Tuning Teacher Education Curricula in the Western Balkans

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TUNING TEACHER EDUCATION CURRICULA IN THE WESTERN BALKANS

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ABOUT THE PROJECT: BACKGROUND, ACTIVITIES AND PARTICIPANTS

Reforming higher education study programmes towards the developemnt of the curricula based on competencies that graduates need for practice is a shared goal of the higher education institutions in the Western Balkans region. This shared goal, as well as commonly inherited traditions in education and similar circumstances in which reforms are implemented, make regional cooperation a mutually benefitial opportunity for learning and providing evidence that can inform policymaking. The idea for this project of regional cooperation in the development of competencies as bases for teacher education curricula came from the participants of the education studies group associated with the previously implemented project 'Regional Tuning – Towards the European Higher Education Area' (Kleut, 2006). Education was one of the study areas in which a regional working group was established to work on the development of subject-specific competencies related to the respective theme. Consequently, the Education studies working group identified the need for regional cooperation in the process of introducing and developing competence-based teacher education curricula. The initiative was taken on by the Centre for Education Policy and implemented with the support of the Balkan Trust for Democracy and the Central European Initiative, resulting in the hereby-presented project, "Tuning Teacher Education Curricula in the Western Balkans".

The project has been implemented in three phases.

Initially, the participants developed a conceptual framework for the work on the definition of teacher compe-

tences and drafted a questionnaire for exploring practitioners' perceptions of a number of competencies. The questionnaire was pilot-tested with 370 teachers and teacher educators from Serbia. The regional group first met in September 2007 to discuss the adjustments to the questionnaire that were to be made following the results of this pilot study. A number of items have been changed, merged or left out; the result was a new version of the questionnaire used in the regional research (see Appendix A).

In the second phase, field research was launched across the region. The distribution and collection of questionnaires in each participating country was organised by the representative from that county. New members joined the regional group helping with the field research, thus expanding the group from the five members who had participated in the previous project to a total of thirteen participants from five countries:

Violeta Arnaudova, Faculty of Philosophy, Ss. Cyril and Methodius University – Skopje, Macedonia

Bojka Đukanović, Faculty of Philosophy, University of Podgorica, Montenegro

Mirko Đukanović, Faculty of Philosophy, University of Podgorica, Montenegro

Zoran Grac, Centre for Education Policies, Belgrade, Serbia

Ivan Jerković, Faculty of Philosophy, University of Novi Sad, Serbia

Lejla Kafedžić, Faculty of Philosophy, University of Sarajevo, Bosnia and Herzegovina

Anči Leburić, Faculty of Philosophy, University of Split, Croatia

Jelena Mihaljević Djigunović, Faculty of Philosophy, University of Zagreb, Croatia

Nataša Pantić, Centre for Education Policies, Belgrade, Serbia

Ognen Spasovski, Faculty of Philosophy, Ss. Cyril and Methodius University – Skopje, Macedonia

Biljana Stanković, Faculty of Philosophy, University of Belgrade, Serbia

Ivana Zec, Faculty of Philosophy, University of Split, Croatia

Ivana Zečević, Faculty of Philosophy, University of Banjaluka, Bosnia and Herzegovina

The participants met for the second time in February 2008 to discuss the results of the field research. A total of 2354 responses were collated at the regional level and compared by country, level of educational institution, gender, teaching experience, etc. Four factors mapping four domains of teacher competence were identified in the practitioners' responses.

In the third phase, cases of teacher education programmes were analysed with the aim of identifying the gaps between the areas of competence identified in the field research and the existing preparation of teachers in which the competences are to be developed. The selection of programmes to be analysed was made taking care to cover both class[1] and subject teacher education and to enable comparisons within and across the countries and between the different subject areas that the participants came from.

Thus, the present publication comprises the papers analyzing two programmes for the education of class teachers in Bosnia and Herzegovina, two programmes for foreign language teachers in Croatia and two programmes

1 Class teachers in the participating countries are those teaching all subject areas in lower primary education, as opposed to the subject teachers in upper primary and secondary education.

in which psychology teachers are prepared in Serbia and Macedonia. In addition, a paper about the competencies relating to values and childrearing illustrates how these competencies are represented in the preparation of teachers in Macedonia. The publication also gives introductory information about the objectives and methodology used in the project, and some concluding remarks about commonly-identified scopes for improvements that can be made to teacher education programmes to enable them to better faciliatate the development of competences needed for teaching practice. Abstract information about specific parts (chapters) of the publication is given at the end of the introductory chapter. Linguistic and stylistic diversity has been preserved where authors opted to write in their own language.

On behalf of the project team, I would like to express my sincere gratitude to all of the institutions and teachers who, by participating in this research, contributed to the advancement of knowledge about competencies needed for teaching practice. We hope that by doing so, they also contributed to the advancement of the education of future teachers who will use the findings as a basis for their development in accordance with the real needs of educational practice. The findings are primarily useful to the relevant higher education institutions and curriculum planners who are in various stages of implementing reforms brought about by the Bologna process. At the same time, they can serve as a useful source of information for policy-makers in the participating countries, which are currently considering the standards for entry into teaching profession. Eventually, it can be of equal importance for teachers' own self-evaluation and personal orientation with reference to the standards, as well as for their professional development planning.

Editor *Nataša Pantić*
Project Coordinator

REVIEW I

Introduction

In the spring of this year, the Centre for Education Policy from Belgrade approached me with an invitation to read and comment on a draft publication that resulted from the third phase of their project *Tuning Teacher Education Curricula in the Western Balkans*. It was challenging work. Obviously, the project has been performed at the right time. While I know education in the region of the Western Balkans rather well,[1] the text, and particularly the case studies, gave me a lot of new insights. The draft consisted of a brief description of background, activities and participants of the project, an introduction presenting its main aims, and six case studies that represent the bulk of the publication. The bulk of the research had been accomplished, and my comments had a different character than would have been the case had they been made at the beginning of the project. Nevertheless, in the final version that is published in this book, I can see that some of my comments were helpful to authors – and this gives me the pleasant feeling of somehow having been involved in this interesting publication. Let me again congratulate the authors, and let me briefly sketch out the context of their pioneering work in the region.

---

1 I should refer to two of my books: Zgaga, P., *The importance of education in social reconstruction: six years of the enhanced Graz process. Developments, current status and future prospects of education in South-East Europe*, Ljubljana: University of Ljubljana, 2005, and Zgaga, P. (ed.). *The prospects of teacher education in South-East Europe*. Ljubljana: University of Ljubljana, 2006. Both books are available at http://www.see-educoop.net.

Why has the project been performed at a right time?

In the publication's title, the authors make an explicit reference to contemporary European practices in 'tuning' educational structures and processes. This is also a direct reference to *Tuning Educational Structures in Europe*, a broadly known and frequently referenced project co-ordinated by the University of Deusto (Bilbao, Spain) and University of Groningen (the Netherlands). What is popularly called the *Tuning project*[2] was launched in 2000, almost parallel to the launching of the Bologna Process; from the beginning, it has been supported by Socrates-Erasmus and – at next stages – by Tempus programmes of the European Union. It has succeeded in gathering together more than 150 European universities in a joint exercise in 'tuning educational structures'. At later project stages, some universities from Western Balkans countries were also involved.

For organisational reasons, the *Tuning* project was originally exclusively focused on nine academic subjects (disciplines or areas); thus, the main developmental work was performed in relatively small 'subject groups'.[3] However, this approach proved to be feasible and, even more importantly, successful. A specific methodology ('*Tuning methodology*') was developed and tested in subject groups; today, it is a reference point for further projects of this kind, although it also needs to be disseminated and retested in other subjects (disciplines or areas), at

2 Tuning advertises itself as the "universities' contribution to the Bologna Process". See the project's web site at http://www.tuning.unideusto.org/tuningeu and/or http://www.rug.nl/let/tuningeu.

3 Business, Chemistry, Education Science (including Teacher Education), Geology, History, Mathematics, Physics; since 2003 European Studies and Nursing.

other higher education institutions and in the context of other countries.[4]

For this reason, the joint project of a group of researchers from eight universities in Bosnia and Herzegovina, Croatia, Macedonia, Montenegro and Serbia, led and coordinated by the Belgrade Centre for Education Policy, deserves particular praise for the pioneering work initiated in this field in the Western Balkans region.

One of the main results for the project *Tuning Teacher Education Curricula in the Western Balkans* is that we can read the publication. It inherently opens up a whole series of questions that are not limited to the title theme: *Tuning Teacher Education Curricula in the Western Balkans*. Today, just two years before the Bologna Process is expected to fulfil its main goals as stated in 1999 (i.e., to establish a *common European Higher Education Area until 2010*) developmental projects in *higher education curricula* are not so rare. However, it is still quite rare to find curricular projects in (initial) *teacher education*. Well-established traditional disciplines like medicine or engineering or 'highly competitive' academic disciplines such as economy and management etc. seem to be 'expected' at the forefront of ongoing European curricular modernisation, while teacher education looks as a 'surprise'. Why is this so?

From today's point of view, it is easy to recognize that prior to the 1990s, teacher education in Europe was rarely an issue of international cooperation in (higher) education. International cooperation was a privilege of 'well-established' and/or 'highly competitive' disciplines, while teacher education was mainly a closed 'national affaire' and a non-university type of study. Even within the gradual process of Europe's 'coming together' (to be un-

4 E.g. see *Tuning Latin America*; http://tuning.unideusto.org/tuningal.

derstood here primarily as the enlargement process of the European Union), education in general remained in the margins for a long time. Vocational education received a little more interest relatively early because vocational qualifications were of great importance for economic co-operation and labour mobility, while general education – and, within this context, teacher education – got a 'green light' in the European co-operation crossroads only with new provisions in the *Maastricht Treaty* of 1992: "*The Community shall contribute to the development of quality education by encouraging co-operation between Member States and, if necessary, by supporting and supplementing their action*" (Art. 126).

Since 1999, the most distinctive expression of the *Europeanisation process* (whose geopolitical reach is much broader than that of the EU) in the context of higher education has been established as the *Bologna Process*. It has been a response answer to 'internal' (i.e. European) challenges in the 1990s, first of all, and a call for the convergence of different and at some points even incompatible national systems. Simultaneously, however, it has also been a response to globalisation processes (e.g. the issue of competitiveness and attractiveness in higher education on the global scale). Two years remain before we reach the aforementioned important deadline; European higher education systems have already achieved a more comparable and compatible level, but at the same time, European higher education is also more diverse. There is strong consensus around the idea that the Bologna Process has contributed a lot to this goal.

However, there is widespread evidence that the broadest European 'coming together' in (higher) education also opens up a number of new dilemmas. Step by step, the Europeanisation of national systems has become a matter of fact (mainly due to genuine European co-operation in education, e.g. through Erasmus and Tem-

pus programmes, etc.). Despite obvious progress, it can't be foreseen today whether at certain points European countries may jealously stick with their traditional national systems. This is particularly true when we analyse *teacher education* as a *part of higher education* and as the key point at which Europe would really need more compatibility, not only to strengthen mobility but also *to strengthen cultural dialogue* by means of education. It is absolutely unnecessary here to refer to Europe as an (imaginary?) whole; this is also true – perhaps even truer – when we consider regional co-operation, regional mobility and regional cultural dialogue.

Yet, when we say *teacher education*, what do we actually mean? We know that teacher education is an old profession but a relatively young study area at universities; in most progressive countries its university roots usually do not extend further back than the 1980s.[5] Previously, teacher education was organised outside universities, as in rare cases it still is today. Usually, nobody stressed teacher *education*; the emphasis was instead placed on teacher *training*. Since the 1980s, arguments in favour of teacher education at universities or at least in other higher education institutions (yet, not excluding professional training) have multiplied, although today the term 'training' can still often be found *instead* of 'education' and not *parallel* to it.

If the teaching profession required only 'some training' (even if it were 'higher training') there would be *no need for a recognised field of study*. It would suffice if higher education were to take place in a *subject discipline* – e.g. mathematics, language, the arts, etc. – with some additional teacher *training* included. This 'cream on the cof-

5 Of course, in some subject areas teachers for upper secondary education etc. were trained at related faculties and/or departments far ago; but they were a 'side-product' of a subject area and not the 'substance'.

fee' could also be added outside of higher education, e.g. in special 'inset courses' organised e.g. by ministries of education. If this were the case, the teaching matter and education could not be an 'independent object' of higher education and research, and there would be no need to enable teachers to continue their studies – i.e. *teacher education studies* – in the second and third cycles (Masters and PhD). They could only transfer (i.e., emigrate) from their initial education field, either to a 'pure' subject discipline or to 'pure' education as such ('pedagogy' in many countries in continental Europe, including the countries of the Western Balkans).

There have been criticisms of such an understanding of teacher education, and of the dilemmas it has created, since the 1980s. From today's point of view, the picture is relatively positive; it seems that teacher education has been accepted as an area of study at the university level, even amongst the broad public outside of the strict circles of teachers of teachers. There have been ups and downs so far, and several questions remain open and still cause confusion. Nevertheless, teacher education has undergone substantial reforms almost everywhere in Europe; in some countries, these reforms are still on a way. In addition, the Bologna Process also brings a new challenge to teacher education at the present stage.

Both challenges, to proceed with the modernisation of teacher education and to catch the Bologna 'train' with all its disciplinary wagons, are particularly important for countries in the Western Balkans. Therefore, the project *Tuning Teacher Education Curricula in the Western Balkans* has been performed at a right time. It is linked directly to an important discussion that has taken place in recent international debates and that is also part of the 'core' issues of the Bologna Process: the notion of *competences* and *learning outcomes*.

Indeed, the main thread running through the publication is the notion of *competences*. This notion is approached from a specific and "widespread view that teachers do not receive adequate preparation", that there is "a gap between the theoretical preparation of teachers and the requirements for the 'new' skills in practice" as well as "that there is room for improving both continuous and initial education of teachers" (p. 31). The project approach is, therefore, critical, analytical and constructive at the same time.

However, like all academic discussions, the contemporary international discussion on competences is far from a 'full consent' discussion. There are several oppositions and criticisms of which we should be aware, e.g. the criticism that the competences paradigm is either explicitly or implicitly subjected to behaviourism (often meant in a pejorative sense), or that the notion of competences can be used exclusively as an *instrumental concept* established in an age of economic globalism and is dangerous for inner values contained in traditional knowledge, education, etc. When the discussion is taking place more or less on pure psychological grounds, some of these (predominantly philosophical) criticisms could be legitimate; however, these criticisms wouldn't suffice to dismiss the concept of competences.

Behaviourism is absolutely not the only option for 'founding' the concept of competences; it can also be interpreted quite differently, on quite different (philosophical) grounds. Here is not an appropriate place to argue in detail; therefore, let me state briefly that the concept of competences can be also linked to an old dichotomy between *knowledge* and *acting*. In education, it is extremely important to make it possible for students to receive the "knowledge to act": not only in an instrumental/voca-

tional sense (as future professionals) but also in a societal/political sense (as citizens, etc). Arguing against behaviourism and dismissing the idea of competences as a 'useless concept' could be an academically interesting enterprise (oh, how many interesting enterprises there are in academia!), but it is a conservative attempt when observed from the point of view of the philosophy of education.

Let's go back to our issue. The main focus of the authors isn't a theoretical discussion of competences; obviously, this hasn't been the point of the research. But, nevertheless, echoes from this discussion can be found here – e.g. when "the narrow understanding of competence as a kind of 'theory free' skills" (p. 34) is mentioned. The main focus of the publication is clarified in its title, and the six case studies rely on "the methodology of the European *Tuning* project" (p. 33), which is briefly presented in the first chapter.

At the beginning of the project, *a questionnaire* was designed which was sent to pre-primary, primary and secondary school staff and teacher educators in the participating countries, 2354 of them altogether. Respondents were asked to evaluate the importance of teacher competences (39 of them were listed in the questionnaire; they also had an opportunity to add competences questionnaire did not contain originally). This is an approach that is very similar, though not identical, to what the *Tuning* project did during its first phase (and again repeated recently).[6]

The *project's strategy* has been to draw a rather detailed picture of the perceived importance of listed teacher competences among teachers themselves (i.e. respondents)

6 See *Tuning Dissemination Conference II* (12–13 June 2008): http://www.tuning.unideusto.org/tuningeu/index.php?option=com_docman&task=view_category&Itemid=59&subcat=14&catid=20&limitstart=0&limit=5

and to proceed on this basis to a review of teacher education curricula. This should make it possible to identify correspondences and differences between the perceived importance of competences and their real 'weight' in teacher education curricula. Finally, a test of correspondences and differences can result in recommendations as to possible improvements, in view of their implications for curricular changes at teacher education institutions in the region. This strategy proved absolutely relevant, and it brought several important insights into states of affaires at various institutions in the region.

Yet, it seems that even more could be done; I sincerely hope that the Belgrade Centre for Educational Studies and its collaborators from the region will soon have the opportunity for a follow up on this project. Bearing a possibly bright future in mind, I would like to make some suggestions here:

For example, it would be very interesting to make a comparison between the results of the competences research in the Western Balkans with the results from the *Tuning* and *Tuning Latin America* projects (which are also available). Both of them used similar questionnaires and some comparisons have been made already.[7] If the research is put into an international context, then such a comparison could be very evocative and eventual recommendations might be argued even better.

On the other hand, the *Tuning* project considered *stakeholders' involvement* as extremely important, and both *Tuning* 'consultations' (questionnaires, 2001–2002 and 2008; for the latter, see the aforementioned Jon Paul Laka presentation) differentiated among three or four (in 2001 and 2008, respectively) groups of stakeholders. These included '*academics*' (teaching staff from higher

7 See Jon Paul Laka, Tuning Consultation 2008 on Competences; a PowerPoint presentation at the *Tuning Dissemination Conference II,* 2008. See footnote 6.

education institutions), '*employers*', '*graduates*' and '*students*'. The perceived importance of *competences* definitely differs from one group to another, and if we want to support a discussion on improvements to curricula, this is precisely the point that we need.

As already mentioned, the *Tuning* project focused on nine disciplinary and/or professional areas. It is not always easy to identify stakeholders in a particular area. This is particularly the case with teacher education. In the *Tuning* project, the teacher education area was combined with the educational sciences; there are good reasons to put them together, but there are also arguments for why they should be treated separately. A graduate of educational science and a graduate of teacher education could have intensely differing opinions on the same matter. The same problem appears with 'employers': by definition, a headmaster should be put in this group, but there are also representatives of a local authorities or the Ministry of Education who share similar roles. For these reasons, stakeholders groups should be designed very carefully in order to produce relevant results.

Probably the most problematic issue in grouping stakeholders in teacher education has to do with *teachers themselves*. 'Teachers' is a generic name for a very diverse set of teaching staff-members in schools, as well as for those who support the teaching and learning processes. Teachers may have diverse qualifications (non-university vs. university; sometimes even upper secondary) and their study paths may differ substantially (e.g. parallel vs. consecutive models of teacher education). Often, they prefer to identify with their subject area rather than with the 'teaching profession'. It is not rare to encounter teachers with extreme positions regarding the role and the 'weight' of the subject area and pedagogy. These are further reasons that additional systemic research should take into account when aiming for details. Work that moves in this direction has already started (e.g. *Percep-*

tions of the importance for four domains of teacher competence by the level of institution the respondents work at; see p. 62).

The project *Tuning Teacher Education Curricula in the Western Balkans* originally and efficiently solved some of these problems by using a range of case studies and focusing on different 'teachers' discourses'. On one hand, these case studies cover four out of five countries involved in the survey. On the other hand, they focus on different 'sample groups' from within the teaching body: specifically, they focus on teaching competencies of *class teachers* (Bosnia and Herzegovina), *foreign language teachers* (Croatia) and *psychologists* (Serbia, Macedonia). The last case study seems not to be focused on a particular group of teachers but, rather, on programmes "from 4 faculties for teachers education" (p. 127) in Macedonia; this study provides a more general approach.

It is important to note that the main goal of the case studies was not to focus on a particular group within the teaching profession (or the teaching profession as a whole) but to address one of *four domains of teacher competences*. Within the 'size' of the project this decision is justified – but also practical. A potential 'mass' of 39 competences was avoided because they were clustered into four domains; each of them was (mainly) compared with reformed curricula from two different departments or faculties.

The project obviously didn't aim to draw 'a whole picture' that would present 'the average teaching body' in general. (It should be stressed once again that this has been a pioneer study in the region, which should – I repeat– inspire a follow-up that could allow us to go into further details. I truly hope that this occurs.). It was more about making a '*sondage*' while taking certain 'samples' into account. Nevertheless, choosing psychologists as one of these 'samples' seems to shift too far away from 'the av-

erage teaching body'. The case study is absolutely interesting, and its conclusions may help to improve curricula at universities' departments of psychology, but when the *teaching competences* are questioned, a choice of other groups of more 'typical' teaching nature (e.g. teachers of math or maternal language) seem to be much more productive.

A particular problem emerged from the fact that higher education reform, and especially the implementation of such reform, is still ongoing in most places. The introduction makes very clear that individual chapters will analyse individual curricula on this basis of the survey findings. Authors of individual chapters (case studies) obviously met certain troubles in their work because of the fact that the curricula have been (very) recently reformed: sometimes, they couldn't get all the necessary documents (e.g. syllabuses that weren't ready yet); other times, it seems that it was simply too early to explore certain issues because new curricula were only at their first stage of implementation. Yet, these hindrances should be taken as 'normal' under the given circumstances; the project's results can nevertheless be relevant and useful for further development of curricula and for improvements in general. On the other hand, this is a good reason to start another project and to carry this curricular analysis forward beyond the declarative statements, exploring in more depth the real 'potential' of the new curricula.

