET/CPD into official catalogues

To align professional development with the needs of teachers, the MEST has invested much effort to structure TET/CPD, such as: drafting administrative instructions, accreditation of providers/institutions and their training programs, drafting the training catalogue (catalogue of accredited programs), etc.³⁵

Since 2010, public and private providers in Kosovo* have offered more than 100 in-service programs. Furthermore, the first edition of the Catalogue of Accredited Programmes was printed in 2011, and second in 2017³⁶. Additionally, MEST and development partners including USAID, GIZ, and the EU, have provided a variety of different training programmes for teachers³⁷.

In addition to the approval of the CPDs by the policy-makers and integration into legal acts, the process should rely more on needs-analysis

35 [Ibid.](#)

36 Katalog akreditovanih programa za profesionalni razvoj nastavnika i rukovodioca obrazovanja [Catalogue of accredited programs for professional development of teachers and principals], MONT, 2011. http://edukimi.webs.com/dokumente%20shkollore/katalogu_i_programeve_per_zhvillim_1.pdf

37 Government of Republic Kosovo* and Ministry of Education, Science and Technology. (2016). Kosovo* Education Strategic plan 2017-2021. Retrieved from <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

and should be better coordinated. Training selection, to a great extent, depends on the perceptions of MEST and MED officials and the priorities of donors³⁸. Additionally, the analysis of the Catalogue of Accredited Programmes shows that there are very few specific training programmes accredited based on the analysis of needs (e.g. on subject-didactics)³⁹. When making the decisions about approving TET/CPD programs and their funding, the MEST should take into consideration the needs-analysis, the planning by the schools and should also consult other relevant stakeholders (ETF, 2018d, p. 42). In this way, the TET/CPD system in Kosovo* would be significantly improved in its demand-orientation.

Summary for Kosovo*:

Indicators	
CPD as a policy priority	Yes
CPD regulations	Need tuning
Institutions responsible for CPD	- Kosovo* Education Center (KEC) - Municipal Education Directorate (MED) - Institute for Research and CPD
Competence Standards for the Teaching Profession	Yes
Licensing	Yes
Request for Licensing renewal	- a five-year period - positive performance assessment - at least 100 hours in training programs for career licenses.
Career advancement	Four ranks: Career teacher; Advanced teacher; Mentor teacher and Merit teacher.
Identification of training needs	- Teachers self-evaluation - Schools' self-evaluation
CPD team/coordinator	/
Analysis	Kosovo Education Centre (KEC)
Synchronization	Need improvement
CPD catalogue	- One catalogue - Up to now two edition (2011, 2017) - Around 100 programs
Incorporation into policy documents	/

38 Kosovo* Education and Employment Network (KEEN). (2017): Evaluation report on the implementation of the Kosovo* Education Strategic Plan in 2017, pg. 50. http://www.keen-ks.net/site/assets/files/1345/raporti_i_vleresimit_psak_alb-2.pdf

39 Government of Republic Kosovo* and Ministry of Education, Science and Technology. (2016). Kosovo* Education Strategic plan 2017-2021. Retrieved from <https://masht.rks-gov.net/uploads/2017/02/20161006-kesp-2017-2021-1.pdf>

NORTH MACEDONIA

TET/CPD in North Macedonia

According to the Law on Teachers and Professional Associates, primary and secondary school **teacher** can be a person who has completed at least four years of adequate higher education (in accordance with the teaching staff norm set in the curriculum) and has acquired at least 240 ECTS. Currently, there is no licensing of teachers in MK system⁴⁰. After finishing initial education, the teachers, after one year of induction with a mentor (during which he/she receives 90% of the teachers' salary) should pass the "state exam", after which they are allowed to teach as full teachers.

There are several Rulebooks that regulate CPD of teachers: Rulebook on basic professional competencies of teachers⁴¹, Rulebook on professional standards for the titles teacher-mentor and teacher-counsellor⁴² and Rulebook for Individual plan of professional development⁴³.

Article 2 of the Rulebook of basic professional competences of teachers stipulates that those competences encompass professional values, knowledge and understanding, skills and capabilities, in the following areas:

1. Subject knowledge and knowledge of education system
2. Teaching and learning
3. Creating simulative environment for learning
4. Social and educational inclusion
5. Communication and collaboration with family and community
6. Professional development and professional cooperation.

40 At the moment there is no teacher licensing, however there are plans to establish a teacher academy, one of the goals of which is to license teachers in accordance with the Law on the Teachers' Academy, which is currently in force.

41 Bureau for Education (2019). Pravilnik za osnovnite profesionalni kompetencii na nastavnice. [Rulebook for basic professional competencies of teachers]. Retrieved from <https://www.bro.gov.mk/wp-content/uploads/2019/01/Pravilnik-za-osnovnite-profesionalni-kompetencii-na-nastavnice.pdf>

42 Bureau for Education (2019). Pravilnik za profesionalni standardi za zvanjata nastavnik-mentor i nastavnik-sovetnik i načinot na steknuvanje (2015). [Rulebook for professional standards for titles of teacher-mentor and teacher-adviser and way of obtaining]. Retrieved from <https://www.bro.gov.mk/wp-content/uploads/2019/01/Pravilnik-profesionalni-standardi.pdf>

43 Bureau for Education (2019). Pravilnik za formata i sođrinata na ličniot plan za profesionalen razvoj na nastavnice vo osnovnite i srednite učilišta. (2015) [Rulebook for form and content of personal plan of professional development of teachers in primary and secondary schools] Retrieved from <https://www.bro.gov.mk/wp-content/uploads/2019/01/Pravilnik-za-licniot-plan-za-prof.razvoj.pdf>

According to the regulations, the basic professional competencies should be used for the teachers' self-assessment of the extent to which they have acquired the competencies and on the basis of that the training topics are decided; then, based on the Rulebook on Individual plan of professional development, the teachers should design their individual plan of CPD. In that process, they should be supported by the manual for designing individual plan, team for professional development in the school and school principal, but there is insufficient evidence if this process is thoroughly and effectively followed in each school.

In the Rulebook for professional standards for teachers who advance through career, standards are defined through above-mentioned 6 areas, as description of the behaviour, knowledge and skills required for each title (teacher-mentor, and teacher-counsellor).

Institutions that take care of the education policy and processes, quality assurance of education and CPD of teachers and professional associates in the national level are:

- Ministry of Education and Science, the Department of Primary and Secondary Education (4 units) and the Department of Higher Education (3 units) are responsible for the corresponding levels of education.
- The Bureau for Development of Education (BDE) - a state administration body subordinated to the MoES, assigned with performing expert tasks of significance to the development and promotion of upbringing and education in the country. Among the 7(seven) departments, the BDE has a Sector for professional development of educational staff and professional advisory work.
- The State Education Inspectorate (SEI) is a legal entity under the MoES jurisdiction. Inspectors and advisors of SEI are persons responsible for supervision of the implementation of the education-related legislation as well as quality control of the education and upbringing process at all educational levels and lifelong learning (LLL) universities. Quality control is carried out by means of integral evaluation of the primary and secondary educational institutions and of LLL universities. This is being done for 7 areas (curricula and programmes, pupils' achievements, learning and teaching, support to students, school climate, resources, improvement and management) in accordance with the internal instrument – Indicators for evaluation of the quality of the education process at education institutions.
- The Centre for Vocational Education and Training (CSOO) is a public institution responsible for, among other things, vocational and counselling work with teachers of vocational subjects in vocational education and training. The professional development of teachers,

professional associates and school principals is one of the most important activities, rights and obligations of all educational staff. It is based on the Law on Secondary Education, the Law on Vocational Education and Training, the Law on Teachers and Vocational Associates in Primary and Secondary Schools.

The training programs were so far funded and organized by BDE. It is in their scope to publish a public announcement/tender for applications of the training providers every year, and the accreditation of the providers is issued for the period of three years. However, programs for CPD organized by the BDE and the VET Centre most often relate to public policies. They are public and transparent, and correspond to state initiatives primarily pertaining to the introduction of new curricula, teacher competences necessary for implementation of innovations in teaching (external assessment, application of software for records and open communication with the public, ICT etc).⁴⁴

In practice, accredited trainings are not compiled into a catalogue, and are available from the training providers directly. Currently there is no (fresh) catalogue of CPD programs (the first and only one was published in 2006 within a donor's project⁴⁵), however a new could be issued by the BDE in 2020, depending on the number of accredited trainings and funds allocated to the BDE for catalogue and trainings. (In the previous catalogue, a total of 160 training programs on several different topics was offered, by 50 training providers that were accredited by BDE. The schools received certain funds from the same project (see footnote) which they allocated to CPD that they chose themselves). Public and private institutions, citizens associations and trade companies, which meet the established conditions may apply for the tender. The quality of programs is evaluated by BDE.

Identification of teachers' needs for TET/CPD in Macedonia

Monitoring and evaluating the work of teachers is done at general education schools by the **principal, the professional associates and externally by the BDE**. In the case of vocational secondary schools, based on the Law on Secondary Education, the monitoring of the work of vocational teachers in schools is performed by the principal, professional associates in the school, and the counsellors from the Bureau for Development of Education and the **Centre for Vocational Education**

44 ETF (2016). CPD of VET teachers and trainers in FYRoM

45 In 2006, the BDE accredited providers to conduct teacher training for schools involved in the World Bank-funded Education Modernization project, funded by the Kingdom of the Netherlands and the Government of the Republic of Macedonia. After that, only recently BDE renewed the process of accreditation.

and Training. Based on the monitoring and evaluation, the teacher receives a report with feedback and directions for further work, which is kept in the teacher's professional file⁴⁶. Teacher monitoring and evaluation reports, according to the collected data, are used to improve school performance and for career advancement.

The professional development team and the school principal should take care of the professional development of teachers, but there is not enough evidence if this process is running smoothly in every school.

Each teacher should submit his/her **individual development plan** to the school professional development team and based on the needs of all teachers, a **professional development plan is made at the school** level. Then, BDE should collect the professional development plans and according to them, make their Annual plan of CPD and allocate a budget for the trainings.

The accredited trainings offered to teachers are, according to the interviews, in accordance with the needs of most teachers, but do not meet the needs of all teachers, because the funds allocated for that purpose are not sufficient to accredit different and larger number of trainings. Which topics will be accredited depends on the budget for professional development allocated to the BDE.

That was the case so far, but currently there are ongoing changes in the law and apart from funds for professional development that are provided in the Budget of the Bureau, funds will be also provided in the units of local self-government and through educational projects approved by the Ministry. The teachers do not pay their CPD themselves.

