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ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
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FACULTY OF EDUCATIONAL SCIENCES



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СОВРЕМЕНОТО ВОСПИТАНИЕ И ОБРАЗОВАНИЕ - СОСТОЈБИ, ПРЕДИЗВИЦИ И ПЕРСПЕКТИВИ

ШЕСТА МЕЃУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –

CONTEMPORARY EDUCATION - CONDITION, CHALLENGES AND PERSPECTIVES

VI INTERNATIONAL SCIENTIFIC CONFERENCE
–PROCEEDING BOOK –



ШТИП, 11 – 12 МАЈ, 2018
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COMPARATIVE OVERVIEW OF PRESCHOOL AND PRIMARY SCHOOL EDUCATION IN THE REPUBLIC OF MACEDONIA AND IN AUSTRIA

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Abstract. The paper provides a comparative overview of pre-school and primary education in the Republic of Macedonia and in Austria. The comparative note starts from the beginning perceiving the situation in which both countries are in terms of: their position, connection, standard of living, education and investment in order to understand better the situation in education in both countries. In the continuation of the paper, a comparison was made of the two educational segments (pre-school and primary education). The comparison starts with the presentation of the character and forms of care and education of children of preschool age to ten- eleven years of age, and, after that, the necessary professional qualification of preschool educational staff and of primary school teachers was presented. Although the Republic of Macedonia and Austria share the same continent, they lie on the same European soil, there are still noticeable differences in pre-school and primary education.

Key words: educational systems, preschool teachers, primary school teachers, professional qualifications.

КОМПАРАТИВЕН ПРИКАЗ НА ПРЕДУЧИЛИШНОТО И ОСНОВНОТО ОБРАЗОВАНИЕ ВО РЕПУБЛИКА МАКЕДОНИЈА И АВСТРИЈА

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Апстракт. Трудот дава компаративен преглед на предучилишното и основното образование во Република Македонија и Австрија. Компаративната нота започнува уште од самиот почеток, насочувајќи го погледот кон согледувањето на ситуацијата во која се наоѓаат и двете земји во однос на: нивната поставеност, поврзаност, животен стандард, образование и инвестирање заради подобро разбирање на ситуациите во образованието во двете земји. Во продолжение на трудот направена е споредба на двата образовни сегменти (предучилишното и основното образование). Споредбата започнува со прикажување на карактерот и облиците на згрижување и образование на децата од предучилишна возраст до десет – единаесет годишна возраст, а потоа ја прикажавме потребната професионална квалификација на образовниот кадар кој работи во предучилишните установи и на одделенските наставници. Иако Република Македонија и Австрија го

делат истиот континент, лежат на истото Европско тло, постојат забележителни разлики во делот на предучилишното и основното образование.

Клучни зборови: образовни системи, воспитувачи, одделенски наставници, професионални квалификации

1. Introduction

The Republic of Macedonia and Austria share the same continent and they lie on the same European ground. Geographically they are not distant, but are they only geographically close or they are also close in relation to other characteristics?

The perception of the situation in which both countries are in terms of their placement, connection, life, standard, education and investment is important for better understanding and in some way "justification" of data and situations in education.

Table 1. Some features of the Republic of Macedonia and Austria

Characteristics	The Republic of Macedonia	Austria
Population	2 022 547 (2002) Census 2 073 702 (2016) population estimation	8 764 540 (2016)
Population by age (2015)	16.7% (0-14) 70.5% (15-64) 12.8% (65+)	14.3 % (0-14) 67.3% (15-64) 18.5% (65+)
Surface Area	25 713 km ²	83 879 km ²
State governance	Unitary state	Federal Republic, 9 provinces: Vienna, Lower Austria, Upper Austria, Styria, Tyrol, Carinthia, Salzburg, Vorarlberg, Burgenland
Countries with which it borders	Serbia (and Kosovo) (north) Bulgaria (east) Greece (south) Albania (west)	Czech Republic and Germany (north), Hungary and Slovakia (east), Slovenia and Italy (south), Switzerland and Liechtenstein (west)
EU	Status of Candidate for a member state of the European Union (2005)	EU member (1995 year)
GDP	527 631 million denars (2014) 598 881 million denars (2016)	333,06 billion euros (2014) 353,30 billion euros (2016)
GDP per capita	4 141 euros (2014)	38 980 euros (2014) 41 970 euros (2017)
Average salary	24 025 denars 390 euros (2018) net salary	2 009 euros (2017)
Unemployment rate	23.7 (2016) 22.4 (2017)	5.4 (Q4-2017)

