"Regional Support for Inclusive Education"

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

Final Report

The opinions expressed in this Report are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe

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1. Why Map Training Programmes?

1.1 A move towards Inclusive Education

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". The project has five main components to support the achievement of this vision: (1) mutual learning between pilot inclusive schools (2) creating awareness by organising local events for relevant stakeholders, (3) facilitating policy dialogue and policy learning, (4) developing modules and programmes for the professional development of teachers, and (5) creating partnerships with regional actors to help remove barriers for vulnerable groups[1]. An inclusive school is a school where everybody matters and where things are worked out together rather than by strict division of responsibility and work. Differences related to social background, language, ability and culture of teachers as well as students and their families are seen as assets for learning rather than complications for teaching. 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. Networking and partnerships are central to the project, they help 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. To develop inclusive schools, teachers need to transform their practice, away from delivering the curriculum to supporting learning processes, away from isolation in classrooms to collaboration with other professionals and families. The project has established three networks to promote this vision, the TeacherNet, the PolicyNet and the SchoolNet. These networks are creating learning communities that bring schools and teachers out of their isolation.

Inclusive schools are the foundation of inclusive and socially just societies. The EU joint framework on human rights and minority issues and the overarching policy processes in the region, including the South East Europe 2020 Strategy, all emphasise the importance of inclusive growth. The process of democratisation and decentralisation is a shared experience across the Western Balkans. 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. Democratisation and the implementation of a human rights based approach require continuing attention and development at the local level and an awareness of oneself and others. These initiatives create the over-all context of the project activities. 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 whose rights must be respected. Teachers have to develop new ways of cooperating with others and sharing power over what is happening in their classrooms.

Inclusion in education should be seen as a process that aims to overcome barriers to learning and participation and to respond to diversity (European Agency 2013). The Joint Project contributes towards implementing inclusive practices in schools and building partnerships between schools. 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). 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. 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. Personalisation of education for all is necessary, if children are no longer seen as specific types of children requiring certain treatment, but rather as persons in their own rights. This requires the transformation of teachers' identities and basic premises guiding their practice, and an acknowledgment of the profound impact their beliefs and attitudes have on students as well as their own sense of self-efficacy.

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[1] See Website of Project: http://pjp-eu.coe.int/web/inclusive-education

1.3 Teachers' professional development

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. Teachers are often confronted with conflicting goals they should achieve, for example ensuring participation of all students and at the same time do well on the high-stakes assessments. Teachers might want to spend more time with individual students, but at the same time want to be fair to all students. Inclusive education is about understanding the complexities of being a teacher and to work on them for the benefit of all. In order to actively and constructively work with such conflicting goals, teachers have to be reflective practitioners who seek collaborate with others to develop their practice. Reflective practitioners engage in dialogue with students, parents and colleagues to gain a better understanding of complex situations; they understand themselves as learners, not only as teachers. To bring about the necessary changes, teachers and other professionals have to develop their understanding of learning as knowledge creation rather than knowledge reproduction. Learning as a student and learning as a professional is an active process of problem-solving, of engaging in anticipation and reflection, in communication and action.

In Western Europe, the European Agency for Special Needs and Inclusive Education[2] 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. 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.

The objective of the TeacherNet is to contribute towards creating more inclusive schools by focusing on the last of these core values: professional development. The willingness for lifelong learning of teachers is a prerequisite for the implementation of inclusive education, but so is the availability of high quality opportunities to engage in professional development. Through initial teacher education and continuing professional development, but also through mentoring or coaching, teachers can develop their practice to become more inclusive. A better understanding of the competencies needed by teachers to implement inclusive education is therefore most important to develop or update existing modules and programmes of teacher education and training. As formalised learning opportunities, they have an important impact on teacher's professional development. One of the TeacherNet tasks is to develop a vision of an inclusive teacher and to engage in discussions around the improvement of current practices related to teacher education. A prerequisite for an informed discussion therefore is an overview over today's practices in teacher education and training in the region.

1.3. Building on previous work

This report seeks to contribute to the vision-building and development process the TeacherNet and the other networks of the Joint European Union and Council of Europe Project are tasked with. It will do so by building on existing knowledge, creating new knowledge and anticipating the need to absorb future knowledge created by others within and beyond the scope of this project. The goal is to contribute towards a "community of networked expertise" (Hakkarainen et al. 2004) from which all project participants can benefit. The report primarily wishes to facilitate the work of the TeacherNet to discuss the professional development of teachers and how to upgrade current practices. The participants hold much local knowledge which is not written down anywhere and which is vital to develop current practices of teacher education. A preliminary mapping of activities in the area of teacher education for inclusive education sought to facilitate discussions during the first workshops of the TeacherNet where the preliminary results were validated and used for further deliberations. The methodology chosen for this work seeks to facilitate the integration of diverse information and to encourage communication. It was selected to support shared knowledge creation processes, based on the premise that relevant knowledge is always distributed, therefore anticipating revisions and additions to the mapping process and preliminary findings. The results of the mapping process are understood as a tool for further discussion not as a final statement or conclusion of the situation of teacher education for inclusion.

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

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, Serbia, "the former Yugoslav Republic of Macedonia", and Kosovo[3], 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.

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 study identifies "structural constants" across the region that could be used to develop more inclusive practices in teacher education and training programmes or in other activities contributing to teachers' professional development. It takes an analytical approach to evaluate the inclusiveness of current practices and institutions. 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. These results are used as background information for the work in the study described here. Its methodologies are complementary since this study takes a descriptive rather than analytical approach and highlights the diversity of practices rather than shared characteristics. It is hoped that together the two studies help generate the knowledge and methodology needed to update current programmes and modules to become more effective in promoting inclusive education.

2. Conceptual Framework

2.1 Teacher Education for Inclusive Education

The traditional paradigm of teaching and learning is fundamentally questioned by the principles of inclusive education. Such a paradigm shift is not easily achieved; it requires deep changes in the functioning of school. Inclusive education promotes acceptance of student diversity, not creating homogeneity. It speaks of the right to education, not an obligation to attend school. It sees schools as learning organisations that interact with local communities, not as buildings where teachers go about their work in private. The shift in identity, knowledge and practice required of teachers cannot be underestimated. Inclusive education considerably increases the complexities of teacher practice and creates situations where teachers have to balance multiple and sometimes contradictory goals. For example, outcome-based accountability systems give schools and teachers more autonomy to organise themselves and implement the curriculum, but also raise the pressure to reach higher achievement levels. Pressure to achieve better outcomes while ensuring participation of all children leads to potentially contradictory practices in schools. Effective use of personal resources and procedural knowledge to identify and resolve conflicting intentions are therefore essential in creating an inclusive classroom. So how are teachers currently being prepared for inclusive education?

Pre-service or initial teacher education is provided by Faculties of Education located in institutions of higher education often without much contact to schools. Many of the existing modules for in-service teacher education 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 driven to a large extent by donors, a fact that 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 be-

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[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

liefs 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. 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 are seen as key shortcoming (EU 2013, 55). The 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. This fact was one of the motivations to establish the regional TeacherNet.

There is a growing understanding among policy makers that efforts need to be brought together to achieve a systemic change (Pantić et al. 2010). Inclusive education as a practice cannot be transmitted through traditional courses that teach social justice, human rights, inclusive pedagogy, change of attitudes or assessment for learning. Inclusive education is much more about a change of teachers' thinking then about acquiring information. At the heart of this change of thinking is teachers' understanding of learning and consequently also of teaching. Learning should no longer be understood as the acquisition of a fixed body of knowledge, but rather as a process of creation or construction that happens in interaction with others. Knowledge is transformed through social practice to contribute towards building skills and changing attitudes; an understanding reflected in concepts of teacher competence. The usage of a common framework of teacher competences could help to overcome the current fragmentation present in teacher education for inclusion. If different training modules contributed towards achieving a common set of competencies, participants could better orient themselves and gain a clearer understanding of what is expected or what should be achieved. Also, a more integrated approach of teachers' professional development would help to meaningfully linking pre-service, in-service and mentorship programmes. This would be crucial to promote the development of generic, transversal competencies to address diversity in any educational setting and to ensure that educational processes promote inclusion. A lifelong learning approach could clarify what is expected of novice teachers, experienced teachers and expert teachers in the context of inclusive education.

Any activity related to teacher education for inclusive education should be understood as social practice. It takes place in a specific social context, has certain intentions or goals – declared or not – and applies certain methods or tools. The methodology used here to map and analyse existing teacher education activities in the area of inclusive education is based on a conceptual framework to analyse social practices. It allows a more integrated perspective on current practices and hopefully helps to generate knowledge that can be used to discuss relevant contents, methods and goals as elements of good practice. The next paragraph therefore is dedicated to a description of the activity theory as developed by Yrjö Engeström on the basis of work by Lev Vyotsky and Alexei Leontiev. As a basis for a shared understanding of knowledge and knowledge creation processes, a paragraph will be dedicated to concepts developed by Kai Hakkarainen and colleagues and how they can be applied to help understanding problem-solving processes. These concepts provided the guiding principles and methodology for the workshops where members of the three Nets of the Project: SchoolNet, PolicNet and TeacherNet validated the mapping results, built their vision of an inclusive teacher and provided input for the usage of innovative approaches in teacher education activities for inclusive education.

