DRAFT REPORT ON CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR TEACHERS AND TRAINERS IN VOCATIONAL EDUCATION AND TRAINING (VET) IN MONTENEGRO

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for

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Disclaimer

The views expressed in this report are the responsibility of the author and do not necessarily reflect the views of the ETF.

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ACRONYMS

CPD – Continuous professional development
PRNS - Professional development of teachers at the School level
LPPN – personal professional plan of teacher
MoE – Ministry of Education
Mixed Schools – secondary schools offering general and VET programmes
BES – Bureau for education services
VET Centre – Vocational education and Training Centre
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A RATIONALE

Professional development for teachers and trainers is widely recognized as a vital tool for educational reform. Research demonstrates that professional development can improve the quality of teaching and learning in a sustainable manner, increasing the effectiveness of education and training and adding value for learners, teachers and employers. In Montenegro, continuing professional development (CPD) of teachers, similar to CPD of an occupation profile in any other industry, has a relatively short history. In the past, it was assumed that initial teacher education would equip teachers with a lifelong competence. Over the last decade, Montenegro has developed policies and institutions to address this issue.

However, improving the quality and quantity of CPD is not easy. To assist policy makers it is vital that policy-making, implementation and impact should be reviewed and understood – so that feedback and policy learning occurs. Therefore, this study is concerned to:

1. Set out current policy objectives with respect to improving CPD for VET teachers and trainers
2. Describe the provision of CPD for VET teachers and trainers in Montenegro and the way in which teachers’ needs are assessed and particular programmes are assigned to teachers
3. Understand how the arrangements for CPD fit with other parts of the VET system in Montenegro
4. Evaluate how well current arrangements are working
5. Make recommendations about how current policies can be implemented and how the provision and allocation of CPD can be improved.

It is intended that this study will bring forward evidence to inform discussion, that it will inform thinking and action at many levels of decision-making and that it will stimulate new enquiries and new thinking.

B METHODOLOGY

The workshop held in Belgrade in March 2015 included experts and policy makers from across South East Europe and Turkey. Montenegro was represented by key advisors in the Ministry of Education, Bureau for Education Services, Vocational Education and Training Centre. The event served to support a shared understanding on the current state of play related to CPD of teachers and trainers in Montenegro and to exchange practices and experience with representatives of other countries. The Montenegro team used the opportunity to review and develop the methodology and instruments for the research.¹

- Interviews

¹ See Initial Report on CPD for VET teachers and trainers in Montenegro
Selection of representatives to be interviewed for the purpose of this report was done in consultation with key stakeholders. Interviewees were carried out during May and June (2015), with an approximate duration of 60 minutes (Annex C).

- Literature

Aiming to build upon what is already known, a review of policy and research literature was carried out. This included the following documents:

- laws, regulations (bylaws) and national strategies (including action plans)
- manuals, handbooks and catalogues developed with the purpose of developing CPD
- publications related to CPD projects, implementation and relevant evaluation reports
- research reports

Most of the relevant documents were policy documents rather than research or evaluation reports. The Literature Review is available as Annex A.

- Survey

A survey of VET teachers was carried out in order to understand the perspective of VET teachers. In cooperation with representatives of national institutions it was decided that a web-based survey would be both efficient and inclusive. Support from the Ministry of Education was very helpful, especially in communicating with the VET Schools and promoting the survey.

It was decided to invite VET teachers from all 31 VET and Mixed Schools (Annex D), covering more than 80% of VET Teachers in the system. In a joint invitation letter sent out by the ETF Country team and Ministry of Education, the following groups of teachers were invited to complete the web based questionnaire:

- teachers of VET subjects
- teachers delivering practical classes
- coordinators of practical classes

Out of approximately 1000 teachers delivering VET programmes in 31 VET Schools targeted by this survey, 390 from 25 Schools submitted a response of which 292 were complete. This represents a response rate of about 29%. Participation by region is: 40.5% from the north region, 28.4% from the central part and 31.1% from the coastal region of Montenegro. 47.1% of teachers responding on the survey have more than 11 years of experience and 29.9% have less than 5 years of experience. 25% of teachers responding to the survey teach in in the engineering sector (25%), 19.3 % teach subjects from business and law sector and 14.5% serve the tourism and hospitality sector. Approximately 94% of respondents are teachers, 3.4% instructors or coordinators of practice. 58% are female. Most respondents have a masters or equivalent degree. In Montenegro the Law on General Education prescribes that VET subject teachers should have a qualification rated with 240 ECTS.

The survey was effectively supported by the ICT Department of the Ministry of Education and ICT coordinators in schools. The survey didn’t encounter any major difficulties in a technical sense. Given that the survey was implemented during the most intensive period of the year for teachers, end of May and beginning of June, the response rate was satisfactory. The sample is broadly representative of the VET teacher workforce, although there may be some bias if less engaged teachers chose not to respond.
C. POLICY

The national CPD framework for teachers in Montenegro was established as a result of the Montenegro Education Reform Project funded by a World Bank (2005-2008) in cooperation with Bureau for Education Services of Montenegro (BES). At the level of secondary education, development of teachers is a matter of concern for two institutions, BES and Vocational Education and Training Center (VET Centre).

The current policy framework differentiates three stages of professional development for teachers:

1. initial (academic or so called pre-service) education of future teachers
2. induction period for novice teachers (traineeship period)
3. continuing professional development (CPD).

The policy framework in Montenegro places CPD in the context of lifelong learning. The General Law on Education provides a foundation for CPD of teachers and trainers, by establishing that BES is responsible for CPD and the induction of general subject teachers (even in VET schools) and that the VET Centre is responsible for the overall professional development of VET Teachers including the development of teaching standards for VET Teachers. This Law also defines and regulates different bodies at school level, such as: teacher councils, classroom councils, subject teams and headmasters. The same Law makes the University responsible for organizing initial teachers’ education. When it comes to initial teachers’ education, students intending to become teachers in Montenegro take an educational elective within their subject faculty. However, there are no such electives for students following technical or vocational subjects who intend to become VET teachers, except for English language teachers (who are considered both general and vocational teachers).

The Law on Vocational Education requires that each teacher has at least 240 ECTS, except for cases where there is no university programme for a particular teaching profile and for teachers delivering practical classes (who should have craft exam or at least 180 ECTS). Teachers of practical classes and instructors of practical classes should also pass an andragogy exam.

The Regulation on organizing continuous professional development of VET Teachers describes continuous professional development of teachers as a legal obligation for teachers but also for the system (including schools) who must ensure and enable access of teachers to CPD.

According to the Regulation on teachers and school staff licensing each VET Teacher should have 40 hrs of training during a period of 5 years, by attending at least 16 hrs of trainings from priority areas, 8 hrs of elective training and 16 hours of trainings related to PPM (pedagogic-psychological-methodical competencies) for those teachers who did not gain a qualification for PPM during initial (tertiary) education.

The Regulation on Types of Degrees, Conditions, Manner and Procedure for Nominating and Awarding the Title of Teachers defines the professional advancement of teachers. This regulation defines several teachers’ ranks such as: teacher trainee, teacher with experience, teacher mentor, teacher consultant, teacher higher consultant, teacher researcher. This regulation relates teachers’ advancement to the number of points gained.

According to the General Law on Education, a novice teacher should complete one year of traineeship leading to a professional exam. The professional exam is composed of: professional written work, an observation of teaching, an oral examination on issues related to human rights and
an oral exam on pedagogical and psychological topics (*Regulation on Vocational Exam*). The novice teacher takes the exam in front of a Commission composed of school and institutional representatives.

The *Strategy of VET Education in Montenegro 2015-2020* defines policy priorities, including: strengthening of public private partnership, mobility of the students, entrepreneurial learning and self-employment; fostering implementation of competency based curricula in line with national qualification framework; and also training of teachers and school staff to introduce these curricula. The strategy also recommends training of in-company trainers and training of teachers in order to update their VET knowledge. The *Strategy* makes CPD one of the key areas for VET development in Montenegro. It should improve the didactical, methodological and subject specific skills of teachers.

The implementation plan for 2015 specifies the following activities:

- development of CPD models for teachers, training modules for development of subject related specific skills
- development of a sustainable financing system for CPD
- encouraging company-based trainings
- encouraging school-based trainings
- encouraging the establishment of teachers associations to support training for each group of teachers delivering same or similar VET subjects.

An annual action plan for implementation of this strategy has been developed.

The *Strategy for General Secondary education 2015-2020* stresses the importance of CPD, especially related to development of teachers skills to implement new programmes, and encourages the establishment of teachers associations and the development of research related to CPD. The document states that more than 1/3 of teachers didn’t receive any training in the last five years. An annual plan is also developed for the Strategy.

The *Strategy for Adult Education 2015-2025* promotes the systematic development of trainer’s skills, in developing curricula and delivering trainings. The Strategy identifies a need to develop the andragogic skills of adult trainers. There are around 200 trainers licensed for adult education in Montenegro. Development of trainer skills is listed among the priority areas of this Strategy.

According to the Ministry of Education, it is currently revising the regulations on the professional progression and on the licensing of teachers and school staff in order to achieve the full alignment and harmonization of the legal framework and to improve precision, for example to identify the priority areas for the 16 hours of trainings that each teacher should pass through in the five year period in order to be relicensed.