Source: Censuses. Area, households and population according to censuses, 2017, p. 59; Macedonia in numbers 2017, p.9,12, 24; Average monthly net wage paid per employee, January 2018, p.2; Statistical Review: Population and Social Statistics, 2016, p.12; Gross domestic product of the Republic of Macedonia in 2016, 2017, p. 1; <https://www.sobranie.mk/r-makedonija-na-pat-kon-eu.nspj>; European Union. Austria, Overview; Statistics Austria, Total

population; Statistics Austria, Gross Domestic Product and Main Aggregates; Austria. Data, Figures, Facts, 2017/18, p.6, 8, 22, Reinis Fischer, 2017, Average Salary in European Union 2017; OECD Data, Unemployment rate Austria; Active Population in the Republic of Macedonia Results from the Labour Force Survey, 2017, p. 1.

Regarding the population, Austria is four times more numerous than the Republic of Macedonia. According to the number of inhabitants, the Republic of Macedonia can be equated with the three provinces Burgenland, Salzburg and Styria together (Austria. Data, Figures, Facts, 2017/18, p. 6).

The young population (0-14 years old), which is actually the pre-school and primary school population in the Republic of Macedonia and the population of pre-school age and age of compulsory education in Austria in the last 10 years (2006-2016) is declining in both countries. In Austria for 1,6%, and in the Republic of Macedonia for 2,8% (Eurostat Statistics Explained, Population age structure by major age groups, 2006 and 2016).

The territory of Austria is more than three times bigger than that of the Republic of Macedonia. The Republic of Macedonia, by surface, can be compared with Styria and Carinthia together (Austria. Data, Figures, Facts, 2017/18, p. 6).

Austria's twenty-three-year membership in the European Union and the physical borders with highly developed European countries gives preference to a greater opportunity for development, unlike the Republic of Macedonia which is not yet a member of the EU (Status of EU Member State candidate since 2005) and which borders with countries that are developing.

By measuring the standard of living per GDP per capita for 2016, Austria is ranked 10th in Europe and 15th in the world, while the RM is at number 38 in Europe and 96th in the world (IMF, 2017).

2. Educational system in the Republic of Macedonia and Austria

Austrian education system is organized in 5 stages: early childhood education and care (kindergarten), primary education, secondary education (low level), secondary education (high level) and tertiary education (Nusche, D. et al, 2016, стр. 44).

In the Republic of Macedonia, the education system is organized in 4 stages: pre-school education and care, primary education, secondary education and tertiary education.

The World Bank's data on government expenditure on education as% of GDP show that in 2014 government expenditure for education (latest available data) amounts to 5.5% of GDP. For the Republic of Macedonia, the latest available data here are from 2002 when the government expenditure on education was 3,3% of GDP. These data show a decrease in government expenditures in the Republic of Macedonia, compared to 1992 when they amounted to 4.98% of GDP (The World Bank, Government expenditure on education, total (% of GDP).

Table 2. Compulsory Education, coverage by level of education and financing of education in the Republic of Macedonia and Austria

		Macedonia	Austria	
Compulsory Education	Starting age	5 years + 7 months (ISCED 2011 level 1)	5 (ISCED 2011 level 0) 6 (ISCED 2011 level 1)	
	Ending age	19 years + 6 months	15 ³⁸	
	Duration (in years)	13	10	
Coverage in pre – school and in primary education	Pre-school education	18.53 % (0-6years) ³⁹ (2014/15) 31.6% (3-6 years) (2014)	25.4 % (0-2 years) (2016) 93.4% (3-5 years) ⁴⁰ (2016)	
	Primary education	93.71 % (6-14 years) ⁴¹ (2016/17)	98% (5-14 years) (2012) All levels	
Budget for education (2013)		4.4% from GDP	5.55 % from GDP	
Distribution of the budget for pre-school and primary education (% of Б/П)⁴²	Preschool and primary education	0.21	Preschool education	0.47
			Primary education	0.91

