

CONCEPTION FOR ADVANCEMENT OF THE TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

Proposal version

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December, 2015

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THE CONCEPTION FOR THE TEACHERS PROFESSION PROMOTION is a result of an expert team engaged by Nansen Dialogue Centre Skopje and the Ministry of education and science, who worked on the basis of current developments in the field of education in the Republic of Macedonia, the educational system legal structure in the Republic of Macedonia, the empirical experiences about the teachers profession and teachers education perception in the Republic of Macedonia, comparative analysis of foreign in the part of teachers education and the experience and expert views and opinions of the team members.

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Introduction

The teachers profession is a significant segment of the social life. It reflects the development of the countries and shows the social character of a society.

The quality of the teachers profession is an indicator of the social life quality. If teachers profession leads to changes in a society, then it is a country that properly addresses issues related to the teachers¹ status in the society, perception of the profession and the teachers role in designing and implementation of changes in society. On the other hand, if the teachers profession follows the changes in a society in terms of economy, law, culture and everything else, then it is a country where the quality of teaching profession is forgotten.

One of the ways for teachers profession improvement is to study the experiences of foreign educational systems and undertaking turnkey solutions. Another approach would be the one which is based on the examination of the situation with the teachers profession by gathering information and analyzing the system from inside, by which original solutions would be built. The third approach is the one that involves comparative study of domestic and foreign experiences and creation of a model with a strong sense of needs, authenticity, conditions and processes in the respective country, having an understanding of them and their compliance with the steps and tendencies in the foreign educational systems. It provides eligibility of changes inside (by stakeholders- teachers, professional, associates, teachers faculties, government bodies and agencies, students, parents, etc.) but also externally (by international institutions for monitoring and evaluation of the educational systems quality).

The *Conception for promotion of the teachers profession in the Republic of Macedonia* has chosen the third approach in designing guidelines for teachers profession improvement. Analyses of the theoretical structure of the system in the Republic of Macedonia were conducted, but also the teachers profession perception by most stakeholders was determined. At the same time an analysis of the situation and trends in European countries educational policies was made.

Based in such a comprehensive approach the Conception aims to unite the authentic, original and existing educational system in the Republic of Macedonia with the authentic, original and existing European educational systems, and on the basis of both analysis, to create guidelines that will contribute to the advancement of the profession in the Republic of

¹ When defining the concept of teacher, this Conception assumes all educational staff working in educational subsystems (preschool education, primary education, secondary education, higher education, and adult education), and they are integrated into the overall educational systems under the names: educator, a primary schools teacher, a subject teacher of teaching, a subject professor, and teacher for adults' education). In certain parts of the text where it's necessary to explain in more details, their distinction has been made.

Macedonia. So this conception will become part of everyday reflection, engagement and activities of the competent individuals in the Ministry, the management structures of educational institutions and the teachers, while it will represent a challenge that must be soon implemented. The implementation of the guidelines of the Conception will reflect on the work of all educational institutions, institutions of teachers education, children and the students.

In the *educational institutions* it will open a cycle of movements that will contain the creation of legal solutions in this field, inter-ministerial agreements, support for initiatives, coordination of activities etc.

In terms of *teachers faculties*, the Conception will contribute to establishing the pedagogical values in teachers education, and it will simultaneously strengthen the status of higher education institutions for teachers education within the university, as well as it will contribute to a positive affirmation of teachers faculties in the society.

The realization of the Conception guidelines will contribute so that *teachers* will have confidence in the system, build positive social perception of the teachers profession and proper economic status of the teachers in society. That way the teachers will increase their commitment to the profession and will become creators of educational solutions and educational practices.

By establishing guidelines in Conception *children and students* will receive a more appropriate approach by teachers, they will develop competencies in accordance with their potentials, build responsible attitude towards the society, and they will realize themselves through activity and creativity in the full meaning of the word.

PART ONE

1. EDUCATIONAL SYSTEM IN THE REPUBLIC OF MACEDONIA (DESCRIPTION)

1.1 Preschool education in the Republic of Macedonia

1.1.1 Development of the preschool education in the Republic of Macedonia

Preschool education in the Republic of Macedonia, gains the momentum in an organized and institutionalized form after World War II. At the beginning the institutional coverage of preschool children had a social character, and it was under the competences of the Ministry of Social Policy. Since 1947, by the then Government decision, they turned under the competences of the then Ministry of Peoples Education, and thus received educational character. With the adoption of the Federal provision in 1948 were formed two separate parts of preschool education in Macedonia, respectively *children crèches* and *kindergarten* sections for children of the age 3 to 7 years. After this period the number of kindergartens increases, and beside them were opened the so-called seasonal kindergartens and nursery schools for children one year before they went to school. Since 1965 the crèches, which then covered children up to the age of 3 years, merged with nurseries in unique institutions so called combined children institutions. Since 1974 the crèches are under the competences of the Council for Social Welfare of the then Peoples Republic of Macedonia (NRM), while kindergartens continued to be part of the overall educational systems.²

The first independent Law on preschool education was adopted in 1959. In 1974, however, the preschool and primary education – *Law on Preschool and Primary Education* was adopted by the Council of the associated labor, at the Assembly of the then Socialist Republic of Macedonia in 1983, which satisfied the needs for unification and continuity between preschool and primary education. Since 1991, preschool education in terms of organization and financing is under the authority of the Ministry of Education and Science of the Republic of Macedonia, whereas the development and implementation quality of the educational work with the children is in the context of the Ministry of Education and Science of the Republic of Macedonia.

In the course of the activities for preschool educational development, various program guidelines and regulations have been adopted and developed for the organization and implementation of activities in kindergartens. Yet the first original program document entitled

² More details in: *From childhood for the childhood (1984)*, Group of authors, Skopje, Prosveten rabotnik

Program for educational and foster (childcare) activity in the preschool institutions of SRM was developed in 1975 by the then Institute of the Republic for promotion of education, adopted by the Pedagogical Council of the Republic. For the further development of the activity, in 1980 the same institute, developed and adopted a new program, more contemporary by its concept and substance, which in different sections regulated the educational work in crèches, educational work for children of three years age, and educational work for children from the age of five until their start to school. Following the adoption of this program, starting from 1982, there were continuous improvements of programs for: minimum social education for children in the year before starting school, the extra-institutional forms of socially organized activities with the children etc. In the National program for Education development in the RM 2005-2015, is covered the preschool education also, as the first level in the educational system³. Much of this program has already been implemented to improve the quality of preschool educational activity.

1.1.2 Philosophy and the mission of the preschool education

In the center of attention, in the preschool education in the R. of Macedonia, has always been the programs development and improvement, forms and activities that respect the humanistic paradigm in the educational approach and development of children up to starting in school. It implies that in the preschool education and the education in our country, with the overall legal and program regulations, the children are treated as a partners and entities with their own specificities, their rights and obligations. With this, the preschools educational system in our country comply with the Convention on the children rights, in ratification of which the R. of Macedonia participated, together with other European as well as in ratification of international documents concerning the rights, opportunities, potentials and the children specifics until they start going to school.

Modern preschool education in the Republic of Macedonia is based on humanistic discourse and it primarily represents principles of a holistic approach to development. Thus it is taken into consideration that the child is an individual with needs, specifics and development potentials and consequently it is treated as a partner and a subject in the preschool educational process. In this regard, *the mission of preschool education is to provide dignified care and education for the children, as individuals with their own integrity and needs, from their birth to school entry as well as to ensure full coverage of children before starting to school.*

³ National program for education development in the RM, 2005-2015, (2005). MES

Organized preschool education process in our country also represents the philosophy of respect for the family as the main and basic upbringing factor which acts as a supplement, and not replacement of family's upbringing function. Besides educational activity with the children up to school entry, our preschool educational system is open for involvement and education of families that represents one of the latest trends in the development of quality early childhood development.

For this purpose, different coverage forms are organized, new programs and program regulations, guidelines for working with children and parents are developed, as well as other documents relevant for the development of preschool educational activity.

The main principles, on which the preschool education is based on, in our country, are: Democracy; Equal opportunities for children and parents; supporting the diversities; Holistic approach; Development and learning in the life context; Individualization; Openness to the family and community, and the Right of choice. In the context of global trends for systematic connection of all processes of the early childhood education, the connection of preschool education subsystem with the primary education subsystem is of particular importance. To this end, it's needed a strategy and program for the transition period of children from one level to another level of education. "Nowadays the prevailing opinion is that continuity in the children's development, which assumes mild and systematic introduction to the changes, supports the cognitive-intellectual, social and emotional vitality and stability. Many scientists are studying this issue which is considered to be current and one that cannot be neglected ..."⁴

1.1.3 Legal structure (legislation) and the organization

Nowadays, the preschool education in the Republic of Macedonia is defined as a form of children protection up to the age of six, which is regulated by the *Law on Childcare in the RM*⁵. This activity, according to the mentioned Law is defined as children care and education up to the age of 6, and it's realized in kindergartens (Articles 54 and 57), which according to the duration carry out programs for: all-day care; half day care; shortened programs; pilot programs and extra-institutional forms of children activities. The children care and upbringing is implemented also in the so called Centers for early childhood development (Article 68)⁶

⁴ Koteva-Mojsovska, T. (2014), *Educational Context and Continuity in the Transition of Children from Preschool toward the Primary Education*, Proceeding, 9th International Balkans Education and Science Congress, 771-776, Edirne Turkey: Trakya University, pg. 771

⁵ *Law on Childcare in the RM*, Official gazette of the RM, no. 23 from 14.02.2013

⁶ *Law on Childcare*, consolidated text, November, 2015, www.mtsp.gov.mk

The shortened programs are designed for children of the age three years up to starting in elementary schools and include care of children from underdeveloped areas, and those who are in prolonged hospital treatment, with or without food. *Extra-institutional* activities are short programs lasting three hours designed for children of age years three until their starting to elementary school.

Organization of educational and childcare activities are realized in two parts: 1. The part which covers children up to 2 years of age (crèches) and the part that covers children up to their starting to school. The activity is carried out in groups of children who are mainly divided in so-called homogeneous groups according to their age (Article 64 of the law), that is:

- up to 12 month from 6 to 8 children
- above 12 months to 18 months from 8 to 10 children
- above 18 months to 2 years from 10 to 12 children
- above 2 years to 3 years from 12 to 15 children
- above 3 years to 4 years from 15 to 18 children
- above 4 years to 5 years from 18 to 20 children
- above 5 years to 6 years from 20 to 25 children

But also in accordance with the law, and the same article, are organized heterogeneous groups of children of the age 0 to two years (from 10 to 12 children), and two years to their starting to elementary school (18 to 20 children), as well as combined groups of children aged 12 months to their start in elementary school (15 to 20 children), then groups of children with disabilities (5 to 8 children) and six years old children, indeed from their start in elementary school up to ten years (20 to 30) children). The educational program is realized in both parts.

In the part of crèches, childcare and education is carried out by nurses (caregivers), while in the part of kindergarten the activities are carried out by educators. In this part, in addition to educators, are employed nurses (caregivers) – for each age group is provided one nurse. In addition, for the realization of the preschool education activities are provided professional associates, too (pedagogue, psychologist, social worker, special education teacher (defectologist), speech therapist (logoped), pediatrician, etc.) as well as other professional associates (art teacher, music teacher, physical education teacher, senior medical nurse, etc.).

The tendency of increasing the coverage of children who use organized forms of preschool care and education contributed to spread the network of new public and private

kindergartens in the Republic of Macedonia, as well as to open centers for early childhood development. According to the latest information⁷ today operate:

Kindergartens – total 90 out of which:

- 63 state kindergartens
- 21 private kindergartens
- 6 kindergartens in institutions

Centers for early childhood development - total 21 out of which:

- 16 state centers
- 5 private centers

Despite the policy for maximum coverage of children with organized preschool educational system, this obligation is not realized yet. According to the State Statistical Office of the Republic of Macedonia for 2014⁸, the children coverage is total 30107 children, counted for all ages 0-6 years, compared to the total adult population in the same period for the same calendar year, it is below 20%. This suggests the need for further measures aimed at ensuring conditions for inclusion of children in kindergartens, especially in the year before starting the school.

1.1.4 Activity and program

In accordance with the contemporary European trends, with the Government Development Plan 2008-2015, in the part of the development of education in the Republic, it is provided the implementation of the early childhood development principle by undertaking measures for development of preschool activities, with new programs based on learning standards and development, higher children coverage, connectivity and continuity with the early school period etc. Accordingly, in 2009, the Ministry of Labor and Social Policy of the RM in cooperation with the Bureau for Development of Education and the faculties educating educational personnel, and supported by UNICEF, adopted the Standards for early learning and development of children aged 0-6 years, that are now the basis for the implementation of preschool educational activity. In 2014, The Bureau for Development of Education in the Ministry of Education and Science of the RM, with the involvement of staff in faculties that

⁷ Ministry of Labor and Social Policy of the RM, Data taken in November 21, 2015 from: www.mtsp.gov.mk

⁸ State Statistical Office of the RM for 2014, Data taken in November 19, 2015 from: <http://www.stat.gov.mk/Publikacii/2.4.15.03.pdf>

educate teachers, designed the *Program for early learning based on the early learning and development standards*⁹.

Time organization in the program is flexible and relies on a holistic approach in its implementation. In the opening pages of the Program are stated the fundamental principles such as: the *Principle of equal opportunities and respect for diversity among children and the principle of multiculturalism; the Principle of democracy; the Principle of domination of the game and the principle of connection with the reality of life; the Principle of active learning and encouragement of different ways of expression; the Principle of compliance with adult features and principle of individualization; the Principle of wholeness and integrity; the Principle of openness of the educational process; the Principle of monitoring and encouraging children development; the Principle of developmental-process approach; the Principle of critical evaluation and the Principle of continuous professional development of the educator.*

The holistic approach in the program is based on connected and integral influence on all children's developmental domains, indeed: *Access to learning, Health and motor development and acquisition of general knowledge.*

All developmental domains are described by achievement standards, general goals, examples of activities and didactic recommendations for each age separately. Didactic recommendations indicate the need for application of activity methods in accordance with the children age, needs and interests, which again points out the need for the teacher to know individual developmental characteristics of children in the group.

The program requires from the educator great pedagogical-psychological and didactic knowledge, as well as competencies for their implementation in different situations in the practical work.

It is particularly important that the preschool educational process in the Republic of Macedonia represents reflective practice, respectively there's a legal and program obligation for monitoring and evaluation of all its main segments. Of particular importance is the portfolio the educator holds for the child, on basis of which he/she can better monitor child's development and personal achievements.

Today in preschool education are being implemented various projects funded and supported by the Government and NGOs, such as: the Project Mosaic, the Program Step by step, the Project for intercultural education, Multicultural education, etc., bilingual educational groups, etc.

⁹ *Program for early learning and development standards*, Official Gazette of RM, no. 46 from 06.03.2014

1.1.5 Implementers of the activity

Professional profiles for the work in kindergartens are regulated by the Law on Childcare of the RM from 2013, while the specific role of the educator as main direct implementer of the activity is described in the Program for early learning and development from 2014. The Article 134 of the Law states: "The expert works for care and education will be performed by:

- professional associates (pedagogue, psychologist, social worker, special education teacher (defectologist), speech therapist (logoped), doctor, pediatrician and stomatologist (dentist));
- educators;
- caregivers;
- professional employees (art teacher, music teacher, physical education teacher, senior medical nurse, social worker).

According to the Law, professional employees may be individuals with completed higher education. Professional associates may be individuals with completed high or higher education. Educators may be individuals with completed or higher education. Caregivers may be persons who have completed four years of secondary education and vocational training of appropriate higher education group, with appropriate study program..."¹⁰

1.2 Primary education in the Republic of Macedonia

1.2.1 Legal basis and structure of the primary education in the Republic of Macedonia

In the Constitution of the Republic of Macedonia in Article 44¹¹ it is specified that primary education is compulsory and free. Primary education is regulated by the Law on Primary Education. It is performed in primary schools, while for pupils with special needs, depending on the type and extent of their needs, are also organized special schools or classes in primary schools.

¹⁰ *Law for childcare in RM*, Official gazette of the Republic of Macedonia, no. 23 from 14.02.2013

¹¹ *The constitution of the Republic of Macedonia*, Parliament of the Republic of Macedonia, Adopted on 17th of November 1991, taken in November 12, 2015 from: <http://www.sobranie.mk/ustav-na-rm.nspix>

Teaching and other forms of educational work in schools is free and it's financed with fund from the Budget of the Republic of Macedonia.

According to the Law, municipalities are the founders of primary schools after obtaining an opinion from the Government of the Republic of Macedonia. A Primary school in its composition can have one or several regional schools which are organized in settlements with small number of students that is decided by the founder, following a prior opinion from the Ministry of Education and Science."¹²

1.2.2 Institutions in which the primary education is implemented

"Primary education is organized and conducted in primary school.

Primary education is organized and conducted also in health institutions, social institutions, penitentiary and correctional institutions, in accordance with this law.

The primary education for students with special needs is organized and conducted in special schools and special classes in regular primary schools. "(Article 10)¹³

"For students with special educational needs are provided suitable conditions for the acquisition of primary education in regular and the special schools, and they have the right for individual assistance for the acquisition of primary education." (Article 6)¹⁴

1.2.3 Structure of the Primary Education

"Primary education is compulsory, it lasts nine years and it's organized in three educational periods, from first to third grade, fourth to sixth grade and seventh to ninth grade. "(Article 4)¹⁵

It has customized or special programs for primary education are for students with special educational needs and special classes in primary schools.¹⁶

¹² *Law for Primary Education*, Consolidated text, Official Gazette of the Republic of Macedonia" no. 103/2008; 33/2010;116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 and 24/2013

¹³ Ibid

¹⁴ Ibid

¹⁵ Ibid

¹⁶ Ibid

1.2.4 Objective/Objectives of the Primary Education in the Republic of Macedonia

"The objectives of the primary education are:

- acquiring general and applicable knowledge needed in everyday life or for further education,
- harmonious, intellectual, emotional and social development of students appropriate to their abilities,
- development of literacy and skills for students to be able to understand, extract information and to express in Macedonian language and its Cyrillic alphabet,
- development of literacy and skills for students to be able to understand, extract information and to express in Macedonian language and the Cyrillic alphabet, as well as in the language and alphabet of the communities that speak a language other than Macedonian language,
- development of students self-confidence and awareness for their own individuality and responsibility for their actions,
- education for mutual tolerance, cooperation, respect for diversity, fundamental freedoms and human rights,
- development of students awareness of belonging to the Republic of Macedonia as well as fostering their own national and cultural identity,
- education for general cultural and civilization values arising from world traditions,
- adoption of general and applicable knowledge which allow independent creative activity in the social and natural environment and development of rational reasoning abilities and expression in the arts and cultural traditions,
- development of researching skills, experimenting and problem solving,
- involvement and care for the development of students with special educational needs,
- developing the students talents in different areas, and
- promotion of healthy living and education to undertake responsibility over their own health and for environment protection."¹⁷

¹⁷ *Law on Primary Education*, (Article 3), Official gazette of the Republic of Macedonia" no. 103/2008; 33/2010;116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 and 24/2013

1.2.5 Program structure of the Primary Education in the Republic of Macedonia

"The educational work in the primary school is organized on the basis of a curriculum and instructional programs prepared by the Bureau for Development of Education, and approved by the Minister.

The curriculum for primary schools contains mandatory and optional subjects, additional and supplementary classes as well as classes for the class community.

The curriculum determines the annual and the weekly number of hours of instructions separately for compulsory subjects and optional subjects, their order by grades, the number of weekly hours of additional instruction, classes and additional teaching hours, and the community class.

The curriculum (educational) program defines educational objectives, contents, basic concepts, activities and methods in teaching, evaluation of students achievements, the conditions for the program implementation and standards for the education staff." (Article 25)¹⁸

The same law in Article 27 states that "Additional classes are organized for students who have learning difficulties and need occasional assistance during the academic year", whereas Article 28 states "The extra classes are organized for students who demonstrate significant results in certain subjects."

Article 32 and 33 specify the implementation of the expanded program to include students through "...organizing extended stay for students and groups, from first to fifth grade with students of the same grade, or from first to third, fourth and fifth grade students from different classes. In the extended stay students are included with parents' consent. "(Article 32 and 33)¹⁹

The Law (Article 43) determines both individual and group work in the classroom, and it provides that in certain classes the teaching is conducted in levels of complexity, during which is enabled the teaching to be followed in groups formed by students of the same grade from different classes.

¹⁸ Ibid

¹⁹ Ibid

1.2.6 Number of students – coverage

Basic statistical indicator of trends in the primary education is the number of students who enroll in first grade. In the period from 1991 to 2005 starts significant decrease of students number. From 33993 students enrolled in first grade in the school year 1991/92, their number dropped to 25791 students in the first grade in the school year 2004/2005.

In the school year 2014/2015 in the Republic of Macedonia there were 986 primary schools. In the same school-year educational work is organized in 10887 classes with 192165 students, while the teaching and educational work is performed by 17628 teachers, educators and professional associates.

1.2.7 Description of the students role in the primary education in the Republic of Macedonia

The child gains the student status with his starting to school. It must be done by a child who, by the end of that calendar year will turn six. (Article 47) The Law stipulates the students rights and responsibilities. They refer to external and internal evaluation, attendance at lectures, visits of additional and extracurricular activities, accelerated advancement etc.

1.2.8 Description of the teaching staff in the primary education

Subjects who implement the educational work in the elementary school are defined and regulated by Articles 77 to 79²⁰. According to the Law, the educational work in primary school is conducted by highly educated teachers, professional associates (pedagogue, psychologist, sociologist, social worker, special education teacher, and librarian) and educators. In special schools and special classes in primary schools, educational activities are implemented by teachers, special education teachers, librarians, educators, school pedagogues and psychologists with respective university education.

The law regulates the interactivity in the teaching implementation, as well in the lesson preparation which involves; " *the lesson planning in written or electronic form, and selection of teaching materials, preparation of didactic aids, cooperation with parents, cooperation with school professional bodies, performing duties of the class head, participation in internal checking*

²⁰ Law on Primary Education, (Article 77, 78 and 79), Official gazette of the Republic of Macedonia " no. 103/2008; 33/2010;116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 and 24/2013

of students achievements, participation in external evaluation of the achievements of students success, participation in organized professional and didactic-methodical education and upgrading, collection and processing of data related to the performance of educational and other work, keeping the pedagogical documentation and records, mentoring students, mentoring apprentices, cabinet arrangement, collections, school workshops, gyms, playgrounds, plantations etc., organization of cultural, sport and other generally beneficial and humane actions in which participate students, organizing free students activities and work with students on projects and research, development and organizing excursions, picnics, contests, classes in nature, camping that is organized by the school and performing other tasks determined by the annual work programs. "(Article 77, 78 and 79)²¹.

For the teacher-trainee is foreseen one year work with a mentor, based on a mentoring program, preparation and passing the professional exam. (Article 85)²².

The same law determines the professional development (from Article 91 to 95) as a duty, by maintaining professional record, realized through a selection of pre-accredited training programs that are implemented by public and private institutions, NGOs and companies whose programs have been accredited.

1.2.9 Evaluation of the primary education in the Republic of Macedonia

Law on Primary Education²³ dedicates space to the quality of educational work. Thus the Law provides that the school board every four years should adopt the school development program. Also the Article 147 defines performing self-evaluation of schools at the end of every second school year in the following fields: organization and implementation of teaching and learning, students achievements, professional development of teachers, professional associates, educators and managing staff, management and governance, communications and public relations, school climate and culture, and cooperation with parents and the local community.

Article 97 of the Law on Primary Education provides that on the basis of the results of the external evaluation, for success achieved by students, to be evaluated teachers objectivity and professionalism in the evaluation of the success achieved by the student.

²¹ Ibid

²² Ibid

²³ *Law on Primary Education*, (Article 146, 147, 148, 79), Official gazette of the Republic of Macedonia " no. 103/2008; 33/2010;116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 and 24/2013

1.3 Secondary Education in the Republic of Macedonia

1.3.1 Legal basis and structure of the secondary education in the Republic of Macedonia

Secondary education in the Republic of Macedonia is regulated by the Law on Secondary Education, the Law on secondary vocational education, and other strategic documents (Strategy for vocational education and training in the context of lifelong learning 2013-2020) adopted by the Ministry of Education and Science of the Republic of Macedonia. Article 3 of the Law on Secondary Education directly regulates gratuity and the compulsoriness of the secondary education. In the secondary education also is prohibited discrimination based on sex, race, color, national and social origin, political and religious beliefs, property and social status. (Article 3)²⁴.

Within the secondary education are implemented curriculum and programs for gymnasium and vocational education. "(Article 2 of the Law), High school may be established by a municipality based on the opinion from the Government, it can be established by the State, the City of Skopje and any domestic or foreign legal person upon an approval by the Government of the RM. (Article 10)²⁵

Students in secondary schools can acquire: general (gymnasium) education, vocational education, secondary artistic education and education for students with special needs. (Article 32) Upon completion of the final year of the secondary education, students undergo graduation examination or final examination.

1.3.2 Secondary education structure

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

- "*Gymnasiums* with 4 years duration, during which are taught compulsory and optional subjects, and is completed with state graduation examination or school graduation. In the gymnasium education can be also implemented International graduation program, which requires approval by the Minister.

²⁴ Law on Secondary Education, (Article~~3~~³¹), Official gazette of the Republic of Macedonia " no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 24/2013; 41/2014; 116/2014; 135/2014; 10/2015; 98/2015 and 145/2015

²⁵ ibid

- *Technical schools* with 3 or 4 years duration that provide opportunity to enroll in university or employment in the profession.
- Professional craft schools with 2 or 3 years duration which provide the lower level of professional qualification-craft.
- *Art-schools* with 4 years duration and three directions (fine arts, music and ballet).²⁶

1.3.3 Objective/Objectives of the secondary education in the Republic of Macedonia

The target orientation of secondary education systems in the Republic of Macedonia was transferred in the National Program for the Development of Education in the Republic of Macedonia 2005-2015. According to this Program "the basic approach to the secondary education development in the Republic of Macedonia is its social, economic and individual relevance. In accordance with it the educational programs which are being implemented within this level of education should be directed to educational outputs which include a set of competences (clearly defined knowledge, skills and abilities) and potentials required in the labor market, higher education institutions and individual development of the student.