2.2 Activity Theory

Teacher education for inclusive education seeks to develop teacher practice in ways that enable teachers to not only manage diverse classrooms, but to actively support learning of all students and to build a learning community that gives all students a sense of belonging. It aims at little less than the transformation of teachers' knowledge, their habits of thinking and of acting. The knowledge provided to teacher students and teachers needs to be useful to implement the principles of inclusive education in their classroom practices. As described in the last paragraph, teacher education itself should be viewed as a practice that may also needs to be transformed. Good practice of teacher education is not only about conveying the relevant information and training skills; it is also about addressing attitudes and values and ensuring that what has been learnt can be translated into practice. Effective teacher education seeks to change teachers' practices, not merely their understanding. If teacher education is to be understood as a practice to change teachers' practice it should be analysed as such. "Activity theory" (Engeström 1987, 2001, 2007, 2008) provides a model to

analyse the way people engage in work activities. "Activity" is understood as "practice", the over-all flow and organisation of actions that occur in for example "teaching" or in "parenting". For example, both these activities may involve giving individual support to a child to learn to read or instructing a child what to do. But while teaching and parenting share some actions, the overall propositions and purposes are very different. The activities take place in different social context and the intentions of teachers and parents are different. "Activity theory" suggests that merely analysing individual actions cannot help understand the differences for example between teaching and parenting practices. The way in which actions are combined to achieve specific purposes reveals essential differences between teaching and parenting.

Activity theory provides a model to organise the different components relevant to understand work or other social practices. A subject (individual or collective agents) uses specific tools (curriculum, ICT, theories or concepts, teaching strategies) in a specific social context (rules, community, division of labour) to achieve a certain outcome by engaging with an object (student's knowledge of mathematics). The figure below shows the structure of a human activity system (Engeström 2001, 135) in its full complexity.
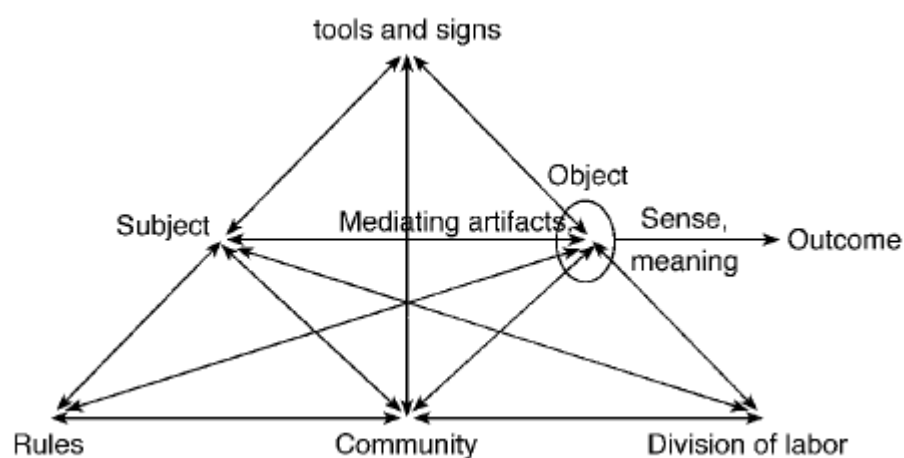

Figure 1: Activity System Model (Engeström 2001)

The model highlights the need to think of a complete activity system, its basic orientation, the methods it will use and the social context in which it is being carried out – and not merely think of contents or outcomes. For example, activities in teacher education created by Non-governmental Organisations or by Universities (subjects, providers) may focus on the same object (e.g. attitudes of teachers), but by using different tools (e.g. direct exposure vs. reading scientific texts describing the effects of prejudice) and working in different social contexts, they will achieve very different outcomes (awareness raising vs. knowledge building). Applied to activities in teacher education, the activity model can help to better understand what is being done, how it is being done, what the training module is targeting and what is expected as outcomes from the training activities. The model also points out that 'training modules' existing on paper or electronically are mere 'skeletons' of a practice that can be part of very different activities. So in order to ensure that training modules serve their ultimate purpose and help reach intended goals; they have to be used as tools to facilitate meaningful activities. Within the social context in which the module is being taught, there are other activities which influence the input, process and outcome, creating synergies, contradictions; barriers or facilitators. The activity model helps to reflect on how modules are taught and which tensions and contradictions may be created in different social contexts. The model can also be used to design new modules or upgrade existing programmes although this is not the focus of this report. In part, updating was addressed in the workshops held in Skopje and Tirana discussions focusing on vision-building for inclusion in education and inclusive teachers (for details, see 3.1.).

Essentially, the framework takes a situational approach: whether a certain action facilitates or undermines inclusive education is always dependent on the situation in which it is carried out. Values, expectations and beliefs are not relevant as abstract ideas, but how they shape situations. Inclusive principles and concepts cannot be translated into a fixed set of actions as the same action can be inclusive or exclusive depending on its over-all purpose or orientation. For example, praising an individual student can be supportive or discriminatory. Sense-making processes of students and teachers will determine the meaning of actions and this is

very much dependent on the specific social context. Teachers therefore need a high situational awareness. Teacher education activities need to take the situational nature of human action into consideration to help teachers adequately bring together skills, knowledge and attitudes to achieve inclusiveness in different situation and across situations. Teachers cannot merely apply what they have learnt; they have to transform the knowledge to ensure the integrity of the over-all activity. Problem-based learning or case-based approaches can help develop situational awareness; activity theory provides a useful tool to analyse problems and help develop practice.

The outcomes of teacher education are essentially only meaningful, if they have an impact on teacher practice. It should help teachers (subjects of activities in their own classroom) to develop their practice or in other words to become better teachers. Within the framework of activity theory, the activities of teacher education practice and teacher practice therefore should also be considered as a larger over-all activity system of practices of education. Activity theory therefore proposes that teacher education activities need to share at least some components with the activity of teaching in a classroom to have any effect. Engeström (2001, 136) describes this congruence of components between different activity systems for the component of "object". The "object" provides the general orientation of the activity, which in the case of teacher education is for example the knowledge of teachers or teacher students that should be addressed in order to be transformed. But the primary objects of teachers are student characteristics they seek to transform through the activity of teaching – not their own knowledge. A "third space" needs to be created, where teacher educators and teachers meet and interact to form new meanings that are relevant for both activities, for example "teacher identity" or "teacher's professional development".
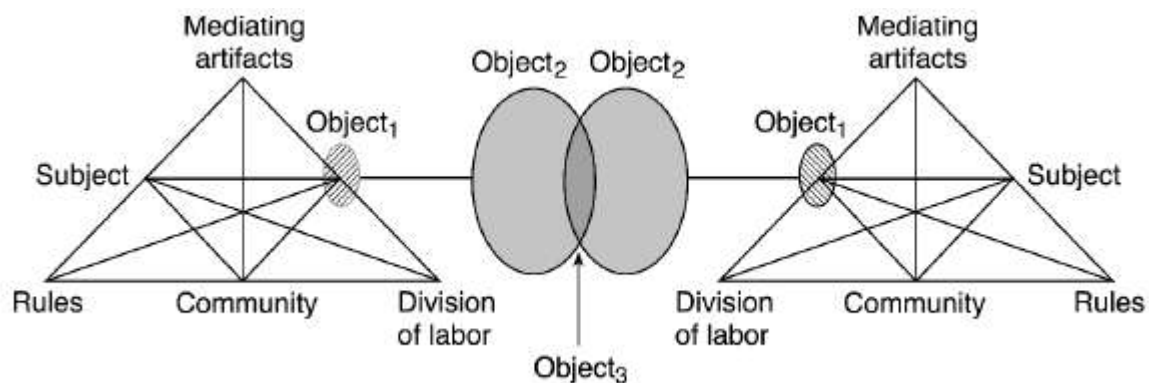

Figure 2: Third Generation Activity System Model (Engeström 2001)

Such "third spaces" help to develop knowledge, skills and values or attitudes that are meaningful in both activity systems and therefore facilitate the transfer of knowledge. Teacher education therefore should always think in both contexts, in the context in which is it providing education and in the context in which what is taught or learnt should be applied. This raises questions about the nature of knowledge and knowledge transfer which will be addressed in the next paragraph.

2.3 Knowledge Creation in the Context of Teacher Education for Inclusive Education

The intentions and goals of inclusive education are very abstract and intangible; they are represented in concepts like participation, equity or social justice. Their highly abstract nature is part of their appeal, hardly anyone will contest their value or relevance and they can be used in any setting. While definitions of relevant terms can be found easily, knowledge on how to transform teacher practice to ensure these outcomes is scarce. This is partially because inclusive education looks different in different situations, but also because little thought has been given so far to the question how such knowledge can be created. The concept of teacher competences highlights the necessity of actionable knowledge, of acquiring ways of knowing that can be put into practice. Teaching is a social practice and what matters more is what people can do rather than what they know (Council of Europe 2009). What people do depends much on their competencies and the concept of "competence" includes skills, values and attitudes. Skills, attitudes and values are also ways

of knowing or aspects of personal knowledgeability (Bereiter 2002, 137ff). The question therefore is how more complex, actionable knowledge can be created and which learning processes are involved in creating such knowledge. According to Argyris (1993) learning occurs when errors are detected and corrected in concrete situations. It is in concrete situations that contradictions and tensions occur, the most powerful inhibitors of effective action (ibid, 46ff.). Unless teacher education addresses the concrete situations that teachers have to act and learn in, it is unlikely that acquired knowledge will be effective. This also suggests that teacher education should explicitly address contradictions and tensions that teachers will encounter to provide them with procedural knowledge to solve these problems.

