Research of the Needs for Professional Development of VET Teachers and Accredited Adult Educators in Montenegro
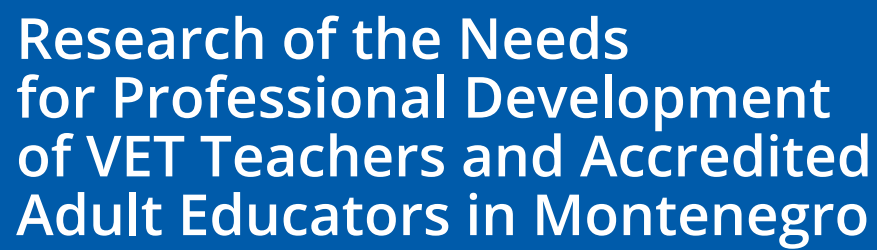
OBUKA / TRAINING

VJEŠTINE / SKILLS

KOMPETENCIJE / COMPETENCES

ZNANJE / KNOWLEDGE

OBRAZOVANJE / EDUCATION

Ivan Marković, Gordana Bošković

Research of the Needs for Professional Development of VET Teachers and Accredited Adult Educators in Montenegro

Name:

Research of the Needs for Professional Development of VET Teachers and Accredited Adult Educators in Montenegro

Authors:

Gordana Bošković, adult education specialist, Centre for Vocational Education and Training

Ivan Marković, manager in tourism and hotel industry, Centre for Vocational Education and Training

Podgorica, March 2018

PREFACE

The Research of the Needs for Professional Development of VET Teachers and Accredited Adult Educators in Montenegro is the part of EPALE[1] Project implemented in Montenegro from the beginning of 2017 to the end of 2018.

This Research targets VET teachers in Montenegro. General objective of the Research is identification of professional development needs and improvement of professional development programme of teachers[2], initiation of training whose content would correspond to the identified educational needs and the enhancement of professional and didactic-methodical competence of teachers.

The Research was conducted on the sample of selected teachers in formal and non-formal education system in all three regions of Montenegro. The results obtained in this Research may be compared with the results of similar researches conducted by neighbouring countries in recent years.
The results of the Research are intended primarily for professional public in charge for creating the policy of professional development of teachers and strategic plan of its feasibility.

The Research is available in Montenegrin and English language on official website of the Centre for Vocational Education and Training: **www.cso.gov.me**, national adult education portal: **www. obrazovanjeodraslih.me** and EPALE platform: **https://ec.europa.eu/epale/.**

This document represents a valuable contribution of EPALE National Support Service to the development of research practice in Montenegro and the encouragement of continuous professional development of teachers, by active promotion of lifelong learning concept.

Authors
Ivan Marković and Gordana Bošković

Podgorica, March 2018

---

1   Electronic Platform for Adult Learning in Europe, https://ec.europa.eu/epale/

2   Article 112 paragraph 2 of General Law on Education ("Official Gazette of the Republic of Montenegro", no. 64/02, 31/05 and 49/07 and "Official Gazette of Montenegro", no. 45/10, 45/11, 36/13, 39/13 and 44/13) and the Rulebook on organization of professional development of teachers and manner of selection of authors of professional development programmes ("Official Gazette of Montenegro ", no. 063/16 as of 6/10/2016)

CONTENT

METHODOLOGICAL EXPLANATIONS

Introduction

The research of the needs for professional development of teachers in secondary VET schools and at accredited adult education providers is one of essential prerequisites for targeted and systemic professional development of teachers. It is necessary to create an atmosphere which will foster teachers who criticize the results achieved in educational process, to actively participate in the identification of realistic needs for professional development, along with readiness for innovated approaches to teaching process. Contemporary teaching has been based on active teaching methods which mobilize numerous potentials of personality of learners and enable them to express their creativity, develop their capabilities, thus establishing a stable system of values. Adults need new approach to introduce them to the essence of contents they examine in a pragmatic and functional way. Majority of teachers from secondary vocational schools (especially regarding the work with part-time students) and adult education institutions do not have required knowledge and skills (especially andragogical) ensuring them adequate didactic-methodical approach to adult learners.

The lack of research practice intended predominantly for the needs for professional development of teachers employed in secondary vocational schools and at accredited adult education providers may produce long-term discrepancy among knowledge, skills and attitudes of teachers and demands of contemporary teaching and students/learners. Therefore, this Research should result in a clear image of identified and expressed needs for professional development of teachers, with the aim of systemic planning and active implementation of adequate measures, including the creation of a comprehensive catalogue of professional development of teachers.

The Research is based on a concept design as the basis of each research work and on the questionnaire conducted within two groups of examinees (VET teachers and accredited adult educators).

Subject of the Research

The subject of the Research is the examination of needs for professional development of teachers in charge for vocational – theoretical subjects and practical training in VET schools and accredited adult educators, with a view of strengthening their professional competences.

The tendency of this Research, conducted by surveying teachers in charge for vocational – theoretical subjects and practical training in VET schools and accredited adult educators, was to identify:
- the level of satisfaction of teachers with the existing knowledge and skills applied in teaching;
- the existence of needs for professional development of teachers (the level of their identification);
- kind/type of need for professional development (thematic contents)
- organizational form of development for satisfying the needs for professional development;
- the level of teachers' interest to participate in training.

Goal of the Research

The goal of the Research was to obtain data on training needs of teachers in charge for vocational – theoretical subjects and practical training in VET schools and accredited adult educators.

Sample

Two-stage stratified quota sampling was used in this Research. Design of this sample entails previous stratification of the basic cluster, and stages in the selection of primary and secondary examination units. Envisaged sample involved 700 examinees: 500 teachers in charge for vocational – theoretical subjects and practical training in VET schools and 200 teachers employed at accredited adult education providers. Implemented sample involved 555 teachers, out of which, there were 485 VET teachers and 70 accredited adult educators.

The difference between envisaged and implemented sample incurred due to the fact that out of 500 surveyed VET teachers, 15 questionnaires were inadequately or insufficiently completed, while in case of accredited adult educators, it was impossible to ensure the survey of 200 examinees due to the unaccepted cooperation or insufficient number of available teachers in this system of education and training.
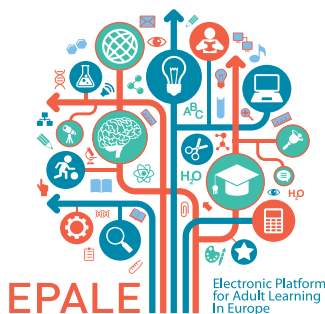
PROJECT:

"EPALE NATIONAL SUPPORT SERVICE FOR MONTENEGRO"

EPALE National Support Service (NSS) for Montenegro is the European Union project, implemented via Erasmus+ programme in Montenegro since 2015. The Project is aimed at the empowerment of adult education system, predominantly at professional development of adult education experts and promotion of different learning pathways.

Erasmus+ is the programme of the European Union, envisaged for the period 2014–2020, integrating lifelong learning programme via Erasmus, Leonardo da Vinci, Comenius and Grundtvig programmes. Erasmus+ ensures grants for a wide range of activities in education, training, youth and sports. It provides support to organizations in order to build transnational partnerships and exchange innovative practices in education and training.

EPALE Project in Montenegro is aimed at raising awareness of stakeholders on the significance of networking and the use of diverse learning resources, promotion of importance of adult education on the national and international level, as well as encouragement of general and professional public to use electronic platform. The Project is structured in six working packages designed for the implementation of numerous activities in adult education.

This analysis was created in line with general goal of EPALE Project related to strengthening the promotion of adult education on the national and international level, and it represents the results of the first extensive research of training needs of teachers. The research is the first step within the range of activities directed towards the creation of targeted training, as the reflection of actual needs of teachers for new knowledge and skills.

SUMMARY

The research of the needs for professional development of teachers in secondary vocational schools and at accredited adult education providers was conducted by the Centre for Vocational Education and Training in the capacity of EPALE National Support Service for Montenegro, with professional support of the Agency for Examination of Public Opinion "*Damar*". The Research is one of the first activities in Montenegrin research practice related to examination of training needs of VET teachers.

Teachers from the central region are dominant sample in research work – 51.8% out of total number of surveyed teachers from VET schools and 92.9% teachers from adult education providers. The majority of examinees are female (58.6% in secondary VET schools and 67.1% in adult education providers). Teachers from both sampled groups acquired the largest number of years of work experience by working at schools (VET teachers - 14.5 years and adult educators – 7 years). Among surveyed VET teachers, practical training teachers are dominant (82.1%), while among accredited adult educators, teachers of foreign languages and teachers of vocational-theoretical subjects leading to the acquisition of VET qualifications are majority (40% and 31.4% respectively). The Research has shown that majority of VET teachers are permanently employed (81%), while the percentage of permanently employed accredited adult educators is almost twice lower (48.6%). In VET schools in Montenegro, 90.5% teachers own teaching license, while the percentage is lower in accredited adult education providers and amounts to 81.4%. Majority of examinees representing accredited adult education providers, 68.4%, work with teaching license issued for the work in formal education system.

Data show that the largest number of examinees from VET schools teach in occupational fields: Economics and Law (21.4%), Engineering and Production Technologies (21%) and Tourism, Hospitality and Trade (19.8%). The largest number of examinees from accredited adult education providers responded that they teach in Social sciences sector in vocational education (32.9%), Services (20%) and Tourism, Hospitality and Trade (15.7%). According the responses of examinees related to the implementation of training programmes for the acquisition of key competences, the largest number of them teach within key competence Ability to communicate in foreign language (63.8%), and Cultural competence (19.1%), while significantly lower number of teachers are engaged in the implementation of programmes for the acquisition of other key competences.

The Research has shown that the highest percentage (62.7%) of VET teachers were not primarily trained for performing teaching occupation, contrary to accredited adult educators, whose responses mainly confirmed that they were educated to become teachers during their academic studies (72.9%). Therefore, the lack of didactic-methodical contents during pre-service education of VET teachers is evident, which statement is confirmed by the responses of 67.8% examinees, contrary to 68% examinees from accredited adult education providers who responded that they had studied andragogical contents (didactics, methodics, ...) during their academic studies within all or some subjects.

The Research has also shown that even around 70% teachers are not members of professional association of teachers. Around 16% teachers are not familiar with the Catalogue of Professional Development of Teachers in VET Schools, contrary to one third of teachers from accredited adult education providers.

Teachers mainly responded that they were informed about the Catalogue in their own educational institution or via the website of the Centre for Vocational Education and Training. Obtained results indicate that one fourth of VET teachers and one third of teachers from accredited adult education providers think that programmes offered in the Catalogue cannot meet their training needs.

Data indicate that the most frequent organizational forms of professional development of teachers are two-day seminars. According to both groups of examinees, study tours to other countries have the greatest impact to their professional development, thus, they obtained the highest total average mark – 4.38, then seminars including workshops – 4.25, panel discussions – 3.35, round tables – 3.40 and the like. The least efficient way of professional development, based on the assessment of examinees, is participation at scheduled online training – 3.10 and conferences 3.23.

One of the key results of this research is the evidence that:
- 60% surveyed VET teachers have medium or high level need for professional development in their own occupational field;
- 58% surveyed VET teachers need training for work with the disabled students;
- More than 50% surveyed VET teachers need training in career guidance and new technologies at workplace

According to teachers who work at accredited adult education providers, the results have shown that there is a medium or high level need for professional development in the following areas:
- new technologies at workplace or learning environment (52%);
- work with learners from vulnerable categories (the disabled, old persons, minorities, persons in institutions for the execution of criminal sanctions, etc. 52%)
- ICT (information-communication technologies) competences (52%);
- andragogical competences for teaching – methodics, didactics (42%).

Approximately 50% examinees from both target groups completely or partially agree that relevant programmes of professional development of teachers are not offered and such problem is regarded by them as the main barrier to the comprehensive improvement of individual professional competences.

THE BASIS OF THE RESEARCH

Continuous Professional Development of Teachers

Education and professional development of teachers is one of the key issues of each education system, as the quality of teachers is one of the main factors contributing to the level of achievement of students/learners. Today, education of teachers, within the context of lifelong learning, does not only entail pre-service education, but also their very important systemic professional development as continuous professional development. Since mid-eighties of the previous century, education systems have been trying to provide more efficient responses to accelerated and complex social changes. Since teacher profession has been recognized as the link between social objectives and young generation, it has become the target of numerous requests for changes and enhancements, while professional development has become the area of interest of pedagogical – andragogical – didactic – methodical research of educational experts, as well as institutions in charge of education policy. On one hand, all this influenced that new competences are expected and required from teachers and this implies their continuous professional development. On the other hand, institutions in charge of education policy are obliged to ensure conditions and direct development of education so as to support teachers in their efforts and accomplishment of common objective – increase of quality of education system[3].

Teacher Education Strategy 2017–2024

Ministry of Education created Teacher Education Strategy in Montenegro (2017–2024), which was adopted by the Government as strategic document for development of teachers in Montenegro. This document should, based on the research and analysis of the existing situation and achieved level of education system development, education system tradition, examples of good practice and comparison with international solutions, propose priority areas and adequate measures so as to improve pre-service and in-service education of teachers, in line with the need for lifelong learning. Systemic organization and improvement of teacher education is important taking into account their significant role in the process education of children and youth, as the basis of progress of each society.

Professional development of teachers in Montenegro – legal basis

General Law on Education[4] , as the basic law for education, closely defines professional development of teaching and administrative staff in education[5]. Chapter XIII (development and advancement of teachers) Article 112, related to professional development, stipulates that "teachers are entitled and obliged to develop professionally in various areas through the programmes of professional development". Professional development programmes of teachers are adopted by the National Council for Education, upon the proposal of the Bureau for Education Services or the Centre for Vocational Education and Training. Authors of professional development programmes of teachers may be legal or natural persons who perform education or scientific-research activity, accredited higher education institutions and professional associations of teachers. Authors of professional development programmes of teachers cannot be persons employed by the

---

3   Teacher Education Strategy in Montenegro (2017–2024)

4   The Law was published in "Official Gazette of the Republic of Montenegro", no. 64 as of 28 November 2002, 31/05, 49/07, "Official Gazette of Montenegro", no. 4 as of 17 January 2008, 21/09, 45/10, 40/11, 45/11, 36/13, 39/13, 44/13.

5   Basic guidelines for professional development are stipulated by the Labour Law.

Ministry of Education, Bureau for Education Services, the Centre for Vocational Education and Training, Examinations Centre and National Council for Education. Ministry of Education specifies priority areas of professional development of teachers for a five-year period, upon the proposal of Bureau for Education Services and the Centre for Vocational Education and Training. The Ministry also prescribes the organization of professional development of teachers and the manner of selection of authors of the programmes.

Bylaws further explaining the manner of implementation of the process of professional development of teachers have stemmed from this Law.

Rulebook on the traineeship of teachers[6] prescribes the contents, programme, manner of monitoring and evaluation of traineeship of teachers, professional associates, teaching associates and other educators in education institutions (kindergartens, schools, institutes, adult education providers and students' dormitories).

Rulebook on the programme and organization of professional development of teachers[7] , among others, states that the goal of professional development of teachers is their professional development and progress, as well as higher quality and efficiency of the whole education system. It is also achieved via different forms of development: individual, formal and informal. This Rulebook also defines basic provisions of the procedure of professional development, such as professional development programme, manner of professional development of teachers, selection and assessment of offered development programmes, catalogues of professional development, implementers and manner of implementation of development programmes and records and protection of personal data.

Rulebook on the type of knowledge, conditions, manner and procedure of proposing and awarding the ranks of teachers[8] prescribes the manner of awarding higher ranks of teachers: mentor-teacher, adviser-teacher, senior adviser-teacher and research-teacher. The awarding of ranks to teachers is conducted on the basis of: supervision of work success or evaluation of achieved results of teachers in the work with students and other participants in education and training, professional development and the use of professional knowledge acquired by education and development and other work, which represent the specificity of occupation i.e. workplace.

The manner and procedure of issuing and renewing work license has been prescribed by the Rulebook on detailed conditions, manner and procedure of issuing and renewing of work license of teachers, directors and deputy directors in education institution[9].License is a public document which, in compliance with law, proves required level of general and professional competences of teachers, directors and deputy directors. Pursuant to the provisions of the Rulebook, a teacher is issued a license following the completion of vocational exam for work in education institutions. The renewal of licenses is carried out if s/he has successfully completed professional development based on programmes of professional development of teachers from priority areas and other programmes of professional development of teachers, adopted by the National Council for Education, in compliance with law. The Rulebook envisages that professional development of teachers lasts 16 hours in priority areas and 8 hours in other programmes of professional development of teachers. Exceptionally teacher, director and deputy director, who did not sit exams related to pedagogical-psychological and didactic-methodical group of subjects during their academic studies, have to undergo additional 16 hours of training in this areas in order to renew the license. General Law on Education prescribes that financing of permanent professional development of teachers has to be ensured form the state budget. The state is also obliged to ensure funds for needed hours of training for all teachers so as to enable them the renewal of license each five years.

---

6   The Rulebook was published in "Official Gazette of the Republic of Montenegro", no. 68 as of 24 December 2003.

7   The Rulebook was published in "Official Gazette of the Republic of Montenegro", no. 20 as of 26 March 2004.

8   The Rulebook was published in "Official Gazette of Montenegro", no. 43 as of 3 July 2009.

9   The Rulebook was published in "Official Gazette of Montenegro", no 23 as of 30 May 2014.

Professional Development of Teachers in Montenegro – current situation

The system of professional development of teachers has been created with the aim of continuous support and empowerment of teachers. The system is based on General Law on Education, and supported by appropriate rulebooks, as well as publications issued by the Bureau for Education Services and it needs further development in accordance with the needs of students, teachers and education in general.

The most important components of such system are: teacher training, organized professional development on the level of kindergarten/school, higher ranks system, mentorship process, publications which may be useful to schools in this process, and the like.

Teacher Training Programmes

Continuous professional development of teachers has been carried out via the programmes of professional development. Forms and types of professional development programmes are defined by adequate rulebook on the programme and organization of forms of professional development of teachers. Accordingly, Bureau for Educational Services and Centre for Vocational Education and Training each year launch a public call for the selection of programmes of professional development of teachers, eligible for all legal and natural persons performing educational or scientific-research activity, accredited higher education institutions and professional associations. Committee for programme accreditation, following the public call and based on defined standards, assesses applied programmes. The programmes which fulfil envisaged standard i.e. with certain degree of quality are proposed to the Ministry of Education for accreditation and published in the catalogues of the Bureau or the Centre.

Bureau for Educational Services and Centre for Vocational Education and Training, as institutions in charge for teacher training, implement training programmes by organizing seminars of professional development in compliance with education policy, findings of external and internal evaluation of schools, as well as the research of education practice.

Professional development is allocated proportionately within a five-year period, in accordance with corresponding catalogue of implementation of approved programmes of professional development.

The programme of in-company training of teachers of practical lessons has been implemented in the field of vocational education and training. During 2016 and 2017, a range of trainings were organized for teachers of vocational-theoretical subjects and practical training. In-company training of VET teachers is important considering the fact that teachers are able to upgrade and update skills and knowledge in their own occupational field, to understand competences required by employers, to build permanent relationships between schools and companies and to solve problems in realistic environment, which will help them better prepare students for the world of labour. Professional training of teachers in companies should become integral part of professional development of teachers. In order to make it successful, employers have to be interested to cooperate, the organizers of in-company training of teachers have to ensure good coordination, counselling for all participants in the process has to be ensured, as well as fruitful and clear communication, defined responsibilities of partners, specified time spent by teachers in the companies, support to teachers and the manner of financing of the training.

Insufficient funds intended for continuous professional development of teachers limit the choice of topics, as well as the coverage of teachers by training programmes. The poorest segment of the system, as in other countries, is monitoring and support to teachers in the application of acquired knowledge in teaching following the completion of training. In this context, schools and their management should take a part of responsibility to introduce the change in practice, as the lack of understanding and non-acceptance by the school itself frequently contributes to the fact that individuals who understand the change and want to apply it – give up.

In-Company Teacher Training

Demonstration project "Continuous Professional Development of Teachers and Mentors in Vocational Education in Montenegro" was implemented in academic 2015/2016 and 2016/2017. This project was aimed at supporting continuous professional development of teachers of vocational – theoretical subjects in VET. The Project was supported by the European Training Foundation (ETF). Each VET school appointed five teachers, from the occupation fields of: hospitality, electrical engineering, construction and mechanical engineering, to spend tend days in companies so as to acquire new knowledge on the progress of technologies and thus improve their own practical skills in realistic working environment.

 Analysis of the results of this project shows positive effects of in-company teacher training. Teachers noted that via this training they improved their technical knowledge and practical skills. They were empowered to prepare teaching materials and design additional practical activities of students. Employers said that in-company teacher training improved the image of companies in the environment. By the means of teacher training, they had an opportunity to intentionally influence the education of students. During the in-company training, teachers were not absent from classes.

In order to make in-company training system efficient, coordination and good harmonization of work of all partners are essential:
- Clear identification of needs of each individual teacher needs to be done before the training;
- Company which may offer to a teacher the possibility of gaining relevant experience and skills has to be selected;
- Roles and responsibilities of teachers and employers have to be clearly defined so that the training may offer appropriate scope of practical experience and learning opportunities to teachers.

