

“Regional Support for Inclusive Education”



„Mapping existing quality inclusive education training programmes within the South East Europe Region“

Preliminary Mapping Report for the Regional TeacherNet Workshops in Skopje and Tirana

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1. Introduction Purpose of this Report

1.1 Basis premises and previous work

An inclusive school is a school where every child is welcomed, every parent involved and every teacher valued. This is the basic premise and promise of the Joint European Union and Council of Europe Project “Regional Support for Inclusive Education in South East Europe”. An inclusive school is a school where everybody matters and things are worked out together rather than by strict division of responsibility and work. Conflicts are understood as something normal in diverse societies and diversity is seen as an opportunity rather than a threat. Inclusive schools are learning organisations that actively use collaboration and co-construction to develop practice. Inclusive schools perceive learning and knowledge creation as its core activity, not only for students, but also for teachers and parents. To bring about the necessary changes, teachers and other professionals have to develop their understanding of what learning is and how it is created.

The process of democratisation and decentralisation is a shared experience and therefore something to build on when planning activities across the region. This process is seen as most important for building inclusive societies where diversity is not only tolerated, but actively used as a source of knowledge and experience to find new solutions to existing problems. It also requires continuing attention and development at the local level and an awareness of oneself and others. Inclusion in the context of education should therefore be seen as a process that aims to overcome barriers to learning and participation and to respond to diversity (European Agency 2013). Inclusive education is about all students in diverse learning communities not just about a few that are seen as different for one reason or another (Pantić et al. 2010).

Increased cooperation in the context of local decision-making is a consequence of a process of democratisation and decentralisation of the education systems which is seen as a key factor of building inclusive societies. But it requires that teachers develop their practices from delivering a curriculum to extending their practice to also include working with other professionals and families.

Personalisation of education therefore is a necessity, if children are no longer seen as specific types of children requiring certain treatment, but rather as persons in their own rights. The rights-based approach to education ensures that children are perceived as carriers of rights and their parents as the guardian or advocate of those rights. Therefore, teachers need to expand their perception of their students; they are not only learners that need to be taught, but also persons who must be respected. There is a need to develop a child-centred approach to learning where each child is valued and addressed as a person, not labelled as a case. This requires teachers to know about the philosophy and basic premises of inclusive education, to recognise that teachers’ beliefs and attitudes have a profound impact on students and their learning as well as on teachers themselves and their sense of self-efficacy. There is a need to understand student diversity, but not to use student characteristics to categorise or label the child as a justification for different treatment.

Teachers are key change agents in the process of building inclusive schools. Because they spend the most time with their students in the classroom, they have a profound impact on students’ identity and learning. They are confronted with sometimes conflicting goals of education, for example ensuring participation of all students and at the same time do well on the high-stakes assessments. Teachers sometimes want to spend more time with individual students, but at the same time they want to be fair to all students. In order to actively and constructively work with conflicting goals, teachers have to be reflective practitioners that see continuing professional development and lifelong learning as their responsibility.

Teacher identity and competences are therefore crucial for the realisation of inclusive education. The four aspects introduced above are key areas of competences that the European Agency for Special Needs and Inclusive Education has described as core values of inclusive teachers (European Agency 2012):

- Valuing Learner Diversity
- Working with Others
- Supporting all Learners
- Continuing personal professional development

The objective of the TeacherNet is to think about inclusive education by taking the perspective of the last core value that inclusive teachers have to develop. Through initial teacher education and continuing profes-

sional development, but also through mentoring or coaching at the work place, teachers can work on these core values and develop their competencies. Implementing inclusive education is not about acquiring a bid of new knowledge; it requires a new approach to students and their families, to learning, to practice and to oneself based on a new vision of what teachers can do and achieve. Teacher competence is key factor, but it is not the only one; schools have to develop into learning organisations and inclusive communities have to be built together. Descriptions of competencies can therefore also help to clarify expectations and to identify the contradictions and tensions that are created by the diverse expectations that society has for schools and teachers.

This report wishes to contribute to this process of vision-building and the discussion of key competencies for inclusive education by providing information on current practices in initial and in-service teacher education. It builds on existing knowledge where ever possible and new knowledge will be taken into account as it becomes available, for example from the focus group discussions conducted at the local level in preparation for the project or the results from the analysis conducted by the London School of Economics. It also wishes to facilitate the integration of knowledge by the participants as they hold much local knowledge and experience not written down anywhere. The report presents therefore a preliminary mapping of activities in the area of teacher education for inclusive education. The methodology used seeks to facilitate the adding-on of information available in other formats or provided by different informants. It was selected to support a shared knowledge creation process by putting existing knowledge into a common framework that can help to set individual efforts into a larger context. Knowledge is always distributed and the group will always know more than what can be represented in such a report. Encourage the process of knowledge building rather than claim that it substitutes this process. Results of the mapping should be a tool for further discussion not a final statement of the “state-of-the-art”.

Much has been done already in the area of teacher education for inclusive education in the region. The European Union has established the “Western Balkans Platform on Education and Training” to cooperate with Albania, Bosnia & Herzegovina, Croatia, Montenegro, the former Yugoslav Republic of Macedonia, Serbia and Kosovo¹, in the area of education. Teacher education has been identified as a high priority by the Ministries of Education. The EU subsequently commissioned a study to map the situation which resulted in seven country reports on “Teacher Education and Training” and a synthesis report for the region (EC 2013a). The EU has also published a report on “Supporting teacher competence development for better learning outcomes” in 2013 (EC 2013b) which is relevant for the purpose of this report.

In Western Europe, the European Agency for Special Needs and Inclusive Education² has conducted a three year project on “Teacher Education for Inclusion” focusing on initial teacher education. It addressed issues like what kind of teachers are needed for an inclusive society in a 21st century school, what their key competencies should be and how they can be best prepared to work in inclusive settings. The project reviewed and the international literature and policy statements and identified challenges and opportunities. One of the main outcomes and products of the study were recommendations and a profile of inclusive teachers (European Agency, 2012). The profile was developed around four areas of competence: (1) Valuing Learner Diversity, (2) Supporting All Learners, (3) Working with Others, and (4) Personal Professional Development.

Specifically related to inclusive education, the Council of Europe has supported the development of key competencies for diversity which focus on knowledge and understanding, communication and relationships as well as management and teaching (Council of Europe 2009). It is also active within the Pestalozzi Programme in capacity building for teachers and has done work on policies and practices for teaching sociocultural diversity (Council of Europe, 2010). In 2009, the European Training Foundation (ETF) commissioned a study called “Mapping Policies and Practices for the preparation of Teachers for Inclusive Education in the Contexts of Social and Cultural Diversity”. The results of this extensive mapping activity are presented in seven country reports and in a synthesis report (Pantić et al. 2010) which includes a list of issues to be addressed as well as suggestions for ways ahead.

The work carried out so far related to mapping teacher education for inclusion has revealed a great diversity of activities. Many modules have been developed by Nongovernmental Organisations (NGO) or Donor and Development Organisations such as USAID or the World Bank. Still today, continuing teacher development is

¹ 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

² The Agency has changed its name in January 2013; formerly the “European Agency for the Development of Special Needs Education”

driven to a large extent by donors which has recently been recognised as a potential problem to the sustainability of the efforts and to a systemic change of practice (Pantić et al. 2010). There seems to be resistance of schools to implement, reinforced by lack of follow-up (ibid, 113). Teacher isolation (Pantić et al. 2010, 43) has been identified as a barrier to assuming the necessary responsibilities at school level and the need to change beliefs and attitudes necessary for a child-centred approach (ibid, 24). EU report (2013, 48) believes the presence of donor is an opportunity, but does not compensate lack of funding for infrastructure and research. Clearly, the accreditation activities of the ministries of education play an important role, because a lack of accreditation leaves teachers without recognition from authorities (EU 2013a, 53). There are gaps between policies, rules, regulations or plans and their implementation (EU 2013, 54) and the discrepancy between teacher education programmes, school needs and practices as key shortcoming (EU 2013, 55). EU (2013, 60) states that the cooperation at Western Balkans level would be beneficial, to exchange regional experiences, also to achieve harmonisation and standardisation of initial teacher education and professional training of teachers.

Not all activities in the region can be considered in detail in this report, but as indicated above, previous work needs to be taken into account for future work and it should draw on the knowledge of all participants in the network. But the report seeks to draw on existing knowledge where ever possible and hopes to help integrate already existing knowledge in order to make it more usable for future work within the network that has now been established by the Joint EU/CoE Regional Project. The framework used in this report has been developed in the light of international conventions and declarations as well as policy guidelines and strategic plans relevant to teacher development for inclusive education. It also seeks to facilitate participants' contributions to the discussion as a way of bringing their personal knowledge and experience to the debates.

1.2 Support the process of knowledge creation and transfer

According to a constructivist approach to learning, three metaphors for learning exist quite isolated from each other (Hakkarainen et al. 2004). For students, teachers think of their knowledge acquisition, teachers working with others think of themselves as participating in a community and researchers or academics view their own work as creating knowledge (see Table below, Paavola & Hakkarainen 2005). But knowledge acquisition, participation, creation of new knowledge all refer to the process of learning, attaching different values, different responsibilities and different positions of power to the different actors. Students should just acquire knowledge that is "prepared for them", teachers should enjoy a supportive community that shares good practices and researchers should create new knowledge. Inclusive education requires a more integrated view of these three perspectives, where teachers are also seen as learners, students as participants in a shared practice and researchers as people who are also involved in learning. Knowledge creation is the shared activity and to better understand this activity should therefore be at the core of their joint activities.

