Teacher Education and Training in the Western Balkans

Is it in line with the times?
Is it effective?

Regional Seminar under the auspices of the Western Balkans Platform on Education and Training

19-20 November 2013

Venue: Inex Gorica Hotel, Ohrid
the former Yugoslav Republic of Macedonia

BACKGROUND & OBJECTIVES

The Western Balkans Platform on Education and Training

The latest European Union (EU) initiative for enhanced cooperation in education in the region is the Western Balkans Platform on Education and Training (WB PET), which was launched on 7 March 2012. The aim of this Platform is to assist the Western Balkans with their reform efforts in the area of education and training, as well as to increase regional cooperation. The Platform convenes the Ministers responsible for education in the region on an annual basis and is chaired by the Director-General of Education and Culture. The annual Ministerial meetings have a steering function to identify topics and areas where regional cooperation and EU assistance are desirable. Other spin-off activities are organised under the Platform at a technical level (where good practice cases are presented and discussion among the stakeholders is facilitated) and reported to the Platform Ministerial meetings. At the first Platform meeting, the Ministries agreed that teacher training is most important for the region and requested EU support for this. As cooperation in education with the region so far has been primarily via higher education programmes and policy support in vocational education and training, the Commission decided to first conduct a study to review the way in which primary and secondary school teachers are prepared for their profession.

The European Union has supported initial teacher training via the modernisation of some of the higher education curricula under the Tempus programme and with some projects under the Instrument for Pre-Accession Assistance (IPA) in continuous teacher development. National efforts are also being made to reform the conventional training of teachers. However, the process is slow, the degree of these reforms varies among countries and pedagogical institutions, and much more needs to be done to bring the education and training of teachers in line with the 21st century. A thorough knowledge of how teachers are educated and trained in the region was necessary before discussing further assistance and possible cooperation in this area. The study commissioned by the European Commission in 2013 had this purpose and produced seven country reports as well as a synthesis report comparing the state of play in the region. This seminar will present the study findings and the latest policy development in the EU.

The Seminar's Objectives

The overall objective of this seminar is to convene key stakeholders involved in the training of teachers in the region and to facilitate discussion on this very important topic. More specifically the study's results will be presented including good practices in the Western Balkans and the EU on teacher training. It will go beyond this to a) present the latest reflections on the topic, b) to discuss cooperation and opportunities for reforming, and c) what is needed in order to move forward. A report from this seminar with its conclusions will be presented at the next Western Balkans Platform Ministerial meeting in the spring of 2014. This can provide a background on which to identify opportunities for regional cooperation as well as actions needed at the national level in order to advance the modernisation and reform process on supporting the teaching profession.
Day 1 19 November 2013

08:00-09:00 Registration

09:00-11:00 Session 1 – Opening Remarks and Key Note Speeches (10 min each)
Moderator: Ms Helene SKIKOS, Policy Officer, DG EAC, European Commission

*Opening Remarks*

Mr Spiro RISTOVSKI, Minister of Education and Science, the former Yugoslav Republic of Macedonia

Mr Aivo ORAV, Head of EU Delegation

Mr Jan TRUSZCZYŃSKI, Director-General for Education and Culture, European Commission

*Key Note Speeches (20 min each)*

Why We Need to Re-think Education and Open Up Education
Mr Jan TRUSZCZYŃSKI, Director-General for Education and Culture, European Commission

The Importance of School Leadership, Teacher Training and Professional Development in Improving Quality of Teaching and Student Outcomes
Dr Panayiotis ANTONIOU, Lecturer, Faculty of Education, University of Cambridge

Education Reforms and Teacher Education and Training: The Czech Republic’s Transition Experience
Mr Jaroslav FALTÝN, Head of Strategic Development, Czech School Inspection

Discussion

11:00-11:30 Coffee break

11:30-13:00 Session 2 – Results of Study on Teacher Education and Training
Moderator: Ms Aspasija HADŽIŠČE, Advisor, Department for the European Union, Ministry of Education and Science, the former Yugoslav Republic of Macedonia

*Main Findings: Policy Objectives, Current Developments and Challenges*

Key Strengths, Weaknesses, and Future Directions
Dr Terence CLIFFORD-AMOS, International Consultant and Senior Researcher for the Study on Teacher Education and Training in the Western Balkans

Discussion

13:00-14:30 Lunch
14:30-16:00  
**Session 3 - Cases of good practice (10 min for each speaker)**  
Moderator: **Mr Leos JAVUREK**, Policy Officer – European Integration, DG ELARG  

*Teacher Qualifications*
- **Ms Albana MARKJA**, Head of the Sector, Directorate of Development of Educational Policies, the Institute of Educational Development, Albania  