Source: Compulsory Education in Europe 2017/18 p. 4; UNESCO, Expenditure of education as % of GDP (from government sources); Budget of RM for 2013, p. 74; Kinder in Kindertagesheimen 2016/17 im Vergleich zu 2006/07; Primary, lower secondary and upper secondary schools at the beginning of the school year, 2016/2017, p.11; Net rate of Coverage in institutions for care and education of children - kindergartens / centres for early childhood development; OECD,2014 p.312;

³⁸Up to 18 years of age they have additional compulsory part-time education

³⁹Net rate of Coverage in institutions for care and education of children - kindergartens / centers for early childhood development

⁴⁰ Incl. Early school-age five-year-olds in schools.

⁴¹ Net enrolment rates in primary and lower secondary education

⁴²The residual, which appears as the difference between the total percentage of funds allocated for education in relation to GDP and the sum of the separate categories of allocation of the

2.1 Care and education of preschool children

The care and upbringing of preschool children in the Republic of Macedonia is of a non-compulsory nature, and in Austria, since September 2010, only the inclusion of 5 year old children in kindergartens started to be compulsory (it is compulsory to include children who should start with school after one year, *and their stay in kindergartens lasts for at least 4 days a week (16 - 20 hours - half a day)* (EC, EURYDICE, 2016, Admission Requirements and Choice of ECEC Institution; Federal Ministry of families and youth, bmfi, Child care in Austria). In the academic year 2016/2017, a mandatory counselling session started for parents whose four-year old children are still not in kindergarten (Eurydice, Austria, Early Childhood Education and Care).

- Care of pre-school children in the Republic of Macedonia can be performed by:
 - *Legal entities (kindergartens* (from 9 months up to 6 years, school children can be included 6-10 years), *Centre for Early Childhood Development* (3 – 6 years) and *agencies providing services for care of pre-school children* (for certain activities for the activity for care and upbringing of children from preschool age up to 6 years and 6 to 10 years)) and
 - *Individuals* (Law for Child Protection. Consolidated Text, 2017, pp 5,20,23,25,28).

- In Austria, some of the forms of child care are:
 - *Crèche (crèches)* – for children under the age of three;
 - *Kindergartens (kindergartens)* – from 3 years to starting school
 - *Children's groups (Kindergruppen)* – groups of children of different ages with a high degree of parental involvement;
 - *People who care for children (childminders)*– primarily care for small children, together with their children in a private home,
 - *Day homes* – care for compulsory education students after completing their classes and on days when they do not attend school (European Commission / EACEA / Eurydice, Early Childhood Education and Care Systems in Europe, 2015, crp.32; Federal Ministry of families and youth (bmfi), Child care in Austria; The Austria Education system, Kindergarten).

In recent years both Austria and the Republic of Macedonia have seen an increase in the coverage of children in kindergartens. In the Republic of Macedonia, in the period from 2005/06 to 2014/15, the coverage of children in institutions for care and education of children (0-6 years) is increased by 6.17% (State Statistical Office, 2016, Institutions for care and upbringing of children, p. 9). In Austria, in the period

Education Budget for the MK, ie the Governmental costs for education of the AT, is due to the additional categories for which certain funds are allocated, and are not taken into account in this analysis (eg for MK, Education which is not by level, Research - Education and Other Functions of Education)

from 2005 to 2013, there is a 23.8% increase in the coverage of three-year-old children in kindergartens and an increase of 8.5% in the coverage of four-year-old children in kindergartens. (Nusche et al, 2016, p. 44).

In addition to the individual monitoring of the coverage of children in pre-school institutions, it is also important to present the data for comparison of the two countries with regard to the participation rates of children aged 3-7 years in both levels ISCED 0 (early childhood education) and ISCED 1 (primary education). Considering that in Austria the last year in kindergartens is obligatory, we will only make a comparison for the participation of children aged 3 and 4 at the ISCED level 0. The differences in the level of participation of three and four-year-old children at ISCED level 0 in the Republic of Macedonia and Austria are significantly high. In this respect, the Republic of Macedonia is far lower on the scale compared to Austria.