In this context, the general objective of secondary education is to enable students to actively and responsibly participate in the economic, social and cultural life and to contribute to the democratic, economic and cultural development of society, to successfully fulfill their own needs and interests, indeed to provide the opportunity for acquiring competences for employment, further education and learning."²⁷

1.3.4 Education organization

Articles 33 to 37 of the Law on Secondary Education stipulate that:

"In the gymnasium education will enroll full-time students who have completed primary education."

In the gymnasium education in the second, third and fourth year of education can also enroll part-time students due to justifiable reasons established in the school statute.

In vocational education enroll full and part-time students who have completed primary education. Public vocational education may be three and four years, and specialized education. In vocational training up to two years duration are included also persons without completed primary education, however immediately with the vocational training should be completed the

²⁶ *National program for development of education in the Republic of Macedonia 2005-2015(2006)*, Skopje: MES

²⁷ Ibid

prescribed program for primary education. Programs for vocational training and vocational education of three years duration for part-time students can be implemented in institutions for adult education as well as in other institutions under the terms and conditions stipulated by this law.

After completing the final year of public vocational education, state graduation or final examination is applied.

After completing the public vocational education of four years, state graduation examination or final examination is applied.

After completing the public vocational education lasting for three years, students undergo the final exam.

In the public art education enroll full-time students in fine arts, music and ballet who have completed primary education. In the secondary art education can also enroll gifted students with incomplete primary education with a prior consent by the Ministry, along with an obligation to simultaneously acquire primary education.

Students who have completed the final year of the public art education undergo the state graduation examination or school graduation according to specified program. "(Article 10)²⁸

1.3.5 Number of students – coverage

The Law on Secondary Education stipulates that "educational activities in secondary schools are organized and performed in classes, groups and individually.

The number of students in public school classes cannot be less than 25 and not more than 34 students.

A class may be formed with a smaller number of students than determined, upon founder's consent and a prior positive opinion from the ministry. "(Article 28)²⁹.

²⁸ *Law on Secondary Education*, Consolidated text, Official gazette of the Republic of Macedonia " no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 24/2013; 41/2014; 116/2014; 135/2014; 10/2015; 98/2015 and 145/2015

²⁹ Ibid

1.3.6 Description of the student role in the secondary education in the Republic of Macedonia

All students involved in the secondary education should develop their communication skills, ability for quick problem identification and decision making, cleverness in conflict situations, capacity for critical thinking and openness for cooperation, information literacy and general ethical values that will help them to survive in increasingly competitive labor market.

They also need to be trained for rapid information processing, as well as to learn evaluation and self-evaluation techniques. It means that the pedagogy of teaching will have to be replaced by pedagogy of learning.³⁰

1.3.7 Description of the education staff in the secondary education in the Republic of Macedonia

The teaching in secondary education is basically performed by two categories of teachers:

a. *teachers of general education subjects*, prepared to be teachers for a specific subject or group of subjects,

b. *experts in a particular area*, who perform professional-theoretical education or particular training, but previously have not been educated to be teachers. In order to provide adequate quality of secondary education for the second category teachers, it is prepared and implemented half a year program for pedagogical qualification.

In addition to these two categories of teachers in the secondary school are engaged *instructors and mentors for practical training* at the employers.³¹

Teachers in the secondary education may be persons who have completed appropriate instructors and mentors education in faculty, high school or academy and have passed the professional exam. (Article 59) Also, teachers in the secondary education can also be individuals who have completed an undergraduate degree at university, earned the title "Bachelor" and pedagogical, psychological as well as methodological preparation of relevant faculties and have passed the professional exam. According to the Law, "A person who has acquired higher education in a non-educational group of teacher studies or studies that do not have teaching course, can be employed in high school only after acquiring the pedagogical-psychological and methodical preparation in accredited higher education institutions. "The same article of the Law

³⁰ National program for development of education in the Republic of Macedonia 2005-2015(2006), Skopje: MES

³¹ Ibid

describes Pedagogical-psychological and methodological preparation, which ... is acquired by attending lessons and passing exams, as well as after performing at least 45 days practical training in the secondary school in which the course is carried out, for which pedagogical-psychological and methodological preparation has been done." (Article 59)³²

1.3.8 Evaluation of the Secondary education in the Republic of Macedonia

The Law on Secondary education determines that every two years should be carried out self-evaluation of the school work. In order to provide quality teaching, the school board every four years adopts development program for the school, which take into consideration the results of self-evaluation conducted by the school committee in cooperation with the Bureau for the Development of Education and the Center for vocational education and training, advisory and professional assistance from the Bureau for the Development of Education, the recommendations of the report of the integral evaluation conducted by the State education inspectorate, as well as the results of the external examination submitted by the State examination center.

The report with the school self-evaluation results is submitted to the State examination center.³³ The manner, procedure and areas for performing self-evaluation of secondary schools, are prescribed by the minister.

1.4 Higher Education in the Republic of Macedonia

Higher education in RM is completely dedicated to the development and advancement of knowledge and strengthening the culture of young people and adults living. It is aimed at maintaining, strengthening and further development of the following objective³⁴:

- producing high quality workforce and responsible citizens who will be able to meet the needs arising from existential, societal and individual manifestations of humanity;
- providing opportunities for quality education and learning throughout life;

³² *Law on Secondary Education*, Consolidated text, (Article 59) Official gazette of the Republic of Macedonia " no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 24/2013; 41/2014; 116/2014; 135/2014; 10/2015; 98/2015 and 145/2015

³³ *Law on Secondary Education*, Consolidated text, (Article 29-a) Official gazette of the Republic of Macedonia " no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 24/2013; 41/2014; 116/2014; 135/2014; 10/2015; 98/2015 and 145/2015

³⁴ *National program for development of education in the Republic of Macedonia 2005-2015(2006)*, Skopje: MES

- promoting, creating and disseminating knowledge through the development of scientific and technological researches in technical, natural, biotechnical, art, medical and humanistic sciences;
- in helping to understand, interpret, preserve, enhance, promote and disseminate the national and regional, international and historic cultures, in a context of cultural pluralism and diversity;
- fostering traditional features and values of all communities in the RM, fostering multiculturalism and multilingualism;
- protection and promotion of social values through education of young people about the values of a democratic society;
- development and implementation of its autonomy, ethic role, responsibility and anticipatory function;
- adjustment of its academic offer with the labor market needs, the social and cultural environment, but to also to be in constant dynamic relationship with them;
- creation of a stimulating environment for higher education staff, allowing them to develop their capabilities in order to carry out its mission.

On 19th of September 2003, the RM became a full member of the European family of nations committed to monitoring and implementation of the Bologna process recommendations with the mutual commitment in creating the mutual European space in the higher education. All this in addition to the activities for improving the quality of studies and their efficiency, raised many challenges that higher education is facing in its own structural, organizational and program projections that should make the higher education transparent, competitive, compatible and recognizable in the European and in the global market of academic services. This requires strict adherence to the resolutions contained in the Bologna Declaration and its real revival. But, it obliges the higher education institutions to reconsider and provide additional stimulus in their efforts on the road to active membership in the family of European universities and to obtain the status of a respected provider of educational services in the broad academic market³⁵.

Being one of the signatories of the Bologna Declaration, the Republic of Macedonia and the Ministry of Education undertook the commitment, in the Strategy for education development in the Republic of Macedonia 2005-2015³⁶, in the first decade of the 21st century,

³⁵ *Higher Education* (2013). European Commission

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/former_Yugoslav_Republic_of_Macedonia:Higher_Education

³⁶ *National program for development of education in the Republic of Macedonia (2006)*, Skopje: MES

to adjust their policies and to facilitate the realization of the objectives arising from the Bologna Process:

1. Adoption of a system of easily identifiable and comparable levels, introducing the Diploma supplement, in order to allow access to employment of European citizens and the international competitiveness of European higher education system;
2. Adoption of a three cycle system - undergraduate, graduate and doctoral studies. Access to the second cycle is conditioned with the successful completion of the first cycle, which must be at least three years. The accomplished level of three years is considered as qualification level required for the European labor market. The second cycle leads to a master degree, while the third cycle leads to a doctorate (PhD).
3. The introduction of the credit transfer system, such as ECTS, as an appropriate means of promotion of the widest possible exchange of students. The Credits can be acquired outside the higher education as well as lifelong learning, provided that this is accepted by the university.
4. Promotion of mobility.
5. Promotion of European cooperation in ensuring quality by developing comparable criteria and methodology.
6. Promotion of the necessary European dimensions in higher education, especially in developing subject programs, inter-institutional cooperation, mobility programs and integrated study programs, training and research.
7. Lifelong learning as a key element of the European higher education area.
8. Inclusion of students as partners in the building process of European area of higher education.
9. Increasing the attractiveness and competitiveness of European higher education in order to expand opportunities for cooperation, the European Credit Transfer System and mobility with countries outside the European higher education area.
10. Doctoral (PhD) studies and the synergy between the European higher education area and European research area, by strengthening the role of research and building research capacities, and promotion of inter-disciplinary feature.

1.4.1 Types of Higher Education Institutions

Studying in the RM can be organized in public and private universities and other institutions of higher education such as: faculties, art academies, high professional schools and faculties according to the Law on higher education of 2013³⁷.

According to the Ministry of Education and Science³⁸ of the Republic of Macedonia data, and the Board for accreditation and evaluation of education, from the study year 2012/2013 have been accredited 16 universities (5 of which are public and 11 private) with 119 faculties (of which 55 are public and 64 private), 6 institutes (2 public and 4 private) and 5 higher vocational schools (2 are public and 3 are from the private sector).

Educational requirements for admission to universities are set by higher education institutions. Since 2009, there are no entrance exams (except for the art academies), as the universities use the results of national examinations conducted at the end of secondary school (State exam). The State examination center is the central office for the state exam implementation, as part of the higher education enrollment process.

1.4.2 Co-financing and financing of students³⁹

Higher education institutions determine the number of students according to their accreditation approved by the Board for accreditation and evaluation of higher education. Public universities propose the number of students to enroll, as well as additional students quota prescribed by law, while the final approval of the students number to enroll is defined by the Government. The amount for co-financing is proposed by the university, while it is approved by the Government.

The academic year begins on September 15 and ends on June 15. The study programs are specified in details by higher education institutions, and they work by the academic calendar. The academic year consists of two semesters of 15 working weeks with winter and summer holidays. Teaching is conducted in the Macedonian language. Under the terms established by law and statute, higher education institutions can realize certain study programs or part of them in a foreign language.

³⁷ *National program for development of education in the Republic of Macedonia (2006)*, Skopje: MES (amendments and additions)

³⁸ www.mon.gov.mk

³⁹ *Types of Higher Education Institutions* (2013). European Commission
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/former_Yugoslav_Republic_of_Macedonia:Types_of_Higher_Education_Institutions

According to the State Statistical Office⁴⁰ of the Republic of Macedonia, at the end of the 2011/2012 school year there were 91.167 students who completed secondary education. According to the same source, in the study year 2012/2013 totally 56,906 students enrolled in higher education institutions, of which 86.6% in the state higher education institutions, while 12.7% enrolled in private higher education institutions.

1.4.3 First cycle of studies

In accordance with the principles of the Bologna process, the duration of undergraduate studies at the most of universities is 8 semesters (4 years), while in certain faculties 10 semesters (5 years) or 12 semesters (6 years, for example, medical sciences).

Experience shows that the 3 + 2 + 3 model of three years undergraduate studies is the most difficult one to accept. In most of the faculties in state universities duration of study programs is four years, and in some cases five years. Insufficient coordination in the transformation of study programs brought cases, when for one yet the same profile, obtained in different faculties, the studies have different duration, respectively three or four years. In the second cycle restructuring (postgraduate studies), part of faculties respected the recommendations of the Bologna process for master studies duration of 1.5 or 2 years (regardless the undergraduate studies duration 3, 4 or 5 years) and doctoral studies with three years duration. In the RM can be met a variety of models: 3 + 2 + 3; 4 + 1 + 3; 4 + 1.5 + 3; 5 + 2 + 3; 4 + 2 + 3rd

According to the State Statistical Office of the Republic of Macedonia data, in the academic year 2011/2012 out of a total of 10.932 students who have graduated from the higher education institutions in the country, 8213 (79%) have graduated in public higher education institutions, while 2172 (21%) have graduated in private higher education institutions.

1.4.4 Second cycle of studies

Postgraduate or Master studies are 2-4 semesters long, depending on the profile type. Number of ECTS after graduation ranges from 60-120. The qualification obtained upon successful completion of the second cycle of studies is the Master of- the relevant field of study.

Postgraduate professional studies (specialization) are with a duration not less than 9 months and after successful completion of studies, the student obtains the title Specialist + field

⁴⁰ <http://www.stat.gov.mk/PrikaziSoopstenie.aspx?rbtxt=19>

of study. According to the Macedonian National Qualifications Framework (published in 2013), and the Law on the National Qualifications⁴¹ Framework of the Republic of Macedonia, published in 2013, postgraduate programs are at level VII. The full duration within the same professional field does not exceed five years (3 + 2, 4 + 1).

1.4.5 Third cycle of studies

According to the Law on Higher Education⁴² of the Republic of Macedonia and the Law on scientific research⁴³, universities have an obligation to create structured study programs with at least three years duration, respectively 180 ECTS. The Ministry of Education and Science provides the main framework that primarily focuses on the mentor for research work of doctoral students. The doctoral candidate is obliged:

- to attend / visit organized academic training of advanced professional and scientific courses;
- to prepare an independent research project (doctoral project);
- to perform at least one international mobility (at least 7 days);
- to participate in lectures and other communication activities;
- to have publications in international scientific journals and to actively participate in international conferences related to the doctoral project;
- to have public presentation and defense of his doctoral dissertation based on the PhD project.

The qualification title which is obtained after successful completion of the third cycle is, Doctor of + profile studies. Example: Doctor of Pedagogical Sciences, PhD in Educational Sciences, Doctor of Pedagogy in the field of Methodologies...

According to the State Statistical Office of the Republic of Macedonia, in 2012 there were a total of 146 PhD students who graduated the third cycle of studies and obtained a PhD qualification in a study field. The largest percentage (54.1%) is in societal sciences, 18.5% in the medical sciences, 13% the technical and technological sciences, and the rest in the humanistic sciences, mathematics, and biotechnology.

⁴¹ *Law on national qualifications*. Official gazette of RM no. 137/2013

⁴² *Law on Higher Education*. Official gazette of RM no. 35/2008 from 15.02.2013 (amendment and conditions)

⁴³ *Law on scientific-research work*. Official gazette of RM no.46/08 from 7.4.2008.

1.5 Education of the adults in the Republic of Macedonia

1.5.1 Legal basis and structure of the system for adult education (legislation)

The Republic of Macedonia after the independence in 1991, begins to build an authentic educational system based on the principle of democracy. Although numerous steps have been made in order to establish an educational system which would be able to meet the 21st century challenges, until the beginning of the new millennium, adults education and training have been neglected due to upgrading the primary and secondary education systems.

In 2006, the Parliament of the Republic of Macedonia adopted the National Program for Development of Education 2005-2015. An integral part of this program is the *Program for adult education in the context of lifelong learning*, as a strategic document which deals with adult education as an integral part of the overall education system.⁴⁴

Within the Program for adult education in the context of lifelong learning, the main purpose of adult education is defined as "to provide equal opportunities for obtaining quality education and getting the appropriate knowledge, skills and competences".

The system approach to adults education and training begins with the adoption of the *Law on adult education* in November 2008, which provides proper treatment of adults education and training in the overall educational systems, which in turn regulates the rights and obligations of individuals and institutions involved in this process and it's aimed at providing education, training, gaining qualification, learning and training of adults.

The objective of adults education and training in the Republic of Macedonia in accordance with the Law on adult education is to provide an opportunity to acquire appropriate educational level for everyone and for all age groups, as well as to enable the adults to acquire knowledge, skills and attitudes that will comply with the requirements of society and the labor market.⁴⁵

Tasks of the adults education that corresponds to the objectives are the following:

- completion of the minimum compulsory education,
- training for employment of adults who have not completed their education for first level of professional qualifications,

⁴⁴ *National program for development of education (2005-2015)*, Ministry of Education and Science of the Republic of Macedonia., Skopje, 2006.

⁴⁵ *Law on Adults Education* "Official gazette of the Republic of Macedonia", no. 7/08, Ministry of Education and Science of the Republic of Macedonia.

- retraining and additional qualification, development and training of employees and unemployed adults
- providing education and acquiring knowledge and skills that match the personal skills and age of the individuals, and
- acquiring basic skills and competencies, that provide foundations for lifelong learning.

The priorities of the adults education and training are described in the Strategy for adults education (2012-2015)⁴⁶, developed by the Council for adult education and they are focused on:

1. Strengthening the adults education system through the development of information-statistical system for monitoring the educational mobility of adults
2. Creation of conditions so the lifelong learning and mobility become a reality
3. Improvement of the quality and efficiency of the adults education and training
4. Promotion of equality, social cohesion and active citizenship
5. Promotion of adults education and the culture of learning through active approach to adults education and training.

1.5.2 Types of Institutions for Adults Education

Adults education, in accordance with the Law on Adults Education in the Republic of Macedonia, may perform both public and private institutions for adults education, training centers, employers and social partners, civil society organizations or individual trainers who meet the requirements specified in the Law on Adults Education. Different institutions in the Republic of Macedonia constitute the adults education system. On the one hand are the state institutions and bodies which have responsibility and competences to deliver adults education, while on the other hand are the private institutions which offer different types of adults training following the demands of individuals and the labor market.

Public and state institutions and bodies involved in adults education and training are:

- Ministry of Education and Science of the Republic of Macedonia
- Center for Adults Education
- Council for Adults Education
- Ministry of Labor and Social Policy

⁴⁶ Strategy for adult education (2010-2015), Skopje: Council for adult education.

- National Agency for European Educational Programs and Mobility

The private institutions for adults education, such as various institutions for adults education, training centers, employers and social partners, civil society and organizations or individual trainers can also be providers of educational programs for adults education according to the Law on Adults Education. Several groups of providers can be highlighted as important for adults education and training:

Public and private specialized institutions for adult education: workers universities, educational consulting firms, training centers, centers for foreign languages, computer training centers, counseling centers, primary schools for adult education,

- Secondary schools;
- Unions
- Chambers and associations and employment agencies;
- Professional bodies;
- Universities;
- NGOs.

There are also other institutions and organizations, which besides their main activities have certain activities in the field of adults education such as Libraries, museums, publishing houses, cultural centers, televisions, radios, etc. Also, some larger companies offer organized training for their employees or other forms of further education.

1.5.3 Adults educational programs/providers

Adults education in the Republic of Macedonia is realized through formal, non-formal and informal way of learning.

Formal adults education is institutionalized education which is implemented in public and private institutions in accordance with appropriate syllabuses and curricula. It is regulated by the state educational laws. According to the Law on Adults Education, formal education includes: basic adults education, secondary adults education, vocational training for acquiring qualifications, technical education, post-secondary education for adults, re-qualification and acquire new qualifications, higher education for adults.

The non-formal adults education is incorporated in organized learning processes aimed to provide adults with specific knowledge, skills and attitudes needed for the labor market, for

various social activities and personal development. Informal adults learning include all forms of activities that adults use to learn from daily life and the influences of the social environment. Adults get education programs for primary, secondary and higher education adapted to the adults needs and abilities (publicly recognized programs). Adults can be educated and improve, specialize and complement their knowledge and skills in formal education, organized by the educational institutions which are verified and licensed for these programs. Adults can be educated and improve, specialize and complement their knowledge and skills in accordance with special programs for acquiring knowledge, skills that are organized in licensed educational institutions.

The programs are tailored to the age, previously acquired qualifications, knowledge, adults skills and abilities. Adults education programs can be conducted by means of: regular classes, consultation-instructional teaching, correspondence consultation teaching, open teaching, TV-teaching, distance teaching, multi-media and other appropriate means.

The program may have modular structure, too. Programs are implemented by: teachers, professors, practical training instructors and professional associates who need to acquire special training to work with adults, which is organized in adequate facilities and institutions. They have the right and obligation for continuous professional training as well as development to work with adults.

In accordance with the Law on Adults Education, anyone who has reached the age of 15, and meets specific conditions and requirements of the Program can participate in the adults education and training.

Adults who possess the knowledge, skills and competencies of a particular area, can prove them by passing appropriate exams in institutions and organizations that are providers of such programs, except for the State final exam and final exams in secondary education. This is an alternative way for the recognition of prior and knowledge of adults experience, who haven't had the opportunity to be part of the formal education process.

After completing the adults education program, participants receive certificates as a proof for the knowledge, skills and competences they've acquired through the program.

According to Article 21 of the Law on Adults Education, adults education programs are implemented by teachers, professors, practical training instructors, and professional associates⁴⁷. This staff needs to acquire special training to work with adults, which is organized in appropriate institutions. The staff engaged in educational work with adults has also the right

⁴⁷ *Law on adult education* "Official gazette of the Republic of Macedonia", no. 7/08, Ministry of Education and Science of the Republic of Macedonia.

and obligation of continuous professional training in working with adults. In addition, in the programs, it's specified the type of staff that could realize the program.

PART TWO

2. ANALYSIS OF TEACHERS EDUCATION IN MACEDONIA

Theoretical analysis of the teachers education system in the Republic of Macedonia

2.1 Initial education of educators in the Republic of Macedonia

Education oriented at shaping the profession *educator* starts with the commencement of the institutionalized form of preschool education development in the Republic of Macedonia after the Second World War. Since then, the number of trained personnel for this purpose has been increasing, and there's continuous intensive work to improve the quality of teacher's profession. It has experienced a growth starting with the high school qualifications, through the educators Faculty and Pedagogical Academy, up to the higher education.

Today, in accordance with the International and European developments, educators profession in the Republic of Macedonia is acquired by four year studies in several universities/faculties, some of which are specialized for teachers education and some of them educate pedagogues with their possibility to be employed in the job position *educator*. Today, educator staff for the preschool education is profiled in the following universities/faculties

- UKIM – University “Sv. Kiril i Metodi – in Skopje – Faculty of Pedagogy “Sv. Kliment Ohridski” in Skopje, and the Faculty of Philosophy – Institute of Pedagogy;
- UKLO – University “Sv. Kliment Ohridski” in Bitola– Faculty Pedagogy in Bitola;
- UGD – University “Goce Delchev” Stip - Faculty of Educational Sciences in Stip;
- SUT – State University in Tetovo - Faculty of Philosophy in Tetovo.

The studies for educators in all faculties in the Republic of Macedonia are ranked as Academic University studies, and in accordance with the Bologna Declaration they are implemented in accordance with the ECT system. These studies last for four academic years, during which the students across eight semesters, with acquired 240 credits, complete the profiling to work in the position *educator* at level VI A, and in accordance with the National Qualifications framework⁴⁸. All programs are accredited by the Board for Accreditation of the

⁴⁸ See: *The Law on National Qualifications Framework*, „Official gazette of the Republic of Macedonia“ no.137/2013

Republic of Macedonia. The competences expected (required) of educators profiling in the programs are presented in the form of general and specific descriptors needed for this academic profile.

In addition to the educators diploma, educators in Macedonia are subjected to licensing by which they gain the right to be included in the system of care and education of preschool children.⁴⁹

2.1.1 Study program components

Education for educators consists of:

- Theoretical education
- Practical education

Theoretical education includes *general and professional (vocational) subjects, subjects in the field of Science and methodologies* the contents of which are being implemented game activities adjusted to the children capabilities and *methodologies*. The practical training consists of practical work in public and private preschool institutions in the Republic of Macedonia. It is differently organized in all faculties producing teachers.

In summary there are three parts: pedagogical practice, methodological hospitations, as well as pedagogical practice. In some faculties these three parts are implemented through a single study program. *The Guidelines for conducting practical training for students of the teachers' faculties*⁵⁰ prepared by OSCE with the participation of all faculties educating teachers, regulates the situation regarding the mentoring by the educators during the practice, as well as by the professors.

During their studies the students-future educators, of all faculties, are involved in project activities initiated by the NGO sector, in order to expand and deepen their knowledge and skills as future educators in the field of multiculturalism, interculturalism, interethnic cooperation, children motivation, assistance to children with difficulties in learning etc.

⁴⁹ Law on Childcare, Official gazette of the RM 23 from 14.02.2013r.

⁵⁰ See: Group of authors(2013), *Guidelines for practical education of students from teachers faculties*, Skopje: OSCE (in cooperation with MES of the RM и NOO of the RM)

2.1.2 Specifics and differences in educators profiling

All the faculties educating staff for educators have different title (name) of the faculty or in the context of the department intended for that kind of staff. For example, sometimes it's used the term institute for ... somewhere it's ... study program for ... Graduated staff acquires a different title such as: graduated educator, graduated professor for preschool care and education and so on. The study programs also vary in terms of competences which this academic profile needs to acquire, in the number and types of subjects as well as in the subject programs (See the table below)

Table nr.1 Faculties for educators' education, with the title acquired

University	Place	Faculty	Program/Institute/ Department	Title
UKIM	Skopje	Faculty of Pedagogy „St. Kliment Ohridski“ - Skopje	Institute for Preschool Education	Graduated professor for preschool education
UKIM	Skopje	Faculty of Philosophy –Skopje	Institute for Pedagogy	Graduated Pedagogue
UKLO	Bitola	Faculty of Pedagogy - Bitola	Study program for Educators	Graduated Educator
UDG	Stip	Faculty for Educational Sciences – Stip	Study program for Preschool Educators	Graduated Educator
SUT	Tetovo	Faculty of Philosophy Tetovo	Study program for Pedagogy	Graduated pedagogue

2.2 Initial education of teachers of the primary education in the Republic of Macedonia

The specificity of teachers work in the primary education, especially the work of the elementary school class teacher lays in the fact they have “over 30 different programs during all four grades, with over 10 methods in various subjects and professions”, which represents an additional requirement and greater engagement in the creation of adequate teachers education.⁵¹

⁵¹ According to Radishev V. taken by: Iliev D. (2001). *Initial education of teachers in the primary education in Macedonia and England*, Bitola, Faculty for teacher and educators page: 21

2.2.1 Legal basis and the structure – (legislation)

According to the Law on Primary Education of the Republic of Macedonia⁵², the educational work in primary schools is conducted by teachers, professional associates (pedagogue, psychologist, social worker, special educator, and librarian) and educators. (Article 77) Within the same law, it is stated that “The type of professional preparation of the persons that realize educational and upbringing work in primary education is regulated with the norm for teacher cadre for primary education, determined by the Minister”. The specifics for the educational cadre in Art schools is regulated in Article 78, whereas article 79 from the same Law regulates the educational work in special schools and special classes in primary schools. Primary school teacher can be a person who: has completed at least four years of relevant higher education and who has acquired at least 240 ECTS. The qualifications which teachers acquire for teachers profession in primary school belong to level VIA of the National Qualifications Framework, of higher education qualifications and they correspond to level VI of the European Framework of higher education qualifications.