Higher Ranks System

The system of higher ranks of teachers was established as motivational factor supporting teachers who are ready to enhance professionally and improve their knowledge and skills, and then to apply them in practice. The system offers the possibility of progress of teachers into one of the following ranks: mentor-teacher, adviser-teacher, senior adviser-teacher and research-teacher. The rank is obtained based on evidence (certificates) on attendance of accredited training programmes and teacher engagement in activities of professional development of the school level, tasks related to occupation and teaching. The possibilities of acquiring higher ranks are prescribed by the appropriate rulebook on types of ranks, manner and procedure of proposing and awarding the rank to teachers. So far, 129 teachers obtained higher rank (67 teachers – mentors; 32 teachers – advisers; 23 teachers – senior adviser and 7 teachers - researchers)

Mentorships for Beginner Teachers

Traineeship period of a beginner teacher lasts one year and is implemented via mentorship process. This process requires trained teacher mentor who will, by their mentorship skills and knowledge, adequately introduce beginner teacher into his work. For this purpose, teacher training was conducted for the implementation of this process, publication Mentorship – manual for teachers was issued and Work programme of the mentor for trainee teacher[10] was created.

---

10 Professional Development of the School Level, manual for schools, Bureau for Educational Services, Podgorica 2013

Training of Adult Educators

Until recently, there was a viewpoint that the training of teachers to work with adults is identical to the training of educators of children and youth, and that teachers trained for certain subjects and experts of various profiles, along with or without additional education, will be able to successfully work with adults. Such an approach to adult education is gradually cast away, so the need of andragogical training has been imposed to persons who intend to respect the principles and prescriptions of educational work with adults. The work with adults requires a special andragogical – didactic – methodical training.

Adult education, in compliance with the Law on Adult Education, is implemented by teachers, teaching associates, or instructors of practical training, lecturers, speakers and other professional workers, pursuant to the law regulating specific field of education and curriculum or training programme.

In terms of systemic dealing with the issues of education, training and professional development of adult education, Montenegro has made a range of essential steps. The Law prescribes mandatory andragogical training of teaching staff employed at accredited adult education providers, as well as the twelve-month deadline for the alignment of the work of teachers with this legal provision. There is an ongoing creation of the Rulebook on the manner and procedure of andragogical training and form and contents of certificates.

The programme of andragogical training of adult educators was created by the Centre for Vocational Education and Training and adopted by the Council for Adult Education in 2006. So far, this programme was completed by almost 300 teachers and professional associates, employed in adult education institutions/ organizations. However, a large number of teachers working at adult education providers are not trained for the work with adults.

The Rulebook on detailed conditions, manner and procedure of issuing and renewing of work license of teachers, directors and deputy directors in education institution prescribes that vocational exam for the work in education institution is a mandatory requirement for obtaining teacher license. The problem is the fact that majority of teachers employed at adult education providers do not have vocational exam passed. Majority of lecturers at higher education institutions accredited for the implementation of adult education programmes do not have vocational exam passed, as it has not been prescribed by Law and legal enactments regulating this field. Particular problem is also the issue of trainers and definition of procedures for obtaining this title in different areas[11].

---

11 Teacher Education Strategy 2017–2024.

PROCESSING, PRESENTATION AND INTERPRETATION OF RESEARCH RESULTS

Within the research activity, two questionnaires were created – for teachers in formal education and for teachers in non-formal education system. Majority of questions are identical, but, there is a set of questions which indicate the specificity of work in adult education institutions comparing to the work in formal education institutions. The questionnaires contain 31 questions both.

Among VET teachers, majority of examinees are from the central region – more than a half, around 30% examinees are from the north region and less than 10% examinees are from the south region. Almost 60% examinees are aged between 40 and 60, with predominant female population (58.6%).

Chart 1. VET teachers
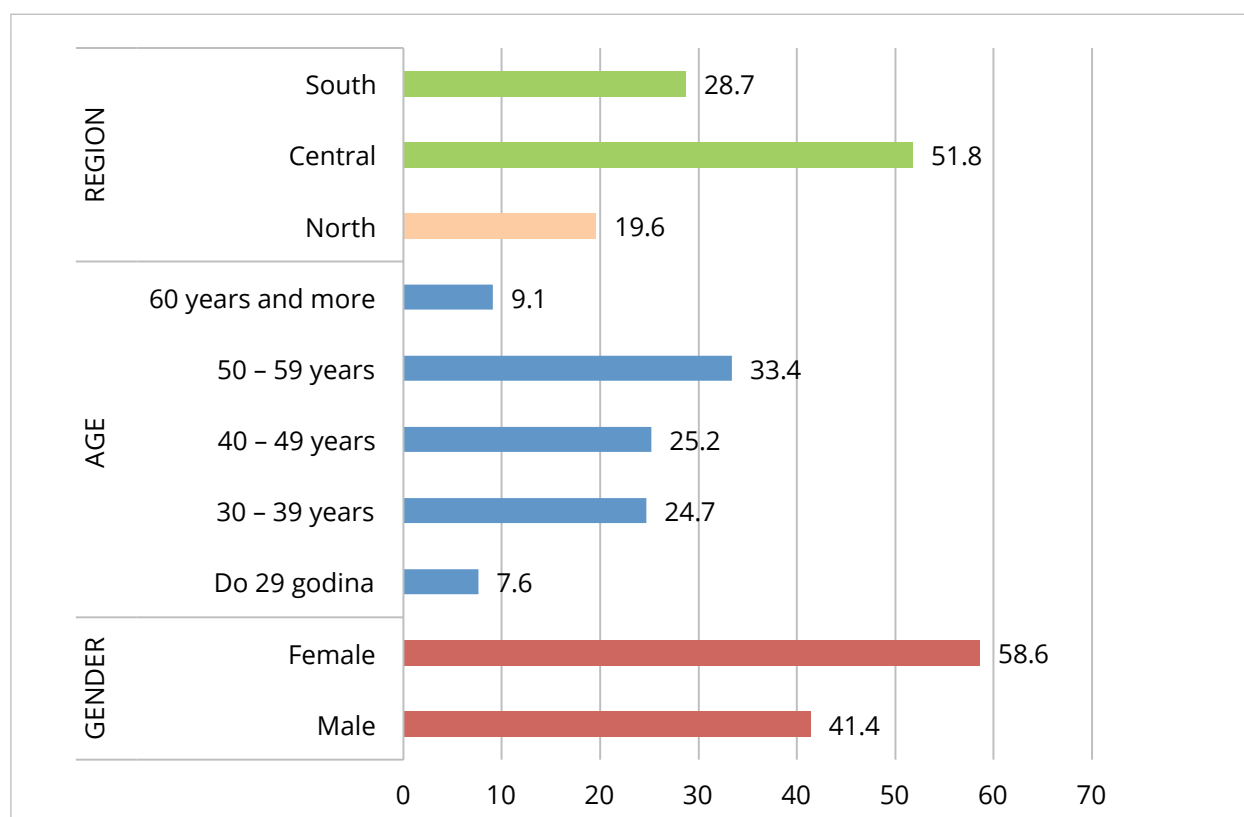
Majority of teachers from accredited adult education providers who participated in the research are from the central region – 92.9%. The remaining percentage is related to the participation of institutions from north region, while adult education institutions from south region did not participate in the Research. This result is mainly the reflection of territorial representation of private accredited adult education providers. Out of 94 accredited adult education providers, there are 46 of them in Podgorica and Danilovgrad, thus being almost the half of the total number of accredited adult education providers in Montenegro. **The number of accredited adult education providers which accepted participation in the questionnaire is almost twice lower than the envisaged number.** Namely, the concept design envisaged the survey of 14 institutions implementing only training programmes for the acquisition of key competences (foreign languages, IT, entrepreneurship...) and 16 institutions implementing training programmes for the acquisition of vocational qualifications. It was envisaged to involve 30 private adult education providers, i.e. one third of the total number of accredited adult education institutions - 60% all private adult education providers. The questionnaire related to adult education providers was distributed

only to private adult education institutions, as there are numerous VET schools which were distributed the questionnaire and which are also accredited to deliver adult education. Total number of accredited private adult education providers is 56, while the remaining 38 are elementary schools, secondary schools, VET schools, high schools, workers universities and faculties.

The number of examinees is almost ⅔ lower than the envisaged number, so 70 out of envisaged 200 teachers working at accredited adult education providers took part in the research. Among the examinees, there are 40% teachers of foreign languages, while one third are teachers of theoretical subjects of the programmes leading to vocational qualifications, less than 20% are teachers of practical training. Contrary to 60% VET teachers aged between 40 and 60, young teaching staff are predominant in adult education providers – up to 40 years of age (58.6%). There are 38.6% adult educators aged between 40 and 60. Almost two thirds of examinees are women, while the difference with regards to the number of employees according to the gender is slightly lower in secondary VET schools.

Chart 2. Teachers employed in accredited adult education institutions
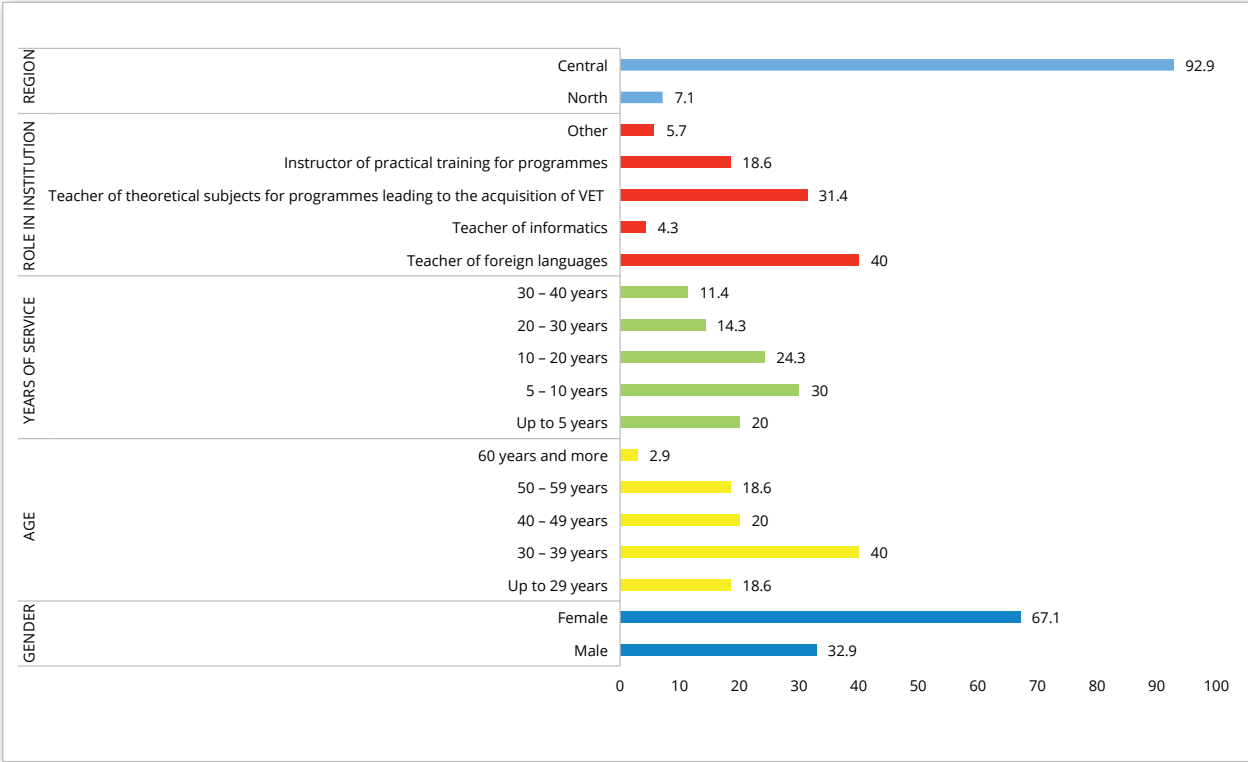
Years of Working Experience

The analysis also involved the question on the years of working experience of teachers, while it was identified that more than a half of examinees from VET schools have between 11 and 20 years of working experience. The largest number of examinees acquired most experience working as a teacher (14.5 years of working experience), while significantly lower number of years of working experience were achieved by the work in economy (5.8) and on the tasks related to vocational modules taught by teachers in VET schools (5.3).

Chart 3. VET teachers (years of working experience)
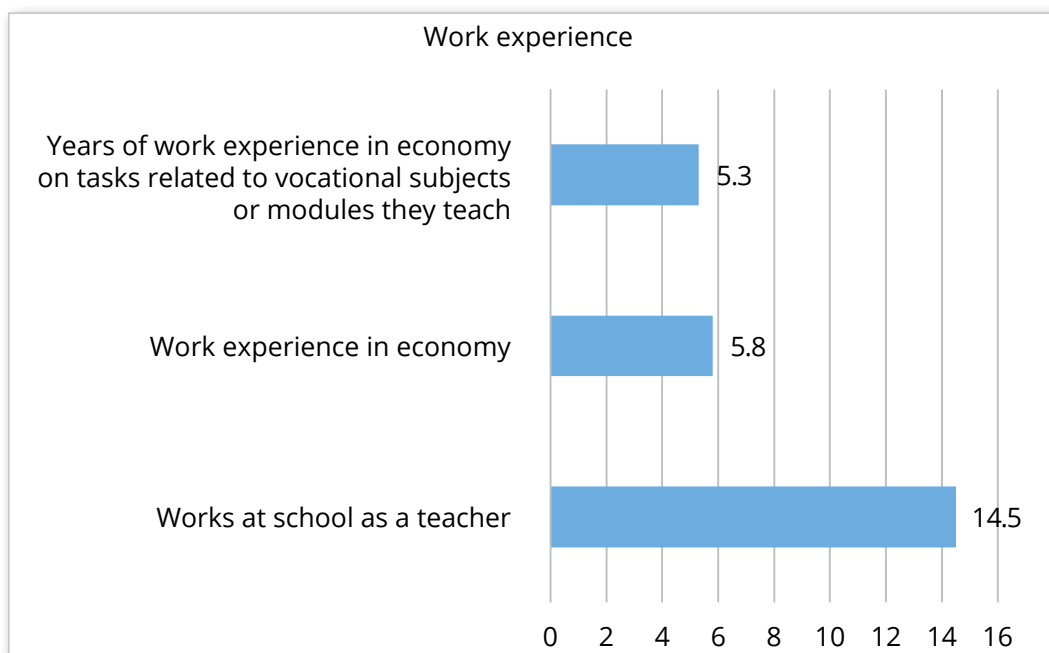
Among the examinees employed by accredited adult education providers, the obtained average amounted to seven years of working experience as a teacher in school. The average of years of working experience in economy is 5.1, while the average of the years of working experience in economy on the tasks related to vocational subjects or modules taught in the mentioned accredited institutions is 4.9. Data indicate that the average of years of working experience in economy of the group of examinees from north region is twice higher than the average of years of working experience in economy of examinees from central region. Also, the average of years of working experience in economy of examinees in north region is higher than the average of years of working experience gained in accredited adult education institution, while the situation in the central region is the other way round. According to the Research results, only teachers of informatics who work in economy do not have years of service, which is a surprising data, taking into account digitalization of all segments of social life and work.

Regarding gender issue, majority of male examinees, 39.1%, have between 11 and 20 years of service, while majority of females (36.2%) have between 6 and 10 years of service.

Role at School / Accredited Adult Education Provider

With regards to the question related to the role at school, majority of examinees from VET schools responded that they perform tasks of teacher of vocational – theoretical subjects. The percentage of teachers performing this role (82.1%) is significantly larger than the number of examinees who perform the role of teacher of practical classes (15.7%), organizer of practical training (1.6%) or some other role at school (0.6%). Comparing these results to the results of examinees employed at accredited adult education providers, similar ratio is identified, which entails significantly greater number of teachers of vocational – theoretical subjects with regards to the number of teachers of practical classes.

Chart 4. VET teachers (role at school)
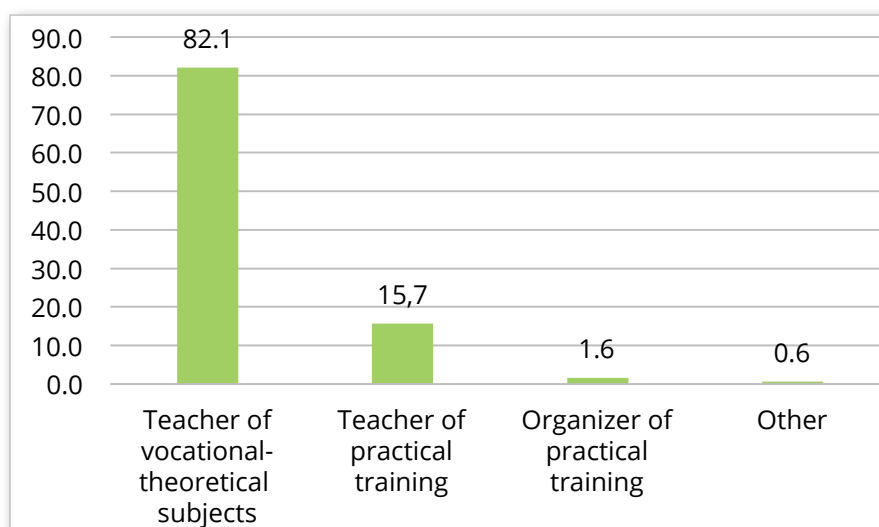
Among the examinees from accredited adult education providers, the most numerous are teachers of foreign languages (40%), followed by teachers of theoretical subjects for programmes leading to vocational qualifications (31.4%), instructors of practical training leading to vocational qualifications (18.6%), while there are only 4.3% teachers of informatics and the category "other" counts 5.7% examinees. Data related to accredited adult education institutions in north municipalities which implement training programmes leading to the acquisition of key competences were not obtained. Therefore, during the use of data related to this question, insufficient reliability should be taken into account due to the limitations of the sample on one type of adult education institutions.

Data indicate that the greatest number of young persons (aged between 18 and 29) are engaged in institutions which implement training programmes for foreign languages, while the highest percentage of teachers aged above 50 are engaged as teachers of theoretical subjects for programmes leading to the acquisition of vocational qualifications. The largest number of examinees aged between 18 and 29 are engaged in adult education institutions as teachers of foreign languages, even 84.6%, which is ibn correlation with the figure 78.6% teachers who have up to five years of service. Therefore, data indicate that majority of young people employed at accredited adult education providers are engaged for teaching foreign languages. This age group did not contain examinees working as teachers of informatics.

Employee Status at School / Accredited Adult Education Provider and Number of Lessons per Week (norm)

According to employee status, the largest number of examinees in secondary VET schools belong to the category of permanently employed staff, even 81%, contrary to almost half lower number of permanently employed staff in adult education institutions, 48.6%. Taking into account the fact that, on one hand, certain number of accredited adult education institutions did not accept cooperation, while on the other hand, small number of teachers of the surveyed institutions completed the questionnaire, these data should be regarded with reserve. In practice, it is evident that in adult education institutions (out of obtained 44.3%), teachers are largely engaged on a short-term service contract basis.

Data show logical trend of the increase of percentage of permanently employed teachers both in formal and non-formal system comparing to the increase of age, i.e. the years of service. According to the Research results, the role of a teacher at school (teacher of vocational-theoretical subjects, teacher of practical training, organizer of practical training) has not turned out to be the factor which conditions the differences at the time of establishing employment.

Chart 5 VET teachers(school employee status)

2.7

16.3

81.0

- Permanent employment
- Fixed-term employment
- Replacement
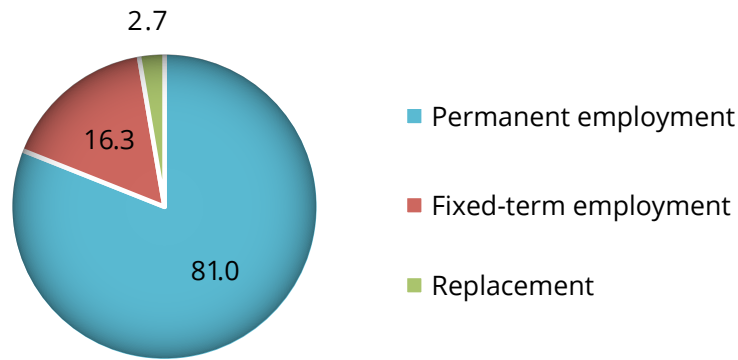
Chart 6 Accredited adult educators

Employee status in adult education institution

7.1

44.3

48.6

- Permanent employment
- Honorary engagement
- Fixed-term employment
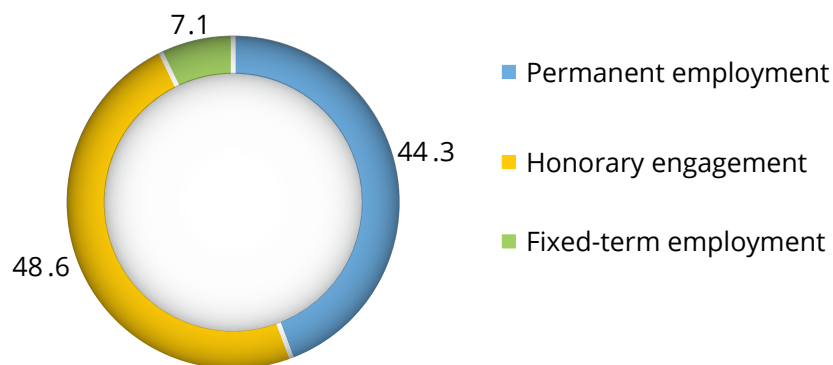
Taking into account the responses of examinees related to the employee status, the results on the status of examinees at school according to the number of lessons per week (norm) are expected. High percentage of examinees with full norm is expected in secondary VET schools, considering the high percentage of permanently employed teachers, who primarily achieve income in particular educational institution. Age and role at school have not turned out to be the factor for determining the status of examinees in terms of the norm of lessons. However, the years of service, especially the status of school employee (employed for indefinite period, employed for definite period, engaged as replacement) turned out to be the factors related to the norm of lessons. Majority of examinees with full norm are among the employed for indefinite period and they have greater number of years of service.