For these reasons, allow me to make a further suggestion: from a methodological point of view, it may be commented that the troubles mentioned in the previous paragraph could be diminished and/or avoided if a slightly more complex approach were used: that of comparing old ('pre-Bologna') and new ('Bologna') curricula. For example, in the original Tuning survey of 2001–2002, respondents answered two questions regarding each com-

petence listed: to what level the individual competence was achieved in traditional curricula and to what level it should be developed in new curricula. This may give a very good insight into a split between 'existing' and 'foreseen' or 'improved' curricula, but moreover, it can help to identify *how much the 'new' curricula are really modernized and improved*—or whether, instead, they are just formally redesigned but still entail the same teaching and learning process. This issue may be addressed more easily once the first generation of students learning under the new curricula graduates.

To conclude: the publication that we hold now in our hands is an interesting and rather complex overview of the state of affaires in teacher education in the Western Balkans after the launch of the 'Bologna reforms'. It contains a lot of new data and some important critical observations. One of them is that new curricula mainly stress knowledge and skills, while statements and values are often disregarded. This is a very important finding (or perhaps warning?), as it is the best proof of the new relationship that has been established between the traditional 'teacher-centred' and the new 'Bologna student-centred' approach. Similarly, it is reported in Chapter 2 that inclusive education is still treated as separated and 'something external' to the professional development of teachers. Even more, in the reformed curricula, "not a single practice hour is envisaged in courses treating the area of the work with children with special needs" (p. 72). This is an extremely important finding that deals with an extremely important dimension of both national education and teacher education. This sends a clear message that the region – but not only the Western Balkans region – needs further independent, serious and well-grounded research projects that can enhance our understanding of the effective and ineffective methods of educational reforms.

And finally, we should simply repeat that this project made only a first step in considering these questions and problems; its results deserve to be the support that galvanizes the research team to launch a follow-up.

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REVIEW II

This publication is a contribution to understanding and to the exchange of experience in relation to a very important aspect of any country's education system: to those who work in education and to teachers above all.

This contribution should be viewed from the perspective of education's strategic importance for economic and social development, i.e. for the development of a knowledge-based society. This point has been proven by analyses of international organisations and institutions such as the World Bank or the Organisation for Security and Cooperation in Europe (OSCE). Education as understood as an object of research is approached by different disciplines, economists and sociologists among them. These experts point to the fact that the higher the level and quality of education is in a society, the more it positively affects productivity, innovations, democracy and social cohesion. For education to be capable of making such a contribution, a country's education system must be of high-quality, effective, available and equitable. *The fact that a 'knowledge based society' is at the same time a 'life-long learning society' implies that education as a whole should be viewed in a broader context. The education system is faced with the primary task of allowing individuals to develop their own potential, of equipping them to use their knowledge, improve it, and select what is relevant in a certain context. It also must empower them to understand what they have learnt in such a way that it can support modification according to the demands of ever-faster changes in our surrounding.* The challenge is even more complex when we speak about the education of educa-

tors. How do we organise the education of teachers and others in education as an optimal context in which all individuals develop their professional potential? How do we equip them to use their knowledge in the complex context of their roles, to make purposeful choices in educational situations? How do we teach them to learn during their whole professional careers, to improve their knowledge and skills, to build their values and ethics? How do we make them competent in applying what they have learnt and open to new learning through adjustments to the demands of fast changes in their surroundings? The education of teachers is an even bigger challenge if its mission is contradictory in the way that a colleague, Ivan Bjondić from Zadar Faculty of Philosophy, formulated (I paraphrase): A teacher has the task of conserving tradition and of transferring it to students, but at the same time s/he also prepares the members of the young generation to be creators of the future, innovators...

Of course, one publication cannot answer all these questions, but for many of them, all intensely relevant for the education of future teachers as key actors, this is a valuable source of possible answers from the perspective of a very diverse potential audience who works in/on education and/or is interested in it:

- Creators of education policy and education managers, who rarely have an opportunity to analyze their moves from the perspective of diverse regional experiences,
- Educators of teachers and managers of institutions that educate teachers – the effort of educators to change the education of future teachers is sometimes short of breath due to institutional university frames. The Bologna process in Serbia is more understood as the process of changing the micro-context, while University as the macro-

context remains closed to interdisciplinary studies and connections with the labour market.

- Teachers themselves, who can have a dialogue with the publication authors based on their own experience,
- Students, as future teachers who can use this publication to sample the problems that teachers face and organise their academic education in anticipation of the complex context they are preparing to enter,
- Organisations engaged in teachers' professional development, for the purpose of making their programmes compatible to initial education and vice versa.

To all these potential readers, this publication sends the message that they should actively and jointly step into the struggle for the adoption of standards based on competences for all educators on all levels, and join the fight to make the programme of initial education and further education of teachers compatible with the demands of such standards.

This collection contains a variety of contributions to our understanding of the importance of educating teachers of different qualifications. It critically reflects that this is the issue in our society that yet has not been solved:

- There is a lack of joint network strategy ensuring minimal preconditions (standards) that graduates of any faculty need to fulfil to enter the classroom and autonomously perform all that is considered to be a teacher's duty.
- There is lack of consensus on the mission of teachers that would be the starting point for reviewing the whole set of their roles and for tuning the quality of initial education.

The importance of this publication also comes from its focus on direct implementers of the education process in all its complexity, which determines the complexity of the teacher's occupation. A cross-curricular variety of topics sheds light on the whole set of problems of different interest groups: the Ministry, the schools as an employer, the university as responsible for the quality of the staff available to schools.

Coming fom the perspective of a teacher educator, I have learnt much from this publication, especially about experiences in other countries. For example, it is impressive to learn about the high percentage of graduate student papers (compared to others in the region) on themes related to teaching!

The model of competences as complex predispositions of teachers that determine teacher behaviour is a modern approach, especially as compared to earlier approaches that aimed to establish the desirable characteristics of teachers. The latter approach proved to be insufficient because: 1) it does not recognise differences in status (mostly negative) of teaching compared to other professions, nor the related problems of selection and 2) it does not contribute to the development of quality teacher education because it contains the presupposition that a teacher is born one and the power of education in forming a good teacher is minimal. The list of competences presented in this publication, as well as the bases for evaluating different models of teacher education, could be discussed further – as is true of any list of competences in any profession. Among other things, this list is highly determined by socio-cultural context, which implitly determines the role of education in the social value system and consequently also constructs an implicit philosophy of teacher roles. The quality of this publication is in its contribution to the development of the list of competences that has been tested, and is obviously applica-

ble in the countries of the former Yugoslavia, although it should be improved so to make a comparative analysis of the education system and teachers' professional development.

The difficulties in applying the competences model applied here are related to the comprehensiveness of the competences defined, which ensures that they correspond to different systems and models of practice in different contexts (from the differences between the countries to the differences between schools on a local level).

The idea of the project behind this publication is in many ways feasible and useful:

- From the perspective of the shared history of education systems in 'Old Yugoslavia', in which management was centralised, resulting in relatively high uniformity in 1) aims and tasks of rearing and education, 2) schools and school programmes, 3) methods and programmes for educating teachers and 4) professional identities of teachers, which included a relatively uniform list of tasks that they performed.
- From the perspective of the exchange of experiences and achievements in various countries in the region, and the idea that they support each other in the development of quality teacher education—especially since the models of European Union countries are, in spite of their proved efficacy, often inapplicable in the specific social and cultural conditions in our region, or they demand further learning about the implementation strategy in given circumstances.
- From the perspective of the integration processes of former Yugoslav countries in the EU and the implementation of the Bologna declaration, which predicts the flexibility of higher education in rela-

tion to the demands of the labour market, as well as the responsibility of educational institutions for the quality of the teachers they prepare.

The publication has two parts: one part is based on the empirical study presented in the first two chapters, which looks as if it searches for a basis for tuning, while the second part provides case studies through an analysis of individual study programmes that prepare teachers, from the perspective of professional competences as outcomes of their education. Nevertheless, the authors are, as much as is possible in this kind of publication, successful and consistent in implementing a cross-curricular approach that makes every chapter useful for every reader – for example, mathematics teachers will find equally useful contributions from their colleagues in foreign language, psychology, etc. The chapter on inclusive education gives this publication a special dimension, and the topic itself gains its deserved place among contemporary topics, both for practicing teachers in and for education researchers.

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INTRODUCTION
The gap between teaching practice and teacher education

The nature of education as a normative enterprise entrusts teachers with the ambitious mission of educating children and young people beyond particular subject areas. Such an assumption bears even more relevance in times of large-scale social and economic changes, such as are ongoing in the Western Balkan countries. Teachers are often referred to as important contributors to future generations' preparation for the changed world of work and social participation. The more skeptical among educators and education researchers remind us that there is only so much that education can do to remedy social ills or, say, unemployment. Nevertheless, there seems to exist a general consensus that education, and teachers in particular, have an important role to play by imparting knowledge and skills, as well as by acting as models for the youth.

At the same time, there seems to exist in the Western Balkan countries a widespread view that teachers do not receive adequate preparation and that there is room for improving both the continuous and initial education of teachers. The latter is the subject of the present study. A common general objection to initial teacher education is that there is a gap between the theoretical preparation of teachers and the requirements for the 'new' skills in practice. Several recent studies conducted in the region

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(Rajović & Radulović, 2007; Vizek-Vidović, 2005; Zgaga, 2006) confirm this view and try to pinpoint what, more precisely, are the inadequacies and what might be done about them. They invariably suggest that while solid academic coverage of subject matter and pedagogical knowledge about themes and problems is provided, the missing element in teacher education (TE) in the region is knowledge of how to identify and deal with problems in a concrete setting. Such expertise involves a combination of cognitive and practical knowledge and skills, but also values, motivation and attitudes, a combination referred to as 'competence' in the literature. It has, then, been suggested that solutions are to be sought in orientating teacher education towards the development of key competencies in subject and educational matters and providing practical experiences (Rajović & Radulović, 2007, p. 431–432; Vizek-Vidović, p. 122–123; Zgaga, 2006, p. 27)

Mobility and stakeholders' involvement

At the same time, a later study (Zgaga, 2006) reported that most respondents from teacher education institutions believed it was time to prepare a comprehensive reform of their curricula with a view toward enhancing the national education systems and improving their compatibility with the European and international trends (*Ibid.*, p. 12). This is conveniently in time and in tune with the fact that all countries have committed to implement the Bologna process. Although *the Bologna Declaration* itself does not spell out any demands upon curriculum designers, it does introduce new understandings of higher education aims and curricula as based on 'learning outcomes', which in turn are to be based on 'competencies' required for practice. The purpose of such competence-oriented reforms is twofold. On the one hand, these reforms are thought out to increase the comparability of degrees and, ultimately, the mobility of students and the

work force. On the other hand, they clearly imply that the goals of higher education are now to be defined with the broader involvement of stakeholders, notably in co-operation with employers.

Similarly, the research project presented here was designed to contribute to two goals: to inform the efforts that teacher education institutions in the region are making to get closer to the European Higher Education Area (EHEA), which they are doing by promoting the comparability of qualifications and mobility in the region; and to help them base their curricular reforms on the real demands of their students' future jobs. The project's contribution to the first goal is described at greater length in the next chapter presenting the methodology of the European *Tuning* project, which was also adopted in our research. It implies that the competencies on which learning outcomes are to be based need to be articulated in consultation with higher education staff and students and their future employers. In the case of teacher education, the graduates' future employment is to be primarily found in educational institutions at different levels. This is why the participants in the study include pre-primary, primary and secondary teachers, teacher educators and student teachers. In this way, the *Tuning* methodology was also deemed useful in contributing to the second goal of helping teacher education institutions inform their curricular reforms using the real demands of practice.

European context of TE development and definition of competence

Given the Western Balkan countries' prospects of European integrations, it is important to consider European policies and experiences in setting and harmonising teacher competencies. The key reference document 'Common European Principles for Teachers' Competencies and

Qualifications' suggests that 'teachers' ability to reflect on the processes of learning and teaching should include their subject knowledge, curriculum content, pedagogy innovation, research, and cultural and social dimensions of teaching' (European Commission, 2005). Of course, teacher preparation policies and programmes that integrate such general provisions vary enormously cross-nationally (Sayer, 2006, p. 69), just as the systems of education in general are diverse in Europe. In some countries, teacher education practices are fully or predominantly embedded in practice, while others insist on theoretical foundations (Kyriacou *et al*, 2004). Nevertheless, it is reasonable to expect further convergence and comparability of programmes as Europe reaches the common EHEA. In some fields, such as foreign language teaching, attempts have been made to formulate more specific documents on teacher competences, e.g. "European profile for language teacher education: a frame of reference" (Kelly *et al.,* 2004). Even when no such frames of reference have formally been agreed upon, many common tendencies can be noticed in different European countries. As a rule, they involve setting standards for the teaching profession and the orientation of teacher education towards the development of competencies. Both practices have provoked much controversy in many places. The critics have pointed to the danger of overly prescriptive standards, which might downgrade the status of the teaching profession and reduce teachers to 'technical' implementers rather than autonomous reflective practitioners (Harris, 1997). The narrow understanding of competence as 'theory free' skills has rightly been attacked for downsizing the importance of knowledge, beliefs, attitudes and values as aspects of teachers' expertise. More and more, a broader view of competence is adopted in various frames of reference inclusive of disciplinary knowledge and theory, as well as of attitudes and value stances as integral parts of competence. This project adopts the following definition

of the concept of competence offered by the European Tuning project: 'Competencies represent a dynamic combination of knowledge, understanding, skills, abilities and values. Fostering these competencies is the object of educational programmes. Competencies will be formed in various course units and assessed at different stages. Competencies are obtained by the student' (Gonzales, J & Wagenaar, R, 2005).

Another important lesson that can be learned from the experiences of other countries that went through the process of introducing teacher standards and competences is that such reforms proved more successful where teachers were substantially involved in the setting of national standards (Storey, 2006). The substantial involvement of education professionals has been identified as a major factor in the meaningful definition of standards, which in turn influenced development of competence-based teacher education programmes. This lesson is particularly useful with regard to the current standard-setting being undertaken in the region. Bearing this in mind, we consulted 2354 teachers, headmasters, student-teachers and teacher educators about the important competencies.

The goals and design of the study

The present research was designed with the goal of providing information about the competences that teachers need in practice and that could serve as a baseline for teacher education curricula development and course design. For this purpose, the project was designed to help identify concrete gaps between the requirements of practice upon teachers and current teacher education provisions. In order to do so, it set out to establish:

- A clear perspective on teacher competencies, articulated by practitioners; and

- A clearly identified scope for the improvement of teacher education based on a review of existing programmes.

These are also the two main strands of the research. First, a list of competencies (Appendix A) was circulated among practitioners; we asked them to evaluate the importance of each competence and possibly add new ones. The result is a consolidated list of 39 competencies pertinent to four areas of teacher expertise given below.

1) *self-evaluation and professional development:*
   - Ability to critically reflect upon their own value system
   - Ability to critically reflect on and evaluate their own educational impact
   - Dedication to the profession and work with children
   - Ability to establish and maintain positive human relations with pupils, parents and colleagues
   - Readiness to take initiative and responsibility for their professional development
   - Awareness of the profession's importance and responsibility*
   - Readiness to contribute to the development of profession's ethics*[1]
2) *subject knowledge, pedagogy and curriculum:*
   - Understanding of the assessment system and familiarity with different ways of assessment
   - Ability to develop linguistic and numeric literacy of pupils
   - Solid knowledge of the subject or group of subjects one is to teach
   - Grasp of practical aspects/skills involved with a subject or a group of subjects s/he is to teach

1 Competencies marked with an asterix* were added by the participants in the pilot study.

- Ability to use computer and Internet and design their effective use in teaching and learning
- Ability to use a spectrum of teaching strategies in accordance with subject, theme and individual pupils
- Ability to implement curricula
- Ability to critically evaluate and adapt curricula
- Ability to use interactive teaching methods
- Ability to prepare and implement lessons in a way that provides continuity and progression in learning

3) *understanding of the education system and contribution to its development:*

- Readiness to participate in public debates on educational topics by following and participating in the work of relevant bodies at different levels
- Ability to participate projects in field of education
- Understanding national priorities in education
- Readiness for cooperation with the local community in organising curricular activities (eg. organising practice lessons in a local enterprise)
- Ability to predict new demands on education by labour market
- Ability to conduct research for education development
- Understanding of the laws and authorities in education
- Readiness for cooperation with the stakeholders from health and social institutions
- Readiness to participate in school development planning

4) *values and child rearing:*

- Commitment to racial equality by means of personal example, through curricular and other activities
- Ability to contribute to building pupils' awareness of importance of health and environment protection
- Commitment to gender equality by means of personal example, through curricular and other activities

- Readiness to be tolerant towards differences (ethnic, gender, social, cultural, linguistic and religious)
- Ability to contribute to prevention of violence in school
- Readiness to cooperate with pedagogs, psychologists and career counseling service
- Ability to contribute to the creation of climate conducive to learning and development of all pupils
- Ability to recognise and adequately respond to gifted pupils
- Ability to recognise and adequately respond to pupils with learning difficulties
- Readiness to contribute to building pupils' awareness of the need of participation in a democracy
- Ability to inspire curiosity and encourage pupils to take initiative and responsibility for their learning
- Ability to act as a moral model for children
- Readiness to implement in practice the principles of good discipline

The four domains of expertise were identified following the analyses of factors underlying practitioners' responses in the pilot study. Interestingly, after the factor analysis had been performed on the responses from the region, some of the statements 'fell' into different categories. Namely, statements referring to teachers' ability to recognise and adequately respond to gifted pupils and pupils with learning difficulties were perceived by the respondents as belonging within a professional development domain rather than as an essential feature of childrearing expertise that every teacher should possess. Such a discrepancy can obviously be attributed to the fact that the competence in question is 'new' in a repertoire of in-service teacher education programmes and has not yet been integrated into the goals of initial teacher education. Similarly, "building pupils' awareness of the need of participation in a democracy" and "use of computer and Internet in teaching and learning" are perceived

as belonging to the domain of contribution to the system development (2) rather than to values (1) and teaching (3) respectively – the domains where the researchers originally assigned them. This is probably due to the fact that democracy-building and use of information technologies represent major directions of reform strategies that are still far from being perceived as inextricable parts of education and therefore as essential features of each and every teacher's professional expertise.

In addition to the competencies added by the participants in the pilot study, most of the competences added by the respondents in the regional study refer to aspects of teachers' selves and humanistic aspects of education, such as 'possession of a healthy personality', 'ability to empathise' or 'build a collectivistic spirit among pupils'.

The second research strand looks at sample teacher education programmes in order to identify which of the aspects of competence (knowledge, skills, values and attitudes) are represented in the programmes, whether competencies are explicitly set as desired outcomes, in what amount and manner the aspects of competence are integrated in the provision, what arrangements exist for practice, and so on. The details about methodological proceedings are described in the next chapter.

Eventually, we point to the discrepancies between the competences consolidated with practitioners and their representation in the programmes, thus mapping out a space for improvements.

Chapters of the publication

Chapter 1, *Methodological Aspects of the Research on Competencies of Teachers in the Western Balkans*, deals with the methodological aspects of the research. This chapter presents the *Tuning* methodology and the procedures of this study. It also gives an overview of the sam-

ple and characteristics of the participants across countries. Concretely, it provides information about the levels of education that the participants work at and the types of positions they hold, the participants' gender, their level of education, and their evaluation of its usefulness for practice. The results of the field research are presented after this chapter.

Chapter 2, *Inclusive Education – Representation of Competencies in Class Teachers' Education Curricula* discusses inclusive education and new competencies it entails for class teachers. It specifically considers a competence for work in an inclusive classroom, taking up two competencies that emerged from the field research: a) ability to recognise and adequately respond to gifted pupils, and b) ability to recognise and adequately respond to pupils with learning difficulties. In Bosnia and Herzegovina, issues of the reform of general and higher education are on the table. Among other things, inclusive education is being 'introduced' in schools, and there is a tendency to harmonise the system of higher education with the ones in Europe. Given these facts, this study aims to establish to what extent the present curricula for teachers include education for work in inclusive classrooms. Two curricula reformed along the principles of the Bologna declaration from the teacher education faculties of Banjaluka and Sarajevo were selected for analyses as the two most significant institutions for the 'production' of teachers in Bosnia and Herzegovina and for their lifelong education.

In Chapter 3, the *Education of Foreign Language Teachers in Croatia* is discussed using the comparison of two curricula for foreign language teachers. One comes from the Faculty of Humanities and Social Sciences of Zagreb University and the other from the Faculty of Philosophy of the University of Osijek. The former is the oldest higher education institution in the country; the latter is one of the more recently established Croatian faculties offer-

ing foreign Language teacher education programmes. The two curricula also represent two common types of graduate programmes in English language teacher education in Croatia: a single major programme and a double major programme. The study therefore provides insights into similarity and variety in the education of teachers of the same subject in one country. Both curricula tend to define teaching competences mostly in terms of knowledge and skills, less frequently as attitudes, and very rarely as values.

In Chapter 4, *Teacher Competencies in the Curriculum for Education of Psychologists* and Chapter 5, *Competencies in the Curriculum for Education of Psychologists – The case of Macedonia*, the existing education of psychology teachers is discussed using the examples of curricula for basic and graduate academic studies in Psychology departments at the University of Novi Sad, Serbia, and the University Ss. Cyril and Methodius – Skopje, Macedonia. The affirmation of evaluation practices in efforts to improve the quality of education at all levels brought in the consideration of teacher competencies as an important facet of that quality. For some occupations, such as teaching, the problem of teacher competencies is unquestionably taken as an important segment of the profession; for others, such as medicine, for example, this topic is irrelevant; for still others, such as psychology or pedagogy, it has an unclear status. Nevertheless, we find each of the aforementioned professionals in the classroom. This chapter explores to what extent teacher competencies are defined as learning outcomes and through which aspects of the curriculum they are accomplished in the aforementioned curricula for psychologists.