2.2.2 Models of initial teachers educating for primary education

Teachers who have completed studies on educational group within the Teacher training faculties, with previous regulation of the achieved norm for primary education, can work in primary schools. Teachers who have completed studies in non-educational groups can be employed in primary schools, except for the elementary (class) education, only if they acquire the pedagogical-psychological and methodical preparation from accredited higher education institutions, which can be acquired through attending education and completing exams, also by completing at least 45 days practical lessons in primary school. (Article 79-a)

According to the above text, the Class teaching teachers acquire their education according to the model 4+1+3, through the s.c. simultaneous model (explained in the text below), Subject teaching teachers in primary education are prepared through one-subject and two-subject study programs in the Teacher training faculties according to the model 4+1+3 through s.c.

⁵² *Law on Primary Education* Consolidated text („Official Gazette of the Republic of Macedonia“ nr. 103/2008, 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 and 145/2015)

simultaneous model, whereas in the non-Teacher training faculties according to the model 4+ additional pedagogical qualification+1+3.

2.2.3 Institutions in which initial education for teachers working in the primary education is implemented

In the Republic of Macedonia, the initial education for elementary (class) teachers can be acquired in the following higher education institutions:

- Faculty of Pedagogy in Skopje (in Macedonian, Albanian and Turkish language);
- Faculty of Educational Sciences in Stip;
- Faculty of Pedagogy in Bitola;
- Faculty of Philosophy in Skopje, Institute of Pedagogy;
- Faculty of Philosophy in Tetovo, study program in pedagogy (elementary (class) teachers and professional department).

The initial education for subject teachers who are involved in the primary education can be obtained in the following higher education institutions:

- Faculty of Philosophy in Skopje;
- Faculty of Philology in Skopje;
- Teacher Training Faculty in Bitola;
- Faculty of Natural Sciences and Mathematics in Skopje;
- Faculty of Physical Education in Skopje;
- Faculty of Fine Arts in Skopje;
- Faculty of Music Art in Skopje;
- Faculty of Philosophy in SUT Tetovo;
- Faculty of Philology in SUT Tetovo;
- Faculty of Natural Sciences and Mathematics in Tetovo;
- Faculty of Physical Education in Tetovo;
- Faculty of Fine Arts in Tetovo;
- Faculty of Music Art in Tetovo.

2.3 Initial teachers education for subject teachers working in primary education

Teachers work is based in two basic components: professional-scientific and pedagogical component, meaning that successful performance of teachers profession requires specialized scientific knowledge, abilities, skills and attitudes. The general tendency in the world is to establish a thoughtful balance between these two components. Here the ratio is a very inadequate level. So in the faculties that produce the largest number of primary education teachers (Faculty of Philosophy, Philology and Faculty of Natural Sciences and Mathematics) the pedagogical component representation in the total number of the weekly hours is approximately 6-10% or a ratio 9 to 1.

Such ratio clearly indicates that the initial education which subject teachers acquire doesn't nearly satisfy all the requirements of teachers profession.

Similar is the situation with the education of vocational subject teachers who work in secondary vocational schools.

The pedagogical practice also deserves a serious attention, as a significant component of the initial education. In our country it is still under-designed and it's mainly implemented through applying appropriate teaching methods, which is still not enough. It is necessary the practical component of the initial to be given greater importance both in terms of duration and content, as well as in terms of tasks and manner of its implementation. It is important this component to be designed methodically, respecting the basic pedagogical principles and the rules of the educational process.

As far as concerning the competences that subject teacher need to develop, they should be focused on: knowledge of the subject and the educational system, teaching and learning, creation of a stimulating and learning environment, social and educational inclusion, communication and cooperation with the families and the community, professional development and professional cooperation.

2.4 Competences of students- future teachers for primary education

The competences of the study programs on which the teachers for primary education attend their studies are based on project activities and institutional decisions. Every higher education institution on which the teachers study, has their own study programs which, by Law regulated

procedure, are accredited by the Board for Accreditation and Evaluation of the Republic of Macedonia (Article 69)⁵³.

There are differences in the formulation of competences, type of competences, degree and representation of competences, etc. There are attempts to regulate this matter with changes in legislation⁵⁴ where it is foreseen Comissions to work on the drafting of unified study programs, which does nor correspond to the tendencies for variety of offer with appropriate representation and coverage of competences.

2.5 Initial education of teachers for secondary education

2.5.1 Legal basis and structure

The Law on Secondary Education regulates who can be a teacher in this subsystem. According to Article 59 in this Law, "Teachers in secondary education may be persons who have completed appropriate education studies in a faculty, higher school or academy and who have passed the professional exam." In the further paragraphs of the same article it is precisely specified the adequacy of studies and it is stated " Secondary education teachers may be persons who have completed a relevant undergraduate degree at university and have acquired the "Bachelor" title, and have passed the professional exam" as well as persons who have completed undergraduate studies in a faculty, acquired the "Bachelor" title and have pedagogical, psychological and methodical preparation of relevant faculties and have passed the professional exam."⁵⁵

Secondary education teacher may be a person who: has completed at least four years of relevant university education and has acquired at least 240 ECTS. Qualifications that teachers acquire for the profession high school teacher belong to level VIA of the National Qualifications

⁵³ Law on Primary Education Consolidated text („Official Gazette of the Republic of Macedonia“ nr. 103/2008, 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 and 145/2015) Accessed on November 12, 2015 at: <http://www.mon.gov.mk/images/documents/zakoni/zakon-za-visoko-2015.pdf>

⁵⁴ More on: Law on Higher education institutions for education of teaching cadre for preschool, primary, and secondary education, Consolidated text („Official Gazette of the Republic of Macedonia“ nr.. 10/2015, 20/2015, 98/2015 и 145/2015). Accessed on November 13, 2015 at: <http://www.mon.gov.mk/images/documents/zakoni/zakon-visoko-obrazovni-2015.pdf>

⁵⁵ *Law on Secondary Education* Consolidated text („Official gazette of the Republic of Macedonia“ no. 44/1995; 24/1996; 34/1996; 35/1997; 82/1999; 29/2002; 40/2003; 42/2003; 67/2004; 55/2005; 113/2005; 35/2006; 30/2007; 49/2007; 81/2008; 92/2008; 33/2010; 116/2010; 156/2010; 18/2011; 42/2011; 51/2011; 6/2012; 100/2012 and 24/2013), Taken September 21 2015 from: http://www.sonk.org.mk/documents/Sredno_obrazovanie_95.pdf

Framework, and they correspond to level VI of the European Framework of higher education qualifications.⁵⁶

2.5.2 Models of initial teachers education for the secondary education

The complexity of the secondary education which stems primarily from its organizational and program structure makes it a highly complex issue for the teaching staff. In the secondary education there are categories of teachers:

- Teachers who, during the studies in faculty, have been trained to directly carry out teaching activities.
- Teachers who have completed another non-educational faculty, and then by completing pedagogical qualification they have acquired the right to carry out classes in vocational schools for appropriate vocational subjects.
- Teachers for conducting practical classes (instructors). This category of teachers in educational terms, despite certain legal requirements, is practically the least defined category.⁵⁷

2.5.3 Institutions that implement education of teachers for secondary education

Subject teachers involved in the secondary education system are produced at higher education institutions across the country and abroad. They should have completed four years academic studies in a specific scientific field and have completed additional pedagogical qualification.

However, there's a practice in secondary schools to engage teachers with appropriate higher education completed (faculty of economy, agriculture, mechanics, veterinary faculty etc.), but who do not have proper pedagogical preparation.

⁵⁶ *Law on teachers in the primary and secondary schools*, (Article 2), 2015), Taken September 21 2015 from: http://mon.gov.mk/images/documents/zakoni/Zakon_za_nastavnici_vo_osnovno_i_sredno_obrazovanie.pdf

⁵⁷ *Национална програма за развој на опоазованието во Република Македонија 2005-2015*, (2006). Скопје: Министерство за опоазование и наука на Република Македонија

2.5.4 Attractiveness and conditions for students admission/entry in the faculties that educate secondary education teachers

In order to increase the attractiveness of faculties that educate teachers for secondary education it's necessary for the initial teachers training programs to be dynamic, easy changeable and to be constantly developed. The programs should prepare teachers to be more proactive in undertaking duties which are expected of them. Therefore in defining the study programs for initial teachers education, consideration must be paid to: professionalism, pedagogical competences for the use of educational technology in particular ICT, organizational competences and the ability for teamwork, as well as to flexibility and openness.

2.5.5 Structure/duration and level of initial education for the secondary education teachers

Starting from the school year 1995/96 the initial education for all teachers (except for practical training teachers) has been raised to university level of 4 years.⁵⁸

Qualifications the teachers acquire for teachers profession in secondary school belong to level VIA of the National Qualifications Framework, and they correspond to level VI of the European framework of higher education qualifications.⁵⁹

2.6 Education of teacher training faculties for teachers

2.6.1 Legal basis and structure

Teachers education in faculties for teachers, prior to the adoption of the Law on Higher Education Institutions for education of the teaching staff in preschool, primary and secondary education⁶⁰, was regulated by the Law on Higher Education.⁶¹

⁵⁸ Ibid

⁵⁹ Закон за наставници во основните и средните училишта (Сл. Весник на Р.М. по.10/2015, и 145/2015), Скопје, Official gazette of the Republic of Macedonia

⁶⁰ Закон за високоопоазовните установи за опоазование на наставен кадар во предучилишното воспитание, основното и средното опоазование (Консолидиран текст) („Official gazette of the Republic of Macedonia“ no. 10/2015, 20/2015, 98/2015 и 145/2015) Taken November 12, 2015 from: <http://mon.gov.mk/images/documents/zakoni/zakon-visoko-obrazovni-2015.pdf>

⁶¹ Закон за високото опоазование (консолидиран текст) („Official gazette of the Republic of Macedonia“ no. 35/2008; 103/2008; 26/2009; 83/2009; 99/2009; 115/2010; 17/2011; 51/2011; 123/2012; 15/2013; 24/2013; 41/2014; 116/2014; 130/2014; 10/2015; 20/2015; 98/2015; 145/2015 и 154/2015, (Article125-a), Taken November 12, 2015 from: <http://www.mon.gov.mk/images/documents/zakoni/zakon-za-visoko-2015.pdf>

According to the Law on Higher Education teachers and associates are selected in the same manner as all higher education teachers and associates.

In section 5, *Teaching and scientific staff*, of the Law on Higher Education Institutions for teaching staff in preschool, primary and secondary education, it's stated that in addition to the selection criteria in the title, according to the Law on Higher Education, scientific-education staff in the teachers faculties should meet the following criteria: "proven fruitful scientific research in the scientific field they are to be selected for, with at least four published papers in international scientific journals, in the last three years, and papers in journals with impact factor, that in the last three years carry a total of at least five points, respectively papers in journals with impact factor that in the last five years carry a total of at least ten points of the database of Web Science, in accordance with Article 95 and paragraph 6 of the Law on Higher Education – to possess one of the following internationally recognized certificate for active knowledge of English language, not older than five years: -TOEFL IBT at least 74 points – IELTS- at least 6 points – ILEC (Cambridge English-Legal)- at least B2 level – FCE (Cambridge English: First) – passed – BULATS – at least 60 points or APTIS- at least level B2 and – passed personality and integrity test, whose implementation is carried out by professionals hired by a professional institution. (Article 17)"⁶²

In addition to the stated, the law gives considerable advantage to individuals who have acquired their academic titles abroad, while in the title selection a role has the Minister of Education and five members of the committee, two out which are members of world high-ranked universities.

The Law on Higher Education defines the criteria for academic and scientific titles. According to the law: " Teachers will be selected in the teaching-scientific titles, in the fields defined by the university statute, or the independent higher education school statute."

Assistant professor may be elected a person who has level PhD in the scientific field he/she is selected for, an average grade of at least eight during the first and second cycle of studies, for each cycle separately, at least four scientific papers in the appropriate field published in international science journals or international science publications or scientific papers published in scientific journals with impact factor in the related field in the database of Web of Science over the last five years that carry a total of at least ten points, in Accordance with Article 95 and paragraph 6 of this Law, as well as achievements in the application of research results and the ability to perform certain types of higher education activities, and who has a positive rating in the self-evaluation.

Associate professor may be elected a person who has PhD in the scientific field in which is to be selected, has at least five scientific papers published in the relevant field in

⁶² Ibid

international scientific journals or international scientific publications or scientific papers published in scientific journals with impact factor that the appropriate field in the database of Web of Science over the last five years, that carry a total of at least 15 points, in accordance with Article 95 and paragraph 6 of this law, as well as has participated in scientific research projects, respectively significant achievements in the application of scientific research results, and has contributed to the junior teachers training, and has demonstrated the ability to perform various types of higher education activities, and who has a positive rating in the self-evaluation.

Full-time professor may be elected a person who has PhD in the scientific field in which is to be selected, has at least five scientific papers published in the relevant field in international scientific journals or international scientific publications or scientific papers published in scientific journals with impact factor that the appropriate field in the database of Web of Science over the last five years, that carry a total of at least 20 points, in accordance with Article 95 and paragraph 6 of this law, as well as has participated in scientific research projects, respectively significant achievements in the application of scientific research results, and has contributed to the junior teachers training, and has demonstrate the ability to perform all types of higher education activities, and who has a positive rating in the self-evaluation.

Full-time professor may be re-elected a person who has PhD in the scientific field in which is to be selected, has at least five scientific papers published in the relevant field in international scientific journals or international scientific publications or scientific papers published in scientific journals with impact factor that the appropriate field in the database of Web of Science over the last five years, that carry a total of at least 20 points, in accordance with Article 95 and paragraph 6 of this law, as well as has participated in scientific research projects, or significant achievements in the application of scientific research results, and has contributed to the junior teachers training, and has demonstrate the ability to perform all types of higher education activities, and who has a positive rating in the self-evaluation.⁶³

⁶³ Закон за високото опозование (консолидиран текст) („Official gazette of the Republic of Macedonia“ no. 35/2008; 103/2008; 26/2009; 83/2009; 99/2009; 115/2010; 17/2011; 51/2011; 123/2012; 15/2013; 24/2013; 41/2014; 116/2014; 130/2014; 10/2015; 20/2015; 98/2015; 145/2015 и 154/2015, (Article 125-a), Taken November 12, 2015 from: <http://www.mon.gov.mk/images/documents/zakoni/zakon-za-visoko-2015.pdf>

2.7 Mentorship and partnership in the initial teachers education

2.7.1 Legal basis and structure

Mentoring can be one of the learning forms for and through the initial and lifelong learning of the teacher.

The most important mentoring part is realized in mentoring schools and preschool institutions the so-called school placement, school based work, pedagogical practice or teaching practice. Additional reason for the existence of pedagogical practice is the uniqueness of what can be learned through this process and the interesting way of learning new things out of it. (More: Cameron-Jones, 1991, pg. 5-7)

The primary role of mentoring is to create conditions for realization of pedagogical practice for students at the Pedagogical Faculties, and Institutes of Pedagogy at the Faculties of Philosophy in the country, while its secondary role is advancement of partner institutions through that process.

The primary role of mentoring is accomplished with a serious approach to formal or informal obligations of entities in the mentoring: the student role, the role of methodology teacher, the mentor's role, the mentoring coordinator's role, the pedagogical practice coordinator role, the methodology assistant role, and joint activities.

Through mentoring, as stated by Collison (Collison, 1998, p. 173), "... are confirmed the genuine potentials of initial teacher education based in school." The mentor and the mentoree in this process "... can check the mentoree's starting base in every field of professional competences at the very beginning of the practice, and afterwards they can identify the most important factors for development during the pedagogical practice," (Cooper & Batterson, 1998, p. 167) with the possibility it to become part of the action research process.⁶⁴

Mentoring and partnering integrated in the initial teachers education system, and teachers training are an integral part of the initiatives for teachers profession promotion. According to Article 99 of the Law on Higher Education⁶⁵ which relates to the content of the study programs, it's compulsory for the student in each academic year to attend practical classes, which should not be shorter than 30 days, as a condition for entering the next academic year. The Minister prescribes the manner and conditions of organizing practical training.

In addition to the compulsory practical classes prescribed in the Law on higher education, at the Pedagogical faculties in the Republic of Macedonia in the study programs it's

⁶⁴ Taken from: Iliev D. (2006) *Action researches in the education*, Bitola: Faculty of Pedagogy

⁶⁵ *Law on the higher education*, consolidated text, February, 2013.

provided a large percentage of practical hours of didactics and methodology which is substantial for students initial education.

In cooperation with educational institutions in the entire educational system: preschool institutions, primary and secondary schools, schools and institutions for adults education and training, students observe, implement and evaluate educational activities through the implementation of various forms of practical work. Within the realization of practical teaching, students are monitored and mentored by teachers/educators who have undergone specific training for mentoring and tutoring future teachers. By this is maintained and improved the quality of practical training, while on the other hand it strengthens the mentoring component of the teachers professional development.

When analyzing the study programs structure of the faculties for teachers in the Republic of Macedonia, we can conclude that only at the Faculty of Philosophy - Institute of Pedagogy in Skopje, as well as at the Faculty of Education in Bitola there is a subject titled Mentoring and tutoring, respectively Mentoring, with optional status of the subject. Other faculties: Faculty of Educational Sciences Stip, Faculty of Philosophy - Institute of Pedagogy in Tetovo, and Faculty of Pedagogy, have not included these subjects in the study programs.

These results, besides they talk about non-uniformity of the study programs in the faculties for teachers, they also talk about the inconsistency in the creation of teachers competencies in the field of mentoring and partnership in the educational process.

The partnership is important for implementation of the mentoring process. "A form of institutional partnership is **horizontal institutional partnership** between the institutions that educate teaching staff which provides for uniformity of the knowledge quality acquired by future teachers. **The vertical institutional partnership** is another form of partnership between institutions involved in teachers education, and which may include a wider network of institutions of different levels of education and different relationships between them.

Interpersonal partnership represents the cooperating relationship between the stakeholders with the same or approximately the same problems and who are targeting the same or nearly same objectives. Interpersonal relationship is driven by the force of need, the force of belonging to the community and the force of proof and self-confirmation"⁶⁶

⁶⁶ Iliev D. (2006) *Action researches in the education, Bitola: Faculty of Pedagogy,*

2.8 Teachers professional and career development in the Republic of Macedonia

The need, obligation and the duty of teachers professional and career development in the Republic of Macedonia is regulated by the Law on Sub-systems Education.

Namely, the Law on Child Protection which refers to preschool education provides that "Employees in a children institution during their work life are obliged to permanent professional improvement."⁶⁷

The Law on Primary Education has elaborated in details the teachers professional development, training and advancement and it stipulates the compulsoriness, the program, the accreditation and the selection manner of teachers professional development programs.⁶⁸

The Law on Secondary Education provides apprenticeship within one year of the first employment, as well as mandatory teachers professional development and their improvement, development and advancement in titles.⁶⁹

The Law on Higher Education stipulates the need for teachers professional and career development, and this is implicitly expressed by determining the conditions for selection in a title and promotion to titles.⁷⁰

Based on previously emphasized need for teachers professional and career development in the Republic of Macedonia at all levels, in the Republic of Macedonia have been adopted laws, regulations and guidelines which regulate this profession.

The interest in this segment of the teachers profession is transformed into a series of research activities in this field (the World Bank Project "SABER Teacher Country Report"⁷¹, as well as the regional project "Advancing teacher professionalism for inclusive, quality and relevant education (ATEPIE)"⁷², implemented during the period 2012/2013 by the Center for Education Policies (CEP) in cooperation with the Educational Support Program of the Open Society Foundations (ESP/OSF).

⁶⁷ *Law on Childcare in the RM* (Article 93) Official gazette of the RM. 170 from 29.12.2010

⁶⁸ *Law on primary education* (Article 91), *Law on higher education* (consolidated text), Official gazette of the Republic of Macedonia" no.103/2008; 33/2010; 116/2010; 156/2010; 18/2011; 42/2011, 51/2011; 6/2012, 100/2012 and 24/2013

⁶⁹ *Law on secondary education* *Law on higher education* (consolidated text), (Article 67, 68 и 69) „Official gazette of the Republic of Macedonia“ no. 44/1995, 24/1996, 34/1996, 35/1997, 82/1999, 29/2002, 40/2003, 42/2003, 67/2004, 55/2005, 113/2005, 35/2006, 30/2007, 49/2007, 81/2008, 92/2008, 33/2010, 116/2010, 156/2010,

⁷⁰ *Law on higher education* (consolidated text) („Official gazette of the Republic of Macedonia“ no. 35/2008; 103/2008; 26/2009; 83/2009; 99/2009; 115/2010; 17/2011; 51/2011; 123/2012; 15/2013; 24/2013; 41/2014; 116/2014; 130/2014; 10/2015; 20/2015; 98/2015; 145/2015 and 154/2015)

⁷¹ *World Bank (2013): SABER teacher country report : Macedonia 2013*, Taken September 23, 2015 from: http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2014/08/21/000470435_20140821110517/Rendered/PDF/779190WP0SABER00Box385305B00PUBLIC0.pdf

⁷² *Teaching Profession for the 21st Century*, Vlasta Vizek Vidović, Zoran Velkovski (ed.), Centre for Education Policy, Belgrade, 2013

The Law for teachers in the primary and secondary schools⁷³ regulates the conditions for performing the teachers profession in primary and secondary schools in the Republic of Macedonia, the employment establishment, categories of teachers, teachers tasks, continuous professional development (professional development), promotion in titles (career development), and title revocation. Teachers are obliged to dedicate a certain number of hours to continuous professional development and to simultaneously progress in career in one of the categories: teacher, teacher mentor and teacher advisor.

Some of the provisions in the Law are fruit of the *USAID Project for teachers career and professional development*, and which in partnership with the Ministry of Education and Science, Bureau for Development of Education, Center for Vocational Education and Training, State Educational Inspectorate resulted with the Catalogue of teachers basic professional competences that a teacher is expected to possess upon completion of the education for teacher, the apprenticeship period as well as after passing the exam in the first year of professional work, up to promotion to a higher title. The Catalogue of basic professional competences is organized in a manner that contains three interrelated part:

1. Professional values every teacher is expected to possess and respect;
2. Professional knowledge and skills the teacher is expected to have acquired through teacher education, during the internship and during the first year of educational work;
3. Examples of teachers professional practice representing the basic standard assessment of the educational work, which can be used for (self-) evaluation of teaching practice.⁷⁴

In the Catalogue are precisely noted and explained teachers competencies in the following areas

Knowledge of the course subject and the educational system

- knowledge of the course subject
- knowledge of the educational system
 - *Teaching and learning*
 - course planning and preparation
 - course realization
 - students evaluation
 - familiarity with the students and ability to meet their needs
 - *Creation of stimulating and learning environment*
 - to create a safe and stimulating and learning environment

⁷³ Draft Law for primary and secondary education teachers, Taken September 24, 2015 from: http://mon.gov.mk/images/documents/zakoni/Predlog_Zakon_na_nastavnici_vo_osnovni_i_sredni_V2.pdf

⁷⁴ ibid

- school climate
- *Social and educational inclusion*
- *Communication and cooperation with families and community*
- *Professional development and cooperation*
 - Professional development
 - Professional cooperation⁷⁵

In the law exists a solution that links and conditions teachers advancement with the students external assessment, which is not provided with the project results.

The Law on Academy for Teachers⁷⁶ (which is on stand-by status) provides, that the Law's intention is to strengthen the capacities of the existing and future teaching staff in preschool, primary and the secondary education, to advance the curricula for teachers education as well as to introduce continuous training system. Among the others this law provides for:

- Introduction of a system for teachers professional and career development by specifying the categories such as teacher mentor and teacher advisor, accompanied by additional financial incentives, respectively to increase teachers salaries;
- Introduction of teachers licensing system that will be compulsory for the future teachers, but not compulsory for the existing teachers, but those who would like to go through the licensing process would have increased salary by MKD 3,000 per month.
- Introduction of candidates selection for admission to teachers academy by selecting the best students during the entry exam and their continuous stimulation with scholarships in order to achieve better results. The amount of scholarship, for the best students of pedagogical and educational faculties, according to the guidelines should be at least 50% of the average net salary in the country, while the scholarship amount during the vocational education at the Teachers Academy should be 100% of the average net salary.
- Introduction of a new education and selection concept of quality managing staff that will lead the schools, and who will undergo training and examination for school

⁷⁵ *Basic professional competences of the teacherse*, (2014), USAID, MCCE and Bureau for Development of Education, Taken June 28, 2015 from: http://mk.mcgo.org.mk/wp-content/uploads/2015/02/Nacrt_Osnovni-profesionalni_kompetencii_na_nastavnici.pdf

⁷⁶ *Draft Law on Academy for Teachers*, Taken November 11, 2015 from: http://mon.gov.mk/images/documents/zakoni/Predlog_na_Zakon_za_Akademija_za_nastavnici.pdf

principals, transparency in the examination and mandatory continuous education improvement.