Chart 7. VET teachers (status of employed person according to the number of lessons per week – norm)
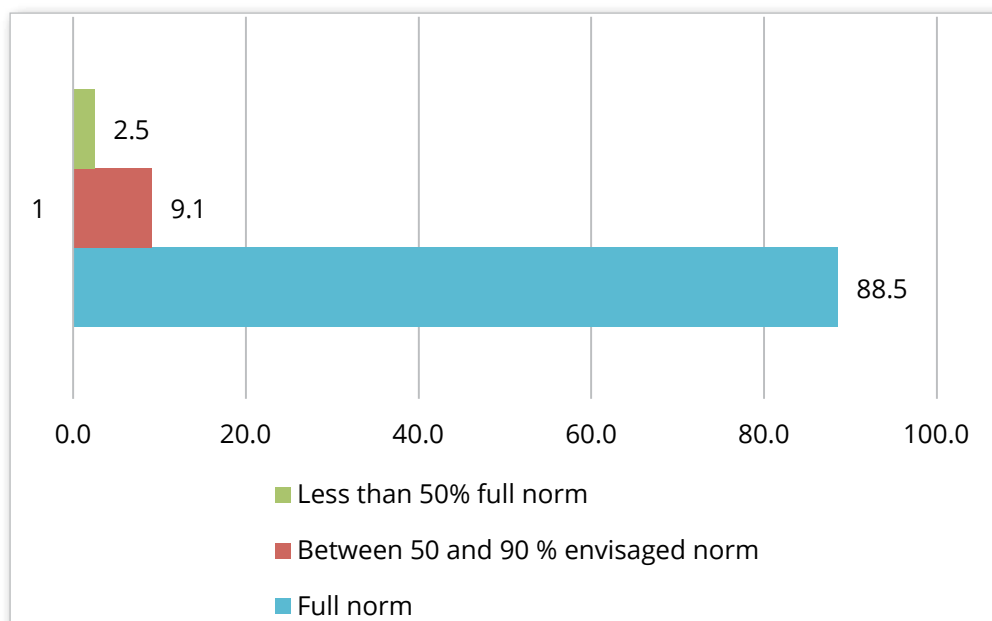
License for Teaching

License for teaching is issued in compliance with the Rulebook on detailed conditions, manner and procedure of issuing and renewing license for work to teacher, director and deputy director of educational institution[12]. Question: Do you have license for teaching? was responded positively by high percentage of VET teachers (90.5%), while 9.5% examinees work without license. However, taking into account the percentage of teachers with years of service of up to five years and percentage of 29.7% teachers in the category of up to 29 years of age, who do not have license, data on the number of teachers without license may be related to the number of trainee teachers, who are eligible to apply for the license only upon the completion of traineeship and vocational exam for work in educational institutions. Data from the table on distribution of responses (Annex 2) show that the greatest percentage of teachers who work without license are teachers engaged as replacements (53.8%) or teachers employed for a definite period (43%). Taking into account the role at school, the highest percentage of teachers without license is among teachers of practical training (out of total number of teachers of practical training, 15.8% do not have license). The highest percentage of teachers without licence is in south region.

Chart 8: VET teachers (possession of license for teaching)
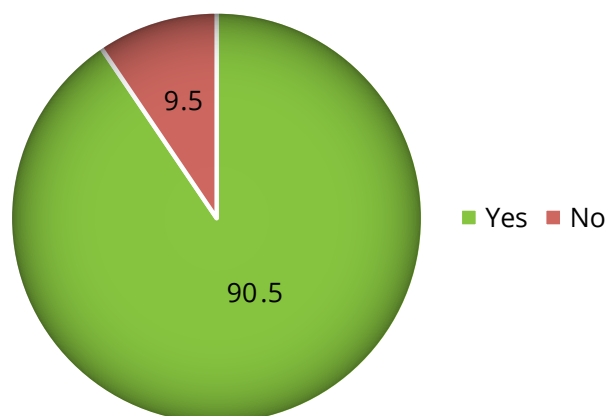
In accredited adult education institutions, there are more teachers without license, almost one fifth of the total number of examinees (18.6%). This percentage is high considering the fact that licensing of teachers has been carried out since 2014. However, in compliance with Article 35 of the Law on Amendments to General Law on Education[13], teacher who works at accredited adult education provider according to training programmes leading to the acquisition of vocational qualification, which may be recognized in the procedure of acquiring the level of education, may establish employment without completed vocational exam, which is the prerequisite for obtaining license for teaching. Majority of teachers without license are teachers of informatics (33.3%). Data show that there are more female teachers working without license (23.4%) then male teachers (8.7%)

Chart 9. Teachers employed by accredited adult education providers (possession of teaching license)
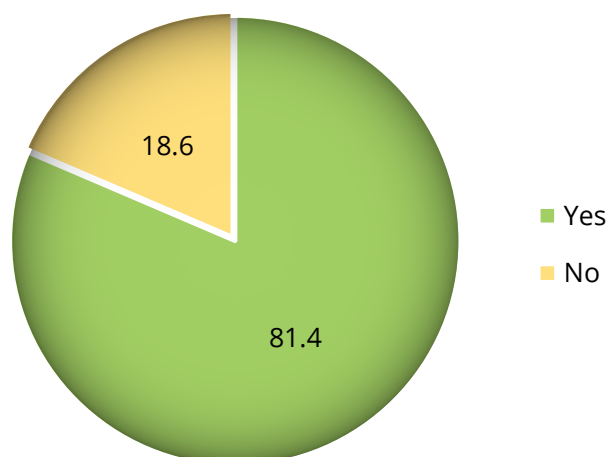
Licensing of teachers employed at adult education providers is done according to the same principle and criteria as for the licensing of teachers in formal education system. Particular problem is the licensing of instructors of practical training who are mainly engaged from economy and who do not possess work experience in educational institutions, and therefore they do not have the prerequisite for sitting vocational exam and obtaining license for teaching.

---

13 http://www.mps.gov.me/biblioteka/zakoni?pagerIndex=1

Pursuant to the Law on Amendments to General Law on Education, license for teaching at accredited adult education providers, issued following the completion of vocational exam, is valid only for the work at adult education providers[14]. Therefore, the results obtained based on the responses of examinees to the question "in which institutions is license for teaching issued?" are anticipated. This question was contained only in the questionnaire for teachers working at accredited adult education institutions. Majority of examinees, 68.4%, work as teachers in adult education institutions with the license issued in for teaching in formal education system. Only 26.3% examinees responded that they have license for teaching in adult education system. Certain number of examinees (5.3%) did not respond to this question. Comparing obtained data related to this question with the data on work status of teachers in adult education institution, according to which 44.3% examinees are permanently employed in adult education institution, while 48.6% examinees work on a short-term service contract basis, it can be concluded that a very low percentage of teachers employed at adult education institutions have the license for teaching in adult education. Among teachers of informatics who own license for teaching, there were no examinees with such license for teaching in non-formal education system. Teachers with greatest number of issued licenses for teaching in adult education (72.7%) are instructors of practical training for programmes leading to the acquisition of vocational qualification. Among examinees from north region, there were no responses on the possession of license for teaching in non-formal education system. Relatively small number of issued licenses for teaching in adult education could be related to the mentioned legal provision, according to which, the work of teachers with license for teaching in adult education is limited only to such education system, while the license issued for teaching in formal education system is valid also in the system of non-formal education. Taking into account the prescribed singularity of education system, this provision severely puts adult education behind formal system, by decreasing its value and significance.

Chart 10: VET teachers (institutions for which teaching license is issued)

No response		5.3
In adult education institution		26.3
In formal education system		68.4

0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0 80.0
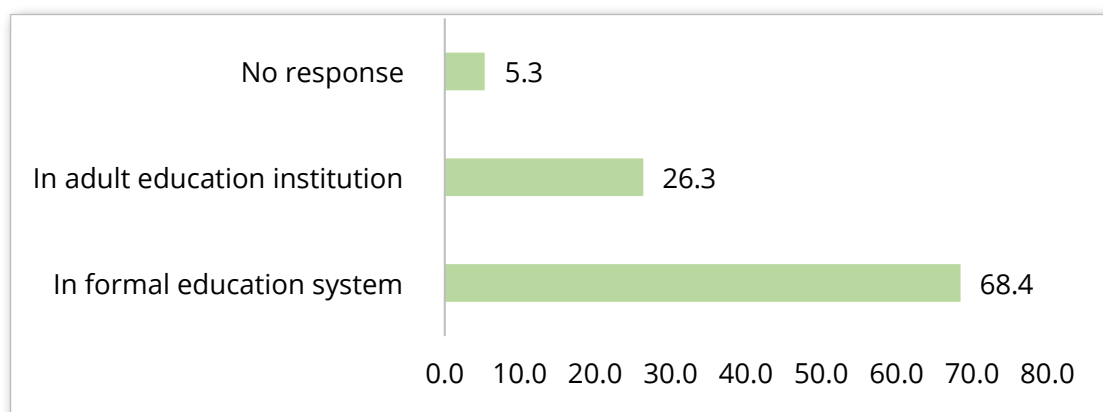
Level of Education of Teachers and Sector in which They Teach

Anticipated responses were obtained with regards to the question on acquired level of education. The highest percentage of examinees from VET schools (75.5%) have diploma on acquired university education degree VII1, 12.2% VET teachers have master degree VII2, while considerably lower percentage (below 10%) of examinees own diploma of below-university degree

---

14 Article 44 of the Law on Amendments to General Law on Education

Chart 11: VET teachers (acquired level of education of teachers)
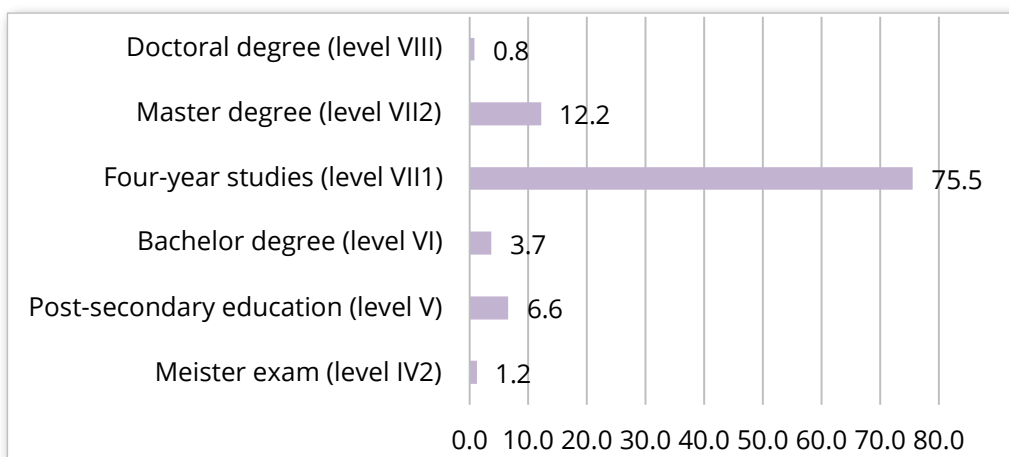
Data obtained from examinees employed in accredited adult education institutions present almost identical general image, excluding the fact that in formal education system, as prescribed by the Law, there are no engaged teachers with education degree lower than IV2. Majority of teachers are with acquired VII1 education degree (57.1%), then, there are 17.1% teachers with VII2 education degree, 12.9% teachers with V education degree, and there are less than 10% teachers with VI, IV1, IV2 and III education degree in accredited adult education institutions

Chart 12. Teachers employed by accredited adult education providers (acquired level of education of teachers)

***
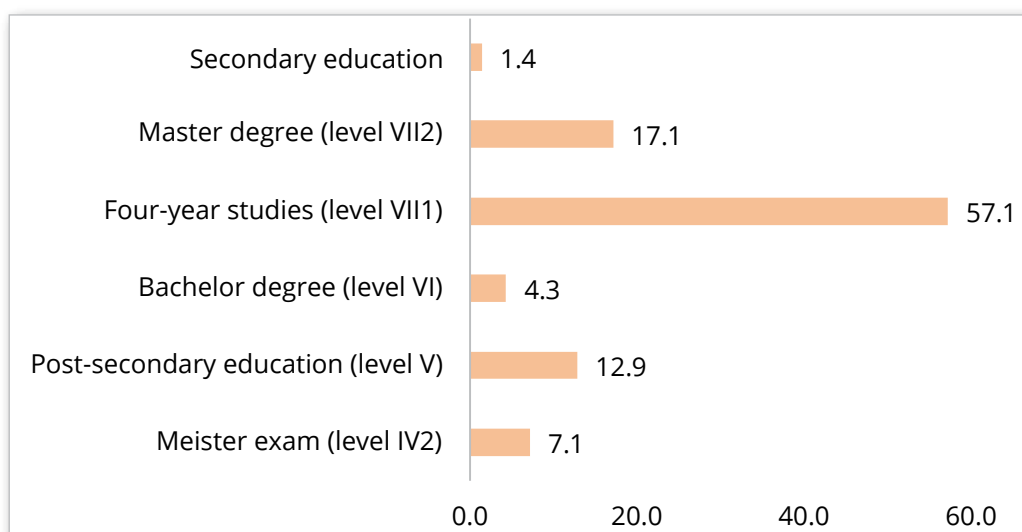
Based on the responses of examinees to the question: "In which sector do you teach?", obtained results were expected and they correspond to the proportional number of students who attend curricula within the mentioned sectors. Data shown in Chart 13 indicate that majority of examinees from VET schools provide teaching in the sectors of Economics and law – 21.4%, Engineering and production technologies – 21.0% and Tourism, hospitality and trade – 19.8%. Accordingly, these are the most numerous sectors followed by Healthcare and social protection – 10.5%, Transport and communications – 8.9% and Humanities and arts – 8.2%. Other sectors are less represented. The sum of percentages in the table is higher than 100% as some examinees said that they teach in two or more sectors.

Chart 13. VET teachers (sectors in which teachers teach)

Sector	Percentage
Social sciences in VET	2.1%
Natural sciences in VET	4.3%
Humanities and arts	8.2%
Information technology	5.2%
Mining, metallurgy and chemical industry	1.6%
Interdisciplinary areas	0.2%
Services	1.4%
Transport and communications	8.9%
Tourism trade and hospitality	19.8%
Healthcare and social protection	10.5%
Agriculture, nutrition, veterinary and forestry	3.7%
Economics and law	21.4%
Civil engineering and spatial planning	4.9%
Engineering and production technologies	21.0%

It was envisaged by the questionnaire that teachers who deliver training programmes for the acquisition of vocational qualifications in accredited adult education institutions, choose the sector in which they teach, while teachers who deliver training programmes for the acquisition of key competences choose key competences within which they teach. Majority of teachers responded that they teach in the sector for Social sciences in vocational education – 32.9%, Services - 20% and Tourism, hospitality and trade – 15.7%. Out of total number of completed questionnaires, 14.3% examinees chose option Other (Table 1.). High percentage of examinees who opted for "Other" indicates that the questionnaires were not completed exclusively by teachers, as originally envisaged, but also by non-teaching staff (owners, directors…).

If, based on completed questionnaires, a parallel is made between VET teachers and teachers at accredited adult education providers, it can be concluded that sectors with largest number of VET teachers are not the most represented in adult education providers, except for Tourism sector which is similarly represented at both groups of examinees.

Table 1. Teachers employed by accredited adult education institutions (sectors in which they teach)

	%
Engineering and production technologies (mechanical engineering and metal processing, electrical engineering, mechatronics, etc.)	0.0%
Construction and spatial planning	0.0%
Economics and law	4.3%
Agriculture, nutrition, veterinary and forestry	2.9%
Healthcare and social protection	0.0%
Tourism, trade and hospitality	15.7%
Transport and communications	2.9%
Services	20.0%
Interdisciplinary areas	1.4%
Mining, metallurgy and chemical industry	1.4%
Information technologies	0.0%
Humanities and arts	8.6%
Natural sciences in vocational education	1.4%
Social sciences in vocational education	32.9%
Other	14.3%
No response	5.7%

Regarding the responses of examinees who implement training programmes for the acquisition of key competences[15], it can be concluded, based on the table below, that majority of them teach within key competence Communicating in a foreign language – 63.8% and Cultural awareness and expression – 19.1%, while the percentage is significantly lower regarding the programmes for the acquisition of other key competences (Table 2). These data indicate that among adult education providers, there is the greatest number of those accredited for the implementation of training programmes for foreign languages which is fully in correlation with the situation in practice.

Table 2. Teachers from accredited adult education institutions (key competences for which teaching is delivered)

	%
Communicating in a mother tongue	12.8%
Communicating in a foreign language	63.8%
Mathematical, scientific and technological competence	2.1%
Digital competence	8.5%
Learning to learn	12.8%
Social and civic competences	4.3%
Sense of initiative and entrepreneurship	12.8%
Cultural awareness and expression	19.1%

---

15 Key competences were defined by the European Parliament and Council and published in the "Official Journal of the European Union" no. L394/10

Didactic – Methodical Knowledge and Skills

It is known that teachers who teach vocational – theoretical subjects and practical training, as well as teachers employed by accredited adult education providers who implement training programmes for the acquisition of vocational qualifications, have not graduated at pedagogical faculties or have not undergone preparation to become teachers during their graduate academic studies. These are predominantly lawyers, electrical, mechanical and civil engineers, as well as managers in economics, tourism and hospitalities, doctors of medicine, etc.

Pursuant to the General Law on Education, a person who has started working at school for the first time shall be considered "trainee teacher" qualified for in-service training aimed at independent performance of work within the scope of their qualifications. Trainee teacher with VI or VII education level of the National Qualifications Framework shall undergo traineeship period lasting for nine or twelve months. "Traineeship period shall be conducted according to defined curriculum in education institution, under direct supervision of authorized teacher (mentor) who has at least the same education degree as the trainee-teacher".

Mentor is appointed by school director, upon the proposal of professional or teachers' committee. Upon the expiration of traineeship period, trainee teacher undergoes vocational exam composed of the following three parts:

- Didactics of taught subject;
- Pedagogy and psychology;
- Education legislation for teachers.

Vocational exam is carried out before competent commission. Following the completion of vocational exam, teacher obtains the license as a proof of required level of general and vocational competences for performance of work of teacher, director or deputy director for a five-year period. Centre for Vocational Education and Training is responsible for the overall preparation of the system of training of teachers in charge for vocational – theoretical subjects and practical training in VET schools and at adult education providers, while Bureau for Education Services is responsible for the training related to general education subjects in VET schools.

In view of the creation of general image on didactic – methodical knowledge and skills of teachers, acquired via pre-service training, the questionnaires contained the question **whether the examinees attended programmes/subjects to become teachers during their graduate academic studies**. Responses from VET teachers have confirmed initial hypothesis that majority of teachers (62.7%) completed academic programmes during which they did not prepare themselves for teaching occupation, while 37.3% examinees responded that they partially prepared themselves for this vocation (Chart 14).

Chart 14. VET teachers (Did you attend programmes/subjects to become teacher during graduate academic studies?)
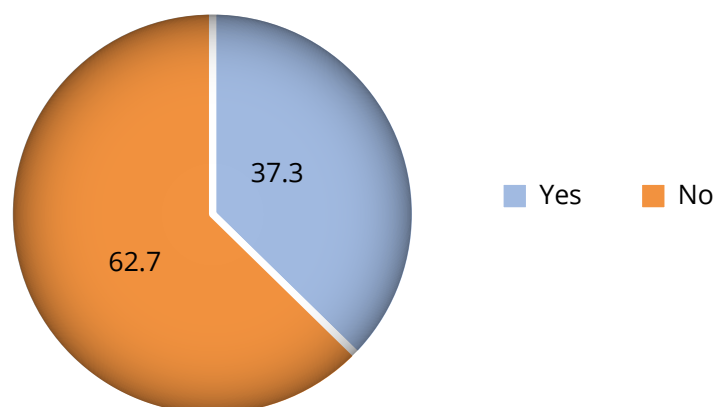
The responses of teachers from accredited adult education institutions were contrary to the responses of teachers from formal system, so 72.9% examinees responded that they underwent preparation to become teachers during their graduate academic studies, while 27.1% examinees responded that they did not undergo preparation to become teachers. (Chart 15). These data are fully in correlation with the Research results, which have shown that majority of examinees from accredited adult education institutions are teachers of foreign languages, engaged for the implementation of training programmes for the acquisition of key competence "Communicating in a foreign language"

Chart 15. Teachers from accredited adult education providers (Did you undergo programmes/subjects to become teacher during graduate academic studies?)
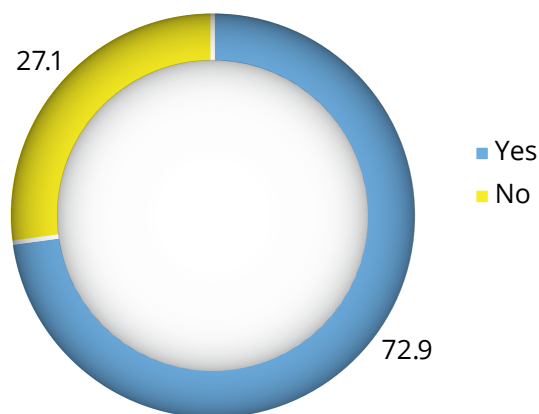
Responses of examinees from VET schools to the questions whether some of the following elements were the parts of their academic studies: **contents of vocational – theoretical subjects, pedagogy and exercises in the classroom**, show clear link with the responses to the previous question. The lack of didactic – methodical contents during their pre-service education is evident, which is confirmed by their responses 67.8% teachers said that they were not introduced to this field during their graduate studies, and therefore, this percentage corresponds to the percentage of examinees who said that they had not been prepared to become teachers during their graduate academic studies. The dominance of vocational-theoretical contents related to subjects they teach was confirmed by 65.2% examinees, 23.7% examinees said that contents for some subjects were included, while 11.1% examinees responded that contents from the subjects they teach were not included during their graduate academic studies.

