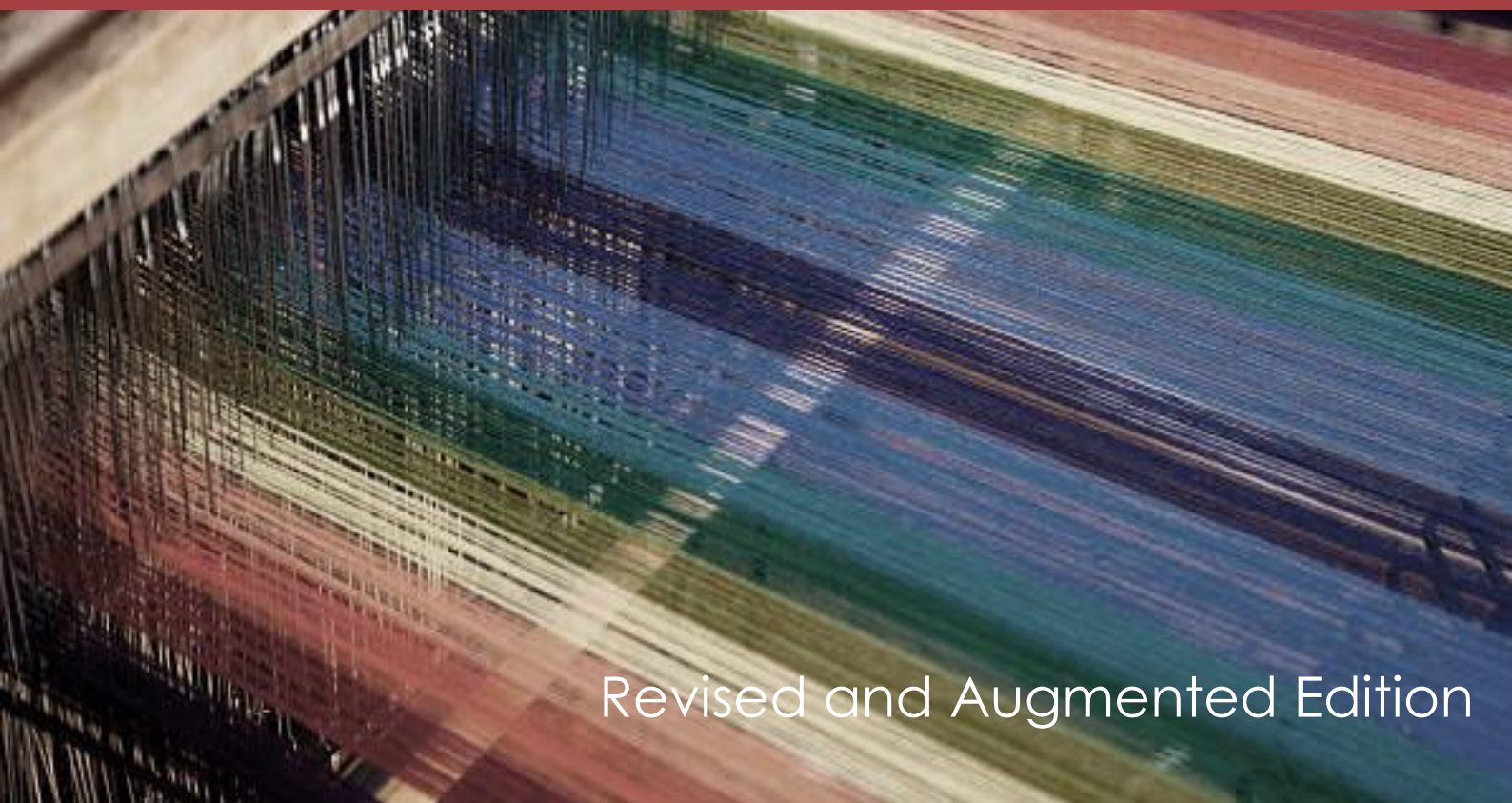


INTERNATIONAL
HANDBOOK
OF TEACHER EDUCATION
WORLDWIDE

1
VOL

K.G. KARRAS - C.C. WOLHUTER (eds)



Revised and Augmented Edition

Introduction
MICHAEL APPLE

Scientific Advisor of the Edition

PELLA CALOGIANNAKIS

NICOSIA 2018

INTERNATIONAL
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INTERNATIONAL HANDBOOK
OF TEACHER EDUCATION
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EDITORS

K.G. KARRAS
C.C. WOLHUTER

Introduction

MICHAEL APPLE

SCIENTIFIC ADVISOR OF THE EDITION

PELLA CALOGIANNAKIS

ΕΚΔΟΣΕΙΣ

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Απαγορεύεται η αναδημοσίευση και γενικά η ολική, μερική ή περιληπτική αναπαραγωγή και μετάδοση έστω και μίας σελίδας του παρόντος βιβλίου κατά παράφραση ή διασκευή με οποιονδήποτε τρόπο (μηχανικό, ηλεκτρονικό, φωτοτυπικό κ.λπ. – Νόμος 2121/93, άρθρο 51). Η απαγόρευση αυτή ισχύει και για δημόσιες υπηρεσίες, βιβλιοθήκες, οργανισμούς κ.λπ. (άρθρο 18). Οι παραβάτες διώκονται (άρθρο 13) και τους επιβάλλονται κατάσχεση, αστικές και ποινικές κυρώσεις σύμφωνα με το νόμο (άρθρα 64-66)

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Teacher Education in F.Y.R.O.M¹

Natasa Angjeleska²
Kiril Barbareev³

Contextual background

Geography

The Republic of Macedonia is situated on the Balkan Peninsula stretching over a territory of 25,713 square kilometers, it is a country situated in southeastern Europe with geographic coordinates 41°50'N 22°00'E. bordering Kosovo and Serbia to the north, Bulgaria to the east, Greece to the south and Albania to the west. Macedonia is a country at the cross-roads of South Eastern Europe and it is a country of nature, the cradle of culture and crossroads of civilizations, a unique blend of ancient and modern, offering a rich multicultural experience.