*Development of Teacher Competences*
- **Ms Branka POPIĆ**, Adviser Social Science and Art, APOSO – Agency for Pre-Primary, Primary and Secondary School Education, Bosnia and Herzegovina  

*The Use of ICT at Schools, Organisation of CPD and the County Centres*
- **Ms Katarina GRGEC**, Head of Department for Secondary Education, Ministry of Science, Education and Sports, Croatia  

*Improving Teaching in Kosovo Schools*
- **Mr Dukagjin PUPOVCI**, Director, Kosovo Education Centre, Kosovo*  

*Teacher Mentoring Practices in Boro Petrusevski - Mentoring New Teachers*
- **Ms Sonja RISTOVSKA**, Director, "Boro Petrusevski" School, the former Yugoslav Republic of Macedonia  

*Induction of Primary and Secondary School Teachers*
- **Ms Dušanka POPOVIĆ**, Head of Department, Bureau of Education Services, Montenegro  

*"Parents Have a Say, Too" Project*
- **Ms Sonja STAMENOVIĆ**, Head of Unit for Education, Culture and Sport, Zvezdara Municipality, Serbia  

Discussion

16:00-16:30  
**Coffee break**

16:30-18:00  
**Session 4 – Successful Projects (10 min for each speaker)**  
Moderator: **Mr Paul HOLDSWORTH**, Head of Sector ‘Schools Policy Cooperation’, Unit for School Education, DG EAC, European Commission  

*Training of Teachers and School Managers: SEECEL Example in Lifelong Entrepreneurial Learning*
- **Ms Efka HEDER**, Director, SEECEL, Croatia  

*History Education: a Weapon or a Tool? EUROCLIO’s Work in the Region*
- **Mr Mire MLADENOVSKI**, Member of the Board of EUROCLIO, European Association of History Educators, the former Yugoslav Republic of Macedonia  

*Master Study Programmes in Education (Tempus project)*
- **Ms Nikoleta MITA**, Lecturer, Faculty of Social Sciences, University of Tirana, Albania  

Discussion

*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence*
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<td>09:00-10:00</td>
<td><strong>Session 5 – Stakeholder Perspectives:</strong> <em>(10 min for each)</em></td>
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<td><strong>Moderator:</strong> Mr Harald HARTUNG, Head of Unit, International Cooperation and Programmes, DG EAC, European Commission</td>
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<td><em>Schools as Communities and Partnerships; Developing a Cooperation Culture</em></td>
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<td>Mr Blerim SAQIPI, Professor, Faculty of Education, University of Pristina, Kosovo</td>
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<td>Mr Rajko KOSOVIĆ, Head of Department for General Affairs, Vocational Education Centre, Montenegro</td>
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<td>Ms Biserka MATIĆ ROŠKO, Presidency Member, Principals' of Primary Schools Association, Croatia</td>
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<td>Mr Paul HOLDSWORTH, Head of Sector ‘Schools Policy Cooperation’, Unit for School Education, DG EAC, European Commission</td>
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<td>10:00-11:00</td>
<td><strong>Teachers in a Changing Society; their Role, Methods and Effectiveness</strong></td>
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<td>Ms Tinde KOVACS CEROVIĆ, Professor, University of Belgrade, Serbia</td>
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<td>Ms Vera KONDIK MITKOVSKA, Head of the new USAID teacher training project, &quot;Macedonian Civic Education Centre&quot;, the former Yugoslav Republic of Macedonia</td>
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<td>Mr Bardhyl MUSAI, Lecturer, Faculty of Social Sciences, University of Tirana and Head of Centre for Democratic Education, Albania</td>
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<td>11:30-12:30</td>
<td><strong>Session 6 – Key Issues to Support the Teaching Profession:</strong> <em>(15 min each)</em></td>
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<td><strong>Moderator:</strong> Mr Leos JAVUREK, Policy Officer – European Integration, DG ELARG</td>
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<td><em>Role of teacher Educators and Higher Education Institutions; Can They Meet the Challenges?</em></td>
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<td>Ms Vlasta VIZEK VIDOVIĆ, Institute for Social Research in Zagreb, Croatia</td>
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<td><em>Continuous Professional Development; Why, What, Who, When?</em></td>
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<td>Ms Lida KITA, Specialist in VET and Social Inclusion, ETF</td>
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<td><em>How to Help Teachers and Students Acquire Key Competences</em></td>
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<td>Ms Gordana MILJEVIĆ, Programme Manager, Centre for Education Policy, Serbia</td>
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12:30-13:30  
**Session 7 – Future Cooperation Opportunities, Follow-up & Closing Remarks**  
Moderator:  
Mr Harald HARTUNG, Head of Unit, International Cooperation and Programmes, DG EAC, European Commission