Chapter 6, *Competencies Related to Commitment to Values and Child-rearing in Education*, considers to what extent teacher education curricula feature commitment to values and childrearing and how teachers are prepared for

dealing with the issues of tolerance and ethnic, religious and cultural diversity. The study also gives insights into the integration of health issues into teacher education. The analyses use the recent studies carried out by the international and state institutions in Macedonia.

Chapter 7, *Conclusions* gives an overview of the common conclusions reached independently in the case programme analyses. In doing so, it evaluates the findings of the programme analyses against the four domains of competence established in the field research. It also offers general conclusions with regard to the project's goals and research strands.

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1.
METHODOLOGICAL ASPECTS OF THE RESEARCH ON COMPETENCIES OF TEACHERS IN THE WESTERN BALKANS

On *Tuning* methodology and research objectives

The research on teachers' competencies in the Western Balkans region uses the methodology of the project named *"Tuning educational structures in Europe".* This project started as an initiative of European universities, with a goal of establishing a general approach to the implementation of the Bologna process in higher education in different academic fields[1].

Tuning approach metodologicaly enables the (re)shaping, development, implementation and evaluation of study programmes within the Bologna cycle. It is applicable world-wide, since after being tested on several continents, it proved to be adequate and useful in different educational environments and systems. Furthermore, tuning serves as a methodological framework for the development of basic elements at any academic level. Thus, it can provide comparabilty, compatibility and transparency in study programs, which has been the basic goal of

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1 For more detail on project visit http://tuning.unideusto.org/tuningeu/images/stories/template/ General_brochure_Croatian_version_FINAL.pdf) (17.03.2008.)

our project: to compare and to establish common competencies in certain areas.

The working definition of learning outcomes was that they are expectations regarding what the learner needs to have acquired in terms of knowledge, understanding and skill after having gone through the learning process in a certain field. Learning outcomes are formulated in terms of competencies that are developed by a person during the learning process. Competencies are a dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal and intellectual skills, and ethic values. Quite a number of discussions related to the issue stress the competencies' development as a desirable goal of a curriculum in a higher education system. Competencies are actually developed in all segments of the curriculum, and their achievement is tested on certain levels. Some competencies are related to the very subject of studies (subject-specific competencies), while others are general and generic (common to all programs). Usually, the development of competencies is cyclic and is integrated in the implementation of the curriculum. In order to achieve comparability in educational levels, subject groups for the tuning project have developed descriptors for certain programme levels and described them in the form of competencies.

Finally, since an aim of educational programmes is fostering development, higher quality and comprehensive acquisition of competencies, they could be more adequately defined as a dynamic combination of knowledge, understanding, skills and abilities.

Tuning has also focused its attention on the role of quality in the process of curriculum development, reshaping and implementation. It has developed an approach oriented around the promotion of quality in all aspects of the educational process. The tuning project has also developed a number of tools and pinpointed some examples of good practices that can help higher education

institutions to improve the quality of their programmes. The project in question was launched in 2000, and it has been strongly supported – financially and in other ways – by the European Commission. After eight years, a majority of countries that have signed the Bologna declaration have joined the project.

The founding methodological objective of our research has been identical to that of *the Tuning project*: to tune educational structures and curricula with respect to the differences between and autonomy of all subjects and all participants in educational processes. For that very reason, the respondents in our research were teachers, as representatives of the teaching profession, from the countries participating in the project.

It is important to stress that the *Tuning* methodology fully respects the importance of developing subject specific knowledge and skills as a foundation of university curricula, but that it also stresses the need for the development of generic competencies and transferable skills. Those kinds of competencies are becoming increasingly important in preparing the youth for their future social roles in the world of work and in the public scenes, such are civic and similar ones.

One of the main objectives of our research was to articulate the potential for changes from the teacher-centered approach to the student-centered approach to education. Students need to be prepared for more adequate integration in the life of contemporary societies. In this context, the Tuning methodology has made the Europe-wide agreement and harmonisation of important elements of methodological approaches possible. These processes include employers, graduates and university teachers who participate in identifying the most important competencies that have to be developed and shaped during certain studies. Hence, a pilot study preceded our research. It was conducted in Serbia with 370 respondents who were also teachers. Based on data previously obtained, the final ver-

sion of the measuring instrument in form of a scale has been constructed and used in this regional research.

Further, the intention was to make possible the use research approach based on competencies. Within such a contextual framework, the assumption was that it would be possible to plan and re-programme potential changes related to methods of teaching, learning and assessment. Finally, the main objective of our research was to more concretely define areas for potential improvement in teacher education curricula, in agreement with the more general objective of more successfully developing competencies needed for teachers to practice successfully. That is why the research was oriented towards teachers in pre-primary, primary and secondary schools, as well as to teaching staff and students in higher education institutions that educate teachers. Those were actually our respondents.

An integral part of the research activities has also been the analysis of existing teacher education curricula in terms of competencies identified as important for practical work. Accordingly, one specific research objective was to rethink the implications of competencies for changes and for the general improvement of curricula in institutions that educate future teachers.

Research methodology and field research phase

In the research, the questionnaire that was used consisted of an introductory explanation of the project's objectives and content, instructions for filling out the questionnaire and key information about the respondent: position, gender, age, working experience and educational level. We also registered the place where the survey took place, and the type of institution where respondent works.

Using a combination of open and closed questions, the respondents were asked to assess the extent to which

their initial education contributed to the individual development of competencies needed in practice. Respondents had an opportunity to comment and explain their attitudes, opinions and assessment.

An integral part of the questionnaire was a scale of 39 teacher competencies whose importance was assessed by the respondents; their answers were allowed to range from 1 (not important at all) to 5 (extremely important)[2]. Factor analysis of teacher competencies has been conducted based on the scale results.

The second phase of analysis and research data processing included an analysis of the content of curricula from selected teacher education institutions. Certain competencies and aims (those listed in the official curricula) have been identified. The quantitative frequency of occurrence (conceptual and concrete specific) for knowledge, skills, attitudes and values, as components of competencies, has also been analysed.

Within the same analytical scheme, we made relevant comparisons of the interactions between actual teaching hours (lectures, seminars, in-class practice, practical and field work) and ECTS credits per each subject and course.

Qualitative aspects of these secondary analyses will refer to the debate on the relationship between theoretical and practical teaching, teaching methods and methods of competence development assessment.

Research sample and structural characteristics of respondents

The research sample has been shaped according to countries that participated in the research. These are Bosnia and Herzegovina, Montenegro, Croatia, Macedonia and Serbia. Out of a total number of 3770 posted question-

2 Cf. questionnaire available in Anex A

naires, 2354 were returned, yielding a response rate of 62,44%. This is a relatively positive response. In Macedonia and Montenegro, the response rate was 100%, and in Bosnia and Herzegovina and Croatia it was significant (86% and 67%), while Serbia had the lowest response rate (37%).

Table 1. Research subsamples by participating countries

Country	Total number of questionnairres	Questionnaries responed to	%
Bosnia and Herzegovina	684	586	85,67
Montenegro	138	138	100
Croatia	947	633	66,84
Macedonia	418	418	100
Serbia	1583	579	36,57
Total	3770	2354[3]	62,44

The types of research sub-samples were proportional and representative. In the process of sample construction by country, the following criteria were deemed relevant:

- territorial location of institution (in a county's regions or other administrative areas),
- type of institution (pre-primary, primary, secondary, higher education institution),
- total number of teaching staff employed,
- total number of students or pupils.

3 The total number of respondents (N=2354) will vary in tables because in some cases we excluded N/A option.

All aspects of sub-sample determinants have been defined as proportional, and at the same time have been constructed as representative. In this sense, sub-samples have been stratified primarily according to teacher education institutions and the ones that employ the respondents as teaching staff. In this way, the following structure of respondents by position has been obtained.

Table 2. Structure of respondends by type of position

POSITION	f[4]	%
Preschool teachers	242	10,3
Class teachers	268	11,4
Primary school subject teachers	678	28,8
Secondary professional school teachers	331	14,1
Secondary grammar school teachers	140	5,9
Headmasters (or similiar menagerial staff)	27	1,1
Expert associates	87	3,7
Higher education teachers	72	3,1
Higher education assistants	69	2,9
Higher education students	366	15,5
Others	32	1,4
N/A	42	1,8
TOTAL	2354	100

4 *f* – frequencies, number of respondents

All proportional aspects of the sample have been structured according to levels and types of institutions, referring, at the same time, to the total number of teachers and total number of institutions in a county, region or specific geographic area. Of course, the initial phases of sampling in all countries were grounded on official statistical data (census, official data of state educational bodies and other). From the general data about teachers and institutions formed in that way, the percentage ratio of teachers according to levels and types of institutions was calculated, as was the average numbers of teachers by institution. At last, final research sub-samples in each country were constructed in the size of 1.5% (n). Hence, all proportional ratios have been systematically fulfilled on each methodological level. Clearly, this proportionality could not be fully sustained in each country due to different responses.

With regard to the distribution of respondents' occupational position, primary school teachers have been represented in highest numbers (around 40%), followed by 20% secondary school teachers, 10% preschool teachers and the same percentage of university teachers. Student representatives make up 16% of the total sample, but they have been used as a so-called control group in the secondary analysis, which is why they are excluded from the graphical presentation of certain distributions. We have not treated this young group as formal members of the teaching profession. In addition, educational governing stuff represents the smallest percentage. These are headmasters, who are also a minority in the occupational structure.

In the table below, we present the structure of respondents according to gender variables. The majority of them are women (8.9%), and they dominate in all research sub-samples. They make up the large majority among pre-school teachers, class teachers and teaching assistants (assistants at universities). Furthermore, women are

also in the majority in grammar schools and in primary schools.

Table 3. Respondents' gender by type of position

POSITION \ GENDER		male	female	TOTAL
PRESCHOOL TEACHERS	f	2	239	241
	h %[5]	0,8	99,2	100
	v %[6]	0,5	15,6	12,4
CLASS TEACHERS	f	23	243	266
	h %	8,6	91,4	100
	v %	5,6	15,9	13,7
PRIMARY SCHOOL SUBJECT TEACHERS	f	161	513	674
	h %	23,9	70,1	100
	v %	39,4	33,6	34,8
SECONDARY ROFESSIONAL SCHOOL TEACHERS	f	108	221	329
	h %	32,8	67,2	100
	v %	26,4	14,5	17,0
SECONDRAY GRAMMAR SCHOOL TEACHERS	f	32	108	140
	h %	22,9	77,1	100
	v %	7,8	7,1	7,2
HEADMASTERS	f	11	16	27
	h %	40,7	59,3	100
	v %	2,7	1,0	1,4

5 h % = horizontal percentage
6 v % = vertical percentage

POSITION \ GENDER		male	female	TOTAL
EXPERT ASSOCIATES	f	6	81	87
	h %	6,9	93,1	100
	v %	1,5	5,3	4,5
HIGHER EDUACTION TEACHERS	f	34	38	72
	h %	47,2	52,8	100
	v %	8,3	2,5	3,7
HIGHER EDUCATION ASSISTANTS	f	27	42	69
	h %	39,1	60,9	100
	v %	6,6	2,7	3,6
OTHERS	f	5	27	32
	h %	15,6	84,4	100
	v %	1,2	1,8	1,7
TOTAL	f	409	1528	1937
	h %	21,1	78,9	100
	v %	100	100	100

It is obvious that the teaching profession has been feminised to a great extent in every researched country in the Western Balkans, as is demonstrated in the following table, with additional structural representation according to levels of educational institutions. In pre-primary schools almost all respondents have been woman. Then, they make up the majority among the primary school (81.3%) and secondary school (69.5%) sub-samples. The smallest ratio was among higher education schools and universities, where women represented more than the half of the sub-sample (58.3%).

Table 4. Respondents' gender
by level of institution they work in

GENDER LEVEL / INSTITUTIONAL		male	female	TOTAL
PRE-PRIMARY SCHOOL	f	2	265	267
	h %	0,7	99,3	100
	v %	0,5	17,2	13,7
PRIMARY SCHOOL	f	194	842	1036
	h %	18,7	81,3	100
	v %	47,5	54,7	53,2
SECONDARY SCHOOL	f	154	351	505
	h %	30,5	69,5	100
	v %	37,7	22,8	25,9
HIGHER EDUCATION INSTITUTIONS	f	58	81	139
	h %	41,7	58,3	100
	v %	14,2	5,3	7,1
TOTAL	f	408	1539	1947
	h %	21,0	79,0	100
	v %	100	100	100

Analysing respondents' structure according to gender, we see that Croatia had more than one-third (34%) of the female participants, Bosnia and Herzegovina followed with a quarter (23.4%), Macedonia and Serbia had similar numbers (18%), and Montenegro has the smallest percentage of women in the sample.

Regarding other aspects of sample distribution according to territorial criteria, there are different levels of strati-

fication from pre-primary schools to higher education institutions. The smallest number of pre-primary and primary school respondents were in Montenegro (around 6,5%), the highest number of secondary school teachers was interviewed in Croatia and Serbia, and in Bosnia and Herzegovina more than a third of teacher respondents were from the university level (38,1%).

Table 5. Respondents by level of institution they work in and countries

COUNTRY \ LEVEL INSTITUTIONAL		Pre-primary school	Primary school	Secondary school	Higher education institution	TOTAL
BOSNIA AND HERZEGOVINA	f	25	306	114	53	498
	h %	5	61,4	22,9	10,6	100
	v %	9,3	28,9	22,4	38,1	25,2
MONTENEGRO	f	17	70	39	12	138
	h %	12,3	50,7	28,3	8,7	100
	v %	6,3	6,6	7,6	8,6	7,0
CROATIA	f	160	286	135	24	605
	h %	26,4	47,3	22,3	4,0	100
	v %	59,3	27,1	26,5	17,3	30,6
MACEDONIA	f	32	210	87	34	363
	h %	8,8	57,9	24,0	9,4	100
	v %	11,9	19,9	17,1	24,5	18,4
SERBIA	f	36	185	135	16	372
	h %	9,7	49,7	36,3	4,3	100
	v %	13,3	17,5	26,5	11,5	18,8
TOTAL	f	270	1057	510	139	1976
	h %	13,7	53,5	25,8	7,0	100
	v %	100,0	100,0	100,0	100,0	100

In the similar spatial discourse, it is interesting to note that we have managed to structure sub-samples in a similar way by countries with regard to their location in

university centers and in places without teacher education faculties. The second group shared 41.6% of the total distribution, while the remaining 58.4% were situated in university centers. Therefore, every university center is actually a place in the region with a higher education institution for teacher education.

Tablica 6. Respondents by countries and placement in University centres

COUNTRY \ PLACE		UNIVERISTY CENTER	OTHER[7]	TOTAL
BOSNIA AND HERZEGOVINA	f	301	204	505
	h %	59,6	40,4	100
	v %	25,9	24,7	25,4
MONTENEGRO	f	138	0	138
	h %	100	0	100
	v %	11,9	0	6,9
CROATIA	f	330	279	609
	h %	54,2	45,8	100,0
	v %	28,4	33,7	30,6
MACEDONIA	f	260	103	363
	h %	71,6	28,4	100,0
	v %	22,4	12,5	18,3
SERBIA	f	132	241	373
	h %	35,4	64,6	100,0
	v %	11,4	29,1	18,8
TOTAL	f	1161	827	1988
	h %	58,4	41,6	100
	v %	100	100	100

7 The Category “other” included all the places, towns or settlements that were not University centres, i.e. where no teacher education faculty exists.

According to education level, the majority of respondents were university-educated teachers (64.2%), followed by 32.6% who had higher education, and the remaining 3.1 who had secondary school degrees. The latter group was mainly present in Bosnia and Herzegovina (55.7%). Among respondents with higher education degrees, less than half (40.8%) were interviewed in Croatia, less than one-third (25.5%) of whose respondents also held university degrees.

Table 7. Respondents by countries and level of education

EDUCATION LEVEL / COUNTRY		secondary	higher school	university	TOTAL
BOSNIA AND HERZEGOVINA	f	34	194	262	490
	h %	6,9	39,6	53,5	100
	v %	55,7	30,7	21,0	25,3
MONTENEGRO	f	1	38	95	134
	h %	0,7	28,4	70,9	100
	v %	1,6	6,0	7,6	6,9
CROATIA	f	17	258	318	593
	h %	2,9	43,5	53,6	100
	v %	27,9	40,8	25,5	30,6
MACEDONIA	f	1	59	293	353
	h %	0,3	16,7	83,0	100
	v %	1,6	9,3	23,5	18,2

EDUCATION LEVEL / COUNTRY		secondary	higher school	university	TOTAL
SERBIA	f	8	83	277	368
	h %	2,2	22,6	75,3	100
	v %	13,1	13,1	22,2	19,0
TOTAL	f	61	632	1245	1938
	h %	3,1	32,6	64,2	100
	v %	100	100	100	100

It is interesting to see respondents' opinions about the usefulness of initial education in the development of competencies necessary for quality practical work. Respondents from Bosnia and Herzegovina were the most critical, and 38.9% of them felt that their initial education was not helpful at all. Macedonian teachers supported the same statement in one-third ratio (27.8%), while Serbian percentage was smaller (16.7%).

Table 8. Respondents by countries and perception of usefulness of thier initial education

USEFULLNESS / COUNTRY		1 Not useful at all	2	3	4	5 Extremely useful	TOTAL
BOSNIA AND HERZEGOVINA	f	7	31	106	204	143	491
	h %	1,4	6,3	21,6	41,5	29,1	100
	v %	38,9	34,1	26,4	25,0	24,0	25,5
MONTENEGRO	f	1	1	19	59	51	131
	h %	0,8	0,8	14,5	45,0	38,9	100
	v %	5,6	1,1	4,7	7,2	8,5	6,8

USEFULLNESS / COUNTRY		1 Not useful at all	2	3	4	5 Extremely useful	TOTAL
CROATIA	f	2	34	148	274	125	583
	h %	0,3	5,8	25,4	47,0	21,4	100
	v %	11,1	37,4	36,9	33,6	20,9	30,3
MACEDONIA	f	5	14	57	134	145	355
	h %	1,4	3,9	16,1	37,7	40,8	100
	v %	27,8	15,4	14,2	16,4	24,3	18,5
SERBIA	f	3	11	71	145	133	363
	h %	0,8	3,0	19,6	39,9	36,6	100
	v %	16,7	12,1	17,7	17,8	22,3	18,9
TOTAL	f	18	91	401	816	597	1923
	h %	0,9	4,7	20,9	42,4	31,0	100
	v %	100	100	100	100	100	100

The lowest level of criticism can be observed among Croatian teachers (1.1%) and their Montenegrin colleagues (5.6%). Teachers from Macedonia and Bosnia and Herzegovina (around 24%) ranked the practical benefits of initial education affirmatively. They are followed by Serbian (22.3%), Croatian (20.9%) and Montenegrin (8.5%) teachers.

The respondents' statements about the usefulness of their initial education for the development of their own competencies in practice yielded interesting results. Only 118 (n) respondents claimed that their initial education vas useful. Most of those coming from Croatia (39,8%) believed that their initial education helped them in their later practice, mostly because it facilitated their learning foreign languages and reading literature. In Serbia (21,2%), the respondents thought they acquired the nec-

essary knowledge in the seminars they attended over the course of their education, and that they learned to be responsible, although they felt that more significance should be attributed to their initial education. In Bosnia and Herzegovina (18,6%), similar to in Macedonia (15,3%) the respondents felt that their initial education provided them with the basics for professional development through different projects and seminars and thanks to quality professors. In this environment, they were 'getting ready' for new insights. Finally, in Montenegro (5,1%), the respondents claimed that they had gained the necessary knowledge and skills over the course of their initial education.

In this context, the shortcomings of initial education were almost equally pointed to (n=106). Here the respondents were much more critical. They said their initial education had been lacking in practice and overloaded with theory; that the programmes had been obsolete and inadequate for practice; that significant changes in the system of education were ongoing and the education professionals were not taught how to handle the changes in schools because practical advice was scarce. Some also claimed that they had not been taught some social skills or how to be self-critical. A smaller number of respondents were critical of their professors as not being competent enough in transmitting pedagogical and other knowledge.

In brief, our respondents pointed to both advantages and disadvantages in the initial education of education professionals. Most of them think that practical work is necessary over the course of education and that it should not be neglected. The need for lifelong education and for self-education in particular are considered imperative for most of the respondents, and they consciously and openly lament them as potential opportunities or missed educational chances.

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RESULTS OF FIELD RESEARCH: PERCEPTIONS OF THE IMPORTANCE FOR FOUR DOMAINS OF TEACHER COMPETENCE BY THE LEVEL OF INSTITUTION THE RESPONDENTS WORK AT

Table 1 presents the average importance of the competences pertaining to the four domains of teacher expertise, as assigned by participants from different levels of education.

Table 1. Results for 4 clusters of competencies

Areas of competence	Mean scores				
	pre-primary	primary	secondary	Higher	Total average
1 self-evaluation and professional development	4.46	4.52	4.52	4.52	4.50
2 subject knowledge, pedagogy and curriculum	4.39	4.58	4.53	4.53	4.54
3 contribution to education system development	4.01	4.07	4.04	3.91	4.04
4 values and child rearing	4.60	4.56	4.48	4.39	4.53

Apparently, contributions to education system development are perceived as the least important segment of teacher competence by practitioners at all levels of education. This is also the domain in which the mean score of responses is consistently statistically different from all other scales. The importance of values and child rearing decreases with higher levels of education, while the subject is unsurprisingly of least importance to practitioners at the pre-primary level. Competences pertaining to self-evaluation and professional development are rated highly by respondents from all levels.