The same law explicitly provides for “reception and professional training of candidates for participation in the teachers training in private and public schools as well as issuance, renewal and revocations of teachers working license” (Article 1), but it also implicitly provides for the separation of the teachers faculties from the higher education system. In essence, the law provides for the establishment of a body (Teachers Academy), that will conduct the teachers initial education because, as it is stated it (Teachers Academy) will: “organize and implement training program for future candidates for teachers in the primary and secondary schools, and it will conduct the final exam” (Article 3)⁷⁷. The law empowers the *Teachers Academy* to issue, renew and revoke licenses for teachers job, as well as to organize and conduct domestic and international conferences, round tables, seminars, professional program visits and other training and professional development forms” (Ibid)

The Law on the Bureau for Development of Education⁷⁸ defines the role of Bureau in this field as a body that among others “organizes and conducts professional developments activities for the educational and managerial staff” (Article 6);

The Draft Law on Higher Education Institutions for education of staff for preschool, primary and secondary education (which is on stand-by)⁷⁹ defines the specific criteria for advancement and promotion to a higher position for the teaching and associate staff in teachers faculties.

The State Education Inspectorate (SEI) monitors the teachers professional and pedagogical development, professional associates and educators improvement and the passing of the professional exam.

⁷⁷ Draft Law on Academy for Teachers, Taken November 11, 2015 from:

http://mon.gov.mk/images/documents/zakoni/Predlog_na_Zakon_za_Akademija_za_nastavnici.pdf

⁷⁸ Law on Bureau for development of education- Consolidated text („Official Gazette of the Republic of Macedonia“ nr.37/2006; 142/2008; 148/2009, 69/2013, 120/2013, 148/2013 and 41/2014).

⁷⁹ Draft Law on higher education institutions for teachers in the preschool, primary and secondary education Taken November 11, 2015 from:

http://mon.gov.mk/images/documents/zakoni/Predlog_na_Zakon_za_visokoobrazovnite_ustanovi_za_obrazovanie_na_nastaven_kadar_ETC.pdf

2.9 Empirical experiences (findings and conclusions of the conducted survey)

2.9.1 Metodological basis

By analyzing the views of the most interested and involved stakeholders (students in teachers faculties, teachers in faculties for teachers education and the employed educators, the elementary (class) and subject teachers) are gained basic findings about the perception of teachers profession.

The analysis of their views mapped the concept for improvement of the teachers education quality in the Republic of Macedonia, which in fact is the research subject. The research started with the general hypothesis that *there's room for improvement of the teachers education quality in the Republic of Macedonia*.

The teachers education quality was measured by the following indicators: quality of study programs in the faculties for teachers education, employability of university/graduated teachers and the educators; the impact of additional pedagogical qualification of the teachers competences-qualities development; conditions and organization of the teachers education process; status of the students-future teachers and educators in the teachers education process; quality of the university teachers work; quality of the teacher profile which is a product of the current academic programs structures; quality of the teachers competences profile which is a product of the current set-study programs; output quality of students studying with their faculties curricula; suitability of the intended outcomes of the European Qualification Framework; description of levels of achievement of the curricula in teachers faculties; situation with the implementation of the Bologna Declaration in teachers education in the Republic of Macedonia; resources applied in the curricula implementation in teachers faculties in the Republic of Macedonia; quality assurance process in the education of teaching personnel in the Republic of Macedonia, and priority changes set to be made in the teachers education in the Republic of Macedonia in the coming period.

With an on-line questionnaire as survey procedure were examined the views and opinions of: university teachers from teachers faculties in the Republic of Macedonia, students in the fourth year of studies in teachers faculties, graduated students in teachers faculties, additional pedagogical training students, educators in preschool institutions, class teacher in primary schools, subject teachers in primary and secondary schools and they were grouped in four categories.

2.9.2 Description of the research procedure

Institutions and individuals who are concerned and who conduct the teachers profession in the Republic of Macedonia, with a letter from MES were informed about the implementation of this research. The letter-notice from the Ministry of Education and Science of the Republic of Macedonia were provided links so that every interested respondent, from the specified categories, could fill in the survey.

2.9.3 Detailed description of the research sample structure

The research included respondents from all stakeholders for the teachers profession: university professors, students of teachers faculties, educators and class teachers and subject teachers for secondary and primary education.

University teachers, a total of 51, were selected from Pedagogical Faculty "Sv. Kliment Ohridski" Skopje, Pedagogical Faculty "Sv. Kliment Ohridski" Bitola, Faculty of Philosophy Skopje, Faculty of Educational Sciences Stip, and the State University in Tetovo. 42 university professors answered the questionnaire in Macedonian, 9 in Albanian, and none in Turkish language. One third of the respondents 32.7% are males, while two thirds 67.3% are females.

Students of the teachers faculties, which were included in the survey come from the categories: students in the 4th year of studies, graduates and students in additional pedagogical qualification. Out of totally 243 students respondents, 152 claimed to originate from 32 institutions, 174 have expressed their gender (131 female and 43 male). Out of 243, 121 or 49.79% filled the questionnaire in Macedonian, 118 in Albanian and 4 in Turkish language.

From totally 818 interviewees, **educators and class teachers**, 318 have said to come from 76 institutions, 163 have assigned their gender (492 females and 121 males). From 818, 614 respondents or 75.06% filled the questionnaire in Macedonian, 190 or 23.23% in Albanian and 14 or 1.71% in Turkish language.

Out of totally 1642 respondents **subject teachers of the primary and secondary education**, 889 have stated to come from 178 institutions, and 1147 expressed their gender (788 females and 359 male). Out of 1642 respondents, 1333 or 81.2% answered the questionnaire in Macedonian, 297 or 18.1% in Albanian and 12 or 0.7% in Turkish language.

2.9.4 Opinions and views of the respondents

For the question regarding *the quality of study programs*, the answers were given by students, educators and class teachers, subject teachers of primary and secondary education with the option to choose one of the five offered values, where 1 means negative opinion, 5 marks the most positive opinion, and 'do not know', if they are not familiar with the situation.

The results show that the biggest difference in the opinions of the respondents is in the proposition *It is necessary to introduce entry exams and selection in the enrollment of future teachers*, where the opinion of the subject teachers of primary and secondary schools differs by 0.73 from the opinion of their fellow educators and class teachers and the students. The highest alignment between respondents according to the values of the arithmetic mean is in the statements *General encyclopedic knowledge, memorizing and learning of facts in teaching dominated* and *It was evaluated only the students knowledge, but not the ability to implement it (the knowledge)*, and *The study program was too voluminous*.

Students have unique views on the proposition *Study programs were appropriate for enrolling candidates*, while the educators, the class teachers and subject teachers in primary and secondary education on the proposition *The Study program was contemporary*.

Students mostly differ in terms of opinions on the proposition *It is necessary to introduce entry exams and selection in the enrollment of future teachers*, educators and class teachers and the subject teachers in primary and secondary on the statement *Successful completion of this program can also be achieved through part-time studying*. The difference of the values of the standard deviation (not exceeding a value of 0.5 for each category of respondents) shows that respondents are unique in the evaluation of the study program for teacher education which shows average values in terms of the offered scale from 1 to 5. (See Table nr. 1 in Annex A)

On the question ***the quality of a teacher profile that is a product of the current structure of the study programs*** responded university professors only. Participants were given the option of choosing one of the four offered values for each of these statements. "Yes" marks the existence and confirmation, "partially" suggests that it exists, but it's insufficient, and the meaning of "do not know" is the option left for interviewees who had no personal opinion or were not familiar with phenomena presented in the statement.

By the participants answers can be sensed the need of strengthening the criteria for students admission in the teachers faculties and belief in the good and bright future of the teacher profile. Thee university teachers show a negative view on the reduction of the teachers studies duration, but they also highlight the need for further professional training in the workplace. Evident is the existence of the dilemma for the successful building of a teacher's profile through part-time study. (See table no. 2 in Annex A)

In terms of the question for *the quality of the teacher profile competencies which is a product of the current structure of the study programs* responded university professors only. Respondents answered in the same way as in the previous question, with a note that the essence of the answers is in their full or partial confirmation, respectively inaccuracy.

According to the responses expressed by university professors who replied in respect of this issue it is apparent that in most of the statements, university teachers responses are positive. The highest percentage of university professors confirm that: *The competencies the students should acquire are clearly defined and formulated in the study programs* (72.50%), *the approaches chosen for learning and teaching the competences are clearly specified* (61.54%), and *Progress is guaranteed in the development of competences* (60.00%). Compared with the positive responses, the percentage of negative answers for these questions is insignificant, which, taking into consideration the values of the arithmetic mean, indicates a generally positive perception of the above mentioned questions. At the same time, results show that there's potential for improvement in each of these areas, which arises from the significant percentage of respondents who circled the option partially. (See table no. 3 of Annex A)

When asked about the *situation with the implementation of the Bologna Declaration in teachers education* in the Republic of Macedonia responded university professors only. Respondents answered in the same way as in the previous question, with a note that the essence of the answers is in their full or partial confirmation, respectively inaccuracy.

From the responses of university professors who answered the question it is visible that in most of the statements the university professors responses are positive. The highest percentage university professors confirm that: *the programs are based on the ECTS* (97,37%), *credits are allocated in the programs* (89,19%), *credits are appropriately distributed* (65,79%), *study programs are in line with key features of ECTS* (63,16%) and *the information on the program (modules and/or parts of programs) is presented as described in the ECTS Users Guideline* (63,16%). A negative response is expressed by the highest percentage of university professors on the question *Whether the students were included in the credits allocation process* (57,89%).

From the above, we can sense the positive perception of university professors on harmonization of the study programs of teachers faculties with the Bologna Declaration and ECTS system, and also can be identified room for improvement in the implementation of this system in the teachers education process in the Republic of Macedonia. (See table no. 4 of Annex A)

On the question *of quality of university professors work* answers were given by students, educators and elementary school class teachers, and university professors. Respondents were given the possibility to choose one out of five offered values for each of these statements. '1'

means negative opinion, 5 being the most positive opinion, and 'do not know', if they are not familiar with the situation.

The comparative analysis shows that students highest evaluation is on teachers professionalism (3.98), order and organization in class (3.93) interactive models application in teaching and learning by the teachers (3.81), and the university teachers preparedness for application of contemporary teaching and learning models (3.79). For educators and class teachers of elementary schools, the order and organization of the class (3.94) and the teachers expertise (3.88) are features that distinguish the university teacher. Significantly higher are the values of the arithmetic mean of responses given by university professors who believe that almost in every statement they are up to the assigned task, which can be perceived based on the average value of the arithmetic mean (over 4) for each of the statements.

The results show the existence of a positive view regarding the work of university teachers in the implementation of the study programs of teachers faculties. (See table no. 5 of Annex A).

The question on ***the resources for the realization of study programs in teachers faculties in the Republic of Macedonia*** was answered by university professors only.

From the university professors responses who in reference to the propositions stated that in most of the propositions views are balanced and highly moderate. Indeed, only in two questions more than half of the respondents answered positively: *Are there adequate structural, financial and technical means (classrooms, equipment, procedures for health and safety etc.)?* (55,26%) and *Is there necessary staff engaged (academic and supporting staff and workplace supervisors) for delivery of the programs?* (54.05%). The question *whether there is a shortage of academic staff?* got negative answers, by 34.21% of the interviewed respondents.

It shows that the resources needed for successful implementation of the study programs of teachers faculties are insufficient and there's a necessity for investment in property, staff and spatial resources of the teachers faculties. (See table no. 6 of Annex A)

When asked about ***the position of students- future teachers in the process of teachers education*** responded students, educators and class teachers, and university teachers. Interviewees expressed their views by choosing on of the five offered values where '1' marked negative opinion, 5 the most positive opinion, and 'do not know', if the respondent is not familiar with the situation.

The results analysis shows values of the arithmetic mean varying from 3.18 to 3.54, which leads to the conclusion that students perceive an average relationship and status in the implementation of the study programs of their studies. Educators and class teachers, with values of the arithmetic mean ranging (from 3.21 to 3.53) share the same opinion with the previous group. Only among the university professors can be observed somewhat more positive

perception of the students role and status in the teachers education process. This gives space for promotion the participation and of the student- future teachers status in the process of their own education. (See table no. 7 of Annex A)

In terms of the question of *the impact of the study program on the teachers competencies-qualities development* answers were given by students, educators and class teachers, university professors and subject teachers in primary and secondary schools who had the opportunity to choose one of the five offered values for each of the statements. '1' being a negative opinion, 5 the most positive opinion, and 'do not know', if the respondent is not familiar with the situation.

Analysis of the results show that all categories of respondents have doubts, respectively dissatisfaction with the level of development of teachers competencies in the teachers study programs. This is confirmed by the range of values of the arithmetic mean of the students responses (from 2.09 to 2.4), of the educators and class teachers (1.86 to 2.51), university professors (from 2.15 to 2,79), and subject teachers in the primary and secondary schools (from 2.15 to 2.79). At the same time, the average values of standard deviation also confirm the unity of each of the categories regarding the opinion of the unsatisfactory influence on teachers competencies through the implementation of existing programs for teachers education. (See table no. 8 of Annex A)

On the question of the ***resulting qualities of students who attend studies in the study programs of their faculties*** responded university professors only; by selecting one of the offered options "not at all", "a little" and "very", they determined the development level of each listed competency.

A significantly large percent of university professors said that the listed competences from the mentioned areas are very developed. Namely, based on the values of the arithmetic mean (2.79) it can be seen that for most of them the most developed competencies are: *knows the subject matter which he is to teach the students and knows how it is related to other subjects, Knowledge and understanding of the social systems (especially the upbringing and education process). Sensitiveness/openness for people and social situations. Knowledge regarding the teaching and educational concepts, their philosophical and historical foundations.* (ar. mean 2.79).

According to the respondents, the least developed competencies are *Application of special pedagogic knowledge for working with children with special needs* (ar. mean 2.15) and *Learning the procedures and principles of advisory work and planning, as well as performing intervention programs.* (ar. mean 2.18).

There's a great unity among university professors in terms of the proposition that there's no competence which is not developed at least a little bit. (See table no. 9 of Annex A)

Regarding the question on ***assessing the characteristics of the institution in which they have studied, are studying and/or are working*** responded students, educators and class

teachers, and university professors by choosing one of the five presented values where 1 marked negative opinion, 5 the most positive opinion, and 'do not know', if the respondent is not familiar with the situation.

Table 10 shows that both students and educators together with class teachers who expressed their views concerning the characteristics of their educational institution are a bit above the medium good. In a positive sense for the both groups is the quality of teaching staff (4.03 and 3.97), while the lowest value by the same respondents received the option for existence of good internet access (2.92 and 2.71), and the performance of the career center (3.02 and 2.85).

University professors have the perception, that conditions are somewhat better, when compared to the other two categories of respondents, while highlighting their quality (4.36) and the number of classrooms (4.20). (See table no. 10 of Annex A)

In terms of the question for ***the quality of the teacher profile which is a product of the current structure of study programs*** only university professors responded, who with "Yes" marked the existence and affirmative answer, "partially" suggesting that it exists, but insufficiently, "no" to say that it doesn't exist and "do not know" if they have no personal opinion or aren't familiar with the situation presented in the statement.

The highest percentage of university professors who answered the question emphasize that study programs provide *Acquiring knowledge, understanding, skills and abilities* (81.08%); *Application of knowledge, understanding in practice* (78.38); and *Transmitting knowledge and understanding* (72.97%). The lowest percentage of the interviewees claimed that programs provide *Capacities for continuation of learning* (59.46%). That would mean there's room for the development of the transversal skills among teachers through study programs for teachers education. (See table no. 11 of Annex A)

The question on ***employability of graduated teachers*** was answered by students, educators and class teachers, university professors and subject teachers in primary and secondary schools by choosing one of the listed values where '1' means negative opinion, 5 is the most positive opinion, and 'do not know', if the respondent is not familiar with the situation.

From processing the data, it is evident that statements on *Graduates were optimally prepared for the workplace* and *Students were successfully enabled for learning and working* are most positively assessed by each category of interviewees. The average values of the arithmetic mean (from 2.26 to 3.20) for the proposition *Graduates need additional training for a job* and (from 2.29 to 3.20) regarding the proposition *Future teachers must be licensed* indicates that respondents partially agree, respectively disagree with the content of the statements. It should be highlighted that the negative view among the university professors for these statements is

more emphasized in comparison to the other categories of respondents. (See table no. 12 of Annex A)

The question which refers to *organizing the teacher education process after completion of initial teachers education* answers were given by educators and class teachers, university teachers and subject teachers in primary and secondary education, by choosing one of the five listed values, with '1' being negative opinion, 5 the most positive opinion, and 'do not know', if the respondent is not familiar with the situation.

The comparative analysis of the results shows that the values of the arithmetic mean of responses given by university professors are significantly lower than the same values among educators and class teachers, and subject teachers in primary and secondary education. The values gained by university professors responds range from 1.23 to 1.63; educators and class teachers from 2,07 to 3,59; while subject teachers in primary and secondary education, from 2,22 to 3,90.

The lowest values among all categories of respondents are present in the arithmetic mean on the statements related to the Academy for Teachers, *There's a need for Academy for teachers* and *the Academy should issue teachers licenses*, and close to these values is the arithmetic mean on the proposition *The Academy should deal with the teacher professional development (In service teacher training)*

The highest values of the arithmetic mean of the educators and class teachers responds has the statement that the Professional development should be implemented by the faculties (3,59) and *the additional pedagogical qualification should be implemented by the faculties* (3.47), while at the subject teachers in the primary and secondary education is the same combination, only in reverse order (3.94 and 3.90). The lowest values of the arithmetic mean at university professors responds are related to the modernity (1.63) and satisfying the need for teachers training with the program for additional pedagogical qualification (1.52).

The results show that the respondents have negative opinion about the Academy for teaches. In general, they consider the teachers professional development should be implemented by the teachers faculties and they are hesitant regarding the accreditation of programs and licensing the institutions for teachers professional development and the role of the Bureau for Development of Education as well as the role of the Center for vocational education and training in the process of learning along with working (in-service). (See table no. 13 of Annex A)

The question for *the process of quality assurance in the education teaching personnel in the Republic of Macedonia* was answered by university professors only, who with "Yes" marked the existence and affirmative answer, "partially" means that it exists, but insufficiently, "no" to

say that it doesn't exist or isn't being applied and "do not know" if the respondents have no personal opinion or aren't familiar with the situation presented in the statement.

The range of values of the arithmetic mean for each of the questions (from 1.58 to 2.41) shows that on average these characteristics are part of the organizational structure of teachers faculties. However, it is noticeable that more respondents have suggested that there is monitoring of staff quality and motivation to deliver the program (ar. mean 1.58) quality ensuring services for programs and their components (1.65), and that quality of class rooms and the equipment is sufficient (including the working environments) required to deliver the program? (1.66).

On the other hand, most of the interviewees stated that there is no ***monitoring of the employability of graduates, that they do not have an organized database for the alumni*** (47.37%) and that *they do not collect data regarding the satisfaction of graduates from the program* (44.74%).

This point out the existence of a perception among the stakeholders for insufficient efforts for quality assurance in the teachers education, especially in part of their organization and connection with universities upon graduation. (See table no. 14 of Annex A)

The question for ***priority changes which ought to be made in the teachers education in the Republic of Macedonia in the future period*** responded all categories of interviewees who had the opportunity to circle down several of the listed areas or fields of work.

According to the answers students mostly prioritize the changes in *key competencies* (12.01% of responses), *management with the faculty* (10.3% of responses), and the least significant changes in *financing* (2.24% of responses) and *Quality in the teaching and the curricula and study programs* (2.51% of responses).

For teachers of preschool and primary education, highest priority is given to changes in textbooks and equipment/didactic-resources (12.99%) and *Quality in teaching* (10.66%) and the least significant would be the changes in *Key competences* (1.92%) and *management with the faculty* (2.45% of responses).

Of highest priority for the university professors are changes in the faculty budget (10.47% of responses) and financing (9.42% of responses), and the least significant changes in *monitoring* (1.57% of responses) and *Evaluation and certification of skills* (2.09% of responses).

According to subject teachers in primary and secondary education, the most priority would be the changes in *Textbooks and equipment/didactic resources* (12.77% of responses) and *Quality in the teaching* (11.16% of responses), and the least important changes in the *Management of the faculty* (1.45% of responses) and *Adult Education* (2.19% of responses).

From the accumulated data it can be confirmed that most of the answers refer to the changes in *Textbooks and equipment/didactic resources* 1004 or 12.22% and *Quality in teaching* 831 or 10.11%. (See table no. 15 of Annex A)

Noteworthy are the elaborations of respondents on the answers given about the question *According to you, which priority changes need to be made in teachers education in our country in the coming period?*

Regarding to the ***internationalization of the teachers profession*** in Macedonia the expressed view is in favor of the integration of education with the modern European educational model in all educational levels.

Of all ***the necessary changes in teacher education*** participants focused on the need for the university entry exam in faculties for teachers education, improvement of study programs in terms of increasing the practical component, creation of a wider range of different educated personnel, unifying the programs for teachers education, linking the theoretical and practical part of the teachers education, student participation in seminars, courses which are outside the lectures in the faculty etc.

The opinions of the respondents regarding the ***didactic-methodical changes in the teachers work*** are a subject of secondary analysis for the possible impact of changes in teachers education on overcoming these problems. In this section, respondents emphasize that there's a need for changes in:

- *Curricula and study programs* (excessive, unsuitable for the students age, voluminous factography, written without consultation with the local experts and experienced teachers from practice, excessive number of classes;
- *working conditions* (more didactic tools that would be a resource in the successful implementation of teaching are needed)
- teachers commitment to the educational process (reduction of teacher's administrative duties - electronic diary, unnecessary planning,
- *Continuous monitoring of the teacher* (instead external evaluation to develop process evaluation of teacher via the existing or new pedagogical services)
- *the number of teachers who implement the curriculum* (one teacher in a class with 34 students is insufficient)

Regarding ***the strengthening of the teachers profession***, respondents opinions of are aimed in the direction of increasing the teachers income, promotion of the teachers status in society and protection of the teachers rights.

In terms of *the Academy for teachers*, which is part of the legal regulations in the Republic of Macedonia that are at stand-by, teachers opinion is negative, respectively they consider this decision would not contribute to the improvement of the teacher profession. Some propose a solution that would improve the existing situation by adding another semester in teachers faculties, in which exams for licensed teacher would be taken, that is, in addition to the respective title to also obtain the license for a teacher/professor.

Respondents have a positive opinion on *permanent professional training of teachers*. Thus the emphasize the need to follow innovations in education, to be organized in accordance with the individual and school needs, to be focused on the teachers skills and to be implemented through other additional forms of learning such as seminars, trainings, conferences etc.

PART THREE

3. ANALYSIS OF THE CURRENT SITUATIONS AND TRENDS IN TEACHERS EDUCATION IN OTHER COUNTRIES

Foreign experience of the educational systems in terms of teachers education is one of the drivers of the process of the teachers profession promotion in the Republic of Macedonia. We are, therefore, outlining and comparing of the most important markings of teachers education systems in some European countries.

3.1 Cycles of teachers education in Europe

Teachers education in European countries is organized on academic level. It involves organization of teachers education in three cycles according to the Bologna Declaration.

There are different options for the length of the *first cycle* of teachers education. In most European countries, initial class and the educators is identical with the first cycle and it usually lasts 4 years or 240 credits, through the so-called Simultaneous model of study⁸⁰. Same is the case with the subject teachers for primary and secondary schools, with the exception that it is usually implemented through the so-called Consecutive model of studying⁸¹. In most countries after the completion of the first cycle, it is considered that teachers have acquired the competencies and skills to conduct the teachers profession.

The second cycle also contains certain variations in different countries. The variations are presented in terms of qualifications that candidates gain upon completing it. Thus, in the part of continuous permanent education, there are courses in which graduated teachers specialize in one of the subjects, which included a wide range of fields and which lead to a scientific degree Master of the certain field (Simultaneous model). Some topics specific for this type of studies are : Education for people with special needs, education of nurses, didactics of a certain subject in the curriculum, learning and teaching in higher education, adult teaching, counseling and orientation,⁸² etc.

⁸⁰ Simultaneous model is explained in the text below

⁸¹ Consecutive model is explained in the text below

⁸² Education and Training 2010: Three studies to support School Policy Development Lot 2: Teacher Education Curricula in the EU- FINAL REPORT, Taken November 5, 2015 from:
http://ec.europa.eu/education/policy/school/doc/teacherreport_en.pdf

There are cases when through the second cycle, candidates who have studied in a certain academic field, in the first cycle, choose the teachers profession and they acquire their teacher education in the second cycle of studies. In such cases those candidates acquire a teachers title in the chosen field, but the scientific degree Masters is not included.

The majority of the programs included in the second cycle are related to empirical and/or theoretical based researches translated into thesis and dissertations. The second cycle is research -oriented and it usually involves the application of research methods to deepen and expand the knowledge.

Teachers education in the second cycle of studies usually lasts one or two years, respectively 60 to 120 credits.⁸³

The third cycle of studies in teachers education is conducted through exams and preparation and defense of original and contemporary international research.⁸⁴

3.2 Initial education of teachers in Europe - organization and levels of qualifications

Regarding the structural setup of initial teacher education⁸⁵, there are differences between the European countries.

Generally, in European countries, **initial teachers education** lasts from 4 to 6 years. There are very few countries in which it lasts 3 years, and the number of systems which require master level is very low.⁸⁶

Duration of the teachers education process depends on the choice of:

- the model which candidates have chosen to study (**Simultaneous model (concurrent model)** or **consecutive model**, in fact the method of studying **full-time students** or **part-time students**)
- the level of education required for engagement in work activities Diploma- first cycle (*Bachelor degree*) or Master level- Second cycle (*Master degree*)

Students who choose to study in the so called "**Simultaneous model (concurrent model)**" have the opportunity during their studies to acquire theoretical knowledge for the subject/subjects that will teach their students, and also the opportunity to acquire professional knowledge for the teachers profession. In fact, the candidates in these programs only intend to

⁸³ Ibid

⁸⁴ Ibid

⁸⁵ ITE- Initial teachers education (undergraduate-first cycle)

⁸⁶ *Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe*, Vol. 1, Publications Office of the European Union, 2013, page. 59-61

be enabled to become teachers and are committed to prepare themselves for the implementation of teachers profession and conduct it in this way.