*Erasmus+ and Cooperation Opportunities*  
Ms Helene SKIKOS, Policy Officer, International Cooperation and Programmes, DG EAC, European Commission

*eTwinning: Virtual Cooperation Among Schools and Teachers*  
Mr Michael O'Donnabhain, Web Editor and Networking Officer, EUN Partnership

*Seminar Conclusions and Next Steps*  
Mr Harald HARTUNG, Head of Unit, International Cooperation and Programmes, DG EAC, European Commission

*Closing Remarks*  
Mr Safet NEZIRI, Deputy Minister of Education and Science, the former Yugoslav Republic of Macedonia

13:30-15:00  
*Lunch*
The Speakers and their Topics

Session 1

Jan Truszczyński has been Director-General of the European Commission's Directorate-General for Education and Culture since May 2010, when he came from the position as Deputy Director-General in the same Directorate-General. He joined the European Commission in January 2007, when he was appointed Deputy Director-General for Enlargement, with responsibility for enlargement strategy and communication.

From 2001 to 2005 Mr Truszczyński worked in the Polish Ministry of Foreign Affairs, first Undersecretary of State, then Secretary of State. In this capacity, he was Poland's chief negotiator during its EU accession negotiations. Prior to that, Mr Truszczyński was Ambassador of Poland to the EU in Brussels from 1996 to 2001.

Presentation abstract: Rethinking Education and Opening up Education are the main education strategies in Europe aiming towards improving the quality of education. Rethinking Education makes the case for immediate action and investment in education and training and encourages Member States to focus reforms in three areas: quality, funding and accessibility. Our education and training systems are good, but we must make them better. To do this, reforms must be based on evidence-based policy decisions. We must ask ourselves: what can we do to secure better learning outcomes in Europe? We need to go beyond the existing delivery methods and to create flexible options to teaching and learning. Widening access and engagement through Open Education is a necessity and teaching with the new technology is the way forward; to allow all individuals to learn anytime, anywhere. Teacher education and training is a crucial step towards this and any structural change, to improving learning outcomes and the quality of educational provision.

Panayiotis Antoniou is a Lecturer in Educational Leadership and a member of the Leadership for Learning Academic Group (LfL) at the Faculty of Education of the University of Cambridge. He is also the coordinator of the MPhil Route Perspectives on Education and a Fellow of Darwin College. His research interests are in educational leadership, educational effectiveness and improvement at the teacher, school and system levels. He is particularly interested in teacher professional development and has been involved in research projects related with human resource management in education and teacher and school evaluation. He was the director and co-director of several research projects funded by the European Science Foundation (ESF), the European Parliament (Daphne III), the International Congress on School Effectiveness and School Improvement (ICSEI), the Cambridge Commonwealth Trust etc. Panayiotis has presented his research work in international conferences and has published extensively on issues related with this research interests. His latest co-authored book is entitled “Teacher professional development for improving quality of teaching” (2012).

Presentation abstract: The presentation aims to utilise research findings to highlight the importance of teacher quality and professional development for improving quality of teaching and ultimately student outcomes. Issues related with effective training and professional development approaches and their impact on improving educational standards will be highlighted. In addition, the significance of instructional and transformational school leadership practices in establishing a school culture and appropriate school policies to promote the continuous professional development and the sustainability of improvement reforms and training initiatives will also be discussed. Implications for policy and practice will be drawn and suggestions for improving teacher training and professional development will be provided.
Jaroslav Faltyn is responsible for the professional development of school inspectors and pedagogues in the Czech School Inspection. He is also a member of the Accreditation Committee for Further Education and Training of Teachers of the Ministry of Education of the Czech Republic and a National Coordinator for the Education for the Democratic Citizenship with the Council of Europe. Mr Faltyn has played an active executive role in the curriculum reform (preschool, primary and secondary education) in the Czech Republic with a responsibility for implementation and follow up of the curriculum reform. He has actively participated in the European Commission’s working groups on key competences and the assessment of key competences.

Presentation abstract: The Czech curriculum reform from preschool to secondary school, as well as the international dimension and international support of the Czech reforms, will be presented. The professional development of Czech teachers and school inspectors in the decade 1990 – 2010 will be highlighted and the Czech experience shared along with the challenges that remain for 2020.