When teachers think of learning, teachers generally understand learning as knowledge acquisition. But learning occurs also when teachers collaborate with others to adapt ways of working or interacting, while in academic contexts, learning is perceived as creating new knowledge, e.g. through research. According to a constructivist approach to learning, these are just three different metaphors for the same basic process: learning (Hakkarainen et al. 2004). Knowledge acquisition, participation, creation of new knowledge all refer to the process of learning, but attach 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 useful for others. 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 also need to learn. Cooperative knowledge creation is the central activity of teachers and to better understand this activity will make their work more effective. Such an understanding could help bridge current gaps between research, practice and policy.

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	A process of creating and developing new material and conceptual artifacts
		Enculturation, cognitive socialization	Conscious knowledge advancement, discovery, and innovation
		Norms, values, and identities	
Theoretical foundations	Theories of knowledge structures and schemata	Situated and distributed cognition	Knowledge-creating organizations
	Individual expertise	Communities of practice	Activity theory
	Traditional cognitivist theories	Sociologically-oriented epistemology	Knowledge-building theory
	Logically-oriented epistemology		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. For this purpose, it has established three networks, the TeacherNet, the PolicyNet and the SchoolNet which are all actively involved in creating new knowledge that can be used to build inclusive schools across the region. As Pantić et al. (2010, 114) note, "new knowledge, observations and experiences have to undergo an interpretative and constructivist process that puts the new alongside the previous mental frames". 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 too broad to be acquired by each individual, knowledge needs to be shared in communities or networks. 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 within individuals, because knowledge is distributed across individuals and is also embedded in the environment. The tools we use (e.g. assessment forms, Individual Educational Plans, computer programmes) represent knowledge and so does the infrastructure (e.g. school buildings). Without much awareness teachers rely on such knowledge that may

undermine or support their efforts to achieve inclusive education. Networks like the TeacherNet are developed on the premise that they bring together relevant knowledge required to implement more inclusive practices. In addition, the Joint Project pays attention to support the shared knowledge creation with useful tools and an infrastructure to facilitate the flow of information. It organises study visits, conferences and workshops thus creating opportunities for knowledge transfer. For the first year, the project has much invested in building an infrastructure for learning and knowledge transfer, not only the physical spaces where people can meet and exchange ideas, but also virtual spaces like the official Website, the pages on Facebook and most importantly its Web Platform. The grants provided to the individual schools do not only provide funding, but also help to build the capacity to develop and run school-based programmes.

The exercise of mapping teacher education activities should create knowledge that can be used for actions towards achieving the broader goal of improving teacher education for inclusive education. The usage of a shared understanding of knowledge creation as a problem solving cycle can help contextualise specific activities within a larger context of shared and distributed knowledge:
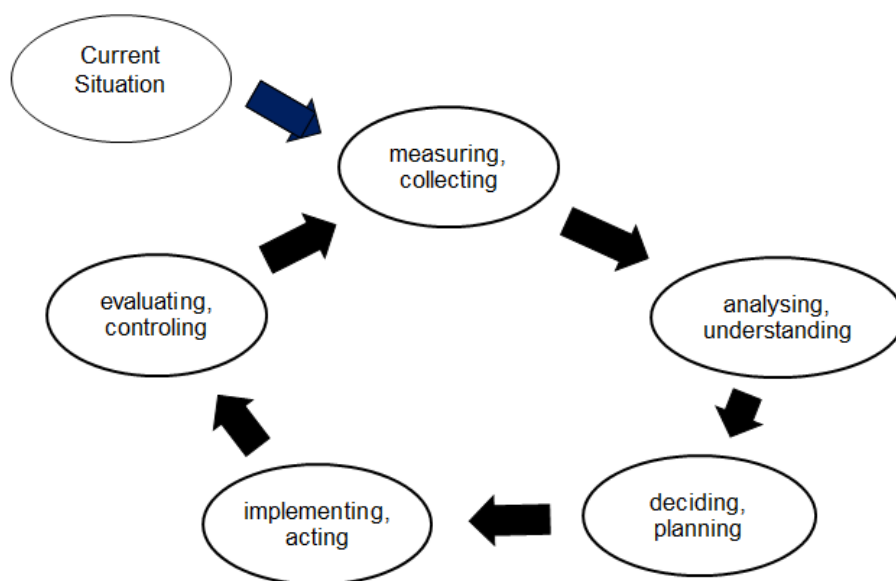

Figure 3: The problem-solving or knowledge creation cycle

The mapping exercise reported here contributed towards measuring and collecting relevant information. It should be understood as a first step of a larger problem-solving cycle, not as an isolated exercise. During this exercise, available information should be collected and attention paid to incompatibilities and knowledge gaps when comparing knowledge gained from different sources. So far, the mapping exercise relied largely on the account of the person interviewed during field visits which was sufficient to facilitate the discussions of the TeacherNet. If the information were to be used for the updating process, more detailed information would be required. At that later stage, different understandings, positions and experiences relating to content, purposes and outcomes could to be explored by revisiting specific training modules or programmes in more detail. According to the knowledge creation cycle, the mapping process needed to be followed by a phase of analysing and making sense of the mapped information. This phase of the knowledge creation cycle was addressed in the first TeacherNet workshop. It involved the discussion and reflection of the mapping findings, participants shared their diverse views and experiences to gain a better understanding of the issues relevant to the current situation of teacher education in the region. Analysing and understanding requires debate that may challenge the views held by participants; this is an essential process for the development of new knowledge, views and attitudes. The new knowledge is tested by exploring past experiences and envisaging future actions – in a process of reflection and anticipation. This phase of the knowledge creation process was addressed in the workshop when participants shared their experiences and used them to build a shared vision of an inclusive teacher. By developing new ideas on what inclusive practices may look like, they challenged their current practices. The results of this process of analysis and understanding are also part of this report. Participants also engaged in some planning activities by discussing tools that could help improve pro-

fessional development activities and inclusive practices. But the subsequent steps of planning and deciding about the revision or updating of modules as well as the actual updating process and subsequent evaluation of this updating process are to be planned at a later stage and therefore are not part of this report.

Linking the over-all activities of the TeacherNet to the idea of knowledge creation, problem-solving and learning raises the question whether pre-service teacher education, continuing professional development and mentorship should be seen as three distinct activities or whether it might be useful to think of them as one overall activity to develop competences relevant to inclusive education. Clearly, the answer will depend on the perspective taken. Policy makers who are concerned with the consistency across these different activities will take a broader view than a teacher educator at a university specialised in teaching methods or an NGO providing a module on social justice. In any case, any meaningful problem-solving has to take into account all activities that contribute or are part of the problem. The TeacherNet's shared concern is preparing their profession for inclusive education, therefore this is the perspective they should take when developing ideas and vision.

In this project, the beneficiaries bring together their diverse experiences of activities contributing towards the professionalisation of teachers. Formalised initial teacher education in universities is implemented across the region and all beneficiaries have continuing professional development, which is formalised to a lesser or greater degree (e.g. through accreditation). Yet it is an relatively open question, whether mentorship programmes should be seen as part of teachers continuing professional development or whether they should be seen as creating teachers of teachers (e.g. teacher educators) or as preparing for a different profession (e.g. being a consultant or advisor). Initial teacher education is very much focussed on teacher students as individual learners (acquisition metaphor) and their individual learning process (monological view of cognition) while continuing professional development thinks of teacher's practice, their relationship to others (student, parents, other teachers, principals) in specific environments (schools, communities) and therefore is more closely associated with the participation metaphor or en emphasis on dialogical learning. Would mentorship programmes or programmes to coach teacher educators then be more focused on learning that creates knowledge, more focussed on the advancement of practice and innovation (knowledge creation metaphor) or what Paavola & Hakkarainnen 2005, 539) refer to as a "trialogical view" of cognition and learning?

Initial or Pre-service Teacher Education

The acquisition metaphor
"monological",
within mind approach

The participation metaphor
"dialogical",
interaction approch

Continuing Professional Development

The knowledge-creation metaphor
"trialogical",developing
collaborative shared
objects and artifacts

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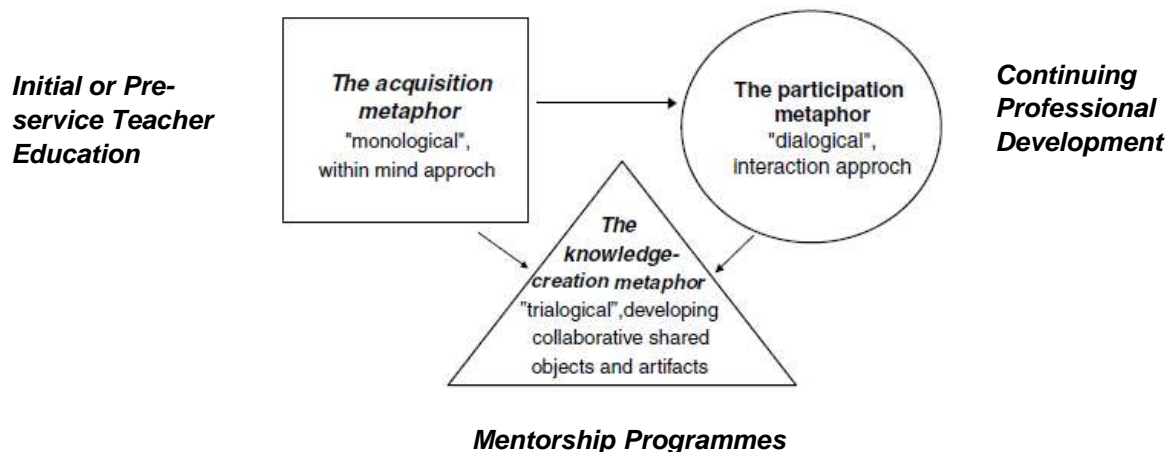
Figure 4: Three metaphors of learning linked to the three distinct activities related to teacher education

The metaphors of learning introduced above, may be helpful to clarify the specific foci of initial teacher education, continuing professional development and mentorship programmes. They might also help to understand the apparent gaps between initial and in-service teacher education activities and could inform the revision or updating process of existing teacher education activities. This process itself should be understood as a shared knowledge creation process (tetralogical view of learning) which aims at developing practices and activity systems rather than building knowledge for individual brains. Engeström (2001, Engeström & Sannino 2012) describes how such cooperative learning processes can be designed and refer to it as expansive learning. The knowledge-creation or problem-solving cycle could therefore not only guide the process of the TeacherNet, but also for the updating or revision of teacher education modules.