Table 1. An overview of the ideal typical characters of the three metaphors of learning

	Knowledge acquisition	Participation	Knowledge creation
Main focus	A process of adopting or constructing subject-matter knowledge and mental representations	A process of participating in social communities Enculturation, cognitive socialization Norms, values, and identities	A process of creating and developing new material and conceptual artifacts Conscious knowledge advancement, discovery, and innovation
Theoretical foundations	Theories of knowledge structures and schemata Individual expertise Traditional cognitivist theories Logically-oriented epistemology	Situated and distributed cognition Communities of practice Sociologically-oriented epistemology	Knowledge-creating organizations Activity theory Knowledge-building theory Epistemology of mediation
Unit of analysis	Individuals	Groups, communities, networks, and cultures	Individuals and groups creating mediating artifacts within cultural settings

Table 1: An overview of the three metaphors of learning

The Joint European Union / Council of Europe Project “Regional Support for Inclusive Education in South East Europe” seeks to overcome the gaps between policy, research and practice by engaging in shared knowledge creation through a network of people working in these contexts. Following a constructivist understanding of learning, each learner has to be actively involved in constructing new knowledge which can be related to their practice. Since the knowledge needed for building inclusive communities and supporting the learning of all is too complex and broad to be acquired by each individual, knowledge creation is not limited to individuals. The notion of “distributed knowledge” (Salomon 1993) embraces today’s requirement to bring together expertise of different individuals, constituencies and disciplines to solve pressing social problems. It is therefore not sufficient or productive to seek knowledge merely individuals, because knowledge is distributed across individuals as well as in the environment, for example in the tools we use or in the infrastructure available to us. Networks like the TeacherNet are developed on the premise that they bring together relevant knowledge that is required to implement more inclusive practices. In addition, the Joint Project pays attention to supporting the shared knowledge creation with useful tool and an infrastructure to facilitate the flow of information.

The usage of a shared understanding of knowledge creation as a problem solving cycle can help contextualise individual activities within a larger context of shared and distributed knowledge:



Figure 1: The problem-solving or knowledge creation cycle

Mapping exercise reported here contributes towards measuring and collecting the relevant information. It is the first step of the problem-solving cycle. Measuring and collecting involves not only a putting together of the information, but also to identify gaps in the knowledge and acknowledge where different stakeholders hold differing views or give different importance to different knowledge (e.g. theoretical vs. practical knowledge). These differences cannot be explored as part of mapping exercise carried out during the field visits as programmes were generally described by one person with their perspective.

To complete the problem-solving cycle or the complete learning cycle, there is a need for an analysis of the information. It is assumed that this will happen during the workshop, when participants discuss the mapping findings, link it to their own experience, share their views and thus gain a better understanding of the issues relevant to the problem. During this phase, some of the knowledge and views held by participants may be challenged and needs to be transformed in order for new knowledge, views and attitudes can develop. The new knowledge then is tested in the light of the current situation and a vision of a better future situation – in a process of reflection and anticipation. Within the planned activities, this stage of the problem-solving process will be achieved and the new knowledge created will be represented in a formats and products which is meaningful to all beneficiaries.

Beyond the work planned in the Joint Project, these products may help lay the ground for processes of decision-making and planning. It is suggested that this later process could be supported by the development of a road map. In subsequent phases of the problem-solving process, new solutions may be tried out as envis-

aged in the planning process, for example through piloting innovative activities related to teacher education. This will then need to be followed by evaluation and controlling, for example by comparing former practices with the innovative practices, possibly by checking it against such a road map or action plan.

1.3 Mapping of existing teacher education activities

The framework focuses on practice in schools and which competencies teachers and other professionals need in their specific context to promote inclusive education. It should promote discussions that help to link training needs closely to the current situations in schools rather than an abstract set of skills or standards. The framework should not pre-empt discussions as to which training setting may be preferable, but rather support open discussions about training needs.

The mapping exercise takes into account three distinct approaches taken to develop teacher competencies; initial or pre-service teacher education, continuing professional development of practicing teachers and coaching teacher educators or mentorship training. The focus in initial teacher education is on the acquisition of knowledge and the initiation into a profession (focus on person), while professional development is more focused on practice and participating in teams and communities. Mentorship training or coaching teacher educators does not primarily focus on the acquisition of knowledge or practices as teacher educators, but rather on the advancement of knowledge and innovations that will need to be transferred to others at a later stage. These three types of activities are traditionally linked to one specific metaphor of learning introduced in the last paragraph (section 1.2).

The framework takes a situational approach as teachers and other practitioners need to be able to judge the appropriateness of their actions or expectations in the light of the context they are working in as well as in the light of the students' life situations and experiences. Inclusive principles and concepts are not reflected in a fixed set of actions that teachers and students should or should not be engaged in. The same action could be inclusive or exclusive depending on the over-all purpose and orientation. The context in which they are carried out and the meaning attributed to actions is more important. Values, expectations and beliefs do not become visible by teacher's action per se, but through the situations they create and by the way they react to situations presented to them by their students.

Mapping of existing teacher education programmes on inclusive education practices in the region is as qualitative in-depth exercise, based on the mapping process done by ETF. Country reports and Summary reports are taken into account; the systematic overview of issues presented there is not repeated in this report. The mapping is done in a way which helps the sharing of information on any other programme identified as important or interesting. This information can be considered for the final report.

The methodology used should allow integrating additional information from different sources to the mapping of individual activities or modules. If thought useful, at a later stage an in-depth analysis may help to reveal tensions and contradictions in the activity which need to be acknowledged if the contents, goals or methods from one activity is to be transferred or used in the modules envisaged as one of the products of the joint project. The methodology developed for the mapping activity, could also help structure the future work of the working groups that will be created for each of the planned modules. It may also be useful to help link the results of the workshops in Skopje and Tirana to future activities of the TeacherNet. The methodology tries to map practice, rather than isolated knowledge – so that the knowledge created in this report can actually be used as a tool to create new knowledge.

2. Methodology

2.1 Activity Systems Model

The analysis of programmes and modules to improve teachers (in primary, secondary and VET schools) competences and practices for inclusive education is based on the activity theory framework (Engeström 2000) to allow consistent mapping of the variety of training bodies, approaches, social contexts and goals without losing sight of these complex interactions involved in teacher education activities. The following questions help to analyse diverse activities related to teacher education (for more details, please refer to appendix 3):

- Subject of the Activity: Who is delivering or providing the modules? (Identify the individual, agency, group or organisation providing the programme)
- Outcome of the Activity: What are the expected outcomes? Identify the goals that they wish to achieve
- Object of the Activity: Who or what is being targeted? Identify the target group, the competences or problems that the module targets and wishes to change.
- Tools and Artefact used in the Activity: How is the module delivered? Identify the tools, methods, concepts and theories that are used to achieve the expected outcomes.
- Social context in which the Activity is embedded: In which context is the module delivered? Identify the social context, the groups or organisations affected by the teacher education activity.

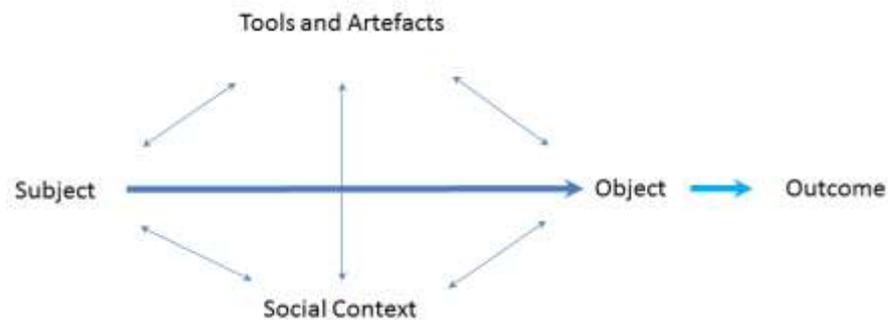


Figure 2 General Model of Activity Systems (simplified)

The fully developed model (ibid, 962) to analyse activity systems is seen as too complex at this point to be used in the context of this mapping exercise, if necessary, the social context can be analysed in more detail after the conference, e.g. to inform the work of the PolicyNet. The following figure applies the model to activities targeting teachers with the goal to develop competencies relevant for inclusive education:

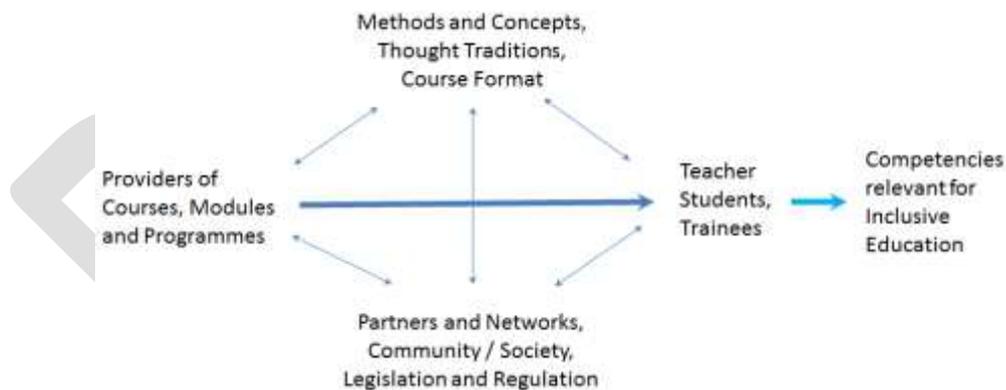


Figure 3: Activity system of Training Teacher Students or other Trainees for Inclusive Education

The model can be used to analyse any activity that in some way contributes towards developing teacher competencies relevant for inclusive education. It allows understanding the usage of tools in the specific context to understand whether using these tools is compatible with the over-all goals that are stated. If an empirical approach was to be used at a later stage, mapping of the target activity could be done before and after an intervention to understand what the impact really was. The analysis of the modules that were presented to us during the field visits has shown a great diversity of providers, approaches, methods, and targets. All in some way claim to contribute to inclusive education.

The information gathered was in many cases merely cursory and does not allow an in-depth analysis of each teacher education activity. At this point, the analysis mainly serves the purpose of informing the discussions and deliberations at the workshops planned in June and July 2014 in Skopje and Tirana. Subsequently, it will be decided whether selected activities will be submitted to an in-depth analysis to identify tensions and con-

traditions. Many organisations, stakeholders and interest groups have an interest in teacher education and it is likely that their different approaches, targets, goals and the communities they are working with will give rise to tensions and contradictions in the over-all activity of teacher education. This is normal and can be found in any complex human activity. If identified and understood, these tensions and contradictions can be used as opportunities for learning and expanding current practice.

The model allows focusing on the following types of tensions (for a later stage of analysis):

- Tensions and contradictions within a component (e.g. between two providers of a module like a University and a NGO; between contesting goals like enjoy leisure time vs. attend a course to gain knowledge)
- Tensions and contradictions between two components (e.g. between provider of modules and ministry representing interests of government; between purely lecture-based course format and trainees who need to acquire skills)
- Tensions between two related activities (e.g. initial teacher education and in-service training use incompatible concepts of inclusion; qualification of teachers based on high achievement of students vs. inclusive practices)
- Tensions between the less and more advanced forms of same activity (e.g. between activity representing a broad understanding of inclusive education vs. activity representing a narrow, group-focussed understanding)

The model can also be used to design new modules, but how this can be done in detail will not be the focus of this report. Nevertheless, this could be the focus of the workshop discussions focusing on vision-building for inclusion in education and inclusive teachers. The model focuses on the need to think of a complete activity system, its basic orientation, the methods it will use and the social context in which it will eventually be carried out – and not merely about contents or outcomes. It helps to consider the interaction between different activities and therefore brings attention to the need for coordination and cooperation.