When there are priority programs set by the government, then the teachers who need to follow the specific training are chosen by the BDE. The Bureau may also designate a program for all classroom teachers, for example. Also, the school can organize the teachers to follow the trainings that the teachers need, according to the plan for professional development of the school. In recent years, priority programs aimed at a specific group of teachers have often been accredited (for example, for teachers from 3rd, 4th and 5th grade).

Tools and instruments used in identifying and analyzing the needs of teachers for CPDs

At the **individual level**, teachers in N. Macedonia should develop their *Individual professional development plan*, based on the competencies

46 According to the Rulebook on the form and co-ordination of the professional file, which was published in the Official Gazette on May 1, 2020, the professional file of the teacher is kept in the school documentation, and if necessary, the responsible persons in the school and outside the school are inspected.

of teachers and Rulebook on development of Individual professional plan. Through an earlier project aimed at CPD for teachers, manuals with clear instructions were developed how to make personal development plan. The manual offers different techniques for self-evaluation, based on reflective practice.

School level: The school *professional development team*, as well as the principal, should help the teacher to develop his/her individual plan, which is the basis for school professional development plan. A professional development file is kept for the professional development of each teacher. The teacher, who for objective reasons cannot realize some of the planned activities in the personal plan for professional development is supposed to make a change in the individual plan for professional development in consultation with the school principal. If the teacher has not realized the personal plan for professional development, and there are no objective reasons for that, next year the principal shall determine his or her supported professional development. Supported professional development means to appoint a teacher of a higher rank or another teacher from the school in order to help the teacher who didn't realized his/her plan of PD. It is not clear, however, how effectively individual and school development plans are used for the provision and implementation of trainings of the teachers at national level.⁴⁷

National level: Every five years, a long-term plan is made considering training needs of teaching staff based on analysis of school development plans. Also, every year in January the Minister adopts an *Annual program for professional development of teachers*, at the proposal of the BDE, CSOO and the State Education Inspectorate. It consists of topics determined in accordance with the areas of basic professional competencies and analysis and knowledge of teachers' needs. How many programs will be accredited depends on the budget for professional development provided in the BDE.

Matching, synchronization and consolidation of results about teachers' needs for TET/CPD

In primary and secondary schools, the school board adopts a School Development Program every four years, which takes into account the results of the self-evaluation conducted by the school commission for self-evaluation. Every area of quality is evaluated, among them competences of teachers.

⁴⁷ Previous surveys on CPD in N. Macedonia (ETF, 2016) established that there is insufficient school-based training and where it does exist is it likely to be haphazard rather than an on-going component of school activities that are planned and executed in correlation with the known professional development needs of teachers. School-based provision is limited by capacity and funding. Collaborative work between teachers at school level is in need of support and development.

The professional institutions responsible for the professional development of teachers, the Bureau, the CSOO and the Inspectorate each year prepare an Annual Program for professional development of teachers from primary and secondary schools that covers areas / topics that are designed based on the competencies of teachers and the analyses made. The legal basis exactly states how many hours of training each teacher should have within 3 years and the total number of teachers in primary and secondary education. It can be predicted approximately how much money is needed for the current year per teacher, but not every year this money is provided. Unfortunately, which topics will be accredited often depends on the budget for professional development provided in the BDE and not on the real needs.

Mechanisms/processes that ensure good match between the type of training offered to teachers and their needs are not quite in place. A system that would analyse the needs of a teacher on the one side and offers of training / professional training on the other side has not yet been established. Most likely, annual plans of CPD are made more in relation to the topics that are prescribed and decided as priority by the national strategies and bodies, than to the actual needs of the teachers. However, there is information that, depending on the expressed needs in secondary vocational schools, the Centre for Vocational Education and Training offers instructive, consultative, mentoring, counselling and professional assistance to teachers, and at the request of the schools the Centre prepares programs for professional development of teachers.

According to our interviewees, the The BDE has an LMS (learning management system) database in which it keeps the information about all the teachers (as the database is linked to the electronic diary). When it comes to the professional development, LMS is used to analyze the needs of teachers through a survey. At the time being, the LMS does not contain information about which trainings the teacher has attended, their satisfaction, and applicability of the acquired knowledge, skills, abilities, or attitudes, but it is planned to be upgraded. In addition, the Ministry of Education has started working on a data base that will be used for the career development of teachers and educational associates

Also, there are some mechanisms that ensure application of knowledge and skills learned on trainings in the classrooms (such as counselling expert visits by the BDE counsellors to the teachers after the training, so that they can see how the knowledge acquired is used), however they are still underdeveloped as there are still no standardized instruments to check how much teachers of the newly acquired knowledge apply skills and attitudes, i.e. competencies in practice with students and contribute to better quality in the educational process.

Incorporation of results about teachers' need for TET/CPD in the policy documents

N. Macedonia has relatively new Education strategy (2018–2025). Among General/common priorities in the Strategy, there are Continuing Professional Development and Effective Use of Educational Technologies.

Later in the text, the Strategy proposes a number of policy measures which are common for several sub-sectors of education, among them, teachers' and other staff professional development and career advancement, licensing of educational institutions managers, etc. They are, nevertheless, presented separately under corresponding pillars but their implementation should be strongly coordinated in order to follow an integrated approach and ensure cost efficiency. "In future (at the next stage of education reforms implementation) this type of policy measures may be consolidated under a unified systemic umbrella and in some cases even institutionalized" (p. 24-25).

The Strategy further proposes that established formula for financing primary education should be revised in order to include a development component to finance professional development of teachers, and would allow for introduction of innovative methods of work with pupils, implementation of action research, implementation of development projects for the purposes of improving the teaching process strengthening cooperation with parents and similar activities. This would in some extent alleviate the burden from BDE to finance all TET/CPD.

As one of the issues, the Strategy points out that teachers' knowledge on the modern technologies related to the taught subjects has serious deficiencies, which is complicated by low motivation of teachers, weak system of professional development and career advancement; particularly due to this, the traditional approach of guiding the education process is prevailing (p.44).

The Law on the Bureau for Development of Education stipulates, and the Rulebook on selection and accreditation of training programmes and service providers (internal BDE document) envisage preparation of the analysis on the basis of which the needs for professional development of education staff are determined. The analysis is also provided in the Strategic Plan for Operation of the BDE. However, at the time being, the evidence of needs analysis being made on accreditation of training programs is missing. It seems that top-down decision-making approach, both in the classroom and school and system management, is still more dominant.

Incorporation of results about teachers' needs for TET/CPD into official catalogues

Policy implies that CPD should address the training needs of teachers, however, in the past lack of funding has restricted the range of pro-

grammes and the volume of places for CPD. There is little evidence that the needs of teachers shaped the design of the catalogue or the tender for training programs design. Rather, the process of preparation of the new catalogue which will be offered to the schools in 2020 shows signs of supply-driven approach.

Summary N. Macedonia:

Indicators	
CPD as a policy priority	Yes
CPD regulations	Needs tuning; CPD by Law on Teachers and Professional Associates and Rulebooks
Institutions responsible for CPD	-Ministry of Education and Science, (Department of Primary and Secondary Education); -Bureau for Development of Education (BDE - Center for Vocational Education and Training (CSOO) - State Education Inspectorate (SEI -
Competence Standards for the Teaching Profession	-Yes -Used for assessment of teachers needs for CDP
Licensing	State exam
Request for Licensing renewal	No
Career advancement	Two ranks: teacher-mentor and teacher-counsellor
Identification of training needs	-Teachers prepare individual development plan - Principal and professional associates evaluate the teachers - Externally BDE/CSOO - School professional development plan -BDE integrates
CPD team and coordinator	- CPD team at school level (coordinator, principal and professional associate)
Synchronization	Need improvement
CPD catalogue	-Only once so far; not currently in use; in practice – no catalogue -Renewal planned for this year
Incorporation into policy documents	-School annual plan - Annual plan of BDE - New Strategy

MOLDOVA

TET/CPD in Moldova

Policy level TET/CPD issues in Moldova are covered by the “Education 2020” strategy (2014-2020), as the main policy document in the area of education. It sets the medium-term tasks and objectives for education development and defines the priority development, directions and orientations of the education system in the Republic of Moldova.

The Strategy 2014 - 2020 pointed out a number of problems in ensuring quality of education and quality of TET/CPD. For example, “(...) lack of interest in teaching profession decreased the quality of enrollees for teaching specialties. In secondary and post-secondary vocational education, teachers of specialized subjects often do not have the necessary qualifications. There is no mechanism for recruitment and incentivization of teachers, as well as a continuous and consistent assessment of their professional performance, and the system of certification, development and measurement of teachers’ and scientific performance is not efficient”⁴⁸.

Moldova started a new cycle of policy documents (new Strategy); its development is still ongoing. It seems that some issues still remain and that the new strategy should further deal with them. For example, the legal requirements for the teachers are: for preschool teachers, level 4 and 5 ISCED; for Gymnasium – level 6 ISCED; for Lyceum – level 7 ISCED. However, given that there is a shortage of teachers in the system, these requirements are not fully met in practice.

Both the concurrent and successive models for teacher training exist. Concurrent programs, which teach subject knowledge and pedagogic skills together are one pathway to enter the teaching profession. To qualify as a teacher, a candidate must undergo a course of study that includes: 270 hours pedagogy, 270 hours psychology, 300 hours teaching methods, 60 hours professional ethics and 900 hours of practical professional experience. The Education Code (article 132) also allows for an alternative program as well: anyone with a bachelor’s degree can take a psycho-pedagogical course and become a teacher.⁴⁹

Article 54 of the Education Law stipulates that “Vocational training/

48 Education development strategy 2014 – 2016. Retrieved from: <https://www.globalpartnership.org/content/education-sector-plan-moldova>, page 54

49 SABER country report 2014: Teachers. Retrieved from http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/CountryReports/TCH/SABER_Teachers_Moldova_CR_Final_2014.pdf

continuous development of teachers is compulsory and is carried out at least once every 5 years, aiming at permanent connection of the qualification level with the methodological, curricular and technological conceptual renovation of education, depending on system requirements, as well as individual options. Continuous vocational training of teaching and management staff is usually carried out at higher education institutions or other competent institutions. According to the Regulations for teachers' Continuing Education and the Regulations for teachers' attestation, every single teacher or principal must follow a 20-ECTS (150 hours) program every three years. Every educational institution/school has its own plan of Continuing Professional Development for Teachers elaborated by the management board of the educational unit and approved by the director of the institution.