Macedonia has unique climate explained by its location and topography. The climate of the plains is extraordinary - Mediterranean climate combined with the influence of the Black Sea. The country also holds continental characteristics, which are accentuated by the mountains in the south which prevent hot air from the south to move to the north. Conversely, the Šar Mountains, which are located in the northwestern part, block cold northern winds. In whole, the northern and western parts of the country are relatively close to Continental climate and the southern and eastern to Mediterranean climate. The average annual temperature of the air is 11.5 °C (53 °F), but the plains experience higher temperatures, 15 °C (59 °F). The warmest month is July, which has an average temperature of 22.2

°C (72 °F) and the coldest is January, with a temperature of 0.3 °C (33 °F).

Macedonia is a landlocked country that is geographically clearly defined by a central valley formed by the Vardar River and framed along its borders by mountain ranges. The country is a major transportation corridor from Western and Central Europe to Southern Europe and the Aegean Sea. Macedonia has three major natural lakes: Lake Ohrid, Lake Prespa and Lake Dojran. It has a water area of 857 km², while its land area is 24,856 km².

The flora of Macedonia is represented with around 210 families, 920 genera, and around 3,700 plant species. The most abundant group are the flowering plants with around 3,200 species, which is followed by mosses (350 species) and ferns (42). The territory of the Republic can be subdivided into four ecoregions: the Pindus Mountains mixed forests, Balkan mixed forests, Rhodopes mixed forests and Aegean sclerophyllous and mixed forests.

The fauna of Macedonian forests is abundant and includes bears, wild boars, wolves, foxes, squirrels, chamois and deer. The lynx is found, although very rarely, in the mountains of western Macedonia, while deer can be found in

the former Yugoslav Republic of Macedonia¹

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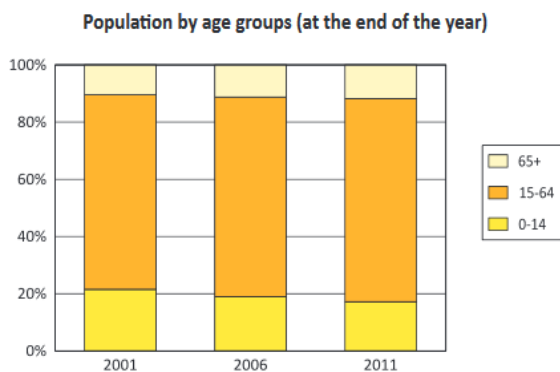
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the region of Demir Kapija. Forest birds include the blackcap, the grouse, the black grouse, the imperial eagle and the forest owl.

Demography

Although Macedonia is a young state which became independent in 1991, its roots run deep in the history. The name "Macedonia" is in fact the oldest surviving name of a country in the continent of Europe. Archaeological evidence shows that old European civilization flourished in Macedonia between 7000 and 3500 BC. Macedonia is located in the center of the Southern Balkans, north of ancient Greece, east of Illyria, and west of Thrace. The ancient Macedonians were a distinct nation, ethnically, linguistically, and culturally different from their neighbors. The origins of the Macedonians are in the ancient Brygian substratum which occupied the whole of Macedonian territory and in Indo-European superstratum, which settled here at the end of the 2nd millennium. (<http://www.historyofmacedonia.org/ConciseMacedonia/ShortHistory.html>)

According to the data from the last Census of Population, Households and Dwellings in 2002, the Republic of Macedonia had 2.022.547 inhabitants. According to population estimates (at 30.06.2014), the Republic of Macedonia has 2 067 471 inhabitants, and the population density is 80.4 inhabitants per km².



As regards population ageing, in 2014, the participation of the young population (age group 0-14) in the total population was 16.8%, and the participation of the old population (age group 65 and over) was 12.5%.

In 2014, 8 260 persons changed their place of residence within the Republic of Macedonia, and net migration was 1 699 persons.

Social system

The ethnic structure in Macedonia is as follows: 64.17% are Macedonians, 25.17% Albanians, 3.5% Turks, 2.66% Roma, 0.48% Vlachs, 1.78% Serbs, 0.84% Bosnians and 1.04% belong to other ethnic groups.

The Macedonian language, written using its Cyrillic alphabet, is the official language in the Republic of Macedonia. In the units of local self-government where the majority of the inhabitants belong to a nationality, in addition to the Macedonian language and Cyrillic alphabet, their language and alphabet are also in official use, in a manner determined by law. In the units of local self-government where there is a considerable number of inhabitants belonging to a nationality, their language and alphabet are also in official use, in addition to the Macedonian language and Cyrillic alphabet, under conditions and in a manner determined by law. The Constitution guarantees a multitude of rights related to education and to the use of language in municipalities populated by a substantial number of the members of national minorities.

Such research does aid mapping out the general context in Macedonia after its independence in 1991, when society embarked on political, social and economic changes. The transformation of the socio-economic-political system resulted in high unemployment rates, lower living standards, and increased exposure to vulnerability of many of its citizens. The World Bank reports that almost one quarter of Macedonia's population lives in poverty.

But, the numbers according to other sources are higher, reaching 30.9%. The percentage of unemployment in 2015 has been calculated to reach 25.5%. Women earn 12.5% less for work of equal value, and the gap increases as the education level decreases; namely, it goes up to 28.4% for persons without formal education or with primary education. Women are paid 17.3% less than men for jobs of equal value, with the same levels of experience and education.