2.2 Mapping Process

The mapping process will first organise the information available for the individual teacher education activities discussed during field visits. The model introduced above will be used to systematically map the available information in the context of the respective activity. This mapping information was added to the field notes and the maps are included in Appendix 4. Some programmes and activities were broader and included teacher education activities as one of the approaches to reach the over-all goals. In this case, the teacher education activity will be chosen for the mapping, but relevant aspects of the context will be mentioned. The results will be organised to match the discussion groups at the workshops in Skopje and Tirana (Initial Teacher Education for Inclusion, Continuing Professional Development for Inclusion, and Mentorship for Inclusion).

Mapping at this point is cursory, based on the limited information available for some of the teacher education activities discussed during the field visits. It will be decided after the workshops in Skopje and Tirana whether a detailed analysis will be useful for the further developments planned in the project or whether available information (including mapping reports by ETF) is sufficient as a basis for purpose of the Joint Project and therefore more energy and time should be spent to develop new approaches and to respond to recommendations or issues already well known.

An overview of current practices with regard to each of the component of the activity model will be developed as part of the mapping exercise. This will be achieved by first providing a structured overview of the characteristics for each component (e.g. all providers, all expected outcomes) followed by a synthesis and discussion of the results. It is hoped that this information will serve as a basis for discussions, about outcomes (e.g. teacher competencies), about the appropriateness of specific methods and approaches (e.g. short courses focusing on knowledge will not change practice), the match between means and goals or between the provider (subject) and the social context or community.

Initial teacher education, continuing professional development and mentorship training are three distinct activities because they target different types of people: student teachers, teachers and teacher educators. The different levels of complexity of these three types of activity systems need to be appreciated: Initial teacher

education primarily focuses on the teacher student as an individual learner (person), while professional development needs to consider teachers as learners as well as a professionals participating in a specific community of practice (person and practice). Mentorship training or coaching of teacher educators adds another dimension of complexity: In addition to considering teachers as learners and teacher practice, when coaching teacher educators or training mentors a third focus has to be considered as well: Creating or transforming knowledge to make it usable for others (person, practice, knowledge). These three levels of complexity can be linked to the three metaphors of learning described by Hakkarainen et al. 2004, figure adapted from Paavola & Hakkarainen 2005, 539):

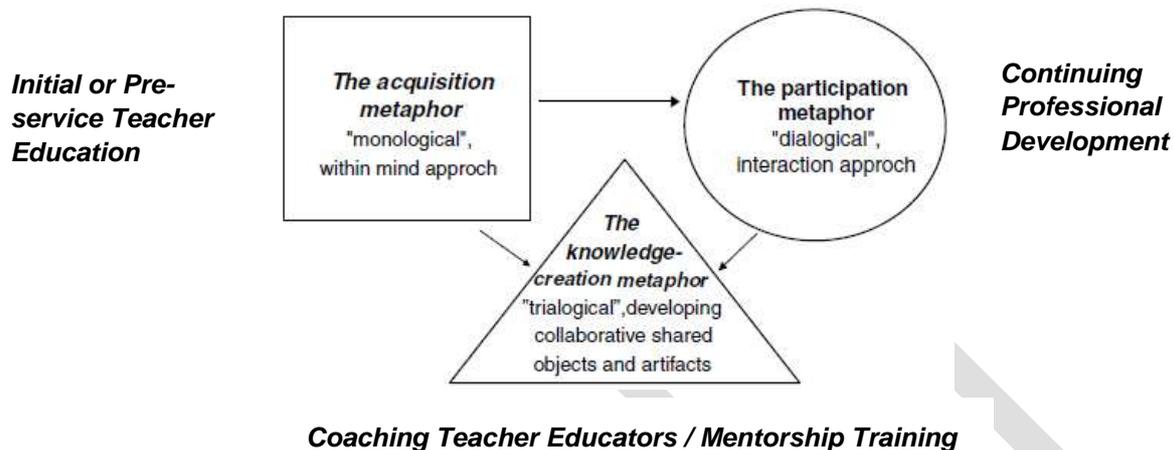


Figure 4: Three metaphors of learning linked to the three distinct activities related to teacher education

The analysis of contradictions and tensions will be limited to the teacher education activities where such problems are documented beyond the personal views expressed by the interview partners during field visits, e.g. in previous reports or based on other evidence. This is mainly due to the fact that there has not been an opportunity yet to validate preliminary findings and to collect the necessary additional information.

Individual activities contribute to an over-all activity, e.g. modules on inclusive education may be part of a larger activity, e.g. of a University, because the university will also be involved in providing teacher education focusing on other goals. How well these different activities are matched and whether as a whole they serve the implementation of inclusive education is beyond the scope of this report. But it is hoped that the information and methodology provided here will be helpful to explore potential tensions and contradictions in the broader education systems / in the activities of key players.

2.3 Contribution towards vision building and a road map

The goal of this report is also to provide the participants of the workshops with information they can build on to develop a vision about teacher education for inclusion, including the tools to think about their activities, how to contribute towards this vision, with whom to collaborate, what to develop and which approaches to choose when doing so. Clearly, individual activities by different agencies should be related to each other and be part of a coherent system of teacher education in the region, in a country or locally. As indicated in the last section, the mapping report does provide a synthesis of all activities with respect to each component. For examples, there will be a set of expected outcomes envisaged by the providers. This information could contribute towards the development of a set of competences teachers need for inclusion. Or the information provided on the tools used in existing modules could help initiate a discussion on adequate methodology for teacher education as well as what can be really achieved by using with approaches.

The discussions of the groups could contribute towards recommendations that target the different components of teacher education for inclusion. These can be used for further work with the upgrade of modules. In addition, the activity model could also be used by the TeacherNet to describe their activities and to exchange good practice. A shared model will facilitate knowledge transfer and may also help ask critical questions during future study visits. Thus the process of creating new knowledge can be supported in groups where knowledge is diverse and distributed across individuals.

An additional advantage of using the activity model as a shared model across the region, programmes and providers is that the information generated can be directly linked to the vision building and the subsequent work during the workshops in Skopje and Tirana. The mapping exercise brings together information on the practice today, but problems and issues related to today's practice alone cannot inform future practice. There has to be a creative process by which the map of the landscape becomes a road map that can guide coordinated action. The workshops in Skopje and Tirana will engage the participants in a general exploration of the over-all activity system "teacher education for inclusion". They will engage in a vision building exercise after learning about and discussing the mapping findings. The results of these discussions will be one of the outputs of the upcoming workshops. The vision building activities will focus on the "outcome" of these activities: a vision of what an inclusive teacher is / what competencies an inclusive teacher should have. The results of these vision-building discussions will be compiled and provided to the TeacherNet as one of the documents to inspire their future debates.

A shared vision gives a basic orientation to follow-up activities within the Joint Project and beyond. It is meant to be a long-term compass indicating the direction that developments could take and can be improved and refined as the project progresses. It will help in the upgrading of the modules and may also help the beneficiaries to formulate and to plan their own activity beyond the scope of this project. For this purpose, sometime in the future, this vision may be substantiated by adding goals to be reached, by exploring how present and future activities could contribute to increase the capacity to develop inclusive practices, and by developing options to tackle relevant issues. A "road map" is one of the tools used for such purposes. A road map is the conceptual link between a broad vision which is shared by all and a concrete action plan that can be used in a specific context. It focusses on important questions set in the context of existing activities. A road map generally identifies the most relevant fields of action, each with a set of goals linked to current activities and indicating options for future action. The "road map towards inclusive teacher education" therefore could be a meaningful product to be developed, although this will be outside of the scope of work of the TeacherNet and possibly also outside lifetime of the Joint Project.

3. Results

3.1 Overview

Information on a selection of existing programmes, modules and activities related to teacher education for inclusion were collected during field visits to Albania, Bosnia & Herzegovina, Croatia, Montenegro, Serbia, the former Yugoslav Republic of Macedonia and Kosovo*. Together they form a diverse body of activities that vary considerably in all dimensions of the activity model:

- Diverse providers such as individuals, small local NGOs, government bodies, Universities and international GOs and NGOs
- Diverse formats from two day workshop to entire study programmes at universities
- Diverse methods and approaches that reflect the diversity of the providers
- Diverse target groups, some programmes are focused on individual teachers, other school communities or all relevant partners at local or regional levels
- Diverse social contexts in which the activity is carried out, from seemingly isolated actions of individuals, to activities supported by the local communities to government-endorsed activities or activities that implement new legislation
- Diverse expected outcomes, from mere transfer of information to capacity building in schools or bringing about social change in a community

The mapping of the individual programmes is based on the conversations held with the local stakeholders. Generally this was someone involved in providing the programme or carrying out the activity. The information available at present may not represent all relevant information to fully understand the contents, methods or expected outcomes. The conversations also focused more on understanding and mapping the programme or activity rather than critically appraising it against other activities in the region. Practical restrictions around the organisation of the field visits did not allow to meet with all relevant providers of programmes relevant for

inclusive education, thus the mapping to be presented at the workshops in Skopje and Tirana are based but on a selection of programmes. The following list gives an overview of the mapped programmes, the more detailed list of programmes and interview partners is given in the appendix:

- Albania: One professional master programme provided by a University, two programmes provided by NGOs (total of 3)
- Bosnia and Herzegovina: Five programmes provided by NGOs, one by School head teachers and pedagogues, one by an individual lecturer for a University (total of 7)
- Croatia: Four programmes provided by NGOs, one by a Mobile team advisors (total of 5)
- Montenegro: One programme provided by a University together with UNICEF, six programmes provided by NGOs, three programmes provided by Ministry of Education or Institute for Education (total of 10)
- The former Yugoslav Republic of Macedonia: One initial teacher education programme provided by a University, four programmes provided by NGOs (total of 5)
- Serbia: Three programmes provided at Universities (sometimes initiative of an individual), two programmes provided by NGOs, one programme provided by Institute for Education
- Kosovo*: One professional development programme at University, three programmes provided by NGOs (total of 4)

Field notes were taken during the visits and later written up. The components of the activity system (e.g. provider or subject the programme; target group or object of the programme; main approach, methods or tools used; social context or the community that was involved; expected results, impact or outcomes; see appendix 3 for further details) were used to ask follow-up questions during the field visits and later to describe the programme in a graphic form based on the activity model. The information for each activity has been transformed into a graph providing an organised summary of the main characteristics of the programme. In the following paragraphs, this information was used firstly for an over-all analysis and then for an analysis focusing on initial teacher education, continuing professional development and teacher mentorship for inclusive education.