A few differences are noticed among the practitioners from different countries, or by the type of the position they hold, their gender, or their level of education and age (see Appendix B). Statistically significant differences occurred mostly between the responses of student teachers and those of all other respondents, with the latter rating everything higher than the students do. Few significant differences have been established between different groups of stakeholders or different types of teachers. The difference between pre-primary teachers and all other respondents did reach statistical significance in the case of the group of competencies referring to subject and curriculum. The results for individual competencies by country are presented in Appendix C.

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2.
INCLUSIVE EDUCATION – REPRESENTATION OF COMPETENCIES IN CLASS TEACHERS' EDUCATION CURRICULA

Introduction

"Inclusive education means teachers working with students in a context that is suitable to a diverse population of students. It also means the teacher may need alternative expectations and goals for students..."

Dr. Kathy East, UNI

"Inclusion is, then, a pedagogical-humanistic reform movement that strives towards achieving full equality among children and establishing such school conditions that would allow everyone's optimal development in accordance with his/hers capabilities" (Pašalić-Kreso, 2004). Inclusion[1] does not mean that we are all equal;

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1 Karna-Lin (2004:91) points to a conclusion based on the anaysis of a large number of research studies done by experts on different aspects of inclusion: "majority of researches referred to inclusion as an effort to include everyone, especially the ones with developmental difficulties and/or with any other special need. The notion inclusive education can be used in a broader sense, taking into accont needs of specially gifted children, but as such it is rarely being used in international reference literature". Garguilo's

rather, it creates a new attitude towards all that is different. Its essence and value are found in respect for diversity among people, which should be used for broadening perspectives, for enriching experience and for the development of humanity. Inclusion is not just school reform but also a set of measures on a societal level. It is not a goal for its own sake; instead, it is a tool for building an inclusive society. It fosters higher-quality living and better working conditions, not only for children with developmental difficulties, but also for other children and their parents, teachers, and school leadership, as well as for all the citizens of a given society. According to authors Kivirauma and Ruoho (2006), inclusion is transformation. Some of the most important "new" aspects of inclusion in relation to integration are the quality, quantity and content of teaching. Inclusive education is not simply the inclusion of children with developmental difficulties (primarily children with lesser intellectual functions/mental disabilities). It is a more complex and sensitive process that also opens up the opportunity for the adequate treatment of and solid pedagogic and educational work with gifted and talented children, dyslexic children, children with behaviour problems etc. Inclusive education is often followed by the phrase *children with special needs*[2]. The term *children with special needs* is understood differently and often is limited to the area encompassed by the term *children with developmental difficulties.* This practice is neither acceptable nor justifiable. The phrase *children with special needs* isnot a synonym for the phrase *children with developmental difficulties* any more than inclusion is a synonym for integration.

(2006) research opposes this perspective, and in inclusion processes it searches for an adequate place for gifted and talented children, children with ADHD etc.

2 Biondic, I. (1993) says that the phrase *special pedagogical needs* was first used by L. S. Vigotsky (1924) and the it was initially a pedagogical term because it was used to generate pedagogical decisions in benefit of children and childrearing.

Some authors (e.g. Wade&Moore; 1987) think that all children have special needs and that they are all special in some way. Biondić (1993) stresses that special rearing and special pedagogy are needed by all children and youth with difficulties in learning, behaviour, or cultural inclusion. This author (Biondić, 1993) thinks that in an ideal world, every child should have its special pedagogy. On the other hand, some authors (like Zovko, 1999) use the phrase *children with special needs* to refer to all children who are not average, both in terms of learning difficulties or in positive directions. These are, namely, children with capabilities that are greater than average, children with developmental difficulties, and children with learning difficulties. Gargiulo's discussion (2006) goes in this direction. This author uses the term *exceptional children*. He points out that this inclusive term could be applied to individuals who deviate from social standards of normality. *Exceptional* is all that is beyond average, all that is a plus or minus version of the standard. Exceptional means both a very gifted child and a child who is functioning at below-average mental capacity. From a pedagogical perspective, a child is exceptional if his/her difficulties, specific behaviour or other similar ability or degree of functioning demands specific pedagogical and educational measures. Can a teacher today (or a future teacher) answer to the needs of diversity in an inclusive class? Does s/he need such competence?

Many authors have discussed the question of competencies in different professions, among them the competencies of those who are professionals in rearing and education in the contemporary world: teacher competencies[3]. Namely, Razdevšek-Pučko (Educoop, 2007) states that competencies are a set – a bundle of knowledge, skills and values necessary for every individual to act as a successful member of a community. The author stresses that not a single state today, when setting the demands

3 We will use this term for professionals who work in class teaching, although today they are given other titles as well.

for teachers and educators, thinks only of classical (specific) competencies related to work with students, learning and teaching. These classical demands are complemented by five newly identified competencies (Eurydice, 2003). They are:

- Teaching using modern information communication technologies (ITC),
- Integration of children with special needs,
- Working with groups of different children, including multicultural groups,
- School management and various administrative tasks,
- Conflict resolution.

Within new areas of competency, we should accentuate the ones related to the inclusion of children with special needs on all educational levels and to teachers' preparedness for adequate and quality educational and pedagogical work with different children. These components are considered extremely important in teachers' professional development today.

For this reason, our research (and instrument) includes two competencies related to inclusive education:

a. Ability to recognise and adequately treat gifted pupils and
b. Ability to recognise ad adequately treat pupils with learning difficulties.

The starting point of these competencies was in *factor* 4[4]: Dedication to values and care for pupils. Therefore, theoretically it was placed within the value system of care for every individual pupil. However, the results of the research have shown that the sample respondents

4 Cf introductory part, p. 36.

look at those capacities somewhat differently, so they were placed in *factor* 1: Self-evaluation and professional development. That indicates that the respondents in our research think that the inclusive education is separate, something outside their professional development, since it was not included in their initial education. Is this, in reality, solely the question of education? To what extent have the creators of curricula, prepared according to the principles of the Bologna declaration, at the Teacher training college in Sarajevo and the Study programme for class teachers on the Faculty of Philosophy in Banjaluka, respected the development of these competencies for future (and current) teachers)? Of course, factor 1 contained the whole set of competencies, but we will direct our special attention only to the aforementioned competencies relevant for inclusive education in our society.

Social and methodological contextualisation

In terms of state organisation (federal and entity authorities, districts, cantons, municipalities and local administrative units), Bosnia and Herzegovina is unique in the world. In parallel to the complex state organisation, Bosnia and Herzegovina is also a country in transition facing many challenges to its quest for prosperity. All this has a strong impact on the educational system at all levels,making it even more complex.

The education reform process started with the signatures placed on the Document on Reform, A Message to the People of Bosnia and Herzegovina (signed in November 2002 in Brussels; c.f. A Message to the People of Bosnia and Herzegovina: Education Reform (OSCE, 2008). This document makes three promises. *Promise* 1, among other things, states: “We will ensure the inclusion of children with special needs in the existing educational system, on

all educational levels" and "Develop a plan for educating community (including school councils and boards, teachers, parents and pupils) about the inclusion of pupils with special needs on all educational levels". *Promise* 4 deals with enhancement of higher education quality and its organisation according to the principles of the Bologna declaration. Through educational reform, many innovations have been introduced on all educational levels; the main ones in primary school reform are: nine year primary education (3+3+3), the start of schooling at six (6) years of age and inclusive education. Many changes in higher education are planned in accordance with the principles of the Bologna declaration. The Document on Reform serves as the foundation for and the starting point in the creation of legislation on rearing and education in entities and cantons.

The inclusion of children with special needs on all educational levels, including the primary level, is stated in the Document on Reform and regulated through the laws of Bosnia and Herzegovina. The Law on Primary Rearing and Education of the Sarajevo Canton was adopted on 22. 04. 2004, and in Article 26, it provides details about the inclusion of children with special needs in regular primary schools. As for Republika Srpska, this issue is placed in the Law on Primary Schools adopted on 29. 04. 2004. In several places, this Law provides details about the schooling of children with special needs in primary schools; the Law even has a special section number VII, entitled Education and rearing of the pupils with special needs in special classes and in special schools. This section clearly defines who the children with special needs are and how they should be schooled in regular schools. In addition, the Law has some other articles. For example, Article 31 states the acceptable size of a class attended by one child with special needs, and Article 42 provides details about the enrolment process for this population of children, while Article 46 defines conditions under

which a child can be excused from certain mandatory school activities. With these facts in mind, it was the intention of the research to identify the importance of this teacher competence in the creation of teacher education curricula. All current and future teachers should acquire that competence. Mainly for that reason, we have chosen to analyse the curricula of the Study programmes for class teachers at the Faculty of Philosophy in Banjaluka and the Teacher training college in Sarajevo. These two institutions are very important for the "production" of teachers in BH, and for their lifelong learning as well. Curricula of undergraduate and graduate studies in the Department for class teaching at the Teacher training college in Sarajevo were created in September 2005. The structure of programme is 4+1. The curriculum of class teaching at the Faculty of Philosophy in Banjaluka has the same structure, and it was also prepared following the demands of the Bologna declaration, having been adopted by the Academic Board on 06.09.2007. Both programmes include undergraduate (bachelor) and graduate (masters) levels.

Discussion about the results

Curriculum 1 – Sarajevo

Class teaching studies at the Teacher training college in Sarajevo use the system 4+1. Its is based on four years of undergraduate studies and one year of graduate (masters) studies, with a total of 300 ECTS credits (240+60).

Since we are interested in the competencies that (future) teachers will use in working with children with special needs (children with development difficulties, gifted children, children with behaviour problems, children with learning difficulties) or, let's say, in competencies relevant for the work of teaching an inclusive class, we will approach the curriculum from the Sarajevo Teacher training college

from that perspective. We will focus on the programmes of certain courses in which there is mention made of content that should develop and strengthen that competence. Every competence should include four elements: knowledge, skills, attitudes and values. We can see from the Table on p. 140–142 that the development of this competence on the undergraduate level is mainly based on two elements: knowledge (9) and skills (8). The usual formulations of competencies[5] in the curriculum are the following:

- introducing ... to students ...
- introduction and more comprehensive insight into...
- will be introduced to main methods of registering...
- students will be capable making conclusions in relation to better understanding and explain ...
- students will be capable of understanding behaviour and abilities of a child, and consequently apply adequate methods and procedures in their work
- ... should master scientific and theoretical foundations and knowledge
- ... should train students for making competent judgments on children's capabilities and their individual developments; and being familiar with individual differences that include individual attitudes and interests, develop tolerance among children and among each other.

The four-year undergraduate studies include certain number of hours dedicated to practice. The total number of practice hours is five hundred twenty five (525) and

5 Competencies are not separately stated but they are provided within course aims. Therefore, the programme element is (though not in all programmes): The aim of the study programme is (competencies students acquire).

carries thirty six (36) ECTS credits. The practice is divided in three parts:

- Professional (educational) practice is realised in three (3) semesters:
  - second (II) – two hours a week, 30 hours per semester, 2 ECTS credits,
  - fourth (IV) – two hours a week, 30 hours per semester, 2 ECTS credits,
  - fifth (V) – one hour a week, 15 hours per semester, 1 ECTS credits.
- Professional (educational and methodological) practice is in three semesters:
  - sixth (VI) – nine hours a week, 135 hours per semester, 9 ECTS credits,
  - seventh (VII) – eight hours a week, 120 hours per semester, 8 ECTS credits,
  - eighth (VII) – nine hour a week, 135 hours per semester, 9 ECTS credits.
- Individual professional practice is in final, eighth (VIII) semester, with four (4) hours a week (60 hours per semester) and five (5) ECTS credits.

All types of practice are includeded in the total number of hours and ECTS credits and make 15% of total number of hours and ECTS credits. According to the curriculum, seventy five (75) hours are envisaged for professional (educational) practice, three hundred and ninety (390) hours for professional (educational and methodological) practice and sixty (60) hours for individual professional practice. Not a single practice hour is envisaged in courses treating the area of working with children who have special needs. One exception might be found in eighth (VIII) semester, within the professional (pedagogical and methodological) practice that also includes Methods of work

in special rearing lasting one hour a week (15 weeks in semester) and carries 1 ECTS credit. However, the curriculum of the Teacher training college does not contain programmes for the practice, so we are unable to analyse the content and possible student activity within this part of practice.

Teaching methods in courses that deal with pedagogical and educational work with children with special needs are diverse. The most common methods are lectures, group and individual student work, writing reports, and writing and presenting seminar papers. Theory approached during lectures is the most common approach, but there is also student engagement through individual work, writing reports and group work.

The basis for the assessment of the acquisition of competencies is written and/or oral exams, but the programmes often state permanent evaluation of student work, grading in-class practice, participation in seminars and workshops, seminar papers, etc. as other methods of assessment. This indicates progress in terms of the application of alternative assessment methods, those other than the written and/or oral part of exam. Is there a practical assessment for those of (future) teachers' competencies that will help them to work effectively in an inclusive class?

Programmes of eight (8) courses have the content that should develop the competencies necessary for work in an inclusive class. In the next part of the analysis, we will identify and describe courses that include segments relevant for the development and strengthening of inclusive teacher competencies:

– Introduction to psychology, mandatory course, first semester, competencies listed within the aim[6], ele-

6 Competencies are not explicated but they are provided within the aim. So the programme states (though not in all programmes): The aim of the study programme is (competencies students acquire).

ments of competence* are present in the following ratio: K–1, S–1, A–1, V–0; seminar classes include the topic minor delinquency; *no practice is planned*, and the hours are distributed[7] in the following manner: L–2, I–1, S–1 and 4 ECTS credits.

- Developmental psychology II, mandatory subject, fourth semester, competencies listed within the aim, elements of the competence are present in the following ratio: K–1, S–1, A–1, V–1, during lectures, seminars and in-class practice, the following topics are included: child punishing and abuse, aggressiveness, hyperactivity, children with special needs; *no practice is planned* and the hours are distributed in the following manner: L–1, I–1, S–1 and 3 ECTS credits.
- Educational psychology, mandatory subject, fifth semester, competencies not listed but identified from the aim, the elements of competence are present in the following ratio: K-O, S–2, A–0, V-O, within professional practice it is planned that students prepare reports on learning styles applied by children with special needs, *no practice is planned*[8] and the hours are distributed in the following manner: L–1, I–1, S–1 and 3 ECTS credits.
- Mental health, optional subject, sixth semester, competencies listed within the aim, elements of

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* Abbreviations stand for: Knowledge – K, Skills – S, Attitudes – A, Values – V.

7 L – Lectures, I– in-class practice, S – seminar.

8 No specific practical hours have been planned for this course, but since in fifth (V) semester students attend professional (pedagogical) practice, their stay in a school (1 hour a week, 30 per semester) is "used" to cover the following topics: enrolment of children in the first grade, class schedule and learning styles of children with special needs.

the competence are present in the following ratio: K–2, S–0, A–0, V–0, during lectures, seminars and in-class practice the following topics are included: disorders (psychosomatic, affective, social pathology), risk assessment, *no practice is planned* and the hours are distributed in the following manner: L–1, S–1, I–0 and three ECTS credits.

- Special education, mandatory subject, seventh semester, competencies listed within the aim, elements of the competence are present in the following ratio: K–2, S–0, A–0, V–0, during lectures, seminars and in-class practice, the topics related to relevant area are included, such as terms and concepts regarding the conditions of the persons with special needs (defect, damage, invalidity, handicap), structure and scope of certain branches of special education (work with children with mental disability, with audio disabilities, visual disabilities, with speech disorders, with psychical disabilities, with behaviour disorders, multiple damages, autism), development of theory and practice of special schooling in BH, *no practice is planned* and the hours are distributed in the following manner: L–1, S–0, I–2 and 2 ECTS credits.

- Special education with teaching methods, mandatory subject, eighth semester, competencies listed within the aim, elements of the competence are present in the following ratio: K–1, S–1, A–0, V–0, during classes the topics related to the relevant area are included, such as definitions and characteristics of work with mentally disabled children, definition and characteristics of the work with blind and semi-blind children; *no practice is planned* and the hours are distributed in

the following manner: L–0, S–1, I–0 and 1 ECTS credits.

– Logopedics, optional subject, eighth semester, competencies listed within the aim, elements of the competence are present in the following ratio: K–1, S–1, A–0, V–0, during classes the topics related to speaking are included, such as pathology of verbal communication, specific language difficulties, types and forms of malfunction of speech of primary school children; *no practice is planned* and the hours are distributed in the following manner: L–1, S–1, IV–0 and 2 ECTS credits.

Table 1. Representation of components of competence relevant for work in inclusive classroom in subjet curricula.

Subject	Subject' status	Component of competence			
		K	S	A	V
Introduction to psychology	Mandatory	1	1	1	0
Developmental psychology I	Mandatory	2	1	0	0
Developmental psychology II	Mandatory	1	1	1	1
Educational psychology	Mandatory	0	2	0	0
Mental health	Optional	1	1	0	0
Special education	Mandatory	2	0	0	0
Special education with teaching methods	Mandatory	1	1	0	0
Logopedics	Optional	1	1	0	0

Graduate master[9] studies are organised in modules and there is eight (8) of them. The programme includes 120 hours of teaching. The first module[10] is mandatory for all students, and the other seven (7) modules consist of 4 or 5 courses, where students choose 1 or 2 among them. The courses in modules 3, 4, 5, 6, 7, 8 include 10 hours of teaching and carry 5 ECTS credits.

The programmes of the subjects relevant for our topic do not explicitly provide competencies. They have been read from the aims, but sometimes not even aims are provided. Competencies are often listed in the following manner:

- ...introduce causes and consequences to students...
- ...introduce students to specific characteristics of inclusive and integrative teaching ...
- music in the work with children with special needs[11]
- ...to introduce students to basic...
- ...students will be able to work successfully ...
- ...students will be able to develop and elaborate educational plans and programmes in regular schools and in classes respecting individualisation and inclusion in teaching.

9 After completion of second (II) cycle and defence of master thesis students gain academic title: Master in class teaching. This cycle does not foresee a single hour or ECTS credit for preparing master thesis.

10 It consists of three (3) courses: Methodology of scientific work, Docimology in class teaching and Psychology of learning and methods of work in a classroom for all.

11 The aim is not listed, so this was taken from the topics listed within the course.

The analysis shows the following distribution of the elements of specific competencies: knowledge – 4, skills – 5, attitudes are not being developed and values – 1.

Not a single hour of practice is planned, nor is a single ECTS credit for practice awarded at this level. Only one subject includes a visit to institutions for the education of children with special needs.

Educational methods are not described, so we are unable to discuss them at the second (II) level. Assessments of competencies mostly include the following: essays, seminar work, active participation during classes, discussion on certain books, individual work on individual programmes with a student, development of practical plans for inclusive teaching, oral and/or written exams. We should stress the intention of educating (future) teachers so that they will be able to develop individual programmes for pupils and programmes for inclusive teaching. It is an important contribution to the development of competencies for educational and pedagogical work in inclusive class. Within the graduate studies, we can identify seven (7) courses that include contents through which it is possible to develop competencies for work with children with special needs. None of them is obligatory. Therefore, there is a real chance that a student who graduates may have chosen only one (1) subject from the area. Each course "competes" with three or four other courses within each module. The only exception is module eight (8), which consists of four (4) courses dealing with children with developmental difficulties and inclusive education. The names of the courses are[12]:

12 In the second cycle the following course are identified: Individual programmes in teaching mathematics (aim: ...then introduce them to specific characteristics of inclusive and integrative teaching in the work with children with special needs in initial mathematical education); Music as communication (main topis: Music in the work with children with special needs); Individualisation and differentiation in kinesiological education (aim: ... for appli-

- Adapted and individual programmes in inclusive class teaching,
- Practical solutions in inclusive educational work,
- Children with developmental difficulties,
- Diagnosis and assessment of pupils with special needs.

Since the names, the reference literature and some of the sub-topics sound very interesting, we expect that teacher competencies in this area will be further strengthened.

Curriculum 2 – Banjaluka

The study programme for class teaching at the Faculty of Philosophy at Banjaluka consists of a four-year undergraduate (bachelor) programme; after its completion, a student gains the title of class teacher. After the one-year master studies program, the student receives a masters in class teaching. After the completion of bachelor studies, students gain 240 ECTS credits, and after master studies, they are awarded another 60 ECTS credits. So, after five years of study, 300 ECTS credits are awarded.

Speaking about the competencies that future class teachers (henceforth referred to as teachers) need to work productively with children with special needs (children with developmental difficulties, gifted children, children with behaviour problems, children with learning difficulties), they could only be indirectly assessed on the basis of an analysis of curricula associated with bachelor and master studies, since the studies have just started and not all course programmes are submitted. Courses on the

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cation of specific methods of individualisation and differentiation ... main topics: ...Kinesiological treatment of children with special needs and their integration in activities of psychical and health education).

bachelor level that directly or indirectly deal with this area are the following:

1. Introduction to developmental psychology – Mandatory subject in the first semester, carrying 4 ECTS credits and two hours of lectures and one hour of in-class practice.
2. Psychology of childhood and youth – Mandatory subject in the second semester, carrying 4 ECTS credits and two hours of lectures and one hour of in-class practice.
3. Introduction to educational psychology – Mandatory subject in the third semester, carrying 5 ECTS credits and two hours of lectures and two hours of in-class practice.
4. Psychology of learning and teaching – Mandatory subject in the fourth semester, carrying 5 ECTS credits and two hours of lectures and two hours of in-class practice.
5. Individualisation in education – Optional subject in the fourth semester, carrying 2 ECTS credits and one hour of lectures and one hour of in-class practice.
6. Corrective gymnastics – Mandatory subject in the sixth semester, carrying 4 ECTS credits and two hours of lectures and one hour of in-class practice.
7. Methods of work with pupils with developmental difficulties – Optional subject in the first semester, carrying 2 ECTS credits and one hour of lectures and one hour of in-class practice.