Table 3. VET teachers (representation of contents within academic programmes)

	Yes, for all subjects	Yes, for some subjects	No
Contents of vocational – theoretical subjects you teach	65.2	23.7	11.1
Pedagogy (didactics, methodics)	14.2	17.9	67.8
Exercises in the classroom	23.5	32.6	43.9

Regarding the responses of teachers from accredited adult education providers, the percentage of those who said that contents of vocational – theoretical contents of all or some subjects were included during their graduate academic studies is exceptionally high (93% examinees), while andragogical contents within all or some subjects were studied by 68% examinees, and this percentage corresponds to the percentage of examinees who said that they had undergone preparations to become teachers during their graduate academic studies.

Table 4. Teachers employed by accredited adult education providers (representation of contents within academic programmes)

	Yes, for all subjects	Yes, for some subjects	Ne
Contents of vocational – theoretical subjects you teach	51.4	41.4	7.1
Andragogy(didactics, methodics)	38.1	30.2	31.7
Exercises in the classroom	36.5	49.2	14.3

***

The question whether at the beginning of employment they underwent introductory training to teacher vocation, 52.4% examinees in VET schools responded that they attended work programme for trainee teacher. This type of professional development of a trainee teacher has been regulated by the Rulebook on traineeship of teachers . It prescribes the content, programme, monitoring and evaluation of traineeship of teachers, professional associates, teaching associates, and other implementers of educational activity in education institutions (pre-school institutions, school, bureau, adult education provider, students' dormitory, etc.). Also, 59.6% said that they participated in non-formal and informal types of learning and familiarization with teaching occupation, while 41.9% participated in general and administrative familiarization with school (Table 5).

If it is taken into account that this area is regulated by laws and bylaws, then the percentage of 52.4% examinees who underwent the programme for trainee teachers and were monitored by mentor is concerning, since large number of teachers[16] enter teaching process directly after graduate academic studies or from economy sector, without having been educated for teaching occupation or familiarized with it. Such high percentage may be justified by the deficit of teachers for certain subjects – modules, as well as by the fact that there was a lack of teachers with completed vocational exam. What is frequent in practice is that only persons without completed vocational exam for work at school apply to a call for teachers, and then, schools are forced to employ candidates without completed vocational exam.

Table 5. VET teachers (Did you attend any introductory training to teacher vocation at the beginning of your employment?)

	Yes	No
I underwent work programme for trainee teacher	52.4	47.6
I participated in non-formal and informal forms of learning and familiarization with teaching occupation	59.6	40.4
I participated in general and administrative familiarization with school	41.9	58.1

In accredited adult education providers, there is an expected high percentage of 80.7% examinees who responded that they had undergone work programme for trainee teacher. More than half examinees (59%) said that they had undergone Programme of Andragogical Training of Teachers (Table 6).Law on Adult Education[17], Article 21a, prescribes andragogical training. It is acquired by the completion of programme of andragogical training adopted by competent council.

---

16 Rulebook was published in "Official Gazette of the Republic of Montenegro", no. 68 as of 24 December 2003

17 Law published in "Official Gazette of Montenegro", no. 020/11 as of 15/04/2011, 047/17 as of 19/07/2017

Table 6. Teachers employed by accredited adult education providers (Did you attend any introductory training to teacher vocation at the beginning of your employment??)

	Yes	No
I underwent work programme for trainee teacher	80.7	19.3
I completed the Program of Andragogical Training of Teachers employed by adult education providers	59.0	41.0

The percentage of examinees obtained with regards to the programme of andragogical training of teachers is rather low, especially if taken into account that this is a mandatory form of professional development of teachers who implement training programmes at adult education providers, prescribed by the Law on Adult Education. In addition to this, the prerequisite for accreditation of institution for delivery of training programme for adults is the proof of andragogical training of teachers. Centre for Vocational Education and Training organizes andragogical training upon the request of candidates.

Professional Associations of Teachers

General Law on Education, Article 99b regulates the establishment of professional associations of teachers. This Article stipulates that associations of teachers may provide opinions and proposals: for improvement of education and teaching activity, to curricula, strategic documents and regulations in the area of education, but also to perform other affairs in compliance with articles of association[18].

The question **whether they are members of an association of teachers,** 30.7% examinees responded "Yes", while 69.3% examinees responded "No" (Chart 16). Low percentage of teachers involved in professional associations is a clear signal to leading institutions of education system on the necessity of the creation of environment for the establishment and work of more associations of teachers[19], aimed at their continuous professional development and monitoring of contemporary trends in their occupation.

Chart 16. VET teachers (Are you a member of association of teachers?)

---
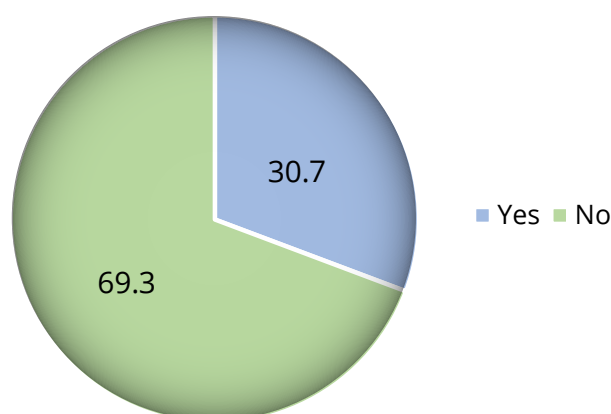
18 General Law on Education ("Official Gazette of the Republic of Montenegro", no. 047/17 as of 19/07/2017)

19 Project "EPALE National Support Service for Montenegro (2017–2018)" envisaged the establishment of three professional associations of teachers

Catalogue of Programmes of Professional Development of Teachers

The Catalogue of programmes of professional development of teachers is published by the Centre for Vocational Education and Training. Programmes contained within the Catalogue are aimed at professionalization of teachers, by offering contents which enable them to monitor all changes entailed by the reform of education system, changes in their vocation, novelties in teaching, and so on. Participation of teachers in the programmes from the Catalogue ensures them the collection of needed hours for renewing the license for teaching. The manner of selection of the programme of professional development of teachers, as well as the time of the publication of selected programmes in the Catalogue and its content are prescribed by the Rulebook on the organization of professional development of teachers and manner of selection of authors of programmes of professional development [20] Out of the total number of examinees in VET schools, 84.3% teachers responded that they are familiar with the Catalogue, while 15.7% teachers are not familiar (Chart 17).

Chart 17. VET teachers (Are you familiar with the Catalogue of programmes of professional development of teachers?)
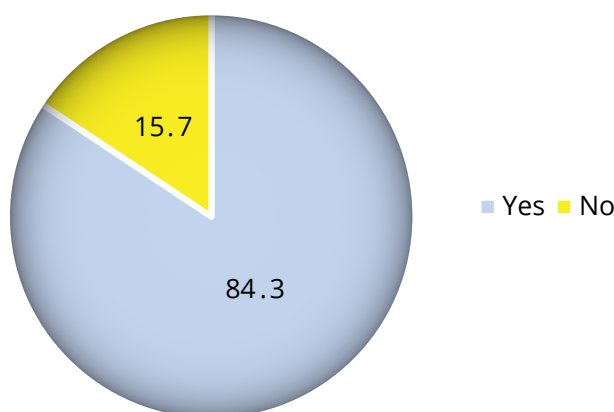
Almost one third of teachers from accredited adult education providers said that they are not familiar with the Catalogue of professional development of teachers, which is rather high percentage with regards to the obtained data that 81.4% examinees working with these providers have license for teaching. In 2019, there will be the first re-licensing of teachers in compliance with legal regulations, and therefore data on relatively high percentage of teachers not familiar with the content of the Catalogue of training is additionally surprising, as such training is the basis for re-licensing.

Chart 18. Teachers employed by accredited adult education providers (Are you familiar with the Catalogue of programmes of professional development of teachers?)

---
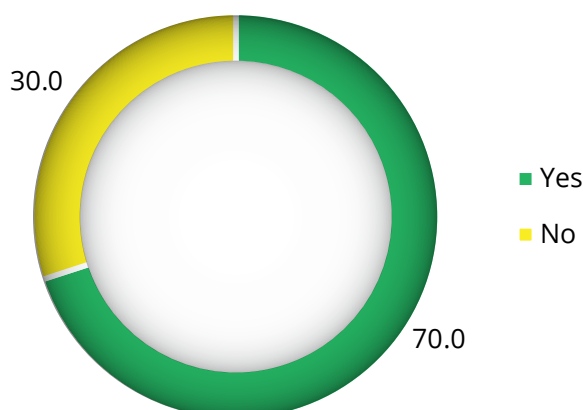
20 Rulebook published in "Official Gazette of Montenegro", no. 063/16 as of 06/10/2016

Besides the response to the question whether teachers are familiar with the Catalogue of professional development of teachers, the questionnaire also examined **the way they found out about the Catalogue of programmes of professional development of teachers**. In VET schools, 59.2% teachers responded that they obtained the information in school, while 25.7% were informed about the Catalogue via the website of the Centre for Vocational Education and Training, and 15.2% responded "in some other way" or circled both offered responses.

Chart 19. VET Teachers (How did you find out about the Catalogue of programmes of professional development of teachers?)
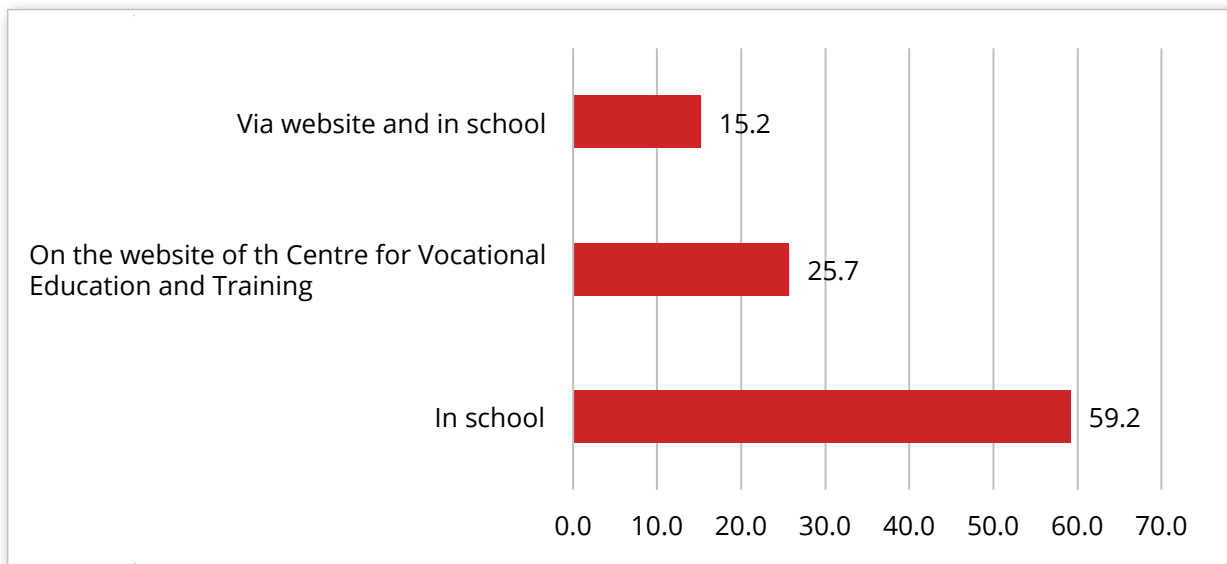
Equal percentage of teachers from accredited adult education providers responded that they were informed about the catalogue in education institution, while greater percentage (38.8%) comparing to the percentage of VET teachers (25.7%) were informed about the Catalogue via the website of the Centre for Vocational Education and Training.

Chart 20. Teachers employed by accredited adult education providers (How did you find out about the Catalogue of programmes of professional development of teachers?)
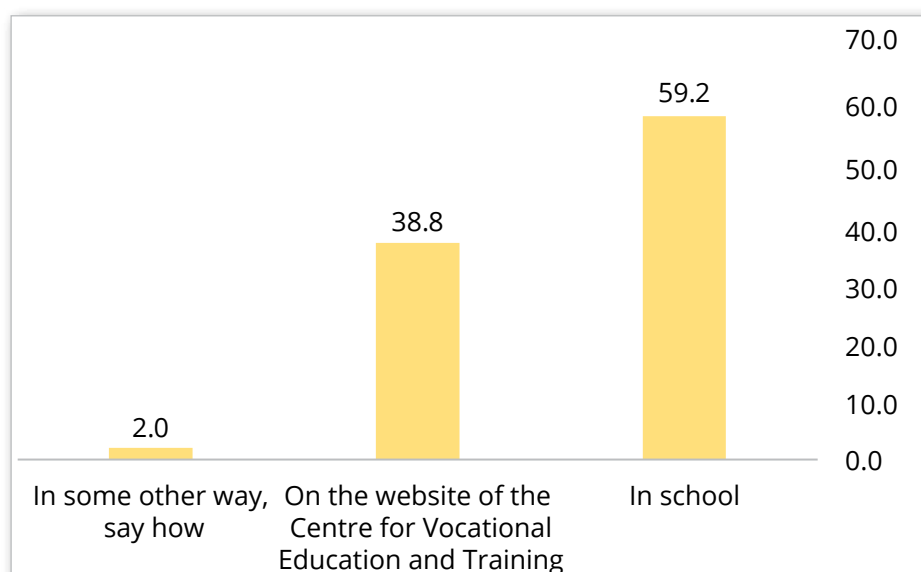
Programmes of professional development of teachers contained within the Catalogue, pursuant to the Rulebook on the organization of professional development of teachers and manner of selection of authors of programmes of professional development and Rulebook on detailed terms, manner and procedure of issuing and renewing license for work of a teacher, director and deputy director of education institution, are classified into the following three areas:

- Priority areas of professional development for which 16 hours of training are prescribed;
- Areas: pedagogy, andragogy, psychology, didactics, methodics for which 16 hours of additional training are prescribed to teachers who did not attend teachers' faculties;
- Other programmes of professional development (which assist teachers to improve the quality and organization of teaching) for which 8 hours of professional development are prescribed.

<center>***</center>

Question **whether the programmes in the Catalogue may respond to their needs**, 73.3% examinees from VET schools said that they may respond to their needs partially or completely, while 26.7% examinees think that they cannot respond or they do not know/ cannot estimate. Similar results are obtained for the area of Pedagogy, as well as the other programmes of professional development (Table 7).

Obtained results indicate the conclusion that one fourth of examinees think that offered programmes cannot respond to their needs, and thus, this is a very important indicator of necessity of holistic consideration of content structure of the Catalogue and its improvement, primarily in terms of adequacy of the contents.

Table 7. VET Teachers (Are the programmes in the Catalogue able to respond to the needs of teachers?)

	They cannot respond	They may respond partially	They may fully respond	I don't know / I cannot estimate
Priority areas of professional development	14.7	45.7	27.6	12.0
Pedagogy, andragogy, psychology, didactics, methodics	3.9	39.1	35.2	21.8
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	6.4	44.3	27.1	22.2

Data obtained from examinees employed by accredited adult education providers show that even greater number of teachers (33.3%) think that programmes of professional development of teachers contained within the Catalogue cannot respond to their needs or they do not know/cannot estimate, while 66.7% examinees said that programmes contained within the Catalogue may fully or partially respond to their needs for professional development.

Percentage of examinees who think that programmes from the area of Pedagogy, andragogy, psychology, didactics, methodics cannot respond to their needs and who chose answers: I don't know/cannot estimate is significantly lower, as well as for the area Other programmes of professional development (which support teachers in improving the quality and organization of teaching), while over 70% examinees think that programmes from these two area may fully or partially respond to their needs. The results are shown in Table 8.

Table 8. Teachers employed by accredited adult education providers (Are the programmes in the Catalogue able to respond to the needs of teachers?)

	They cannot respond	They may respond partially	They may fully respond	I don't know / I cannot estimate	They cannot respond
Priority areas of professional development (programmes intended for professional development of teachers for the subjects they teach)	33.3	37.8	17.8	11.1	-
Pedagogy, andragogy, psychology, didactics, methodics	4.5	25.0	34.1	36.4	4.5
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	2.3	25.0	45.5	27.3	2.3

Taking into account obtained results, it is concluded that one third of examinees who work at accredited adult education providers think that programmes from Priority areas cannot respond to their needs.

Insufficient number of high quality programmes, particularly expressed in the part of Priority areas, also indicates insufficient interest of institutions and individuals to accredit high quality programmes which would be the basis for professional development of teachers. Over 90 % teachers engaged by accredited adult education providers think that programmes offered in other two areas Pedagogy, andragogy, psychology, didactics and other programmes of professional development may respond to their training needs.

<p style="text-align:center">***</p>

According to the responses of examinees from VET schools to the question **on the number of hours of professional development according to the programmes of professional development contained within the Catalogue, from the moment of obtaining license for teaching**, what is identified is lower average number of hours of training in priority areas of professional development than the number prescribed by the Rulebook. Priority areas are related to the programmes intended for professional development of teachers from subjects/modules they teach. Average number of hours obtained on the basis of the response of examinees is 14.9, while the Rulebook prescribes 16 hours of the mentioned training.

Average number of hours of training in the area of Pedagogy, andragogy, psychology, didactics is lower and it amounts to 10.3, while prescribed number of hours is 16, while the average number of hours of training in the area of Other programmes of professional development (which support teachers in improving the quality and organization of teaching) is 8.6, although 8 hours are prescribed (Table 9). Based on the processed data, it can be concluded that the average number of hours of professional training achieved by examinees is still insufficient for renewal of license for teaching.

Table 9. VET teachers (What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?)

	Number of hours (including 0 hours)
Priority areas of professional development (programmes intended for professional development of teachers for the subjects they teach)	14.9 hours
Pedagogy, andragogy, psychology, didactics, methodics	10.3 hours
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	8.6 hours

Results related to the responses of teachers employed by adult education providers indicate that on average, teachers achieved sufficient number of hours for the renewal of license for teaching from Priority areas of professional development (average number of hours is 16.07), while regarding the area of Other programmes of professional development, average number of hours is 11.21. Regarding the area of Pedagogy, andragogy, psychology, didactics, methodics, 8.44 hours were achieved, while 16 hours of training are prescribed (Table 10).

Considering the fact that first licenses were issued in 2014 and they are valid for five years, it is assumed that teachers will, in the forthcoming period, manage to achieve sufficient number of hours of training from the envisaged areas.

Table 10. Teachers employed by accredited adult education providers (What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?)

	Number of hours (including 0 hours)
Priority areas of professional development (programmes intended for professional development of teachers for the subjects they teach)	16.07
Pedagogy, andragogy, psychology, didactics, methodics	8.44
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	11.21

Regarding the number of hours of training of professional development beyond the Catalogue of programmes of professional development of teachers, examinees employed by adult education providers on average underwent 19.59 hours of training organized by adult education providers, and 23.70 hours via training organized out of adult education institution.

Participation of Teachers in Training

Pursuant to the Law, teachers have the right and obligation to professional development. Professional development of teachers is a process of improvement of skills and competences of teachers, aimed at the improvement of quality of teaching, as well as learning and achievements of students/trainees. Besides externally offered seminars, significant part of professional development of individuals is implemented in education institution. This means that professional development cannot be reduced to occasional seminars and professional gatherings. Professional development is a long-term integrative process during which,

knowledge, and competences of an individual are improved via learning, practical work and research activity. Undergoing this process, teacher becomes a practitioner who contemplates and, in accordance with his/her needs and needs of education institution, s/he sets the goals of their own professional development[21].

One third of teachers or 32.1% responded to the question related to **participation in some form of professional development since obtaining license for teaching** that they attended some programme which resulted in the acquisition of formal qualification. 27.3% examinees participated in the network of teachers established for tackling the issue of professional development of teachers, while 26% examinees from VET schools participated in various researches related to topic important for teachers in professional terms. Only 15.7% examinees participated in the creation of different professional literature, such as textbooks, manuals, practicums, etc. (Table 11).

Table 11. VET teachers (Since obtaining license for teaching, have you participated in some form of professional development?)

	Yes	No
Programme which resulted in the acquisition of some formal qualification	32.1	67.9
Network of teachers established for tackling the issue of professional development of teachers	27.3	72.7
Researches related to topic important for you in professional terms	26.0	74.0
Creation of professional literature (textbooks, manuals, practicums...)	15.7	84.3

Significantly higher percentage of teachers from accredited adult education providers confirmed their active participation in researches related to topic important for them in professional terms, 53% with regards to 26% VET teachers. Also, almost double higher percentage (45%) teachers from adult education system participated in the mentioned network of teachers, with regards to 27.3% teachers from regular education system. The percentage of participation of teachers in the programmes which resulted in the acquisition of some vocational qualification is almost identical at both groups of examinees and it amounts around one third of the sample.

***

The examinees had an opportunity to respond whether mentioned areas influenced the improvement of quality of their teaching and in what way. Based on processed data shown in Table 12, it can be concluded that two thirds of examinees think that professional development within subjects – modules they teach, acquisition of pedagogical competences, familiarization with syllabus, assessment of students was very useful or had medium level effect. Regarding the training related to career guidance and counselling of students, teaching in multicultural environment, classroom management and the work with students with special education needs, 40% examinees responded that no training was organized on this topic, while over 20% examinees said that they do not know or they cannot estimate the influence of this training within the mentioned areas to the improvement of quality of their teaching. Responses of teachers to this question are a clear indicator of the need to change strategic approach in the planning of teacher training. Regarding the area of New technologies at workplace or learning place, 28% examinees responded that no training was organized on this topic, while almost one half of examinees responded that conducted training had certain effect to the improvement of quality of teaching. Very low percentage of examinees, below 5%, responded that the trainings delivered in the mentioned areas were not useful, while around 20% examinees said that they do not know or cannot estimate the influence of training to the improvement of the quality of teaching (Table 12).