Still, there is a need to define in more precise terms the conception of CPD as an integral and mandatory part of teachers' development through competence building and also the form, scope and teachers' duties regarding CPD, etc. There are standards of competences for teachers in general education (including digital competences), but they are not used for planning of CPD. To be really effective, TET/CPD should be defined as acquisition of new and further development of existing competences.

In order to encourage the teachers to improve their skills, three teaching ranks have been instituted in the Republic of Moldova. The Code of Education, in Article 56 stipulates those three degrees as "second", "first" and "senior" and it is further defined in the Regulation for attestation. The holders of the higher ranks earn salary supplements. The teaching ranks are to be awarded based on performance, on the results of continuous training of the candidate and on the outcomes of his/her methodological and teaching activities⁵⁰

Main institutions for regulation of education and TET/CPD are: The Ministry of Education, Culture and Research (with a Lifelong Learning Department) and The National Agency for Quality Assurance in Education and Research (ANACIP).

Main training providers in Moldova are: 1. Continuing Professional Development Centers of the Universities 2. Institute of Educational Sciences 3. Centres of Excellence 4. The Chamber of Commerce and Industry of the Republic of Moldova 5. The Labour Institute.⁵¹

50 Law on Education of Republic of Moldova. Retrieved from https://www.legis.md/cautare/getResults?doc_id=112538&lang=ro

51 ETF. (2018). Continuing Professional Development for Vocational Teachers and Principals in Moldova 2018. Retrieved from: https://openspace.etf.europa.eu/sites/default/files/202001/Moldova%20CPD%20survey%202018_rev.pdf

The CPD system in the Republic of Moldova consists of 17 centres which are structured of higher education institutions (universities, state and private institutes), which provide initial training and, through their Continuing Education Centres, ensure the development and improvement of the professional competences of the national economy specialists and of the teachers from general and vocational education. VET Teacher Training (technical, arts, sports, medicine, economics, and agriculture) takes place within Continuing Education Centres from higher education institutions. Each provider of continuing education comes with a set of programs that are coordinated and approved by the Ministry of Education, Culture and Research (MECR). In accordance with actual legislation, teachers have the right to choose among continuing education centres and programs to follow.

For those training programs which are provided from the public budget there is a methodology requirement; the quality of trainings is evaluated externally by National Agency for Quality Assurance in Education and Research and at some point, the Life Long Learning department from the MoECR.

Identification of teachers' needs for TET/CPD in Moldova

The evaluation methodology⁵² is currently being piloted in general education and is based on a Regulation for attestation of teachers (which is optional), approved by the MoECR. There is a mandatory training of 20 credits (1 credit = 30 hours: 8 hours face to face, 22 hours individual tasks) which amounts to the total of 600 hours of trainings (150 face to face, the rest is individual). Three weeks of training during the course of three years is mandatory for the attestation for advancement. The requests are different depending on the category that teachers want to approach. Currently, the Ministry of Education, Culture and Research is trying to improve the mechanism, and starting from the next year, the new and distinct approach will be in place. Attestations quite motivate teachers to go to trainings and the materials are adapted to their needs. The standards are not used in assessment of teachers' training needs.

All educational institutions have a five-year Development Plan. One of the components of this plan is the Continuing Professional Development for Teachers. For different reasons, this plan is not always

52 Methodology on elaboration of training programs for teachers trainings Order of Ministry nr. 92/2019. Retrieved from http://particip.gov.md/public/documente/137/ro_7014_Metodologie-Evaluare-Cadre-Didactice.pdf

respected by schools. Most often the changes are made instantly, because of the high fluctuation of the teachers and the decreasing number of students. For these reasons, the training providers also face some difficulties: sometimes they can't organize groups because there are not enough or too few participants in a group; or there are situations when they have to reschedule groups for another time. Another challenge is the "rare professions" in VET, which are provided only by 1-2 institutions. In this situation, the Individual Continuing Professional Development Plan is suggested.

As the Department of Continuing Professional Development for Teachers within the Technical University of Moldova is concerned, the analysis of the needs for teachers' professional development is performed based on the demand (needs) of VET institutions (vocational schools, colleges and centres of excellence), as well as the personal needs of the teachers.

There are several international surveys that were aiming at identification of needs for TET/CPD (for example, ETF's survey Continuing Professional Development for Vocational Teachers and Principals in Moldova 2018⁵³), but it is unclear how the results are used for planning and development of CPD mechanisms and programs.

Tools and instruments used in identifying and analysing the needs of teachers for CPDs

The quality of teaching is evaluated by school principals, but the methodology by which this is done is quite new and only recently piloted. The principals are responsible for professional development in their school. They are in direct contact with the training providers. For some general subjects or reforms, MoECR also organizes special trainings.

Currently, information from principals' evaluations of teachers is not used for establishing priorities for CPD on national level. In addition to that, there are no mechanisms for quality evaluation of education in place on national level.

The school principal, along with the teacher, selects the training provider and the module to attend. The only existing mechanism of the needs-matching is the pre-training assessment which is conducted by the providers. On the first day of the training, the training providers ask the trainees to answer several questions from a survey. Based on the re-

53 ETF. (2018e). Continuing Professional Development for Vocational Teachers and Principals in Moldova 2018. Retrieved from https://openspace.etf.europa.eu/sites/default/files/202001/Moldova%20CPD%20survey%202018_rev.pdf

sults of the survey, the providers adapt training curriculum to the needs revealed by the survey. At the end of the training or afterwards, the final course evaluation quiz also provides some information about the remaining needs. According to the analysis of the results, short courses for the future year and modules can be organized. The teachers can choose the program that is in accordance to their needs. This approach should help the trainers to identify the needs of each participant.

At the end of each calendar year, the training providers send the Yearly Plan (offer) to the educational institutions (schools). This information can also be found on the site of the Ministry of Education, Culture and Research. The training providers (mostly universities) can provide two types of 10-12 ECTS programs developed and realized by the relevant departments:

- Professional Development for psychological-pedagogical skills improvement,
- Professional Development for VET areas

Training providers are in direct communication with the principals and in that way take into account the educational institution's needs. Usually, at the end of each calendar year, departments for CPD at universities require from all educational institutions to send an official paper/plan that will list the number of teachers to be involved in training, their field of expertise, the dates they're available, specifying the needs of the institution if they are not included in the offer of the training institution.

Matching, synchronization and consolidation of results about teachers' needs for TET/CPD

It remains to be seen if the matching, synchronization and consolidation of the needs assessment for TET/CPD performed by education providers is efficient enough. The impact that trainings have on the improvement of teaching process, on the pupils results, on the institutional development is still not analysed and the link between principals and national officials seems to be quite weak. For example, Teacher Training Institutes for VET and General education have dialogue directly with principals and teachers, but that dialogue is not coordinated (or at least it seems not sufficiently) with the Ministry. Thus the Ministry seems to have only a vague impression of the real needs of teachers for CPD.

The TET/CPD programs which are offered by the Ministry are general and offered as national programs, directed towards Ministry's priorities.

For example, this year two programs out of three from the offer of Technical University of Moldova (TUM) (namely: Mentoring for the integration and professional development of teachers and Professional training of evaluators-to-be) have been chosen to be budgeted by the Ministry, considering them as priorities for the needs of the education system.

Incorporation of results about teachers' need for TET/CPD in the policy documents

According to the interviews, the still-remaining issue in the new strategy, to be developed in 2020, is how to identify the needs.

All educational institutions have a five-year Development Plans, with the component Continuing Professional Development for Teachers, but they are often not respected by the schools (educational institutions).

Incorporation of results about teachers' needs for TET/CPD into official catalogues

There is no official catalogue of training programs at national level in Moldova. Training providers have their lists of programs that are offered to the teachers once a year.

The elaboration of new programs, according to the training providers, is based on the analysis of new technologies and scientific innovations, the needs of both teachers and the education system. For example, this year, 3 new programs have been developed in Technical University of Moldova (TUM) as one of the training providers and two of them are funded by the Ministry since they were recognized as important for the development of education system.

Summary for Moldova:

Indicators	
CPD as a policy priority	Yes
CPD regulations	Need tuning
Institutions responsible for CPD	-Ministry of Education, Culture and Research (with a Lifelong Learning Department) -National Agency for Quality Assurance in Education and Research (ANACIP).
Competence Standards for the Teaching Profession	-“Regulation for attestation”; optional, not used for needs assessment for CPD
Licensing	No
Request for Licensing renewal	N/A
Career advancement	Three ranks: second, first and senior teacher
Identification of training needs	-School principal evaluate the teachers and they decide which training to apply -Training providers give questionnaires before, and quizzes after the training
CPD team and coordinator	No
Analysis	Training providers
Synchronization	To be established
CPD catalogue	-No -Instead, annual offer from each training provider
Incorporation into policy documents	-School development plan -Not known how CPD will be integrated into the new Strategy (from 2020).

MONTENEGRO

TET/CPD on Montenegro

According to the General Law in Education (Official Gazette, no. 64/2002, article 112)⁵⁴ teachers in Montenegro have an obligation to undergo professional development in different fields through TET/CPD programs and other TET/CPD activities (like use of professional literature and other sources; realization of experimental and distinguished classes, participation in work of focus groups, round tables, panel discussions, poster presentations, debates, etc.; conducting action research; participation in the work of professional networks; participation in the national and international conferences and conferences Secondary regulation (Official Gazette, no. 063/16 article 2)⁵⁵).

In 2009, the system of TET/CPD was introduced in all educational institutions in Montenegro and it is specifically focused on the implementation of TET/CPD activities at the level of the particular educational institution (EURYDICE, 2019). Professional development at the school level includes activities such as mentoring, reflective practice, self-improvement, self-observation and self-evaluation, individual and group reflections on one's own experiences, etc. This model was refined in 2013 by introducing developmental stages in teachers' careers, on the basis of which the teachers were able to identify the professional career phase they are currently in, and to decide on further advancement and ways of advancement (Bureau for Education Services, 2017).

In Montenegro teachers are offered the opportunity to advance to one of the following four ranks: teacher mentor, teacher adviser, teacher senior adviser and teacher researcher (EURYDICE, 2019). According to the *Rulebook on detailed conditions, manner and procedure of issuing and renewing of work license of teachers, directors and deputy directors in education institution* (Official Gazette, no.