There are several stakeholder groups identified as relevant to CPD in Montenegro. Firstly, there are institutions in charge of coordination and defining the education policy framework (including the Ministry of Education). Secondly there are beneficiaries of CPD, such as schools, training centres, community and industry representatives, and thirdly there are training providers (University, NGOs). The *National Council for Education* includes representatives of all key stakeholders and it is formally involved in policy development with respect to CPD and is the highest regulatory body validating programmes for CPD trainings. However, some interviewees declare that the Council lacks adequate information about CPD practice and provision and that its opinions are not backed up by evidence.
Representatives of different stakeholders, representing industry sectors, schools and other education institutions are involved in the development of policy documents and in the work of different national councils (validation bodies). However, the opinion of interviewees representing schools and providers is that stakeholders have very little influence upon decision making.

**Conclusions and Recommendations:**

The research suggests that there has been great progress in establishing a legal framework and a national strategy for CPD for VET teachers. At a national level, there are major strategies for both VET and Secondary Education for 2015-20. These strategies commit to more CDP and more school and company-based VET, more research and greater involvement for professional associations. It is intended that there will be detailed implementation plans annually. Funding is being sought to realise these strategies.

In the process of developing the national strategies, there has been considerable presence of school and industrial representatives, which gives an impression that strategic and action plans are demand driven. However, in practice the representation of stakeholders is not systematic and demands are not explicit; furthermore, implementation is uncertain.

At a school level there is requirement for bi-annual CPD plans – but, without funding, these plans are unlikely to be implemented.

**Recommendations**

- Strategic plans should result in more precise and detailed action plans, with budgets and timetables, which identify the agreed responsibilities of different actors
- A specific action plan relating to the implementation of the strategy for CPD for teachers and trainers could serve to integrate the work of relevant organisations
- Implementation should be monitored and feed into Annual Action Planning
- A policy decision should be taken to establish standards for VET teachers and trainers which would then inform CPD provision. This work could be led by the VET Centre.
- A policy decision should be taken to revise regulations to permit VET and BES staff to author training programmes. This would increase the supply of programmes.
- Steps should be taken to enhance the engagement of stakeholders in both policy development and implementation

**D ORGANISATIONS AND INSTITUTIONS CONTRIBUTING TO CPD**

In this section we will give a brief overview of organisations, institutions and other actors involved in the development of CPD for VET teachers and trainers.

**The Ministry of Education (MoE)** is the national regulatory body, responsible for policy, strategy and coordination of teacher and trainer education. MoE also develops Regulations (bylaws). MoE supervises the work of other agencies: BES, VET Centre, Examination Centre and Bureau for Textbooks. The MoE coordinates all validation processes related to development of teachers and teachers licensing. It ensures the involvement of relevant stakeholders in these processes.

**The Vocational Education and Training Centre (VET Centre)** undertakes research, quality assurance and plays an advisory role in the field of VET and adult education. Since the revision of the General Law on Education (2014), the VET Centre coordinates the process of accreditation of training.
programmes dedicated to VET teachers and with agreement of National Council for Education and Ministry of Education publishes approved training programmes.

The Bureau for Education Services (BES) is responsible for the same issues as VET Centre, but in the area of general education. BES organizes in-service teacher training activities as well as the training of principals. The BES supervises the quality of educational processes in all schools providing general education, and implements research activities related to improvement of education process. BES has departments dealing with professional development and also research (with a particular focus on quality).

The University of Montenegro, and in particularly the Faculty of Philosophy, is the national institution of tertiary education responsible for initial education of teachers. It is the main focal point for pre-service education of teachers, but mainly for future general subject teachers. The university is also involved in the regulatory process in education and is represented on the National Council for Education. Currently, there are a number of University professors offering training programmes as part of BES Catalogue, as individuals or members of different NGOs.

Providers of CPD

By laws and regulations, authors of programmes offered in the annual catalogue published by BES and by the VET Centre can be any person or legal entity, but not persons employed in the VET Centre and BES. Most of the training providers are individuals coming from the education sector (teachers, university professors, sector specialist, etc.).

The VET Centre directly provides very few programmes. Most of the trainings offered through the Catalogues are authored by individuals and NGOs, such as FORUM MNE (three programmes accredited). In the past, a number of donor projects focused on the CPD of teachers in VET such as the GTZ/GIZ Project VET Reform as a contribution to employment promotion in Montenegro Project (2007-2011) providing training of teachers in the engineering sector. Also, school teams for career/vocational guidance were established and trained in eight schools.

The MNE/011 Project “Strengthening Vocational Training in north-east Montenegro” (2009-2014) supported the design of a teachers’ competencies framework for VET Teachers and training for teachers of tourism and agriculture. More than 2000 trainees, mainly VET Teachers, were trained during this Project.

Conclusions and Recommendations

In general institutional capacity to regulate, provide and quality assure CPD for VET teachers is limited in Montenegro. There is only one person in the VET Centre assigned to coordinate CPD activities and to register programmes. There is no organisation with a responsibility to accredit or quality assure providers, rather than programmes. The University, according to its own representative, relies on teachers who are not trained to carry out professional development to deliver CPD. There are no Montenegrin organisations that specialise in providing CPD to VET teachers. The only organisations with expertise in VET CPD are international development agencies.

Recommendations

- There should be closer cooperation between regulatory, planning and provider organisations and schools with a view to sharing knowledge and cooperating to assure quality
There should be greater involvement of wider stakeholders in the work of all of the
organisations identified: MEST, VET Agency, BES, University and providers, schools with a
view to supporting the work of these organisations and making it relevant
Measures should be taken to build and recognise specialised capacity to provide CPD for VET
teachers, for example, in the University, in NGOs, in VET schools, in professional associations
Consideration should be given to developing a system for the accreditation of training
providers
Consideration should be given to the provision of training and recognition for professional
trainers
Support should be given for the development of partnerships between providers (such as
the University) and VET schools with a view to jointly improving specialised CPD provision

E VOLUME, MODE AND CHARACTER OF CPD PROVISION

There are three types of trainings offered to VET teachers.

Firstly, there are the training programmes offered through the annual catalogues published by the
BES and the VET Centre. The Annual Catalogue for 2014/2015, published by BES, contains 187
trainings targeting primary and secondary teachers and other school staff. 62 programmes directly
related to delivery of specific general subjects, 39 related to inclusive education, 68 focused on
pedagogy, psychology or methodology (PPM) and 17 related to improvement of school
management. According to an interviewee representing the BES, some of the programmes directly
provided by BES are regarded as 'obligatory' by schools. In 2014 the VET Centre published their first
Catalogue with 25 training programmes offered to VET teachers, of which 7 programmes are related
to the development of key competencies, most of the others are related to the development of
subject specific teaching skills and one programme addressing the non-formal competencies
framework for VET teachers. The catalogues provide the following information: authors of the
programme, general and specific goals of the programme, target group, methods and techniques of
delivery, training topic, duration of the programmes, number of expected trainees per group and
price per trainee. Most of the training providers are individuals working within the education
system, pedagogues and subject specialists, engaged as teachers in schools or at University.

The second type of training is training commissioned by schools and is usually delivered in schools.
This kind of training is dealt with in Section G below.

The third type of training is provided through international projects. These trainings are very often
not part of any catalogue so they are not accredited or recognised like other programmes. However,
the BES and VET Centre work in partnership with donors and recommend these programmes which,
ultimately, may be accredited. Table 1 below shows how many trainings and other forms of CPD
were organised between 2013 and 2014.

Table 1: Training programmes and participants in 2013-2014

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainings programmes organised by BES / number of participants</td>
<td>37</td>
<td>59</td>
</tr>
<tr>
<td>Forums for teachers / number of participants</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Training programmes organised by other institutions / number of participants</td>
<td>26</td>
<td>18</td>
</tr>
</tbody>
</table>
According to the interviewees, around 30% of teachers participating to trainings organised by BES are VET teachers. The other two forms of CPD listed in the table are mostly addressing teachers of primary schools and general subject teachers from secondary schools (in Gymnasia and Mixed Schools). There are two major ways in which BES organises trainings. The first kind are known as “obligatory trainings” whereby BES publishes a list of planned trainings to be organised, so that schools can recommend their teachers to attend it. The second way is that one school or a number of schools identify training from the training catalogue and that they contact the person identified by BES as the so called coordinator and agree on how to organise the training since BES is mainly paying for this kind of training, but also it can happen that school/s pay for all or part of the cost or the expenses.

The table below reports the number of trainings organised for VET teachers, and registered by the VET Centre.

Table 2: Training and participation by VET teachers in VET Center programmes

<table>
<thead>
<tr>
<th>Trainings programmes organised by BES / number of participants</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39/851</td>
<td>18/225</td>
</tr>
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</table>

This table contains a few general subject teachers, since topics of some of the trainings are related to cross-curricula themes. Most of the training organised by the VET Centre were organised through international projects: 85% in 2013 and 45% in 2014.

Most of the trainings in the tables last one or two days, organised mainly in the premises of BES or in the Schools.

Having in mind that there are around 1400 VET teachers in VET Schools, the data show that provision of CPD for VET teachers is very dependent on donor projects and is insufficient. The large fluctuation between 2013 and 2014 reflects the cyclical character of projects. Increased provision by Montenegrin providers is required, to smooth out provision of CPD over time and to increase total provision that is relevant to VET teachers. Therefore, the VET Centre needs to develop its own capacity as a provider and/or help to develop the capacity of other national providers of CPD.