The intention of becoming a teacher can be realized through studying the so-called **Successive model (consecutive model)**. In this model, candidates start with the completion of their vocational education in a particular field. After completing this course, the candidate decides to enter the teachers profession. Just after completing this general education, the candidate continues with a professional training for teachers.

The intention for this model, becoming a teacher and practicing the teachers profession may appear prior, during or after completion of basic vocational (professional) studies, while candidates of the previous model are determined to only be educated for acquiring a teacher-title and with the completion of education they will only be able to practice the teachers profession.

European experiences in the initial teachers education are also present in the way of *the studying of the candidates - future teachers*. Namely, there are two types of studies: **full-time students** or **part-time students**.

Students that are solely dedicated to the studying process have the status - **full-time students**. Those are candidates, who besides studying have no other obligations.

In part-time studies can study candidates who are partially or completely prevented in following the teachers studies and activities related to the teachers professional training of (employment, health reasons, economic reasons,...). Usually the period of their schooling and acquiring the teacher-title is longer than students who study regularly.

3.3 Attractiveness and conditions for admission/entry of students in the initial education in teachers faculties

In the educational systems in Europe and the USA, the selection of candidates for entry into teachers faculties and the teachers profession is mainly determined by:

- the interest in the teachers profession,
- benefits that the profession provides the candidate- future teacher,
- demographic factors,
- amount of remuneration (wages) of teachers,
- competition for positions at the school level,

- age structure of teachers and others.⁸⁷

These factors on the one hand reflect *the general lack of teachers in the whole country*, respectively *the lack of teachers in certain regions of the countries* or *the lack of teachers in particular subjects*. The European Commission has noted "... a crisis in the teachers profession and distorted picture of it in the society...", "... working conditions and teachers salaries are insufficient..." and "the initial teachers education is considered to be insufficient for preparation in respect of the profession".⁸⁸

In such conditions of attractiveness of the teachers profession, the following criteria are applied in the system for the selection and admission of candidates as students in the initial teacher education: the candidate motivation for inclusion in the teachers profession, knowledge of the mother tongue and/or language of the program in which he studies, psychological profile of the teacher candidate, possession of a certificate of not being convicted etc.

3.4 Features of the curricula for initial teachers education (foreign experiences)

Curricula for teachers education and decisions on the curricula structure, the ways of their implementation and competencies that those curricula lead to, are matters defined by laws and decisions at a state level. This implies, structuring that is different in particular details for each of the countries. In that respect, the existence of two groups of countries that similarly regulate teachers education can be detected:

- in 24 EU member –states, the Ministries of Education or compatible authorities approve laws, regulations and guidelines for their country, according to which universities and other institutions for initial teacher education independently and autonomously create the curriculum for teachers education, of course upon previously approved documents. States, respectively, ministries only prescribe general guidelines that are mostly related to the definition of academic levels, the number of classes in some of the modules etc.⁸⁹

⁸⁷ More in: *Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe*, Vol.1, Publications Office of the European Union, 2013, page. 51-53

⁸⁸ *Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe*, Vol.1, Publications Office of the European Union, 2013, page. 51-53

⁸⁹ More in: *Education and Training 2010: Three studies to support School Policy Development Lot 2: Teacher Education Curricula in the EU- FINAL REPORT*, Taken November 5, 2015 from: http://ec.europa.eu/education/policy/school/doc/teacherreport_en.pdf Ctp 87-89

- In some countries, universities and institutions for initial teachers education are autonomous in creating and implementing the curriculum for teachers education, but they must obtain accreditation (approval) by the state.⁹⁰

3.5 Structure of curricula for the initial education of teachers

Initial teacher education is focused on the competencies development in candidates who will provide basic preconditions for quality realization of the curriculum for the subject/s in the subsystems in which they will be qualified. Much of the curricula for initial teacher training correspond and cover the curricula of courses for students, that will be studied.

The structure of "the knowledge" and the skills that the teachers candidates will need to acquire consists of the so-called *general component*, and the so called *professional component*, which are expressed by:

- General academic education for the subject/subjects
- Professional training
- Practical training in school (In-school placement)

3.6 General academic education for the subject/subjects

The general academic education refers to the study of theoretical aspects of the subjects which in the future will be taught by the teacher.

In the so-called Simultaneous model, knowledge of the subject, respectively subjects that the candidate has chosen to teach in the future, are taught simultaneously, through different models of their connectivity and entanglement.

In the so-called Consecutive model this kind of education is acquired in the first cycle of studies and candidates learn subjects as part of another profession that they've chosen to study.

According to the European Commission, potential teachers should "... have sufficient academic knowledge of the subject(s) they will teach."⁹¹

⁹⁰ Ibid

⁹¹ European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, Taken June 25, 2015 from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf

3.7 Professional education of teachers

The professional component of teachers education is based on professional training and practical training in school. "The professional component of future teachers provides theoretical and practical skills necessary to become a teacher..."⁹²

The professional training in the initial teachers education of teachers is related to the study of subjects and disciplines that theoretically develop teachers competencies, mainly referring to the so called, competences which in the Frascy classification are included in the area of Social sciences, the field of Education. The European Commission names this section "Theory of teaching (pedagogy)" or defines it as a part that prepares the teacher theoretically, to teach his subject, to support students in learning and to manage his classes.⁹³ This part includes psychological competence of future teachers also.

The practical training in school has a significant part in the initial teacher education in the European countries. The practical training is important for future teachers "... to gain concrete experience during real classes as soon as possible, which includes learning how to deal with real issues that are a consisting part of teaching and class management in different situations. Practical experience may include observing activities in the classroom, as well as independent or shared responsibility in conducting some of the classes under the guidance of an experienced teacher."⁹⁴ According to the same document of the European Commission, during that period, the candidate is supervised by a teacher from the school, with periodic assessment by teachers from teachers faculties.

The duration of the practical part of training, in some countries is determined by the minimum number of days (120), in others with minimum hours (from 20 to 800), while in the third countries it is determined in credits (25 to 30).

The practical part of the school training in average lasts longer in the simultaneous model, compared to the consecutive model of teachers education. It is particularly important the practical part of the training to begin as early as possible during the curriculum implementation for teachers⁹⁵

In certain models of curricula for teachers education, for the pedagogical practice or practical training for teachers within the Consecutive model, there is no ECTS equivalence.

⁹² *Key Data on Education in Europe 2009*, Education, Audiovisual and Culture Executive Agency P9 Eurydice, Taken 25 September , 2015 from

http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/105EN.pdf

⁹³ European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, Taken June 25, 2015 from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf

⁹⁴ Ibid

⁹⁵ More in: *Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe*, Vol. 1, Publications Office of the European Union, 2013, page. 59-61

Most countries establish a minimum period for professional training. The average duration is 60 ECTS credits, corresponding to an annual period of full-time education.

The quality of initial teacher training is reflected in "... the connection between the academic knowledge and professional knowledge and experience gained in schools, along with research findings."⁹⁶

3.8 Competences of the students - future teachers

The comparative analyses of the experiences of the European countries in terms of competences and skills that are developed in the teacher education institutions point to:

- definition and determination of competences by the state at the level of guidelines (instructions) and determining a frame of competences from the one side, and their independent implementation by the Universities and other institutions for teacher education
- great independence and autonomy of Universities and institutions for teachers education in determining the competences of the teachers curricula with an increased control by the state in the way of implementing that curriculum.

From the information we have available we can unequivocally conclude that in the study programs for teachers:

- "pedagogical skills are very important in the education of teachers for primary schools and subject teachers,
- competence related to mobility, leadership and permanent and lifelong learning are given very little space in the education of teachers for primary schools and subject teachers,
- one of the pedagogical competences (teaching in heterogeneous environments) is insufficiently represented,
- the integration of theory and practice based on research is becoming more common in the curricula for teachers education,
- the skills and competences of teachers for communication and cooperation with colleagues, parents, other stakeholders and authorities outside the school should be promoted,

⁹⁶ *Study on Policy Measures to improve the Attractiveness of the Teaching Profession in Europe*, Vol. 1, Publications Office of the European Union, 2013, Сtp. 59-61

- competencies for teamwork in schools,
- skills and competencies to ensure quality are insufficiently promoted in teachers education,
- mobility competence must receive greater support in the curriculum for teachers.⁹⁷

Also it is important to emphasize the development of the essential professional interests among students- future teachers:

- "taking professional responsibility for training young people to become reliable individuals, responsible citizens and successful students and effective factors;
- having knowledge and understanding related to the subject which is being taught;
- managing students behavior and the classroom ...,
- aware of the education's contribution for the student as a whole and taking professional responsibility for the development of his personality, talent, psychology, spiritual and physical characteristics;
- engagement in ongoing educational issues and contribution in the process of curriculum research and development, staff and school development;
- applying different teaching strategies which facilitate student learning, including the use of ICT;
- Participation in the children support and protection ... ;
- Understanding of the legal and professional aspects of the profession in regard to students;
- Promoting equality between people in an inclusive community ...,
- Promoting the learning of students with learning disabilities, including those who need special support in certain parts of the curriculum, with emotional and behavioral problems;
- Notification of parents and other stakeholders for the student success and development;
- To take responsibility and be committed to their professional development deriving from professional research and reflection on their own professional practice and to participate in the professional development of colleagues;

⁹⁷ More in: *Education and Training 2010: Three studies to support School Policy Development Lot 2: Teacher Education Curricula in the EU- FINAL REPORT*, Taken November 5, 2015 from: http://ec.europa.eu/education/policy/school/doc/teacherreport_en.pdf Ctp 81

- Apply surveys and other forms of appropriate records to inform about the choice, change and priorities ...,
- Conduct administrative tasks required by school."⁹⁸

3.9 Mentorship in the initial teachers education

Mentoring is a process of "introduction and maturing" of the student- future teacher in the professional teaching competence practice. Mentoring is a symbiosis of university inexperience with the experience theory with practice. Significant aspects of reviewing mentoring are: defining roles, tasks and relationships, determination of the process, arranging the ratio and preparation for mentoring.

In terms of roles, tasks and relationships between those involved in the process of mentoring, the modern systems recognize the existence of a bigger number of involved persons with corresponding and precisely determined roles. The coordination between them is very important to ensure the success of the process.

In terms of *the mentors tasks*, cited are: "providing guidance, leadership, monitoring of teaching and classroom management by the student, giving feedback, contribute in the students understanding, modeling good teaching and classroom management, allowing students to observe less successful classes, counseling on class management, assistance in time management, supporting and introducing the student in the overall school life."⁹⁹

Determining the process, arranging the ratio and preparation for mentoring are part of partnership agreements between faculties for initial teachers education and mentoring schools.

3.10 The partnership in the initial teachers education

In mentoring, relationships are governed by partnership agreements for building partnership inter-institutional relations. The partnership is a form of defining the mutual relationships of universities- as places where theoretical training of future teachers is conducted and schools- as places in which the practical preparation of the future teachers takes place. With the successful partnership, all involved subjects gain, "students- future teachers,

⁹⁸ *Standards for Initial Teacher Education, Driving forward professional standards for teachers*, Taken November 10, 2015 from : <http://www.gtcs.org.uk/web/FILES/the-standards/the-standard-for-initial-teacher-education.pdf>

⁹⁹ Jones L., Reid D. & Bevens S. (1997). Teachers' Perceptions of Mentoring in a Collaborative Model of Initial Teacher Training, *Journal of Education for Teaching*, Vol. 23, No. 3, 1997, Taken August 19, 2015 from: https://www.academia.edu/195319/Teachers_Perceptions_of_Mentoring_in_a_Collaborative_Model_of_Initial_Teacher_Training

school staff, university coordinator of practical training in schools and all university teachers involved in the initial education, schools and University." ..." teachers not only help students, but they also have the opportunity to learn about completing the extended qualifications through accredited programs for professional development or involvement in research."¹⁰⁰ Also some of the universities in the selection of students in the enrolling process in the faculty include mentors.

3.11 Teachers continuous - permanent professional training

Basic forms of professional development of teachers in modern teachers education systems are: the apprenticeship (probationary) period or initial learning period and learning through the work, respectively permanent professional development.

3.11.1 Teacher beginner apprenticeship period: induction period

The introductory period of teachers in the classroom teachers profession is an important part of the teachers development, and at the same time it is a bridge between initial teacher education and the constant professional development. It is also a conclusion confirmed by the European Commission, that has no dilemmas that "there is a broad consensus that becoming a teacher should be perceived as a gradual process, including initial education, phase of introduction and continuous professional development. The stage in which the newly qualified teachers move from ITE and continue into professional life is seen as crucial for further commitment and development, and for reduction of the number of teachers abandoning their profession."¹⁰¹

The analysis of numerous conducted studies in order to detect the situations and the relationships for the introductory period the teachers brings us the following conclusions:

- in some systems, schools are responsible for realization of the initial period,¹⁰²
- in some states the introductory period is mandatory, and in others it's only recommended,
- in some countries, it is limited on mentoring,

¹⁰⁰ *School partnership agreement*, Taken May 18, 2015, from:

http://www.herts.ac.uk/_data/assets/pdf_file/0007/75157/Schedule-and-appendices-1.pdf

¹⁰¹ European Commission Staff Working Document SEC (2010) 538 final. *Developing coherent and system-wide Induction Programmes for beginning Teachers. A Handbook for policymakers*, p. 9. The document is available online at: http://ec.europa.eu/education/policy/school/doc/handbook0410_en.pdf [Accessed 15 June 2015].

¹⁰² *Teachers' Professional Development Europe in international comparison*, An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS), ctp: 47

- it usually ends with the assessment,
- besides on state level, introducing activities can be organized at local or school level.
- the duration of the introductory period is different and lasts from several months to two years.¹⁰³

Besides the formal programs described above, the introductory period should also be realized through non-formal programs that have professional, social and personal dimension.

"The professional dimension refers to supporting beginners in developing self-confidence while applying the basic teaching competences, including the pedagogical knowledge and skills. *The social dimension* provides support for the teacher beginner in entering the school community, understanding and accepting the qualities, norms and vision and organizational structure in the school. *The personal dimension* covers the area of the teachers professional identity development (development of personal norms towards the students and colleagues, elaboration of personal perception of teaching and learning, views about lifelong learning,..., emotions..."¹⁰⁴

In the introductory part an important **role have the schools** that offer "mentoring and appointments with the school principal and/or other colleagues, courses and seminars , team lectures, networking/virtual communities , peer to peer assessment , cooperation with other schools and diaries / journals"¹⁰⁵

The quality of **mentoring in the induction period** contributes for the promotion of teacher qualities of the teacher-beginner, but of the teacher mentor as well. For these reasons it is necessary mentors *to be selected* according to rigorous criteria by checking interpersonal competences, communication skills and knowledge and to undergo *training for mentors*, which is implemented into teachers faculties. Training for mentors consists of personal pedagogical improvement, awareness of the importance of professional sharing with colleagues and a better understanding of management (According to Huling and Resta- Huling and Resta, 2001).¹⁰⁶ Mentors must meet the following characteristics: "teachers should have participated in programs for introducing as beginners in teaching, should have the status of a worker with

¹⁰³ Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers, European Commission Staff Working Document SEC (2010) 538 final, Taken October 11, 2015 from http://ec.europa.eu/education/policy/school/doc/handbook0410_en.pdf

¹⁰⁴ Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers, European Commission Staff Working Document SEC (2010) 538 final, Taken October 11, 2015 from http://ec.europa.eu/education/policy/school/doc/handbook0410_en.pdf

¹⁰⁵ European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, Taken June 25, 2015 from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf

¹⁰⁶In: Developing coherent and system-wide induction programmes for beginning teachers: a handbook for policymakers, European Commission Staff Working Document SEC (2010) 538 final, Taken October 11, 2015 from http://ec.europa.eu/education/policy/school/doc/handbook0410_en.pdf

permanent employment, more than ten years of experience as a teacher and more than five years of experience in their school"

3.11.2 Permanent professional enabling of teachers (in-service)

The permanent education or the so called teachers professional development is the essential and existential part of the teachers profession. The success in identifying the need for professional development, quality in the selection of the model and the form of professional development, time devoted to professional development and reflexive approach in the evaluation of professional development are important competencies of the modern teacher. The current comprehension of continuous professional learning of teachers is seen as "... a dynamic, ongoing, continuous and it's part of teachers everyday life - embedded in the context of the classroom and created through experience and practice, in sustainable frequent cycles of setting objectives, planning, application and reflection."¹⁰⁷

The experiences of other countries in terms of teachers professional development indicate on the existence of individual professional development and collaborative professional development which can be implemented in on an individual level, on schools level, and state level.

Teachers individual professional development based on personal perception of the need for professional learning, the initiative and undertaking action for professional learning and development, evaluation and reflection on the personal professional development.

Teachers collaborative professional development: promotes changes in the teachers practice, views and beliefs; changes the teacher behavior in the classroom and his view towards professional development; provides foundation for research and reflection; opens ways for de-privatization of teachers practice, develops communities of practices that promote changes in schools beyond the classroom etc.¹⁰⁸

Professional development in most European countries is compulsory for teachers, while in some of them it is optional. (European Commission, 2009; Eurydice, 2008).¹⁰⁹ The same source says that "the specific" teachers professional development related to new educational reforms" is organized by the relevant authorities. It is also concluded that the financing of teachers permanent professional education is realized in several ways: by the direct state management, by transferring funds to the local government and transferring funds

¹⁰⁷ Caena F. (2011), *Literature review Quality in Teachers' continuing professional development*, Taken September 12, 2015 from: http://ec.europa.eu/education/policy/strategic-framework/doc/teacher-development_en.pdf

¹⁰⁸ Ibid

¹⁰⁹ In: *Teachers' Professional Development Europe in international comparison*, An analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS), pg.: 44

directly to schools. There are systems where teachers receive grants as well or the are sponsored by some education providers¹¹⁰. Some of the most common "structured" forms of permanent teachers professional education are: informal dialogue for promoting teaching, reading professional literature, courses and workshops, qualification programs, observational visits in other schools, educational conferences and seminars, professional development networks, individual and collaborative research, mentoring and monitoring the colleagues etc.¹¹¹

¹¹⁰ Ibid, page: 50

¹¹¹ Ibid

PART FOUR

4. CHALLENGES AND INSTRUCTIONS FOR THE PROMOTION OF THE TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

4.1 CHALLENGES OF TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

Educational systems in Europe¹¹² and in the world, base their educational systems and the systems for education on the social changes, economic trends, comparative analysis and exchanges of experiences with other parties, new scientific findings and practical experiences.

The experiences of other state, are of particular relevance for the development of the educational system in the Republic of Macedonia and especially for the teachers education system, because it will contribute to:

- Recognition of the teachers education system;
- Balanced quality of the teachers education process in the European educational space;
- Recognition of the teachers competences in the European teachers labor market and their validation;
- Improvement of the teachers education quality;
- Developed teachers relevant competencies for the corresponding educational system;
- Development of quality teacher;
- Improvement of the teachers staff mobility.

In the SABER analysis of educational systems pertaining to teachers quality policies, policies are followed in these fields: "requirements for entry and remaining in the teacher profession, initial teachers education, candidates selection during admission and employment, responsibility given to teachers and autonomy, professional development, compensation: salaries and unpaid benefits, retirement conditions and benefits, monitoring and evaluation of

¹¹² European Commission/EACEA/Eurydice, 2015. *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union, Taken June 25, 2015 from: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf

the teachers quality, representation of teachers and their voice and school leadership. “¹¹³ However ,as most important in ranking the teachers profession quality in a country applied are the following 8 objectives of educational policies for teachers staff:

- "setting clear expectations from teachers";
- attracting quality staff in education;
- preparation of teachers staff through quality training and practical experience;
- connecting the teachers skills with the students needs;
- management of the teachers staff by highly professional principals;
- monitoring of teaching and learning;
- support for the teachers professional development and
- motivating teachers to work."¹¹⁴

According to the European Commission, which constantly monitors the educational systems in Europe through the implementation of relevant researches for individual and comparative situations of the educational systems, "the quality of initial teachers education is crucial for the development of excellence in teaching."¹¹⁵ The Commission highlights the need for "... providing a balanced and consistent approach to theoretical knowledge of the particular school subject, skillful teaching of the subject and a firsthand teaching experience. ITE graduates should be able to apply the theory into practice and to constantly review their teaching methods." ¹¹⁶ In the document, the Commission points out that the so called "instruments"¹¹⁷ such as the European Qualifications Framework (EQF), Europass, European credit transfer systems (ECTS and ECVET), The multilingual classification of European skills/competences, Qualifications and Occupations (ESCO) and the Quality assurance frameworks, represent a complex-unification of measures that lead to "European Mobility where knowledge, skills and competences of an individual can be clearly understood and quickly recognized." ¹¹⁸

¹¹³ Vegas E., Alejandro J. Ganimian J. A. And Kaufman L. (2012). *How Can We Classify Education Systems According to Their Performance on Core Teacher Policy Goals?*, SABER-Teachers Background Paper No. 4, Taken September 18, 2015 from:

http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/TCH/How_Can_We_Classify_Education.pdf

¹¹⁴ More in: *Analyses of the policies and practices of the teachers professional and career development in the Republic of Macedonia*, (2013). UASID Project for *teachers professional and career development*, MCCE and USAID

¹¹⁵ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 20 November 2012, on Rethinking Education: Investing in skills for better socio-economic outcomes, COM/2012/0669 final.

¹¹⁶ Ibid

¹¹⁷ Ibid

¹¹⁸ Ibid

In order to translate the foreign experience into adapted and original solutions for the teachers profession development in the Republic of Macedonia, which will rely on these terms, situations, development and the trends that are authentic for our region, we take into consideration the information obtained from the conducted empirical research.

Since the end of last century and the beginning of this century, substantial reforms in the system of teacher education in our country were carried out. But actually it can be concluded that the approach has always been partial, it was always based on certain decisions that were directed in short-term internal displacement, almost always under politicization with compromises and partial satisfaction of certain positions and views, views, without long-term views and vision on what should a teacher in the 21st century in the Republic of Macedonia be like. All stakeholders, therefore, are not satisfied with the current situation in the teachers profession. It is more than obvious that:

- There is a poor teachers preparation for the modern concept of teaching and learning;
- There is a negative selection in choosing teachers;
- There is an imbalance and low integration of the vocational and pedagogical education in the subject study programs.
- The concept of teachers education in teachers and non-teachers faculties is not standardized;
- The system for teachers education and the professional development system are not defined according to the new trends, they are not functional and it can be stated that they do not provide an adequate level of quality;
- The study programs of the institutions that train teachers staff do not fully meet the requirements of the modern system of education and upbringing; it's observed (non) harmonization of programs, disconnection and lack of coordination between these institutions; education of educational staff is based on the traditional pedagogical system;
- There's insufficient financial support in kindergartens and schools;
- Formalize a mentoring system during initial teacher education;
- Formalize a mentoring system during the probation period;
- Formalize the process of taking the intern exam;
- Formality in following the principles of the Bologna Declaration and ECTS system
- Extensive study programs for teachers education
- Poor quality of newly recruited candidates

- Uneven development and a lack of material, human and spatial resources in the teachers faculties.
- Differences in the level of competence development of the teachers staff
- Differences in the development of the type of teachers staff competencies
- Frequent changes in the curricula for primary and secondary education
- Problems with textbooks in terms of target appropriateness, consistency of the content, development and appropriateness of the didactic-methodical apparatus, design, reviewing
- Domination of general (encyclopedic) knowledge, memorizing and factography in the teaching process
- Evaluation of the students knowledge only, but not the ability to implement it
- Poor offer of programs for teachers continuous professional development
- Incidental offer of projects for additional training during the teacher work
- Inoperability of former students associations
- Negligence regarding the students opinion about the quality of initial teachers education
- Problems with the frequent legislative changes in the sphere of education
- Non participation in the decision-making manner in field of education
- Problems with the education of principals
- Uneven pedagogical practice in the teachers faculties
- Inadequate coverage of competencies in the teachers study programs
- Excessive number of subjects (courses) and number of hours that constantly change
- Domination of educational (cognitive component) in contrast of the educational (affective component) and psychomotor component in teaching and learning
- Uneven working conditions in schools
- Monitoring and evaluation of teachers based on the principle (rewards and punishments)
- Evaluation of teachers on the basis of secondary reaction
- Insufficient training of teachers for management of challenges and working in modern education (multiculturalism, talented students, students with special needs, innovations, bilingualism ...)
- Inconsistency (lack of clarity) of additional pedagogical qualification
- Negative perception or inferiority on the teachers profession status, ...
- Media isolation of the teachers profession, ...

Improvement of work quality, especially the quality of the teaching process and the effectiveness of educational institutions can be achieved only if new guidelines and standards for education policy in our country regarding the teachers profession are established.

The entire school staff is directly involved in the efforts of the societal strengthening of the education quality and enhancing the effectiveness of educational institutions. The place and role of staff emphasizes the need for their eligibility, that is, the ability to recognize, respect and apply the modern trends and developing elements in the field of educational theory and practice.

The analysis of teaching and learning reveals many inconsistencies, typical of all educational subsystems, which hamper the efforts to modernize or they decelerate initiatives in the process of their innovation.

The study programs for initial teachers education should be dynamic, flexible and constantly evolving.¹¹⁹

They need to prepare the future teachers to progressively and proactively conduct professional obligations expected from them, and to continuously reflect on the nature of the educational system, not only to be able to meet the challenges of the professional context, but to contribute in the process of change also.