The socio-economic status of families determines the distribution of students into respective types of schools. Namely, schools for qualified workers are represented by students whose families have the lowest socioeconomic status, i.e. their social origin is those of workers (53.2%) and farmers (22.6%), while on the opposite end are high schools whose students (over two thirds - 68.5%) are from families with the highest socioeconomic status – belonging to intellectual and managerial circles. Secondary technical and secondary vocational schools in this regard are in the middle between schools for qualified workers and high schools, maintaining stratification balance in education.

The socioeconomic status of families also significantly affects higher education: the participation of students with a relatively low socioeconomic status (agricultural origin) in our country is around 10%, and the participation of students with a low socioeconomic status of the family (workers origin) is about 25-27%, while the share of students whose families have the highest socioeconomic status is about 50-55%.

Economy

Macedonia is a developing country. Macroeconomic stability follows Macedonia for almost a decade. The rate of economic growth shows a positive trend. The growth of the Macedonian economy is generated by industrial production growth and increased foreign investment. The growth of foreign investment has the greatest impact on improving the current account of the balance of payments and it contributed to historically lowest current account deficit of the balance of payments this year. The improvement in the current account of the balance of payments contribute to reduce pressure on the foreign exchange market, which further helped the Central Bank to maintain the fixed exchange rate as one of the main indicators of macroeconomic stability.

The increase in production capacity in technological industrial development zones contributed to reduce unemployment, which has a multiple effect on the growth of aggregate demand, and thus stable growth of the economy. Every year Macedonia is realizing growth in exports of tradable goods, which contribute to growth of industrial production, which gives economic base that will allow rise of income and welfare for the future generations. The economic growth is largely generated by the growth of the components that do not include private consumption.

The introduction of VAT (value added tax) increased tax income which had a positive impact on reducing the gap between public revenue and expenditure. But, VAT as socially regressive, is affecting poor people. In order to reduce the regressivity of the tax system and to increase fairness in the redistribution of income, in 2006 were made legislative changes that provoke personal income tax and tax on profits of companies to be calculated on a proportional tax rate of 10%. Despite the criticism of the concept of proportional taxation, Macedonia has proven that this is very effective measure which do not initiate decline in tax revenues.

Most of the products from Macedonian economy have low level of finalization, meaning low added value of products. Due to the low value-added income people have a low level of income. For these reasons the Ministry of Finance adopted a program which will start conducting an aggressive strategy to attract foreign investment. They are oriented towards the production of products with high added value and use far more productive technology. Increasing the productivity of the economy may lead to a significant increase in the country's aggregate supply, causing our companies to become more competitive on the world markets of goods and services, these companies will increase foreign demand for our products, which is an important driver of growth of our economy without no inflationary pressures on the domestic currency.

Political system

Three occasions represent cornerstones in the constitutional development of the Republic of Macedonia: The first one is the Ilinden Uprising of the Macedonian people against Ottoman Empire (on St. Elia's Day, August 2nd) in 1903. Then the Krushevo Republic - the first republic in the Balkans and the first independent state of the Macedonian nation was established. The second occasion was the struggle of the Macedonian nation for national liberation during the Second World War (1941-1945). And finally, the third occasion is the process of getting a status of sovereign and independent state after the dissolution of Yugoslav federation at the beginning of 1990's. Then the Macedonian state became an independent subject of international relations - formally constituted by a series of documents with political and constitutional significance, with the Constitution of the Republic of Macedonia of 1991 at its end.

The political system of the Republic of Macedonia consists of three branches: Legislative, Executive and Judicial. The Constitution is the highest law of the country. Its political system of parliamentary democracy was established with the Constitution of 1991, which stipulates the basic principles of democracy and guarantees democratic civil freedom.

The country sees its perspective in the model of a multi-ethnic state with internal integration and ethnic cohesion and in Euro-Atlantic integrations. The main strategic aspirations of the country are:

1. Increased economic growth and employment, as a precondition for increased citizens' standard of living and improved quality of life; 2. Integration of the Republic of Macedonia into EU and NATO;
3. Uncompromising fight against corruption and crime and efficient law implementation by undertaking deep reforms in the judiciary and public administration; 4. Maintenance of good inter- ethnic relations based on the principles of mutual tolerance and respect and implementation of the Ohrid Framework Agreement; and 5. Investment in education, science and IT as elements of a knowledge-based society.

For a long time the Macedonia is considered a relative success story in the region: no major conflicts, fairly successful state-building process and no territory issues. After years of showing dedication to the Ohrid Agreement (2001) and implementing reforms, Macedonia received EU candidacy status in December 2005. The promise of EU and NATO membership (by 2008 the criteria for entering NATO were fulfilled) are important tools in uniting ethnic communities. However, despite UN mediation, the long-standing name dispute with Greece has been stagnating the EU integration process and NATO membership

Religion and philosophy

In the Republic of Macedonia, the most common religion is Orthodox Christianity, practiced by most of the ethnic Macedonians. Muslims are the second-largest religious group with almost one-third of the population adhering to Islam, mainly from the country's Albanian minority. There are also many other religious groups in Macedonia, including Catholicism, Protestantism, and Judaism.

The Macedonian Constitution guarantees the freedom of religious confession. "The right to express one's faith freely and publicly, individually or with others, is guaranteed."

"The Macedonian Orthodox Church and other religious communities and groups are separate from the state and equal before the law." (Article 19). Interethnic and inter-religious relations are characterized by a tendency towards the strengthening of understanding and a preference for what is common and of general interest for the people, such as the preservation of peace, personal security, and family progress.