54 Ministry of Education. (2002). General Law on Education. Montenegro. <http://www.mps.gov.me/ResourceManager/Download.aspx?rid=200926&rType=2&file=Op%C5%Alt%20zakon%20o%20vaspitanju%20i%20obrazovanju.docx>

55 Official Gazette, no. 063/16 (2016). Rulebook on the Organization of Professional Development of Teachers And the methods of Selection of Authors of the Professional Training Programmes Retrieved from: <http://www.zavodzaskolstvo.gov.me/ResourceManager/Download.aspx?rid=257561&rType=2&file=Pravilnik%20o%20organizaciji%20strucnog%20usavsavanja%20nastavnika.pdf>

23/2014)⁵⁶ the teacher is issued a license after passing the professional exam for work in educational institutions. In order to retain the license each five years, 16 hours of in-service training in priority areas (which are prescribed by the Ministry of Education based on the proposal from the Bureau for Education Services (BES) and the Centre for Vocational Education (CVE)) and 8 hours in other in-service teacher training programs need to be completed in the period of 5 years. Teachers who did not have a pedagogical-psychological group of subjects during their initial studies are required additional professional training of 16 hours in these areas in order to renew their license.

Licensing and CPD of teachers in pre-school education, primary education, general secondary education, as well as teachers who teach general education subjects in vocational education is the responsibility of the Bureau for Education Services, while the Centre for Vocational Education is in charge of licensing and CPD of teachers of vocational subjects from secondary vocational education (Official Gazette, No. 64/2002).

Teachers' needs for TET/CPD identification and analysis in Montenegro

Teachers' professional development system in Montenegro envisages that teachers' needs for TET/CPD are identified on the basis of the national education policy, school self-evaluation, external evaluation, self-evaluation of professional development at the school level (conducted biannually by the school commission for the TET/CPD self-evaluation), teacher performance evaluation system (conducted by the principal as a part of teachers career advancement) and educational research practices (Bureau of Education Services, 2017, p.2)⁵⁷. It remains to be seen how these tools for the need assessment are functional in practice.

The individual needs and priorities for TET / CPD are identified by the teacher on the basis of self-evaluation of their own work using the

56 Ministry of Education. (2014). Rulebook on detailed conditions, manner and procedure of issuing and renewing of work license of teachers, directors and deputy directors in education institution. Montenegro. Official Gazette, no. 23, from May 30, 2014. Retrieved from: <http://www.cso.gov.me/ResourceManager/FileDownload.aspx?rid=170803&rType=2&file=Pravilnik%20o%20%20izdavanju%20i%20obnavljanju%20dozvole%20za%20rad%20nastavniku,%20direktoru%20i%20pomo%20niku%20direktora.pdf>

57 Bureau for Education Services. (2017). Profesionalni razvoj na nivou škole/vrtića: Priručnik za nastavnike u školama, predškolskim ustanovama i domovima učenika [Professional Development at School /Preschool Level: A Handbook for Teachers in Schools, Preschools and Students' boarding homes, Montenegro. Retrieved from https://www.britishcouncil.me/sites/default/files/bc_-_profesionalni_razvoj_final.pdf

Questionnaire for teachers' self-evaluation (Bureau for Education Services, 2017), external evaluation results, result of teacher performance evaluation conducted by the principal and student surveys. After the needs are identified, the teacher creates an individual professional development plan (IPDP) through which they set goals, identify activities through which the set goals will be obtained and the identified needs will be met. An individual professional development plan should be based on an analysis of the needs of the students/children the teacher works with, an analysis of their own professional needs and the needs of the educational institution as an organization in which the teacher works. IPDP is written for a period of one year and is usually produced during the month of October. Developing this plan involves, among other things, identifying those segments of work in which the teacher is doing well, as well as those roles and aspects of work that he/she would like to improve. The teacher discusses his/her professional development plan with the professional development coordinator (PDC) or one of the members of the professional development team (set up at every school, in accordance with the Law).

At school level, the identification and assessment of needs for TET / CPD is based on the results of the institution's self-evaluation⁵⁸ and the external evaluations performed by the Bureau for Education Services and VET Centre for VET schools⁵⁹. Based on the needs assessment, the PDC, in collaboration with the TET/CPD team, prepares a school professional development plan (SPDP) for a period of two years. SPDP is a part of both the school's annual and development plan and is solely related to the professional development of teachers. It is important that the SPDP monitors and reflects the needs and priorities of the institution as a whole, students and teachers. The assessment of the institutions' TET/CPD needs, as well as the needs of every individual who is a part of, is taken as the starting point for planning the TET/CPD activities at school level.

In Montenegro, TET/CPD needs analysis at the state level is the result of the ministry's prioritization, external evaluation and self-evaluation of schools. In some cases, teachers' needs for TET/CPD are identified by national and/or international research. For examples, in the framework of the EPALE project, in 2018 a conducted research was conducted in order to identify the TET/CPD needs of teachers in vo-

58 Bureau for Education Services.(2012). *School Self-Evaluation Guide "What is our school look like?"*. Montenegro. Retrieved from <http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=110488&rType=2>

59 Bureau for Education Services.(2010). *OUR SCHOOL - Methodology for external evaluation of educational work*. Montenegro. Retrieved from <http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=83034&rType=2>

ational school to create a TET/CPD catalogue that will meet the real needs of teachers in the coming period⁶⁰. Based on the results of this research, the Centre for Vocational Education provides training. In 2015 and 2018, Montenegro participated in ETF International Survey of Vocational Teachers and Trainers which, among other, examined the extent, relevance and impact of professional development, and also reviewed the state of policy development and provision with respect to CPD for VET teachers (ETF, 2018d)⁶¹.

Tools and instruments used in identifying and analysing the needs of teachers for CPDs

The instrument used by teachers to identify and analyse their needs for TET / CPDs has been prescribed by the Bureau for Education Services (2017).

Questionnaire for teachers' self-assessment. The teacher should evaluate the extent to which he or she has achieved the individual elements of each of the eight teacher competence standards: S1 - Students and the teaching/learning process; S2 - Effective and safe learning environment; S3 - Knowledge on profession and subject matter; S4 - Knowledge on subject methods; S5 - Planning and preparation of teaching; S6 - Assessment and grading; S7 - Professional development; S8 - Leadership and cooperation.

There are four levels of standard achievement - recognition (informed about the standard but not applied), understanding (understanding the importance of the standard but not applying it), implementation (applied but not continuously) and integration (standards are part of the daily practice of teachers). The teacher assesses him/herself at the four levels already mentioned in relation to the descriptors of a particular standard, following the above description for each level. It remains to be seen how operational this self-assessment is in identifying exact needs for different CPDs.

Professional portfolio. Contains information on initial teacher education, knowledge of foreign languages (linguistic competence), years of non-teaching experience, age-group of students they teach, as well and the evaluation (how the teacher evaluates him/herself in terms of the achievement of 8 standards or components of teacher competences and the levels at which those competences are achieved (1) knowledge, 2) understanding, 3) application and 4) integration). The portfolio also

60 See at: <https://epale.ec.europa.eu/en/node/90827>

61 ETF. (2018d). Continuing Professional Development for Vocational Teachers and Principals in Montenegro 2018. Retrieved from: https://openspace.etf.europa.eu/sites/default/files/2020-01/Montenegro%20CPD%20survey%202018_rev.pdf

includes a personal professional development plan that the teacher makes based on self-evaluation, feedback from colleagues, professional associates, principals, supervisors and personal aspirations. This is the development part of the portfolio. There is a special template for creating a personal plan for professional development. A personal professional development plan contains short-term (1-3 months), medium-term (6-12 months) and long-term goals (1-2 years). Each objective specifies what kind of improvement is desired in the teacher's work and why and how it will be measured (based on what evidence). Furthermore, the following information is included in the professional portfolio: (1) professional development activities, i.e. types of professional development programs attended (conferences, seminars, webinars, workshops, seminars, online courses, etc.); (2) resources used to inform innovation in the profession (global and national) and work to adapt to the needs of students in the 21st century (professional literature - books, magazines, proceedings; websites); (3) professional networking (membership in professional association, professional forums, personal blogs, published articles/books, presentations made, participation in projects, etc.); (4) reflective practice (5) leadership and career advancement (participation in working groups, published scientific papers or research, implemented professional development programs, mentoring trainee teachers, conference presentations, participation in strategic projects).

Synchronization and consolidation of the results about teachers' needs for TET/CPD

Up to date, in Montenegro there is no process or mechanism which synchronizes and consolidates the results of the identification and analysis of teachers' needs for TET/CPD among different levels.

Priorities regarding the TET/CPD are set by two national institutions - the Bureau for Education Services (BES) and the Centre for Vocational Education (CVE) based on reports about self-evaluation of professional development received from school. Both institutions accredit the TET/CPD programs based on priorities and other predetermined criteria (e.g. TET/CPD program contribution to the enhancement of teachers' competence; program applicability in practice, etc.). Only accredited programme is recognized for teacher licensing. The problem is that BES and CVE have separate catalogues, which sometimes leads to one institution not recognizing teachers' TET/CPD from the other institution. In this respect their work should be more synchronised. Additionally, CVE could provide a small number and little variety of training for specific fields of work (e.g. for some VET profile with a few teachers).

Incorporation of results about teachers' need for TET/CPD policy documents

At the school level, every other year in full and every year in certain areas (for quantitative indicators) there is a self-evaluation of quality. Based on the internal (self-evaluation) and external evaluations, areas of poor performance are identified. To help teachers improve the identified areas trainings are planned by school. This is all included in the School's Annual Work Program and the School Development Plan (for 4 years), which are both supplemented by annexes if necessary. For example, when it was determined that there was a problem with communication at all levels in the school, a seminar on communication for teachers in particular school was organized (interview with CPD coordinator). Licensing requirements are taken into account as well when incorporating the results about teachers' needs for TET / CPD in the policy documents. For example, teachers in 2019 were granted a 5-year-long license, and to renew it they need 16 hours of TET / CPD in priority areas prescribed by the Ministry of Education (based on the proposal from BES and CVE) and 8 hours in other areas. In addition, a teacher, principal and assistant principal who did not take exams in the pedagogical-psychological group of subjects during their studies, in order to extend their license they need to be professionally trained for 16 hours in those areas (this is for VET teachers).

At the state level, priority areas in the field of CPD are determined based on the results of the external evaluation conducted by the Bureau for Education Services. The defined priority areas serve as guidelines for CPD programs providers (Universities, NGOs, teachers, etc.) to meet the identified needs of teachers.