School directors and representatives of schools share the view that trainings offered through the Catalogues are useful but view the volume as inadequate. They question the effectiveness of training just a few teachers as a tool to make changes in the general teaching process in schools. Interviewees believed that VET teachers are divided in two groups when it comes to preferences for trainings. One group, mainly younger teachers, are more interested in PPM trainings, and the second group is more interested in subject specific trainings. Further, there is a lack of trainings for teacher instructors and teachers of practical classes, although these teachers are required to obtain training which should equip them with PPM skills. Furthermore, there are no training programmes for VET teachers offered by industry (except in the area of IT) for the purpose of improving teachers technical skills. School representatives in this research declared that the most preferable form of training is a one day event or maximum two. There was also a preference for training that was constructed from a number of events spread out over time. The most preferable location of training is outside of the school premises, but located in the neighbouring municipality or in the region. School management is said to be flexible in releasing teachers to participate on training events, but there are cases, due to lack of subject specific teachers on the school level, when school managers say they are restricted in their decisions about who may attend. Further, teachers are obliged to
fulfil a certain number of training hours to meet licensing requirements; if no adequate training is accessible they may nevertheless attend some training in order to meet these requirements.

The survey gives a picture of the extent to which VET teachers perceive that they have experienced CPD in last 12 months:

- 74.1% had some CPD outside of school premises
- 53% had some CPD on school premises
- 36.9% of VET teachers attended seminars and conferences as form of CPD
- 20% of VET teachers had observation visits to other school
- 28% of VET teachers had observation visits or in-service teacher training in business premises.
- 41.2% of VET teachers had CPD activities relating to their vocational subjects.

The dominance of CPD events outside of schools is striking – as is the relatively low percentage on business premises or with vocational/professional relevance. In general there appears to be a low level of cooperation with industry when it comes to teachers professional development. According to the interviewees, however, engineering VET schools (electrotechnical, construction and mechanical) have good cooperation with industry when it comes to further development of teachers in subject specific new technologies.

Professional development according to survey results is mainly organised in the form of events lasting one or to two days. Mostly these events do not have any follow up. However, 33.6% of teachers claimed that sometimes CPD takes the form of multiple events (9.9% responded very often).

CPD is usually an individual rather than a collaborative experience. Two thirds of teachers didn’t attend any professional development activity in the last 12 months which included colleagues from their own schools. However, it is usually expected that teachers attending CPD inform their colleagues about the CPD.

We also know that 44.3% of teachers did not participate in CPD which included active learning methods and 47.3% did not participate in CPD which made use of new technologies. This suggests that the methods used in some CPD may be relatively traditional.

**Conclusions and Recommendations:**

The data from providers and users of CPD confirm that there is insufficient CPD targeted to VET teachers. Although around 75% of VET teachers participated in external CPD events over the last 12 months only 41% of VET teachers participated in CPD focused on their vocational subjects. Only 25% of VET teachers benefited from provision of CPD on business premises. About 50% of VET teachers do not access school based CPD. Participation in observation visits and research events are not commonly experienced. There is little involvement of business in CPD, with the exception of motor mechanics. Further, there is evidence from the interviews that there is a general acceptance on the part of many that CPD serves to meet licensing requirements rather than to actually improve teaching. CPD to bring about changes in methodology in VET teaching was identified by interviewees as an area of need. It was questioned whether it was effective to cascade this kind of CPD and it was argued by some that it should have an ‘obligatory’ status.
Recommendations

- There should be more CPD provided specifically to meet the needs of VET teachers
- The VET Centre should publish a catalogue of CPD programmes which are aimed at VET teachers, instructors and coordinators of practice
- There should be more CPD provided in partnership with employers and on business premises
- There should be more school-based CPD, where CPD can be embedded in teaching practice, particularly where the focus of CPD is methodological and pedagogical
- CPD should be provided locally to avoid the cost and time demands where teachers must travel for CPD (CPD could include an e-learning element)
- CPD should make use of active learning approaches and new learning technologies
- Teachers should be supported to work in more collaborative ways, for example, jointly planning lessons and preparing materials and developing improved ways of teaching

F DESIGN, CAPABILITY AND QUALITY OF CPD PROVISION AND PROGRAMMES

As mentioned before, Institutions responsible for teachers’ professional development on national level are Ministry of Education, Bureau for Education Services and VET Centre. These institutions are also responsible for initiating and coordinating the procedure of accreditation of training programmes that are going to be offered to teachers and school staff. Accreditation of training programmes starts with an annual open call announced by BES and VET centre for all individuals or organisations to put forward their training programmes for school staff, including teachers. In the past, BES and the VET Centre, together with the Ministry of Education, were understood to define priority areas to be addressed by further trainings included in the annual catalogue, but observation of the annual calls for submission of training programmes suggests that BES and the VET Centre are including almost all areas of teachers’ professional development. After reviewing proposals, the BES and the VET Centre sometimes request improvements in proposals. They then create committees, which include representatives from universities, schools and NGOs, to decide which programmes to recommend to the national Council for Education and Ministry of Education for final approval. It is questionable however whether there are clear criteria which ensure that the programmes accredited do reflect development needs expressed by teachers, schools and national policy makers. Currently, it is not clear that data about CPD needs emerging from school evaluation is fed into the accreditation process.

As mentioned before, most of the training providers are individuals already employed in some educational institutions (school or university). This raises the question of whether such providers have the appropriate methodology to provide CPD to adults. There is no quality assurance or accreditation of CPD providers.

There are some training of trainers programmes offered and included in the Catalogues of BES. One of them is a 4 day modular programme offered by BES for the training of trainers. However this training is targeted at supporting the quality of training carried out by teachers in their own schools: it is targeted at qualified teachers with more than 5 years of experience. According to BES records more than 100 teachers have followed this programme. In the Catalogue of BES there is also a programme for trainers offered by the professors from the Faculty of Philosophy for potential trainers of teachers (64 hours) but it is not known if this training is actually running.
CPD on current topics such as human rights, public advocacy and childcare and key competences are offered by NGOs that may have developed expertise within these themes. However, there do not appear to be transparent criteria for quality assurance.

According to interviewees, there are also a number of trainings and seminars developed by the school staff related to specific themes, and these trainings are mainly delivered at the school level. In case of mechanical and construction schools from Podgorica, industry workers involved in practical teaching also occasionally deliver trainings for teachers delivering VET subjects.

The third group of trainings are those that international development projects are designing and delivering to specific project target groups and related to specific topics (teaching methodologies, inclusion, teaching of children with special needs, etc.). These programmes are in most of the cases not accredited. Sometimes they take the form of training of trainers so that local trainers can continue these trainings. However, there is no data on the extent of continued take up.

Unfortunately, many of these programmes are not sustained after the lifetime of a project, due either to a lack of funding or perhaps to teachers not prioritising the needs addressed. In some cases, these programmes are accredited and remain in the catalogue.

The research found some evidence of quality from the point of view of schools and teachers. According to interviewees representing schools (Construction School from Podgorica, Mixed School from Mojkovac) training delivered under the umbrella of international projects have a big influence on teaching practice of their schools, since these training programmes are delivered in line with modern practices and based on active learning methodologies: teachers were trained to gain specific teaching skills through practice. Schools were generally satisfied with the capability of training providers, but they called for CPD programmes to be better aligned to the needs of VET teachers, particularly in relation to their vocational specialisms and with respect to ICT.

The majority of VET teachers surveyed reported that particular kinds of training had medium or high impact on their teaching practice. CPD related to cross occupational skills had more impact upon younger teachers, whilst those relating to career guidance had more impact on older teachers.

The following types of training were judged to have high impact by relatively large proportions of VET teachers (See Annex F):

- Student evaluation and assessment practice (30.3%)
- ICT skills for teaching (29.6%)
- Knowledge of curriculum (24.7%)

**Conclusions and Recommendations:**

The process for the accreditation of CPD programmes for VET teachers is in need of review. Accreditation is not properly informed by up to date knowledge of the development needs of teachers and schools or of changes due to new curricula and changes in the labour market. There are no clear criteria to inform decisions about accreditation. There are some CPD programmes which are judged by VET schools and VET teachers to be leading to improvements in teaching practice, particularly those supported by international expertise and funding. These have an active and practical methodology. However, valued programmes are sometimes not in the catalogues or not accredited. The accreditation process does not seem to be effective at attracting new providers who can meet the specialist needs of VET teachers.

There are some concerns about the quality of providers – many of whom are individual teachers or academics without qualifications in the provision of training for adults. There is a need to strengthen the quality assurance process in relation to provision of CPD to reassure teachers and schools.
could involve the monitoring and evaluation of provision, the accreditation of providers and perhaps the involvement of established providers, such as the Faculty of Philosophy, in the quality assurance process of other providers.

**Recommendations**

- Ensure that the commissioning and accreditation of CPD programmes is informed by the knowledge of professional development needs of VET teachers and schools
- Use monitoring and evaluation to ensure that the methodology of CPD is effective and appropriate and that CPD has an impact upon teaching practice
- Consider how quality assurance of providers can be improved and made transparent, for example, through the training of trainers or through improved systems of accreditation.

**G SCHOOL-BASED PROVISION**

According to the BES framework for CPD in Montenegro it is intended that professional development should take place at school level and that such activity should take the form not only of training events but also round tables, focus groups, seminars, individual and group research, support to individual learning, collaborative learning and support to other teachers through coaching.

There is no overall measurement of the volume of school-based training in Montenegro, however, evidence from interviews suggest that there are relatively few training events in schools but that other kinds of professional development are common.

School based provision of CPD in Montenegro can be divided in two categories:

- Induction programme for novice teachers and mentorship
- CPD trainings and activities conducted by internal or external providers

Mentorship and traineeship are obligatory, by the General Law on Education. According to representatives of the VET Centre, the induction programme (traineeship) for trainees (novice teachers) and mentorship are vital for VET teachers in helping them to gain their pedagogical and methodical skills of teaching, bearing in mind that most VET teaches do not have a pedagogical element in their initial education.

