

Redefining career advancements system for VET teachers

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 CROATIA

Timeline



ID number 28273

Background

The Amendments to the Act on education in primary and secondary schools from 2018 redefined the system of career advancement, specifically introducing the opportunity to reward teachers for exceptional achievement in education.

Description

The 2019 framework for career advancement and rewards to teachers encourages mentorship and peer collaboration, teaching innovation, CPD, production of teaching resources and open digital education content, participation in projects, as well as contribution to the education system through engagement in working groups for policy development, research or experimental programmes in education. Adopted in 2019, the Regulation on career advancement contributes to evidence-based decision-making on the professional advancement of teachers, school directors and other education professionals.

2019 Approved/Agreed

The Regulation on career advancement of teachers, education professionals, and school directors in primary and secondary schools and student dormitories was adopted in 2019. It restructures:

- (a) advanced professional titles,
- (b) requirements and criteria for professional advancement,
- (c) nomination and evaluation procedure for professional advancement,
- (d) validity of advanced professional titles and their renewal,
- (e) obligations of the holders of advanced professional titles.

The assessment criteria for advancement are detailed, covering the organisation of and participation or mentorship in student competitions; mentorship to students or teacher trainees; the delivery of or participation in training (including online and international training); activities in professional associations; publications and production of teaching materials and educational content; project management or implementation; and contributions to school (a mandatory criterion) and the education system. CPD participation and school contribution are a requirement so teachers need

to demonstrate relevant professional activity to qualify for advancement. The holders of advanced professional titles are expected to:

- (a) deliver professional training;
- (b) participate in online public consultations on legislative and regulatory proposals;
- (c) participate in projects;
- (d) publish digital education content or articles;
- (e) mentor students or teachers entering the profession.

The new Regulation significantly redefined the procedure for career advancement. It reduced the role of agencies in charge of education, including the Agency for VET and Adult Education, to administrative tasks in the career advancement procedure. According to the new Regulation on career advancement, the present role of the education agencies consists of an administrative check of the request for career advancement (notably, receiving requests and verifying the fulfilment of general prerequisites for advancement), as well as the adoption of decisions on career advancement, based on the recommendation of the Committee for advancement. The earlier independent professional role of education agencies in the assessment of candidates for advancement, in cooperation with school directors, has now been ceded to the Committee for Advancement, directly appointed by the ministry responsible for education.

For the first time, the Regulation on rewards stipulated the evaluation procedure and the award criteria, as well as financial bonuses for teachers who participated in experimental programmes in education.

2020 Implementation

Guidelines on the application of the Framework for national qualification standards for teachers in primary and secondary schools to teacher advancement were prepared in January 2020. The corresponding guidelines were also prepared for the advancement procedure for school directors and other education professionals. Based on the application for career advancement, class observation by expert committee and interview with the candidate, the Committee for Advancement will use the guidelines to evaluate the achievement of outcomes, as set by the regulation on career advancement and the framework for national qualification standards. In addition to the guidelines, further explanation of criteria for the assessment of professional performance of teachers was also made available.

2021 Implementation

The Regulation on career advancement of teachers, education professionals, and school directors in primary and secondary schools and student dormitories was altered in 2021. The Committee for Advancement was abolished, and all responsibilities were returned to the Agency for Vocational and Adult Education that had the legal authority, professional capacities, and expertise in professional advancement procedures in VET.

In 2021 amendments to the Regulation, the obligations of the holders of advanced professional titles were slightly altered as follows:

- (a) deliver professional training or provide peer support;
- (b) participate in projects;
- (c) publish education content or professional articles;
- (d) mentor students or teachers entering the profession.

2022 Implementation

The Regulation was operational and ran as regular practice.

2023 Implementation

In 2023, 344 VET teachers received career advancements, over one half awarded with the professional title of mentor (1st level of advancement), one third earned the title of

counsellor (2nd level of advancement) and one seventh with the title of senior counsellor (3rd level of advancement, called 'excellent counsellor' in the national terminology).

2024 Implementation

In 2024, 317 VET teachers received career advancements, one third awarded with the professional title of mentor (1st level of advancement), one half earned the title of counsellor (2nd level of advancement) and one fifth with the title of senior counsellor (3rd level of advancement, called 'excellent counsellor' in the national terminology). In total, over 1 300 VET teachers were holders of professional advancement titles at different levels.

Bodies responsible

- Ministry of Science, Education and Youth (MZOM)

Target group

Education professionals

Teachers
Trainers
School leaders

Thematic categories

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Attractiveness of the teaching and training profession/career

Supporting lifelong learning culture and increasing participation

Lifelong guidance

Subsystem

IVET

Further reading

[Regulation on career advancement of teachers, professionals, and directors in primary/secondary schools and dormitories. \[Pravilnik o napredovanju ucitelja, nastavnika, suradnika i ravnatelja u školama i domovima\].](#)

[Regulation on awards to teachers, professionals, and directors in primary/secondary schools and dormitories. \[Pravilnik o nagrađivanju ucitelja, nastavnika, suradnika i ravnatelja u školama i domovima\].](#)

Related policy developments

2023 **Completed**

VET system development programme 2016-20

The VET system development programme 2016-20 provides the strategic framework for VET development and reform. The programme was adopted by the Croatian Government in September 2016 and a related action plan was adopted two months later by the ministry responsible for education.

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Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28273>