Thus, study programs for initial teachers education must take into consideration the following aspects:

- professionalism,
- pedagogic competences,
- the competence to apply educational technology, firstly ICT,
- organizing competences and the capability for teamwork,
- flexibility and
- openness.¹²⁰

In 2010, universities developed a Framework of high education qualifications (MES, 2010), which was later adopted by the Ministry of Education and Science.¹²¹ It defines the profile, objectives and foundation for shaping the study programs of the first, second and third cycle of studies as well as study programs for higher vocational education lasting less than three years. The National framework is a mandatory national standard that regulates the manner of acquiring and using the high education qualifications in the Republic of Macedonia.

¹¹⁹ According to the *National Program for Development of Education in the Republic of Macedonia 2005-2015*, MES, 2005

¹²⁰ *ibid.*

¹²¹ MES (2010): *REGULATION on the National Framework of Higher Education Qualifications*, Skopje

The National Framework contains general descriptions of the qualifications for each cycle, which reflect the usual skills and student achievements, and are related to the qualifications that mark the completion of the specific cycle. The description of learning outcomes for a specific level of qualification is expressed with the following qualifications descriptors:

- knowledge and understanding,
- applying the knowledge and understanding,
- ability to evaluate/asses/make a judgment,
- communication skills and
- skills for learning.

Based on the such definition of general categories of competences a whole range of key professional teacher competencies can developed which should be fulfilled by every institution for teachers education:

- superior expertise in one or more specific subjects (academic education);
- solid knowledge and understanding of the subject area or area/s for which the teacher is responsible;
- proficiency in at least one foreign language;
- the ability to complement the subject expertise with pedagogical skills, including motivation for learning, creativity, cooperation, understanding the education social context (this particularly relates to subject teachers);
- understanding of the pedagogical potential of technology (especially ICT) for integration of skills development in the processes of education and learning;
- ability to integrate the principles of lifelong learning in the education and learning processes;
- capability for achieving international (European) standards in teaching;
- possessing broad and balanced knowledge and understanding of the basic features of education in different, especially the European and intercultural contexts;
- ability to establish and maintain a reasonable argument for basic educational issues in a clear, lucid and coherent manner;
- accountability for their contribution to the child and young person education and taking professional responsibility for the development of personality, talent and mental, spiritual and physical attributes of every child and young person;
- possession of knowledge, understanding and willingness to participate in current

educational issues and contribution to the process of developing the curriculum (especially on local level) and the staff professional development , as well as to the development of the school in general;

- ability to apply a wide range of different teaching strategies to enable learning amongst children, including appropriate use of ICT;
- ability and commitment to promoting equality of opportunities for all people in an inclusive society and undertaking active steps to eliminate discrimination;
- intellectual independence and proven critical action;
- knowledge and skills to promote the learning among students with problems and/or barriers in learning, including those who need additional help in certain teaching fields as well as those with emotional difficulties and behavioral problems;
- skills to inform parents and other stakeholders for the success and progress of students;
- ability to apply researches and other types of valid recording practices in order to provide information, which will help in conducting selection, changes and priorities in the promotion of educational practices;
- appropriate behavior as a professional person towards the other teachers and colleagues from other professions para-professionals and agencies involved in providing support to the students, gaining experience from the cooperation with them;
- performing administrative duties according to the requests of the school; and
- undertaking responsibility and commitment to their own personal and professional development, based on professional self-reflection and self-evaluation of their own practice and the practice of others.

It must be emphasized that these crucial competences can be applied in different social, cultural, linguistic and educational environments.

4.2 GUIDELINES FOR ADVANCEMENT OF THE TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

The statements above call for serious action and development of general and specific guidelines for teachers profession promotion in the Republic of Macedonia.

The general guidelines for advancement of the teachers profession relate to the system in general and creating values which will create preconditions for strengthening specific guidelines for teachers profession promotion.

The specific guidelines for advancement of the teachers profession are related to every subsystem of the educational system and every segment of the teachers profession. Specific action guidelines need to lay the foundation for more advanced, more successful and better realization of teaching and learning on the one hand, development of teacher competencies on the other side and finally, professionalization and better social status of the teachers profession.

GENERAL GUIDELINES FOR ADVANCEMENT OF THE TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

1. THE EDUCATIONAL SYSTEM INTEGRITY (WHOLENESS)

The current situation with the separation of the preschool education subsystem from the rest of the educational space is not sustainable. It is necessary to ensure the system integrity which will provide cohesion in the education space, integration of measures and activities to promote educational work; it will advance the children learning process. As part of a system, the participation in preschool education in the development of children will increase and will facilitate as well as accelerate the vertical transfer of children into the system.

2. IMPROVEMENT OF THE SOCIO-ECONOMIC STATUS OF THE TEACHERS PROFESSION

The teachers profession is in poor socio-economic position, with lost social status, relatively weak and uninterested candidates for teachers, with poor educational policy for motivation of the existing and future teachers, with a relatively weak material technical conditions, unsystematic approach in the planning and production of human resources in the areas of preschool, primary and secondary education.

Therefore, policies are needed to raise the socio-economic status of the teachers profession and the status of teachers in society. And it should begin from the selection of candidates for admission into the teacher education study programs, through specific forms of scholarships/co-financing of students in the study programs for initial teachers education.

3. DEVELOPMENT OF INITIAL EDUCATION OF TEACHERS STUDY PROGRAMS BASED ON THE DEVELOPMENT OF TEACHERS COMPETENCES

The study programs for initial teachers education are often a result of "personal decisions" and "inherited conditions". Not rarely happens, that part of the subject (course) programs are conducted by teachers and assistants with inadequate qualifications (titles and diploma) according to Frascy classification. At the same time, there are situations when the subjects and modules have incurred as a product and liability of instant solutions and project activities. It is necessary to develop programs that are based on the teachers profession competencies. Those are competencies that have been comprehensively prepared during the last few years in the Republic of Macedonia, and they are a product of such activities, but not also incorporated into the current study programs within the competence¹²². In this regard, the already developed competences must be harmonized and based on them to be developed new study programs in the teachers faculties.

4. PREPARATION OF PROFESSIONAL COMPETENCE FOR EDUCATORS AND PROFESSIONAL ASSOCIATES IN THE PRESCHOOL EDUCATION

The teacherS profession and the activity of professional employees/associates in preschool education is specific due to the developmental characteristics of the age group, number of children, the working form, working conditions etc. Due to these reasons, there is a necessity for terminological and essential harmonization of professional competencies of educators and employees/associates in preschool education with the previously mentioned ones, for the competencies of teachers. It will help in their identification in the labor market, but will also provide the opportunity for their professional development. Based on them, the study programs in faculties for teachers training would be created and harmonized.

¹²² The USAID Project for teachers professional and career development - Basic professional competences of the teachers) Taken September 20, 2015 from: http://mk.mcgo.org.mk/wp-content/uploads/2015/02/Nacrt_Osnovni-profesionalni_kompetencii_na_nastavnici.pdf and Vidovik .V and Velkovski Z. (Ed.) (2013). *Teachers profession for the 21st century* Taken September 22, 2015 from: http://www.cep.edu.rs/public/Nastavnicka_profesija_za_21_vek.pdf

5. PREPARATION OF THE NATIONAL FRAMEWORK OF TEACHER COMPETENCIES AND CREATION OF PROFESSIONAL STANDARDS FOR TEACHERS

The preparation of the National Framework for teachers competences (NFTC), would ensure equalization of teacher competences coming from the different high-education institutions that produce teachers, and on the other hand would make these resources comparable and compatible with the other teachers in Europe. Thus would be satisfied the criteria for European higher education of teachers and would increase the teachers staff mobility, as well as opportunities for professional and career development in and outside the country.

This framework of teacher competencies would be a reference nucleus around which, would be upgraded the specific competencies required for certain profiles in the educational process: educator, class teacher, subject teacher, adults education teacher), and which should also be equalized according to competencies.

Based on the National Qualifications Framework for teachers, the professional occupational standards for teachers that would allow clear specification of knowledge, skills and views of teacher occupation will be produced, in order to standardize this profession and to promote the socio-economic status of the teacher as a professional - a creator of the overall social progress. Under the existing National Classification of Occupations, teachers occupations according to the types, fall into the category occupations number 2, called Experts and scientists in which it is stated that the lowest level of education is VI, and the highest VIII, according to the National Qualifications Framework. Through the elaboration of occupational standards for all categories of teachers, problems concerning the question on which should be the basic generic and specific competencies of teachers will be largely avoided.

6. SUPPORT FOR TEACHERS AND ASSOCIATES STAFF, EDUCATORS AND TEACHERS IN PRESCHOOL, PRIMARY, SECONDARY, HIGHER EDUCATION AND ADULTS EDUCATION FOR ELABORATION, APPLICATION, MANAGEMENT AND EVALUATION OF EUROPEAN PROJECTS

The support is necessary and needed for internationalization of the teachers profession by using the mechanisms of applying for European projects. The support would involve training for developing projects in education, teaching and learning, training for preparation of projects for individual mobility, training for project management, and training for monitoring and writing reports on implemented activities.

This way, there would be a direct impact on teachers experience and improvement of their teaching practice. At the same time the principle of shared peer-to-peer learning would be improved.

7. REVISION OF FIELDS AND AREAS IN THE FRASCY CLASSIFICATION

After placing in the Frascy classification of scientific-research areas, fields and ranges the free interpretation of the above mentioned by scientists and employees in the teachers faculties occurred. This free interpretation was reflected on the incorrect use of the category "other" in areas of a given field, misinterpretation of the existing teachers and the adequacy of their doctorates on the stated scientific areas, fields and ranges, but also free interpretation of the doctoral dissertation background. It reflects on the quality of implementation of the subject programs, study programs, as well as the appropriate coverage of competences of the students-future teachers. For these reasons, it is necessary to harmonize the existing Diploma for scientific level, with the appropriate disciplinary background of the topic of the thesis in the categories of the Frascy classification.

8. SUPPORT FOR PUBLISHERS, UNIVERSITY TEACHERS AND ASSOCIATES

Faith in the teachers profession and the teachers dignity largely depends on the support and promotion of their experience, knowledge and expertise to be presented to the professional and scientific community in the country and abroad. Through this kind of support, already established experts in education, teaching, and learning from Macedonia would be recognized by foreign publishers, sponsors and donors. At the same time candidates studying in teachers faculties, experts community, parents and children and students in Macedonia will use textbooks that, among others, will contain authentic, relevant, adjusted to the conditions and of course acknowledged learning materials.

9. STAFFING OF THE TEACHERS FACULTIES WITH TEACHERS AND ASSOCIATES STAFF

The system of career promotion in the teachers faculties has been passive for a long time. Namely, the admission of young, associate staff is absent and the duties of associates, are often done by assistants and part-time and full-time professors, which hampers their creative potential on the one hand, and on the other hand there's no transfer of experience and knowledge from older and experienced teachers to younger teachers and associates. Admission

of teachers and associate staff would provide a greater and more appropriate coverage of the realization of competences in the study and subject programs in the teachers faculties.

10. FUNDING AND SUPPORT FOR OPENING AND OPERATION OF FUNCTIONAL EDUCATIONAL LABORATORIES AT TEACHERS FACULTIES

For teachers profession promotion, it is necessary to open educational research laboratories in which didactic-methodical solutions would be designed, tests and promotion would be designed in an appropriate manner; modern strategies for learning and teaching would be created, and the process of learning children and students would also be advanced etc.

At the same time, such laboratories would be a place for design, development and production of teaching materials and aids (media), which would provide appropriate way of promoting cooperation with the mentoring schools as well.

11. PROVIDING FREE AND OFF-CHARGE ACCESS TO DATABASES FOR THE TEACHERS PROFESSION

Databases are an endless source of ideas, knowledge and experiences that every teacher would have personal, career and professional benefits. They are the basis of every teachers professional and career development and provide accessibility and faster flow of technical and scientific information. Through free access to databases the need for translating specific literature, books and textbooks will be reduced, and the gap in the absence of worksheets, books, exercise books and learning materials will be covered.

12. FUNDING AND SUPPORT FOR ISSUING INTERNATIONAL JOURNALS IN THE FIELD OF THE TEACHERS PROFESSION

Support for issuing international journals for education is focused on increasing the exchange of experiences, promotion of educational values in the educational system in the Republic of Macedonia, highlighting the personal and collective effort of teachers in the Republic of Macedonia for changes in the educational work and in teaching the children and students.

13. PREPARATION OF STRATEGIES FOR THE EMPLOYMENT OF EDUCATING AND TEACHERS STAFF IN THE REPUBLIC OF MACEDONIA

The current situation with the sufficiency of educators and teachers staff in the Republic of Macedonia imposes the need for finding a solution to their proper placement in the labor market. One of the possible solutions is legislative regulation of obliging or recommendation of private sector companies to hire graduated educators and teachers in private and state public institutions and companies that are involved in activities such as: Schools for Languages, School for Education, Playgrounds, Toy Stores, Learning centers etc. This will increase the quality of services in these companies, and will also reduce the number of unemployed teachers.

14. CREATING PROFESSIONAL AND COMPETENT TEACHERS ASSOCIATIONS

It is necessary to create conditions and to support the development of professional teachers associations that will be dealing with specific aspects of the educational work. In this regard, those professional associations would conduct researches, provide recommendations and suggestions, they would be partners of state institutions in the development of quality curriculum, quality of teaching and learning, students professional orientation, the parents role in the educational process etc. Taking into account the specifics and the importance of the teachers profession in the promotion of the overall social development, it is necessary to form professional bodies/associations/chambers which would work on promotion, development and protection of the interests and competencies of teachers staff involved in the education subsystems.

15. ROLE OF THE ADMINISTRATIVE SERVICE IN THE EDUCATIONAL INSTITUTIONS IN PROMOTING THE TEACHERS AND EDUCATORS WORK

Professional associates in educational institutions must reaffirm their expert and professional role in the development of the general educational process. Their active involvement and assistance in building a competent teacher is of essential relevance.

It is particularly important to redefine and specify the roles and duties of the pedagogue, psychologist, social worker, sociologist and special education teacher in the institutions in which they work. Their contribution should be aimed to direct monitoring of the educational work in the school; advisory and consultation work with teachers; analytical and research work; professional improvement of teachers staff; the work of the pedagogical records and documentation, working with children and students, working with parents and others.

16. THE ROLE OF THE MEDIA AND CULTURAL INSTITUTIONS IN THE DEVELOPMENT OF A POSITIVE PERCEPTION OF THE TEACHERS PROFESSION

The media is an important creator of the perception of a particular profession by citizens. The entire educational system needs to be supported by the cultural institutions and the media. Therefore, the approach of the media towards quality education ought to change including measures for developing a positive approach and providing support from the media for education system. A strategy for raising the awareness for the importance of quality education is needed. It's also needed greater promotion of learning, knowledge, books, and skills. More space for educational programs in the local and national media. Employment of specially educated persons for education programs in the media. Support in promoting the values and services dedicated for children, students, parents, teachers. Development and support in the media programs (TV and radio broadcasting, publishing, other types of media). Greater production of educational, scientific, cultural, artistic contents, programs for children and parents, educators, teachers.

17. GREATER CONNECTION AMONG TEACHER FACULTIES WITH OTHER EDUCATIONAL INSTITUTIONS

It is necessary to define the relationships between the institutions whose essential focus is the promotion of the educational process. Thus, institutions such as the Ministry of Education and Science, Bureau for Development of Education, State Education Inspectorate, Pedagogical service, the Vocational Education and Training Centre, National Examination Centre will coordinate their activities, contribute in creating legislation, will influence the improvement of textbooks and learning materials, will influence the refreshment and renewal of newly acquired knowledge and practice in educational theory. The participation of university staff from the teachers faculties in the professional and employees career development in other educational institutions, including the employee participation in these institutions in sharing practical experiences in the realization of the curriculum for teachers is desirable.

18. GREATER CONNECTION OF THE TEACHERS FACULTIES AND EDUCATION INSTITUTIONS WITH THE CULTURAL INSTITUTIONS, LOCAL AUTHORITIES AND NGO SECTOR

Connection of teachers faculties and educational institutions with the local government institutions can contribute to the creation of quality local curriculum, curriculum based on the living conditions and the needs of the local community. Educational institutions can contribute in the creation of local educational policies, development of specific needs of children and students in a given environment etc. Possible ways of practicing cooperation are: providing expert services, development of project partnerships, participating in joint research etc.

19. DEVELOPMENT FOR PEER LEARNING SYSTEM AND RECOGNIZING THE PRODUCT FROM SUCH TEACHINGS

Contemporary trend in teachers education at all levels is peer learning. Every teacher has a lot to share with his colleagues from what he has learned from the experience, from his formal and informal learning. Sharing, regardless the form, should be recognized, validated and appreciated by the state as a form of teachers learning and development.

20. UNIFICATION OF THE MODELS OF INITIAL TEACHERS EDUCATION

The education of educators should pursue the academic model of teachers education (4+1+3), which at the same time is represented by the Law on Higher Education of the Republic of Macedonia.

Education of class teachers should follow the academic model of teachers education (4+1+3).

Education of teachers that lecture two subjects in primary school should follow the academic model of teacher education (4+1+3).

Education of teachers in the subject teaching in study programs should follow the academic model of teachers education (4+1+3).

The education of teachers in subject teaching of non-educational study programs should follow the academic model of teachers education (4+1+1+3), respectively in the year after the graduation teachers must follow mandatory minimum professional education, current additional pedagogic qualification.

It can enable development and accreditation of professional study programs in the second and third cycle of teacher studies.

21. INTRODUCTION OF MANDATORY MINIMUM MENTOR VOCATIONAL EDUCATION IN DURATION OF 60 CREDITS OF THE HIGHER EDUCATION INSTITUTIONS THAT OFFER STUDY PROGRAMS FOR INITIAL TEACHERS EDUCATION

Contemporary trends and recommendations in education require the academic institutions that implement four years of initial teachers education, to include mandatory minimum teachers professional education in duration of 60 credits. The same applies to initial teachers education which takes place after graduation in a non-educational faculty, for those who want to be employed as subject teachers.

This will equalize the professional competence of teachers at all levels in terms of planning, realization of teaching, social and educational inclusion, professional development and professional collaboration, research in teaching, assessment in teaching, cooperation with the family and the environment, pedagogical practice etc.

22. RAISING THE EDUCATIONAL LEVEL OF CAREGIVERS IN PRESCHOOL INSTITUTIONS

In according with the complexity of early childhood education, and in accordance with the sensitivity of the early childhood development period, it is necessary to strengthen the quality of educational activities in preschool education. It requires the higher educational institutions which conduct four academic studies for educators, to provide accredited one-year study programs (60 credits) for compulsory pedagogical education of caregivers in preschool institutions, which would advance the educational level of the caregivers on the level V2.

By increasing the educational status, the title *caregiver* should completely be transformed into the professional title *assistant educator*, who will assist in the teachers everyday educational activities. In accordance with the large number of children in kindergartens, this step would provide the educator smooth realization of the European trends for humanistic and holistic discourse in the upbringing and education of preschool children.

23. REORGANIZING THE WORK AND CHANGES IN EDUCATIONAL PROGRAMS IN COMBINED CLASSES IN PRIMARY SCHOOLS

It is necessary to reorganize the work in the combined classes that will contribute towards equalizing the conditions for work with the students, equal access in treatment of the students by the state, similar quality of students' achievements, increased socialization of the students as well as identification and development of their potentials. At the beginning of this process, it is necessary to draft appropriate teaching programs for working on these classes, complemented

with material and didactic support of the schools where this kind of education is realized, support to the teachers for the planning, research and evaluation of the teaching and learning.

24. UNIFICATION OF THE TEACHERS TITLES AFTER GRADUATION

Common to all educators and teachers in the Republic of Macedonia is that after completing the higher education in teachers faculties they acquire different titles for the same subsystems of education. Namely, the title graduate educator needs to be uniformed in every institution that educate educators, title class teacher ought to be uniformed as well, and the same should be with the title of subject teacher. This way, teachers titles will be recognized and interpret in an equivalent meaning.

25. REORGANIZING THE PROCESS OF TEXTBOOKS AND LEARNING MATERIALS PUBLISHING

Textbooks and learning materials are the basic tool that helps the educator and teacher in achieving the objectives determined in the work program that is in the curriculum. Their quality determines the relation of students in regards with subject, the parent's role in teaching their own child, but also the success in planning, implementation and evaluation of the educational process and students achievements. It is proposed promotion of the protocols and procedures for publishing textbooks and learning materials, regulation of authorship, promotion of the revision process, implementation of the procedure for trial/experimental use of textbooks and learning materials.

SPECIFIC GUIDELINES FOR ADVANCEMENT OF THE TEACHERS PROFESSION IN THE REPUBLIC OF MACEDONIA

GUIDELINES FOR IMPROVEMENT OF THE INITIAL EDUCATORS AND TEACHERS EDUCATION

First cycle

26. INTRODUCING AND PROMOTING THE SELECTION OF CANDIDATES DURING ADMISSION INTO THE TEACHERS FACULTIES IN THE FIRST CYCLE OF (TEACHER) STUDIES

One of the factors for teachers profession promotion is the selection of candidates while enrolling in higher education institutions for initial teacher education and during the studies in other teachers faculties (before choosing the teachers course). It requires the introduction of a compulsory selection in the course of admission of candidates for teachers and in non-teachers faculties, upon enrollment in the vocational education. In addition to the secondary education success, which should be eliminatory and to permanently marginalize a potential candidate from the teachers profession, it is necessary to define the content of the examination, the members of the committee (pedagogue, psychologist, methodologist, mother tongue teacher and two teachers-mentors from the partner schools respectively preschool institutions).

The *Instructions for the implementation of candidates admission* into teacher faculties, would standardize and facilitate selection process, as well as the method of preparation of candidates enlisting in the faculty.

27. INTRODUCING A SYSTEM OF PEDAGOGICAL PRACTICES IN ACCORDANCE WITH THE TEACHER PROFILE AND THE EUROPEAN DIRECTIVES

Major issues that will contribute to the teacher profession promotion in the area of initial teacher education are issues relating to pedagogical practice. It is needed increase in the duration of pedagogical practice for the teachers staff in the initial teacher education, balancing the pedagogical practice duration in the study programs of teachers faculties, introducing

pedagogical practices from the first year in teachers faculties, introduction and development of partnerships with schools for implementation of the pedagogic practice (defining the relationships, agreements, ...), development of the mentoring system for mentors recruiting and development, defining the roles in the mentoring process, development of mentoring program on an institutional level, planning the program for the faculty coordinator for the pedagogical practice, preparation of program for school/preschool pedagogical practice coordinator, preparing the program of the mentor's work, preparation of the work program for student-future teacher/educator, development of guidelines for monitoring and evaluating the quality of students engagement in the implementation of pedagogical practice.

28. PROMOTION OF THE TEACHER-MENTOR WORK AND PARTNERING SCHOOLS IN GENERAL THE TEACHERS FACULTIES

The teachers profession will gain a lot by redefining the relationship between mentoring and partnering institutions in the teachers faculties. Namely, the current structure is based on the wishes and needs of one party, respectively the other party and the personal decisions about participation in the process of mentoring students- future teachers. Actions needed to move towards defining the interrelationships in the mentoring process focusing on the quality of the teachers staff in mentoring schools and overall promotion of the work of mentoring schools and the quality of the student- future teacher.

29. INTRODUCTION OF SUBJECT SPECIALTY INTO THE INITIAL EDUCATION OF PRESCHOOL EDUCATORS AND CLASS TEACHERS

The subject specialty is a necessity in the educational system, it's a teachers necessity, and necessity of the state. The subject specialty refers to study programs for preschool educators and class teachers. The study programs are designed in a way that teacher candidates, in addition to the competences to work with an entire class, specialize in working with one subject. Such specialization is introduced in the first year of studies, with two subjects (courses) per year. Those two subjects continue to be studied during all four years of studies in the ratio of 50% theory and 50% practical lessons. Subject specialties refer to:

- Subjects that are in the curriculum of the sub-cycle or the subject for which the teacher is prepared (math, art, music, physical, mother tongue, ...) and

- Current and contemporary topics and areas relevance for students (integrated- intercultural education¹²³, working with gifted and talented students, working with parents, working with children with special needs, language of communities, ...

After graduation, educators will acquire a diploma with the title- *graduated educator specialized in...* (depending on individual choice), and class teachers will get a diploma including the title- *graduated teacher in subject specialty...* (chosen by the individual).

30. INTRODUCTION OF DIPLOMA RESEARCH WORK IN THE FIELDS DIRECTLY RELATED TO THE TEACHER PROFESSION

With the introduction of the diploma work of such nature will be specified students interest of teachers profession, the process education process will be completed in an professional style will and it will be scored with the completion of the initial education in a pedagogical manner. For successful implementation of the process as a whole, necessary are:

- Creation of guidelines for the preparation of diploma work
- Development of a database with diploma works in the teachers faculties
- Regarding the fields directly linked with the teachers profession are considered all those listed in the educational field included in the Frascy classification and in the field of psychological science
- Establishing a database of graduates
- Preparation of documents and a calendar for implementation of the application procedure, preparation and defense of the students' diploma work
- The defense of the diploma work will be conducted in front of a three members committee, who have examined the student during his studies, two of which by choice in the field of education included in the Frascy classification and one of the a substrate bases of the specialty.

31. CREATION, DEVELOPMENT AND SUPPORT OF ALUMNUS STUDENTS GROUPS

Providing care for graduates by teachers faculties, based on foreign experiences, gives a multiple result. In fact, the benefits of establishing and maintaining relations with such a group

¹²³ Idea for development of subject specialty in the integrated education (See Annex B)

of stakeholders provides teachers faculties with information on the situation with the teachers profession, employability of staff, feedback on the quality of the initial teachers education process, services to lobby for certain issues in the profession, or the profession itself etc. It would be good if those alumni groups establish cooperation among them in a mutual network of alumni groups, which would improve the mutual perceptions of the quality and status of teachers in the society.