The BES Manual for Mentors gives detailed instructions to Mentors on how to organize the traineeship process for novice teachers. Instructions are mainly related to methodological work with novice teachers, observation of classes delivered by the novice teacher and also a set of templates and instruments that Mentors and trainee teachers could use.

BES has also developed a detailed time-table of activities that Mentors should follow in their work with trainees. This programme contains detailed instructions and description of activities on a monthly basis as guidance related to how to build a personal professional portfolio with certificates, personal plans and remarks related to competencies.

BES has established training programmes for Mentors and developed Handbooks for mentors and novice teachers. During the period of 2009-2012, 326 teachers from primary and secondary schools (including some mixed schools) attended training for Mentors. Also, one teacher from each VET School participated in this training, with the intention that this teacher should cascade this training to potential mentors in their schools. However, according to the survey, 49.6% of VET teachers
have been assigned to be mentors for more than one month, but 86.3% did not receive any training related to teachers’ mentorship.

According to interviewees, mentoring for novice teachers in VET schools is a well-structured process and most novice teachers are mentored. However, a need for more training for mentors was expressed. Further, there is a concern that temporary teachers are not obliged to go through the traineeship process. 14% of those surveyed have fixed term contracts for 12 months or less.

Mentors receive a small financial reward at the end of the Mentorship process, but it is not clear, for many, that taking on the role of a mentor may contribute to future promotion. Only a few schools do actually promote teachers using the career ladder.

The career structure in Montenegro includes the formal title of Teacher-Mentor. However, this is not connected to the function of supporting novice teachers. In theory, teachers can obtain this title through experience and competence. However, interviews suggest that this title is not generally being used and where it is used it is not connected to collaborative practice or other forms of school-based professional development. It is only a title and not actually a function.

Participation in a formal induction programme, when joining a new school, is common in Montenegro, however, 42% of teachers did not participate in such induction. However, most teachers (58%) did receive a general administrative introduction on starting employment.

Interviews suggest that VET schools rarely bring trainers into schools to carry out training events for teachers – the reason given is that they do not have the resources to pay for such trainers. On the other hand, 53% of VET teachers and instructors report that they had some professional development on school premises in the last 12 months. Interviews suggest that this commonly takes the form of subject committees, seminars or forums. Through these activities, teachers are exchanging experience about teaching practice and also introducing new material or methods. Interviewees report that some VET schools do promote pedagogical innovation through observation classes, but it is not clear how widespread this is. In their normal work practice teachers do collaborate informally: 70% discussed their work informally over the last month. However, less than 50% had planned discussions with their colleagues, directors or school pedagogues: which implies that some teachers are working in relatively isolated way. Teacher research is said by interviewees to be rare.

Each VET school has a legal obligation to conduct internal evaluation on a biannual basis, while external evaluation of VET schools should be carried out by the VET centre every four years. For this purpose, guiding documents are the Handbook for Development of VET Schools through Internal Evaluation Process (2010) and Methodology on External evaluation of the VET Schools (2014). Both of these documents contain several indicators that are related to the quality of teaching process and teacher’s performance. External evaluation reports do make recommendations about professional development. For example, a review of five reports found recommendations supporting an increase in the number of teachers participating in CPD, that there should be stronger collaborative work at the level of school and that quality assurance should be strengthened by tracking the impact of school-based CPD. However, without financial resources VET schools may not be able to carry out these recommendations.

There are a few cases where companies cooperating with specific school are engaged in providing training of teachers related to subject specific knowledge. Most of these cases are from the sector of engineering, for example, teachers at the Mechanical School in Podgorica are trained by instructors of companies relevant to their VET subject field.
Conclusions and Recommendations:

Mentoring of novice teachers is extremely important for VET teachers who, for the most part, lack initial pedagogical training. It is well established but more training for mentors is required and better formal recognition for the role of mentors through training and through the career structure. Temporary teachers are unlikely to receive mentoring.

Induction is common but a significant minority of VET teachers do not receive formal induction.

There is some good practice with regard to peer support and collaborative development of pedagogy and materials. However, it is difficult to know how widespread and well supported this is. The survey suggests that it is only happening in around 50% of VET schools. School evaluation identifies CPD as a tool to bring about school improvement: however, there does not appear to be effective processes to bring about the implementation of recommendations arising from evaluation.

There are a few examples of school-based training delivered in partnership with industry.

Recommendations

- Mentors should receive training. Mentors should be recognised for their work: it may be that the title of Teacher-Mentor can be part of this recognition
- Schools should be encouraged to make use of collaboration and peer learning to support professional development. Good practice in peer learning should be recognised and shared. Networking between schools and with other partners can extend learning (at relatively low cost).
- Schools should be supported to implement CPD for their own staff, particularly where the need has been identified through internal or external evaluation. School coordinators may need support in the form of resources, training packages or partnership with relevant employers

PROFESSIONAL DEVELOPMENT NEEDS

The identification of teachers’ professional development needs is envisaged to happen at school level. BES has published a Manual for professional development at the school level that describes the process and specifies the actors involved: the coordinator for continuous professional development, a team for professional development, the school director and the individual teacher. Each teacher should maintain a personal portfolio, starting from the induction phase period, which includes self-assessment of professional development needs. An individual plan for professional development should be submitted annually by the teacher to the school management and schools should make biannual plans related to professional development incorporating these individual plans. This bi-annual plan incorporates also results of internal and external evaluation of the school. The manual contains a number of instruments and practical guidance to be used during this process. Reviewing school reports, especially the results of internal and external evaluation, institutions responsible for organising CPD (BES and VET Centre) are supposed to take account of the needs of teachers related to professional development and develop CPD Catalogues accordingly.

During the interviews, school representatives declared that for some VET teachers it is very hard to define areas for their professional development. Support for general teachers, through BES, is considered to receive a greater priority than support for VET teachers. As a consequence, according
to interviewed representatives from VET schools, VET teachers are mainly attending trainings in order to fulfil obligations related to relicensing rather than to meet their identified training needs.

The research found evidence that needs identification is effective in some schools. The Vocational School in Mojkovac described a clear process of training needs assessment and a training plan, with clear identification of areas to be improved (introduction of active learning methodologies, training of teachers on ICT, development of entrepreneurial competencies of teachers).

At the time when the CPD framework was developed by the BES, the intention was also to create teaching standards. These standards have been developed only for some profiles of teachers of general subjects. As mentioned before in this report, the VET Centre is responsible for developing teaching standards in VET, but it was confirmed by the VET Centre representatives during the interview, that the VET Centre does not currently have the capacity to develop these standards.

As an intermediate solution, the BES and VET Centre developed a modular training programme on teachers’ competencies for VET Teachers, which is currently offered to all VET teachers to bridge the lack of methodical and didactical skills of VET teachers. This programme is designed for VET Teachers who have not had any pedagogical education in their initial education. In the last few years, 400 VET teachers were trained through this modular training programme.

Some school representatives declared that VET Teachers appreciate the support and advice that they receive from their school team for professional development and the school pedagogue, particularly with respect to the identification of needs. More generally, according to the survey, 51.9% of VET teachers think that the identification of training needs is a well-defined process. However, even when needs are clearly identified, schools question whether they inform the supply of CPD. According to the interviewees representing schools, CPD programmes offered do not fulfil the CPD plans developed at the school level, but still these programmes have a positive influence on the teaching process.

The survey invited teachers to assess their professional needs in relation to internationally recognised themes and to report whether they had received any relevant CPD in that area. It is clear from the table below that a large proportion of VET teachers and instructors in Montenegro do believe that they have had training addressing these needs – usually 50-70%. It is clear that a very large majority of VET teachers report professional development of all kinds, but some areas, for example, special needs and new technologies, are more widely available than needed in the curriculum. Some 20-40% of teachers (depending on the type of need) that did not receive training, expressed a need for specific types of training suggesting a training gap for VET teachers in Montenegro.

Percentages of VET teachers and instructors in Montenegro that did or did not participate in training.

<table>
<thead>
<tr>
<th>Knowledge and understanding in my subject field</th>
<th>% reporting participation in a type of training</th>
<th>% reporting a need for types of training</th>
<th>% of persons who have not participated in training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical competences in teaching my subject field</td>
<td>74.0</td>
<td>66.0</td>
<td>25.0</td>
</tr>
</tbody>
</table>
Evidence of the impact of training is provided in Annex F (See question 15). This evidence suggests that CPD was more commonly perceived to have medium than high impact and that some forms of CPD, for example that on pedagogical competence and on the evaluation and assessment of students were considered to have relatively high impact.

The training needs of practical instructors and coordinators of practice do not seem to be recognised and there does not seem to be CPD that addresses their needs.

It is worthwhile mentioning, even though it is not a part of CPD, that the Faculty of Philosophy has developed a Master programme for teachers delivering VET subjects, with the purpose of gaining PPM competencies. However, this programme is still in the accreditation process. This programme may, in the future, address pedagogical needs during initial training.

**Conclusions and Recommendations:**

In terms of policy framework and methodological tools, the process of school-based needs identification is well established in normative terms. Practice is inconsistent between schools with only some schools effectively performing this task. Even where needs are identified, CPD is not, in general, available. This is because schools lack resources to provide training and because these needs do not inform the provision of CPD which is provided centrally through catalogues.