Education system

Beginnings and development of formal education

Although it has more than a thousand year old tradition, primary education in Macedonia, (first schools appeared in the 19th century), remained underdeveloped until 1945. Shortly before the Second World War in Macedonia there were 850 primary schools with 95,010 students and 1561 teacher, or primary education covered only 46.2% of the population. According to the census of 1948, 48.8% of the total population over the age of ten was without any educational qualifications.

After World War II and the establishment of the Macedonian state, measures were taken for the rapid development of primary education and for increasing the percentage of population coverage. In this initial period serious efforts were made in terms of its normative and legal regulation. New curricula, decrees and regulations are defined and adopted.

With the first Constitution of Macedonia, passed on 31.12.1946, primary education was declared free and compulsory, and school was separated from the church. The first legal document on primary education was adopted in 1948. Under this law, primary education lasted seven years and it was compulsory for all children from 7-15 years of age, and it was realized in: seven-year state schools (so called sedmoletki); four-year primary schools and in first three classes of high school. With the legislation from 1958/59, education was extended to eight years of duration and important basic features were established that have remained almost unchanged until today: Primary education is compulsory for the whole generation aged 7-15 years; It is a mandatory minimum for every young citizen; The system of various general and vocational schools (secondary education) builds on it, as well as the system of institutions and forms of education of adults; It has a general educational character and should provide a solid contemporary general education as a foundation for any further education; Primary education is not selective. Students who completed it have equal or same rights; Primary school is directly connected with the social environment in which it operates.

Article 3 of the Law on Secondary Education directly regulates that secondary education is compulsory and free of charge. Discrimination based on sex, race, colour, national and social origin, political and religious beliefs, property and social status is also not allowed in secondary education.⁴

Within secondary education plans and programmes for high school and vocational education are realized (Article 2 of the Law). A secondary school may be established by the municipality based on the opinion given by the Government, it may be established by the state, the city of Skopje and any domestic or foreign legal or natural entity on the basis of approval by the Government of RM.⁵

Students in secondary schools can acquire: high school education, vocational education, vocational art education and secondary education for students with special educational needs. (Article 32) After the final year of secondary education, they take the state graduation examination or the final examination (matura exam).

The structure of secondary education in the Republic of Macedonia includes the following schools:

High Schools that last 4 years, during which compulsory, elective and optional subjects are taught, and they are completed by the state graduation exam or the school graduation exam. In high school education a programme for international graduation can be realized, for which consent is given by the Minister.

Technical schools lasting 3 or 4 years with output to universities or enabling students for employment in their field of work.

Professional crafts schools lasting 2 or 3 years, where students acquire a lower level of professional qualification-craft.

4 LAW ON SECONDARY EDUCATION, CONSOLIDATED TEXT, (Article 3) "Official gazette of RM" no. 44/1995, 24/1996, 34/1996, 35/1997, 82/1999, 29/2002, 40/2003, 42/2003, 67/2004, 55/2005, 113/2005, 535/2006, 30/2007, 49/2007, 81/2008, 92/2008, 33/2010, 116/2010, 156/2010, 18/2011, 42/2011, 51/2011, 6/2012, 100/2012, 24/2013, 41/2014, 116/2014, 135/2014, 10/2015, 98/2015 и 145/2015

Art schools lasting 4 years with three majors (art, music and ballet).⁶

Aims/Objectives of education

The Constitution stipulates that everyone has the right to education; education is accessible to everyone under equal conditions; primary and secondary education is compulsory and free of charge in public educational establishments. The amended Constitution specifies that members of ethnic minorities have the right to education in their mother tongue in primary and secondary schools. Macedonian is also taught as a second language in those schools where education is realized in the language of the national minority.

The National Programme for Development of Education in Macedonia 2005-2015, with accompanying programme documents is still the most comprehensive strategic document for every aspect of the education. It underlines that the development of education should aim at raising the quality of the educational offer primarily by promoting innovation, information and communication technologies and also by respecting cultural and ethnic diversity. Moreover, universal access to education, particularly to primary education, should be ensured to all citizens; the overall quality of the educational offer should be raised and training should be ensured for the achievement of literacy and basic life skills. The achievement of the above mentioned objectives will significantly contribute in raising the completion rate in primary education and will provide students with the capacity to live and actively participate in a pluralistic and democratic society.

Republic of Macedonia is engaged for a long-term reforms in the modernization of the education system and in strengthening the inclusiveness in order to improve the overall system, starting with the early child development and education, providing universal access and the completion of compulsory, free and qualitative primary education, improving the learning opportunities for youths and adults, increasing the adult literacy, and by the end of 2015, achieving gender equality in the primary and secondary education and improvement of all aspects of the quality of education.

The Ministry of Education and Science (MoES) is accountable for the overall educational system from primary to tertiary education. MoES is in charge of the establishment and operation of the educational institutions and their accreditation, approval and adoption of curricula, publication of textbooks, and endorsing appointments in educational institutions. Bodies within MoES include the Bureau for the Development of Education (BED), the State Education Inspectorate (SEI), and the Directorate for Development and Promotion of Education in the Languages of the Communities.

While curricula development, textbooks, teacher training, and ultimate approval of many local decisions remain with central government, municipalities still have responsibility for building and maintenance of schools, employment of teachers and staff, and provision of textbooks, materials and support services. Education continues to be financed mainly from the central budget, with resources allocated to municipalities. The task of the municipality is to supervise the working conditions in schools, the enrolment of students, and ensure satisfactory arrangements for transport, food and student accommodation, but they engage very little in supporting and monitoring quality.