Second cycle

32. DEVELOPMENT OF SECOND CYCLE PROGRAMS IN ONE OF THE FOREIGN LANGUAGES
(FOR THE INTERNATIONALIZATION OF THE FACULTIES)

33. DEVELOPMENT OF JOINT STUDY PROGRAMS AND OPPORTUNITIES FOR ISSUING
JOINT DEGREES (JOIN DEGREES)

34. DEVELOPMENT OF A DUAL SYSTEM IN THE SECOND CYCLE STUDIES

- The teacher faculties to organize *academic studies* in the second cycle which lead to (Master of Philosophy- MPhil.)
- The teachers faculties to organize *professional studies* in the second cycle which lead to (Master of Education- MEd. Or MA)

Third cycle

35. DEVELOPMENT OF A THIRD CYCLE PROGRAMS IN ONE OF THE FOREIGN LANGUAGES
(FOR THE INTERNATIONALIZATION OF THE FACULTIES)

36. DEVELOPMENT OF JOINT STUDY PROGRAMS AND OPPORTUNITIES FOR JOINT
DEGREE (JOIN DEGREES)

37. DUAL SYSTEM DEVELOPMENT IN THE THIRD CYCLE STUDIES

- The teachers faculties to organize *academic studies* in the third cycle which lead to the title Doctor of Philosophy (Doctor of Philosophy- PhD.)

- The teacher faculties to organize *professional studies* in the third cycle which lead to the title Doctor of Education (Doctor of Education- PhD. Ed.)

*GUIDELINES FOR PROMOTION OF CONTINUOUS- PERMANENT
PROFESSIONAL TRAINING OF TEACHERS AND ASSOCIATE STAFF
AND EMPLOYEES IN PROFESSIONAL SERVICES*

38. IMPROVEMENT OF THE WORKING SYSTEM WITH GRADUATE TEACHER AND EDUCATOR IN THE INDUCTION PERIOD FOR NEWLY QUALIFIED TEACHERS

- Alignment of the probationary period duration
- Development of a mentoring system for recruitment and development of mentors for novice teachers
- Defining the roles in the mentoring process of the novice teachers
- Developing a mentoring program on a school level
- Developing a program for school/preschool novice teacher probationary period
- Developing a mentor work-program
- Developing a work-program of the novice teacher
- Developing guidelines for monitoring and evaluating the quality of the novice teacher engagement

39. ADVANCEMENT OF THE SYSTEM FOR WORK IN INTERNSHIP PERIOD WITH PROFESSIONAL ASSOCIATES

- Alignment of the associates internship period duration
- Development of a mentoring system for recruitment and development of mentors to work with professional associates beginners
- Defining of the roles in the mentoring process of novice-professional associate
- Develop a program for mentoring professional associates at school level
- Develop a program for the mentor work
- Develop a program for mentoring a professional associate
- Developing guidelines for monitoring and evaluating the quality of the professional associate engagement

40. ADVANCEMENT OF THE ORGANIZATION, CONTENT AND PROCEDURE FOR THE
 INTERN EXAM (OBTAINING A LICENSE FOR TEACHER/EDUCATOR)

By passing the probation exam, graduated teacher, respectively educator acquires the license to work in an educational institution. Institutions for initial teachers education, together with schools and preschools institutions should build a system of cooperation that will enable the appropriate assistance for the teacher in the initial period of working. They should focus their efforts on achieving the standards for licensed teacher in the probationary period.

41. ADVANCEMENT OF THE WORK OF STATE ADMINISTRATIVE AUTHORITIES, SERVICES,
 AGENCIES AND BODIES OPERATING ON THE QUALITY OF EDUCATION

We propose that the employees in the Ministry of Education and Science, Bureau for Development of Education, Centre for Vocational Secondary Education, National Examination Centre, the State Education inspectorate and others to continuously develop professionally in the area of their expertise and authorization through collaborating with teacher faculties, study trips abroad, exchanging experiences with foreign counterparts, monitoring lectures of domestic and foreign experts, using appropriate contemporary literature etc.

42. ADVANCEMENT OF THE QUALITY OF THE TEACHING PROCESS IN UNIVERSITIES

University teachers and associating staff are obliged to permanent and continuous improvement in their area. In addition to the knowledge related to their expertise, they need to have appropriate pedagogical, andragogical and didactic-methodic competencies to deliver lecturing in higher education institutions. In order to improve this turbulent situation that lingers in the higher education for a longer period, it's recommended:

- Implementation of internal training for professional improvement in the field of pedagogy, psychology, andragogy, didactics, methodology and docymology by developing a Program for professional training of university teachers and associates (development of teacher competencies) and Book of Rules for professional training of university teachers and associates (development of teacher competencies)
- Establishment of an Authority (Office) for quality assurance in the higher education within Universities

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ANNEXES TO THE CONCEPTION

ANNEX A

Detailed processing and analysis of empirical findings from the conducted research

Opinions and views of interviewee

On the question *related to the quality of study programs* responded students, educators and class teachers, subject teachers from primary and secondary education. Respondents had the opportunity to choose one out of five offered values for each of these statements. 1 marked negative opinion toward the proposition, whereas 5 express the highest positive opinion of the presented statement, and 'I do not know' would be the answer if the interviewee is not familiar with the situation. After processing the views and opinions of each category of respondents, inside the table, are given the data in comparative terms.

<i>Table no.1 Opinions of interviewees about the study programs quality</i>	Opinions of students		Opinions of educators and class teachers		Opinions of subject teachers in primary and secondary	
	<i>Ap.c p.</i>	<i>Cm.de e</i>	<i>Ap.c p.</i>	<i>Cm.de e</i>	<i>Ap.c p.</i>	<i>Cm.de ee</i>
The study program was modern	3.64	1.20	3.66	0.96	3.39	1.07
Study programs were harmonized with the European trends	3.25	1.21	3.35	1.06	3.18	1.14
Study programs were harmonized with the European Qualifications Framework	3.26	1.17	3.31	1.06	3.16	1.14
The learning material was too big in volume	3.13	1.19	3.41	1.06	3.22	1.14
The teaching was dominated by gaining general knowledge, memorizing and factography	2.97	1.16	3.10	1.10	2.95	1.13
Study programs were suitable to the	3.88	1.12	3.77	1.03	3.64	1.16

enrolling candidates						
General and professional education are balanced	3.72	1.17	3.62	1.09	3.42	1.19
There was good practice training	3.53	1.34	3.56	1.22	3.12	1.34
Assessed was only the knowledge of students, but not the ability to implement that knowledge	3.24	1.15	3.20	1.12	3.11	1.23
The study program was too big in volume	3.15	1.23	3.23	1.05	3.05	1.14
Successful completion of this program can be achieved by part-time studying as well?	2.93	1.47	3.13	<i>1.31</i>	3.50	<i>1.50</i>
Introduction of admission tests is needed as well as the selection while enrolling of the future teachers?	3.55	<i>1.48</i>	3.94	1.28	3.21	1.15

From Table no. 1 can be seen that the difference in arithmetic means between the respondents answers for each of the statements in the largest number of statements is not more than 0.5. The biggest difference in the views of the respondents is in the statement that *It is necessary to introduce entry exams and enrollment selection of future teachers*, where the opinion of the subject teachers of primary and secondary differs for 0.73 from the opinion of their fellow educators, class teachers and students. The greatest alignment between respondents based on the values of the arithmetic mean is in the statements *Dominating general knowledge, memorizing and facts in teaching* and *evaluated was only the knowledge of students, but not the ability to implement it* and *The study program was too voluminous*.

From the values of the standard deviation can be seen that students are the most unique group in responses regarding the proposition *Study programs were appropriate for candidates who enroll*, while educators and teachers of primary classes and subject teachers in primary and secondary in terms of the proposition in *The curriculum was modern*.

The values of the standard deviation show that students mostly differ in terms of opinion on the proposition that *it is necessary to introduce entrance exams and enrollment selection of future teachers*, educators and teachers of primary classes and subject teachers in primary and secondary regarding the proposition in *successfully completing this program can also be achieved through part-time study*. The difference of the values of the standard deviation (which does not exceeding a value of 0.5 for each category of respondents) shows that respondents are unique in the evaluation of the study program for teacher education that shows average values in terms of the offered scale from 1 to 5.

When asked about *the quality of the teacher profile that is a product of the current structure of study programs plan of study programs*, only university professors gave answers. Respondents had the opportunity to choose one of the four offered values for each of given statements. "Yes" marks the existence and an affirmative answer, "partially" means that it exists, but not sufficiently, and the meaning of "no" is that there isn't or isn't being applied. The option "I do not know", was chosen by respondents who had no personal opinion or were not aware of the phenomenon represented by the statement.

The results of processing the views of university professors are given in Table. no. 2

Table no. _2_ Opinion of university professors on the quality of a teachers profile who is a product of the current structure of study programs	1(yes)		2(partially)		3(no)		I do not know				
	f	%	f	%	f	%	f	%	Tot.	Ar. mean	St. d
The study programs of the first cycle were established in a clear and comprehensive manner?	21	52,50	17	42,50	2	5,00	0	0,00	40	1,53	0,59
In establishing study programs are guided by the international experiences?	21	48,84	20	46,51	1	2,33	1	2,33	43	1,52	0,55
In establishing study programs are guided by the needs of the national market?	19	44,19	17	39,53	5	11,63	2	4,65	43	1,66	0,68
During the preparation of the programs we had consultations with stakeholders?	16	37,21	11	25,58	14	32,56	2	4,65	43	1,95	0,85
Stakeholders identified the need for programs?	14	32,56	14	32,56	11	25,58	4	9,30	43	1,92	0,80
The definition of the profile, identification of the target groups to be addressed and its place in the national and international setting clear?	28	68,29	11	26,83	2	4,88	0	0,00	41	1,37	0,57
There are convincing evidence that the profile will be recognized in terms of future employment?	25	60,98	9	21,95	3	7,32	4	9,76	41	1,41	0,64

This profile academically challenging for staff and students?	2 4	57,1 4	1 5	35,7 1	2	4,76	1	2,3 8	4 2	1,4 6	0,5 9
There is awareness of the educational context in which the program is offered?	2 0	48,7 8	2 0	48,7 8	0	0,00	1	2,4 4	4 1	1,5	0,5 0
Programs for educators should last less than 4 years?	9	21,4 3	0	0,00	3 0	71,4 3	3	7,1 4	4 2	2,5 4	0,8 4
Successful acquisition of this profile can be achieved through part-time study?	7	16,6 7	1 2	28,5 7	2 1	50,0 0	2	4,7 6	4 2	2,3 5	0,7 6
It requires the introduction of entrance exams and enrollment selection of future teachers?	3 4	82,9 3	3	7,32	3	7,32	1	2,4 4	4 1	1,2 3	0,5 7
There is a successful cooperation established with institutions implemented pedagogical practice of students (kindergartens, primary schools, secondary schools ...)	2 2	53,6 6	1 5	36,5 9	4	9,76	0	0,0 0	4 1	1,5 6	0,6 6
On our final accounts (graduates) need additional training for a job?	8	20,0 0	1 0	25,0 0	2 0	50,0 0	2	5,0 0	4 0	2,3 2	0,8 0

From Table 2 it is visible that all university professors have not answered for each of these statements. It is noted that in most of the statements of university professors responses are positive. University professors are mostly unified in regards of *Necessary introduction of entrance exams and enrollment selection of future teachers* (82.93%), *Definition of the profile, identification of the target groups to be addressed and its place in the national and international surrounding are clear* (68, 29%), *there are convincing evidence that the profiles will be recognized in terms of future employment* (60.98%) and that *This profile is an academic challenge for the staff and students* (57.14%).

The largest number of negative responses university professors have given on statements to *Programs for educators should last less than 4 years*. (71.43%), *successfully obtaining this profile can also be achieved through part-time study*, (50%) and *our finishing profiles (graduates) need additional training for a job?* (50%).

It alludes to opinions that are focused on the need to strengthen the criteria for admission of students into teachers faculties and the belief in the good and bright future of the teacher profile. At the same time, it emphasizes that university teachers have doubts regarding

the successful construction of a teacher's profile through part-time studies, or the existence of additional education for the working place of the graduated staff.

On the question about *the quality of the teacher profile competencies which are a product of the current structure of study programs* suit answers were given only by university professors. Interviewees answered the same way as regarding the previous question by the essence of the answer is in their full or partial confirmation or inaccuracy.

The results from processing the views of university professors are given in Table. no. 3

Table. 3 Opinion of university professors on the quality of teacher competences of the profile which is product of the current structure of the study programs	1		2		3		I do not know		tot	Ar. mean	St. d
	f	%	f	%	f	%	f	%			
Are the competencies that students should acquire clearly defined and formulated?	29	72,50	9	22,50	2	5,00	0	0,00	40	1,33	0,57
Is the level of competences to be obtained appropriate for each particular program?	23	57,50	16	40,00	1	2,50	0	0,00	40	1,45	0,55
Are the competences to be gained expressed in such a way that they can actually be measured?	21	52,50	14	35,00	5	12,50	0	0,00	40	1,6	0,70
Is progression guaranteed in the development of competences?	24	60,00	8	20,00	6	15,00	2	5,00	40	1,53	0,75
Can the competences obtained be assessed adequately?	23	57,50	16	40,00	1	2,50	0	0,00	40	1,45	0,55
Is the methodology of assessment of the competences clearly specified and suitable for the expressed learning outcomes?	18	46,15	13	33,33	5	12,82	3	7,69	39	1,64	0,71
Are the approaches chosen for learning and teaching the competences clearly specified?	24	61,54	9	23,08	6	15,38	0	0,00	39	1,54	0,75
Is there evidence to ensure that you achieve the results?	22	55,00	8	20,00	5	12,50	5	12,50	40	1,51	0,73
Are the approaches chosen sufficiently varied and innovative / creative?	20	52,63	14	36,84	4	10,53	0	0,00	38	1,58	0,67
Are the competences identified comparable and compatible with the European reference points relative to the subject area?	19	47,50	17	42,50	2	5,00	2	5,00	40	1,55	0,59

Table. 3 shows that all university professors did expressed for each of these statements. It is visible that in most of the statements, the answers given by university professors are positive. The highest percentage university professors confirm that: *Competencies that students should acquire are clearly defined and formulated in the study programs* (72.50%), *the approaches chosen for learning and teaching the competences are clearly specified* (61.54%),

ensuring progress in the development of competencies (60.00%). Compared with the positive responses, there is a very low percentage of negative answers for these questions, which, taking into account the values of the arithmetic mean, indicates a generally positive perception of the above issues. At the same time the results show that there is room for improvement in each of these areas, resulting from the significant percentage of respondents who partially answered.

In terms of the question about *the state of implementation of the Bologna Declaration in teacher education* in the Republic of Macedonia, only university professors answered. Respondents gave the same answers as they did regarding the previous question by the essence of the answer is in their full or partial confirmation or inaccuracy.

The results of processing the views of university professors are given in Table. 4

Table. 4 Opinion of university professors on the status of implementation of the Bologna Declaration in teacher education in Macedonia	1		2		3		I do not know		Tot	Ar. mean	St. d
	f	%	f	%	f	%	f	%			
Whether the programs are based on ECTS?	37	97,37	1	2,63	0	0,00	0	0,00	38	1,03	0,16
Are they in line with the key features of ECTS?	24	63,16	14	36,84	0	0,00	0	0,00	38	1,37	0,48
Have credits been allocated to programs?	33	89,19	3	8,11	0	0,00	1	2,70	37	1,08	0,28
Whether loans are properly deployed?	25	65,79	9	23,68	3	7,89	1	2,63	38	1,41	0,64
Is credits related to the learning outcomes?	20	52,63	13	34,21	4	10,53	1	2,63	38	1,57	0,68
Is there a correlation between workload and credit allocation?	18	47,37	13	34,21	7	18,42	0	0,00	38	1,71	0,76
Are ensure a balanced student workload during each learning period in terms of learning, teaching and assessment activities?	18	47,37	13	34,21	7	18,42	0	0,00	38	1,71	0,76
Is the allocation of loans were students involved in this process?	6	15,79	8	21,05	22	57,89	2	5,26	38	2,44	0,76
Is information on the program (modules and / or parts of programs) is presented as described in the ECTS Users' Guide?	24	63,16	6	15,79	4	10,53	4	10,53	38	1,41	0,69
Whether facilitating the mobility of students in the programs?	21	55,26	12	31,58	5	13,16	0	0,00	38	1,58	0,71
Are students advised about mobility?	23	60,53	7	18,42	6	15,79	2	5,26	38	1,53	0,76
Are the key documents of ECTS used for mobility?	22	57,89	9	23,68	3	7,89	4	10,53	38	1,44	0,65

Table. 4 shows that all university professors have not answered for each of these statements. It is noted that in most of the statements of university professors, responses are positive. The highest percentage university professors confirm that: *the programs are based on the ECTS* (97.37%), *loans are allocated into the programs* (89.19%), *loans are adequately distributed* (65.79%), *study programs are in line with key features of ECTS* (63.16%) and *that information for the program (modules and/or parts of programs) is presented as described in the ECTS Users' Manual* (63.16%).

A negative response is given from the highest percentage of university professors on the question *whether during the allocation process of loans students were involved* (57.89%).

Based on the above, a positive perception can be detected among the university professors on harmonization of study programs in teachers faculties with the Bologna Declaration and ECTS system, and room for promotion of the implementation of this system in the process of teacher education in the Republic of Macedonia is identifiable.

The question ***of quality of work of university professors*** was answered by students, educators and teachers of the elementary school and university professors. Respondents were given the possibility to choose one out of five offered values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation.

After processing the views and opinions of each category of respondents in the table 5, are given the data in comparative terms.

Table no._5_ Opinion of respondents about the quality of the work of university teachers	Opinion of students		Opinion of educators and teachers from the level of class teaching		Opinion of university professors	
	Ar.M.	St. deB	Ar.M.	St. deB	Ar.M.	St. deB
The teachers there was high motivation to work	3,69	1,15	3,69	0,99	3,64	1,25
Teachers were trained in the application of modern models of teaching and learning	3,79	1,08	3,55	1,06	4,14	1,25
Teachers applied interactive models of teaching and learning	3,81	1,13	3,41	1,10	4,25	0,95
The teachers respect the rights of students	3,78	1,22	3,64	1,07	4,25	1,06
The teachers respected the opinion of students in deciding	3,76	1,20	3,47	1,07	4,19	0,97
The teachers were good specialists	3,98	1,03	3,88	0,97	4,3	1,01
Teachers had a friendly relationship with students	3,8	1,15	3,69	1,00	4,3	0,90
Students are evaluated by the quality of knowledge they possess	3,66	1,17	3,7	1,00	4,33	1,00
There was order and organization in class	3,93	1,12	3,94	0,96	4,51	0,95
They respect the interests and needs of students	3,6	1,25	3,58	1,03	4,24	1,15
Developed individual potential students	3,49	1,22	3,42	1,12	4,05	1,27
Teachers guided and encouraged the abilities of talented students	3,56	1,20	3,45	1,13	4,22	1,14

From Table 5, according to the values of the arithmetic mean, it is seen that the students have the highest opinions while evaluating teachers' professionalism (3.98), order and organization in class (3.93) applying of models in interactive teaching and learning by teachers (3.81) and the training of university teachers on the application of modern models of teaching and learning (3.79). With approximately the same values of the arithmetic mean or opinion are presented the educators and teachers of elementary school which also consider that the order and organization of the class (3.94) and the expertise of teachers (3.88) are features that adorn the university teacher. Significantly higher values of the mean are evident in the responses of university professors who believe that almost in every statement they are qualified for the task, which can be seen from the average of the arithmetic mean (of over 4) for each of the statements.

Table 5 shows that there is a positive view on the work of university teachers in the implementation of the study programs in teacher training faculties.

Regarding the question of *resources applied in the realization of study programs of teachers faculties in the Republic of Macedonia* answers gave only university professors. The interviewees gave the same answers as the ones expressed in regards of the previous question by the essence of the answer is in their full or partial confirmation or inaccuracy.

The results of processing the views of university professors are given in Table. 6

Table. 6 Opinion of university professors resources realized study programs of teachers faculties in Macedonia	1		2		3		I do not know				
	f	%	f	%	f	%	f	%	tot.	Ar.M	St. Dev.
Is the staffing (academic and supporting staff and workplace supervisors) for the delivery of programs?	20	54,05%	13	35,14%	3	8,11%	1	2,70%	37	1,53	0,64
Are average workload of academic staff exceeds 8 hours per week?	17	44,74%	9	23,68%	10	26,32%	2	5,26%	38	1,81	0,84
Is there a shortage of academic staff?	17	44,74%	8	21,05%	13	34,21%	0	0,00%	38	1,89	0,88
Does the implementation of methodologies / didactics include people from the practice- (teachers, tutors) as permanent faculty associates say program?	18	46,15%	12	30,77%	9	23,08%	0	0,00%	39	1,77	0,80
In the implementation of the programs used staff outside your institution.	18	47,37%	11	28,95%	9	23,68%	0	0,00%	38	1,76	0,81
Is staff development foreseen in terms of (new) approaches to learning, teaching and assessment?	17	44,74%	11	28,95%	6	15,79%	4	10,53%	38	1,68	0,76
Are there adequate structural, financial and technical means (class rooms, equipment, procedures for health and safety, etc.)?	21	55,26%	11	28,95%	6	15,79%	0	0,00%	38	1,61	0,74

In table no. 6, it is shown that all university professors have not expressed for each of these statements. It is noted that in most of the statements the responses of university teachers are balanced and highly moderate. In fact, on two questions only, more than half of the

respondents have answered positively: *Are there adequate structural, financial and technical means (class rooms, equipment, health and safety procedures, and so on.)?* (55,26%) and *Is the staffing (academic and supporting staff in the workplace of supervisors) assured for the delivery of programs?* (54.05%). A negative response is expressed on the question *whether there is a shortage of academic staff?* 34.21% of the interviewees have responded on the question.

It shows that the resources necessary for successful implementation of the study programs of teachers faculties are insufficient and there is a need for investment in property, staff and space resources in the teachers faculties.

When asked about *the position of students - future teachers in the process of teacher education* students, educators and teachers of the elementary school and university professors responded. Interviewees were offered the opportunity to choose one of five offered values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation.

After processing the views and opinions of each category of respondents in the table no. 7, are given the data in comparative terms.

Table. 7 Opinion of respondents on the position of students- future teachers in the Teacher Education	Opinion of students		Opinion of educators and teachers from the level of class teaching		Opinion of university professors	
	Ar.M.	St. dev	Ar.M.	St. dev	Ar.M.	St. dev
Respect the rights of students	3.54	1.24	3.49	1.08	4.14	1.23
It respects the opinion of students in deciding	3.46	1.23	3.34	1.10	4.03	1.34
Respect the interests and needs of students	3.38	1.26	3.35	1.10	4.03	1.38
Students participating in the creation of faculty life and work	3.18	1.33	3.21	1.15	3.80	1.28
Students are assessed on the quality of knowledge they possess	3.44	1.21	3.53	1.05	4.06	1.27
Develop individual potential students	3.34	1.22	3.36	1.10	3.92	1.23
Mastered competitive edge learning	3.42	1.24	3.53	1.11	3.67	1.27

In the table 7, according to the values of the arithmetic mean that range from 3.18 to 3.54, it shows that students perceive an average relationship and status in the study programs implementation of studying. Both educators and teachers of primary classes, as evidenced by the range of values of the mean (from 3:21 to 3.53) share the same views. Only among

university professors somewhat more positive perception of the role and status of students in the teacher education can be noticed. It provides space to promote the participation and status of the student- future teacher in the process of his own education.

In terms of the question on *the impact of the study program on the development of teacher competencies – qualities* answers were given by students, educators and teachers of the elementary school, university teachers and subject teachers in primary and secondary. Respondents were given the option to choose one of five offered values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation.

After processing the views and opinions of each category of interviewees in the table 8, the data are presented in comparative terms.

Table. 8 Opinion of respondents about the impact of the study program on the development of teacher qualities competencies-	Opinion of students		Opinion of educators and teachers from the level of class teaching		Opinion of university professors		Opinion of subject teachers in primary and secondary	
	Ar.M.	St. dev	Ar. M.	St. dev	Ar. M.	St. dev		Ar.M.
Knowledge and understanding of social systems (particularly in the upbringing and education).	2.27	0.53	2.32	0.55	2.79	0.41	2.20	0.63
Sensitivity / openness to people and social situations.	2.24	0.66	2.30	0.61	2.79	0.41	2.23	0.67
Knowledge and understanding of the developmental laws, differences and needs of individuals.	2.32	0.63	2.23	0.61	2.79	0.41	2.19	0.65
Knowledge of educational and educational concepts, their philosophical and historical foundations.	2.26	0.66	2.38	0.62	2.67	0.47	2.22	0.68
Knowledge and understanding of the institutional framework of operation (applications, laws, documentation requirements, legal aspects of educational work).	2.25	0.64	2.15	0.65	2.79	0.41	2.12	0.70
Preparation research of education.	2.34	0.61	2.29	0.67	2.52	0.66	2.20	0.65
Ability to work in an intercultural context	2.32	0.66	2.22	0.66	2.55	0.61	2.17	0.66
Organizational and managerial skills in upbringing and education, mentoring students and interns.	2.23	0.65	2.21	0.68	2.64	0.64	2.15	0.69

Use of information - communication technologies in education and education.	2.30	0.67	2.1 0	0.70	2.6 1	0.6 0	2.1 5	0.72
Understanding the individual valuations and valuation systems, mastering the professional ethical issues.	2.33	0.63	2.2 3	0.62	2.6 7	0.4 7	2.1 9	0.65
Knowledge, understanding, targeting active, non-discriminatory job multiculturalism.	2.36	0.67	2.3 3	0.65	2.7 2	0.4 5	2.2 5	0.70
Knowledge of the content of the methodology of the area.	2.40	0.63	2.4 7	0.60	2.7 2	0.5 1	2.3 8	0.65
Understanding and using academic-program and general theories and didactic knowledge of the subject area.	2.33	0.67	2.5 1	0.59	2.7 3	0.4 5	2.4 2	0.66
Interdisciplinary linking content.	2.35	0.63	2.3 5	0.61	2.7 0	0.5 2	2.2 8	0.69
Using special pedagogical knowledge to work with children with special needs.	2.12	0.76	1.8 6	0.72	2.6 1	0.6 5	1.9 0	0.75
Pedagogical keeping class and / or group.	2.35	0.71	2.3 0	0.66	2.1 5	0.7 4	2.2 9	0.73
Organization of active and independent learning, preparing students for effective learning.	2.41	0.67	2.3 1	0.64	2.6 1	0.6 0	2.3 4	0.70
Preparation for examination and assessment of knowledge and achievements of students, and establishing feedback.	2.32	0.66	2.2 9	0.68	2.5 9	0.6 5	2.3 4	0.71
Communicating with experts from different educational areas.	2.09	0.68	2.0 2	0.69	2.7 0	0.4 6	2.0 3	0.73
Cooperation with parents.	2.23	0.78	2.0 9	0.73	2.4 2	0.7 0	2.2 3	0.75
Understanding the relationship between educational school and social environment - systemic vision and work.	2.15	0.70	2.1 4	0.63	2.6 1	0.6 0	2.1 6	0.68
Knowledge and understanding of the theoretical foundations of councilors work.	2.20	0.69	2.0 8	0.68	2.4 2	0.7 8	2.0 9	0.70
Establishing the overall assessment of the needs of individuals or group, their strong and weak areas, while respecting environmental factors (physical, social, cultural) with appropriate procedures and instruments.	2.19	0.63	2.1 4	0.66	2.5 0	0.7 1	2.1 2	0.66
Mastering the procedures and principles of work and planning advisor and execution of the intervention programs.	2.11	0.66	2.0 1	0.65	2.3 0	0.6 7	2.0 2	0.68
Ability to establish and maintain partnerships with other users or groups (parents, local community, advisory services, economy etc.).	2.17	0.70	2.0 5	0.65	2.4 8	0.7 0	2.1 0	0.71
Taking the changes in the system that provide basic rights and needs of the user and group.	2.18	0.67	2.0 4	0.63	2.1 8	0.7 2	2.0 3	0.68

From Table 8, according to the values of the arithmetic mean, it can be seen that all categories of interviewees expressed doubts or dissatisfaction regarding the level of development of teacher competencies in the study programs for teachers. That is confirmed by the range of values of the arithmetic mean of the students responses (from 2.09 to 2.4), educators and teachers of lower grades (1.86 to 2.51), university professors (from 2.15 to 2.79), and subject teachers in primary and secondary (from 2.15 to 2.79). At the same time, the average values of the standard deviation confirm the unity of each category on the opinion for insufficient impact on teacher competencies through the implementation of existing programs for teacher education.