That said, many schools and teachers do value the training that they are able to attend and most report that it has at least a medium impact on their teaching. The survey suggests that the central provision of CPD does, to some extent, match the perceived needs of teachers but that there is a training gap: some 30-40% of VET teachers do not receive the training they want.
Recommendations

- VET schools should be supported to carry out professional needs identification – taking into account the needs of teachers, learners and employers -through guidance and held accountable for this work through external evaluation. Good practice should be shared between schools.
- Planning and provision to meet CPD needs should take place at both school and national levels. Schools should be supported to address training needs through school based CPD where they have capacity – increasing the share of VET teachers that benefit from school-based CPD from 50%.

I TEACHER FEEDBACK AND REVIEW

According to the survey, a large majority of respondents mainly receive feedback from their school management and school director, and also from education inspectors and external evaluators of the teaching process. Much of the feedback from school management and external bodies relates to classroom teaching observation (65.9% and 46.0%) and to the assessment of teacher’s content knowledge (40.7% and 37.0%). A very small percentage of teachers report that they receive feedback from an assigned mentor: mentoring is limited to novice teachers. Feedback from peers is largely limited to student’s assessment (20.2% of teachers get this feedback). Appraisal of teachers is limited in Montenegro: the policy framework says that all appraisal should be done by the Director who has limited time and many responsibilities.

Teachers report that feedback received has the biggest influence on their sense of recognition among colleagues (60.9%), self-confidence (73.3%), job satisfaction (62.9%) and job motivation (64.0%).

Conclusions and Recommendations:

Research suggests that feedback can inform reflection and improvement of teaching and this is to some extent confirmed by data in Montenegro. The majority of teachers do receive feedback and this is often based on classroom observation. Feedback usually comes from the Director, management or outside inspectors. Feedback has a positive impact upon teachers’ self-esteem. Feedback has some positive impact upon teaching practice for 57% of teachers.

Recommendations

- All teachers should have the opportunity to benefit from feedback that helps them to reflect upon and improve their teaching
- Where appropriate feedback should be linked to CPD, such as mentoring or specialist training
- VET schools in Montenegro may consider making use of a greater variety of feedback, e.g. using test scores, using surveys, feedback from mentors
FUNDING

According to the General Law on Education, article 136, funding of continuous professional development of teachers should be secured from the state budget. The State is also responsible to deliver the number of training hours required for all teachers in order to renew their license each five years. According to the results of interviews with different stakeholders, the majority of funding related to CPD is channelled through the BES and the VET Centre. The annual budget of the VET Centre for last year, for the purpose of implementation of training programmes from the Catalogue, was 6,000.00 euros and the budget of BES for the commission of trainings from external providers was 4,500.00 euros. In addition, BES has its own team of trainers that are delivering many obligatory trainings according to the legal requirements. There are a few cases where schools are financing VET subject specific CPD for their own teachers (such as mechanical school and electro-technical school from Podgorica).

Most teachers (83.7%) confirm that training costs are paid for by their school or the provider of training. According to the survey, some 15% of teachers are contributing towards costs, mostly transport costs. Most schools don’t have any dedicated budget for CPD, with the exception of a few schools that are generating incomes mainly through provision of exams for the re-education of adults, or by renting school facilities (like the school in Mojkovac). The Mechanical school from Podgorica, for example, funds CPD by renting facilities and by providing mechanical engineering services.

Conclusions and Recommendations:

Licensing requirements imply that 2000 VET teachers should be trained for 40 hours over the next 5 years. The survey implies that while on average VET teachers may receive this volume of training, there are a group of teachers that are missing out and further it is questionable whether teachers are receiving the most appropriate form of training. CPD funds are very much centralised and schools do not usually have any funds for CPD activities, although sometimes funds have been made available for the piloting of new methodologies, for instance. More analysis is required to understand the costs of different forms of provision and how effectively the current resources are being used.

Recommendations

- BES, the VET Centre and donors should collaborate to investigate their spending on CPD to understand better unit costs and to provide a clear baseline about current spending in relation to current provision of CPD.
- More comprehensive knowledge about costs should be used to inform planning and strategy about future provision, whether national, project or school-based
- Consideration should be given to creating budgets for CPD at school-level or to giving VET schools a voice in CPD spending. Schools should be encouraged to generate income to pay for CPD, with the support of Government and donors, in order to increase responsiveness and sustainability.
There is a legal requirement reflected in the General Law on Education, whereby schools are obliged to ensure participation of teachers on CPD activities and there is a requirement for teachers to undertake CPD. The teachers licensing system was established during 2014 with a separate regulation prescribing that each teacher should be relicensed every five years. The law requires that each VET teacher should have at least 24 hours of trainings related to national priority areas of teachers skills development and 16 hours of trainings related to pedagogical and methodical skills every 5 years.

According to interviewees there are two kinds of motivation for participation in CPD:

- the legal obligation relating to relicensing and as a condition for advancement to a higher professional title
- the professional need and intrinsic desire to gain knowledge and update skills.

The Regulation on Types of Degrees, Conditions, Manner and Procedure for Nominating and Awarding the Title of Teachers describes how teachers should gain status and salary if they fulfil certain conditions: a number of training hours (converted into points), a number of years in service, individual professional activities, etc. However, interviewed school representatives state that it is very hard to find this model fully implemented in practice. In a few cases, schools are able to provide some incentives for the teachers in the form of these titles (like in case of the construction school from Podgorica).

As an overall conclusion from the web based survey, and based on results of the interviews with Schools representatives, it would seem that School management is in favour and very flexible when it comes to enabling teachers trainings. 81.6% of teachers disagree that there is a lack of support from the employers’ side which is supported by the result that most of the trainings they received occur during regular working hours. Teachers are very open for trainings, having in mind that 81.7% of them don’t see barriers in attending trainings for family reasons.

Interviewees representing schools reported that teachers are mainly driven by a desire to improve their teaching skills. However, interviewees also say that both schools and teachers are driven by the desire to meet the requirements for re-licensing.

Apart from licensing, most CPD does not result in formal qualifications.

The majority of teachers (64.6%), as confirmed during the interviews with representatives of educational institutions, are mainly attending CPD activities as part of their regular working hours. 25.5% receive non-monetary support in the form of reduced teaching or days off while 9.8% sometimes receive salary supplements when they attend professional development activities outside of working hours. Teachers report that they are supported by school managers to undertake CPD and they do not see family commitments as a barrier to participation in CPD. 72% of VET teachers stated that they have strong support from School management. School management is very flexible in finding replacement or other solutions for the absence of teachers attending training, which is also reflected by the results of survey whereby 69% of teachers claim that their work schedule is not a barrier to attend CPD trainings. On the other hand, some interviewees said that
heavy teaching commitments meant that schools are not able to send “appropriate” teachers to the training at the scheduled time.

According to teachers and schools, barriers to CPD include the lack of resources in schools to pay for training. More than 50% of VET teachers surveyed reported barriers to participation in CPD relating to the relevancy of the professional development offered and the lack of incentives for participating in such activities.

Conclusions and Recommendations

In Montenegro teachers are ‘pushed’ to take CPD through the licensing requirements and ‘pulled’ through their own assessments of their professional needs, along with that coming from their schools. VET schools are said to be supportive and flexible. However, the main barrier to participation are that, for half of VET teachers, CPD which is relevant is not being provided either at school or national level. To summarise, there is not a lack of motivation – rather there is insufficient relevant provision so that to some degree teachers fulfil their obligations to participation through CPD which does meet their priority needs.

Recommendations

- the implementation of the career system should be reviewed in order to understand why it is not being implemented consistently and how it might be supported
- consideration should be given to raising recognition for those teachers that play a key role in school-based CPD, for example, mentors and coordinators, so that these teachers are encouraged in their work
- consideration should be given to providing formal recognition for CPD, in the form of certification, as a way of valorising and validating CPD

L TRAINING OF COMPANY BASED TRAINERS (and TRAINERS IN TRAINING CENTRES)

The Law on Adult Education and Strategy for Adult Education 2015-2025 provides the framework for adult education and training in Montenegro. Among other issues, these two policy documents describe the skills needed by trainers to provide trainings to adults. The key message of both documents is that trainers based in companies or in training centres need to have andragogic skills, i.e. skills to teach adults. This was a trigger for the VET Centre to develop a programme called “Programme for improvement of andragogic skills of trainers working with adults”. Accredited by the National Council for Education from 2006, it is available to all adult education providers, so each of them can apply for it. The programme has 7 modules and 250 trainers have completed this training. The target of this programme is teaching staff working at adult education providers.

The Chamber of Commerce, together with different employers’ associations, have 40 to 50 accredited programmes and approximately 1500 to 2000 people attend these programmes annually.

At the end of 2013, 81 institutions were registered as providers of adult education of which 22 are also VET schools. Adult education in VET schools licensed for adult education is delivered by teachers of VET Subjects. According to interviews, these teachers are unlikely to have completed the andragogic training programme as this is not a requirement for their re-licensing. According to the
Rulebook on licensing and re-licensing, trainers should have a professional exam in order to work as a trainer in the public sector? However, this rule is controversial and not implemented.

The formal training of in company trainers and training of trainers working within the private sector is rare in Montenegro, according to interviews done with representatives of employers and representatives of institutions. The Strategy on VET envisaged training of Instructors (in-company trainers) to deliver practical classes, but it does not make any further reference to this other than stating that the process should be organized by the VET Centre.

According to the statement of Union of Employers, only bigger companies, such as Telenor, Promonte and Telecom are training their trainers. They do this by sending their trainers on external courses.

Companies and adult education providers are financing training of their trainers mainly by themselves.

**Conclusions and Recommendations:**

There is some training available for teachers working in adult education centres. However, the licensing arrangements are not enforced and not all adult education trainers are trained or qualified. There is little public support for the training of trainers working in companies. Larger companies make their own provision through the market and smaller companies do without.