Numerous measures, projects and strategies have been enacted, the relevant legislation has been changed, concepts and specific measures (free textbooks, transportation, accommodation and provision of scholarships for the vulnerable groups of students) have been implemented in order to improve the social cohesion and the social inclusion. Various acts have been enacted including the Strategy for Development of Education, the Strategy for Education of Adults, the Concept for Primary Education, the Concept for Vocational Education, the Concept for Occupations, the Concept for Postsecondary Education, the Strategy "Steps to Integrated Education", Manual for

⁶ National Programme for the Development of Education in Macedonia 2005-2015 (2006). Skopje: MoES (Ministry of Education and Science)

Preventing and Protection Against Discrimination, and various provisions from international conventions and agreements were incorporated in the national legislation. However the education still needs to be modernized and further harmonized with the market demands.

Education ladder

Compulsory education 2015/16 in Macedonia is as following: starting age 5 years + 7 months, ending age 16/17/18, duration in years 11/12/13. (Compulsory education in Europe 2015/16, p. 6)

Child care of pre-school children in kindergartens can be from 9 months to 5 years and 7-8 months, and for children from 6 to 10 years of age accommodation and food can be provided (Law on Child Protection - consolidated text pp 19 and 22).

Primary education (level I) is compulsory in the Republic of Macedonia. The duration of primary education is 9 years and it is organized into 3 educational periods: the first educational period - I to grade III; second educational period - IV to VI grade, and the third educational period - VII to IX grade (Law on Primary Education (consolidated text), p. 2). Students receive a certificate. Pupils with special educational needs can attend primary education in special schools, in special classes in regular schools or in regular classes in regular schools (Law on Primary Education (consolidated text), p. 4; Education of children with special needs - Bureau for Education Development – BED).

Secondary education also has compulsory character since 2008/09 (OG of RM no. 49/07). Secondary education is realized through plans and programs for:

Vocational education:

Professional training (level II) up to two years and it can also include persons without completed primary education, but directly with vocational training the prescribed program for primary

education is also completed. "It is designed to work with lower requirements and provides practical knowledge and skills in various areas of labour. Students who have completed vocational training lasting at least one year can continue their education in the second year in the appropriate vocational education for particular profession" (Law on Vocational Education and Training. Consolidated text, p. 8). Participants receive a certificate of qualification.

Vocational education for a profession (level III) lasts three years and is intended to meet the needs of the economy. Upon completion of this level students have the opportunity to continue in the fourth year in technical education. Participants receive a diploma and Technical education (level IV) last four years. Participants receive a diploma. (Law on Vocational Education and Training (consolidated text), p. 9)

Secondary art education – art, music and ballet. Participants receive a diploma (level IV) (4 years and high school education Participants receive a diploma (level IV) (4 years)

Secondary education for students with special educational needs (Law on Secondary Education consolidated text, p. 17; Law on Vocational Education and Training. Consolidated text).

Post-secondary education (specialist education and master craftsman examination) Participants get a diploma for specialist education and a diploma for master craftsman (level V5)

Short professional study programmes within the first cycle. Professional studies (from 60 to 120 credits) Participants get a certificate (level VA)

I cycle of university studies and professional studies (180 credits) Participants get a diploma (level VI5)

cycle of university studies and professional studies (240 credits) Participants get a diploma (level VIA)

cycle of studies specialist studies (60 credits) Participants get a diploma. (Level VII 5)

cycle of studies master academic studies (from 60 to 120 credits) Participants get a diploma.

(Level VII A)

cycle of studies doctoral studies (level VIII) Participants get a diploma. (Law on National Qualifications Framework p. 11 -13)

Enrolment numbers and ratios at each of pre-primary, primary and secondary education levels

Primary and secondary education in Macedonia is compulsory. The care for preschool children in institutional forms which exist in Macedonia is of optional character; this is precisely why we show the percentage of coverage of these children in institutions here. Although the data show continuous increase in the total number of children in these institutions in the last 5 years, however this still shows low institutional coverage of preschool children.

Table: Coverage in institutions for care and education of children - kindergartens/centres for early childhood development

	Total children in institutions 0-6 years	Population of the same age 31.12. (2010, 2011...)	Net rate*
2010/11	23 103	159 932	14.45
2011/12	25 024	159 458	15.69
2012/13	26 864	160 657	16.72
2013/14	29 009	161 271	17.99
2014/15	30 060	162 208	18.53

Source: (SSO, 2016, p. 10)

* Net rate is the total number of children in kindergartens at a certain level – children's age that corresponds to the one legally prescribed, divided by the number of population usual for that age.

According to the State Statistical Office the number of pupils in primary and secondary schools in the last three years has been declining. Taking into account the compulsory nature of both primary and secondary education, we cannot look for reasons for this decline in the reluctance to engage in this level of education. In contrast, during this period there has been an increase in the number of secondary schools and the number of classes in secondary schools.

Table: Regular primary schools

	Total students	Completed grade	% of Total	Schools	classes
2012/13	194 055	192 908	99,4	990	10 657
2013/14	190 541	189 347	99,4	990	10 664
2014/15	188 361	187 071	99,3	989	10 689

Source: (SSO, 2016 p. 2; SSO, 2015 p. 2)

Table: Regular secondary schools

	Total students	Completed class - year	% of total	Schools	classes
2012/13	88 582	87 693	99,0	113	3 467
2013/14	84 827	84 140	99,2	115	3 457
2014/15	81 788	81 152	99,2	118	3 494

Source: (SSO, 2016, p. 4; SSO, 2015, p. 4)

Challenges

There are some general trends that we have to look upon in education in our country: provide full inclusion of the students in primary education, provide full inclusion of the secondary education, raise the level of literacy of the population, facilitate education for the vulnerable groups and adapt the education system to the needs of the labor market, strengthen the market potentials for engaging workers at all levels. The educational system has to employ special measures for children with developmental impediments that will provide a functional classification of the children with developmental impediments (what can they do), instead of focusing only on the deficiencies (what kind of “damage” they have), in order to properly determine how to integrate them in the regular teaching process; adapt the infrastructure in the regular primary schools to the needs of the children with physical disabilities, including internal interventions.