---

21 Professional development on school/kindergarten level – manual for schools/kindergartens, Bureau for Education Services, Podgorica 2013

Table 12. VET Teachers (Did the mentioned areas influence the improvement of quality of teaching and in what way?)

	No training conducted on this topic	Train-ing was not useful	Train-ing had small effect	Train-ing had me-dium level effect	Train-ing was very useful	I don't know / I cannot estimate
Professional development within sub-jects – modules you teach	21.2	3.6	8.4	21.2	35.2	10.4
Pedagogical competences (methodics, didactics…)	11.2	6.8	8.8	25.2	30.4	17.6
Familiarization with syllabus	17.6	3.2	12.0	22.4	28.0	16.8
Assessment of students	14.4	4.4	6.8	24.8	35.2	14.4
ICT (information – communication tech-nologies)	21.6	4.0	11.6	14.4	27.2	21.2
Work with students with special educa-tion needs	35.2	3.6	9.2	15.6	18.0	18.4
Classroom management	40.8	3.6	5.6	10.8	14.0	25.2
Teaching in multicultural environment	39.2	2.4	8.0	12.0	11.2	27.2
New technologies at workplace or learn-ing place	28.0	5.2	9.6	16.8	20.0	20.4
Career guidance and counselling of students	40.8	2.0	9.6	13.6	12.4	21.6

***

In terms of the provision of funds for permanent professional development of teachers, General Law on Education, Article 136 prescribes the provision of funds in a way that a public institution, from the network of institutions, is ensured the funds from the budget of Montenegro for permanent professional development of teachers. Schools may, certainly, from their own funds (achieved revenues, donations, and projects) organize and finance teacher training, and teachers may also do the same from their own funds.

Regarding the question whether they themselves paid the costs of professional development since obtaining licence for work, 46.4% VET teachers responded that they did not participate in covering the costs, while 21.2% said that they paid the costs of professional development on their own. 24% examinees participated in the coverage of a part of costs, while 8.4% examinees did not respond to this question

Chart 21. VET teachers (Since obtaining the license for teaching, have you covered the costs of professional development on your own?)
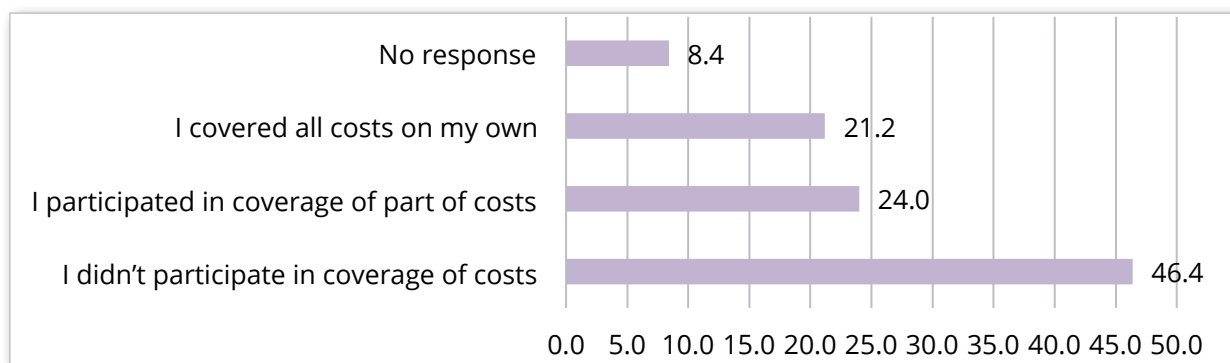
More than a half (57.1%) of examinees who deliver programmes at accredited adult education providers responded that they did not participate in the coverage of costs of professional development, while 20% examinees participated in the coverage of the part of costs of professional development. The costs of professional development were covered only by 8.6% examinees, while 14.3% examinees did not provide the response.

Chart 22. Teachers employed by accredited adult education providers (Since obtaining the license for teaching, have you covered the costs of professional development on your own?)
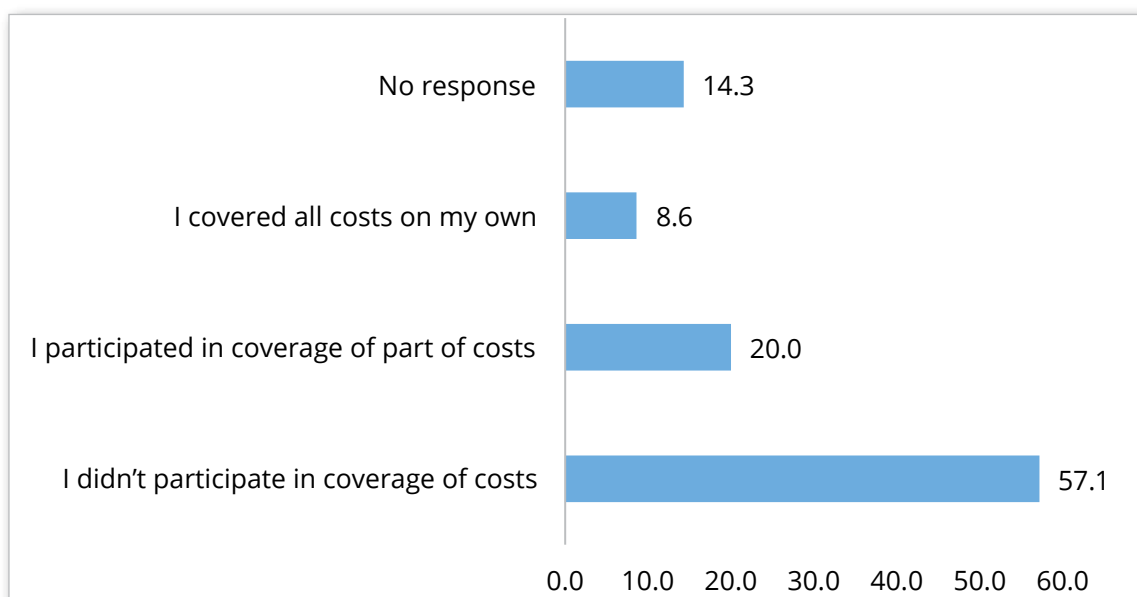
Support of School/Adult Education Provider in Professional Development of Teachers

One of the key factors of professional development of teachers is the time of their professional development, as well as certain type of support they obtain for it. It is known that, on one hand, professional development of teachers during working time may cause problems to school management in terms of organization of teaching and finding the replacement for an absent teacher so as to ensure teaching process is conducted according to schedule, especially if larger number of teachers are absent. On the other hand, teachers tend to insist to undergo professional development during their working time, and not in their free time. The questionnaire also contained the question related to the understanding of school regarding the time of

attendance of professional development, as well as their financial and non-financial support. Professional development organized beyond working time was attended by 44.3% examinees in VET schools, while 62.5% examinees obtained approval from school to attend professional development during their working time.

Considering the activities out of the working time – 7.8% examinees stated that they were financially awarded by the school for participation in these activities, while 10.1% examinees responded that they were non-financially awarded for professional development and activities out of the working time.

Table 13. VET Teachers (Did you face understanding from the school at which you currently work and did you obtain any type of support for professional development?)

	Yes	No
I attended professional development exclusively beyond working time	44.3	55.7
I obtained approval from the institution I work in to attend professional development during working time	62.5	37.5
I was awarded financially for the activities beyond working time	7.8	92.2
I was awarded non-financially for the activities beyond working time	10.1	89.9

Regarding teachers employed at adult education providers, i.e. 40% examinees responded that they attended professional development exclusively beyond working time, while 66.1% examinees said that they obtained approval from their institution to attend professional development during their working time.

In terms of the support from the institution - 34.5% examinees said they were financially awarded for activities conducted beyond their working time, while 25.9% examinees obtained non-financial award. Total of 83.1% examinees employed by adult education providers think that their institution encourages professional development.

Table 14. Teachers employed by accredited adult education providers (Did you face understanding from education institution at which you currently work and did you obtain any type of support for professional development?)

	Yes	No	No response
I attended professional development exclusively beyond working time	40.0	45.5	14.5
I obtained approval from the institution I work in to attend professional development during working time	66.1	21.0	12.9
I was awarded financially for the activities beyond working time	34.5	50.9	14.5
I was awarded non-financially for the activities beyond working time	25.9	59.3	14.8
Institution encourages professional development	83.1	7.7	9.2

Duration and Forms of Professional Development of Teachers

When it comes to duration of professional development of teachers – 39.2% examinees said that their professional development lasted maximum two days. Professional development lasting between two and seven days was never attended by 57.5% examinees. Professional development activities lasting up to one month were never attended by 89.5% examinees, while 91.8% examinees responded that they did not participate in any professional development longer than one month. Therefore, responses of VET teachers show that most frequently organized forms of professional development of teachers are two-day seminars.

Table 15. VET teachers (What was the average duration of your professional development activities?)

	Never	Sometimes	Often
Up to two days	24.5	36.3	39.2
Between two and seven days	57.5	30.9	11.5
Up to one month	89.5	8.9	1.6
Over one month	91.8	4.7	3.5

The same outcome with even higher percentage (56%) was obtained based on the responses of teachers employed by accredited adult education providers, who said that their professional development often lasted up to two days, while 39% examinees said that it was between two and seven days. There is a low percentage of teachers employed at adult education providers who provided positive response to the question whether they attended professional development up to and over one month. (The result is identical to the result for VET teachers.)

Table 16. Teachers employed by accredited adult education providers (What was the average duration of your professional development activities?)

	Never	Rarely	Often	Always	I don't know
Up to two days	1.7	10.2	47.5	8.5	32.2
Between two and seven days	6.9	29.3	27.6	12.1	24.1
Up to one month	30.0	22.0	6.0	2.0	40.0
Over one month	35.7	14.3	10.7	3.6	35.7

It can be concluded that most represented professional development of both groups of examinees is the one which lasts up to two days. This mainly depends on professional development programmes which are frequently designed as two-day seminars and thus they enable teachers to collect needed hours for the license from Priority areas of professional development, as well as the areas of Pedagogy, andragogy, methodics, didactics, which require 16 hours of training, usually achieved via two-day training.

<p align="center">***</p>

Professional development of teachers is conducted via different forms. The most represented form of professional development of examinees in VET schools are seminars with workshops. The statement that seminars, including workshops, are represented in all or in large number of activities, was provided by 53% examinees from VET schools, while 61% examinees employed by adult education providers think that this form of professional development is represented in all or in large number of activities.

It is said by 16.3% examinees that conferences, as the form of professional development, were represented only for some activities, as well as round tables by 24.5% and panel discussions by 21.2% examinees. The least represented forms of professional development of teachers are study visits to other countries and participation in scheduled online training (Table 17). Such low percentage of these forms of professional development might be explained by high costs, as well as by insufficient knowledge or the lack of IT competences of teachers for attending these forms of training. Regarding teachers employed by adult education providers, study visits and online training are more represented forms of professional development than with VET teachers, which is presented in Table 18

Table 17. VET Teachers (representation of mentioned organization forms of training in professional development of teachers)

	Not cov- ered by the mentioned activities	Yes, in some activities	Yes, in a large number of activities	Yes, in all activities	I don't know / I cannot estimate
Seminars including workshops	6.0	27.2	30.1	23.7	13.0
Conferences	44.9	16.3	5.6	3.3	29.9
Focus groups (group inter- views)	42.3	15.5	7.4	2.9	32.0
Round tables	35.9	24.5	7.0	3.9	28.7
Panel discussions	35.5	21.2	8.0	4.5	30.7
Study visits to other countries	57.3	9.1	3.1	3.1	27.4
Scheduled online training	54.4	9.9	4.9	2.5	28.2

Table 18. Teachers employed by accredited adult education providers (representation of mentioned organization forms of training in professional development of teachers)

	Not cov- ered by the mentioned activities	Yes, in some activities	Yes, in a large number of activities	Yes, in all activities	I don't know / I cannot estimate
Seminars including workshops	8.7	15.9	43.5	18.8	13.0
Conferences	13.0	33.3	21.7	1.4	30.4
Focus groups	24.6	17.4	18.8	39.1	
Round tables	20.0	22.9	24.3	4.3	28.6
Panel discussions	23.2	18.8	20.3	5.8	31.9
Study visits to other countries	44.9	17.4	4.3	2.9	30.4
Scheduled online training	43.5	20.3	2.9	-	33.3

Examinees from VET schools and accredited adult education providers had an opportunity to mark from 1 to 5 which organizational form of professional development may provide best results regarding their professional development.

According to the opinion of both groups of examinees, study visits to other countries have the greatest impact to their professional development, and, therefore they have the highest average mark – 4.38, followed by seminars including workshops – 4.25, panel discussions – 3.35, round tables – 3.40, etc. (Table 19 and Table 20). The least efficient form of professional training, based on the responses of examinees, are scheduled online training – 3.10 and conferences – 3.23.

Table 19. VET teachers (Which organizational form of training may provide best results in terms of your professional development?)

Organizational form of training	Average mark
Seminars including workshops	4.25
Conferences	3.23
Focus groups (group interviews)	3.15
Round tables	3.40
Panel discussions	3.35
Study visits to other countries	4.38
Scheduled online training	3.10

Table 20. Teachers employed by accredited adult education providers (Which organizational form of training may provide best results in terms of your professional development?)

Organizational form of training	Average mark
Seminars including workshops	4.27
Conferences	3.14
Focus groups	3.43
Round tables	3.64
Panel discussions	3.39
Study visits to other countries	4.32
Scheduled online training	3.33

Need for Professional Development of Teachers

Types of needs for professional development of teachers (as well as their level) are different. Teachers had an opportunity to define **the level of their need for offered areas of professional development within the question asked**. Offered areas provided in Table 21 and Table 22 are considered important for all actors in teaching process.

Teachers expressed their needs via five-level scale. Based on the processed data, it can be stated that the highest level of need for professional development of teachers is in the area of **work with students with special education needs - 34%, new technologies at workplace or learning place – 28.5%, professional development in the areas within the subject – modules they teach – 23.9%, ICT (information-communication technologies) competences for improvement of teaching – 22.7%, career guidance and counselling of students – 20.6%.** There is a surprisingly low level

of teachers' need for pedagogical competences for teaching (methodics, didactics), as well as classroom management, taking into account the fact that 62.7% examinees responded that they did not undergo preparation for teaching vocation during their initial education, while 67.8% examinees responded that pedagogy (didactics, methodics) was not included in the contents of the subjects they studied within the academic programme they attended.

If medium and high level need of teachers for offered areas are jointly presented in percentage, it might be state that:
- Over 60% examinees have medium or high level need for Professional development in areas within the subject or modules they teach;
- 58% examinees from the area Work with children with special needs;
- Over 50% examinees from the area Career guidance and New technologies at workplace.

Table 21. VET Teachers (State the type and level of your current need for professional development within the offered areas.)

	I current-ly don't need it	Low lev-el need	Me-dium level need	High level need	I don't know / I cannot estimate
Professional development within subjects – modules you teach	14.2	16.1	37.5	23.9	8.2
Pedagogical competences (methodics, didac-tics…)	15.3	26.6	28.7	18.1	11.3
Familiarization with syllabus and its imple-mentation	24.7	24.1	24.7	14.0	12.4
Assessment of students	22.7	23.9	23.3	16.1	14.0
ICT (information – communication technolo-gies) competences for improvement of teach-ing	17.9	18.4	26.6	22.7	14.4
Work with students with special education needs	13.8	14.0	24.1	34.0	14.0
Classroom management	30.1	20.0	19.8	13.6	16.5
Teaching in multicultural environment	26.4	24.5	19.6	13.0	16.5
New technologies at workplace or learning place	17.9	16.7	23.1	28.5	13.8
Career guidance and counselling of students	19.2	15.5	30.1	20.6	14.6

Teachers (52%) employed by adult education providers responded that there is medium or high level need for professional development in the area of new technologies at work place or learning place, then 52% in the area of work with trainees from vulnerable categories (persons with disabilities, old persons, minorities, persons in institutions for enforcement of criminal sanctions, etc.). ICT (information – communication technologies) competences aimed at improvement of teaching (medium or high level need) were selected by 52% examinees, while 42% teachers opted for andragogical competences for teaching (methodics, didactics) high or medium level need for professional development

Areas: classroom management, teaching in multicultural environment and familiarization with syllabus were marked by more than 50% examinees as not needed or low level need.

Table 22. Teachers employed by accredited adult education providers (State the type and level of your current need for professional development within the offered areas.)

	I current-ly don't need it	Low lev-el need	Medium level need	High level need	I don't know / I cannot estimate
Professional development within occupation you teach	24.3	21.4	30.0	20.0	4.3
Andragogical competences for teaching (methodics, didactics…)	18.6	25.7	30.0	11.4	14.3
Familiarization with syllabus and its implementation	35.7	24.3	12.9	14.3	12.9
Assessment of one's own work and achievement of trainees	21.4	21.4	25.7	17.1	14.3
ICT (information – communication technologies) competences for improvement of teaching	14.3	20.0	22.9	28.6	14.3
Work with trainees from vulnerable categories (persons with disabilities, old persons, minorities, persons in institutions for enforcement of criminal sanctions, etc.)	24.3	10.0	18.6	32.9	14.3
Management of group dynamics	27.1	22.9	17.1	15.7	17.1
New technologies at workplace or learning place	14.3	20.0	18.6	34.3	12.9
Career guidance and counselling	17.1	17.1	18.6	28.6	18.6

***

Professional development on the level of education institution – contrary to individual, out-of-institution training – is initiated by teachers by ensuring, not only the sense of belonging to appropriate education community, but also joint vision in terms of improvement which will be necessary in future. One of developmental goals of PRNŠ[22] is the development of teamwork spirit in an education institution, in which the achievements of an individual become the part of general professional development process.

PRNŠ encompasses the whole cycle of professional development:
- Needs assessment;
- Identification of professional development priorities;
- Professional development planning on the level of education institution;
- Implementation;
- Monitoring and evaluation.

Each education institution appoints its own coordinator for professional development. This is usually pedagogue or psychologist in education institution. If the institution does not have pedagogical – psychological department, the coordinator for professional development may be director, deputy director or a teacher appointed by the director. Team for professional development is created within education institution and it is managed by the coordinator.

Based on the responses to the question whether they agree with the statements on responsibility and the scope of responsibility regarding professional development, obtained results indicate that 63% examinees

---

22 PRNŠ – professional development of teachers on school level

in VET schools and 75% examinees in adult education providers fully agree with the statement that they themselves are responsible for identification of needs for professional development.

The statement that the institution assists them to identify their own needs for professional development and find adequate training is fully or to a large extent agreed by 51% examinees in VET schools and 64% examinees in adult education providers, while 30% examinees partially agree with this statement.

The statement that there is a regulated system for assessment of needs for professional development in the institution, which is followed by the provision of training (annual plan of professional development, research of needs for professional development) is fully disagreed or cannot be estimated by 25% examinees in VET schools and 31% examinees in adult education providers, while 47% examinees fully or to a large extent agree with this statement.

Table 23. VET teachers (Who is responsible for professional development and to what extent?)

	I fully disa-gree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
I am responsible for identification of my own needs for professional development and adequate training.	3.7	24.5	31.8	31.3	8.7
The school assists me in identifying my own needs for professional development and to find adequate training (professional development on school level).	8.5	30.5	27.0	24.1	9.9
In my school, there is a regulated system for the assessment of needs for professional development, which is followed by adequate training (annual professional development plan, research of needs for professional development).	12.0	27.8	24.7	22.3	13.2

Table 24. Teachers employed by accredited adult education providers (Who is responsible for professional development and to what extent?)

	I fully disa-gree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
I am responsible for identification of my own needs for professional development and adequate training.		20.0	47.1	28.6	4.3
The institution I teach in assists me in identifying my own needs for profession-al development and to find adequate training (professional development on institution level).	1.4	22.9	28.6	35.7	11.4
There is a regulated system for the assessment of needs for profession-al development, which is followed by adequate training (annual professional development plan, research of needs for professional development).	17.1	30.0	14.3	24.3	14.3

Barriers to Active Participation of Teachers in Professional Development

Motivation is a key factor of successful teaching process, therefore it should be regarded in the context of connection between learning goals, expected learning outcomes, skills, capabilities and teaching methods planned to be used for the achievement of goals. The task and role of teachers is to encourage internal motivation of learners by adequate motivation methods and techniques, taking into account their needs, interests and emotions, as well as to maintain their attention and increase the significance of teaching contents in the context of their direct implementation in practice[23] .

Besides the significance of understanding of motifs for involvement of adult learners in the process of literacy and further elementary education, application of mechanisms and measures for encouragement of adults to remain in such process, the understanding of main barriers which inhibit and digress adults from involvement in education process is equally important, as well as their progression after involvement. There are three evident groups of barriers in the practice of adult education[24]:

- Situational – personal – is this the right time for me to study, get educated – context I live in …;
- Institutional – is the school/education institution in my vicinity, am I okay with the beginning of lessons, I am I capable to achieve everything on time …;
- Dispositional – am I too old, do I have sufficient knowledge to get into it, what is my self-confidence like …

However, the tendency of this Research was to identify the existence of situational barriers only, which do not have personal connotation, and therefore they are exclusively negative factor. So, the questionnaire was aimed at reaching the response to the question of which external barriers are recognized by teachers as key for their active participation in professional development.