Master studies do not offer much in the way of teacher preparation for work with children with special needs. This cycle includes only one course, in the tenth se-

mester, titled Inclusion in education. This is an optional course that carries 2 ECTS credits and has one hour of lectures and one hour of in-class practice. Since the courses at this level are not fully developed, we are unable to identify what this course offers – whether it is more theory-oriented or more practical.

We can conclude that bachelor studies include five obligatory and five optional courses that directly or indirectly provide students with information needed for work with children with special needs. The studies offer the course titled Methods of work with children with developmental difficulties but do not offer theoretical foundations for the cognitive, emotional, moral, physical or social development of children, all of which are necessary to prepare future teachers for work with this child population. Such knowledge should be the basis for the abovementioned course.

Similar to bachelor studies, master studies do not offer any more specific courses. During these studies, students can choose one of two optional courses in the ninth semester and two of three optional courses in the tenth semester. The impression is that these studies do not offer any specific directions, but rather only provide additional knowledge from certain areas (in most cases the area of methodology).

After a comprehensive examination of the studies for class teachers in Banjaluka, based on its curriculum, we can conclude that the program provides sufficient knowledge about educating children with normal development – those who are part of the average population. However, children with developmental difficulties, those developing at a different pace than usual or gifted children cannot receive adequate support from teachers educated that way. We should note here that the impression is based solely on curriculum, because course-specific plans are not yet created.

Conclusions

The preparedness and capacity of teachers to work in inclusive classes are very important factors in the quality of inclusive education.

The analysis of curricula for Study programmes for class teachers at the Faculty of Philosophy in Banjaluka and the Teacher training college in Sarajevo has shown that:

- The development of teacher competencies for work in inclusive classrooms is narrowed to knowledge and skills, whereas attitudes and values are neglected.
- Students at teacher education institutions do not have the opportunity to study certain areas related to children with special needs; they cannot develop adequate competencies for work in inclusive classrooms. Inclusive education has been implemented for several years in our country, and every year there is a mention of the huge problems in educational and pedagogical work with children with developmental difficulties, among other things, because of inadequate teacher preparation.
- Both curricula offer insufficient content for the development of teacher competencies necessary for work with gifted children.
- There is a difference between the two institutions in the number of hours and ECTS credits for student practice. In terms of their total number of hours and ECTS credits, students at the Teacher training college in Sarajevo have significantly more practical hours. However, both institutions have few practical hours for preparing teachers for the work in inclusive classrooms.

– There is an impression that in practice a lot of effort is invested in protecting the right of every child to schooling in regular schools, but the right of children with special needs to adequate schooling, which includes teachers capable of working with them, is being ignored by those who educate those teachers.

Inclusive schools cannot demand that individual pupils change and adapt to school requirements. All subjecst should do their most to make children with special needs feel like equal members of the school community and to make adequate educational and pedagogical work available to them. Teachers in inclusive classes must: know how to develop and evaluate all childrens' abilities, not just academic ones; organise class activities in which all children, within their capabilities, can participate; realise that each child in the class is their responsibility; work in teams with parents and special teachers (special educators, logopeds, pedagogues, psychologists, etc.) to understand children's strengths and prepare strategies and methods of teaching and learning to fit their needs; have adequate expectations for every child in a class; see each child as an opportunity to become a better teacher; and demonstrate flexibility and a high level of tolerance for misunderstanding, dilemmas and difficulties.

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3
EDUCATION OF FOREIGN LANGUAGE TEACHERS IN CROATIA

Introduction

Foreign language (FL) teacher education has gone through a number of developmental stages throughout history. Like teacher education in general, the education of FL teachers has received relatively little attention compared to its importance and significance for society (as proclaimed by such stakeholders as ministries of education or universities). Many experts (e.g. Girard, 1985, p. 57) stress that the teacher is the key component of the teaching process and plays a more essential role than the curriculum, method or teaching materials. This rings even more true today as modern FL teaching is based on new approaches and the role of the teacher has changed in important ways.

FL teacher education has developed as a field within applied linguistics. The most influential models of education developed so far are: the craft model, the applied science model and the reflective model (Wallace, 1991). The three models reflect three different beliefs about learning how to teach: by imitating the expert teacher; by getting acquainted with and applying empirical research findings on teaching; and through the acquisition of both formal and experiential knowledge, which then lead to reflection on teaching.

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There is a consesus among FL teacher education experts that this education should be comprised of the following four components: practical knowledge of the FL, knowledge of the theory of FL teaching, knowledge of the teaching conditions, and practical knowledge of language teaching methods. These components are generally integrated into university master (MA) programmes. The teaching competences that are essential for the FL teacher and that new curricula rely on are mostly those emphasised and listed in the following two documents: *Green Paper on Teacher Education* (2000) and *European profile for language teacher education: a frame of reference* (Kelly, Grenfell, Allan, Kriza, and McEvoy, 2004).

The Croatian FL teacher education context

For decades now, teachers in Croatia have been formally required to obtain university teaching degrees in order to work in schools. Novice teachers presently go through an induction period of up to 1.5 years at the end of which they have to pass the state exam in order to become fully qualified teachers. Education authorities are currently considering a possible introduction of a teaching licence that would need to be renewed throughout teachers' careers.

Unlike the education of teachers of some other subjects, FL teacher education in Croatia has followed international trends and developments in the field very closely (Mihaljević Djigunović & Vilke, 2000). This is especially true of English language teacher education, where the assimilation of new ideas was faster in both teacher education and subject education (linguistic, literature and cultural components). During the last couple of decades, there have been two types of FL teacher education paths. Teachers of English and German to young learners could get their qualifications at teacher training colleges, as

part of their 4-year early education programmes. A future teacher following such a path would get an early education degree with an extra competence in teaching one of these two FLs to young learners. Others followed the traditional path, obtaining a university teaching degree in the FL. Such degrees qualified them to teach any age group and in any type of educational institution. The studies of both the subject matter and the teaching-related courses included a strong academic component. Students were introduced to basic research methodology in both philology and educational sciences. At Zagreb University, for example, many research-based diploma theses focused on language teaching phenomena.

With the introduction of the Bologna reform, FL teacher education curricula were reformed too. This was welcomed by teacher education specialists because, due to the requirement that curricula be comparable to teacher education curricula in other European countries, the percentage of time allotted to courses directly related to developing teaching competences had to be substantially increased. In most institutions the increase was met with resistence and was approved only after heated debates. The reason for this is the existence of two opposing views on teacher education. According to the traditional view, still very alive in many contexts, university education should focus only on developing academic knowledge in the FL and teachers should learn teaching on the job. According to the opponents, university FL teacher education should develop teaching competences too, enabling FL teachers to have their degrees recognised abroad as well as to carry on their professional education as a part of life-long learning.

The designers of the Croatian FL teacher education curricula report having relied on the two documents mentioned in the introduction and, also, on research findings of studies on FL teacher needs (e.g., Mihaljević Djigunović & Zergollern-Miletić, 2003).

Aim and methodology

The aim of this chapter is to compare two English language teacher education curricula currently in existence in Croatia. The comparison will be carried out with reference to competences emphasised, number and type of contact teaching hours, number of ECTS points alloted to different courses, and ratio of theoretical content to practical content (see Table on p. 140–142).

Both quantitative and qualitative approaches will be used in the data analysis.

Two curricula were chosen for the purpose of the comparison. One comes from the Faculty of Humanities and Social Sciences of Zagreb University (Curriculum 1), and the other from the Faculty of Philosophy of the University of Osijek (Curriculum 2). The former is the oldest higher education institution in the country; the latter is one of the more recently established Croatian faculties offering FL teacher education programmes. The two curricula also represent two common types of graduate programmes in English language teacher education in Croatia: a single major programme and a double major programme. It should be noted that both curricula will, in fact, be implemented as of the 2008–2009 academic year: it is only during this year that reformed FL teacher education is starting for the first time.

Overview of the two curricula

Curriculum 1

This MA TEFL (Teaching English as a Foreign Language) programme requires entrants to have a BA in English Language and Literature. It is offered only as a single major. The programme lasts two years, during which students earn a total of 120 ECTS. It consists of four parts: 1. courses in English language and literature (up to 17

ECTS); 2. teaching-related courses (60 ECTS); 3. optional courses freely selected from any department (up to 30 ECTS); 4. graduate thesis (15 ECTS). The teaching-related section comprises two major sets of courses: those that are taken by all teaching degree programmes (30 ECTS), and the specialized TEFL courses. In this overview, we will focus mostly on the second and third parts, which relate directly to developing teaching competences.

The general educational set includes seven modules, most of which comprise both compulsory and optional courses. The seven modules offer teaching-related competences based on the following areas: psychology, pedagogy, general didactics, sociology, philosophy, information technology and the Croatian language. The range of modules and courses suggests a very broad basis for developing teaching skills at a general educational level. On the basis of its conceptional framework and content, this part of the curriculum can be considered very up-to-date; it reflects trends in most developed European universities. It also has an additional component that is rarely found in other teacher education curricula: a module on the 'Croatian language for teachers', which is conceived as a kind of language for specific purposes. The curriculum designers responded to frequent complaints about teachers not being communicatively competent in their first language.

Out of a total of 1,065 contact hours, almost 50% of teaching is in the form of lectures, close to 40% is offered as seminars and a little over 10% is made up of practical classes. All courses formulate their aims as learning outcomes and in terms of competences. These usually include knowledge ('getting an insight into the theory', 'getting acquainted with the main concepts', etc.), sometimes along with skills ('mastering the skill of', 'developing the ability to', etc.) and, less frequently, attitudes ('developing critical thinking', etc.), with only one instance of the value component of competence ('developing professional responsibility for learners').

The specialized ELT section of the curriculum includes three courses (one on second language acquisition, one on FL teaching theory and one on TEFL methodology, each worth 5 ECTS) and teaching practice (10 ECTS), which is compulsory, plus five optional courses (each worth 5 ECTS) out of which each student needs to choose one. Optional courses deal with teaching young learners, bilingualism, literature in TEFL, the use of IT in TEFL, and applying cognitive linguistics and second language acquisition. No course is based on lectures only; two are taught through both lectures and seminars, and most are delivered as seminars only. The teaching practice part takes place partly at the faculty, as a practicum (30 hours); the rest is school-based and includes 30 hours of classroom observation and 50 hours of student teaching. Students are also required to compile a portfolio with relevant documents (including a video recording of their classroom teaching) reflecting the development of their teaching competences. Competences to be developed through teaching practice are formulated in terms of skills, attitudes and values. Thus, it is stated that students are expected to be able to relate the theoretical knowledge they have acquired to concrete examples of classroom teaching, to develop a professional attitude to teaching as well as to develop a feeling of responsibility for their teaching and for their pupils. Another important listed outcome of teaching practice is the ability to self-assess one's teaching competences.

All courses, except teaching practice, assess competence acquisition through written or oral exams. In teaching practice, competences are assessed on the basis of classroom performance and the portfolio that students compile during their two years.

Curriculum 2

This graduate programme is intended for applicants who have obtained a BA in English Language and Literature. It is a two-year programme and students do it as part of

their double major studies. Seven double major teaching degree programmes are offered at this faculty, among them a programme in pedagogy, which is not a teaching degree programme but, by nature, contributes to the development of teaching competences. The fact that the MA TEFL studies can be combined with any of the other teaching degree programme, as well as with non-teaching degree programmes, makes it impossible to draw conclusions about the exact final outcomes. A future teacher of English, of course, develops teaching competences not only directly from the MA TEFL course but also through their other major. Thus, if students are enrolled in MA TEFL and in MA TGFL (G=German), their final outcomes in terms of teaching competences are likely to be different from those of students enrolled in the MA TEFL and, say, a history teacher education programme, or those who have a non-teaching graduate programme in history as their other major.

In the description of competences that are expected as outcomes of this graduate programme, both subject – and teaching-related competences are listed. The teaching-related competences are expressed in terms of knowledge ('knowledge of…'). It is noteworthy that one of the teacher competences listed refers to knowledge of research methods needed to study the processes of English language learning and teaching. This is a feature pointed out in many teacher education curricula in Europe.

As in Curriculum 1, part of the curriculum directly focused on developing teaching competences distinguishes between courses common to all teaching degree programmes (psychology, pedagogy and didactics) and courses on English language teaching. Both sets include compulsory and optional parts. The set of courses focused on developing general teaching competences include one course on educational psychology, one on pedagogy and one on general didactics. Each course carries 6 ECTS points and is taught in 30 hours of lectures and

30 hours of seminars. All three list their aims in terms of outcomes: these are formulated both as knowledge ('acquire basic pedagogical concepts', 'understand the relationship between the teaching process and outcomes') and as skills ('students will be able to explain', 'students will be able to plan and apply'). The development of attitudes and values is only implied – for example, when it is stated that the course will 'develop in students capacities to form an individual teaching style based on the use of methods that stimulate critical thinking'.

The methodology set of courses is comprised of a course on language teaching theory (6 ECTS points; 45 hours of lectures and 15 hours of seminars), a TEFL methodology course (3 ECTS; 30 hours of seminars), two sets of teaching practice (worth 2 ECTS and 3 ECTS, respectively), and eight optional courses carrying different numbers of ECTS points. All courses express their aims in terms of outcomes. In the course on language teaching theory, the outcomes are formulated in terms of knowledge ('getting an insight'), while the TEFL methodology course lists both knowledge and skills aspects of teaching competence. The first teaching practice set comprises classroom observation in schools, the writing of a teaching diary, analyses of teaching in practicums held at the faculty, and essay writing. Students are meant to develop practical insights into teaching, skills in making lesson plans, and reflection skills. The attitudinal aspects of competence are reflected in the statement on 'developing an awareness of the need to work on a number of teaching competence components'. The second teaching practice set consists of student classroom teaching and involves acquiring skills. One of the stated aims is also acquiring knowledge about institutional aspects of school. It is here that the value component of teaching competence is explicitly stated: one is expected to develop a sense of professional responsibility.

The optional methodology courses cover the following areas: teaching English to young learners, research in TEFL, literature in TEFL, media in TEFL, assessment of communicative competence, individual differences in FL learning, FL learning styles and strategies, and drama techniques in TEFL. Aims are again formulated in terms of outcomes. The common outcomes in all these optional courses are competences at the level of knowledge (e.g., 'getting an insight', 'becoming aware of'). In some courses, skills are stressed too (e.g., 'enabling students to select, evaluate and adapt'), while in still others, developing awareness of ethical values in researching second language acquisition is pointed out as an important aim.

The graduate thesis (15 ECTS) is not defined in terms of whether it is to focus on teaching or on linguistic, literary or cultural aspects of the English language.

The exact number of ECTS points devoted to teaching-related courses can't be defined for two reasons: the optional points can be earned through any courses being offered, not just teaching-related ones; and the majors that students can choose from in selecting the second major can be non-teaching or may vary significantly in terms of the amount of ECTS points dedicated to the acquisition of teaching competences. According to the curriculum, the minimum compulsory number of ECTS devoted to developing teaching competences in English is 35. This is a very low number compared to the minimum number of 60 ECTS points considered to be standard nowadays.

Comparison of the two curricula

On the basis of our analyses of Curricula 1 & 2, we can conclude that the two MA TEFL programmes share a number of basic features but, at the same time, that they also differ in some major ways. Both essentially define teaching competences along the same lines. The

competences are mostly expressed in terms of knowlege and skills, less frequently as attitudes, and very rarely as values. Judging from the percentages of the individual teaching modes, it can be concluded that in both curricula it is seminars that prevail.

Although the two curricula are meant for two different structural frameworks (single major vs. double major), teaching competences as final outcomes should be the same or, at least, similar in the sense that they should reflect standards in FL teacher education in other European countries. It seems, though, that Curriculum 1 has a more comprehensive and well-developed general educational section than Curriculum 2. On the other hand, Curriculum 2 offers a wider range of optional courses, thus perhaps leading to teaching competences in a greater number of specific areas of TEFL. One of the qualitatively important differences that Curriculum 2, in contrast to Curriculm 1, explicity offers is the development of research competences in teachers. These competences were included in the list of competences whose importance teachers evaluated in our project.

In terms of the four broad groups of competences that this project has pointed out (see *Introduction*), it seems that the analyzed curricula fully reflect only the 'subject knowledge, pedagogy and curriculum' group of competences. The 'values and child rearing' group of competences is implied in courses dealing with learners with special needs (be they gifted learners or those with learning difficulties) in Curriculum 1, but there are no such explicit implications in Curriculum 2. The 'understanding of the education system and contribution to its development' group of competences is also underrepresented: it is reflected only in the expectation that future teachers to be able to participate in projects in the field of education (taking this to include FL education too). It is interesting to note that Curriculum 2 mentions that future

teachers will be expected to be capable of changing educational practice, but no mention is made in either of the two curricula of contrubuting to the development of the education system. The fourth group, 'self-evaluation and professional development', is most explicitly expressed as part of the expected outcomes of the *teaching practice* component of the curriculum through the establishment of a sense of professional responsibility.

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4
TEACHER COMPETENCIES IN THE CURRICULUM FOR EDUCATION OF PSYCHOLOGISTS

Introduction

Naturally, there is an asymmetry in the teaching process – on one side, there is the one who educates (a teacher), and on the other side, the one who learns (a pupil, student). Teachers' quality cannot be measured solely in terms of knowledge in the field of expertise from his/hers initial education. Today, teacher competencies are understood in a much wider sense and include ability to learn from practice, though the reflexive processing of experience, and through exchanges with colleagues, evaluation and planning. All this can occur both on the level of teaching activities and content and on the level of school itself (Jerković, Damjanović, 2007). Mostly, it is accepted that a good teacher has to have some kind of two-fold expert knowledge, but it is also presumed that a teacher cannot be equally expert in the course subject and in teaching skills, as they can be expert in each area separately. That is why the problem of balance occurs, or the question arises of what the optimal mixture of competencies from each area is and how many competencies are necessary, sufficient or optimal for a quality teacher. Attempts to answer this question range from extremes that argue that one aspect alone is enough to those who argue that both competencies are equally im-

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portant. Some might say that it is enough for teachers to be well acquainted with the courses they teach, and that this is a guarantee that they will be successful. Others would say that it is important for teachers to know how to make course subjects more accessible to students, or how to encourage their interest, while teacher expertise in course subject matter is almost irrelevant, especially when it comes to the youngest pupils. Those who argue for the balance of both competencies can still be differentiated by the degrees of importance they attribute to one or another end of the scale. Research of actual levels of competencies' development is rare within research practice, and much more often, one finds studies that consider what competencies should be developed (Maksimović, 2005; Pantić, 2007). If we look at the bibliography on teacher competencies, we find a number of lists of competencies with different content. The most common areas in which competencies are defined are the following:

1. Knowledge and abilities,
2. Teaching and learning,
3. Planning and organising,
4. Understanding students and learning process,
5. Monitoring, assessment and evaluation,
6. Behaviour,
7. Professional values and practice,
8. Communication strategies and building good relations with others,
9. Problem solving,
10. Information technology usage,
11. Initiating activities,
12. Flexibility and adaptability (Maksimović, 2005).

The education system in Serbia allows practically anyone with a university degree to work as a teacher, as long as

s/he passes the State exam and his/her educational profile fits school requirements. This means that all faculties educate future teachers, not only those with departments of teacher education. The faculties with teacher education as a basic part of the curriculum are at least to a certain extent dedicated to the development of skills necessary for teaching. In the context of defining a desirable framework for learning in the initial education of teachers, there is an outstanding problem: that of practice and its role in quality teacher education. Countries whose education systems and student achievement have been proven to be high-quality invest a great amount of time in practice during student training (Jerković *et al.*, 2002; Pelkonen i Jerković, 2002). Our curricula argue for the development of competencies needed for work in school, but these are merely declarative statements. Sometimes the obstacles are organisational, caused by a lack of facilities or financial support, and sometimes they are conceptual. Some state that pre-service training is dominated by theoretical courses with little practice and with even less reflection on that practice (Jerković, *et al* 2005).

Although well founded and conducted on large samples, evaluative research into educational achievements such as PISA and TIMSS gives us only indirect answers to questions about teacher competencies. Considering that pupils from Serbia earned results in a range from under-average to average (Institut za pedagoška istraživanja, 2003; OECD, 2003; Jerković *et al.*, 2008), there is still hope that teacher competencies would be better if ever such international research were conducted, and that the relative failure of pupils is not the consequence of poor teaching quality.

To illustrate, we will present the results of one empirical study that deals with the subject specific competencies of teachers. Respondents were, among others, students of the Faculty of Education from Sombor; they were solving mathematical problems from the workbook in mathematics for the 4^{th} grade in elementary school (Sotirović

et al., 2003). Results have shown that the success rate of the first year university students is on the same level as that of 5th grade pupils in elementary schools, and that students in the final year at university are no better than the average high school pupil (Jerković i Damjanović, 2007). We could interpret the results as an indicator of the problem of negative selection in the teaching profession. Still, that is not the only problem suggested by the results. The bigger problem than the selection of teachers is negligince in process for developing subject specific competencies during studies. Based on the results, one can ask if such competencies would be good enough for later work in school. Are the workbooks for 4th grade in elementary school an adequate measure for teacher competencies? If not, what then could be the adequate measure of teachers' mathematical competence? Is the real measure of subject competence whether a teacher is capable of solving all problems from children's textbooks? If not, what is the measure? Is this ignorance within the limits of what is applicable to all aspects of the human mind, that no one can hold all knowledge, but that one must be capable of finding it when needed? Do we believe that respondents to this research have the ability to search and to find the help needed?

Teacher educational competencies

The objects of research in this paper are the educational competencies of psychologists. As it is known, to be a psychologist today presumes large number of different competencies. It is not necessary to mention that students of psychology must pass a number of exams related to teacher competencies.