3. Methodology

3.1. Over-all Design of the Study

The main objective of this study was to map existing quality inclusive education training programmes within the region and the CoE/EU, an activity which will be followed by the upgrading to innovative modules and programmes to be used and implemented across the region. The main tasks of the study therefore include the identification of quality training programmes, the collection of data relevant for the mapping process and the presentation of this data in a way that facilitates their upgrading and future implementation across the region. Generic, transversal competencies to address diversity and ensure inclusion should be promoted independent of providers, target groups and educational settings. Therefore, a common framework to analyse all types of teacher training activities needs to be applied. The activity system model described above was used as the conceptual framework for the mapping exercise which was seen as the first step of a broader problem-solving process towards expanding current practices. If teacher education activities are understood as creating activity systems to help develop practice, the methodology applied needs to take the complexities of human activity and knowledge creation into account. Inclusive education can only be implemented successfully if current practices in schools are developed. The knowledge generated through the mapping exercise needs to be meaningful for the participants of the TeacherNet (participation metaphor), but it also has to be a useful basis to think of new ways to conceptualise teacher education (knowledge creation metaphor). These requirements guided the design of the methodology for the mapping exercise and the workshops. The mapping methodology takes into account the distinct approaches taken to develop teacher competencies today (see section 2.3) in initial or pre-service teacher education, continuing professional development of practicing teachers and coaching teacher educators or mentorship training.

The identification of programmes and the collection of relevant information were limited by the time and resources available for this exercise. Information used for the mapping process was collected almost exclusively during field visits. The field visits included conversations with providers of programmes across the region and covered all beneficiaries (see appendix 1). They were selected and organised by the responsible project officer. A few additional programmes were mentioned during the workshops held in Skopje (June 24-25) and Tirana (July 2-3), a small number of additional programmes were documented well enough to be included in the mapping analysis. To facilitate the discussions during the workshops, the moderators were provided with an overview of results, identified issues as well as conclusions and recommendations taken from the ETF study (Pantić et al. 2010). The mapping exercise was carried out to compile relevant information to facilitate sharing and exchange of information on mapped teacher education activities as well as other programmes or modules known to the participants. Not all relevant activities in the region were considered for the mapping process, mainly due to limitations in time and resources, but also because much previous work has been done already. The main goal of the mapping was not to capture all teacher training activities, but rather develop a sample that is representative for the over-all diversity of practice and thus creating a knowledge base that can be expanded if necessary but is sufficient to facilitate the discussion of the TeacherNet.

Additional information sources to guide the mapping process and the discussion during the first Workshop of the TeacherNet were used where necessary. International conventions and declarations as well as policy guidelines and strategic plans relevant to teacher development for inclusive education were taken into account to ensure coherence and compatibility of knowledge. An explicit model of knowledge creation was used to guide not only the knowledge creation process for the mapping exercise, but also to facilitate TeacherNet participants' contributions to the discussion as a way of bringing their personal knowledge and experience to the debates.

The methodology used in this study seeks to facilitate the integration of any additional information from diverse 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 specific teacher education activities. The methodology developed for the mapping exercise could also help structure the future work for the upgrading of 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 be used as a tool to create new knowledge relevant to the over-all Joint Project.

3.2 Mapping Methodology

"Mapping of teacher education activities" is a much used term, for example it also guided the work of the European Training Foundation (country reports as well as a summary report by Pantić et al. 2011). Following the premises described in chapter 2, the activity theory model was chosen as the guiding methodology. The activity model allows consistent mapping of activities involving a variety of training bodies, approaches, social contexts and goals without losing sight of these complex interactions involved in teacher education activities. For the purpose of mapping and analysing different programmes and modules to improve teacher competencies for inclusive education, "rules", "community" and "division of labour" will not be considered separately, but rather as constituting the "social context". The fully developed model to analyse activity systems was seen as too complex to be used in the context of this mapping exercise, but if necessary, the social context can be analysed in more detail after the conference, e.g. to inform the work of the PolicyNet.
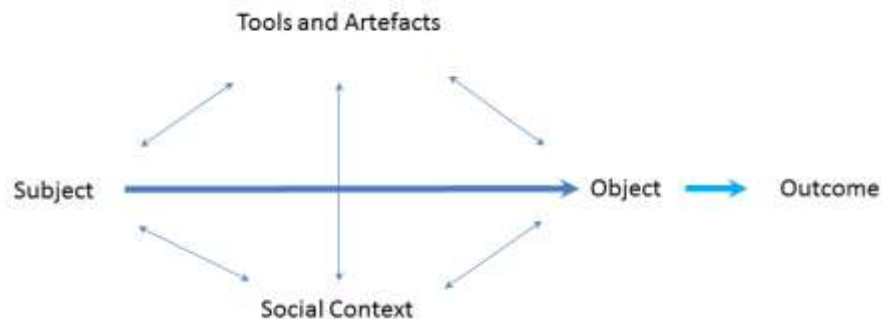
Figure 5 General Model of Activity Systems (simplified)

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 and to understand whether using these tools is compatible with the over-all goals as 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 describe 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 following figure applies the model to activities targeting teachers with the goal to develop competencies relevant for inclusive education:
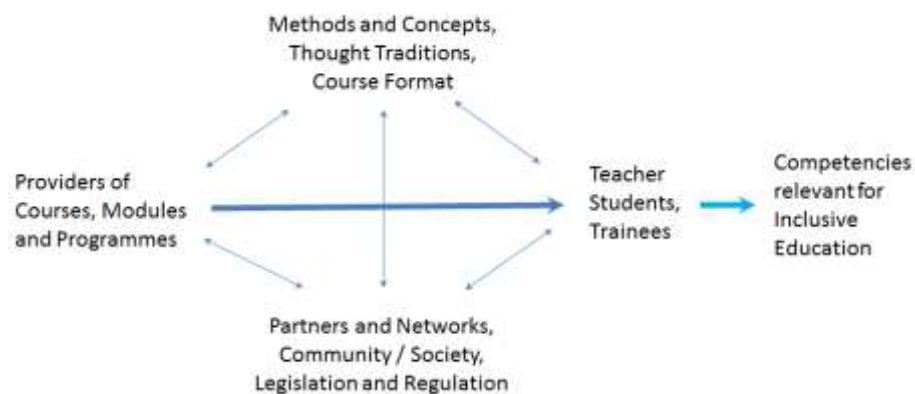
Figure 6: Activity system of Training Teacher Students or other Trainees for Inclusive Education

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 (appendix 4). 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. The following questions were used 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.

The information gathered was in many cases merely cursory and did not allow an in-depth analysis of each teacher education activity. The preliminary mapping exercise mainly served the purpose of informing the discussions and deliberations at the workshops in Skopje and Tirana. Selected activities may be subjected to an in-depth analysis, e.g. to better understand their effectiveness, but also to identify tensions and contradictions. Many organisations, stakeholders and interest groups have an interest in teacher education and it is likely that their different approaches, targets and goals 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 in the process of the TeacherNet component):

— 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 introduced above was used to systematically map all available information in the context of the respective activity based on the field visits and additional information provided by the participants of the workshops in Skopje and Tirana. The individual maps for each of the teacher education activities are included in appendix 4. It should be noted that the maps may represent very broad activities (e.g. initial teacher training programmes) as well as focussed activities (e.g. individual three day modules). In some instances, the over-all programmes described during the field visits were aimed at broader goals (e.g. developing practices of schools or communities) and included teacher training activities as one approach to reach these

over-arching goals. In such cases, the teacher training activity was chosen as the main activity to be mapped, and the over-all project was included as providing the social context.

The individual maps created for each teacher training activity were used to develop an overview of current practices with regard to all components of the activity model. The characteristics for each of the components of the activity model will be collated into lists to describe current practices. These lists were used to create summary maps for initial or pre-service teacher education, continuing professional development and mentorship programmes that facilitated the discussions during the TeacherNet workshops and could be later used for the upgrading process. Multiple representations of the mapping information should facilitate discussions focusing on different aspects of activity systems for teacher education, e.g. related to outcomes (e.g. teacher competencies), 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.