Based on processed results, it is concluded that high percentage of examinees in VET schools think that they are supported by institutions they work in. Examinees from VET schools - 63.9% and examinees employed at adult education providers – 71.4% fully disagree with the statement: I don't have support of the institution I work in. The statement Relevant programmes of professional development are not offered is partially agreed with 35.7% examinees from VET schools and 28.6% examinees employed by adult education providers, while over 20% examines from both target groups agree or fully agree with this statement. It can be concluded that there is a high percentage of examinees who regard this as an obstacle.

Over 50% examinees from VET schools and adult education providers partially or fully agree that they do not have incentive for participation in professional development activities, while around 15% examinees responded that they cannot estimate. There is a high percentage of those, around 60%, who partially or fully agree that professional development is expensive and unaffordable, as well as that professional development is not aligned with their schedules in education institutions in which they teach.

Around 10% examinees partially or fully agree that the obstacle to their professional development might be non-fulfilment of required conditions (qualifications, work experience, the lack of employment contract for indefinite period…), while around 17% examinees cannot estimate whether this is an obstacle to professional development. Processed results obtained based on responses of examinees are provided in Table 25 and Table 26.

---

23 Elementary Functional Literacy of Adults – Andragogical Manual for Teachers, Centre for Vocational Education and Training, Podgorica, 2016.

24 (according to Kulić, Despotović, 2005)

Table 25. VET teachers (Do you think that some of the mentioned elements are an obstacle to your active participation in professional development and to what extent?)

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I cannot estimate
I don't have support from the school	63.9	15.3	3.9	2.1	14.8
Relevant professional development programmes are not offered	26.4	35.7	17.3	8.5	12.2
There are no incentives for participation in such activities	36.3	28.9	13.6	8.2	13.0
Professional development is too expensive - unaffordable	29.9	31.5	16.9	8.5	13.2
Professional development is not aligned with my schedule at school	34.0	32.8	10.5	5.8	16.9
I don't fulfil required conditions (qualifications, work experience, I don't have employment contract for indefinite period...)	73.6	4.7	3.3	1.6	16.7

Table 26. Teachers employed by accredited adult education providers (Do you think that some of the mentioned elements are an obstacle to your active participation in professional development and to what extent?)

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
I don't have support from the institution I teach in	71.4	12.9	1.4	1.4	12.9
Relevant professional development programmes are not offered	35.7	28.6	12.9	8.6	14.3
There are no incentives for participation in such activities	38.6	30.0	7.1	8.6	15.7
Professional development is too expensive - unaffordable	24.3	41.4	10.0	7.1	17.1
Professional development is not aligned with my schedule at adult education institution	35.7	24.3	8.6	4.3	27.1
I don't fulfil required conditions (qualifications, work experience, I don't have employment contract for indefinite period...)	70.0	5.7	5.7	1.4	17.1

CONCLUSION

This research activity has led to the conclusion, via theoretical presentation and reflection of the existing measures and mechanisms of professional development of teachers on one hand, and their expressed training needs on the other hand, obtained on the basis of conducted empirical research, that different systemic approach to professional development of teachers has to be created.

It is necessary to strengthen the segment of professional informing and counselling, conduct activities aimed at initiating the motivation of teachers to get involved in professional associations, conduct researches of training needs and align education offer with expressed needs.

With a view of ensuring greater efficiency and effectiveness of conducted training, it is necessary to adapt organizational forms of education to their contents, goals, planned activities and aspirations of teachers.
The Catalogue of professional development of teachers has to be the reflection of their actual training needs and realistic requests imposed to them by contemporary teaching. In this way, response will be provided to key challenges composed predominantly of inadequate training, not needed by teachers, which, as such, represent the source of situational barriers for high quality professional development of teachers. Motivation of teachers for continuous professional development has to be strengthened. Motivation is connected with numerous factors, starting from gender, age, work experience, initial education, support of education institutions and systemic approach, etc.

This Research should be one in a range of research activities which are the basis for further planning and creation of education activities, their implementation and, finally, the assessment of quality. In this respect, it is necessary to work on the empowerment of research practice in adult education, by examining the advantages and opportunities of adult education thus indicating the essence of lifelong learning.
The key of high quality education practice lies in the identification of training needs of teachers, especially in terms of appreciating their individual training needs, aspirations and motifs, so as to plan and model educational activities accordingly and increase general satisfaction of teachers and quality of teaching.

RECOMMENDATIONS

National and Systemic Level

1. Adopted Strategy of Education of Teachers in Montenegro (2017–2024) should be implemented in accordance with detailed action plan, with envisaged budget, deadlines, as well as the ensured monitoring of the action plan implementation;

2. Funds should be allocated so as to increase the selection of programmes which would cover all sectors and occupational fields, but also other areas recognized by this research as deficit, as well as the coverage of greater number of teachers by professional development programmes which would contribute to their professional development;

3. Mechanism of recognition of various forms of professional development significant for the improvement of the quality of teaching should be created;

4. Implementation of developed standards for teachers in VET schools should be monitored and standards for teachers employed by accredited adult education institutions should be developed;

5. Mechanisms of systemic and financial support to model of professional development of teachers on school level should be created;

6. Active implementation of the Strategy of Lifelong Career Guidance 2016–2020 should be ensured;

7. Capacity of the Centre for Vocational Education and Training related to continuous professional development support to teachers of vocational – theoretical subjects and practical training as well as teachers employed by accredited adult education providers should be extended;

8. Mechanism for ensuring that trainees undergo mandatory mentorship process, in accordance with rulebooks and with the respect of valid programme, should be created;

9. Monitoring and support should be ensured to teachers in the application of acquired knowledge at training when returning to teaching;

10. Laws and bylaws should envisage teacher placements as the part of professional development of teachers;

11. Mechanisms of coordination of teacher placements should be established so as to ensure required level of quality of implementation of training for each teacher;

12. Following the identification of needs of teachers, teacher placement should be organized and employers for placement of teachers should be mapped, so as to ensure relevant teacher placement for professional development of teachers;

13. Measures for capacity building should be taken and professional capacity for the provision of continuous professional development of teachers and trainers should be recognized at university, NGOs and professional associations;

14. Teachers should be encouraged to cooperate more, enter into professional associations and jointly plan teaching and materials, as well as the development of better ways of teaching. With a view of developing adult educators, optional modules with andragogical contents might be inserted in study programmes of similar profiles for those individuals who plan to get involved in the work with adults within their professional life. Particular attention in education system of these individuals should be dedicated to different models and forms of post-graduate specialist education;

15. The existing training programmes of andragogical staff should be modernized by creating new modules and flexible shorter specialist programmes;

16. The manner of implementation of andragogical trainings and issuance of certificates on andragogical capability of teachers should be legally defined;

17. Continuous research of training needs of teachers, based on which the system of their professional development will be created and shaped, should be conducted.

ANNEX 1

QUESTIONNAIRES

QUESTIONNAIRE

1. Gender
1. Male
2. Female

2. Age _____

3. Years of service _____

4. In which region is the school you work in situated?
1. North
2. Central
3. South

5. How many years do you work as a teacher?

_____

6. How many years of work experience do you have in economy?

_____

7. How many years of work experience do you have in economy on the tasks related to vocational subjects or modules you teach?

_____

8. What is your role at school?

1. Teacher of vocational – theoretical subjects
2. Teacher of practical training
3. Organizer of practical training
4. Other (define) _____

9. What is your status as the school employee?
1. Employment for indefinite period
2. Employment for fixed-term period
3. Replacement

10. What is your status at school according to the weekly norm of lessons?
1. Full norm
2. Between 50% and 90% envisaged norm
3. Less than 50% full norm

11. Do you have license for teaching?

1. Yes
2. No

12. Level of education you acquired:
   (Circle one answer – your highest acquired level of education)

1. Meister exam (level IV2)
2. Post-secondary vocational education (level V)
3. Bachelor degree (level VI)
4. Four-year academic studies (level VII1)
5. Master degree (level VII2)
6. Doctoral degree (level VIII)

13. In which of the following sectors do you teach? (Circle one or more offered answers.)

1. Engineering and production technologies (mechanical engineering and metal processing, electrical engineering, mechatronics, etc.);
2. Civil engineering and spatial planning;
3. Economics and law;
4. Agriculture, nutrition, veterinary and forestry;
5. Healthcare and social protection;
6. Tourism, trade and hospitality;
7. Transport and communications;
8. Services;
9. Interdisciplinary areas;
10. Mining, metallurgy and chemical industry;
11. Information technology;
12. Humanities and arts;
13. Natural sciences in vocational education;
14. Social sciences in vocational education;
15. Other _____

14. Did you attend programmes/subjects to become teacher during graduate academic studies?

1. Yes
2. No

15. Were the following elements included in your basic academic studies (formal education)?

	Yes for all subjects	Yes for some subjects	No
Contents of vocational – theoretical subjects you teach	1	2	3
Pedagogy (didactics, methodics)	1	2	3
Exercises in the classroom	1	2	3

16. Are you a member of professional association of teachers?

1. Yes
2. No

17. **Did you attend any introductory training to teacher vocation at the beginning of your employment (Were you accompanied by the mentor or shared tasks with other new teachers)?**

	Yes	No
I underwent work programme for trainee teacher	1	2
I participated in non-formal and informal forms of learning and familiarization with teaching occupation	1	2
I participated in general and administrative familiarization with school	1	2

18. **Are you familiar with the Catalogue of programmes of professional development of teachers published by the Centre for Vocational Education and Training?**
1.   Yes
2.   No

19. **How did you find out about the Catalogue of programmes of professional development of teachers published by the Centre for Vocational Education and Training?**
   1. In school
   2. On the website of the Centre for Vocational Education and Training
   3. In some other way (say how) _____

20. **Are the programmes of professional development of teachers in the Catalogue able to respond to your training needs? (This question is to be responded by those who circled YES to question 17)**

	They cannot respond	They may respond partially	They may fully respond	I don't know / I cannot estimate	They cannot respond
Priority areas of professional development	1	2	3	4	5
Pedagogy, andragogy, psychology, didactics, methodics	1	2	3	4	5
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	1	2	3	4	5

21. **What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?**

	Number of hours (including 0 hours)
Priority areas of professional development (programmes intended for professional development of teachers for the subjects they teach)	
Pedagogy, andragogy, psychology, didactics, methodics	
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	

22. Since obtaining license for teaching, have you participated in some of the following forms of professional development?

	Yes	No
Programme which resulted in the acquisition of some formal qualification	1	2
Network of teachers established for tackling the issue of professional development of teachers	1	2
Researches related to topic important for you in professional terms	1	2
Creation of professional literature (textbooks, manuals, practicums…)	1	2

23. Did the training you attended since obtaining license for teaching covered below mentioned areas and what was their impact to the improvement of the quality of your teaching?

	No training conducted on this topic	Training was not useful	Training had small effect	Training had medium level effect	Training was very useful	I don't know / I cannot estimate
Professional development within subjects – modules you teach	1	2	3	4	5	6
Pedagogical competences (methodics, didactics…)	1	2	3	4	5	6
Familiarization with syllabus	1	2	3	4	5	6
Assessment of students	1	2	3	4	5	6
ICT (information – communication technologies)	1	2	3	4	5	6
Work with students with special education needs	1	2	3	4	5	6
Classroom management	1	2	3	4	5	6
Teaching in multicultural environment	1	2	3	4	5	6
New technologies at workplace or learning place	1	2	3	4	5	6
Career guidance and counselling of students	1	2	3	4	5	6

24. Since obtaining the license for teaching, have you covered the costs of professional development on your own?

1.   I did not participate in the coverage of costs.
2.   I participated in the coverage of part of costs.
3.   I covered all costs on my own.

25. Did you face understanding from education institution at which you currently work and did you obtain any type of support for professional development?

	Yes	No
I attended professional development exclusively beyond working time	1	2
I obtained approval from the institution I work in to attend professional development during working time	1	2
I was awarded financially for the activities beyond working time	1	2
I was awarded non-financially for the activities beyond working time	1	2

26. What was the average duration of your professional development activities?

	Never	Sometimes	Often
Up to two days	1	2	3
Between two and seven days	1	2	3
Up to one month	1	2	3
Over one month	1	2	3

27. Based on the activities of professional development in which you participated since obtaining license for teaching, state whether they entailed below mentioned types of training.

	Not covered by the mentioned activities	Yes, in some activities	Yes, in a large number of activities	Yes, in all activities	I don't know / I cannot estimate
Seminars including workshops	1	2	3	4	5
Conferences	1	2	3	4	5
Focus groups (group interviews)	1	2	3	4	5
Round tables	1	2	3	4	5
Panel discussions	1	2	3	4	5
Study visits to other countries	1	2	3	4	5
Scheduled online training	1	2	3	4	5

28. Rank from 1 to 5 (1 – lowest mark and 5 – highest mark)Which organizational form of training may provide best results in terms of your professional development (the same mark may be given to several types of training).

Organizational form of training	Average mark
Seminars including workshops	
Conferences	
Focus groups (group interviews)	
Round tables	
Panel discussions	
Study visits to other countries	
Scheduled online training	

29. State the type and level of your current need for professional development within the offered areas:

	I current-ly don't need it	Low level need	Medium level need	High level need	I don't know / I cannot estimate
Professional development within subjects – modules you teach	1	2	3	4	5
Pedagogical competences (methodics, didactics…)	1	2	3	4	5
Familiarization with syllabus and its implementation	1	2	3	4	5
Assessment of students	1	2	3	4	5
ICT (information – communication technologies) competences for improvement of teaching	1	2	3	4	5
Work with students with special education needs	1	2	3	4	5
Classroom management	1	2	3	4	5
Teaching in multicultural environment	1	2	3	4	5
New technologies at workplace or learning place	1	2	3	4	5
Career guidance and counselling of students	1	2	3	4	5

30. To what extent do you agree with these statements?

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I cannot estimate
I am responsible for identification of my own needs for professional development and adequate training.	1	2	3	4	5
The school assists me in identifying my own needs for professional development and to find adequate training (professional development on school level).	1	2	3	4	5
In my school, there is a regulated system for the assessment of needs for professional development, which is followed by adequate training (annual professional development plan, research of needs for professional development).	1	2	3	4	5

31. Do you think that some of the mentioned elements are an obstacle to your active participation in professional development and to what extent?

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I cannot estimate
I don't have support from the school	1	2	3	4	5
Relevant professional development programmes are not offered	1	2	3	4	5
There are no incentives for participation in such activities	1	2	3	4	5
Professional development is too expensive - unaffordable	1	2	3	4	5
Professional development is not aligned with my schedule at school	1	2	3	4	5
I don't fulfil required conditions (qualifications, work experience, I don't have employment contract for indefinite period…)	1	2	3	4	5

32. To what extent do you agree with the following statements, regarding the school in which you work?

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
Teachers with best performance in my school are provided greatest acknowledgements (e.g. awards, additional training or responsibility).	1	2	3	4	5
Evaluation of teachers and provision of feedback have poor influence to the quality of teaching	1	2	3	4	5
Evaluation of teachers and provision of feedback is done so as to respond to administrative requests	1	2	3	4	5
School has prepared professional development plan on school level	1	2	3	4	5
School provides feedback to teachers based on detailed assessment of their work	1	2	3	4	5
Teachers are fired if their achievement is always below certain level.	1	2	3	4	5
There are discussions with teachers on measures for the correction of irregularities.	1	2	3	4	5
Teachers are assigned a mentor so as to improve their work.	1	2	3	4	5

QUESTIONNAIRE

1. **Gender**
1. Male
2. Female

2. **Age** _____ .

3. **Years of service** _____ .

4. **Your role in adult education institution:**
1. teacher of foreign languages
2. teacher of informatics
3. teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification
4. instructor of practical training for programmes leading to the acquisition of vocational qualificaton
5. _____

5. **Region in which adult education institution is situated::**
1. North
2. Central
3. South

6. **What is your current status as employee at adult education provider?**
1. permanently employed
2. fixed-term engagement
3. _____

7. **How long do you work as a teacher at adult education provider?**
_____

8. **How many years of work experience do you have in economy (number of years including 0 years)?** _____

9. **How many years of work experience do you have in economy on the tasks related to vocational subjects or modules you teach (number of years including 0 years)?**
_____

10. **Do you have license for teaching?**
1. Da
2. Ne

11. **License for teaching was issued in:**
1. formal education system
2. adult education institution

12.   Level of education you acquired:

1.   Meister exam (level IV2)
2.   Post-secondary vocational education (level V)
3.   Bachelor degree (level VI)
4.   Four-year academic studies (level VII1)
5.   Master degree (level VII2)
6.   Doctoral degree (level VIII)

FOR TEACHERS AND INSTRUCTORS WHO DELIVER TRAINING PROGRAMMES LEADING TO THE ACQUISITION OF VOCATIONAL QUALIFICATIONS

13.   In which of the following sectors do you teach? (Circle one or more offered answers.)

1.   Engineering and production technologies (mechanical engineering and metal processing, electrical engineering, mechatronics, etc.);
2.   Civil engineering and spatial planning;
3.   Economics and law;
4.   Agriculture, nutrition, veterinary and forestry;
5.   Healthcare and social protection;
6.   Tourism, trade and hospitality;
7.   Transport and communications;
8.   Services;
9.   Interdisciplinary areas;
10.   Mining, metallurgy and chemical industry;
11.   Information technology;
12.   Humanities and arts;
13.   Natural sciences in vocational education;
14.   Social sciences in vocational education;
15.   Other.

FOR TEACHERS WHO DELIVER TRAINING PROGRAMMES LEADING TO THE ACQUISITION OF KEY COMPETENCES

14.   Within which of the following key competences, according to training programme, do you teach?

1.   Communicating in a mother tongue
2.   Communicating in a foreign language
3.   Mathematical, scientific and technological competence
4.   Digital competence
5.   Learning to learn
6.   Social and civic competences
7.   Sense of initiative and entrepreneurship
8.   Cultural awareness and expression

15.   Did you attend programmes/subjects to become teacher during graduate academic studies?

1.   Yes
2.   No

16. Were the following elements included in your basic academic studies (formal education)?

	Yes for all subjects	Yes for some sub-jects	No
Contents of vocational – theoretical subjects you teach	1	2	3
Andragogy (didactics, methodics)	1	2	3
Exercises in the classroom	1	2	3

17. Did you attend any introductory training to teacher vocation at the beginning of your employment (Were you accompanied by the mentor or shared tasks with other new teachers)?

	Yes	No
I underwent work programme for trainee teacher	1	2
I attended programme of andragogical training of teachers employed by adult education providers	1	2

18. What is the number of hours of professional development you had since obtaining license for teaching in the following forms or types of professional development?

	Number of hours (including 0 hours)
Training organized by adult education provider you work for	
Training organized out of adult education provider you work for	

19. Since obtaining license for teaching, have you participated in some of the following forms of professional development?

	Yes	No
Programme which resulted in the acquisition of some formal qualification	1	2
Network of teachers established for tackling the issue of professional development of teachers	1	2
Researches related to topic important for you in professional terms	1	2
Creation of professional literature (textbooks, manuals, practicums…)	1	2

20. Since obtaining the license for teaching, have you covered the costs of professional development on your own?

1.   I did not participate in the coverage of costs.
2.   I participated in the coverage of part of costs.
3.   I covered all costs on my own.

21. Are you familiar with the Catalogue of programmes of professional development of teachers published by the Centre for Vocational Education and Training?

1.   Yes
2.   No

22. How did you find out about the Catalogue of programmes of professional development of teachers published by the Centre for Vocational Education and Training?

    1. In school

    2. On the website of the Centre for Vocational Education and Training

    3. in some other way (say how) _____

23. Are the programmes of professional development of teachers in the Catalogue able to respond to your training needs? (This question is to be responded by those who circled YES to question 17)

	They cannot respond	They may respond partially	They may fully respond	They may fully respond	I don't know / I cannot estimate
Priority areas of professional development	1	2	3	4	5
Pedagogy, andragogy, psychology, didactics, methodics	1	2	3	4	5
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	1	2	3	4	5

24. What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?

	Number of hours (including 0 hours)
Priority areas of professional development (programmes intended for professional development of teachers for the subjects they teach)	
Pedagogy, andragogy, psychology, didactics, methodics	
Other programmes of professional development (which support teachers in improving the quality and organization of teaching)	

25. Did you face understanding from adult education institution at which you currently work and did you obtain any type of support for professional development?

	Yes	No
I attended professional development exclusively beyond working time	1	2
I obtained approval from the institution I work in to attend professional development during working time	1	2
I was awarded financially for the activities beyond working time	1	2
I was awarded non-financially for the activities beyond working time	1	2
Ustanova podstiče stručno usavršavanje	1	2

26. What was the average duration of your professional development activities?

	Never	Some-times	Often	Always	I don't know
Up to two days	1	2	3	4	5
Between two and seven days	1	2	3	4	5
Up to one month	1	2	3	4	5
Over one month	1	2	3	4	5

27. Based on the activities of professional development in which you participated since obtaining license for teaching, state whether they entailed below mentioned types of training.

	Not covered by the mentioned activities	Yes, in some activities	Yes, in a large number of activities	Yes, in all activities	I don't know / I cannot estimate
Seminars including workshops	1	2	3	4	5
Conferences	1	2	3	4	5
Focus groups	1	2	3	4	5
Round tables	1	2	3	4	5
Panel discussions	1	2	3	4	5
Study visits to other countries	1	2	3	4	5
Scheduled online training	1	2	3	4	5

28. Rank from 1 to 5 (1 – lowest mark and 5 – highest mark)Which organizational form of training may provide best results in terms of your professional development (the same mark may be given to several types of training.