There are still children from vulnerable groups that are out of the school system. There have to be special preparatory programs for primary education of children 11 – 12 years old which have not been included in the primary education system, so that they do not have to wait until they become 15 years old to get included into adult education.

Multicultural, multhi-ethnic and Multilanguage country like Macedonia should enable provision of a multicultural approach in the textbooks and the teaching materials, by including sections that refer to the history, culture and the tradition of the ethnic communities, which positively reflect each group.

Teacher education

Beginnings and historical development of teacher education

Development of teacher education after the Second World War was progressive in terms of duration, level of education, quality and manner of teaching. The first teaching school (at level of secondary education) was opened in Skopje (the capitol of Macedonia) in 1945, one year later in two other towns in Bitola and Stip. The shortage in teaching staff leded in opening pedagogical classes in the gymnasias in Bitola and Stip that were working according to the same curricula as in the teaching schools, as well as implementation of three-month long summer courses for teachers for elementary schools in Skopje and Bitola, and later in Stip. These courses were upgraded to six-month courses later. In 1948/49 teaching schools lasted for four years, and in 1953/54 the duration was prolonged to 5 years. Teaching college (at the level of post-secondary education) in Skopje was opened in 1947 and was opened for high school graduates who continue education for teaching profession in two year college. The same college was opened in Stip in 1959 later upgraded as Pedagogical academies (with duration of 4 semesters in two-year period). Similar academy was opened in Bitola in 1964.

In 1995, the Pedagogical academy in Skopje developed in Pedagogical Faculty, and Pedagogical faculty in Bitola and Stip were also established as part of the Higher education institutions within different Universities.

The Institute of Pedagogy as an institution preparing teachers is marked by the following development progress: 1946 - within the Department of Philosophy and Pedagogy at the Faculty of Philosophy in Skopje, 1949 - The Department of Pedagogy, 1977/78 - Teaching- scientific study programme for pedagogy, and ten years later – up to now – the Institute of Pedagogy (Barakovska about the Institute).

There are two entry models into the teaching profession in Macedonia: consecutive and concurrent. This is seen as advantage because it allows interested the number of potential interested candidates for teaching profession to increase.

Currently bachelor professional qualification is required for all teachers who teach in the first five grades of the nine year primary school. There are three different profiles that can teach in the first five grades in primary school: class teacher, pedagogue and preschool teacher. The latest can teach only in first grade, while the other two profiles give opportunity to work in all five grades.

The introduction of the subject teachers for the realization of the Music education, Art education, and Technical education (in V grade) if the school has conditions for this and if the overall fund of classes of the elementary teacher is not smaller than 17 classes. In VI – IX grade of primary education, the education is realized by subject teachers from middle school who have appropriate education (Bachelor education in content /subject with pedagogical qualification).

Although teacher graduates hold a University diploma, they actually hold differentiated pool of competences acquired at different Teacher Training Faculties (TTF) in Macedonia. Secondary school teachers must hold University diploma for the subject they teach and appropriate pedagogical and methodological qualification.

The country has so far implemented many approaches to teacher professional development, but there is limited data about their effectiveness. By law, the Bureau for Education Development is responsible for in-service training. The BED has a mandate to assess teacher needs for training, organize and deliver teacher training. In addition they provide on-going monitoring and support to implementation of reforms in schools. The capacities and the budget for this type of support are limited in terms of limited number of staff and funding allocated by the Ministry. Such activities are therefore to a large extent supported by donors.

Aims/Objectives

The responsibility of teacher training faculties is wide and huge. Their main task: to prepare future teachers / preschool teachers makes them one of the main culprits for the direction (how, how much and if) in which the society itself develops. This is because students' achievements depend on the teacher himself/herself and the way he/she teaches (willingness, commitment, knowledge of children's characteristics, their communication skills).

The Faculty of Educational Sciences Stip points out that one of its basic goals is to improve pedagogical practice and to develop the teaching profession at all three levels, local, regional and national. Acquisition of knowledge of pedagogy, development of critical view of the educational practice and its theoretical foundations, enabling students / future teachers / preschool teachers to independently plan, to organize teaching activities, to appropriately communicate with different involved parties, development of responsibility, independence and ability for team work – these are all inherent parts of the objectives of the study programme Pedagogy (study programme at the second cycle of studies, p. 1-2). Through the planned syllabi (at the Faculty of Educational Science - FES) part of the objectives to be achieved are: to enable students for systematic approach and to gain deeper knowledge of all aspects of the system for education and professional development of teachers/ preschool teachers, and to gain skills and knowledge of the profession in different educational contexts; to enable students to use different sources of knowledge; enabling students to critically monitor and interpret research results and their applicability in specific situations; developing skills for planning, implementation and controlling the development of schooling. Students will become sensitive to the importance and impact of the organizational

context on school processes, realizing goals and achieving results on school level. (FES, subject programs, education and professional development of teachers/preschool teachers; methodology of scientific research, school pedagogy and school organization - thematic approach).