3.2 General Analysis of the Activity Systems / Programmes and Modules

A thematic analysis of the programmes shows a clear emphasis on inclusive education in, with a strong emphasis on social justice, anti-discrimination, minority issues and conflict resolution. Another theme that runs through many of the programmes is the building of partnership and ensuring parent engagement. Only two programmes focus on children with special needs or disability. This has probably also to do with a certain sensitivity in the region to avoid a medicalisation of difference and ensuring that disability is not seen as the major category of student difference. These programmes are often provided by international or local NGOs or donor organisations. In addition there are some programmes that focus on broader themes like active learning, understanding adolescents or developing critical thinking. Other programmes focus on new regulations or tools promoted by the government for implementation. The thematic scope of university based programmes is broader by definition as programmes at bachelor and master levels have to provide a more comprehensive education.

Statements about expected outcomes are important, because they provide information on what the respective provider view as important indicators of inclusive education or as potent levers for initiating changes towards inclusive education. An analysis of the intended outcomes illustrates the diversity of programmes and their intentions or expected outcomes:

- Providing information and increase the understanding, like “better understanding of child-centred methods”
- Change attitudes, motivations of way of thinking, like “raising awareness” or “change of thinking about Roma”
- Change the capacity or competence, like “qualification” or “conflict resolution skills”

- School level outcomes, like “improved school climate” or “improved management of schools”
- Student outcomes, like “help children to participate” or “improved student achievement”
- Family outcomes, like “participation in decision-making of Roma families” or “collaboration with parents
- Systems level outcomes, like improved practice for detection” or “collaboration with other services”

Who is perceived as important change agents? This question can be answered by analysing the “target groups” of the programme? Who are they addressed to? Who does the programme target as either a change agent or as an important factor in ensuring inclusive education? An analysis of the main group that the programmes are addressed to can provide insights into these questions:

- 5 projects only address teachers
- 14 projects are targeting teachers and other professionals
- 6 programmes are either including parents or even addressing them as the main targets
- 4 programmes are trying to address all major players
- 3 programmes address other target groups; either advisors to local authorities or teacher educators, university-based teacher educators on school-based trainers
- 6 programmes are oriented towards students or at least include them as major targets

What methods, tools or approaches are these programmes using? This question helps understand by which means the providers of programmes believe that the expected outcomes can be brought about when working with a specific target group. How can the envisaged aim be achieved? The following methods were applied in the programmes mapped:

- Traditional workshops or training modules format ranged from a two day training or seminar to entire master’s programmes at universities. The format mostly chosen was the workshop format which lasts a few days.
- Another important format for the programmes was consultations, which implies a direct transfer of knowledge to the setting in which the knowledge can be applied.
- A minority of projects worked with direct exposure or practical experiences
- Very few programmes first engaged in an assessment of needs (e.g. through a baseline study) upon which the training was subsequently based, followed by an evaluation at the end of a training and induction phase to actually gain some evidence of impact

The approaches taken or the tool used in doing so, were also very diverse:

- Many programmes use a combination of theoretical and practical work
- A “personal approach” is important to some, combined with what is described as an “interactive workshop”; what this really means is unclear
- Some programmes were explicitly focusing on using new tools or approaches, some of them prescribed by legislation. Such tools, for example the Index for Inclusion, newly developed Standards for teacher competence, new guidebooks or a new curriculum were the main focus of these programmes and at the same time also the tool to which the participants had to be familiarised.
- In one programme of continuing teacher education to be established at a university, the methodology was developed by another university in Finland and is adapted to fit the local situation

The social contexts the programmes are set in, vary and in some cases are not very clear. Since inclusive education is a process that requires much cooperation and collaboration, it is interesting to see to which extent the programmes make use of collaboration themselves when providing teacher education:

- For five of the programmes, no information was made available on the social context that supported the programme, one mentioned the involvement of an NGO, the other the involvement of teachers but this remained unclear and no institutional support was provided
- Some programmes were part of a larger effort, which linked the activity to different partners, e.g. other communities, schools or other regional partners. Further investigation would be needed to explore the actual benefit. Quite a few programmes benefitted from larger projects financed by various donor organisation which created a social setting in which the activity was carried out
- Quite a few programmes benefit from a partnership between donor organisations, NGOs and government agencies. In many cases, the training activity was eventually accredited by the ministry or the responsible governmental body which no doubt made the programme more sustainable and in many cases also more affordable due to financial support from the ministry
- A few of the mapped activities were carried out by governmental bodies
- Five activities were university-based, but not all of these activities were acknowledged as institutional practices, some were initiatives from individuals working at the university.

3.3 Analysis of Specific Types of Activity Systems

The outcomes of the activities described in section 3.2 focus on the final outcomes: various aspects of improved inclusive practices with children, parents and their community as the main beneficiaries. The knowledge and competencies that teachers or teacher trainers gain in the process are seen as a mediating factors or as a means to an end. This general perspective suggests that whatever is taught in a training context (e.g. module) can be immediately applied in the target context (e.g. classroom); clearly this is not the case. For example, different types of activity systems can be identified based on the social context in which they take place and how these contexts relate to the context into which inclusive education should be implemented. There are activities (e.g. “Parents’ engagement” in Bosnia and Herzegovina) where the training immediately contributes towards changing the target practice (change of attitudes and use of student-centred approaches by teachers and parents). Other activities (e.g. “Continuous training of teachers in inclusive education” in Croatia) are removed from the actual practice to increase knowledge and expertise which then has to be transposed into the target practices. And there are also activities (e.g. “Inclusive Education Train the Trainer Modules” in the former Yugoslav Republic of Macedonia) that bring teacher educators together to provide them with knowledge that is subsequently used to by the trainees to train others. There are multiple combinations of different providers of training, target groups that subsequently become providers of training for others. There is no right or wrong in how to link training settings with targeted practices or combining national with local settings through a cascade model. But at each level of the cascade or shift in activity system representing a specific practice, the potential loss in knowledge transfer and specificity needs to be considered when designing the modules at a later stage in the project.

To serve the purpose of developing three modules based on the outcomes of the workshops and other relevant information, another typology will be more helpful. The analysis of the mapped teacher education activities can be divided on the basis of their expected types of outcomes (see also section 2.2):

- Initial teacher education focuses on teacher competencies for inclusive education and targets the trainee as a learner.
- Continuing professional development focuses on practices; in addition to building up competencies for inclusive education, the specific context in which teachers are working in needs to be taken into consideration as well: the trainee is targeted as a learner and as a practitioner.
- Coaching teacher educators or mentors focuses on knowledge; in addition to building up competences for inclusive education and linking them meaningfully to practice, trainers of future trainers also have to consider knowledge as a tool to be used by others to train teachers: the trainee is targeted as a learner, a practitioner and a bearer of knowledge to be provided to others for their learning and their practices.

The results from the mapping exercise for these three types of special activities are represented in the following activity maps (Figures 5, 6 and 5):