Session 2

Terence Clifford-Amos, as and international consultant has travelled to more than 30 countries in the past 4 years, working in higher education reform and quality assurance. He is presently active in Lithuania, Slovenia and in the UK. He has more than 20 years’ experience in higher education, including teacher education, and in recent years has prepared experienced teachers in France for the highly competitive Agrégation examination. He is a visiting scholar at the Université Catholique de Lille, France and has published in English Literature, Language, Education and in the Bologna process. Terence, who is currently assisting the Republics of Central Asia in their cooperation towards establishing a CAHEA, is a former Visiting Fellow at the Universities of Oxford and Cambridge, a former Mayor of Sandwich, Kent, UK and former Speaker of the English Cinque Ports.

Presentation abstract: The first presentation will introduce the study and provide an overview of the main research findings. In doing so, the current policy objectives and the main tendencies addressing pre-service and in-service teacher education will be presented together with challenges that still remain in the Western Balkan region.

The second presentation will summarise key strengths and areas of progress, main weaknesses and areas for improvement. It will conclude with considerations regarding the need for further policy action within the countries reviewed as well as at Western Balkan and EU level.

Session 3

Albana Markja is Head of the Sector of Qualification and Career in the Institute of Educational Development, a public body under the Ministry of Education and Sport. The Sector of Qualification and Career offers expertise and high level professional counseling to the Ministry of Education and Sport in the teacher professional development system, and supports the Ministry in the process of promoting teachers and directors throughout their career. Ms Markja has on several occasions taken part in national and international meetings where she presented experiences and perspectives related to the teachers’ professional development system.

Presentation abstract: Teachers qualification process evaluates the teachers in the national level based on: professional achievement (teachers portfolio), the upgrade of their knowledge in their teaching subject and the expanse of their individual set of skills, as an added value to their profession and as an incentive for receiving rewards and bonuses at work. This process has resulted in an effective incentive to the teachers’ performance, to the increase of trainings offered by training agencies with accredited training programs. One of the main challenges is that the process
of teachers qualification is finished many years before the teacher retires. There is a need for schemes which induce teachers who are qualified to continue their professional development.

**Branka Popic**, is Adviser for Social Science and Art in the Agency for Pre-Primary, Primary and Secondary Education. She is leading the project “Construction of the tools in assessment and self-assessment of work quality in primary schools and its use in the schools”. She also has a leading role in the process of teachers' continuing professional development in Bosnia and Herzegovina, and participates in the process of making decisions for “Common essence of teachers' plans and programs for Bosnia and Herzegovina” and in the process “External evaluation for primary schools, reporting and publishing pupils' achievements”. She holds a Master's degree in Pedagogical Science.

**Presentation abstract:** Bosnia and Herzegovina has adopted Basic Qualifications Framework in preparation for the development of a qualifications framework in Bosnia and Herzegovina, which should be completed by 2015. This is an important basis for achieving the strategic goals of education reform in BiH because the learning outcomes are associated with the standards of the teaching profession. It also serves as the basis for the development of quality control, initial education professional development and promotion of teachers. The Agency for Preschool, Primary and Secondary Education continues to work on developing guidelines to promote continuous professional development for teachers. The aim is the adoption of common guidelines for the implementation of the Action Plan in order to establish a sustainable system for monitoring and evaluating the effects of educational initiatives and their integration into existing mechanisms.

**Katarina Grgec** studied German and English language and literature. She has taught English at secondary school and since 2009 has been working for the Ministry of Science, Education and Sports. During this period she has been involved with the professional development of teachers both at national and European level (OMC thematic working group on professional development of teachers and early school leaving). Now, she is working as the head of the department for secondary education in the Ministry.

**Presentation abstract:** The presentation will give an overview of the legislation regarding professional development of teachers in the Republic of Croatia. It will also show the results of a recent survey on the needs of teachers and the type of professional development they need. Today, we all live in a constantly and quickly changing society which needs new tools and methods for further development; that is why it is important to be up-to-date, especially as far as technology is concerned. ICT is a part of everyday teaching so it needs to be a part of professional development, too and teachers need to take part in the continuous professional development.

**Dukagjin Pupovci** is Executive Director of the Kosova Education Center (KEC), one of the most active Education NGOs in Kosovo and the region. As an Education Expert he contributed to the development of the most important policy documents in the field of Education and Research in Kosovo, to a large extent through membership in national policy making and advisory bodies. Also, he has co-authored numerous studies and articles on Education and Research in Kosovo, and worked as Education Consultant in several Western Balkans countries. Mr Pupovci holds a PhD degree in Mathematics and the title of Full Professor at the University of Prishtina. He also teaches in the Higher School for Education in Tirana.