Incorporation of results about teachers' needs for TET/CPD into official catalogues

TET/CPD programs in Montenegro are selected through a public call which is announced biannually. BES and CVE suggest the TET/CPD priority areas based on reports about self-evaluation of professional development received from school. The evaluation and expert assessment of a TET/CPD programme is carried out by a committee established by the Bureau for Education Services and the Centre for Vocational Education. TET/CPD Programmes that meet the required standards are accredited by The National Council for Education and afterwards published in the catalogues. The Catalogue of teachers'

professional development programmes of the Bureau⁶² for the school years 2019/2020 and 2020/2021 offers 367 programmes, whereas the Catalogue of the Centre⁶³ offers 127 programmes. Based on the identification and analysis of needs, the activity plan for realization of trainings is developed, in relation to existing programs that are already in the Catalogue. Both BES and CVE request the evaluation of CPD programs by teachers. For this purpose questionnaires are used in which teachers are asked to evaluate the quality of program content, the quality of program management, as well as the conditions in which the program was implemented.

Based on the identification and analysis of needs, the CVE crafts a plan of training activities taking into account the existing programs in the catalogue. Additionally, CVE is in charge for monitoring implementation of programs and quality control. The CVE includes in their budgeted the financial means that mainly cover trainings' fees. In addition, a large number of trainings as funded through international projects.

62 Bureau for Education Services. (2019). Katalog programa obuka za 2019/2020. i 2020/2021. za predškolsko vaspitanaje obrazovanje, osnovno obrazovanje i vaspitanje i opšte srednje obrazovanje [Catalog of training programs for 2019/2020. and 2020/2021. for pre-school education, primary and secondary education and general secondary education]. Montenegro. Retrieved from: <http://www.zzs.gov.me/naslov-na/profesionalnirazvoj/programi/>

63 Centre for Vocational Education. (2020). Katalog programa obuka za školsku 2019/2020. i 2020/2021. godinu [Catalogue of teacher training programs for 2019-2020 and 2020-2021 school years]. Montenegro. Retrieved from <http://www.cso.gov.me/vijesti/214864/KATALOG-PROGRAMA-STRUcNOG-USAVRsAVANJA-NASTAVNIKA-za-skolsku-2019-2020-i-2020-2021-godinu.html>

Summary for Montenegro:

Indicators	
CPD as a policy priority	Yes
CPD regulations	In place
Institutions responsible for CPD	- Bureau for Education Services (BES) - Centre for Vocational Education (CVE)
Competence Standards for the Teaching Profession	- Yes - Used for assessment of teachers' need for CPD
Licensing	Yes
Request for Licensing renewal	- a five-year period - 24 hours (16 hour in CPD priority areas and 8 hours in other areas) - additional request for teachers who did not have a pedagogical-psychological group of subjects during their initial studies (16 hours in these areas)
Career advancement	Four ranks: teacher mentor, teacher adviser, teacher senior adviser and teacher researcher
Identification of training needs	- Teachers' self-evaluation - Schools' self-evaluation - External evaluation (teachers and schools) - Principal evaluation - National research - International research
CPD team and/or coordinator at school level	CPD coordinator at school level
Analysis	- Bureau for Education Services (BES) - Centre for Vocational Education (CVE)
Synchronization	Need improvement
CPD catalogue	- Two catalogues – one for general education and general subject teachers and one VET teachers - available on-line as word document - 367 programs for general education - 127 for VET
Incorporation into policy documents	- School annual plan - School development plan

SERBIA

TET/CPD in Serbia

In Serbia, the basis for the concept of professional development of employees in education is laid out in the *Law on the Foundations of the Education System* of 2003, which introduced the obligation of continuous professional development. The concept of professional development of employees in education is further elaborated in the *Regulation on Continuing Professional Development and Title Acquisition of Teachers, Preschool Teachers and Professional Associates* (Official Gazette, no. 14/2004 and no. 56/2005). In Serbia, teachers are offered the opportunity to advance to one of the following four ranks: pedagogical advisor, independent pedagogical advisor, senior pedagogical advisor and upper senior pedagogical advisor. The *Competency Standards for the teaching profession in Serbia*⁶⁴ are defined and CPD accredited programs tend to be aligned with these standards.

According to the *Regulation* (Official Gazette, no. 13/2012 and no. 31/2012, art. 28), teachers, preschool teachers and associates are required to earn 100 professional development points (hours) during a five-year period, out of which at least 80 points should be earned for attending approved programs and up to 20 points (hours) for participating in approved professional gatherings (e.g. one day of conference is equal to one point). Standards of teachers' competences define competencies in the following areas: C1 - competences for teaching area, subject, and didactics; C2 - competences for teaching and learning; C3 - competencies for supporting students' personal development; C4 - competencies for communication and cooperation, which are taken into account when approving the professional development programmes.

Priority areas of professional development are prescribed by the Minister of Education, Science and Technological Development should be gained. The Minister's priority areas are based on state priorities in the field of education. From 2018 to 2021 priority areas are⁶⁵: P1 -improving digital competences of students and teachers and the use of ICT in the implementation of the educational process; P2 -methods of working

64 Institute for Improvement of Education. (2011). Competence Standards for the Teaching Profession and Teachers' Professional Development. Retrieved from http://www.cep.edu.rs/sites/default/files/Standardi_kompetencija_za_profesiju_nastavnika.pdf

65 Institute for Improvement of education. Catalogue of TET programs <https://zuov-katalog.rs/index.php?action=page/catalog>

with children/students in need of additional educational support (children from vulnerable groups, children with disabilities, migrants, etc.); P3 - improving teacher's competences in the area of planning and delivering learning-oriented teaching; P4- -strengthening the educational role of the educational institution through the development of programs for the prevention of violence, discrimination, abuse and neglect.

Teachers' needs for TET/CPD identification and analysis in Serbia

The needs of teachers for TET/CPDs in Serbia are identified through the process of self-evaluation (individual and school level) and external evaluation (individual and school level), as well as through conducting research (school, regional and state level).

At the individual level, teachers identify their need for TET/CPD through self-assessment of the development level of competences requested for teachers. These are competences for teaching area, subject, and didactics (as mentioned earlier): (C1) teaching and learning (C2); supporting students' personal development (C3); competences for communication and cooperation (C4). Based on how they assess the development of competencies in these four areas, each teacher creates an individual annual professional development plan. If a teacher was subject to professional-pedagogical supervision (due to a complaint about their work or as a part of regular external evaluation of the school), the teacher should include the measures or recommendations requested by the pedagogical advisor in their professional development plan. The data is analysed by the teacher himself/herself, and teachers can be assisted in doing so by professional associates (school psychologist or pedagogue) or a coordinator of the CPD team (which every school is obliged to compose and appoint).

At the school level, the teachers' TET/CPD needs are identified on the basis of teachers' personal plans for professional development, the results of the school's self-evaluation and the external evaluation of the quality of work, as well as the results of the realization of standards of achievement and other indicators of the quality of educational work. As a part of the self-evaluation process, schools could conduct research related to teachers' needs for the TET/CPD. Data about teachers' needs for the TET/CPD at school level are analyzed by the CPD team.

For the moment, teachers' TET/CPD needs are mainly identified and analyzed at the school level. In some cases, teachers' TET/CPD needs are identified by research conducted and analyzed by Regional Centres for Professional Development.

Regional centres for professional development of the employed in the education sector have the authority to coordinate the CPDs at regional level. In Serbia, there are 12 such centres which are tasked with the identification of CPD needs at regional level, planning training programs and other forms of CPD, assistance in the development of training programs, monitoring the implementation of the programs and cooperation with local communities, schools administration and educational institutions. The regional centres are coordinated by the Institute for improvement of education and funded by the local government and international projects. However, their capacities and engagement in supporting the CPDs at regional level vary.

At the state level, the needs are identified in accordance with the state education/reform priorities, the priority areas identified by the Minister responsible for education (the Minister determines priority areas for a period of 3 years) and are based on the consideration of the level of development of competences requested for the teaching profession.

In some cases, teachers' needs for TET/CPD are identified by national and/or international research. For example, following the introduction of inclusive education in Serbia in 2009, the Institute for Education Quality and Evaluation (IEQE) conducted a survey that identified, among other things, teachers' professional development needs in the field of inclusive education⁶⁶. Similarly, in 2017, before starting the reform of secondary general education, the IEQE conducted a survey on attitudes of Grammar school teachers which included the examination of their needs for support and CPD⁶⁷. In 2013, the teachers' TET/CPD needs at the state level were identified under the framework of the Teaching and Learning International Study (TALIS) (Petrović & Kuzmanović, 2017). In 2015 and 2018, Serbia participated in ETF International Survey of Vocational Teachers and Trainers which among other examined the extent, relevance and impact of professional development, as well as reviewed the state of policy development and provision with respect to CPD for VET teachers (ETF, 2018)⁶⁸.

66 Institute for Evaluation of Quality of Education, and Teachers Society of Serbia (2010). Empirical study – Assessment of capacity and needs of teachers for development of inclusive education. Retrieved from <https://ceo.edu.rs/wp-content/uploads/Empirijsko%20istrazivanje.pdf>

67 Ministry of Education and Institute for Evaluation of Quality in Education (2017). What is good in our Gymnasiums, and what to change? <https://ceo.edu.rs/wp-content/uploads/2017/10/Brosura-o-stavovima-zaposlenih-u-gimnazijama.pdf>

68 ETF. (2018h). Continuing Professional Development for Vocational Teachers and Principals in Serbia. Retrieved from https://openspace.etf.europa.eu/sites/default/files/2020-01/Serbia%20CPD%20survey%202018_rev.pdf

Tools and instruments used in identifying and analysing the needs of teachers for CPDs

Questionnaire for individual self-evaluation of teacher competences (27 items assessed on the 5 point Likert' scale). The questionnaire is designed by the Institute for Improvement of Education (IIE)⁶⁹ in accordance with the *Competency Standards for the teaching profession in Serbia* in order to help teachers in self-assessment of their own strengths and weaknesses regarding professional competences. The results obtained by this instrument can help teachers set their goals in planning TET/CPD. This instrument is available online. When filled in, teachers receive feedback in the form of a histogram showing the self-assessment of the development of competencies in four areas: C1 - competences for teaching area, subject, and didactics; C2 - competences for teaching and learning; C3 - competences for supporting students' personal development; C4 - competences for communication and cooperation. Research results conducted by the Institute for Improvement of Education on sample of 14598 teachers show that teachers assess their competences very positively (mean values on five point scale are C1 – 4.1; C2- 4.3; C3-4.4 and C4-3.8).