**Recommendations**

There should be consultations between employers, employers representatives, Government ministries and training organisations to explore whether there is any need for systemic support for the training of company trainers, e.g. for quality assurance, certification, funding, norms etc.

**CONCLUSIONS AND RECOMMENDATIONS**

The research suggests that there has been great progress in establishing a legal framework and a national strategy for CPD for VET teachers. At a national level, there are major strategies for both VET and Secondary Education for 2015-20. These strategies commit to more CDP and more school and company-based VET, more research and greater involvement for professional associations.

In the process of developing the national strategies, there has been considerable presence of school and industrial representatives, which gives an impression that strategic and action plans are demand driven. However, in practice the representation of stakeholders is not systematic and demands are not explicit; furthermore, implementation is uncertain. At a school level there is requirement for bi-annual CPD plans – but, without funding, these plans are unlikely to be implemented.

In general, institutional capacity to regulate, provide and quality assure CPD for VET teachers is limited in Montenegro. There is only one person in the VET Centre assigned to coordinate CPD activities and to register programmes. There is currently no capacity to accredit or quality assure providers, rather than programmes. There are no Montenegrin organisations that specialise in providing CPD to VET teachers. The only organisations with expertise in VET CPD are donor agencies.
The data from providers and users of CPD confirm that there is insufficient CPD targeted to VET teachers. Although around 75% of VET teachers participated in external CPD events over the last 12 months only 41% of VET teachers participated in CPD which focused on their vocational subjects. Only 25% of VET teachers benefited from the provision of CPD on business premises. About 50% of VET teachers do not access school-based CPD. Participation in observation visits and research events are not commonly experienced. There is little involvement of business in CPD, with the exception of motor mechanics. CPD to bring about changes in methodology in VET teaching was identified by interviewees as an area of need.

Accreditation of CPD programmes for VET teachers is not properly informed by up to date knowledge of the development needs of teachers and schools or new curricula and changes in the labour market. There are no clear criteria to inform decisions about accreditation. There are some CPD programmes which are judged by VET schools and VET teachers to be leading to improvements in teaching practice, particularly those supported by international expertise and funding. These have an active and practical methodology. However, valued programmes are sometimes not in the Catalogues or not accredited.

There are some concerns about the quality of providers – many of whom are individual teachers or academics without qualifications in the provision of training for adults. There is a need to strengthen the quality assurance process in relation to provision of CPD to reassure teachers and schools. This could involve the monitoring and evaluation of provision, the accreditation of providers and perhaps the involvement of established providers, such as the Faculty of Philosophy, in the quality assurance process of other providers.

Mentoring of novice teachers is extremely important for VET teachers who, for the most part, lack initial pedagogical training. It is well established but more training for mentors is required and better formal recognition for the role of mentors through training and through the career structure. Temporary teachers are unlikely to receive mentoring. Induction is common but a significant minority of VET teachers did not receive formal induction.

There is some good practice with regard to peer support and collaborative development of pedagogy and materials. However, it is difficult to know how widespread and well supported this is. The survey suggests that it is only happening in around 50% of VET schools. School evaluation identifies CPD as a tool to bring about school improvement: however, there do not appear to be effective processes to bring about the implementation of recommendations arising from evaluation.

There are a few examples of school-based training delivered in partnership with industry.

The process of school-based needs identification is well-established in normative terms. Practice is inconsistent between schools with only some schools effectively performing this task. Even where needs are identified, CPD is not, in general, available. This is because schools lack resources to provide training and because these needs do not inform the provision of CPD which is offered through catalogues.

That said, many schools and teachers do value the training that they are able to attend and most report that it has at least a medium impact on their teaching. The survey suggests that the central provision of CPD does, to some extent, match the perceived needs of teachers but that there is a training gap: some 30-40% of VET teachers not receiving training they want. About 20% of VET teachers and instructors received no CPD of any kind in the last 12 months.

Research suggests that feedback to teachers can inform reflection and improvement of teaching and this is to some extent confirmed by data in Montenegro. The majority of teachers do receive
feedback which is often based on classroom observation. Feedback usually comes from the Director, management or outside inspectors. Feedback has a positive impact upon teachers’ self-esteem. Feedback has some positive impact upon teaching practice for 57% of teachers.

Licensing requirements imply that 2000 VET teachers should be trained for 40 hours over the next 5 years. The survey shows that while on average VET teachers receive the required volume of training, some 20% of teachers received no training at all over the last 12 months and it is questionable whether teachers are receiving the most appropriate form or training. Schools do not usually have any funds for CPD activities, although sometimes funding has been made available for the piloting of new methodologies. More analysis is required to understand the costs of different forms of provision and how effectively the current resources are being used.

In Montenegro teachers are ‘pushed’ to take CPD through the licensing requirements and ‘pulled’ through their own assessments of their professional needs, along with that coming from their schools. VET schools are said to be supportive and flexible. The main barrier to participation, for half of VET teachers, is the absence of CPD which is relevant. To summarise, there is not a lack of motivation – rather there is insufficient relevant provision: most (but not all) teachers fulfil their obligations to undertake CPD but that CPD only partly meets their priority needs.

There is little public support for the training of trainers working in companies. Larger companies make their own provision through the market and smaller companies do without this kind of training.

Recommendations

National and system level

1. Strategic plans should result in more precise and detailed action plans, with budgets and timetables, which identify the agreed responsibilities of different actors.
2. A specific action plan relating to the implementation of the strategy for CPD for teachers and trainers could serve to integrate the work of relevant organisations.
3. Implementation should be monitored and should feedback into Annual Action Planning.
4. A policy decision should be taken to establish standards for VET teachers and trainers which would then inform CPD provision. This work could be led by the VET Centre.
5. A policy decision should be taken to revise regulations to permit VET and BES staff to author training programmes. This would increase the supply of programmes.
6. Steps should be taken to enhance the engagement of stakeholders in both policy development and implementation, e.g. through consultation and through participation in governance.
7. There should be closer cooperation between regulatory, planning and provider organisations and schools with a view to sharing knowledge and cooperating to assure quality.
8. BES, the VET Centre and donors should collaborate to investigate their spending on CPD to understand better unit costs and to provide a clear baseline about current spending in relation to current provision of CPD.
9. More comprehensive knowledge about costs should be used to inform planning and strategy about future provision, whether at national, project or school-based level.
10. Consideration should be given to creating budgets for CPD at school-level or to giving VET schools a voice in CPD spending. Schools should be encouraged to generate income to pay for CPD, with the support of Government and donors, in order to increase responsiveness and sustainability.
11. The implementation of the career system should be reviewed in order to understand why it is not being implemented consistently and how it might be supported.
12. There should be consultations between employers, employers representatives, Government ministries and training organisations to explore whether there is any need for systemic support for the training of company trainers, e.g. for quality assurance, certification, funding, norms.

**Design and quality assurance of CPD for VET teachers and trainers**

13. Measures should be taken to build and recognise specialised capacity to provide CPD for VET teachers, for example, in the University, in NGOs, in VET schools, in professional associations.
14. Consideration should be given to developing a system for the accreditation of training providers.
15. Consideration should be given to the provision of training and recognition for professional trainers.
16. Support should be given for the development of partnerships between providers (such as the University) and VET schools with a view to jointly improving specialised CPD provision.
17. Ensure that the commissioning and accreditation of CPD programmes is informed by knowledge of professional development needs of VET teachers and schools.
18. Use monitoring and evaluation to ensure that the methodology of CPD is effective and appropriate and that CPD has an impact upon teaching practice.
19. Consider how quality assurance of providers can be improved and made transparent, for example, through the training of trainers or through improved systems of accreditation.

**Provision of CPD for VET teachers and trainers**

20. There should be more CPD provided specifically to meet the needs of VET teachers.
21. The VET Centre should publish a catalogue of CPD programmes aimed at VET teachers, instructors and coordinators of practice.
22. There should be more CPD provided in partnership with employers and on business premises.
23. There should be more school-based CPD, where CPD can be embedded in teaching practice, particularly where the focus of CPD is methodological and pedagogical.
24. CPD should be provided locally to avoid the cost and time demands where teachers must travel for CPD (CPD could include an e-learning element).
25. CPD should make use of active learning approaches and new learning technologies.
26. Consideration should be given to providing formal recognition for CPD, in the form of certification, as a way of valorising and validating CPD.

**School-based Continuing Professional Development**

27. Teachers should be supported to work in more collaborative ways, for example, jointly planning lessons and preparing materials and developing improved ways of teaching.
28. Mentors should receive training. Mentors should be recognised for their work: it may be that the title of Teacher-Mentor can be part of this recognition.
29. Schools should be encouraged to make use of collaboration and peer learning to support professional development. Good practice in peer learning should be recognised and shared. Networking between schools and with other partners can extend learning (at relatively low cost).
30. Schools should be supported to implement CPD for their own staff, particularly where the need has been identified through internal or external evaluation. School coordinators may need support in the form of resources, training packages or partnership with relevant employers.

31. VET schools should be supported to carry out professional needs identification – taking into account the needs of teachers, learners and employers - and held accountable for this work through external evaluation. Good practice should be shared between schools.

32. Planning and provision to meet CPD needs should take place at both school and national levels. Schools should be supported to address training needs through school based CPD where they have capacity – increasing the share of VET teachers that benefit from school-based CPD from the baseline of 50%.

33. All teachers should have the opportunity to benefit from feedback that helps them to reflect upon and improve their teaching.