A special challenge for planning in education that would be hard to overcome is the fact that the education of current students, and future psychologists, is based on previous knowledge, with a problematic background in actual knowledge and with an uncertain capacity to an-

ticipate the future needs of society and of the psychology profession.

The academic and the practical are challenged both in terms of determining what psychology as a scientific field offers and how its principles can be transformed into various skills relevant for special fields, and also in terms of identifying and analysing what psychologists do, which skills they are actually using and how much conscience about that can encourage the development of profession and science. At this moment, it is not easy to answer the question of the real relationship between knowledge gained during psychology studies and knowledge and skills needed in practice, because this answer asks for global, thorough and coordinated research by different institutions, which has never been conducted here. However, some dimensions of this relationship are still accessible because of currently available partial information, gathered mainly through individual small-scale research projects (Franceško *et al.*, 2005).

Such research projects point to the fact that the majority of psychologists in Serbia, more than 95%, are working in some field of applied psychology (Krstić, 1988). The most well-known, and those with a relatively clear definition of training content, are the positions of *clinical psychologists, school psychologists, business psychologists and social welfare psychologists*. In real life, most employed psychologists are working in these positions. In this paper, it is interesting to notice that the term "school psychologist" does not always imply that one is a teacher of psychology, but rather might indicate that one is a school advisor. We set the task of analysing the content of psychology education curricula in terms of knowledge and skills recognisable as specific for the work psychologists do as teachers.

In a previous study (Table 1), employed school psychologists assessed the usefulness of certain courses and teaching units in psychology studies for their work in school (Vračar, 1996). From the spectrum of activities listed by school psychologists, it can be seen that the tasks of psy-

chologists in schools are very diverse and specialised. They encompass a wider range of activities than that of, for example, clinical psychologists. It is also interesting that school psychologists recognise a larger number of issues and courses as useful in practice, and that they provide a shorter list of themes to be added to the curriculum. Interestingly, there are no skills relevant to teaching on this list. This could mean that psychologists have somehow gained those skills during their studies, or perhaps that they do not consider those skills as necessary, or that for teaching activity special training is not necessary at all, or that it is not necessary for psychologists considering other knowledge they have, or maybe something else.

Table 1. University education and professional activities of school psychologists

Professional activities of psychologists in practice	*Courses that are found useful for professional work*	*Courses that are found insufficiently useful for professional work*	*Teaching units that psychologists find very useful in practice*	*Teaching units that psychologists find useless in practice*	*Teaching units that in psychologists' opinion need more elaboration in curricula*
Individual work with pupils; School guidance; Testing intellectual abilities; Analysis of success by class; Psychological educational work with pupils, teachers and parents; Analysis of pupils' interpersonal relations and conflict resolution	*Pedagogic psychology; Mental health; Social psychology; Developmental psychology; Psychometrics*	*Introduction to human genetics*	*Child testing, interviews, learning methods, measuring knowledge and abilities, socialisation, psychology of parenthood, prediction and classification through testing, prevention, factors of development*	*Establishing psychometric characteristics in testing, multivariable methods, chromosome theory of inheritance, physiology and psychology of senses, engineering psychology*	*Psychotherapy, psychiatry, diagnosis and therapy of development period, psychology of parenthood*

On the other hand, analyses of the data from the labour market provide us an insight into last-year's trends in the employment of psychologists (Franceško *et al.*, 2005). Out of 72 psychologists employed during 2002 and 2003 in Novi Sad and in other places in the Juzna Backa region, the majority by far (42%) have been employed in the domain of education, as psychologists in primary and secondary schools, pre-primary schools and boarding schools. It should be stressed that these data are not complete and comprehensive, so this analysis should be considered as an approximation of real conditions and not as thorough insight into current trends in the area of psychologists' employment.

A reform of the curriculum of formal psychology education must be founded, among other things, on this kind of information, in order to achieve a higher level of functionality of knowledge and professional skills acquired at university. Education today is increasingly market-oriented, and it could be expected that curriculum changes would follow these needs. Certainly, the position of psychologists in educational institutions is not always teaching-related, but it is easy to presume that in a school environment, at least occasionally, every psychologist takes a teacher position as well, and to the majority of psychologists it is their basic profession. For that reason, it is interesting to see the definitions of teacher competencies provided in the curricula for psychology education and analyse the concept of those studies from the perspective of our topic.

We have used the curriculum of the Department for Psychology, University of Novi Sad as a source of data for our analysis of teacher competencies. We have analysed the curriculum especially in the area of accreditation standards 05 and 04 (graduate student competencies) for bachelor (www.psihologija.edu.yu/download/PS0-osnovne.pdf) and master level of studies (www.psihologija.edu.yu/download/PS0-master.pdf).

This analysis has been driven by an attempt to find content in the curriculum that would enable the development of competencies that we have identified as key ones in our previous analysis of the structure of teacher competencies (c.f. in this publication, pages 36–38). Those competencies are crucial for teaching: self-evaluation and professional development (typically represented with following items: ability to critically reflect upon their own value system, readiness to take initiative and responsibility for their professional development and ability to critically reflect on and evaluate their own educational impact); than competences related to subject knowledge and pedagogical skills (typically represented with the following items: solid knowlegde of subject one is to teach, ability to prepare and implement lessons in a way that provides continuity and progression in learning, and understanding of the assessment system and familiarity with different ways of assessment); competences related to understanding of the educational system and contribution to its development (readiness for cooperation with the local community in organising curricular activities, readiness to participate in public debates on educational topics, ability to conduct research for education development, understanding laws and authorities in education) and the last defined area of teacher competencies relates to values and child rearing (some of the items are: commitment to racial equality by means of personal example, through curricular and other activities, readiness to be tolerant towards differences, commitment to gender equality, etc). The study of psychology at the Department for Psychology, University of Novi Sad is organised with three levels:

- The first level is undergraduate (bachelor) level study in psychology and lasts 3 academic years, requiring 180 ECTS credits.
- The second level is the master in psychology, which lasts at least two academic years and is

necessary for achieving the qualifications of a psychologist, with 120 ECTS credits,

– The third level is the PhD in psychology and lasts at least 3 academic years, or 180 ECTS credits.

In the explanations about these studies, it can be found that studies are conceived so as to achieve the "development, maintenance and enlargement of quality academic and applied knowledge and skills, ensuring social relevance, primarily providing qualifications that are recognised by the labour market and providing conditions for personal development through continuing education" (Gavrilov-Jerković *et al.*, 2005: 29). Those levels can be differentiated to a certain extent according to the scope of knowledge and types of skills. The first level is more general, with a goal of introducing students to the object and basic methods of psychology and to different directions of development and application in psychology. The intention is to give students an opportunity to select certain professional profiles. The second level is more professionally orientated, aiming to equip students for professional and individual practical work in different fields of applied psychology (Gavrilov-Jerković, 2005).

We present a fully developed specification of the competencies to be achieved during bachelor studies in psychology: "After completing bachelor studies in psychology, a student is expected to demonstrate comprehensive knowledge and understanding of the object, basic methods, development and current status of psychology as a science and as practice; to understand psychological terminology and general and specific theoretical systems; to know basic methods of scientific research and research of behavior; to know rules of construction and evaluation of psychological measuring instruments; to know in detail statistical procedures and to understand the role of statistics in psychology; to know and to understand principles and factors of psychological development of human

beings, as well as to *know typical fields of applied psychology branches* [italics by author] and their relation to psychology as a science" (Odsek za psihologiju, 2006: 5).

Graduate students are expected to "be capable of individual analysis and comparison of different theoretical systems and models, to understand and adequately and coherently interpret research results published in reference literature, to be capable of self-monitoring and self-evaluation, to form an ethical judgments on phenomena s/he is dealing with and on methodological approach to these phenomena in compliance with general moral principles and ethical codex of profession, to recognise the need for continuous education, to be capable of team communication. Graduate psychology students are expected to be capable of individual analysis of problems, phenomena and tasks from various psychological and theoretical perspectives, to apply individually statistical procedures in the field of humanities and social activities, to participate in project-making and realisation of different psycho-social programmes" (Odsek za psihologiju, 2006: 5).

From the citations presented, one can see that psychology bachelor studies are primarily focused on theoretical thinking systems in psychology, the methodology of science, research procedures and an introduction to the applied fields of psychology. On the graduate (master) level of studies, students are expected to gain knowledge and skills for concrete fields of work. The definition is the following: "After the completion of master studies in psychology, a student is expected to be capable to use the knowledge and to integrate it with a purpose of solving complex theoretical and practical problems in the field of psychology" (Odsek za psihologiju, 2006: 143).

More precisely, students are expected to be capable of:

- Understanding fundamental epistemological presumptions and theoretical, methodological and

practical implications of different theoretical systems and models;

- independently identifying problems, abstracting them and defining them in a manner that enables scientific or professional investigation;
- planning, designing and implementing research in various fields of applied psychology;
- precisely formulating findings of their own or others' research and presenting them competently to academic community in oral or written form;
- achieving team communication and take on an organising and leading role in team work;
- showing sensitivity to ethical dilemmas and to find solutions in compliance with general moral principles and the ethics code of profession;
- understanding and applying scientific knowledge from various fields of psychology necessary to create optimal conditions for the development of a person as a whole and for the development of certain functions as well;
- understanding and to applying scientific knowledge from psychology in the planning and implementation of psychological interventions in different fields of applied psychology;
- understanding different approaches to the concept and conceptual problems and improving mental health of individuals and groups in the context of different age groups;
- understanding and applying principles of construction, administration, processing, interpretation and evaluation of psychological measuring instruments;
- understanding and applying principles of assessment of personality and behaviour in differ-

ent professional contexts, from the perspective of contemporary theoretical systems;

- understanding and applying principles of modification of behaviour and experience extrapolated from different theoretical systems (www.psihologija.edu.yu/download/PSO-master.pdf)

As is clearly shown, although the practical applications of psychological knowledge have been mentioned in the outcomes of MA studies, the only ones directly enlisted are fields of personality development, psychological interventions, mental health, usage of psychological measuring instruments, assessment of personality and behaviour modifications. The ability to work in team and the sensitivity to ethical dilemmas are important competencies that we also detected in our research on teacher competencies structure, and they are within the defined outcomes of graduate academic – master studies. On the other hand, it is obvious that teaching competencies are not mentioned as a specific field of applied psychology, so we have to pursue the search for its elements through the content of relevant courses. For this purpose, we have analysed several courses. Within bachelor studies courses, teacher competencies could be found in courses named *Foundations of educational psychology* and *Interactive education* (optional course), while within graduate-master studies we must search in the courses named *Educational psychology*, *Practicum for educational psychology* and *Research in educational psychology*.

The learning outcomes of the course *Foundations educational psychology* envisage a student's being able to do the following:

- "To know and understand scientific knowledge from different psychological fields for efficient pedagogical interventions;
- To explain psychological mechanisms of the effects of educational activities;

- To give instructions to pupils in educational work on appropriate psychological interventions;
- To participate in development of plans for psychological interventions in educational situations" (Odsek za psihologiju, 2006: 103).

More topics useful for teacher competences are among the listed reference books, then within learning outcomes for the courses. Optional course *Interactive education*, as a course from the other department (Department for Pedagogy) allows students interested in teaching and in education more generally to gain additional knowledge. The learning outcomes of this course have been defined as an ability to know and understand fundamental educational concepts and principles of educational work, a capacity for the type of interactive communication that is necessary for successful pedagogical work and the ability to critically approach pedagogical work and phenomena. In this case, as well as in the previous one, learning outcomes are less informative than the course content and listed reference books, from which it can be seen that different teaching-related issues form the majority of the course.

On the master level, all courses are optional, with differences regarding the number of credits. Studies at this level last two academic years (IV semesters). In the first semester, students choose from the list of 15 optional courses, in the second semester there are 21 courses, and in the third semester there are again 15 optional courses. The fourth semester is dedicated to preparing the master thesis. Each of the three analysed master level courses is mainly dealing with learning difficulties, the assessment of pupils' maturity and interventions in this field. Teacher competencies are not clearly defined; recommended handbooks refer to case studies about pupils and not to teaching experience in school (www.psihologija.edu.yu/download/PSO-master.pdf).

For quite some time, there has existed a criticism of university education as too theory oriented, where practice

classes are more demonstrative than focused on practice and experience (Ćosarova-Unkovska, 1987). This does not apply to the new curriculum of psychology studies for a great majority of applied psychology fields. Unfortunately, the other, smaller part of applied psychology related to the teaching profession of school psychologists has been left insufficiently developed. There are certain issues relevant for teacher competencies, but there is no training, which could employ supervision as feedback to contribute to the development of practical skills through direct teaching experience.

Looking back at the teacher competencies provided at the beginning of this publication, we can conclude that they are insufficiently present in the curriculum for psychology education, which we analysed; in those courses in which teacher competences are specifically mentioned, it is in a context different from that of psychologists' professional engagement as teachers. In that sense, we could argue that there is a dedication to professional development in the initial education of psychologists, but that they are not seen as future professionals in education. There is quality subject specific education, but it is not considered from the perspective of psychology teachers. There is a dedication to ethical questions in psychology, but those are not dealing with the role of psychology teachers. At the end, there are no teacher competencies dealing with contributions to the development of education, except for research contributions to this development.

The question of why the teaching competencies of psychologists are in the shadows in the curriculum for their education should be discussed. In time, maybe the affirmation of a new, fully formed field of research, such is the science of education (still not recognised here, but a fully independent scientific discipline for several decades abroad), would lead to greater attention placed on teaching skills. It is possible that the dominant paradigm is

the one that places the importance on subject specific competencies, from which teacher competencies are derived. In any case, there is a market for psychologists educated for the teaching profession, and conceptual models of appropriate education are already developed, so it remains for universities to recognise those needs and to provide adequate answers. Significant support might come from the government when it makes a decision to declare learning outcomes and pedagogical competencies as the top national interest (Jerković, 2001).

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5.
TEACHER COMPETENCIES IN THE CURRICULUM FOR EDUCATION OF PSYCHOLOGIST

– The Case of Macedonia –

Rearing and educating, teaching, learning and instructing are actually interactive processes taking place in the field of the interpersonal relationship between teachers and pupils/students. Relationships between teachers and pupils/students are essential in determining the quality of teaching and learning. The whole educational process in school can be viewed as an interactive relationship that is established in communication. Teachers can communicate with pupils on a number of levels, from the lowest, based on action and reaction, to the highest-level dialogue that is achieved by mutual empathic communication.

The most important micro-social environment with the strongest influence and with the most direct relationship between teachers and pupils is the school class. Teachers and pupils are simultaneously "executing and exchanging influences using positions and roles determined by the nature of their social situation" (Krnjajić, 2002: 12). Every reform, concept, recommendation, guideline, or innovation remains just a good (or sometimes bad) idea or conception until "it finds practical reflection in the classroom activities" (Havelka, 2000:31). The classroom, as an educational group, is a place for realising purposeful, intentional activities based on schools' programmes and con-

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tent aspects. The class is a guided group with a formalised system of roles and tasks. The effects of pedagogical and educational activities can be significantly dependent upon the structure and quality of relations in a class. This relational aspect of the educational process has a wider frame of reference that includes social and emotional context, or the socio-emotional climate in a class. This aspect is actually about creating psychosocial relationships in a class, and creating a class atmosphere that makes educational processes easier instead of harder or even impossible.

Most of the time, teaching in contemporary schools, as well as in traditional ones, is demanding for teachers, because teaching is still the activity that is mostly used for achieving the educational goals and tasks of school. Still, one should keep in mind that teachers are engaged in a number of different activities besides teaching, such as guiding classes or executing extracurricular activities like corrective and pedagogical work, remedial and additional classes, and cultural, sport or other activities. There are other activities related to planning, programming, preparing, participating in school professional bodies, monitoring pupils' development and progress, cooperation with parents and teachers' further professional training. That means that, besides being competent in teaching, a teacher also has to have professional competencies that refer to the wider range of his/her professional work, and this means that more is expected from class teachers than from any other subject teacher.

Our analysis of the teacher competencies of psychologists refers to the curriculum of the Department for Psychology, Faculty of Philosophy from Skopje. The curriculum consists of one-semester obligatory courses from the field of psychology, a great number of elective courses from psychology and courses provided by other departments of the Faculty of Philosophy (pedagogy, sociology, philosophy), as well as courses from other faculties (physiology, genetics, foreign languages). The structure and pace of the studies are determined by course requirements and prerequisites; one's enrollment during the next semester is

conditional on one's having earning an adequate number of ECTS credits. The studies on the first level are completed after the student receives 240 ECTS credits, and they provide knowledge and skills that equip students to continue psychology studies on the second level.

Psychology studies at the Faculty of Philosophy in Skopje are organised according to the principles of the Bologna declaration. Student workload is regulated through the introduction of a system for establishing total student working hours in ECTS credits (the European Credit Transfer System). The number of credits per one year of studies cannot exceed 60. As for duration, bachelor studies last for 4 years (240 ECTS), master studies last 2 years (120 ECTS), and PhD studies are still not introduced, but one can achieve a PhD degree through mentorship in preparing the PhD thesis (www.fzf.edu.mk).

Table 1. The first level courses that assist the development of teacher competencies

Obligatory courses:		
Name of the course	Number of teaching hours	Number of ECTS credits
Learning and memory	90	6
Thought and speech	75	6
Developmental psychology 1	90	6
Developmental psychology 2	90	6
Educational psychology 1	90	6
Educational psychology 2	90	6
Psychology of persons with developmental difficulties	75	6
Pedagogy	45	4

Optional courses from the Department of psychology:		
Name of the course	Number of teaching hours	Number of ECTS credits
Teaching methods	60	4
Talent	60	4
Creativity	60	4
Knowledge tests	60	4
Pro-social behaviour	60	4
Developing self-image	60	4

Optional courses from the other departments of the Faculty		
Name of the course	Number of teaching hours	Number of ECTS credits
Ethics	30	2
Pre-primary school education	30	2
Sociology of education	30	2
School pedagogy	30	2
Family pedagogy	30	2
Inclusive education	30	2
Rehabilitation of persons with developmental difficulties	30	2
Education management	30	2

The study programme of the first level includes 34 obligatory and 7 optional courses offered by the Department for Psychology (this is the first group of optional courses that consists of 23 courses) and 5 optional courses from the other departments of the Faculty of Philosophy (this is the second group of optional courses, consisting of 18 courses). From the first group of optional courses students should choose seven courses, and from the second group they should choose five.

From the tables presented, one can see that 8 out of 34 obligatory courses (24%) have a direct impact on the development of teacher competencies. This refers to 6 out of 23 optional courses from the first group (26%) and 8 out of 22 optional courses from the second group (36%).

Table 2. Structure of curriculum for Professional studies in School psychology at the Faculty of Philosophy, Skopje

Obligatory courses (I semester)		
Name of the course	Number of teaching hours	Number of ECTS credits
Developmental psychology of children and adolescents	20	6
Psychology of school learning	20	6
Psychological counseling in school	20	6

Optional courses:		
Name of the course	Number of teaching hours	Number of ECTS credits
Psychology of efficient teaching	20	6
Problems of school age	20	6

Optional courses:		
Name of the course	Number of teaching hours	Number of ECTS credits
Work with children with special needs	20	6
Work with gifted children	20	6
Creativity development	20	6
Personal development	20	6
Carrier guidance	20	6
Conflict resolution	20	6
Knowledge tests	20	6
Pro-social behaviour	20	6
Alternatives to violence	20	6

Professional thesis		20

From the list of optional courses, students can choose three courses according to their interest. During studies, they are making a case study, and studies are completed with the writing and defense of a thesis. By completing the studies, students receive 120 ECTS and the title *specialist in school psychology*.

Table 3. Structure of curriculum of Psychology at the Faculty of Philosophy, Skopje – second level – the Department for Educational Psychology

The Departments for PEDAGOGICAL PSYCHOLOGY		
Name of the course	Number of teaching hours	Number of ECTS credits
Methodology of psychological research	45	15
Contemporary schools of psychology	45	15

The Departments for PEDAGOGICAL PSYCHOLOGY		
Name of the course	Number of teaching hours	Number of ECTS credits
Psychology of learning	45	15
Psychology of teaching	45	15
Psychology of persons with special needs	45	15
Research project – draft	15	05

Name of the course	Number of teaching hours	Number of ECTS credits
Psychology of piece and conflict	45	10
Development of creativity and talent	45	10
School docimology	45	10
Psychology of group work in education	45	10
Counseling and psycho-therapy	45	10

Master thesis		30

By completing the second level studies, students receive 150 ECTS and the title *master in psychology*.

Analysis of the curriculum is driven by an attempt to find elements that will allow students to develop competencies identified as crucial for successful teaching through the previous analysis of the structure of teacher competencies:

- *self-evaluation and professional development* (capacity to critically reflect upon their own value system, readiness to take initiative and responsibility for the professional development, capacity to critically reflect on and evaluate their own educational impact);
- *competencies related to subject specific knowledge and pedagogical skills* (solid knowledge of the subject one is to teach, capacity to prepare and implement lessons in a way that provides continuity and progression in learning, understanding the assessment system and familiarity with different ways of assessment);
- *competencies related to understanding of the educational system and contribution to its development* (readiness for cooperation with the local community in organising teaching, readiness to participate in public debates and discussions on educational topics, capacity to conduct research for educational development, understanding laws and competences in education); and
- *dedication to values and child rearing* (commitment to racial equality by means of personal example, through curricular and other activities, readiness to be tolerant towards differences, commitment to gender equality etc.).

The traditional approach to teaching education still emphasises that it is important, even sufficient, that a teacher be well acquainted with the object of teaching (which means the structure of scientific and technical achievements that are foundations for the content of the course) in order to qualify for pedagogical and educational work in schools. This approach, however, cannot find confirmation in empirical research on teacher activity, efficiency and the effects of the teaching process, or

in the theories of professional development explored in the professional activity of teachers.