**Presentation abstract:** This presentation focuses on one of the most successful teacher training programs in Kosovo – Reading and Writing for Critical Thinking (RWCT). In twelve years of implementation, this in-service program has reached more than 6,200 practicing primary and secondary teachers, and has also become part of the pre-service teacher training curricula. Recently conducted external evaluation states that participation in the program resulted in a remarkable positive change in the instruction methods applied by trained teachers, and made visible impact on
student learning. The program also served as basis for a number of other in-service programs developed in Kosovo and focusing on specific curriculum areas.

**Sonja Ristovska** is the manager of ASUC Boro Petrusevski in Skopje. She has been mainly involved in the creation and implementation of policy on quality development in the educational processes and in the use of mentoring as a strategy for quality. She has experience in school implementation for more than 10 years. Ms Ristovska holds a PhD in Educational Management and has authored many books and booklets on education.

**Presentation abstract:** With the desire to raise the quality of teaching in the secondary school “Boro Petrusevski” Skopje, and in order to provide professional development of the teachers, we are developing the internal practice of mentoring new teachers. Our experience shows that the results of mentoring contribute to the objective evaluation and rewarding of teachers. In this context, the teacher develops the skills for quality teaching and career development, and the mentor being updated in the delegated role has the opportunity to enhance his experience. The mentoring program in our school also offers help to new teachers in the process of adapting to educational work, and to the experienced teachers in improving their performance and the implementation of new teaching strategies.

**Dušanka Popović** is a head of the CPD Department in the Bureau for Education Services and a professor at the Faculty of Philosophy in Niksic. She has attended various national and international events related to professional development of teachers, and to language and literature teaching methodology. She is author and co-author of a considerable number of papers and publications in both areas as well as a trainer and co-author of a number of teacher training programs.

**Presentation abstract:** After four years of initial teacher education, teachers are required to do an internship, for a period of one year, in a school. The novice teacher works under the guidance of an experienced mentor teacher who supports and guides him/her through the beginning of practice. After the induction period, a novice teacher has to pass a professional exam before the committee at school established by the school director. The Bureau for Education Services supports mentor teachers by providing them trainings and various materials that could help them improve their work with newly-qualified teachers. The whole procedure is regulated by the Rule books. Novice teachers recognize it as extremely useful, because they are inducted into the teaching practice by quality and experienced teacher-mentors.

**Sonja Stamenović** has been working in the Education, Sport and Culture Department of the Municipality Zvezdara, Belgrade. For the last two years, she and her colleges passionately work to improve the conditions for learning, teaching and living in their local community. She graduated from the Faculty of Physical Education in Skopje and specialized in Information Technology in the Faculty of Organizational Science in Belgrade. She has worked as a sport teacher for 7 years and managed a primary school for 10 and actively participated at many working groups of Ministry of Education. She strongly believes that teachers and head teachers are the catalyst for changing society, and that professional development is key of their personal satisfaction and school progress.

**Presentation abstract:** Parents often do not recognize their role in school life or the local community. Furthermore, the school and local community employees aren’t always open for deeper involvement of parents, especially in the decision-making process. Current forms of cooperation with educational institutions are often inadequate and insufficient, and neither the parents nor the school staff is satisfied with the parental engagement. “Parents Have a Say, Too” is a national initiative launched in 2011 by the Center for Interactive Pedagogy and the Foundation for an Open Society Serbia in cooperation with the Ministry responsible for Education. The main objective of the initiative is to improve the conditions for the development, education and lives of children by encouraging parental participation in making decisions about their children.
**Session 4**

**Efka Heder** has a broad international expertise and experience with lifelong entrepreneurial learning systems, educational reforms, training of teachers, policy development for education within a greater economic context, knowledge management systems and economic development through human capital development. She has over twenty years of working experience as a teacher, teacher-trainer, policy analyst and advisor, senior international education expert and is currently working as a director of South East European Centre for Entrepreneurial Learning - SEECEL.

**Presentation abstract:** The focus of the presentation is on the process of regional development and implementation of a comprehensive lifelong entrepreneurial learning system. The basis for entrepreneurship as a key competence is a set of interrelated and cross-curricular learning outcomes and teacher and school management training modalities as well as assessment tasks and methods. The presentation will showcase how the above has been developed and implemented in eight SEECEL member states and results especially School Professional Toolkit and Teachers Knowledge Base will be introduced to participants.

**Mire Mladenovski** is a teacher of history in the former Yugoslav Republic of Macedonia with 20 years of working experience in the classroom and is President of ANIM, History Teacher Association of Macedonia. He is also a member of the board of EUROCLIO, European Association of History Educators. He has participated in a large number of national, regional and international projects, concerning the improvement of history teaching and producing and implementing innovative teaching methods and tools.