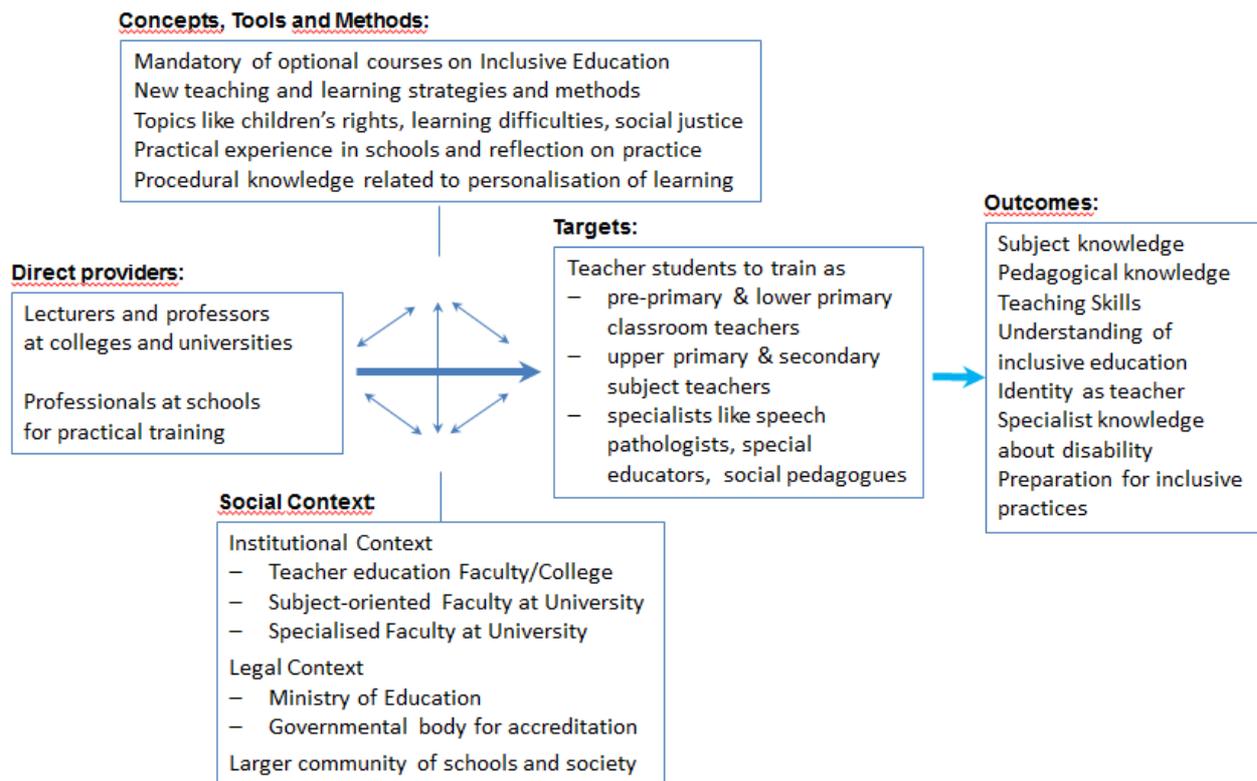


Figure 5: Mapping Activities of „Pre-service or initial Teacher Education“

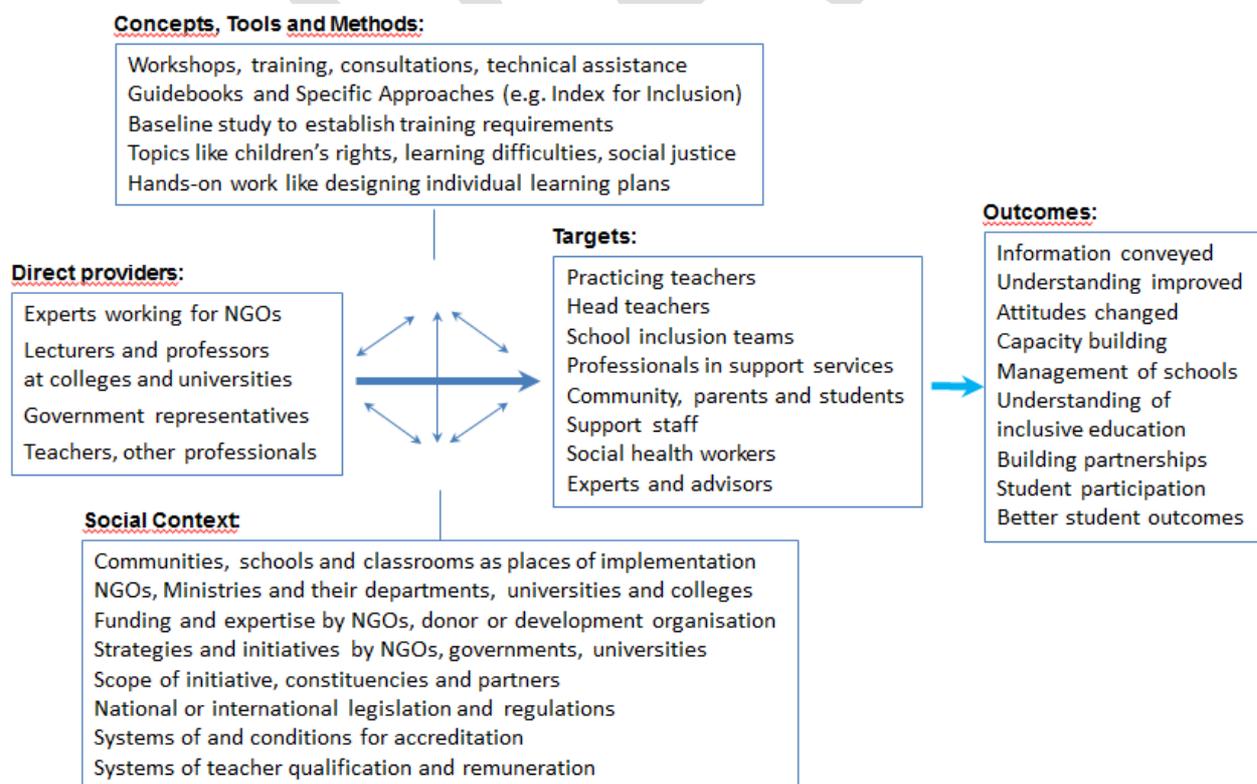


Figure 6: Mapping Activities of “Continuing Professional Development“

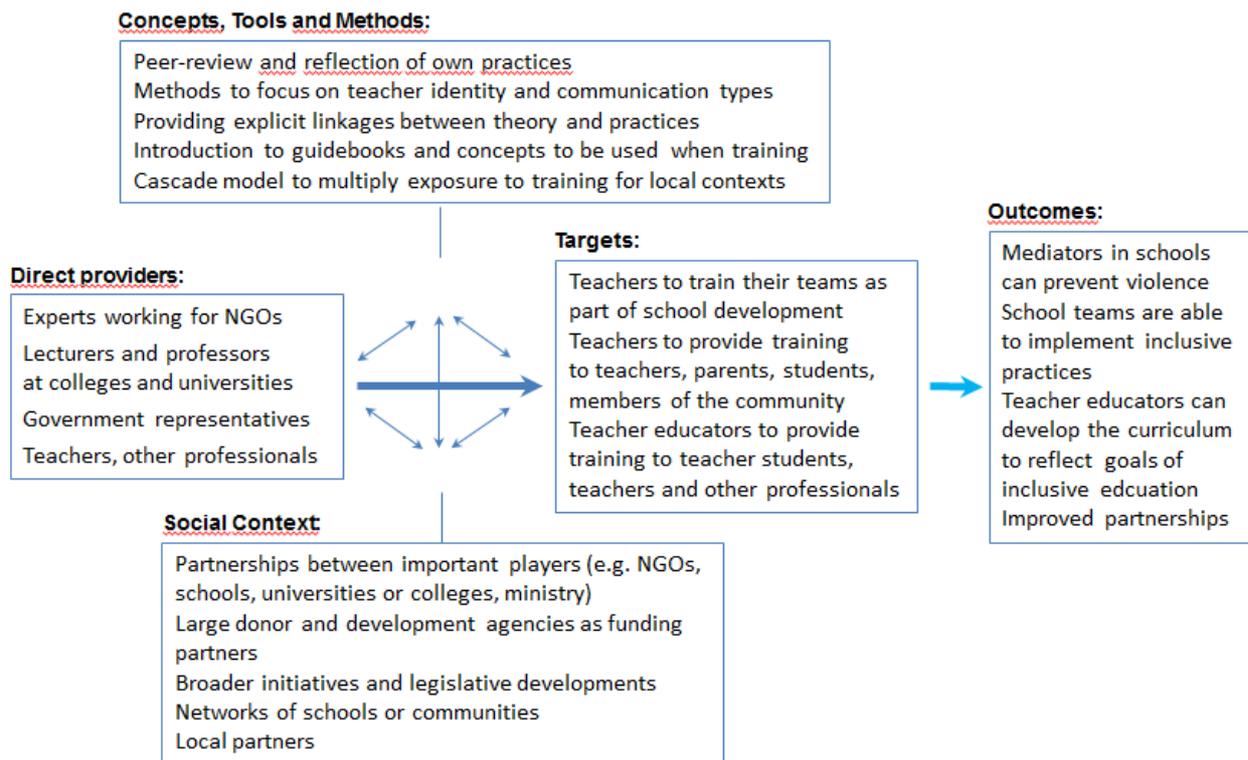


Figure 7: Mapping Activities of „Mentorship training and coaching of teacher educators and trainers”

4. Discussion and the way forward

4.1 A pioneer phase is ending

Clearly there are a lot of activities going on and it is probably impossible to map them all. The diversity of programmes is a result of the many efforts of civic society to meet the training needs that universities and ministries of education could not yet fulfil at the time. After this “pioneer phase” of teacher education for inclusive education, there will be a need to consolidate these diverse efforts and to create a shared vision of what an inclusive teacher is. To develop a profession, a shared body of knowledge, shared methods and shared practices are necessary.

The sustainability of purely knowledge-based courses are questioned; as they do not increase sense of self-efficacy; some people keep going to courses, but it does not affect their work. In many instances, there is a lack of follow-up after course as well as a lack of systematic implementation. Schools are not helped with the integration of diverse programmes, approaches and therefore may be overwhelmed when confronted with different sets of recommendations that they should implement from diverse courses in different topics.

Lack of contact between teacher training institutes, practice and government; need for transversal collaboration between universities, ministries, schools and other providers of teacher education, this also includes that differences in knowledge (e.g. basic philosophies, approaches) are identified and highlighted – not to standardize everything, but to better understand diversity. Cross-sectorial collaboration between ministries needs to be improved

Visibility and recognition of teacher development also through accreditation

4.2 Continue the mapping process to help systematise activities

The methodology used for the mapping of the various teacher education activities was chosen also because it was seen as meaningful to facilitate discussions amongst the participants and contributors to the network and its various activities.

The information compiled based on the field visits was meant to initiate a process of building knowledge on present activities and related outcomes – rather than ending it.

The mapping process could continue, qualitatively by focusing on especially interesting activities to better understand why they were successful and what their good practice is really about.

It can also be used to understand incompatibilities, tensions and contradictions between the different components of the activity system and between different activity systems targeting the same practice. Some goals envisaged (e.g. changing attitudes) can clearly not be achieved by the used methodology (e.g. providing information). And to highlight such tensions and contradictions may be very productive and help inspire innovations. “Higher Order” mapping or “synchronising programmes” could be a helpful approach to think about meaningful activity systems for pre-service / initial teacher education, continuing professional development as well as mentorship training / coaching of teacher educators and trainers.

Clearly one activity however successful will not be able to bring about the over-all goals of implementing inclusive education in the Western Balkans. Therefore it will be important for the project to help build the understanding and capacity of the participants to combine different activities to a coherent over-all activity – or a programme consisting of several modules.

4.3 Role of TeacherNet in knowledge creation cycle

The TeacherNet is a network with diverse and distributed expertise that can help initiate the problem-solving or knowledge creation cycle (see Figure 1, p. 6) seeking to up-grade current practices in teacher education and mentoring for inclusive education. The preliminary mapping results provided in this report and presented at the Workshops in Skopje and Tirana can assist the TeacherNet members when discussing the different components and characteristics of existing modules (measuring and collecting,) and when seeking to develop an understanding of their strengths, weaknesses, opportunities and threats (SWOT-Analysis) of these programmes (analysing and understanding). The results of these deliberations can be compared with analyses of previous mapping activities (see 1.1). Networks need a “joint enterprise”, something that members want to pursue together and that is meaningful to them. It is suggested that contributing to the up-dated modules could be such an activity and possibly also to help create a road map of how to bring existing activities together – if such a wayforward should be chosen in the future (see 2.3).

There are many players in this field, some of them are already working in networks, others are cooperating to a lesser extent. Occasional project-based public-private partnerships between donors, schools, universities and ministries could be developed into strategic partnerships by committing themselves to the road map and building their action plans based on a common long-term goal in consideration of the most important needs that should be addressed.

Another promising practice is the creation of an environment where schools can apply for the support they need, rather than what a specific donor is offering at a given time. The interviews suggest that Bosnia and Herzegovina has more experience in doing so than others. Clearly the Joint Project does that too and could maybe benefit from a “joint enterprise” with other organisations to ensure the sustainability of this model after the project ends in 2015.