It cannot be emphasised enough that mapping process was cursory, based on the limited information available for some of the teacher education activities discussed during the field visits. The workshops in Skopje and Tirana confirmed the over-all findings as well as the preliminary conclusions and added valuable information for the completion of the study. The information from the mapping process at this point seems to be sufficient to continue the work along the knowledge-creation or problem-solving cycle. Therefore energy and time should be spent to develop new approaches and to respond to recommendations or issues already well known.

3.3 Workshop Methodology

The immediate goal of the mapping process was to provide the participants of the workshops in Skopje and Tirana with the information needed to initiate their shared activities as the TeacherNet. A preliminary mapping report was developed for this purpose and made available to all workshop participants. Its primary purpose was to facilitate discussions to help create a sense of community and shared purpose amongst the members of the TeacherNet. The workshops were also used to validate the mapping results. The workshop methodology was developed mainly be the responsible project officer in interaction with the project team responsible for the mapping. It built on the methodology of the mapping exercise, making reference to the key components of the activity model. The principles of the knowledge creation or problem solving cycle guided the sequencing of sessions.

Following an introductory session of welcome and opening remarks, the results of the mapping were presented. The presentation tried to set the scene by providing some background information on the importance of teachers for inclusive education, presented the methodology used for the mapping and the over-all results of the mapping process. This was followed by examples of good practice taken from all the beneficiaries to highlight all components of the activity system. The presentation was completed with some remarks on the characteristics of novice teachers (competences at the end of initial teacher education), experienced teachers (competences acquired through continuing professional development) and expert teachers (competences needed to guide the practice of other teachers). This mainly served as an advanced organiser for the subsequent group work which was organised along these three different types of teacher education activities. A copy of the presentation was made available to all participants for later reference.

A first workshop session was subsequently dedicated to the validation of the mapping results. The summary maps (see above) were used to think about relevant teacher education activities known to the participants and empty activity models were made available to map additional activities that were not yet captured by the mapping exercise. A second workshop session focussed on outcomes of these activities as a basis to develop a shared vision of an inclusive teacher. This vision building exercise included naming competencies or characteristics that teachers need to have or acquire in order to promote inclusive education in their classrooms. In a subsequent workshop session, the participants focussed on the tools and methods that support the development of these competencies.

Thus, the discussions of the member of the TeacherNet focussed on the different components of the activity model. They contributed towards a better understanding as to which components of activity systems needed to be updated or developed in order to promote inclusive practices in their schools. The participants were mainly teachers of primary, secondary and VET schools who are members of the TeacherNet, but some of

the participants were also members of the SchoolNet or the PolicyNet. The vision building process therefore also helped the member of the other two networks to understand issues pertaining to teacher professional development and how school practices or policies may facilitate this. The activity model can also facilitate the knowledge transfer between networks and help link the work of the three networks.

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 of the activity model. 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 these approaches. The methodology developed based on the activity model and the knowledge creation cycle may therefore also help to create relevant knowledge in the future work of the TeacherNet and of the other networks within the Joint Project. It could be used to guide the upgrading of modules, but also the implementation process of the projects that the beneficiaries are developing within their own settings. Also, the initial vision created by the TeacherNet during the workshops could be explored further and future activities could contribute towards increasing their capacity to develop inclusive practices.

4. Results

4.1 Mapping existing Modules and Programmes

Information on a selection of existing programmes, modules and activities related to teacher education for inclusion was collected during field visits to Albania, Bosnia & Herzegovina, Croatia, Montenegro, Serbia, "the former Yugoslav Republic of Macedonia" and Kosovo[*]. 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. Practical restrictions around the organisation of the field visits did not allow meeting with all relevant providers of programmes contributing towards achieving inclusive education. Programmes were added for Croatia, Montenegro and "the former Yugoslav Republic of Macedonia" as a result of the validation process during the workshops in Skopje and Tirana. The conversations both during the field visits and during the workshops focused on understanding and mapping of programmes or activities rather than on critically appraising these against international programmes or other activities in the region. The mapping exercise conducted does not make a claim to be complete; the list of programmes compiled is therefore not exhaustive. In addition, despite the validation carried out by the members of the TeacherNet who participated in the workshops in Skopje and Tirana, the information of the individual programmes that are included in the mapping process may not represent all relevant information to fully capture the contents, methods or expected outcomes as envisaged by the providers. It should also be pointed out again that the mapping process was a purely descriptive exercise and did not seek to examine or judge either the quality or effectiveness of the modules or programmes.

The following list gives an overview of the mapped programmes; the more detailed list of programmes and interview partners is given in appendices 1 and 2:

— Albania: One professional master programme provided by a University, two programmes provided by NGOs

— Bosnia and Herzegovina: Five programmes provided by NGOs, one by School head teachers and pedagogues, one by an individual lecturer for a University

— Croatia: One programme provided by a University, four programmes provided by NGOs, one by a Mobile team of advisors

— Montenegro: One programme provided by a University together with UNICEF, one programme under development by two Universities, six programmes provided by NGOs, three programmes provided by Ministry of Education or Institute for Education

— "The former Yugoslav Republic of Macedonia": One initial teacher education programme provided by a University, four programmes provided by NGOs

— 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

The mapped modules and programmes 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

4.2 Analysis

A thematic analysis of the programmes shows a clear emphasis on inclusive education, 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 certain sensitivity in the region to avoid medicalisation of difference and ensure 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 and training.

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 or 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"

— Chance 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 an important change agent? 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 actor to ensure inclusive education? An analysis of the main groups that the programmes address to can provide insights into these questions (listed by frequency of addressed target groups):

— Teachers and other professionals together, generally school-based

— Teachers or teacher students, generally university-based

— Parents together with teachers and other professionals or as main targets

— Students together with parents or as main targets

— All major players, generally community-based

— Other target groups; either advisors to local authorities or teacher educators, university-based teacher educators on school-based trainers

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.

In addition to the analysis along the components of the activity model, which can be applied to all teacher education activities; they can be divided into the different phases: initial teacher education, continuing professional development and mentorship programmes. The three types of programmes differ mainly with regard to the providers, the expected outcomes and the targets:

— Initial teacher education is provided by universities, focuses on teacher competencies for inclusive education and targets the trainee as a learner; teacher students become novice teachers.

— 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: novice teachers become experienced teachers

— Coaching teacher educators or mentors focuses on knowledge creation; in addition to building up competences for inclusive education and linking these meaningfully to practice, knowledge is seen as a tool to provide to the trainee to be used to train others: 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: experienced teachers become expert teachers

As mentioned above, the process of formalisation or institutionalisation of these practices differs across type of programme and across the region. For some beneficiaries, inclusive education is an institutionalised part of initial teacher education, for others not. Across the region there are efforts to formalise continuing teacher education, either through accreditation or by generating centres for continuing professional development in universities or government agencies. The least formalised and therefore the least institutionalised practice is the coaching of teacher educators or mentorship programmes. Therefore, the mapping of these three types of teacher education activity is only preliminary and was developed mainly to facilitate discussions in the workshops. It may be also useful for the purpose of developing or updating respective modules and programmes:

«Pre-service or Initial Teacher Education»

Concepts, Tools and Methods:

Mandatory of optional courses on Inclusive Education
New teaching and learning strategies and methods
Topics like children's rights, learning difficulties, social justice
Practical experience in schools and reflection on practice
Procedural knowledge related to personalisation of learning

Targets:

Teacher students to train as
– pre-primary & lower primary classroom teachers
– upper primary & secondary subject teachers
– specialists like speech pathologists, special educators, social pedagogues

Direct providers:

Lecturers and professors at colleges and universities

Professionals at schools for practical training

Outcomes:

Subject knowledge
Pedagogical knowledge
Teaching Skills
Understanding of inclusive education
Identity as teacher
Specialist knowledge about disability
Preparation for inclusive practices

Social Context:

Institutional Context
– Teacher education Faculty/College
– Subject-oriented Faculty at University
– Specialised Faculty at University
Legal Context
– Ministry of Education
– Governmental body for accreditation
Larger community of schools and society

Figure 7: Mapping Activities of „Pre-service or initial Teacher Education"

«Continuing Professional Development»

Concepts, Tools and Methods:

Workshops, training, consultations, technical assistance
Guidebooks and Specific Approaches (e.g. Index for Inclusion)
Baseline study to establish training requirements
Topics like children's rights, learning difficulties, social justice
Hands-on work like designing individual learning plans

Direct providers:

Experts working for NGOs

Lecturers and professors
at colleges and universities

Government representatives

Teachers, other professionals

Targets:

Practicing teachers
Head teachers
School inclusion teams
Professionals in support services
Community, parents and students
Support staff
Social health workers
Experts and advisors

Outcomes:

Information conveyed
Understanding improved
Attitudes changed
Capacity building
Management of schools
Understanding of
inclusive education
Building partnerships
Student participation
Better student outcomes

Social Context:

Communities, schools and classrooms as places of implementation
NGOs, Ministries and their departments, universities and colleges
Funding and expertise by NGOs, donor or development organisation
Strategies and initiatives by NGOs, governments, universities
Scope of initiative, constituencies and partners
National or international legislation and regulations
Systems of and conditions for accreditation
Systems of teacher qualification and remuneration