**Presentation abstract:** History that Connects is the program developed by EUROCLIO which aims to improve history education in all the countries of former Yugoslavia, as well as the wider Western Balkans, in a way that furthers peace, democracy, tolerance and critical thinking. History educators in the region work together towards developing inclusive and multi-perspective materials on the sensitive and controversial history of the region. The development of the material can be understood as an intense competencies-building course and be used as basis for an alternative approach for national curricula. The main challenges we face are: Are teachers willing to accept this change? Do they know how? Are they sufficiently trained? Many projects have been carried out to answer these questions. The presentation will illustrate the results of this program.

**Nikoleta Mita** is full professor of Education at the University of Tirana, and adjunct professor at Clemson University (USA). She has 35 years of experience in teaching and research. She was a visiting lecturer at the University of Pristine (Kosovo) and South Eastern European University in Tetovo. She has a rich experience in teacher education, educational administration, teacher training, educational and psychological evaluation and assessment, planning, organisation, and leadership of research projects. She was the first National Project Manager of PISA in Albania. She has played an active role in implementing the educational reforms in all levels of education in Albania and Kosovo. She is cooperating with European professional associations in the field of education and has participated in five Tempus projects. She is author of various publications.

**Presentation abstract:** DEMED - Development of Master Study Programs in Education was a joint project funded by the Tempus program for 2009-2011. Its purpose was to improve the second cycle of higher education in the field of teacher education and educational sciences according to the Bologna Process standards. This presentation is a reflective post-project evaluation on making significant changes in teacher education. The analysis is focused on four aspects: curriculum, professional development, evaluation, and international cooperation. The evaluation provides interested parties with relevant information to future teacher education development process.
Session 5

Blerim Saqipi is a lecturer at the University of Prishtina's Faculty of Education and member of the State Council for Teacher Licensing, as a body for determining teacher education policies in Kosovo. He has been an education consultant in various teacher and school development projects in the past decade.

Presentation abstract: Re-definition of the roles of different levels within the education sector and the opportunities it brings for enhanced partnership and communication. Within the new evolving context the presentation will cover the dimension of policies and practices of school cooperation to external stakeholders as well as examples of policies and practices for internal school cooperation culture targeting the dimensions of quality and teacher development.

Rajko Kosović manages the Department for General Affairs and International Cooperation at the Vocational Education and Training Centre Montenegro, a state agency dealing with VET and adult education. His whole career is very closely linked to the world of education. He worked for 10 years as an English language teacher, and for 6 years he held a position of a secondary school principal in a school where both vocational and general education courses are offered. What he likes doing most is dealing with issues of both VET teachers and school management training.

Presentation abstract: The latest trends in cooperation between VET system and businesses in Montenegro will be presented. The type of desired cooperation with business will be discussed as well as the current state VET teachers and the need for upgrading their knowledge. Finally, the topic of entrepreneurship in VET schools and the need for partnerships will be explored.

Biserka Matić-Roško is a presidency member of the Croatian Association of Primary School Principals, Head of the Expert Council of Principals for the City of Zagreb, member of the National Operational authority for the development of the Strategy of Education, Science and Technology. She has been working as a school principal for 12 years in the Primary school Horvati, Zagreb, Croatia. She advocates for inclusive education, innovative methods in teaching and international collaboration. She has participated in Comenius and IPA projects.

Presentation abstract: School is impossible to observe outside of the social context. Everything that happens in society is reflected in the school. Cooperation with the local community is an important part of the school curriculum. The role of the principal in this process is crucial. He encourages and promotes cooperation and active contribution to the community life. The school thus becomes open to new ideas and democratic processes. Culture of cooperation contributes significantly to creation of a safe environment that supports learning and development of social skills.

Tünde Kovács Cerović is professor of Educational Psychology and Education Policy at Belgrade University. She served as State Secretary (2008-2012) and Assistant Minister (2001-2004) for Education in Serbia, where she was leading the reforms in pre-university education and teacher education, headed the EU integration process in education and was involved in the establishment of the Roma Education Fund. Tünde has also worked for OSI in Budapest, has had study sojourns at Harvard University and Germany, been active in civil society on human rights and peace-building issues, conducted numerous applied education research studies and was consultant for several international organisations, assisting on education development issues in the region. Her main interests lie in equity and quality in education (especially for children from disadvantaged background)s, teachers’ initial education and professional development, and parent participation.