Some organisations seem to have networks that span most or all areas in the region, for example the Open Society Foundation, Save the Children and UNICEF. These organisations could be strategic partners, not only to the project, but also to the respective ministries.

The mapping exercise illustrates the richness of experiences and the presence of good practice in many schools across the region. More efforts should be put into making these practices sustainable and more transferable. The Joint Project could contribute towards this process by developing tools to share information more effectively and to learn from the experiences of other schools and communities.

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5. Appendices

Appendix 1: List of interview partners

The following list contains the names of all interview partners. Not all interview partners gave information on specific programmes, but focussed on their activity and role within the Joint Project. Field Visits were carried out by Judith Hollenweger (Albania, the former Yugoslav Republic of Macedonia, Kosovo³) and Nataša Pantić (Bosnia and Herzegovina, Croatia, Montenegro, Serbia).

Albania

- Gerda Sula, University of Tirana and Executive Director of the NGO Step by Step
- Albana Markja, teacher trainer and expert, Institute of Education Development
- Brikena Kullolli, teacher, Secondary School "Ismail Qemali"

Bosnia and Herzegovina

- Selma Džemidžić, school pedagogue in Sarajevo Primary School Džemaludin Čaušević
- Lejla Kafedžić, Assistant professor at the Faculty of Pedagogy, University of Sarajevo
- Radmila Rangelov Jusović, director of 'Step-by-Step', spin off organisation of the Open Society Foundation
- Nina Nuhanović, school pedagogue in Primary School "Grbavica 1" in Sarajevo
- Lamija Husić, civil servant in the Ministry of Education, Science and Youth in Sarajevo Canton, Centre for Education
- Marina Nezirović, Project Coordinator in NGO 'Duga'
- Dženana Trbić, Director of Open Society Foundations (OSF), Sarajevo

³ 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

Croatia

- Sanja Urek, Head of Early and Primary Education and Depute Director of the Agency for Education, and Vladimira Brezok, Senior Advisor in the Agency for Education
- Eli Pijaca-Plavšić, Executive director of Zagreb-based NGO Forum for Freedom in Education
- Lana Jurko, Director of a regional Network of Education Policy Centres – NEPC
- Djurdjica Dragojević, the Agency for Science and Higher education, the contact person for Standards for teachers' qualifications
- Ljiljana Igrić, President, Inclusive Support Centre IDEM, focal point of the policy team of our Project in Croatia
- Vlasta Vizek Vidović for the Institute for Social Research and Vlatka Domović from the Teacher Education, University of Zagreb

Montenegro

- Tamara Milić, Senior Adviser for SEN students, Ministry of Education and Sports
- Tamara Čirgić, Programme Manager, Forum MNE, local partner organization of the Project for Montenegro
- Anita Marić, Senior Advisor, department for research and development of the education system, Institute for Education
- Nataša Borović, Project Policy Team Focal Point for Montenegro who is also a teacher in Elementary School "Blažo Jokov Orlandić".

Serbia

- Borislava Maksimović, Focal Point of Policy Team in Serbia, Joint Project EU/Coe Regional Support for IE
- Gordana Cvetković, Head of Education Authority (školska uprava) Belgrade
- Milica Grahovac, NGO Centre for Education Policy - CEP
- Sunčica Macura, Associate professor at the Teacher Education Faculty in Jagodina
- Snježana Mrse and Milena Jerotijević, authors of DILS trainings and guidelines for inclusive education, also founders and members of a Network of Inclusive Schools in Serbia supported by the Open Society Foundations and Unicef
- Snežana Vuković, Head of Department for Strategy and Development of Education and Zora Desić, Senior Adviser, in the Ministry of Education

"The former Yugoslav Republic of Macedonia"

- Ognen Spasovski, Assistant Professor, Department of Psychology, Ss Cyril and Methodius University of Skopje
- Snežana Božinovska, Teacher at Secondary Vocational School "Boro Petruševski", Skopje together with Sonja Ristovska, Principal of the same school
- Loreta Gergieva, Executive Director, Anica Aleksova, Project Manager and Vera Kondić Chief of Party USAID Teacher professional and Career Development Project of the Macedonian Civic Education Center
- Natasa Angeleska, Foundation Open Society Macedonia
- Nora Sabani, UNICEF Macedonia

Kosovo

- Violeta Selimi project officer of the CoE project "Best practices for Roma Integration"
- Ardita Hima, Kosovo Education Center
- Rudina Ademi-Shala, Save the Children
- Blerim Saqipi, Professor Teacher Education Faculty, University of Pristina

Appendix 2: List of mapped projects and programmes

Some of the activities included in this list are not formally established as programmes, but rather initiatives of individuals. The provider of the activity is listed first followed by the type of activity. Not all activities are directly linked to inclusive education.

Albania

- NGO Step by Step 'Hap pas Hapi Center' (HPH Center): Consultation, training and technical assistance in Early Childhood Development for caregivers, teachers, parents, faculty members and students.
- International Step by Step Association: Education for Social Justice Programme
- University of Tirana: Professional MA in Special Education (60 ECTS)

Bosnia and Herzegovina

- NGO Step by Step, NGO Pro-Mente and Open Society Foundation: Parents engagement
- GIZ Organisation: Anti-discrimination – building teacher ability to empathise and understand discrimination in their own practice
- School head teachers and pedagogue: Training for parents provided by school (Guidebook produced by NGO Duga, UNICEF project "The strength of partnership")
- Individual Lecturers from Faculty of Pedagogy, University of Sarajevo: Inclusive education for (non-subject) primary and pre-primary teachers. Teacher students are placed in schools, school mentor gives them tasks
- NGO Duga and UNICEF: Local programmes of community preparation for inclusive education
- NGO Duga and various donors: Sarajevo-based continuous programme of support to children with special needs (School-based)
- NGO Open Society Foundation: Open call for schools to apply with projects to prepare teachers for inclusive practices

Croatia

- Mobile Team of Special Needs Experts: Consultations and Training for Special Needs Education
- NGO Forum for Freedom in Education: Preparation of teachers and social workers for new civic education curriculum
- NGO Forum for Freedom in Education: Communication and relationships: School-based Training in Mediation, Tolerance and Non-violent behaviour
- NGO Forum for Freedom in Education: Train the Trainer course on Management and Teaching, development of school curriculum.
- Inclusive Support Centre IDEM: Continuous training of teachers in inclusive education

Montenegro

- Foundation for Open Society and NGO Centre for Interactive Pedagogy: Education for social justices – fighting prejudice and stereotype
- Faculty of Philosophy from Belgrade, UNICEF: Active Learning
- NGO 'Pedagogical Centre' in Podgorica: Development of Critical Thinking
- Ministry of Education: Training of interactive services for early and pre-school education
- Forum MNE: Understanding adolescents – Group work to build practical knowledge
- Forum MNE: Master in Community Youth Work for student teachers (pilot)
- NGO Pedagogical Centre Podgorica and Philosophy Faculty in Nikšić: Towards full inclusion, creating inclusion teams

- Institute for Education, Podgorica: Inclusive Education in Primary and Secondary Schools (designing individual plans, communication with parents)
- S.I.C.I. Dominus: Nursery teachers' training in early education for Roma and Egyptian Children
- Ministry of Education, UNICEF: Inclusive Education – three modules for teachers and support staff

Serbia

- World Bank: “Delivering of the Local Implementation Services (DILS)” in Serbia: part of training focused on “Preparation of school IE teams”
- Institute for Education, Serbia: “Training on how to use the standards of teacher competences”
- NGO “Network for Inclusion of Marginalised Children”: Roma Child and School: In-service programme of teacher training and support
- Assistant at Teacher Education Faculty in Belgrade: Encouraging activism among student teachers, Workshops and practical work teaching street children to read and write
- Associate Professor at Teacher Education Faculty in Jagodina: Course about social Inclusion for student teachers
- Teacher Education Faculty in Jagodina: Programme about Inclusive education for teacher educators at this faculty

“The former Yugoslav Republic of Macedonia”

- Selected members of the Faculty of Psychology, University Ss. Cyril and Methodius University of Skopje: Pre-service teacher education for subject teachers
- NGO Forum Civil Peace Service (ForumZFD), Training for Mediators in Schools
- NGO Macedonian Civic Education Center in partnership with local NGOs: Interethnic integration in Education Project includes capacity building activities for participating schools and municipalities
- NGO Open Society Foundation (no activities at present time, but was involved in many projects before)
- UNICEF Macedonia: Inclusive Education Teacher Training Modules (Train the Trainer approach)

Kosovo*

- EU/CoE/OSCE: Best practices for Roma Integration (completed)
- NGO Kosovo Education Center: Various Teacher Training Programmes aiming at capacity building, promoting cooperation, accredited by Ministry of Education
- Save the children: Promotion of Inclusive Education for all Children
- Teacher Education Faculty, University of Pristina and University of Jyväskylä, Finland: Professional Development Programme in Inclusive Education (60 ECTS)

Appendix 3: Activity Theory Framework

At the level of activities oriented towards training, developing and coaching teachers for inclusive education (primary activity). The envisaged general outcomes are teacher competencies for inclusive education. With this in mind, the model can be substantiated as following for the purpose of the mapping exercise:

Outcome

Definition: Any results or outcomes that are produced or become evident as the consequence of these activities (e.g. newly acquired competencies relevant to inclusive education); competences (broadly defined in TE4I Profile or simply using the 4 orientations) are the “outcome”

Primary focus of analysis: Aspects of the outcomes and results of the primary activity that are expected, declared to be achieved or are evident and observable.

Secondary focus of analysis: Other outcomes or results that are of direct relevance to understand potential tensions or contradictions in the primary activity.

Comment: It is likely that there will be discrepancies between the envisaged or promised outcomes and the evidence of effectiveness of the primary activities of the subject. Possibly, there are no clear and explicit criteria for expected outcomes so this could be noted as well. It could be that the main activity has unexpected outcomes because the mediating variables (e.g. Tools and Artefacts, Social context) were not taken enough into consideration.

Subject: provider of the programme

Definition: Any individuals, organisations, funding bodies or other entities actively involved in planning and carrying out activities related to teacher training, development or coaching (primary activity). The “individual or collective that trains/coaches/teaches” would be the subject (Subjects might include teacher educators in different types institutions, training providers in NGOs, etc.)

Primary focus of analysis: Activities of the subject which are directly linked to the activity of training, development or coaching teachers for inclusive education.

Secondary focus of analysis: Other activities of same subject that are of direct relevance to understand potential tensions or contradictions in the primary activity.