Table 3. Participation rates in ISCED 0 and ISCED 1 for the reference year 2012 in Republic of Macedonia and Austria

Reference year 2012 (%)	3 years old		4 years old		5 years old		6 years old		7 years old	
	AT	MK	AT	MK	AT	MK	AT	MK	AT	MK
ISCED 0	65.0	24.4	90.9	24.5	96.5	29.1	38.2	10.2	1.7	0.1
ISCED 1	(-)	(-)	(-)	(-)	0.1	9.0	58.6	94.9	96.7	95.5

Source: Early Childhood Education and Care Systems in Europe: National Information Sheets – 2014/15, p. 34-48.

2.2 Primary education in the Republic of Macedonia and Austria

The Republic of Macedonia has compulsory nine year⁴³ *primary education* organized in three educational periods: first period - first to third grade (6-9 years), second period - fourth to sixth grade (9-12 years) and third period - seventh to ninth grade (12-15 years) (Primary Education Law – Consolidated text, 2017, p. 2).

Primary education (Volksschule) in Austria is compulsory and lasts four years (covers children aged 6 to 10 years) (EP – Nuffic, 2015, p.6). In both countries, students are entering compulsory education at the age of 6, in Austria, children who have completed 6 years by 31 August have an obligation to attend school as of 1st of September in the same year (BMBF, 2015/2016, p. 6), while in the Republic of Macedonia children can start school from 1st of September with less than 6 years (those children who will turn 6 by the 31st of December in the same calendar year can be enrolled) (Primary Education Law. Consolidated text, 2017 p. 21). At the request of the parent, children can enrol earlier in school both in Austria and in the Republic of Macedonia, In Austria, prior to the inclusion of children in primary school, their school maturity is checked. If children are not mature enough, they are admitted to pre-school level (pre-primary school / Vorschulstufe, VSS) one or two years, depending on the

⁴³Nine year compulsory primary education started from 2007/08 year, until then primary education lasted for 8 years, organized in two periods (Official Gazette of the Republic of Macedonia, 51/2007).

time required for inclusion in the regular primary school (BMBF 2015/2016, p. 4). (Nusche, D. et al, 2016, p. 44) In the Republic of Macedonia, the enrolment of the child in the first grade can be postponed for one year if the child is not ready to go to school (Primary Education Law. Consolidated text, 2017 p.21). Unlike the Republic of Macedonia, when the students at the age of 15 make the first choice of secondary education, in Austria, after completing the four-year primary education, the students together with their parents make the first choice of lower level of secondary education (Unterstufe).

3. Professional qualifications of the educational staff working in pre-school institutions and of the primary school teachers

According Litjens and Taguma, in the survey conducted by the OECD (as cited in Structural Indicators on Early Childhood Education and Care in Europe – 2016, p. 11), it is emphasized that there is strong evidence that suggests that better-educated staff are more likely to provide high-quality teaching approaches and stimulating learning environments, leading to better learning outcomes. What education future pre-school and primary school teachers in Republic of Macedonia and Austria are required to gain was the next question in the paper. In the continuation of the paper there is a review of the professional qualifications of the educational staff working in pre-school institutions and of the primary school teachers in the Republic of Macedonia and Austria.

3.1 Professional qualifications of the educational staff who works in the pre-school institutions

The historical development of the training of pre-school teachers in the Republic of Macedonia was moving from high school level (Decree on the School for Teachers of Preschool Children, 34/1950, p. 258), through preparation within the Pedagogical Academy (Decision for confirming the decision to open a department for upbringing at the Pedagogical Academy "Goce Delchev" - Shtip, 24/1971, p. 423), and since 1995 until today, the preparation of pre-school teachers is at university level. Today, the preparation of pre-school teachers is carried out at 5 higher education institutions, within four state universities, four-year studies in the study programs for preschool education and after completing the studies, students acquire 240 ECTS.

In the Republic of Macedonia, the following persons can work as pre-school teachers of children aged from two to six years: before starting school, a person who has acquired graduated teacher of pre-school education, graduated teacher of pre-school children, graduated pedagogue for pre-school education – acquired 240 ECTS or completed higher education VII/1 level or with completed appropriate post-secondary education for pre-school teacher and valid license for pre-school teacher (Law for child protection. Consolidated text 2017, p. 50-51).