Considering the object of this study and the competencies of psychology teachers, we have made a selective list of expectations related to the capacity of students who have completed bachelor studies, in the case that they have chosen some of the courses listed in the table. Graduates in psychology are expected to be capable of:

- Successful individual practical work in all types of educational institutions (pre-primary, primary, secondary and specialised schools, institutions for adult education, and specialised educational institutions) at the position of school or pre-school psychologist;
- Individual and competent research into educational and pedagogical problems at different age and school levels;
- Participation in the planning, design and implementation of innovative programmes in educational institutions and successful teamwork with other experts;
- Participation in the planning and analysis of the development of education and support for the development process.

The analysis of curriculum content confirms that students are introduced to key psychological concepts, theories, practical knowledge and skills that are necessary for understanding and conceptualizing educational processes, learning and teaching. Accordingly, the curriculum includes the following areas:

1. Developmental changes and individual differences;
2. Learning, teaching and motivation;

3. The assessment of development and evaluation of learning outcomes;
4. Research and innovation in the context of education;
5. Psychological interventions and communication skills.

On the bases of the curriculum content, and as a result of instruction given in a set of courses, our expectation is that graduates should be able:

- To understand the complexity of educational institutions as a system, to understand types of roles and the complexity and interdependence of social relations in the school, and to understand the educational institution as part of the education system;
- To understand the nature, complexity, possibilities and problems of learning in and out of school, in the framework of a formal or alternative education system, as well as the nature, goals, forms and possibilities of education processes;
- To understand trends and options for changes in the education system, and to formulate qualified opinions on positive/negative, general/partial consequences of changes;
- To understand the nature, complexity and possibility for cognitive, affective, social and moral development, and to be acquainted with adequate methods of encouraging development in the context of educational institutions, and in the context of alternative education; especially, to understand and to respect (in their proposals and interventions) cultural and individual differences between students;

- To know how to individually and competently establish diagnosis on individual, group and cultural differences in the domain of cognitive development, to give qualified anticipations and proposals for adequate actions aimed at encouraging and supporting development in the pupils' best interest;
- To know how to identify children/pupils with special needs in education and to give qualified proposals in order to answer those needs in an adequate manner and in children/pupils' best interest;
- To know how to provide qualified proposals for the professional improvement of teachers' work and work of other actors in school/pre-school institutions, in a way that is acceptable for them;
- To know how to help a pupil or group of pupils, parents and teachers in identifying and overcoming problems they are facing in a school/pre-school institutional context;
- To know how to recognise circumstances and situations that might cause individual and group problems in a school/pre-school context and take appropriate measures for problem prevention;
- To know how to identify problems whose solutions exceed their professional competencies and to be capable of calling on relevant institutions and professionals in solving such problems;
- To know how to communicate professionally and appropriately with individuals and with groups, respecting cultural and other differences, to lead a team and to resolve conflicts in a professional and constructive manner;
- To know how to competently conduct research in the context of an educational institution and use

the results of their own research and that of others for the improvement of educational institution performance;

- To successfully initiate innovations based on individual scientific research or others' research, and to be responsible for the implementation of those initiatives.

The role of students involved in the Bologna process is not underestimated. On the contrary, besides gathering knowledge, students are responsible for giving their opinions about the relevance of knowledge received, as well as about the efficiency of knowledge transfer, and to actively participate in decision-making and higher education system governance. The Law on Higher Education, adopted in compliance with the Bologna declaration principles, was a giant step towards improving higher education and towards Macedonia's meeting European standards. Nevertheless, its implementation under Macedonian conditions demands that a lot of effort be employed if the Bologna declaration principles are to be achieved on a fundamental level and not just a formal one.

The introduction of experts in certain professions into the teaching process determines their new profession: they are becoming teachers of courses related to a certain educational field. Of course, professionals with different profiles cannot adapt themselves automatically to the demands of the teaching process just by using their own experience; rather they need systematic and organised training for their new profession. Professional development is a continuous process in which professional determination is cultivated and and personal characteristics, working tasks and general social conditions, all of which determine the probability of professional success, are adjusted or acknowledged. The professional development of teachers involves raising teachers' awareness of their profession, of ways in which they can perform it

and of methods they can use to improve it. This should ensure that teachers' knowledge, skills and abilities as necessary for professional activities are relevant for pupils' development and for the realisation of their own professional potentials as well. Teaching is quite often understood as a profession that provides specific pedagogical and educational services, so the professional development of teachers denotes those activities chosen by teachers in order to improve their expertise in providing educational services to pupils.

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6.
COMPETENCES RELATED TO COMMITMENT TO VALUES AND CHILD-REARING IN EDUCATION

Introduction

Everyone's life is organized around his or her own personal goals for the shorter or longer term. Goals we pursue are congruent with the values we have incorporated. Those goals determine our whole set of behaviours. Values are general principles concerning beliefs and patterns of behaviour highly regarded in a given society. Values we pursue and respect are like a reflection in the mirror of our way of life, the way that the society is organized and how society is functioning. Macedonian society is based on universal values like freedom, justice, education and equality. The Constitution and laws promote tolerance, a lack of discrimination on any level, equal opportunity for everybody, care about the children, etc. It provides for the implementation of those values in the education system and practise. But does it presume that the education process fully reflects those values? Does it presume that teachers have values-based practise? Does it presume that teachers possess competencies committed to values and children-rearing?

On the declarative level, the answer is yes. In essence, in Macedonia's curriculum and education process, there

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isn't special content or systematic teaching about values like non-discrimination, equality, or tolerance of various differences. The implicit reason is that (according to the authorities), there is no discrimination. According to those remains of the former ideology, in a non-discriminatory society based on equality, there is no need to develop skills and attitudes related to non-discrimination.

With the above in mind, it is not surprising that in the first phase of our research, statements referring to teachers' ability to recognise and adequately respond to gifted pupils and pupils with learning difficulties were perceived by the respondents as belonging to the domain of professional development, rather than as essential features of child-rearing expertise and value-related competencies that every teacher should possess. This need for expertise, rooted in a humanistic and positive-psychological position, is somehow new in developed countries and is still in a rudimentary stage in developing ex-communist countries where the need for systematic values-based teaching is still not really recognized. Similarly, 'building pupils' awareness of the need for participation in a democracy' is perceived as belonging to the domain of contribution to the system's development rather than as a value that every person should possess, and is not perceived as a competence possessed by every teacher as a precondition to dissemination for every pupil. Understandingly, it is not perceived as an important dimension that should be developed in children, helping them to grow into competent, authentic and efficient people. In such a context, it seems suprisingly that from the other side, participants in the pilot study added some competencies as very important that refer to aspects of teachers' selves and humanistic aspects of education, such as 'possession of a healthy personality', 'ability to empathise' and 'build a collectivistic spirit among pupils' (Pantić, 2008).

Values-related competences

As universal, those values and values-related competencies were recognized by participants from all countries in the region, who consequently highly rank their importance. But another question is whether education is based on them. While in developed countries there is a tendency for change to occur from materialistic to so-called post-materialistic values (Veenhoven, 2006), essentially a shift in emphasis between economic and physical worth and the improvement of subjective well-being and quality of life (which includes personal self-actualization, equal opportunity for everyone, tolerance of differences and respect for differences them as potential sources of development), in our countries the reality is different. Here, materialistic values are emphasised more and more.

The present study aimed to explore how important the value-related competences are estimated to be, to provide information about their implementation in the curricula, and to answer the questions of whether the teachers practice them, and whether the education process provides for their development and promotion. This research, based on actual circumstances, aims to explore how aware the teachers and other authorities are of those issues.

In this study, programs from 4 faculties for teacher education at three state universities (in Skopje, Stip, Bitola and Tetovo) are analysed.

Although the State Agency for the Development of Education is continuously trying to renew education in the spirit of world trends, small changes occur rather than the implementation of essential reforms.

As in other countries in the region, the education process provides satisfactory coverage in terms of knowledge;

what are missing are efficient skills in using knowledge in certain situations. Beside the declarative commitment to values-related education, we have no real commitment to the practise, and children, as future citizens, are not really developing values on an individual level. This doesn't means that people in Macedonia are not tolerant or are discriminators. On the contrary, Macedonia is a traditionally tolerant society, characterised by a diversity of ethnicities, confessions, cultures, and languages. In such a conditions, there is no systematic way of building and developing knowledge, skills and attitudes promoting those values, because in practise, in schools, we don't have an equal approach to all children.

It must be concluded that actually, we do not promote those values enough in our society. The curriculum contains elements that deal with the multi-cultural characteristics of our society, that deal with differences between sub-groups within the population, but all of this exists on the level of knowledge; there is no development of a value system around multiculturalism or tolerance of differences. This is very important because values determine peoples' behaviour. We cannot expect for people to act in the direction of tolerance and equality if these are not incorporated as personal values. Can we expect satisfactory teaching practise if teacher education is not based on the desired values? The way to explore this issue and to provide the answer on this question, besides analysing TE curricula, is to directly examine the teaching practise and to analyse existing studies made in this field.

Statements regarding values and child-rearing will serve as guidance in the analyses of actual circumstances in practise:

Ability to recognise and adequately respond to pupils with learning difficulties, Ability to recognise and adequately respond to gifted pupils;

Commitment to racial equality by means of personal example, through curricular and other activities;

Commitment to gender equality by means of personal example, through curricular and other activities;

Readiness to be tolerant of differences (ethnic, gender, social, cultural, linguistic and religious);

Ability to contribute to building pupils' awareness of the importance of health and environmental protection;

Ability to contribute to prevention of violence in school (safety);

Readiness to contribute to pupils' awareness of the need for participation in democracy.

The analyses and conclusions are made using and according to few recent studies concerning Macedonia, like the extensive study made by UNICEF with the support of the Ministry of Education of the republic of Macedonia, (UNICEF, 2006); the National program for Development of Education 2005–2015, made by the Ministry of Education of R.M. (2005); and Education Policies for Students at Risk and Those with Disabilities in South Eastern Europe (2006). According to these sources, which discuss the inclusion of all children in the education process, although the authorities in the schools and the teachers declare commitment to inclusive policy, it is not explicitly stated in any document. Most of the schools have no conditions (and are not working on creating conditions) for the inclusion of all children. Schools have no information about whether all of the children from their region attend the school. There is no data on whether all of the children with difficulties attend schools (UNICEF, 2006). There is no cooperation between schools, the community and the non-governmental sector on this issue. Showing no success in the education or rearing of children with learning and other difficulties, over time,

school staffmembers develop scepticism about the idea of including those children in the regular classes. So, children with learning difficulties continue to be separated, and teachers in most cases work with them in separated classes, what is easier and less demanding for them in the end. In that way, the situation remains unchanged. This could be expected, bearing in mind that schools don't have enough appropriately educated and skilled experts or teachers to recognise and adequately respond to pupils with learning difficulties, or to recognise and adequately respond to gifted pupils. In the school boards, parents of children with difficulties rarely participate, and teachers do not encourage them to do that. So, besides school-wide declarations about the inclusion of all children and equal opportunity for all of them, this issue is left to the teacher's personality and enthusiasm. It becomes more a matter of the teacher's personal attitude than of his or her professional obligation and commitment. In the absence of systematic actions, children are treated unequally, and they are not sufficiently protected from many threats.

Also, a widely accepted conclusion is that the education process is adapted to, or centred on, the average pupil. Teachers are not skilled in adapting the teaching process to children with various differences, believing that it is impossible and that it is not their job to manage or take care of this. Teaching materials have very little content or illustrations regarding children or individuals with difficulties or those from vulnerable groups. The little information provided is congruent with stereotypes. Also, teachers develop expectations about pupils' achievement according to their impressions about the children, which are influenced by stereotypes (UNICEF, 2006). All this leads to the conclusion that the teaching practise is far from a satisfactory and child-rearing-oriented one. The emphasis is on the teaching process only, with no sub-

stantial efforts on either the learning processes or taking care of the needs of the children. An important contributor to this situation is the lack of systematic measures and programs organized by the state institutions. Teachers' demands and needs are rarely met through the process of the preparation of the curricula and extra-curricular activities, and they have little impact on it.

It is clear that TE curricula do not appropriately develop values and attitudes like tolerance towards ethnic, religious, racial, gender, social, cultural and linguistic differences, or fully foster a commitment to equality. According to European Centre for Minority Questions, the ethnocentric orientation of the education is one of the main obstacles in the preparation of the future citizens of Macedonia for a multi-ethnic and multi-cultural society (UNICEF, 2006). In a passive way, the curriculum supports the parallel existence of the cultures. Lessons and content about other cultures and ethnic groups are rarely present. Teachers usually pay little attention to them, more as an obligation than as an opportunity for the development of healthy values and attitudes. School is not perceived as a place for or as a factor in nurturing diversities.

Perhaps most unclear and most hidden, when we speak about equalities, is the gender issue. Although girls and boys learn together without purposeful differences in the treatment they are afforded, the education process and domestic rearing are the strongest factors in gender differences, gender stereotypes and separation in accordance with different gender roles. The systematic promotion of gender equality in curricula is very rare. Moreover, curricular and extra-curricular activities are often with sharply divided in terms of gender roles. The "reality" created by curricular activities is without female heroes or famous female scientists, artists or public figures (UNICEF, 2006). During activities (for example in

sport games), girls and boys use space that is not equal. Learning materials are loaded with gender stereotypes. Content and illustrations are divided in terms of gender roles. Female leaders seem not to have existed, and the number of main characters depicted is heavily on the male side. In some subjects, appearances of female characters are very rare. Also, the authors of learning materials are mainly men. The teaching process and school activities are highly incorrect in their treatment of gender, while teachers are very unaware about their gender insensitivity and do not see that they are supporting this inequality.

Another gender issue (which is, at the same time, an extremely important health issue) is inappropriate sexual conduct and sexual harassment in schools. Namely, there is no official school document where the definition of what is considered sexual harassment is stated, or where the consequences for such behaviour are outlined. Cases of sexual harassment by teachers are almost impossible to resolve, and cases of sexual harassment and disturbances between children are perceived as a benign game. Very frequently in those situations, girls are accused of provoking the boys. What is disappointing is that teachers usually support this explanation. To illustrate, toilettes in many schools are not assigned by gender, and many of them have no doors; also, dressing rooms often do not have doors, and teachers are not trying to change those conditions. Girls often feel unsafe, and their psychological and physical health is jeopardized.

In consideration of the issue of health and safety in the study, and concerning related goals (Health and the Millennium Development Goals, WHO), our interest is in competencies that build toward cultivating pupils' awareness of the importance of health and environmental protection, as well as their ability to contribute to the prevention of violence in school, and the improvement

of children's safety. There are no systematic activities in the curricula, and teachers are not educated to act to improve children's health and safety concerning nutrition, hygiene issues, diseases or violence prevention, or avoiding sexual harassment.

Teachers are not sensitive for the existence of various dangers to children's health and safety, although they (together with their managers) are most responsible for it.

An indicator of inappropriate treatment and care of children is the fact that the convention for children's rights is often undistributed, teachers are not promoting its implementation, and they do not have mechanisms for intervention if they find that a child's right is being violated.

Another issue is teachers' contribution to the creation of a climate conducive to the learning and development of all pupils. This is is only present in the context of knowledge. Teachers are developing a school atmosphere beneficial for learning results, but this does not develop other social skills or contribute positively to children's well-being, mutual trust and cooperation. A salient positive example of renewing curricula in the desired direction is a program at the Stip faculty, where curricular programs are significantly based on recent findings in Positive psychology.

We must constantly keep in mind that actual curricula, books and school materials, as well as teaching practise, reflect the education and competencies of teachers. This brings us to the conclusion that an essential restructuring and reformation of formal and informal education is needed. New content and methodologies must be introduced into the education process, ones that move us toward the development and incorporation of the aforementioned values. Teachers must accept the reality that

they are models projecting values. This process is not a question of personal preference.

Studies show that in many cases, all this is a matter of lack of education and training, and indicate that teachers willing and easily accept changes in their behaviour and attitudes.

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7.
Conclusions

The analyses of the programmes have been performed as case studies, which are not necessarily representative of teacher education programmes in a given country. Nevertheless, some common traits can be recognised in the conclusions reached in individual studies, as presented below.

The results show that teacher competencies in most cases do appear as explicitly defined outcomes of the syllabi. Yet, sometimes they are implied by the study contents – for example, in literature used in a course – even if competencies do not explicitly feature the defined outcomes of study programmes.

When competencies are formulated, they mostly include terms related to knowlege and skills; they less frequently reflect attitudes, and almost never refer to values.

Those competencies that are defined as outcomes of study programmes for the education of subject teachers refer primarily to the teaching subject as an area of teacher expertise. Yet, it can be noticed that the amount of reference to the competencies specific to teaching varies between different subject areas and between different programmes in the same subject area.

When competencies referring to values do occur in programmes for the education of subject teachers, they tend to deal with the development of the ethics of the discipline in question rather than those pertinent to teaching.

Only a couple of instances have been found in which a competence pertaining to the understanding of the education system and contribution to its development has been included in the analysed programmes. This suggests that programmes lack elements that would strengthen the social role of teachers and build awareness of the importance of their contribution to the development of education.

Competencies pertaining to self-criticism and professional development are insufficiently represented in the programmes, given the importance assigned by practitioners to precisely this domain of teacher competence.

The representation of practice in teacher education, at 10% to 15%, is also deemed insufficient and inadequate for helping student teachers develop teaching competencies.

Despite the aforementioned limitation of our ability to generalise based on case studies, the *Tuning* methodology proved suitable for the establishment of common practical needs within the teaching profession and common shortcomings in the existing programmes in terms of meeting those needs. This raises hopes with regard to the goal of increasing the mobility of student teachers and of the teaching force in the region. Perceptions of competencies essential for quality teachers seem to transcend country-specific particularities.

It also sends a clear message to the teacher education institutions in the region that wish to better integrate practice requirements into their programmes: in addition to knowledge about subjects and pedagogy, future teachers need help in developing practical skills, attitudes and values that underly teaching profession. Moreover, they need more opportunities to try out and further develop their competence in practice, and they need to be pushed to reflect on relations between theories and practice, as

well as to think about the implications of education policies.

Finally, with regard to the goal of linking teacher practice and teacher preparation, it must be said that no list of competencies should be taken as set in stone. Teaching, as one of the most dynamic professions, requires the meta-competence of constant self-reappraisal and constant searching in response to the ever-changing demands of future societies.

Table 1. Analysed curricula: representation of competencies, ratio of theory and practice, ECTS, assessment.

Curriculum	Competencies listed Yes/No?	Competencies/aims include:				Ration between hours and ECTS credits:					Qualitative observations		
		Knowledge	Skills	Attitudes	Values	Lectures	Seminars	in-class practice	practice	ECTS	About ratio between theory and practice	About teaching methods	About assesment of competencies' development
Bachelor studies – Class teachers – Teacher training college in Sarajevo[1]	Mostly YES	Often 9	Often 8	Rarely 2	Rarely 1	10	7	7	15% hours[2]	24	No practice hours are envisaged in courses related to work with children with special needs	Lectures, group work, writing reports, translations, seminar papers, visits to special institutions ...	Written and oral exam, grades from in-class practice, participation in seminars, reports, tests, continual assesment of student work, evaluation of workshops...
Master studes – Class teachers – Teacher training college in Sarajevo	No	Sometimes 4	Sometimes 5	None –	Rarely 1	Total number of hours for each course is 10			–	5 per course	Practice is not envisaged in this study cycle.	–	Oral exam, essays, seminar papers, attendance, active participation during classes.

1 All data refers only to subjects relevant for inclusive education and work with children with special needs.
2 From the total number of hours, for educational and methodical practice.

Study programme in class teaching – Faculty of philosophy in Banjaluka	Data for this table could not be obtained, because there are still no programmes for all courses envisaged within bachelor and master studies, especially not programmes related to inclusion. The only data is about number of in-class practice and lecture hours per course and number of ECTS credits they carry: *Introduction to developmental psychology* – Mandatory subject in the first semester, 4 ECTS, 2 hours of lectures, 1 hour of in-class practice. *Psychology of childhood and youth* – Mandatory subject in the second semester, 4 ECTS, 2 hours of lectures, 1 hour of in-class practice. *Introduction to educational psychology* – Mandatory subject in the third semester, 5 ECTS, 2 hours of lectures, 2 hours of in-class practice. *Psychology of learning and teaching* – Mandatory subject in the fourth semester, 5 ECTS, 2 hours of lectures, 2 hours of in-class practice. *Individualisation in education* – Elective subject in the fourth semester, 2 ECTS, 1 hour of lectures, 2 hour of in-class practice. *Corrective gymnastics* – Mandatory subject in the sixth semester, 4 ECTS, 2 hours of lectures, 1 hour of in-class practice. *Methods of work with pupils with developmental difficulties* – Elective subject in the first semester, 2 ECTS, 1 hour of lectures, 1 hour of in-class practice.												
Master studies – Teaching English as a Foreign Language, Faculty of Humanities and Social Sciences of Zagreb University	Yes	Often	Often	Sometimes	Rarely	555	615	165	80	82[3]	Theory prevails	Seminar form prevails	Exams and practical work
Master studies – Teaching English as a Foreign Language, Faculty of Humanities and Social Sciences of Osijek University	Yes	Often	Often	Sometimes	Rarely	270	315	45	In forms of seminars	48[4]	Theory prevails	Seminar form prevails	Exams and practical work
Psychology – Faculty of Philosophy, University of Novi Sad	Yes[5]	Often	Often	Rarely	Rarely	Does not refer to psychologists as psychology teachers							

3 The number of ECTS refers to a total sum of modules offered, from which student should achieve 60 credits. Depending on courses chosen, the ratio between lectures, seminars and in-class practice varies.