Presentation abstract: Teacher competencies: dissonant voices. The presentation will draw evidence from three sources to discuss the ways how teacher competences are perceived and implicitly constructed by stakeholders. These sources are: 1. A recent research on the perspectives of 174 Roma pedagogical assistants employed in schools in Serbia; 2. A research on parent
participation in South-East Europe, conducted with the involvement of more than 10,000 parents; and a nascent research on teacher-students teaching practice as part of their initial education. All three stakeholders’ views highlight missing links, but also reinforce the need to take a comprehensive stance towards teacher competencies and teacher education, encompassing inclusive education, multiculturalism and a participatory school culture.

**Vera Kondik Mitkovska** is a Chief of Party of the USAID Teacher Professional and Career Development Project implemented by the *Macedonian Civic Education Center*. She has over 13 years of experience in managing educational projects. In her work with the key education institutions (State Education Inspectorate, Bureau for Development of Education and the Vocational Education and Training Center) she contributed towards strengthening their human and institutional capacities and supported the establishment of the School External Evaluation and National School Quality Indicators for measuring the quality of education provided in schools.

**Presentation abstract:** The USAID Teacher Professional and Career Development Project aims to support the Ministry of the Education and Science to improve the existing teacher professional development and to establish a system for career advancement of good quality teachers. Recently the project conducted Policies and Practice Analysis and evaluated the existing system having in mind the following eight World Bank’s teacher policy goals: (1) setting clear expectations for teachers; (2) attracting the best into teaching; (3) preparing teachers with useful training and experience; (4) matching teachers’ skills with students’ needs; (5) leading teachers with strong school directors; (6) monitoring teaching and learning; (7) supporting teachers to improve instruction, and (8) motivating teachers to perform. In order to ensure good quality teachers with the right competences to equip children and youth with knowledge and skills for life, it not enough to provide them with trainings. There should be an integrated system which will ensure that all students are taught by motivated and competent teachers.

**Bardhyl Musai** is the Executive Director of the Centre for Democratic Education, funded in 2001, and professor at Tirana University, Faculty of Social Sciences as well as visiting professor at South East European University in Tetovo. He teaches master and doctoral courses. His published papers and books focus on teacher education, curriculum planning, teaching methods and educational reform from the standpoint of democracy in education.

**Presentation abstract:** The Centre for Democratic Education (CDE) has over the 12 years of experience in the area of teacher’s education: pre and in-service. This experience will demonstrate by examples the work done on consultancy, training, publications and how its activity has contributed to educational policies regarding curriculum and program design, establishing standards, training programs, publications etc. CDE has also supported and influenced the national education system, starting from its enacted legislation, national strategy, and curriculum implementation, to the teaching and learning process by developing methodologies that are aimed to cultivate competences needed for a knowledge society and by promoting critical thinking, problem solving skills and values of a democratic society.

**Mira Grbic** is the Head of Secondary Education Department in the Ministry of Education and Culture of the Republic of Srpska, in Bosnia and Herzegovina. She has a long experience in teaching and in teacher training. Ms Grbic took part in many seminars and conferences on education, quality assurance in schools and human resources management. She was an advisor, deputy director and acting director of the Pedagogical Institute of the Republic of Srpska. She has been a member of many working groups dealing with education reforms in Bosnia and Herzegovina.

**Presentation abstract:** This talk will present the experience in teacher training and education in Bosnia and Herzegovina, focusing on the situation in the Republic of Srpska and the role of pedagogical institutes in teacher training and professional development in Bosnia and Herzegovina.
Various challenges that the teachers are faced with in their daily work, and the role of school leadership in creating the school environment, will also be identified.

Paul Holdsworth studied Languages at Cambridge University. He spent the first part of his career in Local Government in the UK, where he qualified in Public Administration. In 1996 he joined the European Commission, in a unit responsible for promoting multilingualism. He now leads a small team that promotes cooperation between Member States on Schools Policy, where he is responsible for policy on the teaching professions. In his spare time, he is studying for a Masters degree in Education.

Presentation abstract: The presentation will elaborate on current themes in EU policy, and in related research, on the place of cooperation and collaboration in teaching-learning.

Session 6

Vlasta Vizek Vidovic is a senior researcher at the Institute for Social Research in Zagreb, Head of the Centre for Educational Research and Development, and a former Professor at the Department of Psychology at the University of Zagreb. Her main research interests are in the fields of organisational and educational psychology such as: organisational stress and work motivation, self-regulation of learning, teacher development and teacher competences, school improvement and quality assurance in higher education.

Presentation abstract: The presentation will address issues regarding the professionalism and identity of teacher educators, the requirements and necessary competences to become teacher educator and whether there is a need for educating teacher educators. These issues will be discussed examining the role of higher education in initial and continuous professional development of future teachers.