Comment: There is a strong agenda and there are at the present time many funding opportunities to promote inclusive education. This has led to a situation where many actors (with diverse backgrounds, motivations, over-all agendas etc.) are active in this area. While many hands make for easy work, this is only true in this context if their activities are well coordinated. In addition, the broader agenda or other characteristics of these individuals and bodies may create tensions and contradictions for the primary activity.

Object: group targeted by the programme

Definition: Any individuals or groups targeted as recipients of these activities (e.g. teachers at different levels of the education system, headteachers, education advisors (‘pedagogues’), possibly also defectologists and other professionals who work in schools) Object in this case might be is the teacher/teacher student.

Primary focus of analysis: Aspects of the object (the persons to be trained, developed or coached) that are targeted, paid special attention to or seen as relevant in the context of inclusive education

Secondary focus of analysis: Other aspects of the object (the persons to be trained, developed or coached) that are of direct relevance to understand potential tensions or contradictions in the primary activity.

Comment: The individuals and groups targeted to be trained, developed or coached may have different needs, expectations, previous knowledge or experiences than envisaged by the providers of the training, coaching or development activities. They may hope to target aspects of the “object” that cannot likely be achieved with the tools and in the social context the activity is mediated by (e.g. expecting beliefs to change by reading about inclusive education in a very homogeneous group of teacher students).

Tools and Artefacts: Approaches and methods of the programme

Definition: Any methods, text books, courses, concepts, mental maps or any other tools or artefacts that are being used to mediate the activity of training, coaching or development of the “object” by the “subject”. Tools and artifacts could be types of teacher education course, programmes, involvement in collaborative projects, for example, TEMPUS or other international (EU, UN, USAID, DFID, etc) projects, exchanges.

Primary focus of analysis: Aspects of the tools and artefacts that are explicitly used to achieve the primary activity (training, developing and coaching teachers for inclusive education)

Secondary focus of analysis: Aspects of the tools and artefacts that are relevant to understand potential tensions and contradictions in the primary activity

Comment: There may be a mismatch between the tools used for training, developing and coaching teachers and the characteristics of the teachers; they may not be ready, have other problems to deal with or they make unexpected use of these tools that lead to different results. A primary focus would certainly be the mapping of what is actually used to achieve the explicit goals of the activity.

Community: Social context in which the programme is carried out

Definition: Any aspects of the social context in which the training takes place (e.g. people, rules and regulations that are relevant to them, dominant norms and ethics of the profession) that are either explicitly stated

or implicitly assumed to be relevant for the primary activity. Community might reflect multi-disciplinary aspects of schooling, types of schools in various communities as well as rules, norms and institutional regulations set out by central bodies.

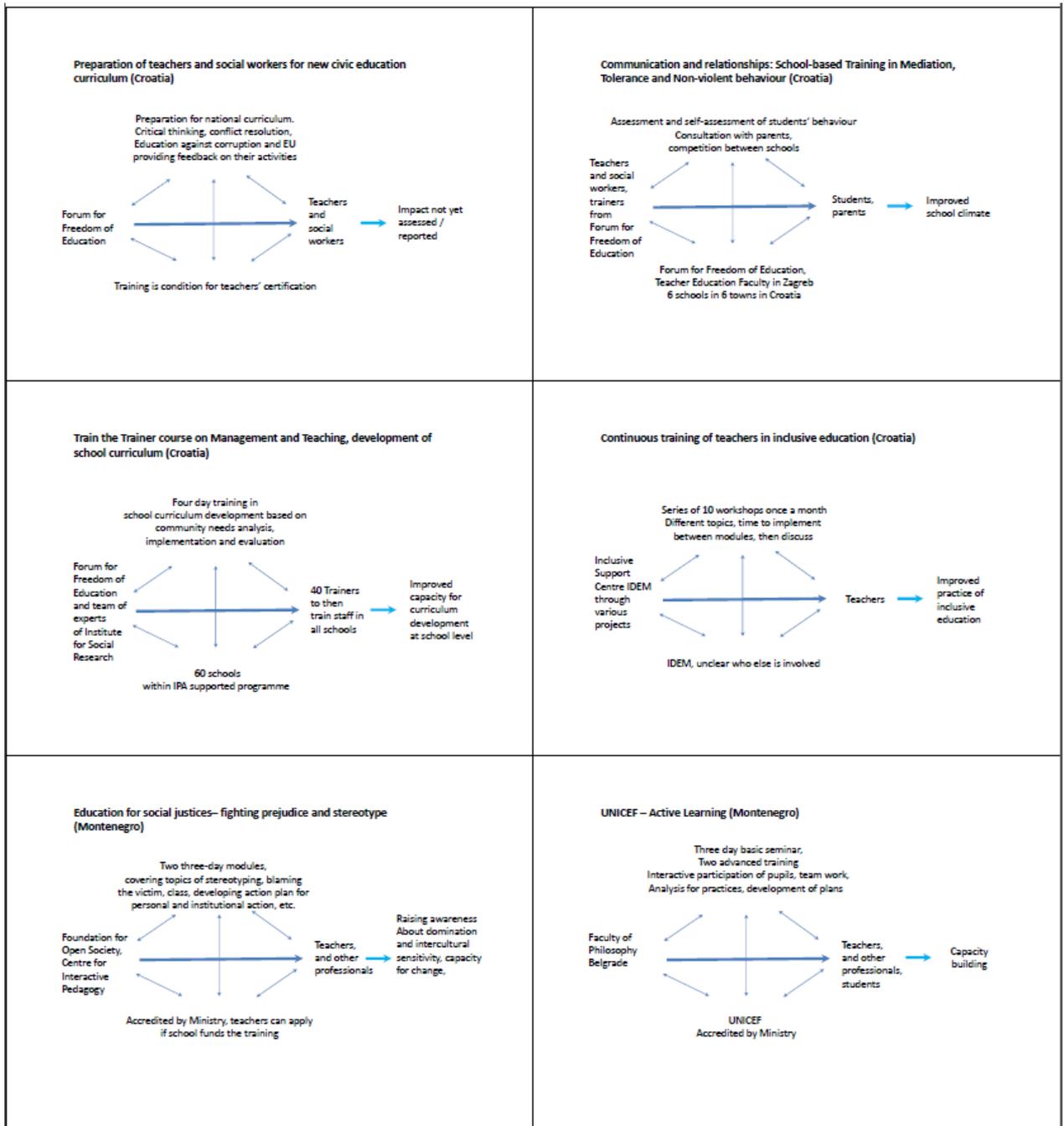
Primary focus of analysis: The community of universities or other teacher training institutes, professional bodies as well as the community of experts, policy makers, parents, NGOs and GOs and any individuals, organised or un-organised group, schools and institutions that are directly relevant to the primary activity.

Secondary focus of analysis: The broader community of experts, policy makers, parents, NGOs and GOs as well as any individuals, organised or un-organised group, schools and institutions as well as the society that may indirectly be relevant to the primary activity, also particular regional contexts will have implications for issues around inclusion e.g. specific to post-conflict regions..

Appendix 4: Mapping of individual teacher education activities

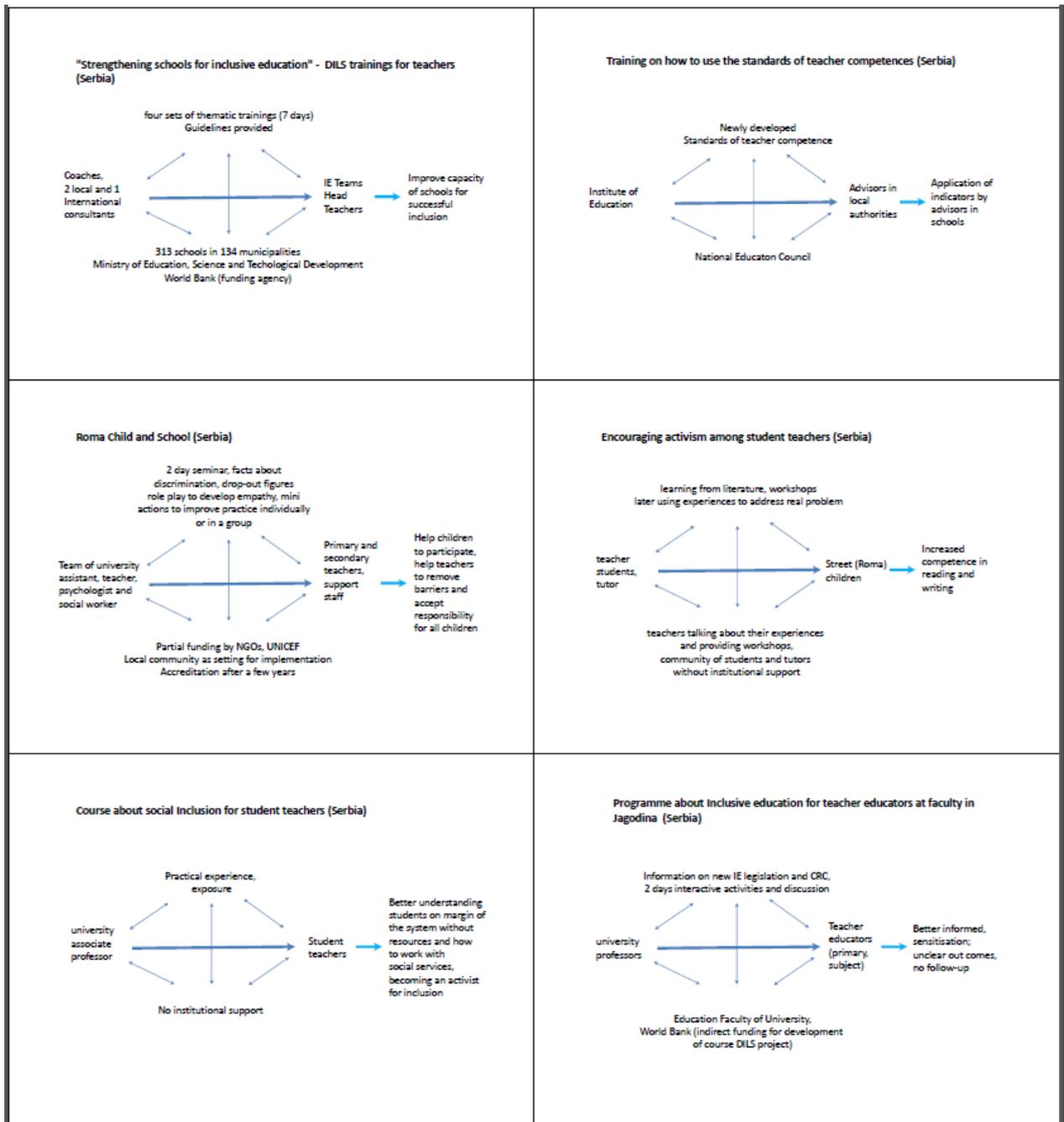
<p style="text-align: center;"> Mappings of all the activities related to teacher education described during field visits Judith Hollenweger June 16, 2014 </p>	<p style="text-align: center;">«Education for Social Justice Programme» ISSA - (Albania)</p>
<p style="text-align: center;">«Education for Social Justice Programme» Step by Step - (Albania)</p>	<p style="text-align: center;">Professional MA in Special Education University of Tirana - (Albania)</p>
<p style="text-align: center;">Parents' engagement (Bosnia and Herzegovina)</p>	<p style="text-align: center;">Anti-discrimination (Bosnia and Herzegovina)</p>