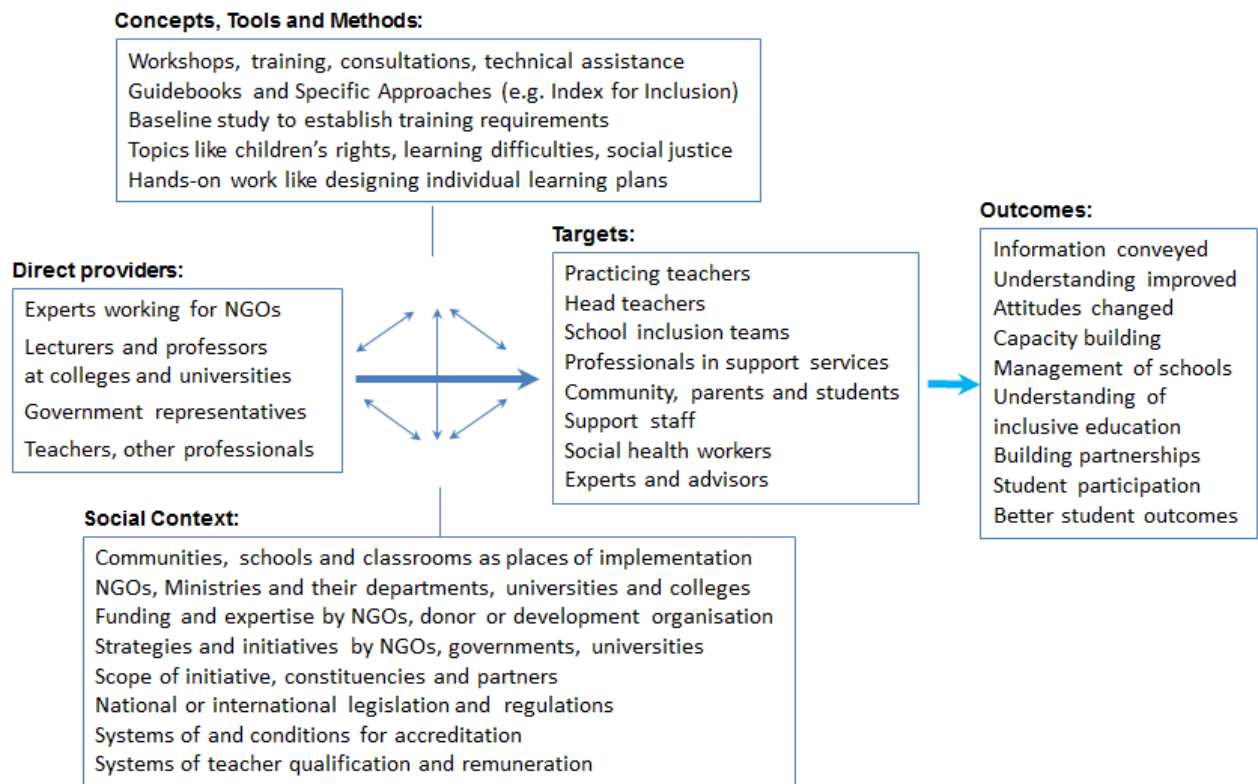**Figure 8: Mapping Activities of "Continuing Professional Development"**

«Mentorship training and coaching of teacher educators and trainers»

Concepts, Tools and Methods:

Peer-review and reflection of own practices
Methods to focus on teacher identity and communication types
Providing explicit linkages between theory and practices
Introduction to guidebooks and concepts to be used when training
Cascade model to multiply exposure to training for local contexts

Direct providers:

Experts working for NGOs
Lecturers and professors at colleges and universities
Government representatives
Teachers, other professionals

Targets:

Teachers to train their teams as part of school development
Teachers to provide training to teachers, parents, students, members of the community
Teacher educators to provide training to teacher students, teachers and other professionals

Outcomes:

Mediators in schools can prevent violence
School teams are able to implement inclusive practices
Teacher educators can develop the curriculum to reflect goals of inclusive edcuation
Improved partnerships

Social Context:

Partnerships between important players (e.g. NGOs, schools, universities or colleges, ministry)
Large donor and development agencies as funding partners
Broader initiatives and legislative developments
Networks of schools or communities
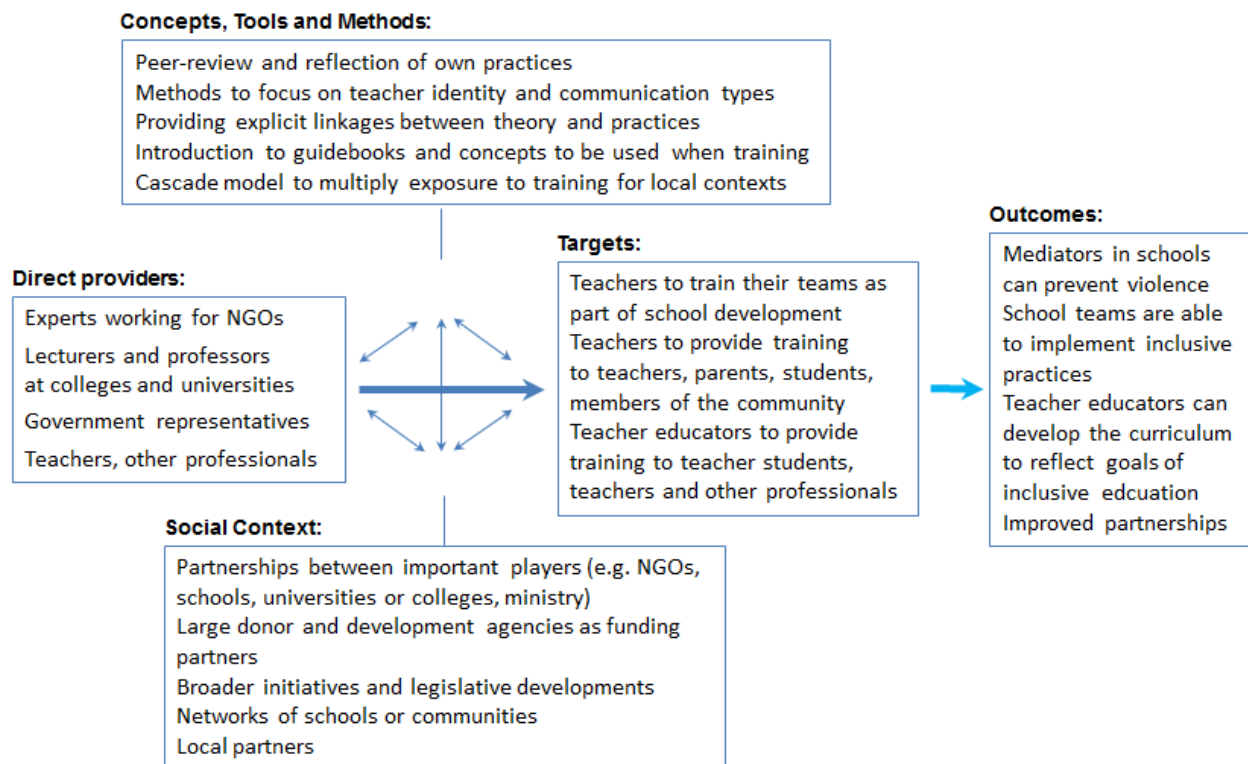Local partners

Figure 9: Mapping Activities of „Mentorship training and coaching of teacher educators and trainers"

4.3 Validation by TeacherNet

The workshops in Skopje and Tirana provided an opportunity for validation of the mapping results by the participants of the TeacherNet. A few additional teacher education activities were mentioned that were subsequently added to the mapping (see above). Participants also provided general comments on what they thought was important for teacher education to promote and support inclusive education. The following comments should be considered for the development and updating of current practices.

General comments were made on awareness-raising which was perceived as most important to change attitudes. The participants also expressed the need for a closer collaboration between schools, universities and policy makers to ensure the continuum of good practice at all stages of teacher education. This resonates with bridging the gap between theory, practice and policy which is seen as one of the major barriers. Another general issue that was raised was the education of subject teachers and VET teachers. Both, but especially the VET teachers are perceived as not being well enough trained for inclusive education or rather not receiving any training in inclusive pedagogy.

As for initial or pre-service teacher education, participants noted that the university-based training should be better connected with schools. This may also help to bridge the disconnection between initial and continuing professional development that is present across the region. Teacher educators were seen as an important target group, the need for raised awareness and better knowledge related to inclusive education was identified. The participants held the view that all university teachers should know the basics of inclusive education. They also noted though that many teacher faculties and universities do not even have modules on inclusive education, which was seen as important to better prepare student teacher for inclusive education. Last but not least, it was suggested that the selection process of candidates for initial teacher education should be stricter.

The mapped activities related to continuing professional development were appreciated by the participants as reflecting a diverse and rich practice that provides teachers with relevant information and knowledge. They express the need for more communicative settings, where teachers could exchange good practice and learn from each other. Additional programmes that might be helpful to develop inclusive practices were mentioned, such as peer learning, developing mobile inclusion teams, multicultural programmes and programmes supporting teachers in using ICT. Also sign-language training was mentioned as something which was missing. Issues of Roma education were thought to be especially important for inclusive education in the future.