The historical development of the initial preparation of pre-school staff in Austria was in the following direction: this preparation was carried out in specialized training institutions with a duration of one year in 1872, to an increase of 5 years of secondary education - a high level since 1985. To date it has been retained "five year upper secondary level professional education/ training (14 to 19 years i.e. after completing 8 years of schooling) for work in kindergartens" (Oberhuemer, Schreyer & Neuman, 2010, p.24). It is about "5-year non-academic training (i.e. a vocational

education below university level) at one of 29 vocational schools“ (Smidt, 2018, p. 625-626). For candidates (19 or 20 years old) who have a higher education entry at the beginning of their training (graduation), additional shortened two-year and three-year training versions are provided (Smidt, 2018, p. 625-626). These two ways of getting a title Kindergarten pedagogue are given in the following table. These individuals are able to work with children from 3 to 6 years of age, and with additional training courses they can be trained and work with children under 3 years of age.

Title: Kindergartenpädagogin (Kindergarten pedagogue)
Profile: Early childhood professional

Professional studies	Fields of work
<p>Two professional study routes:</p> <p><i>Route 1:</i></p> <p>Entry requirements: Successful completion of 8 years schooling plus aptitude test</p> <p>Professional studies: 5 years upper secondary vocational college for kindergarten pedagogy ISCED 4A (See Glossary at end of Appendix for definition of ISCED.)</p> <p>Awards: (1) University entrance qualification; (2) Qualified status as kindergarten pedagogue</p> <p><i>Reife- und Diplomprüfungszeugnis der Bildungsanstalt für Kindergartenpädagogik</i></p> <p><i>Route 2:</i></p> <p>Entry requirements: University entrance qualification plus aptitude test</p> <p>Professional studies: 2 year post-secondary course of study at vocational college for kindergarten pedagogy in an affiliated Kolleg ISCED 4A</p> <p>Award: Professional diploma and qualified status as kindergarten pedagogue</p> <p>Notes: In both routes it is possible since 1999 to study extra course modules specialising in work with under-threes. Students who choose this extra qualification gain an official award as kindergarten pedagogue with supplementary training in work with under-threes (<i>Reife- und Diplomprüfung für Kindergärten und Erweiterungsbildung Früherziehung</i>)</p>	<p>Kindergarten Kindergarten 3 to 6 year olds</p> <p>Mixed age group Altersgemischte Gruppe 2 to 6 year olds or 2 to 10 year olds (mostly located in kindergartens)</p> <p>Infant-toddler centre Kinderkrippe 0 to 3 year olds</p>

Figure 1. Profile: Early childhood professional
 Source. (Oberhuemer, Schreyer & Neuman, 2010, p.24).

Regarding the legislation on pre-school education in Austria, only vocational education of pre-school staff is regulated at the federal level, while the pre-school system is regulated at the level of the nine federal states in Austria, which means that there is no unified legislation on pre-school education (Smidt, 2018, p. 625-626).

Today's initial preparation of staff in pre-school institutions in Austria is at a lower level compared not only with the Republic of Macedonia, but also with several EU countries and compared to the set international standards. The low level of initial preparation of pre-school staff in Austria is discussed in numerous documents, and at the same time the idea of raising the initial education of pre-school staff on a higher level (raising at the tertiary level and simultaneously approaching the preparation of the primary school teachers) (Oberhuemer, Schreyer & Neuman, 2010, p.19).

The preparation of preschool staff in Austria is organized in such a way that 25% of the teaching units are covered by pedagogy, inclusive education, didactics, practical application, management, law, scientific work, while the remaining teaching units are aimed at acquiring general education and for personality development (Smidt, 2018, p. 625-626).

In Austria, there is no requirement for one member of the staff in the group of children (children under the age of 3 years and for working with children over 3 years) to have at least three years' tertiary education. On the other hand, the Republic of Macedonia belongs to the group of European countries where there is a requirement that at least one member of the staff in the group (in a group with children 3 and over 3 years of age) should have tertiary education in the educational sciences. Below is a

picture of the situation in the countries of Europe (2015/16) when it comes to the requirement – that at least one member of the staff in the group of preschool children has a tertiary qualification in the field of education (minimum 3 years, ISCED 6)



Country-specific notes

Germany: The vocational training for kindergarten teachers is classified as ISCED level 6, which includes programmes at Bachelor's or equivalent level.