4 Number of ECTS refers to the total sum of courses, from which students must achieve 23 ECTS credits; in the optional part, they are recommended to take glotodidactic courses. Depending on courses chosen, the ration between lectures, seminars and in-class practice varies.

5 But not as teacher competencies.

Psychology – Faculty of Philosophy, University of Ss. Cyril and Methodius Skopje	Yes	Often	Often	Sometimes	Rarely	600 obligatory hours[6] contribute to development of teacher competencies				46			
Faculty of Pedagogy in Štip	Yes	Often	Sometimes	Sometimes	Rarely	50[7]	40	40	140	110	Practice is little represented apart from the 5 mandatory days that students spend in schools per semester; as for the rest, it is up to a teacher to integrate practice into subjects; practice is negligable in the end.		There is no systematic approach nor practice of asessing competence development.
Faculty of Pedagogy in Bitola	Yes	Often	Rarely	Rarely	Rarely	64	39	26	140	108			
Faculty of Pedagogy in Skopje	Yes	Often	Rarely	Rarely	Rarely	64	39	26	140	108			
Faculty of Pedagogy in Tetovo	Yes	Often	Rarely	Rarely	Rarely	64	39	26	140	108			

6 Making up 24% of the total course.

7 The number of hours and ECTS credits for curricula from Štip, Bitola, Skopje and Tetovo is for the whole four-year programme. The number of practice hours is reached by calulating the four hours per day for the obligatory five day practice in all but the last, eighth semester (4 h per day x 35 days x 4 = 140 h).

APPENDIX A

Questionnaire

TUNING TEACHER EDUCATION CURRICULA IN THE WESTERN BALKANS is a project implemented by the Center for Education Policy from Belgrade in cooperation with the universities of Zagreb, Split, Banjaluka, Sarajevo, Sombor, Podgorica and Skoplje with the support of the Balkan Trust for Democracy and the Central European Initiative. The aim is to identify the scope for improvements in teacher education curricula with regard to their better responsivness to the competencies theachers need for practice. The questionnaire below is sent to pre-primary, primary and secondary school staff and teacher educators in the participating countries. Next, teacher education curricula will be reviewed against the competencies identified as important for practice. Improvements will be suggested and discussed in view of their implications for curricular changes at institutions educating future teachers.

Country (please circle):	Institution you work at (please circle):	Place (please write):
Bosnia and Herzegovina	Pre-primary	.....
Montenegro	Primary school	
Croatia	Secondary school	
Macedonia	Higher school	
Serbia	University	

INSTRUCTIONS: Please evaluate the importance of teachers' competencies (of teachers in pre-primary, primary and secondary education, including headteachers and school pedagogs) given in the table below, using the scale from 1 (not impotant at all) to 5 (extremely important). If you would like to add the competences we did not mention, please do so at the end of the table and evaluate the importance of the added competence in the same manner.

Upon the competion of the initial education (bachelor studies) a teacher should demonstrate:		1 not at all important 5 extremely important
1	Sound knowledge in a subject or a group of subjects	1 2 3 4 5
2	Ability to inspire curiosity and encourage pupils to take initiative and responsibility for thier learning	1 2 3 4 5
3	Commitment to racial equality by means of personal example, through curricular and other activities	1 2 3 4 5
4	Grasp of practical aspects/skills involved with a subject or a group of subjects	1 2 3 4 5
5	Ability to develop linguistic and numeric literacy of pupils	1 2 3 4 5
6	Ability to implement in practice the principles of good discipline	1 2 3 4 5
7	Understanding national priorities in education	1 2 3 4 5
8	Ability to implement curricula	1 2 3 4 5
9	Readiness to be tolerant towards differences (ethnic, gender, social, cultural, linguistic and religeous)	1 2 3 4 5
10	Readiness to participate in public debates on educational topics by following and participating in the work of relevant bodies at different levels	1 2 3 4 5
11	Dedication to the profession and work with children	1 2 3 4 5
12	Ability to contribute to building pupils' awareness of importance of health and environment protection	1 2 3 4 5

Upon the competion of the initial education (bachelor studies) a teacher should demonstrate:		1 not at all important 5 extremely important
13	Ability to prepare and implement lessons in a way that provides continuity and progression in learning	1 2 3 4 5
14	Understanding of the assessment system and familiarity with different ways of assessment	1 2 3 4 5
15	Ability to contribute to prevention of violence in school	1 2 3 4 5
16	Understanding of the laws and authorities in education	1 2 3 4 5
17	Ability to establish and maintain positive human relations with pupils, parents and colleagues	1 2 3 4 5
18	Ability to use a spectrum of teaching strategies in accordance with subject, theme and individual pupils	1 2 3 4 5
19	Awareness of the profession's importance and responsibility	1 2 3 4 5
20	Ability to contribute to the creation of climate conducive to learning and development of all pupils	1 2 3 4 5
21	Ability to use computer and internet and design their effective use in teaching and learning	1 2 3 4 5
22	Readiness for cooperation with the local community in organising curricular activities (eg. organising practice lessons in a local enterprise)	1 2 3 4 5
23	Readiness to contribute to building pupils' awareness of the need of participation in a democracy	1 2 3 4 5

Upon the competion of the initial education (bachelor studies) a teacher should demonstrate:		1 not at all important 5 extremely important
24	Readiness to participate in school development planning	1 2 3 4 5
25	Ability to recognise and adequately respond to gifted pupils	1 2 3 4 5
26	Readiness for cooperation with the stakeholders from health and social institutions	1 2 3 4 5
27	Readiness to contribute to the developement of profession's ethics	1 2 3 4 5
28	Ability to recognise and adequately respond to pupils with learning difficulties	1 2 3 4 5
29	Ability to conduct research for education development	1 2 3 4 5
30	Ability to critically reflect on and evaluate their own educational impact	1 2 3 4 5
31	Readiness to cooperate with pedagogs, psychologs and career counciling service	1 2 3 4 5
32	Ability to act as a moral model for children	1 2 3 4 5
33	Ability to participate projects in field of education	1 2 3 4 5
34	Commitment to gender equality by means of personal example, through curricular and other activities	1 2 3 4 5
35	Ability to predict new demands on education by labour market	1 2 3 4 5
36	Readiness to take initiative and responsibility for their professional development	1 2 3 4 5

Upon the competion of the initial education (bachelor studies) a teacher should demonstrate:	1 not at all important	5 extremely important
37	Ability to use interactive teaching methods	1 2 3 4 5
38	Ability to critically evaluate and adapt curricula	1 2 3 4 5
39	Ablitiy to critically reflect upon their own values system	1 2 3 4 5
40		1 2 3 4 5
41		1 2 3 4 5
...		1 2 3 4 5

Data on the respondee (anonimous):

1. You are (tick or circle):
   1 pre-primary teacher
   2 primary class teacher
   3 primary subject teacher
   4 secondary teacher (vocational)
   5 secondary teacher (gymnasium)
   6 headteacher (or other managerial staff)
   7 other school staff (pedagog, psychologist)
   8 professor at a higher education institution
   9 assistant at a higher education institution
   10 student at a higher education institution
   11 other (please specify)_____

2. Gender (circle): M F

3. Your age? _____

4. For how long have you been working in education?

   _____

5. Your degree of education (circle):

   1 high school 2 higher vocational school

   3 university

6. To what extend has your initial education helped you develop the competencies you need in practice:

   (please elaborate:)

   not at all very much

   1 2 3 4 5

_____
_____
_____
_____

If you would like to comment on this questionnaire, please do so in the space bellow. If you comment a specific competence, please state the ordinal number of that competence.

_____
_____
_____

THANK YOU FOR RESPONDING TO THIS QUESTIONNAIRE!

APPENDIX B

The results of field research: perceived importance of four domains of teacher competence by country, gender, position, level of education and age.

Country

	Country	Mean	Std. Deviation	N
Self-evaluation and professional development	Bosnia and Herzegovina	4,48	,60	505
	Montenegro	4,51	,54	137
	Croatia	4,46	,50	609
	Macedonia	4,61	,48	363
	Serbia	4,53	,49	373
	Total	4,51	,53	1987
Subject knowledge and teaching	Bosnia and Herzegovina	4,52	,48	505
	Montenegro	4,50	,45	137
	Croatia	4,49	,46	609
	Macedonia	4,62	,45	363
	Serbia	4,57	,39	373
	Total	4,54	,45	1987
Contribution to education development	Bosnia and Herzegovina	4,08	,69	505
	Montenegro	3,96	,66	137
	Croatia	4,00	,57	609
	Macedonia	4,22	,59	363

	Country	Mean	Std. Deviation	N
	Serbia	3,93	,65	373
	Total	4,04	,64	1987
Values and child rearing	Bosnia and Herzegovina	4,55	,48	505
	Montenegro	4,51	,41	137
	Croatia	4,52	,43	609
	Macedonia	4,57	,46	363
	Serbia	4,51	,45	373
	Total	4,53	,45	1987

Gender

	Gender	Mean	Std. Deviation	N
Self-evaluation and professional development	Male	4,44	,58	410
	Female	4,54	,50	1545
	Total	4,52	,52	1955
Subject knowledge and teaching	Male	4,44	,52	410
	Female	4,56	,43	1545
	Total	4,54	,45	1955
Contribution to education development	Male	3,99	,69	410
	Female	4,06	,62	1545
	Total	4,05	,63	1955
Values and child rearing	Male	4,40	,55	410
	Female	4,57	,41	1545
	Total	4,54	,45	1955

Position

	Position	Mean	Std. Deviation	N
Self-evaluation and professional development	Pre-primary school teacher	4,44	,56	242
	Teacher	4,51	,51	268
	Class teacher	4,52	,51	1148
	Headmaster (or similar)	4,46	,70	27
	Expert associates (pedagogues, school psychologists etc)	4,62	,41	87
	Higher education teacher	4,47	,58	72
	Higher education assistants	4,54	,52	69
	Other	4,62	,36	32
	Total	4,51	,52	1945
Subject knowledge and teaching	Pre-primary school teacher	4,40	,51	242
	Teacher	4,64	,39	268
	Class teacher	4,54	,45	1148
	Headmaster (or similar)	4,47	,69	27

	Position	Mean	Std. Deviation	N
	Expert associates (pedagogues, school psychologists etc)	4,62	,38	87
	Higher education teacher	4,53	,49	72
	Higher education assistants	4,52	,41	69
	Other	4,43	,51	32
	Total	4,54	,45	1945
Contribution to education development	Pre-primary school teacher	4,01	,67	242
	Teacher	4,10	,64	268
	Class teacher	4,07	,62	1148
	Headmaster (or similar)	4,03	,77	27
	Expert associates (pedagogues, school psychologists etc)	4,00	,54	87
	Higher education teacher	3,90	,76	72

	Position	Mean	Std. Deviation	N
	Higher education assistants	3,91	,67	69
	Other	3,99	,58	32
	Total	4,05	,63	1945
Values and child rearing	Pre-primary school teacher	4,61	,39	242
	Teacher	4,60	,42	268
	Class teacher	4,52	,46	1148
	Headmaster (or similar)	4,56	,42	27
	Expert associates (pedagogues, school psychologists etc)	4,58	,39	87
	Higher education teacher	4,40	,50	72
	Higher education assistants	4,37	,47	69
	Other	4,63	,32	32
	Total	4,54	,45	1945

Level of education

	Level of education	Mean	Std. Deviation	N
Self-evaluation and professional development	Secondary	4,47	,55	61
	Higher	4,47	,57	632
	University	4,54	,49	1244
	Total	4,51	,52	1937
Subject knowledge and teaching	Secondary	4,57	,53	61
	Higher	4,49	,51	632
	University	4,56	,42	1244
	Total	4,54	,46	1937
Contribution to education development	Secondary	4,10	,66	61
	Higher	4,04	,64	632
	University	4,04	,63	1244
	Total	4,04	,64	1937
Values and child rearing	Secondary	4,63	,45	61
	Higher	4,58	,45	632
	University	4,51	,44	1244
	Total	4,54	,45	1937

Age

	Age	Mean	Std. Deviation	N
Self-evaluation and professional development	Younger than 28	4,54	,47	262
	From 29 to 37	4,54	,48	531
	From 38 to 47	4,51	,52	576
	Older than 48	4,48	,58	534
	Total	4,51	,52	1903
Subject knowledge and teaching	Younger than 28	4,53	,44	262
	From 29 do 37	4,56	,41	531
	From 38 do 47	4,54	,44	576
	Older than 48	4,52	,52	534
	Total	4,54	,46	1903
Contribution to education development	Younger than 28	4,07	,55	262
	From 29 to 37	4,06	,63	531
	From 38 to 47	4,06	,63	576
	Older than 48	4,01	,68	534
	Total	4,05	,64	1903
Values and child rearing	Younger than 28	4,54	,44	262
	From 29 to 37	4,53	,45	531
	From 38 to 47	4,55	,42	576
	Older than 48	4,54	,48	534
	Total	4,54	,45	1903

APPENDIX C
The results of field research: perceived importance of 39 competencies by countries

	Country	Mean
1. Sound knowledge in a subject or a group of subjects	Bosnia and Herzegovina	4,61
	Montenegro	4,67
	Croatia	4,60
	Macedonia	4,73
	Serbia	4,75
	Total	4,66
2. Ability to inspire curiosity and encourage pupils to take initiative and responsibility for thier learning	Bosnia and Herzegovina	4,72
	Montenegro	4,74
	Croatia	4,75
	Macedonia	4,78
	Serbia	4,77
	Total	4,75
3. Commitment to racial equality by means of personal example, through curricular and other activities	Bosnia and Herzegovina	4,61
	Montenegro	4,68
	Croatia	4,57
	Macedonia	4,52
	Serbia	4,54
	Total	4,57
4. Grasp of practical aspects/skills involved with a subject or a group of subjects	Bosnia and Herzegovina	4,57
	Montenegro	4,47
	Croatia	4,56
	Macedonia	4,60
	Serbia	4,58
	Total	4,56

	Country	Mean
5. Ability to develop linguistic and numeric literacy of pupils	Bosnia and Herzegovina	4,55
	Montenegro	4,65
	Croatia	4,55
	Macedonia	4,59
	Serbia	4,59
	Total	4,57
6. Ability to implement in practice the principles of good discipline	Bosnia and Herzegovina	4,51
	Montenegro	4,49
	Croatia	4,46
	Macedonia	4,53
	Serbia	4,49
	Total	4,50
7. Understanding national priorities in education	Bosnia and Herzegovina	3,98
	Montenegro	3,89
	Croatia	4,12
	Macedonia	4,26
	Serbia	3,89
	Total	4,05
8. Ability to implement curricula	Bosnia and Herzegovina	4,53
	Montenegro	4,58
	Croatia	4,44
	Macedonia	4,68
	Serbia	4,51
	Total	4,53

	Country	Mean
9. Readiness to be tolerant towards differences (ethnic, gender, social, cultural, linguistic and religeous)	Bosnia and Herzegovina	4,69
	Montenegro	4,61
	Croatia	4,68
	Macedonia	4,69
	Serbia	4,62
	Total	4,67
10. Readiness to participate in public debates on educational topics by following and participating in the work of relevant bodies at different levels	Bosnia and Herzegovina	3,97
	Montenegro	3,93
	Croatia	3,86
	Macedonia	4,18
	Serbia	3,84
	Total	3,95
11. Dedication to the profession and work with children	Bosnia and Herzegovina	4,71
	Montenegro	4,73
	Croatia	4,66
	Macedonia	4,75
	Serbia	4,76
	Total	4,71
12. Ability to contribute to building pupils' awareness of importance of health and environment protection	Bosnia and Herzegovina	4,52
	Montenegro	4,44
	Croatia	4,53
	Macedonia	4,51
	Serbia	4,47
	Total	4,51

	Country	Mean
13. Ability to prepare and implement lessons in a way that provides continuity and progression in learning	Bosnia and Herzegovina	4,69
	Montenegro	4,66
	Croatia	4,69
	Macedonia	4,71
	Serbia	4,76
	Total	4,70
14. Understanding of the assessment system and familiarity with different ways of assessment	Bosnia and Herzegovina	4,55
	Montenegro	4,49
	Croatia	4,47
	Macedonia	4,62
	Serbia	4,58
	Total	4,54
15. Ability to contribute to prevention of violence in school	Bosnia and Herzegovina	4,63
	Montenegro	4,63
	Croatia	4,62
	Macedonia	4,54
	Serbia	4,60
	Total	4,60
16. Understanding of the laws and authorities in education	Bosnia and Herzegovina	4,15
	Montenegro	4,16
	Croatia	4,11
	Macedonia	4,24
	Serbia	3,99
	Total	4,13

	Country	Mean
17. Ability to establish and maintain positive human relations with pupils, parents and colleagues	Bosnia and Herzegovina	4,67
	Montenegro	4,63
	Croatia	4,69
	Macedonia	4,65
	Serbia	4,68
	Total	4,67
18. Ability to use a spectrum of teaching strategies in accordance with subject, theme and individual pupils	Bosnia and Herzegovina	4,46
	Montenegro	4,37
	Croatia	4,50
	Macedonia	4,60
	Serbia	4,47
	Total	4,49
19. Awareness of the profession's importance and responsibility	Bosnia and Herzegovina	4,64
	Montenegro	4,69
	Croatia	4,66
	Macedonia	4,77
	Serbia	4,72
	Total	4,69
20. Ability to contribute to the creation of climate conducive to learning and development of all pupils	Bosnia and Herzegovina	4,64
	Montenegro	4,57
	Croatia	4,64
	Macedonia	4,66
	Serbia	4,65
	Total	4,64

	Country	Mean
21. Ability to use computer and internet and design their effective use in teaching and learning	Bosnia and Herzegovina	4,26
	Montenegro	4,25
	Croatia	4,13
	Macedonia	4,41
	Serbia	4,17
	Total	4,23
22. Readiness for cooperation with the local community in organising curricular activities (eg. organising practice lessons in a local enterprise)	Bosnia and Herzegovina	4,02
	Montenegro	3,78
	Croatia	3,80
	Macedonia	4,04
	Serbia	3,85
	Total	3,91
23. Readiness to contribute to building pupils' awareness of the need of participation in a democracy	Bosnia and Herzegovina	4,11
	Montenegro	4,06
	Croatia	4,04
	Macedonia	4,24
	Serbia	3,82
	Total	4,06
24. Readiness to participate in school development planning	Bosnia and Herzegovina	4,15
	Montenegro	4,08
	Croatia	4,03
	Macedonia	4,28
	Serbia	4,12
	Total	4,13

	Country	Mean
25. Ability to recognise and adequately respond to gifted pupils	Bosnia and Herzegovina	4,65
	Montenegro	4,72
	Croatia	4,58
	Macedonia	4,68
	Serbia	4,66
	Total	4,64
26. Readiness for cooperation with the stakeholders from health and social institutions	Bosnia and Herzegovina	4,19
	Montenegro	4,18
	Croatia	4,09
	Macedonia	4,25
	Serbia	4,02
	Total	4,14
27. Readiness to contribute to the developement of profession's ethics	Bosnia and Herzegovina	4,54
	Montenegro	4,64
	Croatia	4,46
	Macedonia	4,54
	Serbia	4,46
	Total	4,51
28. Ability to recognise and adequately respond to pupils with learning difficulties	Bosnia and Herzegovina	4,57
	Montenegro	4,80
	Croatia	4,65
	Macedonia	4,62
	Serbia	4,66
	Total	4,63

	Country	Mean
29. Ability to conduct research for education development	Bosnia and Herzegovina	4,19
	Montenegro	4,15
	Croatia	3,97
	Macedonia	4,29
	Serbia	4,08
	Total	4,12
30. Ability to critically reflect on and evaluate their own educational impact	Bosnia and Herzegovina	4,48
	Montenegro	4,49
	Croatia	4,47
	Macedonia	4,58
	Serbia	4,58
	Total	4,52
31. Readiness to cooperate with pedagogs, psychologs and career counciling service	Bosnia and Herzegovina	4,48
	Montenegro	4,50
	Croatia	4,43
	Macedonia	4,57
	Serbia	4,43
	Total	4,47
32. Ability to act as a moral model for children	Bosnia and Herzegovina	4,74
	Montenegro	4,82
	Croatia	4,70
	Macedonia	4,75
	Serbia	4,79
	Total	4,74

	Country	Mean
33. Ability to participate projects in field of education	Bosnia and Herzegovina	4,32
	Montenegro	4,13
	Croatia	4,24
	Macedonia	4,48
	Serbia	4,15
	Total	4,28
34. Commitment to gender equality by means of personal example, through curricular and other activities	Bosnia and Herzegovina	4,51
	Montenegro	4,46
	Croatia	4,46
	Macedonia	4,52
	Serbia	4,37
	Total	4,47
35. Ability to predict new demands on education by labour market	Bosnia and Herzegovina	4,19
	Montenegro	4,22
	Croatia	4,16
	Macedonia	4,16
	Serbia	4,15
	Total	4,17
36. Readiness to take initiative and responsibility for their professional development	Bosnia and Herzegovina	4,50
	Montenegro	4,60
	Croatia	4,43
	Macedonia	4,59
	Serbia	4,54
	Total	4,51

	Country	Mean
37. Ability to use interactive teaching methods	Bosnia and Herzegovina	4,50
	Crna Gora	4,46
	Hrvatska	4,42
	Macedonia	4,64
	Serbia	4,42
	Total	4,48
38. Ability to critically evaluate and adapt curricula	Bosnia and Herzegovina	4,39
	Crna Gora	4,44
	Hrvatska	4,37
	Macedonia	4,65
	Serbia	4,48
	Total	4,45
39. Ablitiy to critically reflect upon their own values system	Bosnia and Herzegovina	4,54
	Crna Gora	4,65
	Hrvatska	4,56
	Macedonia	4,67
	Serbia	4,65
	Total	4,60