As for mentorship programmes, the question was raised whether there are no state programmes in the region. The contour of this type of programme remained unclear and vague throughout the discussions and there was a need of clarification what is meant by this type of activity. It remained unclear, whether peer learning could be considered as mentorship. For example is applying the open class method where colleagues provide structured feedback mere peer learning or is it mentoring? Should train the trainer programmes be considered as "coaching of trainers" or is it just part of continuous professional development? Should activities aimed at training teacher educators be considered as well? Should "mentoring" be viewed as a separate activity or is it just one aspect of teacher education, e.g. like mentoring students during their practical experience or supporting novice teachers during the induction phase? Is mentorship mainly about transferring theory into practice, is it about implementation? There may be a need to first create better understanding of the dimensions that are relevant to distinguish different types of activities before meaningful clarifications can be achieved. These dimensions may include the different stages of teachers' professional development (e.g. novice, experienced, expert), types of knowledge targeted (e.g. "know-that", "know-how" and "know-why"), level of changes targeted (e.g. intra-personal, inter-personal, systemic), focus of development (e.g. teachers' identity, teachers' practice or teachers' communities) as well as the over-all purpose of the activity (e.g. create teachers, improve practice, implement innovations).

4.4 Vision for Up-grading

In addition to the comments and discussions that referred to existing modules and how they could be improved or what may need to be added to them, the participants also engaged in developing a vision of an inclusive teacher. The vision developed and described below may also be used for the updating of modules and for further work within the TeacherNet.

An inclusive teacher is seen as a team worker who is no longer working in isolation. He or she is not only working with colleagues, but also with the families and the community; participants referred to the "Golden Triangle" of Family, School, and Community. Inclusive teachers are therefore aware of all the actors that can contribute or hinder the process of inclusiveness at all levels of society and the community. They are reflective practitioners that engage actively in professional self-development and are able to deal with stress. They have a positive outlook on life and believe that every student can learn. They listen to the learners' voices and have a good situational understanding which enables them to act adequately in diverse settings. They have a good knowledge of teaching methodology and child psychology. They are able to mainstream specialist knowledge on inclusive education and see it not as something separate or additional to their everyday work.

The participants also developed an understanding of how teachers build the capacity to become inclusive teachers. Issues were raised around "knowing what" and "knowing now": it is not enough to know everything about inclusive education; a stronger emphasis should be placed on how to implement this knowledge, on hands-on learning situations and practical training. Peer learning was seen as an important method of capacity building, for example through study visits or through working with mobile teams that can help with the implementation process in the local school. The participants made a point to highlight the fact that learning for inclusion does not always have to focus on inclusive education, but can be achieved in indirect ways, through theatre, music or other community-building activities.

Visions were also built around future activities in schools to promote inclusive education. These are not seen as teacher education modules or programmes, but as activities that contribute to capacity building for inclusive education. Participants reported of school-based projects that help develop some aspects relevant to inclusive education, for example an exchange programme of a school in Novi Sad with colleagues in Hunga-

ry. Providing support to teacher to improve their practice of personalising instruction, managing diversity and of monitoring student progress were seen as an important components to improve inclusive education. Support should also be provided to facilitate peace-making and mediation to ensure social justice and the promotion of diversity.

The development of tools, methods and new approaches was an important part of the vision-building process the participants engaged in during the workshops, some of which were already mentioned above as ways to improve existing modules and activities, some referring to practices in schools and some of them referring to the future work of the TeacherNet. As mentioned above, interactive tools and approaches or methods that facilitate communication and exchange of experiences were seen as most important in achieving inclusive education. These tools were perceived as crucial to transform a classroom into a learning community. Methods like "open class", coaching, supervision and micro-teaching were discussed. The discussion of good practice and learning in mixed groups (e.g. regular teachers and specialists together), but also activities that helped teacher motivation were seen as important for the future. Teachers should be supported with teaching materials and tools available at the local school, but also receive support to adapt to inclusive classrooms even when no additional resources are available. Methods that referred more closely to the future activities of the TeacherNet included study visits, video conferences, developing a portal to exchange good teaching and learning practices, organising round tables, online seminars and workshops. The usage of web-platforms and networks were also seen as important ways to improve practice for inclusive education.

5. Discussion and Way Forward

5.1 Consolidation of teacher education for inclusion

The mapping exercise and the discussions during the workshops in Skopje and Tirana highlighted the diversity and richness of existing activities that contribute towards capacity building for inclusive education. But it also highlighted the challenge of integrating all these activities into a coherent process of professional development. 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 are not yet able to meet fully. Knowledge gained in courses or modules on inclusive education does not easily translate into practice. The comment was made that some teachers keep going to courses, but their practice remains largely unaffected. Schools are not helped enough with the integration of diverse programmes, approaches and therefore may be overwhelmed when confronted with different sets of recommendations that they should implement. In many instances, there is a lack of follow-up or activities related to sustainable implementation. Sustainability cannot be achieved unless individual modules of different providers are brought together into one over-all framework. The current "pioneer phase" of teacher education for inclusive education may need to come to an end in order to consolidate and integrate these diverse efforts. To develop a profession, a shared body of knowledge, shared methods and shared practices are most important. Currently there is a lack of systematic collaboration between teacher training institutions, schools and the responsible governmental bodies. There is a need for transversal collaboration between universities, ministries, schools and other providers of teacher education to help develop a shared vision of teacher education for inclusion.

The diversity of providers and training modules and programmes also means a diversity of concepts, tools and methods. Widely shared principles like "inclusion", "social justice", "diversity" or "rights-based approach" need to be somehow translated into activities that can be used in classroom. Theories have to be transformed into actionable knowledge without being too prescriptive. Today, little is known how this is done and whether the strategies used by the providers or – in in absence of such strategies – by the teachers themselves are effective or not. But as noted by the participants in the workshops, the transformation of knowledge from what was learnt to what is done in the classroom is often not satisfactory. There is a need for a harder look at which concepts should be taught in which contexts and how this knowledge will help develop teacher practices to become more inclusive. "Train the trainer" programmes are popular in the region to implement inclusive education. But research and experience show that as knowledge and methods cascade down to the grass-root level, many of the original ideas are lost.

A more comprehensive approach to teacher education for inclusion may be needed to help bring together current activities, to increase their effectiveness alone and as a whole. A more needs-based approach in which schools play an active part in defining their training needs may be helpful, but only if schools are pro-

vided with the necessary guidance and tools to clarify their needs. Current efforts to develop a framework of teacher competencies for inclusive education may be one of the tools that could help identify training requirements. A more active role of schools would also facilitate implementation upon completion of the training. As participants in the workshop noted, teacher education should be part of a broader school-development process where other activities such as cooperation with other schools, school projects and peer-learning also contribute towards creating a more inclusive school and classroom.

From the perspective of individual teachers, their career and professional development, there is a need to clarify what is expected of them at which stage and which learning activities will contribute towards achieving the expected competencies. Teacher education for inclusion should be understood as a lifelong process to empower teachers as active learners and as promoters of their professional development. Knowledge and competencies that teachers gain in initial, in-service or mentorship programmes needs to be integrated in order to have an impact on practice. Again, such a comprehensive approach would depend upon the collaboration between teacher training institutions, schools and government bodies involved in teacher qualification and accreditation of training modules.

Especially the modules provided by NGOs tend to address diverse target groups, not only teachers and other professional, but also officials, parents and other members of the community. There may be a need to discuss in more depth was can be achieved by these training activities, what type of training needs these groups do have or whether other strategies may be more effective. There is consensus that the implementation of inclusive education requires changes at individual, interpersonal and systemic levels. Providing training modules contributes to this process, but there may be other even more effective ways to involve all stakeholders. At present, individual projects – often providing training as well – co-exist in the field with the premise that they all contribute somehow to the implementation of more inclusive practices at classroom, school and community levels. But it is unclear how such diverse practices can contribute towards one developmental process, without a clear vision as to what should be achieved together?

The development of a shared vision of inclusive education is needed that goes beyond the principles stated in international conventions and government policies. Possibly, activity theory could be helpful to develop a vision that focusses on inclusive practices in school, family and the community and thinks of what the providers of inclusive practices need to know, which tools or artefact they may use, which social contexts may be conducive to these practices, towards which object they should direct their activity and what the expected outcomes should be. Once a vision of inclusive practices is developed (Central Activity), questions could be asked as to which activities are needed to ensure that teachers become and maintain competent and willing to develop inclusive practices (Subject-Producing Activity), what rules are needed and how they could be developed (Rule-Producing Activity) and which methods or instruments need to be developed (Instrument-Producing Activity).
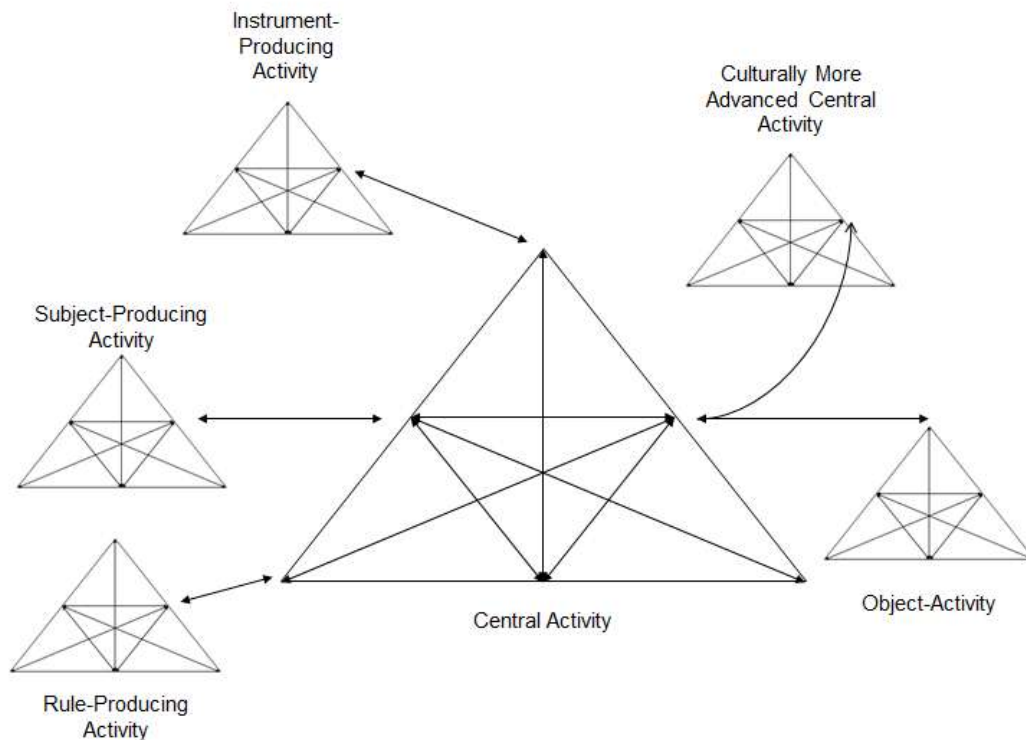
Figure 10: Network of Activity Systems Contributing to Inclusive Education