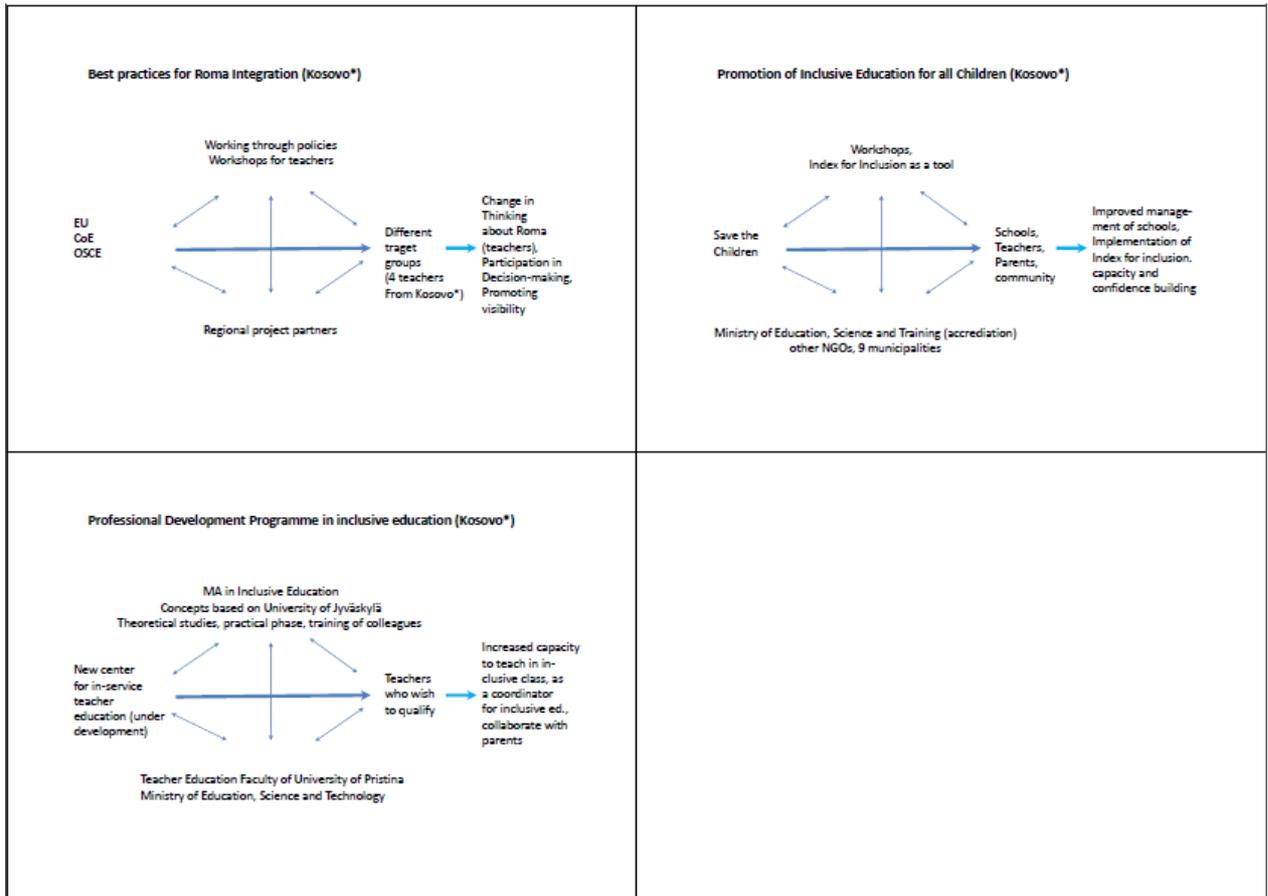
<p>Training for parents provided by school (Bosnia and Herzegovina)</p> <p>UNICEF project «The Strength of partnerships» NGO Duga Involvement of Ministry not known</p>	<p>Inclusive education for (non-subject) primary and pre-primary teachers (Bosnia and Herzegovina)</p> <p>Organized by an individual lecturer at the faculty of education</p>
<p>Local programmes of community preparation for inclusive education (Bosnia and Herzegovina)</p> <p>Communities</p>	<p>Sarajevo- based continuous programme of support to children with special needs (Bosnia and Herzegovina)</p> <p>Various donors, new law to be implemented. Long-term coordination with authorities is established</p>
<p>Open call for schools to apply with projects to prepare teachers for inclusive practices (Bosnia and Herzegovina)</p> <p>NGO Open Society Foundation Community of participating Schools (Network)</p>	<p>Training for Special Needs Education (Croatia)</p> <p>Parents (invited to participate in theoretical part) head teachers give support to enable change Accreditation body accepts points from training</p>



<p>Development of Critical Thinking (Montenegro)</p> <p>2 day training. Interactive work, dialogue, reflection Methods of coordination</p> <p>Pedagogical Centre, NGO in Podgorica</p> <p>Teachers, and educational advisors</p> <p>Accredited by Ministry</p> <p>Capacity building</p>	<p>Training of Interactive Services for Early and Pre-school Education – Piloted in three Municipalities (Montenegro)</p> <p>Consultations and training (interactive services)</p> <p>Ministry of Education</p> <p>Kindergarten teachers, support services, nurses, administrators</p> <p>Involved and role of Municipality unclear Accreditation body expected to accept training</p> <p>Improved practice for detection, links with other services communication with families</p>
<p>Understanding adolescents (Montenegro)</p> <p>Three trainings all in group work. Enactment of situations based on Concrete classroom tasks, role play, training in communication skills</p> <p>Forum MNE</p> <p>Teachers, and other professionals, students</p> <p>Institute for Education for financing</p> <p>Communication skills, conflict resolution, build practical knowledge</p>	<p>Master in Community Work (Montenegro)</p> <p>Theoretical and practical work focused on development of social competence and cooperation with other services</p> <p>Forum MNE, Faculty of Philosophy</p> <p>Teachers students at sociology, pedagogy and psychology departments</p> <p>Difficulties in getting approval for practical parts of programme Accredited by University in September 2014</p> <p>Competence in community-based work with youth</p>
<p>Towards full inclusion (Montenegro)</p> <p>Interactive workshops</p> <p>Faculties of Philosophy, Pedagogical Centre (NGO)</p> <p>Individual teachers</p> <p>No information</p> <p>Inclusion team in every school</p>	<p>Inclusive Education in Primary and Secondary Schools (Montenegro)</p> <p>Designing individual plans, Communication with children and families</p> <p>Institute for Education Podgorica</p> <p>Teachers, and support services</p> <p>Accredited by Ministry</p> <p>Improved practice in training areas</p>

<p>Nursery teachers' training in early education for Roma Egyptian Children (Montenegro)</p> <p>Guidance book Training in open-mindedness, fairness, conflict resolutions self-reflection, knowledge about Roma and Egyptian community</p> <p>S.I.C.I. Dominus</p> <p>Teachers, and other professionals, volunteers, head teachers</p> <p>European Commission (funding), in cooperation with the Ministry of Education</p> <p>Changing values and attitudes of professionals</p>	<p>Inclusive Education – three modules for teachers and support staff (Montenegro)</p> <p>Three modules, general introduction to Designing an individual learning plan</p> <p>UNICEF</p> <p>Teachers, and support staff (psychologists, pedagogues)</p> <p>UNICEF Ministries' team for special educational needs Support services</p> <p>Capacity building</p>
<p>Training for Mediators in VET Schools - «Mentoring for Students» (the former Yugoslav Republic of Macedonia)</p> <p>underlying principles, tools, duration of training not mentioned focus on mediation and non-violent communication</p> <p>Forum Civil Peace Service (ForumZDF) Silke Maier-Witt, trainer</p> <p>5 teachers in a VET school</p> <p>Supported by the Ministry for Education and Science and the Office for Development and Education</p> <p>Mediators able to deal with violence and solve problems and provide training for other teachers</p>	<p>Initial Teacher education at Ss. Cyril and Methodius University (the former Yugoslav Republic of Macedonia)</p> <p>lack of curriculum aiming at training teachers Situational approach to familiarise students with future challenges problem-based approach</p> <p>Professors at Faculty of Psychology</p> <p>potential subject teacher students</p> <p>Faculties of Natural Sciences where students study Lack of community to promote teacher identities at University Government not supportive enough to tackle issues</p> <p>unsatisfactory development of identity as teacher, stressful start as a teacher</p>
<p>Interethnic Integration in Education (the former Yugoslav Republic of Macedonia)</p> <p>Baseline study with later evaluation capacity building through workshops, Training in Numeracy and Literacy Development of Indicators Work with school integration teams Theatre debates, role play, media Development of teacher competencies as tool for career development</p> <p>Macedonia Civic Education Center</p> <p>7 municipalities (primary and secondary schools)</p> <p>USAID and partnership with local NGOs</p> <p>Improved student achievement, development of inclusion team improved relationships between students</p>	<p>Inclusive Education Train the Training Modules (the former Yugoslav Republic of Macedonia)</p> <p>5 modules to be reduced to 3 modules Cascade model (Teach the Trainers) Participatory approach practical work between modules ICF-CY as tool to mainstream disability</p> <p>UNICEF</p> <p>teachers, mobile defectologists, faculty members</p> <p>Child friendly school initiatives Ministry of Education Local partners (e.g. NGOs)</p> <p>Capacity building for improved practices in inclusive education</p>





Judith Hollenweger, June 16, 2014