Individual professional-pedagogical supervision. As a part of external evaluation, the educational advisor from the Regional Departments of Ministry of Education, Science and Technological Development (MoESTD) performs individual professional-pedagogical supervision by evaluating the quality of teachers' work according to the standards of quality of work of schools and competence standards for the teaching profession⁷⁰. Teachers' work in the school is evaluated by observing lessons based on a protocol⁷¹ that assesses the quality of teaching and learning. If a teacher's work does not meet these standards, the pedagogical advisor shall impose measures including a request for development of necessary competences through TET/CPD. Furthermore, educational advisors monitor teachers' work with regard to their general professional development by assessing the teachers' plan for TET/CPD, as well as the implementation of the respective TET/CPD plan. In order to improve and unify the assessment of teachers, beside the above mentioned protocol for observation, a form (instrument) for as-

69 See at: <http://www.zuov.rs/programil/Kompetencije/Anketa.aspx>

70 Institute for Improvement of Education. (2011). Competence Standards for the Teaching Profession and Teachers' Professional Development. Retrieved from http://www.cep.edu.rs/sites/default/files/Standardi_kompetencija_za_profesiju_nastavnika.pdf

71 See at: <https://www.skolskaupravacacak.rs/images/stories/pdf/nastava%20i%20ucenje%20saradnici.pdf>

assessment TET/CPD plan and its implementation⁷² is also used.

Questionnaire for teachers about form and method of TET/CPD. This questionnaire is one of the instruments used for schools' self-evaluation⁷³ and provides information regarding how well the teachers are informed about TET/CPD, to what extent they could decide about TET/CPD, how clear the goals and priority regarding TET/CPD are set, etc. Additionally, teachers are asked to give suggestions about how the quality of TET/CPD can be improved.

A few questionnaires about teachers' TET / CPD needs have been developed for use in particular research at regional or national level. These questionnaires are not widely used. For example, a questionnaire for investigating the needs for professional development of novice teachers⁷⁴ was developed by the Network of Regional Centre for Professional Development and Centre for Professional Development (unit from IEE).

TALIS 2013 Questionnaire for Teachers. The TALIS survey methodology was co-developed by experts in the field of teaching, an international research consortium and the OECD. TALIS 2013 deals with teachers and school principals in lower secondary schools (ISCED 2). The international expert group conceived separate questionnaires for teachers and principals. Among other topics, the TALIS Questionnaires for Teachers explores teachers' needs and chances for professional development and training (OECD, 2014).

Synchronization and consolidation of results about teachers' needs for TET/CPD

Up to date, in Serbia there is no process or mechanism which synchronizes and consolidates the results of the identification and analysis of teachers' need for TET/CPD among different levels. In the long term, it is planned that the Institute for Improvement of Education (IIE) undertakes this task.

Incorporation of results about teachers' need for TET/CPD in the policy documents

At school level, the results of teachers' needs for TET/CPD (teachers'

72 See at: <https://www.skolskaupravacacak.rs/images/stories/pdf/podaci%20o%20usavsavanju.pdf>

73 See at: http://www.mp.gov.rs/resursi/dokumenti/dok264-srp-MP_prirucnik_samovrednovanje.pdf

74 See at: <http://www.mreza.edu.rs/images/stories/procena/procena.pdf>

individual annual plans for TET/CPD) are incorporated in the School Annual Plan. Additionally, teachers' needs for TET/CPD are integrated into the School Development plan which each school develops for a period of three or five years based on the results of the self- and the external evaluation. In accordance with the School Annual and Development Plans, and depending on the financial recourses, the school team for CPD (which every school is obliged to appoint, together with the main CPD coordinator) makes a decision about which TET/CPD programmes will be attended by a particular teacher or a group of teachers (or the entire school).

However, at the state level, the incorporation of results regarding teachers' need for TET/CPD is not systematically taken account for policy making. There are a sporadic attempts to base the reform initiative in some educational segment on identification and analysis of teachers' needs TET/CPD: for example, Grammar school teachers' opinions and needs for the TET/CPD were examined by the IEQE in 2017 prior to the introduction of an educational reform of secondary general education; and the results of external evaluations and teachers' evaluations were sometimes used for planning or organizing TET/CPD such is the case when the results of the external evaluation demonstrated that teachers had difficulty in assessing students' performance in more than half of the observed schools (IEQE, 2017). As a response, the Minister of education identified the improvement of teachers' knowledge and skills related to students' assessment as one of the priorities areas of TET/CPD for the period 2017-2020.

Incorporation of results about teachers' needs for TET/CPD into official catalogues

The procedure for accrediting the TET/CPD programmes is defined and regulated by the *Rulebook on the Continuing Professional Development and Title Acquisition of Teachers, Preschool Teachers and Professional Associates* (2017).

The TET/CPD programmes are accredited for the period of three years by the Institute for Improvement of Education (IIE). The programmes are accredited for a period of three years and are supposed to contribute to the development of C1, C2, C3 and C4 competences⁷⁵ described previously in the text. . The programmes are also expected to contribute to the development of education in one of the following

⁷⁵ C1 - competences for teaching area, subject, and didactics; C2 - competences for teaching and learning; C3 - competences for supporting students' personal development; C4 - competences for communication and cooperation

priority areas set by the Minister (also previously described)⁷⁶. Certain programs from the catalogue are also accredited by the Pedagogical institute of Vojvodina, and some are approved by the Minister of Education.

The same Rulebook (*Rulebook on the Continuing Professional Development and Title Acquisition of Teachers, Preschool Teachers and Professional Associates* (2018)) regulates the monitoring of quality and the effectiveness of the TET/CPD programmes, under the competence of the Institute for Improvement of Education (IIE) is in charge of monitoring the quality of the TET/CPD programs. An evaluation questionnaire developed by the IIE is used to assess the quality of the TET/CPD programs. This evaluation questionnaire is anonymous and the participants in the programs complete them at the end of training. The training reports and the evaluation questionnaire are kept and analyzed by the IIE. The Institute can also revoke the right to implement a program if it finds that the organizer has violated any of the obligations.

The accredited programs are presented in an online catalogue. Although there is a large offer of programs (there are currently more than 1000 programs in the catalogue), it remains to be fully analysed to what extent they meet the needs of teachers.

⁷⁶ P1 -improving digital competences of students and teachers and the use of ICT in the implementation of the educational process; P2 -methods of working with children/students in need of additional educational support (children from vulnerable groups, children with disabilities, migrants, etc.); P3 - improving teacher's competences in the area of planning and delivering learning-oriented teaching; P4 -strengthening the educational role of the educational institution through the development of programmes for the prevention of violence, discrimination, abuse and neglect

Summary for Serbia:

Indicators	
CPD as a policy priority	Yes
CPD regulations	In place
Institutions responsible for CPD	<ul style="list-style-type: none"> - Institute for Improvement of Education (IIE) - Centre for the Professional Development of the Employed in Education (CPDEE) - Regional departments of MoESTD (RDs)
Competence Standards for the Teaching Profession	<ul style="list-style-type: none"> - Yes - Used for assessment of teachers' need for CPD
Licensing	Yes
Request for Licensing renewal	<ul style="list-style-type: none"> - a five-year period - 80 CPD point/ hour outside schools (80 CPD programs + 20 conference and study visits) - 44 CPD point/hour in school
Career advancement	Four ranks: pedagogical advisor, independent pedagogical advisor, senior pedagogical advisor and upper senior pedagogical advisor
Identification of training needs	<ul style="list-style-type: none"> - Teachers' self-evaluation - Schools' self-evaluation - External evaluation (teachers and schools) - Regional research - National research - International research
CPD team and/or coordinator at school level	- School is obliged to compose CPD team and appoint CPD coordinator
Analysis	<ul style="list-style-type: none"> - CPD team at school level - CPDEE at regional level - IIE at national level
Synchronization	Need improvement
CPD catalogue	<ul style="list-style-type: none"> - One catalogue - More than 1000 program - Only accessible on-line - New catalogue in every three years CPD priority set by Minister - IIE is in charge of monitoring the quality of the TET/CPD programmes
Incorporation into policy documents	<ul style="list-style-type: none"> - School annual plan - School development plan - sporadic attempt to base the reform initiative on teachers' needs TET/CPD

MAIN FINDINGS AND CHALLENGES

At the policy level, the importance of the TET/CPD system for improving the quality of teaching and learning, as well as students' achievement is recognized in most economies. In some economies, teachers' continuous professional development is set as one of the priorities of the national development strategy (e.g. Kosovo*) or a specific strategy is adopted for teachers' professional development and for improving the CPD system (e.g. Montenegro, Albania). However in all of the countries, TET/CPD should become or remain one of the most important aspects of the development of the educational system.

In all economies the introduction of the TET/CPD system is supported by regulatory frameworks (laws, by-laws, regulations, rule-books, administrative instructions, etc.). In some economies the TET/CPD regulatory framework is more comprehensive and synchronized (e.g. Albania, Croatia, Montenegro, Serbia) while in others a fine tuning of the regulatory framework is still needed. In some cases the existence of many educational systems (e.g. BiH) or frequent changes in the legislation make the establishment of the TET/CPD system more difficult, or even cause delays and setbacks (e.g. Kosovo*). It remains to be seen how operational these regulatory frameworks are in practice.

In most of the analyzed countries, state institutions are responsible for the licensing, evaluation and commissioning of professional development of teachers, and influence the TET/CPD provision by an accreditation process. Mostly, this is done by the National Agency/Institute/Bureau for Education. In some instances, however, there are subdivisions which deal with different types of teachers, most commonly general and vocational teachers (for example, this is the case in Croatia and Montenegro). In BiH, state-level institutions only serve as bodies that recommend, but not impose the changes, mechanisms or tools in TET/CPD. In both cases, it is advisable to increase the level of coordination with the support of the Ministry that is in charge of education.

Competence Standards for the Teaching Profession are set (in some ways) in almost all of the countries, but only in some of them they are used for the needs assessment for TET/CPD (e.g. Montenegro, Serbia). The use of Competence Standards in the process of the needs assessment for TET/CPD is advisable for all economies. In the countries which do use them for the needs assessment,

it is recommended to revise (e.g. update or make more efficient) the standards and/or to fine tune the coordination and capacity building between the levels of assessment (individual, school, regional, national) in relation to standards. In Albania, for example, the need was identified for additional capacity building of teachers and principals so that they can use the standards for needs assessment more effectively.