In relation to the question on *the qualities of the outgoing students which study the study programs of their faculties*, university professors answered only. Respondents had the opportunity to choose one out of three available values for each of these statements. Selecting an option "no", "a little" and "a lot/very" interviewees determined the level of development of each competency listed.

The results of processing the views of university professors are given in Table. 9

Table. 9 Opinion of university professors outgoing qualities of students studying the study programs of their faculties	1		2		3		tot	Ar.m	St. d
	f	%	f	%	f	%			
He knows the subject matter of which is to teach students and know how it is related to other items	0	0,00	7	21,21	26	78,79	33	2,79	0,41
Knowledge and understanding of social systems (particularly in the upbringing and education).	0	0,00	7	21,21	26	78,79	33	2,79	0,41
Sensitivity / openness to people and social situations.	0	0,00	7	21,21	26	78,79	33	2,79	0,41
Knowledge and understanding of the developmental laws, differences and needs of individuals.	0	0,00	11	33,33	22	66,67	33	2,67	0,47
Knowledge of educational and educational concepts, their philosophical and historical foundations.	0	0,00	7	21,21	26	78,79	33	2,79	0,41
Knowledge and understanding of the institutional framework of operation (applications, laws, documentation requirements, legal aspects of educational work).	3	9,09	10	30,30	20	60,61	33	2,52	0,66
Preparation research of education.	2	6,06	11	33,33	20	60,61	33	2,55	0,61
Ability to work in an intercultural context	3	9,09	6	18,18	24	72,73	33	2,64	0,64
Organizational and managerial skills in upbringing and education, mentoring students and interns.	2	6,06	9	27,27	22	66,67	33	2,61	0,60
Use of information - communication technologies in education and education.	0	0,00	11	33,33	22	66,67	33	2,67	0,47
Understanding the individual valuations and valuation systems, mastering the professional ethical issues.	0	0,00	9	28,13	23	71,88	32	2,72	0,45

Knowledge, understanding, targeting active, non-discriminatory job multiculturalism.	1	3,13	7	21,88	24	75,00	32	2,72	0,51
Knowledge of the content of the methodology of the area.	0	0,00	9	27,27	24	72,73	33	2,73	0,45
Understanding and using academic-program and general theories and didactic knowledge of the subject area.	1	3,03	8	24,24	24	72,73	33	2,7	0,52
Interdisciplinary linking content.	3	9,09	7	21,21	23	69,70	33	2,61	0,65
Using special pedagogical knowledge to work with children with special needs.	7	21,21	14	42,42	12	36,36	33	2,15	0,74
Pedagogical keeping class and / or group.	2	6,06	9	27,27	22	66,67	33	2,61	0,60
Organization of active and independent learning, preparing students for effective learning.	3	9,38	7	21,88	22	68,75	32	2,59	0,65
Preparation for examination and assessment of knowledge and achievements of students, and establishing feedback.	0	0,00	10	30,30	23	69,70	33	2,7	0,46
Communicating with experts from different educational areas.	4	12,12	11	33,33	18	54,55	33	2,42	0,70
Knowledge and skills in the field of vocational didactics	2	6,06	9	27,27	22	66,67	33	2,61	0,60
Cooperation with parents.	6	18,18	7	21,21	20	60,61	33	2,42	0,78
Understanding the relationship between educational school and social environment - systemic vision and work.	4	12,50	8	25,00	20	62,50	32	2,5	0,71
Knowledge and understanding of the theoretical foundations of councilors work.	4	12,12	15	45,45	14	42,42	33	2,3	0,67
Establishing the overall assessment of the needs of individuals or group, their strong and weak areas, while respecting environmental factors (physical, social, cultural) with appropriate procedures and instruments.	4	12,12	9	27,27	20	60,61	33	2,48	0,70
Mastering the procedures and principles of work and planning advisor and execution of the intervention programs.	6	18,18	15	45,45	12	36,36	33	2,18	0,72
Ability to establish and maintain partnerships with other users or groups (parents, local community, advisory services, economy etc.).	5	15,15	12	36,36	16	48,48	33	2,33	0,72
Taking the changes in the system that provide basic rights and needs of the user and group.	4	12,50	12	37,50	16	50,00	32	2,38	0,70

From Table 9, it can be seen that all university professors are not reported for each of these statements. A significantly large percentage of university professors who said that competencies in the areas mentioned are much promoted. Namely, the values of the arithmetic mean (2.79) shows that for most of them the most developed competencies are: *Knows the subject matter of which he is to teach students and knows how it is linked to other topics, Knowledge and understanding in social systems (particularly in the upbringing and education process), sensitivity/openness towards people and social situations, Knowledge for upbringing and educational concepts*, their philosophical and historical foundations. (Ar. Mean. 2.79).

According to respondents, the least developed competencies are considered to be *Using the special pedagogical knowledge for work with children with special needs* (ar. Mean. 2.15) and Mastering the procedures and principles of work and planning as an advisor, as well as implementing the intervention programs. (ar. mean. 2.18)

The table shows that, according to university professors, there is no competence which is not the least bit developed. This conclusion is enhanced by the fact that also the values of standard deviation show unity in the expressed views.

Regarding the question on ***assessing the characteristics of the institution in which they have studied or are studying and working***, students, educators and teachers of the elementary school and university professors gave their responses. Interviewees were given the opportunity to choose one of five offered values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation. After processing the views and opinions of each category of interviewees in the table no. 10, the data is presented in comparative terms.

<i>Table. 10 Opinion of respondents on the characteristics of the institution that have studied or are studying and working</i>	Opinion of students		Opinion of educators and teachers in class education		Opinion of college professors	
	Ar. M.	Ст. дев	Ar. M.	Ст. дев	Ar. M.	Ст. дев
Good physical conditions for learning	3.56	1.2 7	3.5 3	1.02	4.00	1.2 1
A sufficient number of teaching aids and devices / computers	3.11	1.3 7	2.9 2	1.21	3.70	1.4 3
A small number of students in group	3.52	1.2 9	3.3	1.25	3.94	1.2 7
A sufficient number of classrooms	3.93	1.1 5	3.8 1	1.10	4.20	1.2 8
equipped library	3.64	1.3 1	3.4 4	1.22	3.50	1.6 1
Good internet access	2.92	1.6 5	2.7 1	1.43	4.14	1.2 6
good hygiene	3.38	1.5 2	3.5 9	1.10	3.92	1.3 4
Good teachers	4.03	1.0 5	3.9 7	0.97	4.36	0.9 2
Good organization of the faculty	3.53	1.2	3.6	1.05	3.97	1.3

		9	6			2
Good management faculty	3.65	1.2 4	3.6 6	1.06	4.06	1.2 7
Good cooperation with stakeholders	3.67	1.3 3	3.5 6	1.03	4.03	1.2 4
Good interpersonal relations	3.81	1.1 8	3.7 7	1.05	3.97	1.1 3
Works Career Center	3.02	1.4 9	2.8 5	1.19	3.32	1.4 9
Implemented career development of students	3.17	1.4 4	2.8 9	1.21	2.86	1.5 1

Table 10 shows that students, educators and teachers from lower grades who gave answers regarding this issue to the characteristics of their educational institution are somewhat a little better than average. In a positive sense and in both cases is the quality of teachers staff 4.03 and 3.97, while the lowest value for the same interviewees have gained good internet access (2.92 and 2.71), and functioning of the career center (3.02 and 2, 85).

University professors perceive something better conditions in comparison to the other two categories of interviewees, while highlighting its quality (4,36) and the number of classrooms (4.20).

In terms of the question for *the quality of the teacher profile that is a product of the current structure of study programs* only university professors responded. Participants were given the option of choosing one of the four offered values for each of these statements. "Yes" marks the existence and confirmation, "partially" suggests that it exists, but insufficiently, and the meaning of "do not know" is the option left for interviewees who had no personal opinions or aren't introduced with phenomenon shown in the statement.

The results of processing the views of university professors are given in Table. no. 11

Table. 11 Opinion of university professors description of levels of achievement in the study programs of teachers' faculties	1		2		3		don't know		Total	Ar. M.	St. d
	f	%	F	%	f	%	f	%			
Does the level of learning outcomes and competences correspond to the level (s) of the degree (cycle) foreseen in the European Qualifications Framework?	23	60,53	10	26,32	1	2,63	4	10,53	38	1,35	0,54
Acquiring knowledge, understanding, skills and	30	81,08	6	16,22	0	0,00	1	2,70	37	1,17	0,37

abilities											
Application of knowledge, understanding, skills and abilities in practice	29	78,38	7	18,92	1	2,70	0	0,00	37	1,24	0,49
Making informed judgments and choices	22	61,11	11	30,56	2	5,56	1	2,78	36	1,43	0,60
Transferring knowledge and understanding	27	72,97	8	21,62	1	2,70	1	2,70	37	1,28	0,51
Capacities to continue learning	22	59,46	12	32,43	3	8,11	0	0,00	37	1,49	0,64

The highest percentage of university professors who answered the question emphasize that study programs provide *acquiring knowledge, understanding, skills and abilities* (81.08%), *Application of knowledge, understanding, skills and abilities in practice* (78.38) and *Transmitting knowledge and understanding* (72.97%). The lowest percentage of the interviewees claimed that programs provide *Capacities of perpetual learning* (59.46%). That would mean that there is room for the development of the transversal skills among teachers through curriculum for teacher education.

About the question on ***employability of graduated teachers***, answers were only given by students, educators and teachers of the elementary school, university professors and subject teachers in primary and secondary. Interviewees were offered to choose one of five given values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation.

After processing the views and opinions of each category of interviewees, given in the table 12, are the data in comparative terms.

Table. 12 Opinion of respondents employability of university teachers	Opinion of students		Opinion of educators and teachers in class education		Opinion of college professors		Opinion of subject teachers in primary and secondary education	
	Ar. M.	St. deB	Ar. M.	St. deB	Ar. M.	St. deB	Ar. M..	St. deB
Students successfully trained for learning and work	4.07	1.08	3.82	1.00	4.31	1.04	3.56	1.14
Graduates were optimally prepared for the workplace	4.14	1.06	3.79	1.03	4.37	0.90	3.46	1.22
Graduates need additional training for jobs	3.49	1.41	3.31	1.31	2.26	1.46	3.39	1.41
Future teachers must be licensed	3.20	1.62	2.45	1.50	2.66	1.73	2.29	1.50

From data processing, the values of mean, show that the first two statements *Graduates were optimally prepared for the workplace* and *Students were successfully enabled for learning and working* are most positively assessed by each category of interviewees. The average values of the arithmetic mean (from 2:26 to 3:49) for the proposition *Graduates need additional training for a job* and (from 2.29 to 3.20) regarding the proposition *Future teachers must be licensed* imply that respondents partially agree or disagree with the content of the statements. It should be specified that the negative attitude among the university professors for these statements is more prominent in comparison to the other categories of respondents.

Related to the question which refers to ***organizing the teachers education process, after completion of initial teacher education*** interview included educators and teachers of primary classes, university teachers and subject teachers in primary and secondary education. Interviewees were offered to choose one of five offered values for each of these statements. 1 marked negative opinion about the proposition, with 5 the most positive opinion towards the statement is expressed, and I do not know, if the respondent is not familiar with the situation.

After processing the views and opinions of each category of respondents in the table 13, the data are given in comparative terms.

Table. 13 <i>Mislenje respondents for organizing the process of teacher education after completion of initial teacher education</i>	Opinion of educators and teachers in class education		Opinion of college professors		Opinion of subject teachers in primary and secondary education	
	Ar.M.	St. dev	Ar.M	St. dev	Ar.M	St. dev
Requires Academy for Teachers	2.07	1.43	1.32	0.84	2.22	1.53
The Academy shall issue licenses for teachers	2.09	1.46	1.29	0.76	2.26	1.60
College should be engaged in the professional development of teachers (In service teacher training)	2.41	1.58	1.36	0.88	2.71	1.66
Pedagogical qualification should be carried faculties	3.47	1.57	/	/	3.94	1.42
Program is a modern pedagogical qualification	3.13	1.46	1.63	1.90	3.21	1.41
Pedagogical qualification program meets the needs for training of teachers	3.06	1.46	1.52	1.18	3.17	1.39
Pedagogical qualification program should be different for future liberal arts and vocational teachers	3.17	1.49	1.34	0.86	3.43	1.43
Vocational training should be carried out by the faculties	3.59	1.50	1.28	0.66	3.90	1.37

The accreditation of programs and licensing institutions for professional development of teachers should perform specialized body	2.94	1.59	1.42	1.19	3.15	1.61
The accreditation of programs and licensing of institutions for occupational training of general-education teachers should be done by the Bureau for Development of Education	3.06	1.50	1.35	0.91	3.25	1.53
The accreditation of programs and licensing institutions for professional development of vocational teachers should be done by the Vocational Education and Training	2.75	1.47	1.37	0.93	3.10	1.53
Accreditation of all programs and licensing of all institutions for teachers' professional development should be done for Academy teachers	2.35	1.50	1.23	0.62	2.48	1.56

It can be seen in Table no. 13 that the values of the arithmetic mean of the responses of university professors are significantly lower than the same values among educators and teachers from lower grades and subject teachers in primary and secondary. The referred values among university professors vary from 1.23 to 1.63, among educators and teachers of primary classes from 2.07 to 3.59, while between subject teachers in primary and secondary, they move from 2.22 to 3, 90th.

The lowest values among all categories of respondents are present in the arithmetic mean on the statements related to the Academy of Teachers, *There is a need to establish a Teachers Academy* and *the Academy should issue licenses for teachers*, and close to these values is the arithmetic mean on the proposition *the Academy should deal with the professional development of teachers (In service teacher training)*.

The highest values of the arithmetic mean of the responses given by the educators and teachers of primary classes are present in the statements *Vocational improvement should be carried out by the faculties* (3:59) and *Pedagogical qualification should be carried by faculties* (3.47), while among the subject teachers in primary and secondary the same combination exists only in reverse order (3.94 and 3.90). The highest values of the arithmetic mean in the answers given by university teachers are in terms of modernity (1.63) and satisfying the needs for the improvement of teachers with pedagogical qualification program (1.52).

The results show that respondents have a negative opinion about the Academy for Teachers, generally consider that the professional development of teachers should be implemented by the teachers faculties and that they are hesitant in terms of accreditation of programs and licensing institutions for teachers' professional development and the role of the Bureau for Development of Education and Vocational Education and Training Center in that process of learning besides work (in-service).

In terms of the question regarding *the process of quality assurance in education teaching personnel in the Republic of Macedonia* answers were only given by university professors. Respondents were given the opportunity to choose one of four offered values for each of these statements. Whereas, "Yes" marks the existence of and affirmative answer, "partially" means that it exists, but not sufficiently, and "not" meaning that it doesn't exist or is not being applied. The option "do not know" was given for respondents who have no specific opinion or, are unaware of the phenomenon represented by the statement.

The results of processing the views of university professors are given in Table. no. 14

Table. 14 Opinion of university professors in the process of quality assurance in education teaching personnel in Macedonia	1(yes)		2(partially)		3(no)		Do not know				
	f	%	f	%	f	%	f	%	tot	Ar.M	St. d
Is there a service quality assurance programs and components?	18	48,65	6	16,22	7	18,92	6	16,22	37	1,65	0,82
Does it monitor staff quality and motivation for the delivery of the program?	19	50,00	13	34,21	4	10,53	2	5,26	38	1,58	0,68
Is there a system for evaluating the quality of the learning environment within the workplace learning / placements?	14	36,84	13	34,21	7	18,42	4	10,53	38	1,79	0,76
Is the quality of classrooms and equipment (including workplace environments) required to deliver the program?	20	52,63	11	28,95	7	18,42	0	0,00	38	1,66	0,77
Is a monitoring of the entrance level of potential students?	17	44,74	9	23,68	9	23,68	3	7,89	38	1,77	0,83
Is performance monitored the student in terms of quality of learning outcomes to be obtained / competences to be achieved and the time required to complete the program and its components?	18	48,65	8	21,62	7	18,92	4	10,81	37	1,67	0,80
Is a monitoring employability of graduates?	5	13,16	9	23,68	18	47,37	6	15,79	38	2,41	0,74
Is database for alumni organized?	8	21,05	9	23,68	18	47,37	3	7,89	38	2,29	0,81
Are data collected on the graduates' satisfaction with the program?	12	31,58	6	15,79	17	44,74	3	7,89	38	2,14	0,90

The table no. 14 shows that all university professors have not expressed for each of these statements. The range of values of the arithmetic mean for each of the questions (from 1.58 to 2.41) shows that on average these characteristics are part of the organizational structure of teacher training faculties. However, it is noticeable that more respondents have suggested that there is monitoring of staff quality and motivation to deliver the program (Ar.

Mean. 1.58) quality ensuring services for programs and their components (1.65), and that quality of class rooms and the equipment is suitable (including working surroundings) required to deliver the program? (1.66).

On the other hand, most of the interviewees stated that there is no *monitoring of the employability of graduates*, that *they do not have an organized database involving the alumni groups* (47.37%) and that *they do not collect data regarding the satisfaction of graduates from the program* (44.74).

This leads to the existence of a perception among the affected parties referring the insufficient efforts for quality assurance in the education of teachers, especially in their organization and relation with universities upon completion.

In terms of the question for *priority changes which ought to be made in teacher education in the Republic of Macedonia for the future period* all categories of participants expressed their opinions including the opportunity to circle/write down more than the listed areas or fields of work. In addition to that, interviewees were given the opportunity to qualitatively elaborate their answers.

The processing of the responses is contained in Table 15, while the qualitative treatment is presented below.

Table. 15 Opinion of respondents prioritized changes to be made in teacher education in the country in the coming period	Opinion of students		Opinion of teachers in preschool institutions and primary education		Opinion of college professors		Opinion of subject teachers in primary and secondary		Total/ grand total	
	f	%	f	%	f	%	f	%	f	%
Educational profiles	37	4.88	122	4.60	5	2.62	200	4.33	364	4.43
Quality of the education	19	2.51	283	10.66	14	7.33	515	11.16	831	10.11
Evaluation and tests\	52	6.86	96	3.62	6	3.14	199	4.31	353	4.30
Monitoring	31	4.09	92	3.47	3	1.57	150	3.25	276	3.36
Accreditation and certification	48	6.33	67	2.52	7	3.66	116	2.51	238	2.90
Standards of professions	21	2.77	79	2.98	12	6.28	193	4.18	305	3.71
Qualifications	39	5.15	91	3.43	6	3.14	197	4.27	333	4.05
Crucial competence	91	12.01	51	1.92	11	5.76	124	2.69	277	3.37
Educational plans and programs	19	2.51	265	9.98	14	7.33	456	9.88	754	9.17
Textbooks and equipment/didactic tools	54	7.12	345	12.99	16	8.38	589	12.77	1004	12.22

Educational skills and professional development	28	3.69	174	6.55	14	7.33	311	6.74	527	6.41
College budget	58	7.65	98	3.69	20	10.47	125	2.71	301	3.66
College management	76	10.03	65	2.45	6	3.14	67	1.45	214	2.60
Strategies and models for learning	29	3.83	151	5.69	6	3.14	229	4.96	415	5.05
Practical learning/collaboration with the business sector	41	5.41	210	7.91	12	6.28	421	9.12	684	8.32
Assessment and certification of skills	45	5.94	95	3.58	4	2.09	144	3.12	288	3.50
Adult education	24	3.17	67	2.52	9	4.71	101	2.19	201	2.45
Management on a state level	29	3.83	72	2.71	8	4.19	109	2.36	218	2.65
Financing	17	2.24	232	8.74	18	9.42	368	7.98	635	7.73
								Total	8218	100

The table shows that students mostly prioritize the changes in *key competencies* (12.01% of responses), *management faculty* (10.3% of responses), and the least significant changes in *funding* (2.24% of responses) and *Quality in teaching and study programs and programs* (2.51% of responses).

For teachers of preschool and primary highest importance is given to changes in textbooks and equipment/didactic resources (12.99%) and *Quality in Teaching* (10.66%) and the least significant would be the changes in *Key Competences* (1.92%) and *management with faculty* (2.45% of responses)

For college professors changes in faculty budget (10:47% of responses) and financing are the most important (9:42% of responses), and the least significant changes in monitoring (1.57% of responses) and Evaluation and certification of skills (2.09% of responses).

According to subject teachers in primary and secondary the most relevant changes are the ones in *Textbooks and equipment/didactic resources* (12.77% of responses) and *Quality in Teaching* (11:16% of responses), and the least significant changes in the Management of the faculty (1.45% of responses) and *Adult Education* (2.19% of responses).

From the accumulated data it can be confirmed that most of the answers refer to the changes in *Textbooks and equipment/didactic tools* 1004 or 12.22% and *Quality in teaching* 831 or 10.11%.

Processing explanations of respondents answers to the question

In your opinion, who are the priority changes to be made in teacher education in our country in the coming period?

Regarding the internationalization of the teachers profession in Macedonia, a view on the integration of education with modern European educational model within all educational levels is expressed.

From all of the necessary changes in teacher education, participants focused on the need for the university entrance examination for teacher education, promotion of study programs in terms of increased practical component, educating a wider range of different educated staffs, unifying of the teacher education programs, linking theoretical and practical part of the teacher education, student participation in seminars, courses which are not a part of lectures in faculty study programs and others.

The opinions of the respondents regarding the didactic-methodical changes in the work of teachers are subject of secondary analysis due to the potential impact of changes in teacher education on overcoming these problems. In this section, respondents highlight the need for changes in:

- *Study programs* (excessive, inappropriate for the students age, abundant facts, written without consultation with local experts and experienced teachers from practice, excessive number of classes;
- *Working conditions* (more didactic resources needed for resourcing the successful implementation of teaching)
- Commitment of the teacher, to the education-training process (reduction of the assignments of in administrative procedures- electronic diary, unnecessary planning,
- *Continuous monitoring of the teacher* (instead of the external evaluation to develop the procedural evaluation of the teacher through the existing or new pedagogical services)
- *The number of teachers implementing the curriculum* (one teacher covering 34 students in a class is not proportional)

In regards to the strengthening of the teachers profession, opinions of interviewees are in the direction of increasing of the income of teachers, promoting the status of teachers in society and protecting the rights of the teacher.

In terms of the Teachers' Academy, which is part of the legislation system in the country that are at rest, teachers opinions are negative, that is, they consider that this regulation would not contribute to the promotion of the teachers profession. Some of them propose a solution that would improve the existing one, by adding another semester into the teachers faculties in

which they would take the exams for licensed teacher that is to obtain despite the appropriate title and license for a teacher/professor.

Interviewees have a positive view on permanent professional training of teachers. Therefore it is emphasized the need for following innovations in education, to be organized accordingly with the individual and school needs, to be focused on the skills of teachers and to be implemented through a larger number of forms of learning such as seminars, trainings, conferences and more.

ANNEX B

Ideas on subject speciality

Idea for development of *subject speciality – intercultural education*

With the Subject speciality intercultural education, teachers will additionally and essentially develop competences for integrated teaching and learning, as a way of didactic-methodological solution in the modern education. Through subject specialization in this field the teacher will be trained to work on avoiding ethnic estrangement and isolation of citizens caused by lack of knowledge about each other, due to the reduced interaction and the real existing problems. Therefore, this model should recognize the essential integration of all citizens and break down the stereotypes and prejudices.

Systemic educational policies are necessary for high quality intercultural education, thus creating modern, successful and effective educational institutions which will be promoters of multiethnic values, positive climate, better communication, mutual understanding, and promotion of tolerance and respect of the differences among children, students, teachers and parents.

Upon completion of the simultaneous model, elaborated above in the text, the educator or the teacher will acquire the title: graduated educator with the subject speciality intercultural education majors or graduated teacher with subject-speciality intercultural education.