Access, admission, enrolments, supply/demand

First cycle. General conditions of enrolment in the first cycle of studies are: the applicants have passed the state matura exam or International Baccalaureate (under special conditions, also candidates with school matura exam or final exam). Candidates who completed their four-year secondary education before 2007/08, i.e. in the years when there was no state matura exam, also have the right to enrol in the first cycle of studies. Candidates who already have a university or college degree in related faculties and graduate schools can also enrol. According to the competition for enrolment of students in the first cycle of studies at the Pedagogical Faculty in Skopje, candidates are interviewed, which is a kind of pre-selection that is not scored. The ranking of candidates is in accordance with points comprising 60 points success in secondary education and 40 points success of the state matura exam (competition for enrolment of students in the first cycle of studies in UKIM in the 2015/16 academic year, p. 7-9). Candidates for students of FES at UGD are also interviewed, i.e. a check on their physical and mental abilities is carried out (competition for enrolment of students in the first cycle at UGD in the 2015/16 academic year, p. 7). According to the enrolment rules the candidates for the Pedagogical Faculty in Bitola are also assessed for their physical and mental abilities, and the rating of the candidates is eliminatory (competition for enrolment of students in the first cycle at USKO (University St. Kliment Ohridski) in 2015/16 V year, p. 7).

Second cycle. A general requirement for the second cycle of studies is that applicants must have completed the first cycle of studies in relevant or related studies. Furthermore, study programmes have set other criteria as conditions for entry (enrolment competition for the second cycle of studies in 2015/16 at UCIM, UGD, and USKO). After completing the first cycle of studies, students can enrol in the second cycle of studies of teacher training colleges or other related faculties. "Students from non-related faculties and study programmes can enrol in the second cycle of studies after passing the exams of bridging courses in the duration of one semester and continue on modules in the ninth and tenth semester that are anticipated for students from those study programmes." "Students with completed 3-year academic studies can also enrol in the second cycle. For those students the study program is structured in 120 credits and it takes 4 semesters. The last 2 semesters (ninth and tenth) are those anticipated for students from their basic study programs "(Study programmes for elementary school teachers and preschool teachers I and II cycle, Pedagogical Faculty Bitola, p. 5- 6)."

Third cycle - general requirement for enrolling the third cycle of studies is that applicants have completed relevant study programmes of II cycle of studies. Besides the criteria described in the competition that apply to all study programs, the study program Pedagogy at University "Ss Cyril and Methodius", has an additional criterion: priority is given to candidates with a higher GPA and higher scientific achievements in the field of education (competition for student enrolment in the third cycle of UKIM, 2015/16, p. 4-6). At FES - UGD, besides general conditions for enrolling the third cycle of studies, there is an additional requirement for both study programs: candidates are to be interviewed before entering the inner round (competition for student enrolment in the third cycle UGD, 2015/16, p. 6).

Methods and teacher education educators

In accordance with the subject programs of teacher training faculties (in this part the analysis of syllabi at the Institute of Pedagogy) the following learning methods are indicated as being used by teachers: lectures, discussions, debates, individual and group consultations, verbal method, demonstration method, method of practical work, workshops with the usage of inter-active methods, guided self-study, individual work, presentations, lectures with using ICT, a variety of audio-visual and didactic media for active learning, project learning, development of practical works, research activities, research seminar papers, essays, simulations,

reflections, analysis of sources and E- resources, making applicative and simulation material, field work, visiting and observing the teaching process in primary schools, self-evaluation of student achievement, evaluation of student achievements (Syllabi of the study program in Pedagogy, p. 1-34).

Teaching - scientific work at faculties that educate teachers / preschool teachers is implemented by: full professors, associate professors, assistant professors and assistants – PhD candidates. Assistants - PhD candidates can give lectures and conduct examinations in the presence of their mentor and during the period of 5 years (for which he/she is elected) they must defend their doctoral dissertation. Besides the basic criteria (according to the Law on Higher Education) that should be met by a docent, an associate professor and a full professor in addition to positive evaluation from self-evaluation, they must meet the following criteria: a docent should have the ability to perform certain types of higher education activity. An associate professor should contribute to the training of younger teachers and show the ability to perform various types of higher education activity. A full professor contributes to the training of younger teachers, has the ability to perform all types of higher education activities (Law on Higher Education (consolidated text) 2013, p. 92 -94).

Teaching practice

Since 2010 regulations have been adopted which specified the duration of students' practical training. In accordance with these Regulations, in the course of one day practical instruction may last from at least one hour to a maximum of eight hours. Higher education institutions themselves have established cooperation with institutions / establishments where they realize practical instruction. Higher education institutions have made changes to their study and subject programs and it is determined that the duration of practical training must not be shorter than 30 days (OG of RM no. 120/10, p. 2-3).

At the Faculty of Pedagogy in Skopje, pedagogical practice 1-3 in the first three semesters (elementary school teaching) and pedagogical practice 1-4 in the first four semesters (preschool teaching), students realize practical training with at least one teaching lesson one day a week, a total of 30 days per year. Practical instruction is realized within the given subjects of the study program (IV to VIII semester) - one to two days a week. Finally, practical instruction is also realized through pedagogical practice in VIII semester; for students from the group for preschool teaching it is realized in nurseries, and for those from the group for class teachers in primary school. (Study programs for elementary school teaching and preschool teaching at the Pedagogical Faculty Skopje).

Practical instruction at the Faculty of Educational Sciences, Stip, is realized through signed cooperation agreements with all primary schools and two kindergartens in Stip, which specify certain rights and obligations for both parties. Students' practical training is achieved through practice within certain subjects of the study program, practice within teaching methods and pedagogical practice. First, students are introduced to school life and life in kindergarten and their experience of the profession, and then included in the realization of activities. Methodical practice is carried out for each subject of teaching methods aiming to enable students to plan, organize and implement teaching in the subjects of elementary school and preschool teaching. The Head of the Department for elementary school teaching and the Head of the Department of pre-school teaching are in charge of organizing pedagogical practice during a period of three weeks in the eighth semester, and professors and assistants who perform teaching and exercises in particular methodologies are included in monitoring and evaluating of the results thereof (Petrovska et al., 2010/11, pp 118-119)

Challenges

The teaching profession is facing numerous challenges. One of them is the preparation of the new teacher to work in an inclusive environment; this entails changes in the initial training of future teachers and preschool teachers, creating such syllabi through which the competences of future teachers will be strengthened and make them willing to work in such an environment.