The majority of economies have taken important steps towards professionalizing the teaching workforce by introducing licensing-systems and a merit-based career structure. The procedure for obtaining the license is rather similar among the economies, but there are significant differences when it comes to renewing them. For example, while in Croatia teachers are not obliged to renew their license after passing the initial exam (but they have to meet some CPD requirements on an annual basis) in other countries certain obligations must be fulfilled if the teachers wish to renew their license. Countries also show a difference in the requirements related to license-renewal when it comes to the number of requested TET/CPD hours which can range from 24 hours (Montenegro) up to 600 hours (out of which 150 “face-to-face” trainings – Moldova) in a 5-year period. Additionally, the potential of the merit-based career structure as an incentive for teachers to develop professionally is weak in some economies because it does not bring gains to teachers in terms of salary or professional recognition (e.g. Kosovo*, Serbia). Although in all of the economies there is a system of career advancement for teachers, it is not always dependent on adequate CPD, nor on improvements in the classroom or on more effective role of the teacher. For example, in BiH, for advancement through ranks, greater importance is given to the assessment by the school principal, and not the objective indicators of planned and realized CPD that could be proven by records, class behaviour or students’ results. Even though in some economies the minimum requirements for advancement are relatively low they do provide an incentive for participation in CPD. However, if there is a shortage of training places and of events, they may work against an efficient use of training since teachers must take up what training is available to meet normative requirements.

The needs analysis for TET/CPD in most of the economies is envisaged as a system at three levels: individual, school and national. However it is questionable to which extent it is pragmatic and connected among levels. At the level of the ERI SEE network, several tools for need assessment were developed such as questionnaires for individual teachers’ self-evaluation *and* a protocol

for observing teachers' lessons as a part of teacher appraisal by principals or pedagogical supervision and external evaluation. The questionnaires were designed in order to help teacher to assess their own strengths and weaknesses regarding professional competences, to evaluate the extent to which he/she has achieved the particular teacher competence standards, to indicate their professional goal for the current school year, as well as, the need for out-of-school professional training or/and the need for CPD that can be achieved in school. The economies differ in terms of who performs the need analysis - in some of them the principal has a major role, while in others the team or coordinator for professional development is the main evaluator at the school level. It would be important to investigate which tools and options work better for needs assessment and planning/organizing of adequate and matching CPD for teachers.

The needs of teachers for the TET/CPDs in the majority of the economies are identified through the process of self-evaluation conducted at both the individual (teachers' self-evaluation) and the school level (school self-evaluation). However, the support for self-assessment process is still missing in majority of economies. Additionally, some of economies envisage use of the external evaluation which also focuses both on the individual (external evaluation of teachers) and the school level. It remains to be determined how operational these two approaches are in practice. The needs identified through the self-evaluation process are primarily used for planning individual professional development of teachers and also serve as a basis for the School CPD plan which is in most cases a part of the school's Annual plan. It remains unclear how information about needs arising from schools (in workforce development plans and external evaluation) is systematically used to shape TET/CPD prioritization and provision. The priorities for the TET/CPD are usually defined by a top-down, rather than a bottom-up approach. In general, most schools lack capacity and resources to independently provide teaching training to meet the individual and school training plans.

In the majority of economies there is no process or mechanism which synchronizes and consolidates the results of the identification and analysis of teachers' needs for TET/CPD among different levels. This is a result of the lack of efficient communication and coordination between different institutions and bodies contributing to CPD for teachers, especially in the intermediate level. However, in some of the economies efforts are being made to synchronize the data, but there is no monitoring mechanism to indicate how effective this synchronization is.

The national CPD catalogue (paper or on-line form) is in place in most of the countries, except in BIH (which has 12 educational systems and lacks coordination on the state level) and in Moldova, whereas in N. Macedonia catalogue is outdated (from 2006). The function of the catalogue in some of economies is given to the training providers and their offers of training programs. In some of the other countries, the catalogues exist but are only renewed every three or four years. This time period is too long, which makes it more difficult to keep the offer up-to-date and to adapt to the ever-changing needs of the teacher workforce and the demands of everyday practice. There are, however, practices for more efficient accreditation of some forms of TET/CPD (for example in Serbia, where the conferences and priority trainings stemming from quality improvement projects could be accredited by the Ministry within the period of 60 days).

In most of the economies, there is insufficient evidence that the needs of teachers, identified at the individual and school levels, are taken into account when planning CPD priorities and offers, and when developing the Catalogue of CPD programs. The results of the TET/CPD need identification and analysis are not sufficiently used to prioritize and diversify the offer of TET/CPD. The majority of the trainings offered in the CPD catalogues are more dependent on the providers' expertise, the national priorities in educational development and on the current reforms (e.g. reform of curriculum). Schools or clusters of schools need to be able to react to their needs within the broader framework.

In all economies one of the weakest point in the TET/CPD system is quality control of the TET/CPD offer, as well as, monitoring implementation of competences gained through the TET/CPD upon returning to school. In some economies CPD providers are requested to anticipate a training evaluation that will show how teachers put into practice what they have learned in training. In Montenegro, for example, the teachers who completed a free training organized by state institute should share their knowledge in the school in order to get points and certificate. In all the economies one of the focus for CPD development should be how to improve "knowledge management" after the CPD within the schools and how to ensure that the teachers implement what they have learned.

In majority of economies, the focus should be also put on how to verify, share and put to implementation informally acquired teachers' competences. For example, the situation with distant

teaching and learning during Covid-19 pandemics showed that the teachers could adapt and learn quickly themselves the skills that they had missed; there are no mechanisms in some of the economies to verify this as the required part of CPD. Other aspects of professional skills and behaviors, such as team work and collaboration, proactivity, innovation, writing (papers, manuals, textbooks...), action research, participation in projects etc. should be offered and developed through TET/CPD - and validated as well.

In the majority of economies the results of teachers' CPD needs at the school level are incorporated in school documents such as the School plan for CPD, School annual plan and School development plan. However, in some economies (e.g. Croatia, Montenegro, Serbia) there are examples of sporadic attempts to support the reform activities with analyzed teachers' needs for the TET/CPD. For example, in Croatia a survey was conducted in order to investigate teachers' opinions on establishing a new concept for TET/CPD; in Serbia a survey on attitudes of Grammar school teachers which included the examination of their needs for support and CPD was conducted before starting the reform of secondary general education.

POLICY POINTS

Support the process of teachers' self-evaluation and reflection on their own practice. In most economies, self-evaluation is the basic process for identifying teachers' needs for further professional development. Therefore, it is necessary to empower and train teachers to effectively and critically carry out self-evaluation in a way that reflects their real needs for the TET/CPD, as well as, the expert bodies (ministries, agencies, institutes) to provide the adequate level of support in self-evaluation. At the level of the ERI SEE network, guidelines and manuals for schools' self-evaluation (which are already developed in some of the economies) can be shared and used as a support tool for improving the process of self-evaluation of teachers, since they already contain a segment related to teachers' self-evaluation and the self-assessment instruments in the form of instructions and/or questionnaires. Also, through the joint work of the network, these instruments should be refined and improved through combined quantitative (in order to allow easy collection and comparison of data at the school level) and qualitative (to support and foster teachers' reflection on their own practice) approaches.

Support capacity building of CPD teams and coordinators. Teachers' needs, at the school level, are efficiently identified in

those economies where the schools have a legal obligation to compose a CPD team and/or appoint a CPD coordinator. In some of the economies, principals perform CPD coordination and identification of needs, which raises the issue of a single persons' capacities to carry out these responsibilities. The teacher-support mechanism can be further improved by building capacities of teams and coordinators for CPD (e.g. through additional training): (1) to identify and analyze needs for TET/CPD together with teachers and to assist them in developing individual professional development plans and selecting CPD programs and other CPD forms; (2) to analyse the collected data on teachers' needs for TET/CPD at the school level and to effectively incorporate it into schools' Annual and Development plans; (3) to plan professional development at the school level based on the results of the needs analysis (e.g. which needs can be met by school-based CPD activities and which require individual teachers or the school as a whole to pass accredited programs), (4) to inform the institutions/bodies in charge of CPD about the results of the needs assessment at the school level (in form of a concise report), and thus influence the defining of priorities for CPD at the state level. Abovementioned training for capacity building of CPD coordinators and/or teams should also be validated for advancement, licence renewal, etc. In economies where schools are not obliged to compose a CPD team and/or appoint a CPD coordinator, their informal introduction is recommended as a mechanism to support the professional development of teachers.

Support school-based professional development for teachers.

Unlike the accredited programs that usually take place outside schools and are attended by individual teachers, school-based professional development enables all teachers to be involved, which encourages their sense of belonging to learning communities, develops team spirit in which individual achievements become part of the general school professional development process and creates a shared vision of school development. Additionally, school-based professional development activities are usually more cost-effective compared to traditional in-service teacher training. Based on that rationale, school-based professional development should be supported (ensuring that credit points should be awarded) as a viable alternative to traditional in-service teacher training in all economies. It is necessary to ensure that schools receive a separate budget line to organize their own training and to address their own needs and priorities. At the level of the ERI SEE network examples of good practice should be detected, exchanged and systematized

providing a pool of school-based professional development activities and joint initiatives should be undertaken in order to ensure that this type of in-service training is recognized and adequately valued for the advancement of teachers.

CPD and peer learning between the schools should be strengthened.

Some schools that are advanced in the identification of teachers' CPD needs, the self-evaluation process, school-based professional development for teachers, but also in competences or implementation of educational priorities (such as using ICT in teaching/learning, inclusive education, vocational education, etc.) could serve as "model schools" or "centres of excellence" for other schools. Such practice is already established in some of the economies and could be transferred to others via cooperation through the ERI SEE network.

Strengthen school autonomy to distribute the amount of out-of school TET/CPD among teachers.

In the majority of economies the same amount of TET/CPD hours is requested for all teachers related only to their career level but not taking into account teachers' individual differences, preferences, motivation and commitment. The possibility of allowing schools to individualise requests for teachers' professional development (based on both school' and teachers' needs) should be considered. This would mean that, in addition to the prescribed mandatory minimum of the TET/CPD hours (e.g. per year) for all teachers, schools can choose in which areas and to what extent they will empower which teachers. For examples, schools could determine which teachers need more support and more out-of school TET/CPD hours; schools could decide will they send outstanding teachers for out-of-school in-service training and use them later as resources for peer-learning in the school, or will they send teachers who lack competencies in a particular area (to raise their level of individual achievement), etc. At the level of the ERI SEE network model of allocation of the CPD hours per school instead per teacher should be critically discussed (pro and contra) and refined to take into account specificities of each economy.

Ensure that the real needs of teachers are taken into consideration when defining CPD priorities.