Organizational form of training	Average mark 1 -5
Seminars including workshops	
Conferences	
Focus groups (group interviews)	
Round tables	
Panel discussions	
Study visits to other countries	
Scheduled online training	

29. State the type and level of your current need for professional development within the offered areas:

	I currently don't need it	Low level need	Medium level need	High level need	I don't know / I cannot estimate
Professional development within subjects – modules you teach	1	2	3	4	5
Andragogical competences (methodics, didactics…)	1	2	3	4	5
Familiarization with syllabus and its implementation	1	2	3	4	5
Assessment of your own work and achievements of learners	1	2	3	4	5
ICT (information – communication technologies) competences for improvement of teaching	1	2	3	4	5
Work with learners from vulnerable categories (persons with disabilities, old persons, minorities, persons in institutions for enforcement of criminal sanctions, etc.)	1	2	3	4	5
Management of group dynamics	1	2	3	4	5
New technologies at workplace or learning place	1	2	3	4	5
Career guidance and counselling	1	2	3	4	5

30. To what extent do you agree with these statements?

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
I am responsible for identification of my own needs for professional development and adequate training.	1	2	3	4	5
The institution in which I teach assists me in identifying my own needs for professional development and to find adequate training (professional development on institution level).	1	2	3	4	5
There is a regulated system for the assessment of needs for professional development, which is followed by adequate training (annual professional development plan, research of needs for professional development).	1	2	3	4	5

31. Do you think that some of the mentioned elements are an obstacle to your active participation in professional development and to what extent?

	I fully disagree	I partially agree	I agree to a large extent	I fully agree	I don't know / I cannot estimate
I don't have support from the institution I work for.	1	2	3	4	5
Relevant professional development programmes are not offered.	1	2	3	4	5
There are no incentives for participation in such activities.	1	2	3	4	5
Professional development is too expensive – unaffordable.	1	2	3	4	5
Professional development is not aligned with my schedule at adult education provider.	1	2	3	4	5
I don't fulfil required conditions (qualifications, work experience, I don't have employment contract for indefinite period...).	1	2	3	4	5

ANNEX 2

ENCLOSURES
CROSSTABULATIONS

CROSSTABULATIONS FOR VET SCHOOLS

		Years of service				
		Up to 5 years	6 - 10 years	11 - 20 years	21 - 30 years	More than 30 years
Gender	Male	18.9	28.4	27.4	21.9	3.5
	Female	18.3	22.2	33.8	21.1	4.6
Age	Up to 29 years	73.0	24.3	0.0	0.0	2.7
	30 - 39 years	32.5	51.7	15.8	0.0	0.0
	40 - 49 years	9.0	22.1	54.1	14.8	0.0
	50 - 59 years	6.8	11.7	34.0	42.6	4.9
	60 years or more	4.5	6.8	25.0	38.6	25.0
Region	North	13.7	30.5	35.8	15.8	4.2
	Central	17.5	23.9	29.5	24.3	4.8
	South	23.7	22.3	30.9	20.1	2.9

		How long do you work at school as a teacher?	How many years of work experience do you have in economy?	How many years of work experience do you have in economy on the tasks related to vocational subjects or modules you teach?
		Mean (in years)	Mean (in years)	Mean (in years)
Gender	Male	14.20	8.05	7.26
	Female	14.65	4.25	3.84
Age	Up to 29 years	4.51	1.68	1.49
	30 - 39 years	7.36	3.58	2.98
	40 - 49 years	14.16	3.67	3.26
	50 - 59 years	19.41	9.01	8.66
	60 years or more	24.86	9.68	7.66
Region	North	14.01	5.32	4.64
	Central	15.19	5.27	4.66
	South	13.47	7.18	6.76

		What is your role at school?		
		Teacher of vocational – theoretical subjects	Teacher of practical training	Organizer of practical training
Gender	Male	78.6	18.9	1.5
	Female	84.5	13.4	1.8
Age	Up to 29 years	86.5	13.5	0.0
	30 - 39 years	77.5	20.0	2.5
	40 - 49 years	91.8	6.6	0.0
	50 - 59 years	78.4	17.9	3.1
	60 years or more	77.3	22.7	0.0
Years of service	Up to 5 years	81.1	17.8	1.1
	6 - 10 years	85.0	12.5	2.5
	11 - 20 years	80.8	16.6	0.7
	21 - 30 years	82.7	14.4	2.9
	More than 30 years	75.0	25.0	0.0
Region	North	77.9	18.9	3.2
	Central	80.5	17.5	1.6
	South	87.8	10.1	0.7

		What is your status as school employee?		
		Permanent employment	Fixed-term employment	Replacement
Gender	Male	77.6	19.9	2.5
	Female	83.5	13.7	2.8
Age	Up to 29 years	37.8	45.9	16.2
	30 - 39 years	76.7	18.3	5.0
	40 - 49 years	89.3	10.7	0.0
	50 - 59 years	82.7	16.7	0.6
	60 years or more	100.0	0.0	0.0
Role at school	Teacher of vocational – theoretical subjects	81.4	15.8	2.8
	Teacher of practical training	77.6	19.7	2.6
	Organizer of practical training	87.5	12.5	0.0
Years of service	Up to 5 years	34.4	51.1	14.4
	6 - 10 years	87.5	12.5	0.0
	11 - 20 years	90.7	9.3	0.0
	21 - 30 years	98.1	1.9	0.0
	More than 30 years	90.0	10.0	0.0
Region	North	86.3	13.7	0.0
	Central	81.7	15.1	3.2
	South	76.3	20.1	3.6

		What is your status at school according to the norm of lessons?		
		Full norm	between 50% and 90% of envisaged norm	Less than 50% full norm
Gender	Male	88.6	10.0	1.5
	Female	88.4	8.5	3.2
Age	Up to 29 years	89.2	8.1	2.7
	30 - 39 years	88.3	10.8	0.8
	40 - 49 years	86.9	12.3	0.8
	50 - 59 years	89.5	6.2	4.3
	60 years or more	88.6	6.8	4,5
Role at school	Teacher of vocational – theoretical subjects	87.9	9.8	2.3
	Teacher of practical training	89.5	6.6	3.9
	Organizer of practical training	100.0	0.0	0.0
Status as school employee	Permanent employment	93.6	5.1	1.3
	Fixed-term employment	63.3	29.1	7.6
	Replacement	84.6	7.7	7.7
Years of service	Up to 5 years	74.4	22.2	3.3
	6 - 10 years	90.0	7.5	2.5
	11 - 20 years	89.4	8.6	2.0
	21 - 30 years	95.2	1.9	2.9
	More than 30 years	100.0	0.0	0.0
Region	North	85.3	11.6	3.2
	Central	91.2	7.2	1.6
	South	85.6	10.8	3.6

		Do you have license for teaching?	
		Yes	No
Gender	Male	88.6	11.4
	Female	91.9	8.1
Age	Up to 29 years	70.3	29.7
	30 - 39 years	86.7	13.3
	40 - 49 years	97.5	2.5
	50 - 59 years	90.7	9.3
	60 years or more	97.7	2.3
Role at school	Teacher of vocational – theoretical subjects	91.5	8.5
	Teacher of practical training	84.2	15.8
	Organizer of practical training	100.0	0.0
Status as school employee	Permanent employment	98.7	1.3
	Fixed-term employment	57.0	43.0
	Replacement	46.2	53.8
Years of service	Up to 5 years	67.8	32.2
	6 - 10 years	92.5	7.5
	11 - 20 years	96.7	3.3
	21 - 30 years	98.1	1.9
	More than 30 years	95.0	5.0
Region	North	91.6	8.4
	Central	90.8	9.2
	South	89.2	10.8

		Level of education					
		Meister exam (level IV2)	Post-se-condary education (level V	Bach-elor degree (level VI)	Four-year ac-ademic stud-ies degree (level VII1)	Master degree (level VII2)	Doctoral degree (level VIII)
Gender	Male	1.5	10.0	5.5	69.7	11.9	1.5
	Female	1.1	4.2	2.5	79.6	12.3	0.4
Age	Up to 29 years	0.0	5.4	0.0	81.1	13.5	0.0
	30 - 39 years	1.7	4.2	5.0	70.8	15.0	3.3
	40 - 49 years	0.8	1.6	2.5	82.0	13.1	0.0
	50 - 59 years	0.6	10.5	4.3	75.9	8.6	0.0
	60 years or more	4.5	13.6	4.5	63.6	13.6	0.0
Role at school	Teacher of vocational – theoretical subjects	0.5	2.0	1.8	82.2	12.6	1.0
	Teacher of practical train-ing	5.3	31.6	14.5	38.2	10.5	0.0
	Organizer of practical train-ing	0.0	0.0	0.0	87.5	12.5	0.0
Sta-tus as school em-ployee	Permanent employment	0.8	5.1	3.6	78.9	10.7	1.0
	Fixed-term employment	3.8	15.2	5.1	55.7	20.3	0.0
	Replacement	0.0	0.0	0.0	92.3	7.7	0.0
Years of ser-vice	Up to 5 years	3.3	10.0	4.4	66.7	15.6	0.0
	6 - 10 years	0.0	.8	3.3	75.8	17.5	2.5
	11 - 20 years	1.3	7.3	2.6	76.2	11.9	.7
	21 - 30 years	1.0	6.7	5.8	81.7	4.8	0.0
	More than 30 years	0.0	20.0	0.0	75.0	5.0	0.0
Region	North	4.2	9.5	4.2	76.8	3.2	2.1
	Central	0.0	5.2	3.2	77.3	14.3	0.0
	South	1.4	7.2	4.3	71.2	14.4	1.4

Sectors in which you teach

Sector	Gender: Male	Gender: Female	Age: Up to 29 years	Age: 30 - 39 years	Age: 40 - 49 years	Age: 50 - 59 years	Age: 60 years or more	Role at school: Teacher of vocational – theoretical subjects	Role at school: Teacher of practical training	Role at school: Organizer of practical training	Status: Permanent employment	Status: Fixed-term employment	Status: Replacement	Years of service: Up to 5 years	Years of service: 6 - 10 years	Years of service: 11 - 20 years	Years of service: 21 - 30 years	Years of service: More than 30 years	Region: North	Region: Central	Region: South
Social sciences in vocational education	2.0	2.1	0.0	2.5	2.5	1.2	4.5	1.5	0.0	25.0	2.3	1.3	0.0	1.1	2.5	2.6	0.0	10.0	3.2	0.8	3.6
Priority sciences in vocational education	3.5	4.9	0.0	1.7	8.2	4.3	4.5	5.3	0.0	0.0	4.8	2.5	0.0	2.2	3.3	5.3	5.8	5.0	6.3	4.0	3.6
Humanities and arts	3.5	11.6	8.1	15.0	10.7	2.5	4.5	5.5	23.7	0.0	9.7	2.5	0.0	1.1	10.8	7.3	12.5	10.0	0.0	9.2	12.2
Information technology	6.5	4.2	16.2	2.5	4.1	6.2	2.3	6.0	0.0	12.5	3.8	10.1	15.4	13.3	2.5	2.6	4.8	5.0	3.2	8.4	0.7
Mining, metallurgy and chemical industry	0.5	2.5	0.0	0.0	4.1	1.2	2.3	2.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	3.3	1.0	10.0	0.0	3.2	0.0
Interdisciplinary areas	0.0	0.4	0.0	0.0	0.0	0.6	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.4	0.0
Services	0.5	2.1	2.7	2.5	0.0	1.2	2.3	1.3	2.6	0.0	1.3	2.5	0.0	3.3	1.7	1.3	0.0	0.0	2.1	1.2	1.4
Transport and communications	15.4	4.2	10.8	9.2	10.7	8.6	2.3	9.5	3.9	25.0	6.9	20.3	0.0	10.0	16.7	6.6	3.8	0.0	7.4	6.4	14.4
Tourism, trade and hospitality	26.4	15.1	29.7	23.3	16.4	17.3	20.5	19.6	19.7	25.0	18.3	22.8	46.2	28.9	17.5	21.9	13.5	10.0	31.6	10.8	28.1
Healthcare and social protection	5.5	14.1	0.0	7.5	17.2	9.9	11.4	8.5	22.4	0.0	8.9	17.7	15.4	10.0	8.3	13.2	8.7	15.0	22.1	10.4	2.9
Agriculture, veterinary and forestry	3.0	4.2	0.0	3.3	4.1	3.7	6.8	4.5	0.0	0.0	4.3	1.3	0.0	2.2	3.3	4.0	3.8	10.0	7.4	3.2	2.2
Economics and law	13.9	26.8	18.9	23.3	23.8	21.0	13.6	25.6	1.3	0.0	23.7	11.4	15.4	16.7	24.2	26.5	18.3	5.0	18.9	20.3	25.2
Construction and spatial planning	2.5	6.7	5.4	5.0	4.9	3.7	9.1	5.8	1.3	0.0	4.6	7.6	0.0	6.7	7.5	4.0	2.9	0.0	0.0	7.2	4.3
Engineering and production technologies	32.3	13.0	16.2	11.7	11.5	33.3	31.8	19.8	26.3	37.5	22.1	17.7	7.7	17.8	11.7	19.2	34.6	35.0	12.6	26.3	17.3

			Did you undergo programmes/ subjects to become teacher during graduate academic studies?	
			Yes	No
Gender		Male	39.8	60.2
		Female	35.6	64.4
Age		Up to 29 years	32.4	67.6
		30 - 39 years	38.3	61.7
		40 - 49 years	40.2	59.8
		50 - 59 years	34.6	65.4
		60 years or more	40.9	59.1
Role at school		Teacher of vocational – theoretical subjects	33.9	66.1
		Teacher of practical training	52.6	47.4
		Organizer of practical training	50.0	50.0
Status as school employee		Permanent employment	35.4	64.6
		Fixed-term employment	45.6	54.4
		Replacement	46.2	53.8
Years of service		Up to 5 years	37.8	62.2
		6 - 10 years	34.2	65.8
		11 - 20 years	37.1	62.9
		21 - 30 years	38.5	61.5
		More than 30 years	50.0	50.0
Region		North	44.2	55.8
		Central	31.5	68.5
		South	43.2	56.8

		Are you a member of professional association of teachers?	
		Yes	No
Gender	Male	28.9	71.1
	Female	32.0	68.0
Age	Up to 29 years	37.8	62.2
	30 - 39 years	32.5	67.5
	40 - 49 years	32.8	67.2
	50 - 59 years	22.8	77.2
	60 years or more	43.2	56.8
Role at school	Teacher of vocational – theoretical subjects	30.4	69.6
	Teacher of practical training	31.6	68.4
	Organizer of practical training	50.0	50.0
Status as school employee	Permanent employment	30.0	70.0
	Fixed-term employment	32.9	67.1
	Replacement	38.5	61.5
Years of service	Up to 5 years	35.6	64.4
	6 - 10 years	32.5	67.5
	11 - 20 years	28.5	71.5
	21 - 30 years	21.2	78.8
	More than 30 years	65.0	35.0
Region	North	36.8	63.2
	Central	29.5	70.5
	South	28.8	71.2

		Are you familiar with the Catalogue of programmes of professional development of teachers?	
		Yes	No
Gender	Male	86.6	13.4
	Female	82.7	17.3
Age	Up to 29 years	94.6	5.4
	30 - 39 years	78.3	21.7
	40 - 49 years	86.1	13.9
	50 - 59 years	85.8	14.2
	60 years or more	81.8	18.2
Role at school	Teacher of vocational – theoretical subjects	85.4	14.6
	Teacher of practical training	76.3	23.7
	Organizer of practical training	100.0	0.0
Status as school employee	Permanent employment	84.5	15.5
	Fixed-term employment	84.8	15.2
	Replacement	76.9	23.1
Years of service	Up to 5 years	91.1	8.9
	6 - 10 years	79.2	20.8
	11 - 20 years	85.4	14.6
	21 - 30 years	84,6	15,4
	More than 30 years	75.0	25.0
Region	North	88.4	11.6
	Central	79.7	20.3
	South	89.9	10.1

		How did you find out about the Catalogue of programmes of professional development of teachers published by the Centre for Vocational Education and Training?			
		in school	on the website of the Centre for Vocational Education and Training	In some other way (say how)	Via website and in school
Gender	Male	63.2	21.8	0.0	14.9
	Female	56.2	28.5	0.0	15.3
Age	Up to 29 years	51.4	42.9	0.0	5.7
	30 - 39 years	67.0	22.3	0.0	10.6
	40 - 49 years	50.5	33.3	0.0	16.2
	50 - 59 years	59.7	21.6	0.0	18.7
	60 years or more	69.4	11.1	0.0	19.4
Role at school	Teacher of vocational – theoretical subjects	58.5	27.4	0.0	14.1
	Teacher of practical training	69.0	19.0	0.0	12.1
	Organizer of practical training	37.5	0.0	0.0	62.5
Status as school employee	Permanent employment	57.2	25.9	0.0	16.9
	Fixed-term employment	71.6	19.4	0.0	9.0
	Replacement	40.0	60.0	0.0	0.0
Years of service	Up to 5 years	59.8	31.7	0.0	8.5
	6 - 10 years	60.0	23.2	0.0	16.8
	11 - 20 years	62.8	24.0	0.0	13.2
	21 - 30 years	53.4	25.0	0.0	21.6
	More than 30 years	53.3	26.7	0.0	20.0
Region	North	54.8	26.2	0.0	19.0
	Central	56.5	27.5	0.0	16.0
	South	66.4	22.4	0.0	11.2

What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?		Priority areas of professional development	Pedagogy, andragogy, psychology, didactics, methodics	Other programmes of professional development
Gender	Male	15.7	10.4	8.9
	Female	14.3	10.3	8.4
Age	Up to 29 years	10.1	7.2	7.7
	30 - 39 years	12.2	10.9	10.6
	40 - 49 years	13.5	13.2	6.1
	50 - 59 years	15.2	10.2	8.7
	60 years or more	27.4	3.9	11.7
Role at school	Teacher of vocational – theoretical subjects	13.8	10.0	8.3
	Teacher of practical training	18.4	7.9	9.5
	Organizer of practical training	12.5	12.5	11.4
Status as school employee	Permanent employment	15.8	11.2	8.9
	Fixed-term employment	9.4	4.2	7.6
	Replacement	0.0	0.0	0.0
Years of service	Up to 5 years	9.2	7.7	7.0
	6 - 10 years	16.8	10.4	9.6
	11 - 20 years	16.0	13.3	8.3
	21 - 30 years	16.5	8.4	9.4
	More than 30 years	7.9	7.5	7.3
Region	North	13.1	9.1	6.2
	Central	13.1	11.2	7.6
	South	19.1	9.8	12.0

		Since obtaining the license for teaching, have you covered the costs of professional development on your own?			
		I did not partici- pate in the coverage of costs	I participated in the coverage of part of costs	I covered all costs on my own	No response
Gender	Male	49.2	27.1	12.7	11.0
	Female	43.9	21.2	28.8	6.1
Age	Up to 29 years	50.0	21.4	28.6	0.0
	30 - 39 years	30.6	12.9	41.9	14.5
	40 - 49 years	46.0	31.7	17.5	4.8
	50 - 59 years	57.3	28.1	10.1	4.5
	60 years or more	45.5	18.2	13.6	22.7
Role at school	Teacher of vocational – theoretical subjects	45.6	26.7	19.9	7.8
	Teacher of practical training	40.0	14.3	34.3	11.4
	Organizer of practical training	83.3	0.0	0.0	16.7
Status as school employee	Permanent employment	46.8	23.6	20.9	8.6
	Fixed-term employment	44.8	27.6	20.7	6.9
	Replacement	0.0	0.0	100.0	0.0
Years of service	Up to 5 years	45.7	17.1	28.6	8.6
	6 - 10 years	34.4	28.1	26.6	10.9
	11 - 20 years	53.9	24.7	16.9	4.5
	21 - 30 years	51.0	23.5	13.7	11.8
	More than 30 years	36.4	18.2	36.4	9.1
Region	North	48.1	25.0	13.5	13.5
	Central	42.6	27.8	22.2	7.4
	South	50.0	18.9	24.4	6.7

Rank from 1 to 5 (1 – lowest mark and 5 – highest mark)Which organizational form of training may provide best results in terms of your professional development.		Seminars, including workshops	Conferences	Focus groups (group interviews)	Round tables	Panel discussions	Study visits to other countries	Scheduled online training
		Average mark	Average mark	Average mark	Average mark	Average mark	Average mark	Average mark
Gender	Male	4.2	3.1	3.0	3.4	3.4	4.4	3.1
	Female	4.3	3.3	3.2	3.4	3.3	4.3	3.1
Age	Up to 29 years	4.3	3.2	3.3	3.2	3.6	4.5	3.4
	30 - 39 years	4.4	3.5	3.2	3.4	3.3	4.3	3.3
	40 - 49 years	4.1	3.2	3.1	3.4	3.3	4.3	3.1
	50 - 59 years	4.3	3.2	3.1	3.5	3.5	4.4	3.0
	60 years or more	4.1	2.8	2.9	3.1	2.9	4.5	2.5
Role at school	Teacher of vocational – theoretical subjects	4.2	3.2	3.1	3.4	3.3	4.4	3.1
	Teacher of practical training	4.4	3.3	3.3	3.5	3.3	4.5	2.9
	Organizer of practical training	4.4	4.0	3.7	4.0	4.0	4.3	3.6
Status as school employee	Permanent employment	4.2	3.2	3.1	3.4	3.3	4.3	3.0
	Fixed-term employment	4.6	3.5	3.5	3.5	3.6	4.7	3.6
	Replacement	4.5	3.8	3.3	3.8	3.8	4.7	3.7
Years of service	Up to 5 years	4.5	3.6	3.4	3.6	3.5	4.6	3.4
	6 - 10 years	4.3	3.4	3.2	3.5	3.3	4.4	3.3
	11 - 20 years	4.2	3.0	3.0	3.2	3.4	4.3	2.8
	21 - 30 years	4.1	3.0	3.1	3.4	3.1	4.2	3.1
	More than 30 years	4.1	3.0	3.3	3.8	4.1	4.4	2.6
Region	North	4.1	3.1	2.9	3.2	3.2	4.2	2.9
	Central	4.3	3.3	3.2	3.4	3.4	4.4	3.1
		4.2	3.1	3.2	3.5	3.4	4.4	3.2