There is lack of public, financial and professional support in regard to the teaching profession in general and teacher training institutions. Many of the reforms targeting other levels of education (primary, secondary, adult education etc.) are taking place without consultation with Teacher Training Institutions (TTI), and have serious consequences in their programs, admission, teaching practice and support of students and teachers.

Introducing the new Law on Teachers Academy cause concerns among teachers and TTI since its derogates the existing initial teacher training in the country (it will annul the obtained university diploma, without introducing quality change, continuous support and monitoring as well as quality assurance in teaching profession) and opens room for greater state and party control over the selection and employment of teachers through entry in the teaching profession. Instead of improving basic and transversal skills, these teacher training reforms might have many negative side effects in education thus need to be reconsidered and seriously discussed with the teachers and teaching faculties.

Conclusion

Republic of Macedonia has been endeavouring to shape its education system in correspondence to global contemporary tendencies. However these efforts have been constantly plagued by external and internal challenges that have melded the education system and determined the direction of its future development.

Overregulation of education, lack of analysis and consultation with education stakeholders resulted in introduction of many controversial education policies. A created atmosphere of pressure, control and fines across all levels of education brought frustrations among students, teachers and parents and mistrust in public institutions and education system. Politicisation and partization is excessively observed across all education levels as never before.

Division of students by language of instruction resulted in separation and segregation in different shifts and schools with little or no interaction among students from different ethnic communities. The National Strategy for integrated education failed to give positive results. The parallel processes of developing different strategy documents fails to consider the education holistically, as integral system. The national bodies, commissions' institutions and agencies with overlapping mandates make the assurance of quality in education nobody's job. The analysis suggested factual mistakes, content inconsistencies, ideological and ethnocentric discourses present in textbooks and curricula.

Training of existing and future teachers needs to be able to adapt the teaching to the needs of the children with different capabilities (and especially those with special educational needs), children with risky social backgrounds and from risky cultural backgrounds, and to recognize prejudices manifested towards developmentally challenged children and towards Roma children within the school environment and to fight those prejudices. Provide continuous education of the teaching staff on raising awareness about gender and ethnical equality and eliminating the gender and ethnic stereotypes from the teaching process. Application of the developed system of mentoring the work of the teachers, in order to achieve improvement of the performance of children with special educational needs, but also to prevent any type of prejudice against vulnerable children.

The purpose of the introduced external testing to check the objectivity of the teachers' assessment of students has multiple negative effects on students' progress and achievement alike on teachers' salaries and employment. The new Law on Teachers and the new Law on the Teachers Academy derogate the initial teacher training and opens room for greater state and party control over the recruitment and employment of teachers.

Some general principles could be considered in order to build strategic policy documents in the future period:

Transparent and inclusive education policy making process to ensure active involvement of all stakeholders (schools, teachers, parents, students. CSOs, experts);

Piloting models and measures and evaluating their effectiveness and impact on students learning prior to frontal introduction of any education reforms;

Depolarization and departization of education to decrease the pressure over the teachers and relax the atmosphere across the education institutions;

Inclusive curriculum that respects different educational, dispositional, circumstantial, ethnical or cultural background of students and families and is based on justice, respect, dignity, non-discrimination, equality and accessibility for ALL.

Recommendations for the teacher education:

› Entry policy – to introduce a system that would inquire about their motivation for the teaching profession, and minimum qualities in regard to the basic knowledge and skills, such as: knowledge and application of the language of instruction, mathematical knowledge and skills, as well as communication in one foreign language. The selection of the candidates should be multi-level, enabling future candidates to write motivational letter to the TTI for entering their studies for teaching profession even during their secondary education.

› Study program – expectations from the future teachers should point out the solidarity towards all citizens and share basic values in regard to respect to human rights, democracy and freedom. Subject knowledge is something that is required per se. The critical competences should encourage autonomous, responsible and active citizens for the future. Increasing the level of comparability with European qualifications and transparency of the achievement of the graduates is crucial because of enabling mobility;

› Policies towards recruitment and attainment effective teachers in the profession are important for attracting quality graduates into this profession that will receive adequate support and professional development paths. Teachers, similarly to students, can't achieve their maximum potential without sufficient support, challenges and rewards. Adequate policy for teaching profession is also needed for the improvement of the status of the teachers and competitiveness in the labor market, as well as for the improvements of the education generally, learning communities and conditions. It is very important to attract teachers to work in rural and underdeveloped communities, and with children from underprivileged groups. All this is possible only with sufficient funding.

› Teaching practice – establishment of true partnerships between TTI and schools that will include students – future teachers – in the work of every aspect of the school, not only teaching, will contribute to the education and training of teachers with quality experience, who will be challenged with all of the responsibilities, seriousness and difficulties of the teaching profession during their studies. Teacher trainees will have the opportunity to become aware of the every aspect of the teaching profession not only in micromanaging the teaching process, but cooperation with colleagues teachers, administrative work, as well as establishing partnerships with parents, other relevant institutions (libraries, museums, etc.), civil organizations etc.

› Induction period for novice teachers – introduce adequate provision in the implementation and the manner of selection and appointment of mentor teachers as support to the novice teachers.

› Development of joint competences – at all levels of education (first, second and third), and at both models in teacher education (concurrent and consecutive) in order to provide quality and consistency across different faculties (both state and private ones) with the final goal to secure future teachers with quality education.

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