To ensure this, it is necessary to introduce a two-way process in setting priorities for CPDs that determine and guide the development of the catalogue and the TET/CPD offer. In addition to setting the CPD priorities by the Ministry of Education (or the Minister) in accordance with the state development priorities and the educational reform initiatives (top

down approach), it is necessary to ensure that the defining of priorities takes into account the current needs of teachers (bottom up approach). This will not be possible without providing the resources to regularly collect, update and analyse data on the teachers' current needs for professional development because the agencies/bodies that are in charge of the TET/CPD do not have enough human and financial resources for accomplishment of this task. It is important to ensure that teachers' needs are analyzed by schools, that schools' needs are grouped and analyzed by regional bodies (or if not existent, by state bodies). Additionally, it is crucial to have the adequate and efficient way of collecting input (e.g. digital, with simple digital options for analysis and statistics) and to conduct triangulation of data coming from different sources (e.g. data obtained on the basis of self-evaluation and the external evaluator or pedagogical supervision at school levels, national/international survey, etc.). At the level of the ERI SEE network mechanisms through which this process could be established should be discussed and envisioned. One of the mechanisms for keeping up to date with teachers' needs is regular surveys and/or using the results of their exams (for licensing, for career advancement) each year, as it is done in some of the countries.

Tuning the CPD catalogues with teachers' actual needs. In each economy it will be necessary to analyze the offer and selection of CPD programs in the existing catalogues. On the one hand, this type of analysis should show the extent to which the existing offer of CPD programs corresponds to the defined CPD priorities. On the other hand, the analysis would determine which criteria teachers are guided by when choosing a CPD program. More specifically, is the choice of program guided by the actual needs of teachers, or is it more influenced by other factors such as, prescribed licensing (number of points, hours needed to obtain/renew their license) and career-advancement requirements, program duration and program cost. The notion of CPD effectiveness should be raised and it should be determined whether these CPD programs are really useful for teachers or if teachers only attend them pro forma, in order to get points. In accordance with the results of the analysis, the criteria for accreditation of the program should be redefined to ensure that the offer of CPD programs in catalogues corresponds to teachers' real needs. Additionally, it will be important that this analysis is conducted on a regular basis and that results are transparent and public.

Make solutions for "rare" teachers' training needs. In most of the economies, teachers of subjects that are not widely taught (e.g., vocational subjects, elective courses, arts, etc.) are neglected in a way

that there are only a few (if any) training that correspond with their needs for subject-area PD. This could be solved by accepting other forms of CPD (non-formal, work-based/practical work in companies in the area needed for development) as a valid form of in-service CPD and of fulfilling the requirements for career advancement. Additionally, a system of “vouchers” for CPD could be introduced for rare teachers, so they can spend them on training courses that are organized in the companies or academia even if there is no specialized TET. In that respect, at the level of the ERI SEE network example of good practice could be collected and shared among economies.

Accreditation of training programs should be done more carefully and according to the predefined criteria. In order to avoid the same level of competences to be repeated for the same teachers all over again through years, even through different training (which happens in some of the economies), one of the criteria for accreditation should be focused on precisely defined learning outcomes of the training programs and making sure that there are trainings selected and later offered that ensure outcomes on different levels (basic, medium, advanced). Advanced levels of competence building should be supported and monitored through CPD as well. Accreditation criteria should include a request for the training providers to include into their training curricula some follow-up activities for teachers when they are back to school in order to improve classroom application of what they learned through the training and/or spread the knowledge to other colleagues in the school. The list of criteria for accreditation of training programmes should be discussed and tuned at the level of the ERI SEE network.

Application of competences developed through CPD in the schools should be improved by introducing some follow-up mechanisms. In most of the economies, the problems in implementation of professional development in the school and classroom or at least in the monitoring of the implementation were identified. Some economies have solved this issue by introducing obligatory “knowledge-management” activities within schools for teachers after they attended CPD training. These examples of good practice should be exchanged and jointly further developed by the ERI SEE network. The schools should be perceived and supported as “learning organizations”.

Enhance the role of regional bodies and centers for TET/CPD. The lack of coordination and synchronization between different levels of the system could be improved by enhancing the role of

regional bodies and regional centres for teachers' CPD, which are usually more aware and responsive to local and regional needs and priorities and could offer different kinds of support and programs for teachers' professional development.

Make sure that various forms and types of professional development, not only training, are purposeful and validated for advancement. Powerful ways of building capacities, such as online learning, informal learning, participation in projects, writing papers, conducting research, organization of peer-learning classes and events, mentoring of new teachers etc. should also be recognized and validated (awarding of points) for career advancement and licence renewal. Those forms of CPD should be purposeful and adjusted to the real needs and priorities of a teacher and a school, as well as for development of systemic processes. For example, CPD coordinators should be trained, supported and awarded in developing coordination skills, mentors should be supported and awarded in developing mentoring skills, and similar.

COMPARATIVE ANALYSIS – Summary of results

Indicators	Albania	BIH	Croatia	Kosovo*	N. Macedonia	Moldavia	Montenegro	Serbia
CPD as a policy priority	Yes	Yes	- Focus on the National reform programme - the TET/CPD activities are related to the successful implementation of the curricular reform	Yes	Yes	Yes	Yes	Yes
CPD regulations	In place	Some need to be developed, highly decentralised; state level regulation have standard-setting and framework role	In place	Need tuning	CPD is regulated by Law on Teachers and Professional Associates and by Rulebooks	Need tuning	In place	In place
Institutions responsible for CPD	ASCAP	Highly decentralised	Education and Teacher Training Agency (ETTA) - Agency for Vocational Education and Training and Adult Education (AVETAE)	- Kosovo Education Center (KEC) - Municipal Education Directorate (MED) - Institute for Research and CPD	- Ministry of Education and Science, (Department of Primary and Secondary Education); - Bureau for Development of Education (BDE) - State Education Inspectorate (SEI) - Center for Vocational Education and Training (CSOO)	- Ministry of Education, Culture and Research (with a Lifelong Learning Department) - National Agency for Quality Assurance in Education and Research (ANACIP).	- Bureau for Education Services (BES) - Center for Vocational Education (CVE)	- Institute for Improvement of Education (IIE) - Centre for the Professional Development of the Employed in Education (CPDEE) - Regional departments of MoESTD (RDs)
Competence Standards for the Teaching Profession	- Yes - Used for needs assessment by principals	Yes, as a recommendation, but not mandatory	Yes	Yes	- Yes - Used for assessment of teachers needs for CDP	- "Regulation for attestation"; optional, not used for needs assessment for CPD	- Yes - Used for assessment of teachers' need for CPD	- Yes - Used for assessment of teachers' need for CPD
Licensing	Yes (digitally)	State exam	Only first licence	Yes	State exam	No	Yes	Yes

Indicators	Albania	BIH	Croatia	Kosovo*	N. Macedonia	Moldavia	Montenegro	Serbia
Request for Licensing renewal	No (permanent)	No	No	- a five-year period -positive performance assessment -at least 100 hours in training programs for career licenses.	No	N/A	- a five-year period - 24 hours (16 hour in CPD priority areas and 8 hours in other areas) - additional request for teachers who did not have a pedagogical-psychological group of subjects during their initial studies (16 hours in these areas)	- a five-year period - 100 CPD point/hour outside schools (80 CPD programs + 20 conference and study visits) - 20 CPD point/hour in school
Career advancement	Three ranks: qualified teachers, specialized teacher, master teacher	Three ranks: mentor, advisor and senior advisor	Three ranks: mentor, advisor, and excellent advisor	Four ranks: Career teacher; Advanced teacher; Mentor teacher and Merit teacher.	Two ranks: teacher-mentor and teacher-counsellor	Three ranks: second, first and senior teacher	Four ranks: teacher mentor, teacher adviser, teacher senior adviser and teacher researcher	Four ranks: pedagogical advisor, independent pedagogical advisor, senior pedagogical advisor and upper senior pedagogical advisor
Identification of training needs	Teachers' self-evaluation Principal evaluation Training providers testing ("test for credits") ASCAP tests of teachers (licence, rank, qualification tests) ASCAP instrument for needs assessment (every 4 years) Students achievements	Teachers' self-evaluation Principal evaluation External evaluation (Pedagogical institutes)	Teachers' self-evaluation Schools' self-evaluation External evaluation (teachers and schools) National research International research	Teachers self-evaluation Schools' self-evaluation Teachers evaluate the plan Principal and pedagogic evaluates the teachers Externally BDE/CSOO School professional development plan BDE integrates	-Teachers prepare individual development plan Principal and pedagogic evaluates the teachers Externally BDE/CSOO School professional development plan BDE integrates	-School principal evaluate the teachers and they decide which training to apply Training providers give questionnaires before, and quizzes after the training	Teachers' self-evaluation Schools' self-evaluation External evaluation (teachers and schools) Principal evaluation National research International research	Teachers' self-evaluation Schools' self-evaluation External evaluation (teachers and schools) Regional research National research International research

Indicators	Albania	BiH	Croatia	Kosovo*	N. Macedonia	Moldavia	Montenegro	Serbia
School-level CPD team or/and coordinator	No	No	No	/	Yes	No	- CPD coordinator at school level	- School is obliged to compose CPD team and appoint CPD coordinator
Analysis	ASCAP	Pedagogical institutes	- ETTA and AVETAET at national level	Kosovo Education Center (KEC)	BDE	Training providers	- Bureau for Education Services (BES) - Center for Vocational Education (CVE)	- CPD team at school level - CPDIE at regional level - IIE at national level
Synchronization	Looks synchronised from the individual to the national level and in between ASCAP and training providers	Need improvement	Need improvement	Need improvement	Need improvement	To be established	Need improvement	Need improvement
CPD catalogue	Yes, once a year available online	No	- Two catalogues - one for general education and general subject teachers and one VET teachers - Only accessible on-line	- One catalogue - Up to now two edition (2011, 2017) - Around 100 programs	-Only once so far; not currently in use; -Renewal planned for this year	-No -instead, annual offer from each training provider	- Two catalogues - one for general education and general subject teachers and one VET teachers - available on-line as word document - 367 programs for general education - 127 for VET	- One catalogue - More than 1000 program - Only accessible on-line - New catalogue in every three years - CPD priority set by Minister - IIE is in charge of monitoring the quality of the TET/CPD programmes
Incorporation into policy documents	School development plan (4-yrs) School annual plan National strategy of education Annual plan of Ministry and ASCAP	On national level: scattered attempts with no proof of real impact; mainly coming from international projects	- Not efficient - Principals promote their vision of school development	/	-School annual plan - Annual plan of BDE - New Strategy	-School development plan -Not known how CPD will be integrated into the new Strategy (from 2020).	- School annual plan - School development plan	- School annual plan - School development plan - sporadic attempt to base the reform initiative on teachers' needs TET/CPD

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