CROSSTABULATIONS FOR ADULT EDUCATION PROVIDERS

		Years of service				
		Up to 5 years	6 - 10 years	11 - 20 years	21 - 30 years	More than 30 years
Gender	Male	4.3%	17.4%	39.1%	21.7%	17.4%
	Female	27.7%	36.2%	17.0%	10.6%	8.5%
Age	18 - 29 years	76.9%	23.1%	0.0%	0.0%	0.0%
	30 - 39 years	14.3%	57.1%	28.6%	0.0%	0.0%
	40 - 49 years	0.0%	14.3%	57.1%	28.6%	0.0%
	50 - 59 years	0.0%	0.0%	7.7%	46.2%	46.2%
	60 years and more	0.0%	0.0%	0.0%	0.0%	100.0%
Region	North	0.0%	20.0%	20.0%	40.0%	20.0%
	Central	21.5%	30.8%	24.6%	12.3%	10.8%

		Your role in adult education institution:				
		Teacher of foreign languages	Teacher of informatics	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	Instructor of practical training for programmes leading to the acquisition of vocational qualification	Other
Gender	Male	17.4%	8.7%	39.1%	34.8%	0.0%
	Female	51.1%	2.1%	27.7%	10.6%	8.5%
Age	18 - 29 years	84.6%	0.0%	0.0%	7.7%	7.7%
	30 - 39 years	39.3%	0.0%	32.1%	21.4%	7.1%
	40 - 49 years	35.7%	0.0%	35.7%	28.6%	0.0%
	50 - 59 years	7.7%	23.1%	53.8%	15.4%	0.0%
	60 years and more	0.0%	0.0%	50.0%	0.0%	50.0%
Years of service	Up to 5 years	78.6%	0.0%	7.1%	7.1%	7.1%
	6 - 10 years	57.1%	0.0%	19.0%	14.3%	9.5%
	11 - 20 years	17.6%	0.0%	47.1%	35.3%	0.0%
	21 - 30 years	20.0%	10.0%	40.0%	30.0%	0.0%
	More than 30 years	0.0%	25.0%	62.5%	0.0%	12.5%
Region	North	0.0%	0.0%	40.0%	60.0%	0.0%
	Central	43.1%	4.6%	30.8%	15.4%	6.2%

		What is your current status as employee in adult education provider?		
		Permanent employment	Honorary employment	Fixed-term employment
Gender	Male	65.2%	34.8%	0.0%
	Female	34.0%	55.3%	10.6%
Age	18 - 29 years	23.1%	53.8%	23.1%
	30 - 39 years	46.4%	50.0%	3.6%
	40 - 49 years	50.0%	42.9%	7.1%
	50 - 59 years	46.2%	53.8%	0.0%
	60 years and more	100.0%	0.0%	0.0%
Role	Teacher of foreign languages	21.4%	71.4%	7.1%
	Teacher of informatics	66.7%	33.3%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	54.5%	40.9%	4.5%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	69.2%	23.1%	7.7%
	Trainer for social and civic skills and entrepreneurship	0.0%	0.0%	0.0%
	Coordinator in adult education	0.0%	0.0%	0.0%
	Teacher of general education subjects	0.0%	0.0%	0.0%
	Other	50.0%	25.0%	25.0%
Years of service	Up to 5 years	21.4%	57.1%	21.4%
	6 - 10 years	23.8%	71.4%	4.8%
	11 - 20 years	64.7%	29.4%	5.9%
	21 - 30 years	60.0%	40.0%	0.0%
	More than 30 years	75.0%	25.0%	0.0%
Region	North	20.0%	60.0%	20.0%
	Central	46.2%	47.7%	6.2%

		How long do you work at adult education providers?	How many years of work experience do you have in economy?	How many years of work experience do you have in economy on the tasks related to vocational subjects or modules you teach?
Gender	Male	10.9	7.9	7.6
	Female	5.0	3.9	3.8
Age	18 - 29 years	1.8	0.8	1.2
	30 - 39 years	6.0	4.1	3.9
	40 - 49 years	8.3	4.2	5.3
	50 - 59 years	12.8	9.2	10.0
	60 years and more	9.0	45.0	9.0
Role	Teacher of foreign languages	3.8	1.4	1.8
	Teacher of informatics	9.3	0.0	0.0
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	9.4	8.5	8.3
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	10.3	10.1	9.3
	Other	3.0	6.3	5.0
Years of service	Up to 5 years	1.4	0.8	1.8
	6 - 10 years	4.3	3.0	3.9
	11 - 20 years	9.7	6.1	5.4
	21 - 30 years	10.5	5.1	5.8
	More than 30 years	15.1	17.1	12.0
Region	North	5.6	8.0	8.0
	Central	7.1	4.9	4.7

		Do you have license for teaching?	
		Yes	No
Gender	Male	91.3%	8.7%
	Female	76.6%	23.4%
Age	18 - 29 years	76.9%	23.1%
	30 - 39 years	85.7%	14.3%
	40 - 49 years	71.4%	28.6%
	50 - 59 years	84.6%	15.4%
	60 years and more	100.0%	0.0%
Role	Teacher of foreign languages	82.1%	17.9%
	Teacher of informatics	66.7%	33.3%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	81.8%	18.2%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	84.6%	15.4%
	Other	75.0%	25.0%
Years of service	Up to 5 years	78.6%	21.4%
	6 - 10 years	71.4%	28.6%
	11 - 20 years	88.2%	11.8%
	21 - 30 years	90.0%	10.0%
	More than 30 years	87.5%	12.5%
Region	North	80.0%	20.0%
	Central	81.5%	18.5%

		License for teaching is issued		
		In formal education system	In adult education institution	No response
Gender	Male	57.1%	38.1%	4.8%
	Female	75.0%	19.4%	5.6%
Age	18 - 29 years	70.0%	30.0%	0.0%
	30 - 39 years	62.5%	29.2%	8.3%
	40 - 49 years	80.0%	20.0%	0.0%
	50 - 59 years	72.7%	18.2%	9.1%
	60 years and more	50.0%	50.0%	0.0%
Role	Teacher of foreign languages	91.3%	4.3%	4.3%
	Teacher of informatics	100.0%	0.0%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	61.1%	27.8%	11.1%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	27.3%	72.7%	0.0%
	Other	66.7%	33.3%	0.0%
Years of service	Up to 5 years	72.7%	18.2%	9.1%
	6 - 10 years	86.7%	13.3%	0.0%
	11 - 20 years	46.7%	46.7%	6.7%
	21 - 30 years	88.9%	11.1%	0.0%
	More than 30 years	42.9%	42.9%	14.3%
Region	North	100.0%	0.0%	0.0%
	Central	66.0%	28.3%	5.7%

		What is the level of your education?					
		Meister exam (level IV2)	Post-secondary education (level V)	Bachelor degree (level VI)	Four-year academic studies (level VII1)	Master degree (level VII2)	Secondary education
Gender	Male	4.3%	21.7%	13.0%	39.1%	21.7%	0.0%
	Female	8.5%	8.5%	0.0%	66.0%	14.9%	2.1%
Age	18 - 29 years	0.0%	0.0%	0.0%	69.2%	30.8%	0.0%
	30 - 39 years	7.1%	17.9%	7.1%	60.7%	7.1%	0.0%
	40 - 49 years	7.1%	14.3%	0.0%	42.9%	35.7%	0.0%
	50 - 59 years	7.7%	15.4%	7.7%	53.8%	7.7%	7.7%
	60 years and more	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Role	Teacher of foreign languages	0.0%	0.0%	0.0%	78.6%	21.4%	0.0%
	Teacher of informatics	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	13.6%	27.3%	13.6%	27.3%	13.6%	4.5%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	15.4%	23.1%	0.0%	38.5%	23.1%	0.0%
	Other	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Years of service	Up to 5 years	0.0%	7.1%	0.0%	64.3%	28.6%	0.0%
	6 - 10 years	9.5%	0.0%	4.8%	76.2%	9.5%	0.0%
	11 - 20 years	5.9%	35.3%	5.9%	35.3%	17.6%	0.0%
	21 - 30 years	10.0%	10.0%	0.0%	50.0%	30.0%	0.0%
	More than 30 years	12.5%	12.5%	12.5%	50.0%	0.0%	12.5%
Region	North	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%
	Central	4.6%	10.8%	3.1%	61.5%	18.5%	1.5%

In which of the following sectors do you teach?

		Economics and law	Agriculture, nutrition, veterinary and forestry	Tourism, trade and hospitality	Transport and communications	Services	Interdisciplinary areas	Mining, metallurgy and chemical industry	Humanities and arts	Natural sciences in vocational education	Social sciences in vocational education	Other	No response
Gender	Male	0.0%	0.0%	30.4%	4.3%	13.0%	0.0%	0.0%	4.3%	0.0%	17.4%	26.1%	4.3%
	Female	6.4%	4.3%	8.5%	2.1%	23.4%	2.1%	2.1%	10.6%	2.1%	40.4%	8.5%	6.4%
Age	18 - 29 years	7.7%	0.0%	7.7%	0.0%	0.0%	7.7%	0.0%	38.5%	0.0%	46.2%	7.7%	7.7%
	30 - 39 years	3.6%	0.0%	14.3%	3.6%	21.4%	0.0%	0.0%	3.6%	3.6%	32.1%	17.9%	7.1%
	40 - 49 years	7.1%	14.3%	14.3%	7.1%	21.4%	0.0%	7.1%	0.0%	0.0%	35.7%	14.3%	0.0%
	50 - 59 years	0.0%	0.0%	30.8%	0.0%	30.8%	0.0%	0.0%	0.0%	0.0%	15.4%	15.4%	7.7%
	60 years and more	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
Role	Teacher of foreign languages	10.7%	0.0%	3.6%	0.0%	0.0%	3.6%	0.0%	17.9%	0.0%	60.7%	14.3%	0.0%
	Teacher of informatics	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	33.3%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	0.0%	4.5%	27.3%	9.1%	54.5%	0.0%	4.5%	4.5%	0.0%	13.6%	4.5%	0.0%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	0.0%	7.7%	23.1%	0.0%	15.4%	0.0%	0.0%	0.0%	0.0%	15.4%	30.8%	7.7%
	Other	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	25.0%	0.0%	50.0%
Years of service	Up to 5 years	7.1%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	28.6%	0.0%	42.9%	14.3%	7.1%
	6 - 10 years	4.8%	4.8%	19.0%	4.8%	4.8%	4.8%	0.0%	9.5%	4.8%	42.9%	9.5%	9.5%
	11 - 20 years	5.9%	5.9%	17.6%	0.0%	41.2%	0.0%	5.9%	0.0%	0.0%	23.5%	17.6%	0.0%
	21 - 30 years	0.0%	0.0%	20.0%	10.0%	10.0%	0.0%	0.0%	0.0%	0.0%	30.0%	20.0%	10.0%
	More than 30 years	0.0%	0.0%	25.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	12.5%	12.5%	0.0%
Region	North	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Central	4.6%	3.1%	9.2%	3.1%	21.5%	1.5%	1.5%	9.2%	1.5%	35.4%	15.4%	6.2%

		Communicating in a mother tongue	Communicating in a foreign language	Mathematical, scientific and technological competence	Digital competence	Learning to learn	Social and civic competences	Entrepreneurship	Cultural awareness and expression
Gender	Male	8.3%	33.3%	0.0%	8.3%	25.0%	0.0%	25.0%	25.0%
	Female	14.3%	74.3%	2.9%	8.6%	8.6%	5.7%	8.6%	17.1%
Age	18 - 29 years	0.0%	100.0%	0.0%	9.1%	0.0%	0.0%	0.0%	0.0%
	30 - 39 years	12.5%	62.5%	6.3%	0.0%	18.8%	6.3%	6.3%	25.0%
	40 - 49 years	11.1%	55.6%	0.0%	0.0%	22.2%	11.1%	11.1%	22.2%
	50 - 59 years	33.3%	44.4%	0.0%	33.3%	11.1%	0.0%	33.3%	22.2%
	60 years and more	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	50.0%
Role	Teacher of foreign languages	3.6%	96.4%	0.0%	3.6%	7.1%	0.0%	0.0%	0.0%
	Teacher of informatics	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	33.3%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	45.5%	27.3%	0.0%	9.1%	18.2%	9.1%	36.4%	45.5%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%
	Other	0.0%	0.0%	33.3%	0.0%	33.3%	33.3%	33.3%	100.0%
Years of service	Up to 5 years	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	6 - 10 years	6.3%	68.8%	6.3%	6.3%	18.8%	6.3%	6.3%	25.0%
	11 - 20 years	20.0%	60.0%	0.0%	0.0%	0.0%	20.0%	0.0%	20.0%
	21 - 30 years	25.0%	37.5%	0.0%	12.5%	37.5%	0.0%	37.5%	12.5%
	More than 30 years	28.6%	28.6%	0.0%	28.6%	0.0%	0.0%	28.6%	42.9%
Region	North	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
	Central	13.6%	68.2%	2.3%	9.1%	13.6%	4.5%	6.8%	20.5%

According to training programme, within which of the following key competences do you teach?

		Did you undergo programmes/subjects to become teacher during graduate academic studies?	
		Yes	No
Gender	Male	65.2%	34.8%
	Female	76.6%	23.4%
Age	18 - 29 years	84.6%	15.4%
	30 - 39 years	67.9%	32.1%
	40 - 49 years	64.3%	35.7%
	50 - 59 years	84.6%	15.4%
	60 years and more	50.0%	50.0%
Role	Teacher of foreign languages	89.3%	10.7%
	Teacher of informatics	100.0%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	59.1%	40.9%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	61,5%	38,5%
	Other	50.0%	50.0%
Years of service	Up to 5 years	78.6%	21.4%
	6 - 10 years	71.4%	28.6%
	11 - 20 years	70.6%	29.4%
	21 - 30 years	70.0%	30.0%
	More than 30 years	75.0%	25.0%
Region	North	80.0%	20.0%
	Central	72.3%	27.7%

What is the number of hours of professional development you had since obtaining license for teaching in the following forms or types of professional development?		Training organized by adult education provider you work for	Training organized out of adult education provider you work for
Gender	Male	31.4	38.0
	Female	13.7	16.3
Age	18 - 29 years	21.5	18.5
	30 - 39 years	20.2	20.9
	40 - 49 years	11.5	20.9
	50 - 59 years	22.4	36.5
	60 years and more		
Role	Teacher of foreign languages	15.5	15.4
	Teacher of informatics	5.3	41.0
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	25.8	38.3
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	31.7	26.7
	Other	23.3	0.0
Years of service	Up to 5 years	18.5	12.8
	6 - 10 years	11.5	18.8
	11 - 20 years	33.2	26.6
	21 - 30 years	24.3	32.1
	More than 30 years	16.7	49.2
Region	North	29.5	27.3
	Central	18.7	23.5

		Since obtaining the license for teaching, have you covered the costs of professional development on your own?			
		I didn't participate in the coverage of costs	I participated in the coverage of part of costs	I covered all costs on my own	No response
Gender	Male	69.6%	21.7%	0.0%	8.7%
	Female	51.1%	19.1%	12.8%	17.0%
Age	18 - 29 years	69.2%	7.7%	7.7%	15.4%
	30 - 39 years	46.4%	25.0%	10.7%	17.9%
	40 - 49 years	57.1%	21.4%	0.0%	21.4%
	50 - 59 years	69.2%	23.1%	7.7%	0.0%
	60 years and more	50.0%	0.0%	50.0%	0.0%
Role	Teacher of foreign languages	42.9%	21.4%	10.7%	25.0%
	Teacher of informatics	66.7%	0.0%	33.3%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vo-cational qualification	54.5%	31.8%	9.1%	4.5%
	Instructor of prac-tical training for programmes leading to the acquisition of vo-cational qualification	92.3%	0.0%	0.0%	7.7%
	Other	50.0%	25.0%	0.0%	25.0%
Years of service	Up to 5 years	71.4%	0.0%	14.3%	14.3%
	6 - 10 years	33.3%	33.3%	4.8%	28.6%
	11 - 20 years	58.8%	23.5%	5.9%	11.8%
	21 - 30 years	70.0%	20.0%	10.0%	0.0%
	More than 30 years	75.0%	12.5%	12.5%	0.0%
Region	North	100.0%	0.0%	0.0%	0.0%
	Central	53.8%	21.5%	9.2%	15.4%

		Are you familiar with the Catalogue of programmes of professional development of teachers?	
		Yes	No
Gender	Male	73.9%	26.1%
	Female	68.1%	31.9%
Age	18 - 29 years	46.2%	53.8%
	30 - 39 years	67.9%	32.1%
	40 - 49 years	71.4%	28.6%
	50 - 59 years	92.3%	7.7%
	60 years and more	100.0%	0.0%
Role	Teacher of foreign languages	53.6%	46.4%
	Teacher of informatics	66.7%	33.3%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	90.9%	9.1%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	76.9%	23.1%
	Other	50.0%	50.0%
Years of service	Up to 5 years	42.9%	57.1%
	6 - 10 years	66.7%	33.3%
	11 - 20 years	76.5%	23.5%
	21 - 30 years	80.0%	20.0%
	More than 30 years	100.0%	0.0%
Region	North	100.0%	0.0%
	Central	67.7%	32.3%

		How did you find out about the Catalogue of programmes of professional development of teachers?		
		In school	On the website of the Centre for Vocational Education and Training	In some other way, say how
Gender	Male	58.8%	41.2%	0.0%
	Female	59.4%	37.5%	3.1%
Age	18 - 29 years	50.0%	50.0%	0.0%
	30 - 39 years	52.6%	47.4%	0.0%
	40 - 49 years	60.0%	40.0%	0.0%
	50 - 59 years	75.0%	25.0%	0.0%
	60 years and more	50.0%	0.0%	50.0%
Role	Teacher of foreign languages	66.7%	33.3%	0.0%
	Teacher of informatics	100.0%	0.0%	0.0%
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	45.0%	50.0%	5.0%
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	60.0%	40.0%	0.0%
	Other	100.0%	0.0%	0.0%
Years of service	Up to 5 years	66.7%	33.3%	0.0%
	6 - 10 years	50.0%	50.0%	0.0%
	11 - 20 years	53.8%	46.2%	0.0%
	21 - 30 years	75.0%	25.0%	0.0%
	More than 30 years	62.5%	25.0%	12.5%
Region	North	100.0%	0.0%	0.0%
	Central	54.5%	43.2%	2.3%

		What is the number of hours of professional development according to the programmes of professional development contained within the Catalogue you had since obtaining the license for teaching?		
		Priority areas of professional development	Pedagogy, andragogy, psychology, didactics methodics	Other programmes of professional development
Gender	Male	20.6	14.8	21.0
	Female	13.7	5.3	5.8
Age	18 - 29 years	8.0	0.0	2.7
	30 - 39 years	4.0	5.0	5.0
	40 - 49 years	15.7	17.6	8.0
	50 - 59 years	32.4	12.5	24.2
	60 years and more			
Role	Teacher of foreign languages	3.4	4.5	2.5
	Teacher of informatics	23.0	17.5	20.0
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	27.4	11.5	20.2
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	25.5	10.0	10.0
	Other			
Years of service	Up to 5 years	9.6	0.0	3.2
	6 - 10 years	3.6	4.4	4.4
	11 - 20 years	27.6	10.5	2.0
	21 - 30 years	18.7	15.6	17.6
	More than 30 years	34.0	17.0	32.4
Region	North	27.3	25.0	25.0
	Central	14.8	7.1	10.2

		Seminars including workshops	Conferences	Focus groups (group interviews)	Round tables	Panel discussions	Study visits to other countries	Scheduled online training
Rank from 1 to 5 (1 – lowest mark and 5 – highest mark), which organizational form of training may provide best results in terms of your professional development								
Gender	Male	4.33	3.39	3.40	3.72	3.47	4.00	3.18
	Female	4.24	3.03	3.44	3.59	3.35	4.44	3.38
Age	18 - 29 years	4.50	3.67	3.75	3.88	3.63	4.13	3.50
	30 - 39 years	4.29	2.92	3.17	3.46	3.42	4.35	3.10
	40 - 49 years	3.77	3.09	3.40	2.91	2.80	4.08	2.63
	50 - 59 years	4.67	3.44	3.88	4.50	3.70	4.83	4.57
	60 years and more	4.00	2.50	4.00	4.50	3.50	5.00	4.00
Role	Teacher of foreign languages	4.14	3.26	3.50	3.52	3.50	4.64	3.67
	Teacher of informatics	4.33	4.00	4.00	4.00	3.67	4.00	5.00
	Teacher of theoretical lessons for programmes leading to the acquisition of vocational qualification	4.18	2.89	3.38	3.65	3.35	3.87	2.83
	Instructor of practical training for programmes leading to the acquisition of vocational qualification	4.75	3.20	3.00	3.55	3.10	4.13	2.71
	Other	4.00	3.00	4.25	4.25	3.50	4.75	3.75
Years of service	Up to 5 years	4.45	3.42	3.36	3.27	3.36	4.18	3.27
	6 - 10 years	4.11	2.88	3.60	3.53	3.60	4.44	3.25
	11 - 20 years	4.13	3.15	2.67	3.23	2.92	4.30	2.75
	21 - 30 years	4.56	3.22	4.11	4.30	3.44	4.11	4.00
	More than 30 years	4.38	3.17	3.75	4.33	3.71	5.00	4.00
Region	North	5.00	4.67	5.00	5.00	5.00	1.00	3.67
	Central	4.21	3.06	3.33	3.56	3.29	4.39	3.31