France: For children under 3 in *crèches et autres structures collectives*, no qualified staff member is required in settings catering for up to 24 children. In settings with 25 to 49 children, at least a 0.5 post must be held by a staff member with a tertiary qualification in education (minimum 3 years ISCED 6) is required. In settings with 50-69 children, a full post must be held by a staff member with this level of qualification. At least a 0.5 additional tertiary level post must be provided for each group of up to 20 children. For all children attending *école maternelle* (from age 2), at least one full-time post must be held by a staff member with a tertiary qualification in education for each group.

Netherlands: Only in settings for children of 4 years and over.

Source. Structural Indicators on Early Childhood Education and Care in Europe – 2016, ctp. 12

Figure 2 Requirement for at least one staff member per group of children in ECEC to have a tertiary qualification in education (minimum 3 years ISCED 6), 2015/16

3.2 Professional qualifications of a primary school teacher

In accordance with the Primary Education Law in the Republic of Macedonia, teaching from the first to the fifth grade can be realized by a primary school teacher or a pedagogue. Only in the first grade, teaching can be realized also by a pre-school teacher. From the first to the fifth grade, subject teachers are also included in certain subjects (Primary education law, Consolidated text, 2017, p. 18).

Initial education of primary school teachers in the Republic of Macedonia, and of primary school teachers in Austria is within the framework of higher education in both countries. The difference is that in Austria, teachers in primary education are preparing at University Colleges for Teacher Education, which are not within Universities, but are allocated separately, while in Macedonia primary school teachers, pedagogues, pre-school teachers are prepared at faculties within universities.

There is a difference in the fact that in Austria there are also private and state institutions that prepare teachers in primary education, while in the Republic of

Macedonia there are only faculties within the state universities that prepare primary school teachers.

In the Republic of Macedonia, the preparation of primary school teachers is done through the organization of study programs with a duration of four years (240 ECTS). In addition to the first cycle of studies, in the Republic of Macedonia primary school teachers have the opportunity to continue to the second and third cycle of studies.

Until the school year 2015/16, in Austria primary school teachers were trained in a three-year study program (180 ECTS). From the academic year 2015/16, in Austria the minimum length of studies for primary school teachers is 4 years (undergraduate) and 1 - 1.5 year (Master's Degree) (BMBF, 2014, p. 27; BMBF, 2016/17, p. 27). This new situation at the Universities of Teacher Education in Austria requires and entails strengthening of the workforce that prepares future teachers (Nusche, 2016, p. 28).

Table 4. The levels of public and private colleges for teacher training

University colleges for teacher education	
Public university colleges for teacher education	Private university colleges for teacher education
undergraduate and master's programs for teacher training for primary school level first to fourth grade	undergraduate and master's teacher training programs for the primary level or
undergraduate and master's programs for teacher training for secondary level (general education) - in cooperation with universities	undergraduate and master's programs for teacher training for secondary level (general education) - in cooperation with universities
special undergraduate programs and undergraduate and master's programs for teacher training for the secondary level (vocational education) - at some University Colleges of Teacher Education	

Source: (Wadsack-Köchel & Kasparovsky 2016, pp 70 -71, BMB, 2016, pp 28-29)

In Austria there are 9 state University colleges for teacher education (one in each province) and 8 private institutions most supported by the church (5 private university colleges for teacher education and 3 private training programs) (Wadsack-Köchel, Kasparovsky, et al, 2015, p. 48-49).

In the academic 2014/15 year, at the University Colleges for teacher education there were about 8% of the total number of higher education students in Austria (Statistics Austria, 2017, p. 32).

The very position of the institutions in Austria as the University Colleges of Teacher Education, entails a different organization in their leadership, unlike the situation in the Republic of Macedonia. Bodies of the University for Teacher Education in Austria are: the University Council (Hochschulrat), the rectorate, the rector, and the commissions for programs (Studienkommission). The Rector is the immediate superior of the staff. Besides the rector, there are up to two vice rectors. The Rector and the Vice Rector are nominated by the University Council and appointed by the Minister (BMUKK, 2007, p.2, Kasarovsky, 2015, p. 50-51).