Such an integrated model around the central activity of inclusive practices in education would also help linking teacher education (Subject-Producing Activity) and policy making (Rule-Producing Activity) with research (Instrument-Producing Activity) – thus bridging the gap between the three and bringing them into closer dialogue with schools (inclusive practices as Central Activity).

Such an approach would also help clarifying the contribution of modules in the field. For example, there are activities that directly target the central activity (e.g. "Parents' engagement" in Bosnia and Herzegovina). Others increase knowledge and expertise of teachers away from school settings (e.g. "Continuous training of teachers in inclusive education" in Croatia). And there are programmes that provide knowledge and expertise to subsequently teach others (e.g. "Inclusive Education Train the Trainer Modules" in "the former Yugoslav Republic of Macedonia"). 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 away from the central activity system, the potential loss in knowledge and specificity needs to be considered when designing modules or programmes.

5.2 Activities contributing to Development of Inclusive Education

Participants of the TeacherNet workshops suggested that other activities – not only teacher education or training modules – contributed also to the development of inclusive education. This idea could be further developed into a comprehensive approach that may help to overcome the fragmentation of current efforts towards inclusive education. By envisaging the implementation of inclusive education as a problem-solving or a knowledge-creation process, different activities such as teacher education, project work, accreditation and evaluation processes, etc. could be brought together in a more meaningful way than is the case today. Collecting information for a baseline study or visiting other schools to see what they are doing could be part of a "collecting and measuring phase" which creates the information necessary to "analyse and understand" the situation of the school. Subsequently, by comparing the current situation with the vision of future practice, a phase of planning and deciding follows. Once this is completed, the envisaged actions are implemented ac-

cording to plan (implementing, acting) and subsequently evaluated or reviewed in the light of the information gathered to establish the baseline. At each stage of this over-all process, training or guidance may be provided as necessary and different actors learn not only for themselves but also to contribute to this over-all developmental process. Engeström (2008) has described this process as "expansive learning" or the change laboratory process (see Figure below):
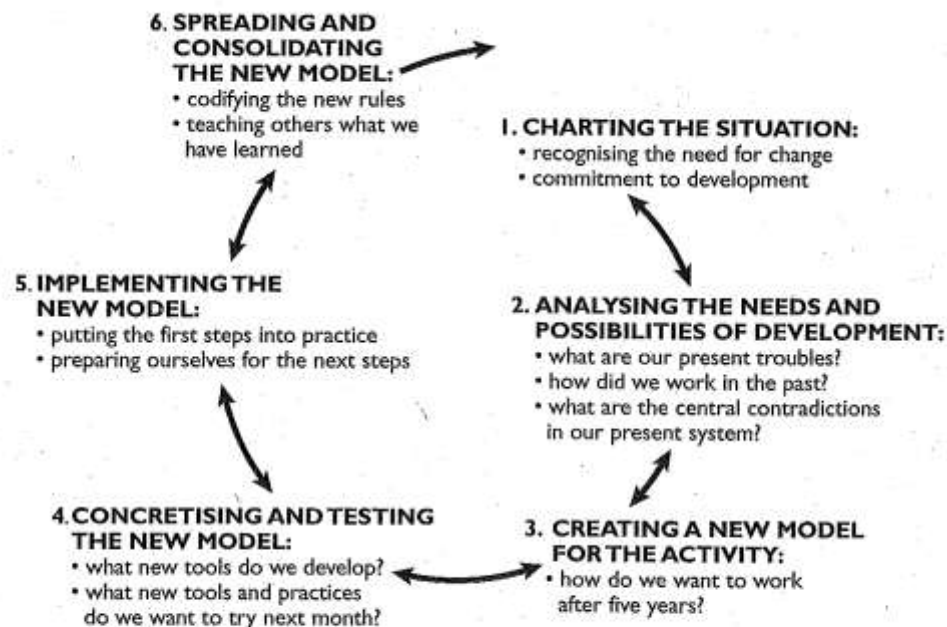

Figure 1.4 The phases of a Change Laboratory process

Understanding the development of inclusive education as an over-all change process that may involve diverse, but well-coordinated activities may help schools to better understand what is needed at which time of the process and how different activities of different individuals or groups can be coordinated to support the over-all process. Participants of the TeacherNet developed ideas of more comprehensive implementation projects which combine the introduction of new tools or methods with training and research activities, thus accommodating diverse needs and interests in the team and at the same time contributing to the over-all goal. One example mentioned what related to ICT: to acquire the needed equipment, receive training on how to use it, implement the application and then write a paper for publication. Training and publication of a scientific paper would be done in collaboration with a university, thus engaging in knowledge transfer and collaborative learning activities. Such developmental projects could make use of distributed and diverse knowledge at the specific time when such knowledge is needed to advance the project. Knowledge offered "just in time" could be immediately applied and a misfit between presented knowledge and required knowledge would be easily spotted. ICT could serve different purpose of the different stages of such problem-solving processes. These would help clarify what IT equipment is needed and what training should be provided in order to complete the envisaged project or activity. Similarly, such an approach could also be taken to revise pedagogical-psychological subjects in teacher training faculties or find ways to make subject teaching more inclusive.

The TeacherNet participants generally favoured a whole school approach that viewed inclusive education as closely linked to citizenship education and education for sustainable development. The design of such an over-all developmental process could take all these aspects into account. Also, public-private partnerships could be used to develop inclusive practices in communities following the same problem-solving or knowledge-creation cycle. Occasional project-based public-private partnerships between donors, schools, universities and ministries could be developed into strategic partnerships by committing all partners 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 a project 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 other beneficiaries. Clearly the Joint Project is creating a similar environment and its activities may also benefit from collaborating with other organisations to ensure the sustainability of this model when 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.

5.3 Joint Activities of the TeacherNet, the PolicyNet and SchoolNet

The Joint Project seeks to develop modules and programmes for the professional development of teachers, to create a network of inclusive schools and to promote policy dialogue and policy learning by using examples form the pilot schools to identify best practices. Overall, it is meant to be a learning experience for all participants facilitated through networking, partnerships and development of practice. Networks need a "joint enterprise", something that members want to pursue together and that is meaningful to them. The members of the TeacherNet already developed a first vision of an inclusive teacher and discussed tools and methods that could support the capacity building and development of competencies. There might be some future opportunities to bring the work of the three networks closer together. With regards to Figure 10, the SchoolNet seeks to develop the central activity (inclusive practices in schools and communities), the TeacherNet the subject-producing activity (professional development of teachers) and the PolicyNet focusses on the rule-making activities (policies). The usage of the activity model combined with a meaningful knowledge creation cycle could help bring their separate efforts together to provide a rich description and based on it, meaningful contributions to possible ways forward. If this opportunity could be used to its fullest, it would also help explore ways to bridge the gap between policy, teacher education, research and practice. The individual networks could engage in activities that are able to contribute to an over-all shared process of developing inclusive education. But for this to happen, further thought has to be given to the over-all activity system that the Joint Project seeks to develop. Exercises of vision building, of discussions around tools could be carried out in the other networks as well to enrich the vision which has been established in the beginning of the project: An inclusive school is a school where every child is welcomed, every parent involved and every teacher valued.

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7. 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", Kosovo[4]) 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 Faclulty 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

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".

"The former Yugoslav Republic of Macedonia"

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[4] 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

— 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 Angjeleska, Foundation Open Society Macedonia

— Nora Sabani, UNICEF Macedonia

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

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

— University of Zagreb, Department of Inclusion and Rehabilitation of the Faculty of Education and Rehabilitation Sciences: Courses in Inclusive Education at Undergraduate, Graduate and PhD Level

— 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

"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 Macedonian Civic Education Center in partnership with UNICEF and Ministry of Education and Science: Literacy, Numberacy and Inclusion in early grades
— 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)

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

*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 teacher education activities

See separate PPT file