34. Where appropriate feedback should be linked to CPD, such as mentoring or specialist training.

35. VET schools in Montenegro may consider making use of a greater variety of feedback, e.g. using test scores, using surveys, feedback from mentors.

36. Consideration should be given to raising recognition for those teachers that play a key role in school-based CPD, for example, mentors and coordinators, so that these teachers are encouraged in their work.
ANNEXES

Annex A: Literature Review
Annex B: List of participants on Belgrade kick-off workshop
Annex C: List of stakeholders interviewed
Annex D: Profile of VET Schools in Montenegro and Sample for Survey
Annex E: Continuing Professional Development Framework for Teachers in Montenegro
Annex F: Statistical Tables
<table>
<thead>
<tr>
<th>Name of Reference</th>
<th>Key Words</th>
<th>Type of document</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Law on Education</td>
<td>Institutional functioning, teaching process, school management, quality assurance, students learning</td>
<td>Primary legal act</td>
<td>Regulates institutional set-up towards CPD, saying that: Bureau for Education Services (BES) guides CPD of general subject teachers and that Vocational Education and Training Centre (VET Centre) guides CPD of teachers delivering VET subjects as also preparing professional standards for teaching school staff. This Law also defines and regulates functioning of different bodies on school level, such as: teacher council, classroom council, subject teams, headmaster and other bodies as defined by the statute of the institution (School). Subject teams consist of the teachers who lecture the same subjects or two or more related subjects. Professional teacher associations may give opinions and suggestions for the improvement of the education process, related to the education programmes, strategic documents and legal provisions pertaining to education. Subject teams (Subject sector comities) review the education activities by subjects, i.e. education groups, provide suggestions for the improvement of the education activities, take into consideration parents' remarks and other tasks, in line with the statute and the institution's annual work plan.</td>
</tr>
<tr>
<td>Law on Vocational education</td>
<td>Teaching process, VET Schools, adult education, VET school</td>
<td>Primary legal act</td>
<td>Regulates teaching process in VET education, and in relation to teacher profiles describes that teaching process is implemented by: teachers, vocational teachers associates, associates in education, teachers of practical education and</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>functioning</td>
<td>instructors of practical education. It defines also that each teachers need to have at least 240 ECTS, with exception for the cases where there is no university programme for particular teaching profiles and teachers delivering practical classes (the last one should have craft exam or at least 180 ECTS). Teachers are obliged on 40 hrs of work per week, which considers also certain number of class hours, depending on the type of subject.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Law on Adult Education</td>
<td>Training programmes, training providers, trainer profiles</td>
<td>Law on adult education regulates area of adult education and training, more precisely, forms of programmes and delivery, structure of training program, plan of adult education.... In relation to training providers and their capacities, it prescribes that all adult education providers needs to have competent trainers to deliver trainings which requires also trainings on how to deliver adult education trainings.</td>
<td></td>
</tr>
<tr>
<td>Regulation on school staff and teachers licensing</td>
<td>teachers licensing</td>
<td>Describes that each teacher should pass through licensing or relicensing process each 5 years. One of the key conditions for renewal of license is that teachers should have a number of training hours passed in those 5 years. VET Centre is responsible for coordinating and insuring licensing process for all VET teachers in Montenegro and BES has the same role for general subject teachers</td>
<td></td>
</tr>
<tr>
<td>Regulation on organising continous professional development of VET Teachers</td>
<td>Organising teachers training, development of training catalogues,</td>
<td>Regulation is providing details on how CD of teachers is organised, that VET Centre is in charge of organising CPD for VET Teachers, that VET Centre shapes the guidelines related to CPD of teachers, that VET Centre proposes to Ministry of Education which programmes should be adopted, regulates who can apply programme</td>
<td></td>
</tr>
</tbody>
</table>
Regulation on teachers professional progression and awarding of the title of Teachers

MNE

Year: 2009
Centre for Vocational education and Training of Montenegro

Validation of teachers promotion, professional progression

Regulation

Describes paths for professional progression of teachers, necessary documents to be submitted and trainings to be completed in order to be promoted, how the promotion process is constructed and how teachers personal portfolio is maintained...

<table>
<thead>
<tr>
<th>Name of Reference</th>
<th>Key Words</th>
<th>Type of document</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy of VET Education in Montenegro 2015-2020</td>
<td>Education reform, teaching process, teaching resources, student assessment, evaluation of teaching process, continuous professional development.</td>
<td>National Strategy document</td>
<td>Defines main priority areas, including, strengthening of public private partnership, mobility of the students, entrepreneurial learning and self-employment, foster implementation of competency based curricula in line with national qualification framework, as also training of teachers and school staff to introduce these curricula’s in Schools. Recommends more intensive training of in-company trainers, but also training of teachers in order to update their VET knowledge. As part of key measure named: Improvement of professional development of teachers in VET education in more structured way and there are number of activities listed to be implemented in initial period (implementation plan for 2015), such as: - Development of CPD models for teachers, training</td>
</tr>
<tr>
<td>Strategy for Adult Education</td>
<td>Employment skills, re-education, personal development</td>
<td>National Strategy document</td>
<td>Promotes systematic development of trainers’ skills, Development of trainers’ skills in developing curricula and delivering trainings. Describes that work with adults require training of trainers on topics on development of andragogic skills. There are priority areas defined, including further development of trainer skills</td>
</tr>
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</tr>
<tr>
<td>Strategy General Secondary education</td>
<td>School management, teaching process,</td>
<td>National Strategy document</td>
<td>Outlines importance CPD, especially related to development of teachers skills to implement new programmes, encourage establishment of teachers associations, development of research related to CPD of teachers.....Strategy outlines that more than 1/3 of teachers didn’t pass any training in last five years.</td>
</tr>
<tr>
<td>Name of Reference</td>
<td>Key Words</td>
<td>Type of document</td>
<td>Summary</td>
</tr>
</tbody>
</table>
| Year: 2009 | Bureau for Education Services (BES) | Instruments for self-evaluation for novice teachers and mentor
|           |                                | Working plan of working with novice teachers and mentor |
| Year: 2013 | Bureau for Education Services (BES) | Personal professional plan, teachers self-evaluation evaluation of teachers CPD |
|           | Handbook for Schools MNE | Manual |
|           |                                 | Manual is for the use of all Schools in Montenegro and gives guidelines and even detail plans of how to organise professional development of teachers on the School level, professional development portfolio, teachers professional progression paths, templates and instruments for self-assessment of teachers |
| Year: 2014 | Centre for Vocational Education and Training of Montenegro | School management, quality of teachers, students |
|           | Methodology for external evaluation of VET Schools MNE | Methodology |
|           |                                 | Each external evaluation report evaluates also: students satisfaction with teacher skills, teaching materials if teachers are regularly attending trainings, if they work on their professional development, and if they have appropriate teaching qualifications....... |
| Year: 2013 | Bureau for Education Services (BES) | Teachers appraisal, procedures, teachers development |
|           | Teachers Appraisal process Handbook for Schools MNE | Manual |
|           |                                 | This manual supports Schools in establishing and executing process of teacher’s appraisal by giving specific recommendations and tools. The manual is trying to put appraisal process in different contexts related to teachers acting, such as professional development of teachers, evaluation of teaching process, etc... |
| Teaching Standards | Teaching standards used for all type of teachers in School system | Guidelines | Provides detailed description of standards that each teacher should follow, by presenting 4 type of teachers:  
1. Teacher Mentor  
2. Teacher advisor  
3. Teachers higher advisor  
4. Teachers researcher  
(*more details related to implementation in the report) |
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<tbody>
<tr>
<td>Year: 2008</td>
<td>Bureau for education Services (BES)</td>
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<tr>
<td>MNE</td>
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</tbody>
</table>

| Catalogue of training programmes offered for VET Teachers | Annual Catalogue of accredited trainings offered to VET Teachers | Catalogue | Catalogue contains annual list of trainings approved by the National Council for Education, constituted by the Ministry of Education, and published by the VET Centre of Montenegro. Similar catalogue, but for general subject teachers (including those in VET), is published by Bureau for Education Services, on annual basis. **Catalogue contains list and description of trainings related to:**  
- Development methodical and didactical skills of VET Teachers  
- Subject specific skills of teaching  
- Development of teaching skills for VET trainers |
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<thead>
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</thead>
<tbody>
<tr>
<td>Year: 2014</td>
<td>Centre for Vocational Education and Training of Montenegro</td>
<td></td>
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</tbody>
</table>

| Competency Framework for VET Teachers | Teachers competencies, classroom management, students support | Training programme | This framework is specifically design for the needs of VET Teachers and it provides 6 modules training programme for all VET Teachers:  
- Students support  
- Preparation and planning of teaching process  
- Organising teaching process  
- Teaching process in the School  
- Students assessment  
- Communication in teaching process |
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<tbody>
<tr>
<td>Year: 2013</td>
<td>Bureau for education Services (BES)</td>
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<td></td>
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</tr>
<tr>
<td>Publications</td>
<td>Professionals</td>
<td>Projects</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Research on impact of Bureau for education services activities on CPD of general subject teachers and external evaluation of School</td>
<td><strong>MNE</strong> Year: 2013 Bureau for education Services (BES)</td>
<td>Objective of the research was to identify adequacy of trainings provided as also assessment of need for future training of general subject teachers. Some of the outcomes was that teachers are in favour of more demand driven CPD, encouraging peer learning, trainings requiring interaction and project works, subject related trainings, students motivation trainings etc.</td>
<td></td>
</tr>
</tbody>
</table>
| Teachers education and training / report on Montenegro | **ENG** Year: 2013 European Commission, Directorate General for Education and Culture |^