Lida Kita is a country manager at ETF and team leader of the Western Balkans and Turkey regional project of social inclusion in education and training. She has previously worked as a Lecturer at Tirana University, textbook author and curriculum expert at the Albanian Ministry of Education and Science, and Education and Social Sector Programme Manager in the World Bank Office in Tirana. Ms Kita holds an MSc in Management of Development (ILO-Turin University) and an MSc on Public Policy & Management from the Centre for Financial and Management Studies at SOAS, University of London. Her main area of expertise is in public policy on education and training and social inclusion in South Eastern Europe.

Presentation abstract: Professional development is the most effective strategy central government, regional education departments and schools use to ensure that educators continue to strengthen their practice throughout their career in a life long learning framework. There are different ways in organising the teacher development besides the formal or instruction training. School based teacher development is proving to be more appealing to adults, attractive for teachers and cost-effective for schools. There are many diverse professional providers that can support the school based professional development of school principles, teachers and assistance teaching staff. The teacher training agencies/bodies cannot do the work alone. Other specialised international and local NGOs, experts play an important role in providing teacher and school based training.

Gordana Miljevic is a Program Manager at the Centre for Education Policy (CEP), Belgrade since August 2011. She manages projects that focus on supporting and improving teachers’ professionalism, nationally and regionally. Some of these projects are RANON, International Teacher Leadership and the development of the Regional Framework of Teachers’ Competences. Prior to joining CEP, she worked as a Senior Program Manager at Education Support Program of Open Society Foundations (ESP/ESP), author, teacher trainer and workshop facilitator in the NGO
"MOST", as well as the Head of the Department for International Cooperation at the Ministry of Education and Sports of the Republic of Serbia. She has also worked as a high school teacher, school counsellor and a freelance translator.

Presentation abstract: School based support responding to the teachers’ and community needs and promoting collaboration, peer-learning, professional exchange and dialogue within and between schools are of great importance for both acquiring and strengthening key competences. The two projects, i.e. TCAT/RANON and International Teacher Leadership are examples of this approach.

Session 7

Helene Skikos has a degree in education from the University of Western Ontario, Canada. She has taught upper secondary in Brampton, Canada, and Argos, Greece. She joined the European Commission in 1996 and the Directorate-General for Education and Culture in 2006. As Policy Officer in the unit for International Cooperation and Programmes, Helene’s work focuses on assisting the participation of the Western Balkans countries in the EU programmes on education, youth and culture, and monitoring their policy developments in these fields. Since 2011 she coordinates the Western Balkans Platform on Education and Training and other regional cooperation activities in order to support regional policy dialogue.

Presentation abstract: Erasmus+, the new EU programme for education, training and youth, allows the participation of the countries of the Western Balkans at three progressive levels: a) to benefit from the capacity building projects and mobility of the external dimension of the programme, b) to participate in networks like Eurydice, Euroguidance, Europass as well as eTwinning and EPALE electronic platforms by signing an agreement with the EU and paying a small entry ticket, and c) to participate fully on par with Member States once they have set up a National Agency. Erasmus+ offers more opportunities for cooperation between education stakeholders in the region and their EU counterparts. Mobility opportunities in particular will increase, and for the first time, short-term Erasmus-type mobility will be opened to the Western Balkans.

Michael O'Donnabhain has worked for eTwinning since 2007, at both central (Brussels) and national level (United Kingdom) level. Before that he worked as an English language teacher, including two years with the British Council in Moscow and two years with the Soros Foundation in Uzbekistan.

Presentation abstract: Launched in 2005, eTwinning has grown at a phenomenal rate during the past eight years and has become somewhat of a success story, with more than 200,000 teachers currently registered on the eTwinning platform. More than 30,000 partnerships have been registered, involving 60,000 teachers in 39 countries, including Croatia and the Former Yugoslav Republic of Macedonia. This presentation looks at the reasons behind eTwinning’s success.

Harald Hartung is the Head of Unit, responsible for International Co-operation and Programmes and Jean Monnet, in the Directorate General for Education and Culture. Since 1999 when he joined the European Commission, Harald has been head of several units and responsible for the Jean Monnet Programme and Equity in Education and Training; the Multilingualism Policy of the European Commission; Culture, active European Citizenship; as well as new technologies in the audio-visual sector. Before joining the Commission, Harald worked as a Counsellor for Industrial Affairs at the Permanent Representation of Austria to the EU and as Head of Delegation of the Federation of Austrian Industry. Prior to this he also served as National Expert for the European Commission and Officer in the EFTA Secretariat, following his position as Permanent Representative of the Federation of Austrian Industrialists in charge of relations with UNICE and the EC institutions.