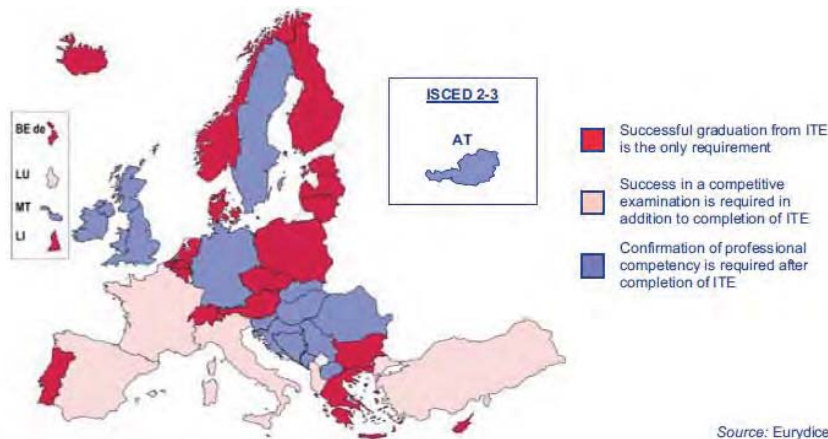
In the Republic of Macedonia, the University Senate, the Rector, and the Rector's Office are the organs of the university, and the University Council is the body of the university. The Faculty as a unit of the university has the following bodies: Teaching-Scientific Council, Dean and Dean's office. The Rector is elected by the full professors and scientific advisors. The University can have one or more vice rectors and they are selected from the persons selected in teaching-scientific and scientific titles from the units of the university. The Dean is chosen from the ranks of the full-time and part-time professors of the given unit. The vice – deans are proposed by the Dean, and one faculty may have one or more Vice-Deans Law on Higher Education, Consolidated text, 2016, pp 27, 29, 33, 36).

Another segment to which attention is paid in this paper is the requirements that need to be fulfilled (in addition to the initial education) in order to become teachers who are fully qualified for the profession. In the Eurydice Report, 2018, in nearly half of the countries surveyed, the successful completion of initial teacher education is the only condition for becoming a qualified teacher. In these countries, the diploma shows not only the level of education that the individual has achieved, but also their acquired teaching abilities.

When it comes to the situation in the two countries Austria and the Republic of Macedonia, the data indicate that:

In Austria, the successful completion of the initial education of the teachers is the only condition for primary school teachers (ISCED 1).

In the Republic of Macedonia, upon completing the studies, apprentices' teachers should complete their apprenticeship for one year and pass the professional exam (Teaching Careers in Europe: Access, Progression and Support. p. 32-36).



Country-specific notes

France: Information presented in the Figure relates only to ITE students who succeed the competitive examination the first time.
Austria: Confirmation of professional competency only concerns teachers in *Allgemeinbildenden höheren Schulen* (ISCED 2-3).
Liechtenstein: As all teachers are trained abroad, graduates from ITE have to satisfy additional requirements. Starting a new position they are appointed on a provisional basis for three years. During this provisional arrangement teachers are required to attend introductory courses focusing on various Liechtenstein-specific topics. At the end of this period, teachers have to pass a test on these topics and demonstrate that they meet the performance criteria for the post.

Source. Teaching Careers in Europe: Access, Progression and Support. p. 32
 Figure 3: Official requirements for becoming a fully qualified teacher in primary and general secondary education (ISCED 1-3), 2016/17

4. Conclusion

Following the comparative analysis of segments of pre-school and primary education in the Republic of Macedonia and Austria, there is a noticeable range of differences. In addition to the differences in terms of investment in education, there are also differences in all analysed segments. Austria has a significantly larger coverage of three- and four-year-old children in kindergartens, unlike Macedonia. In this context, it is also positive to hold compulsory counselling for the parents of four-year-old children who do not attend kindergartens in Austria (a way to increase the inclusion of children in kindergartens), as well as the compulsory character of the last year in the kindergarten. On the other hand, in the Republic of Macedonia, the educational preparation of pre-school staff is at a higher level (four-year academic studies), despite the initial education in Austria, which has not yet entered university, but is at secondary school level. Significant differences exist when it comes to primary school teachers. The initial education of primary school teachers in the Republic of Macedonia is carried out within teachers training faculties, through attending four-year study programs with a total of 240 ECTS. In Austria, recently, the preparation of primary school teachers lasts four years, within the framework of separate University Teacher Education Colleges.

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