Professional development of teachers, institutions related to CPD, recommendations related to CPD | Country report | Gives a background of education reform in Montenegro and achievement in some areas. Gives an overview of CPD in general for all teachers in Montenegro, and details such as that Faculty of Philosophy organises initial teacher’s education, but until now it does not envisage any education of VET profile teacher. Some major conclusions are that teachers development needs more systematic approach, especially focusing teaching skills of teachers and capacities of institutions on the other side |
<p>| Education reform Project | Education reform, quality assurance, external examination, continuous | Project | Project focused on reform of education sector and establishment of Continuous professional development framework and strengthening the capacities of Bureau for education services to establish CPD framework. |</p>
<table>
<thead>
<tr>
<th>(loan of World bank)</th>
<th>professional development of teachers</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution to Employment Promotion Project</strong></td>
<td>Policy framework development, teachers training</td>
<td>Project</td>
<td>Project with objective is to improve the employability of graduates from vocational schools and participants in continuing education measures. Provision of teaching, training and learning materials (guidelines, software, handbooks, models). Training of teacher in order to be able to teach based on active learning methodologies, mainly in the VET sectors of engineering</td>
</tr>
<tr>
<td>Year: 2007 - 2011 GIZ</td>
<td></td>
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</tr>
<tr>
<td><strong>Project MNE 011 Strengthening Vocational Training in North-East Montenegro</strong></td>
<td>Institutional capacity building, teachers training, social partnership</td>
<td>Project</td>
<td>Project was focused on development of initial VET, from strategic level to school development, in particularly of teachers and school management development. Project was focused on the sectors of Agriculture and Tourism, developing qualifications and curricula and training of teachers for introducing competency based curricula and strengthening of Montenegrin qualification framework. In cooperation with Bureau for Education Services, competency based framework for VET teachers was developed in the framework of this project.</td>
</tr>
<tr>
<td>Year: 2009-2014 Lux Development Agency</td>
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</tr>
</tbody>
</table>
Annex B: Participants to Belgrade kick-off workshop

1. Mrs. Svetlana Cabarkapa – Adviser of the Minister of Education (MoE)
2. Mrs. Vidosava Kascelan – Higher Adviser in Bureau for Education Services (BES)
3. Mrs. Nadja Lutresek – Independent Adviser in Bureau for Education Services (BES)
4. Mr. Rajko Kosovic – Head of Department for General Affairs, Vocational Education and Training Centre (VET Centre)

Annex C: Stakeholders interviewed

1. Zora Bogicevic - Advisor for VET - Ministry of Education
3. Rajko Kosovic - Head of Department for General Affairs, - Vocational Education and Training Centre (VET Centre)
4. Vidosava Kascelan - Higher Adviser in Bureau for Education Services (BES) - Bureau for Education Services
5. Ljilja Garic - Head of Adult Education Department- Vocational Education and Training Centre (VET Centre)
6. Ana Maras - Adviser for Education & Members Support - Montenegrin Employers Federation
7. Nataša Pavličić Executive Director - PAMARK –provider of adult education, Podgorica
9. Veselin Grdinic, Director of Secondary Mixed School “Vuksan Djukic”, Mojkovac
10. Biljana Maslovaric – Vice Dean for science and international Cooporation - University of Montenegro, Faculty of Philosophy, Niksic
11. Mladen Perazic - Head of Education Department- Chamber of Economy of Montenegro
12. Vladimir Kršmanović - Chief of the Staff / International Relations Officer - Confederation of Trade unions of Montenegro
13. Elvira Bubanja - Executive Director - NGO Forum
14. Jadranka Radunović - CPD Coordinator / Vocational Education and Training Centre (VET Centre) - Vocational Education and Training Centre
15. Biljana Terzic - CPD Coordinator / Pedagogue - Secondary VET School “Spasoje Raspopovic”, Podgorica
17. Mirjana Vukcevic - CPD Coordinator / Pedagogue Secondary Electrical school – “Vaso Aligrudic”, Podgorica
Profile of all schools providing VET education, (for qualifications level II, III, IV, IV2 and V) in Montenegro is the following:

- VET Schools (21)
- Mixed Schools (Schools that are providing general and VET programmes - 10)
- Education Centers (typical for very small municipalities and they comprise programmes of primary, secondary general and VET education - 2)
- Art schools (7)
- Resource centers (3)
- Post-secondary VET Schools (just recently established - 2)

There are around 29 000 VET Students attending these schools (around 73% out of total secondary school population) and around 2 000 teachers delivering VET programmes, of which around 1400 are VET subject teachers. Each VET programme consists of general subject, vocational subjects, elective vocational subjects and classes of practical teaching.

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Name of the School</th>
<th>Number of students 2014/2015</th>
<th>Number of teachers</th>
<th>No. Of teachers responded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrijevica</td>
<td>Secondary Mixed school</td>
<td>164</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>Bar</td>
<td>Secondary Agriculture School</td>
<td>513</td>
<td>44</td>
<td>10</td>
</tr>
<tr>
<td>Bar</td>
<td>Secondary economy and hospitality school</td>
<td>855</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td>Berane</td>
<td>Secondary medical school &quot;Dr Branko Zogović&quot;</td>
<td>666</td>
<td>65</td>
<td>14</td>
</tr>
<tr>
<td>Berane</td>
<td>Secondary VET school&quot;Vukadin Vukadinović&quot;</td>
<td>564</td>
<td>67</td>
<td>14</td>
</tr>
<tr>
<td>Berane</td>
<td>Secondary VET school</td>
<td>370</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Bijelo Polje</td>
<td>Secondary VET school</td>
<td>688</td>
<td>61</td>
<td>9</td>
</tr>
<tr>
<td>Bijelo Polje</td>
<td>Secondary electro-economy school</td>
<td>823</td>
<td>58</td>
<td>13</td>
</tr>
<tr>
<td>Budva</td>
<td>Secondary Mixed school &quot;Danilo Kiš&quot;</td>
<td>809</td>
<td>58</td>
<td>0</td>
</tr>
<tr>
<td>Cetinje</td>
<td>Secondary VET school</td>
<td>280</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Herceg Novi</td>
<td>Secondary Mixed school &quot;Ivan Goran Kovačić&quot;</td>
<td>1010</td>
<td>77</td>
<td>13</td>
</tr>
<tr>
<td>Kolašin</td>
<td>Srednja mješovita škola &quot;Braća Selić&quot;</td>
<td>297</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Kotor</td>
<td>Secondary Maritime school</td>
<td>605</td>
<td>39</td>
<td>14</td>
</tr>
<tr>
<td>Kotor</td>
<td>Gymnasium</td>
<td>500</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>Mojkovac</td>
<td>Secondary Mixed school &quot;Vuksan Đukić&quot;</td>
<td>378</td>
<td>35</td>
<td>14</td>
</tr>
</tbody>
</table>

\[\text{Total number of teachers in the school, including general subject teachers}\]
| Town       | School Type and Name                                                                 | Students | Teachers | CPD
<table>
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<tr>
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<tbody>
<tr>
<td>Nikšić</td>
<td>Secondary economy-hospitality school</td>
<td>1158</td>
<td>77</td>
<td>3</td>
</tr>
<tr>
<td>Nikšić</td>
<td>Secondary VET school</td>
<td>483</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Nikšić</td>
<td>First Secondary VET school</td>
<td>693</td>
<td>70</td>
<td>1</td>
</tr>
<tr>
<td>Plav</td>
<td>Secondary Mixed school &quot;Bećo Bašić&quot;</td>
<td>597</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>Pljevlja</td>
<td>Secondary VET school</td>
<td>777</td>
<td>77</td>
<td>1</td>
</tr>
<tr>
<td>Plužine</td>
<td>Education Center</td>
<td>99</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary and post secondary VET School for Tourism &quot;Sergije Stanić&quot;</td>
<td>1243</td>
<td>74</td>
<td>0</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary VET electrotechnical school &quot;Vaso Aligrudić&quot;</td>
<td>1281</td>
<td>95</td>
<td>10</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary VET mechanical school &quot;Ivan Uskoković&quot;</td>
<td>1033</td>
<td>98</td>
<td>12</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Srednja VET construction-geodesy school &quot;Inž. Marko Radević&quot;</td>
<td>534</td>
<td>61</td>
<td>10</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary VET Economy school &quot;Mirko Vešović&quot;</td>
<td>1470</td>
<td>90</td>
<td>8</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary VET school &quot;Spasoje Raspopović&quot;</td>
<td>469</td>
<td>50</td>
<td>17</td>
</tr>
<tr>
<td>Podgorica</td>
<td>Secondary medical school</td>
<td>1208</td>
<td>92</td>
<td>9</td>
</tr>
<tr>
<td>Rožaje</td>
<td>Secondary VET school</td>
<td>529</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Tivat</td>
<td>Secondary Mixed school &quot;Mladost&quot;</td>
<td>562</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>Ulcinj</td>
<td>Secondary Mixed school &quot;Bratstvo jedinstvo&quot;</td>
<td>957</td>
<td>77</td>
<td>11</td>
</tr>
<tr>
<td>Šavnik</td>
<td>Education Center</td>
<td>37</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Žabljak</td>
<td>Secondary Mixed school &quot;17. septembar&quot;</td>
<td>132</td>
<td>23</td>
<td>12</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Total Students</th>
<th>Total Teachers</th>
<th>CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>21784</td>
<td>1899</td>
<td>266</td>
</tr>
</tbody>
</table>
Annex E: Continuing professional development framework for teachers in Montenegro
Annex F: Statistical Tables