Teacher Professional and Career Development Project

# QUARTERLY PROGRAM PERFORMANCE REPORT

**October 1, 2013 – December 31, 2013**

**Agreement No. RFA-165-A-13-00001**


**Submitted by:**
**Macedonian Civic Education Centre (MCEC)**

**CONTACT PERSONS:**
**Vera Kondik Mitkovska, TPCD Chief of Party**
**E-mail: vkondik@mcgo.org.mk**

**Loreta Georgieva, MCEC Executive Director**
**E-mail: lgeorgieva@mcgo.org.mk**

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## LIST OF ABBREVIATIONS (IN ALPHABETICAL ORDER)

| | |
|---|---|
| BDE | Bureau for Development of Education |
| EU | European Union |
| MCEC | Macedonian Civic Education Center |
| MoES | Ministry of Education and Science |
| MoF | Ministry of Finance |
| NEC | National Examination Center |
| OSCE | Organization for Security and Co-operation in Europe |
| OECD | Organization for Economic Co-operation and Development |
| SbS | Foundation for Educational and Cultural Initiatives Step by Step Macedonia |
| SEI | State Education Inspectorate |
| TCD | Teacher Career Development |
| TPD | Teacher Professional Development |
| TPCD | Teacher Professional and Career Development |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children Education Fund |
| USAID | United States Agency for International Development |
| VET Center | Vocational Education Training Center |
| WB | World Bank |
| YES Network | Youth Employability Skills Network |

**MACEDONIAN CIVIC EDUCATION CENTER (MCEC)**

**USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)**

**QUARTERLY PROGRAM PERFORMANCE REPORT #3**

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|---|---|
| **Cooperative Agreement No:** | **RFA-165-A-13-00001** |
| **Progress Report No:** | **4** |
| **Reporting Period:** | **October 1, 2013 – December 31, 2013** |

## 1. BACKGROUND

On December 7, 2012 the Macedonian Civic Education Center (MCEC) signed the Cooperative Agreement with USAID to implement USAID Teacher Professional and Career Development Project (TPCD). The Project is a 30-month initiative which contributes to the design, development and establishment of a teacher professional and career development system in the Republic of Macedonia by identifying necessary interventions that support existing national policies and practices.

The TPCD project aims to create a comprehensive, transparent, feasible and cost-effective system that will improve student achievement and strengthen teacher performance and credibility. MCEC, in partnership with relevant institutions, will achieve a set group of goals through an integrated approach and activities that focus on lessons learned from past projects for teachers' professional development, current initiatives and regional/international best practices.

The TCPD project goal is to accomplish the following three, mutually dependent and inter-related results[1]:

- *Result 1: Comprehensive Legal System Improved*

Review of legislation related to professional and career development of educators in pre-school, primary and secondary education to determine capacities of institutions to effectively perform assigned roles and responsibilities, and thereby strengthen the TPCD system.

- *Result 2: Enhanced Financial Schemes*

Review different schemes to finance the professional and career development of teachers and proposing funding scenarios that are realistic and viable in the Macedonian context.

- *Result 3: Standards for Teacher Competencies Developed*

Develop standards for teacher competencies and professional development opportunities, along with tools for evaluating performance and advancement in the teaching profession.

During Year 1, the Project focused on establishing project systems and structures, defining communication and project procedures, defining collaboration with relevant stakeholders, conducting a comprehensive review of TPCD in the country and a comparative analysis of countries with well-established TPCD systems. In addition, the Project worked on identifying and cataloguing teacher core competences and commenced the process of developing teacher standards.

The TPCD system will be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation[2], targeted professional development and continued support to teachers. To achieve this, the project will use a participatory approach, which will enable strong coordination with, and contribution from, the Bureau for Development of Education (BDE) and other educational institutions. Achieving success also requires that the TPCD project actively engages communities, local governments and the teacher union, and builds on their insight and opinion while developing strategic documents. The project established different expert groups comprised of experts with legal, financial and educational background. These subject matter experts worked on implementing project activities.

[1] In the text below all activities that are related to fulfillment of the three project expected results are grouped under the following three components: Component1 - Comprehensive Legal System, Component 2 - Enhanced Financial Schemes, Component 3 – Standards for Teacher Competencies.

[2] Teacher evaluation refers to all forms of evaluation such as: School Self-evaluation, Integral Evaluation, teacher rewarding based on the External Student Assessment.

## 2. PROGRESS TOWARDS OBJECTIVES

During the reporting period the following was accomplished:

Crosscutting Activities:

- Coordination meetings held with representatives from the Ministry of Education and Science (MoES), Bureau for Development of Education (BDE), Vocational Education and Training Center (VET Center), National Examination Center (NEC) and other educational stakeholders;
- Collaboration with international agencies, donors and projects on-going;
- MCEC webpage redesigned and TPCD subpage developed;
- Report on the *Policy and Practice of the Teacher Professional and Career Development in the Republic of Macedonia* approved by the members of the Steering Committee;
- Working meeting with key stakeholder representatives for drafting project action plan organized;
- Report on the *Policy and Practice of the Teacher Professional and Career Development in the Republic of Macedonia* published in three languages;
- Round table discussions in Shtip and Tetovo to discuss the findings and recommendations of the analysis report with representatives from schools, municipalities, regional BDE and SEI offices, and university professors held;
- Project scope and the findings and recommendations from the analysis report publicly promoted on November 27, 2013;
- TPCD annual work plan for 2014 prepared and submitted to USAID for approval.
- Summary report of TPCD project activities in 2013 (see annex 1)

Component One, Comprehensive Legal System:

- New draft laws related to school directors and teachers state exam were reviewed and discussions with MoES are on-going to regulate TPCD solutions;

Component Two, Enhance Financial Schemes:

- Financial simulation based on the announced salary increase of 5% for all public servants developed;

Component Three, Standards for Teacher Competencies:

- Draft teacher standards developed;
- On-going development of competencies and standards for student support services (school pedagogue, psychologist, social worker, sociologist and special educator);
- Meeting with the VET Center to consider development of standards specific to VET teachers organized.

# 3. PROJECT UPDATE

## 3.1 Key Project Personnel Positions

There are no changes in the key project personnel positions.

## 3.2 Other Project Staff

There are no changes in the other project staff.

# 4. PROJECT ACTIVITIES

## 4.1 Crosscutting Activities

### Cooperation with the Ministry of Education and Science (MoES) and other relevant institutions

Within this reporting period, TPCD project team continued the coordination and cooperation with all relevant education stakeholders. This included direct input, guidance and support in finalizing the Policy and Practice Analysis of Teacher Professional and Career Development in the Republic of Macedonia, and organizing the event to present the findings and recommendations of the analysis, along with publicly promoting the TPCD project and activities.

Additionally, the project team with USAID support tried to establish communication with the Cabinet of the Minister of Education and Science in order to include the teacher core professional competences in the Law on State Exam for novice teachers and to provide quality input in the Law for training and examination of directors in primary and secondary schools. This activity is ongoing and the team will continue to discuss with MoES possible ways of regulating the teacher core professional competences and the need for developing school directors specific competences.

### Presentation of Key Findings from the Analysis and TPCD Project

On the meeting held on the October 3, 2013 the Steering Committee members gathered to give their opinion and adopt the findings and recommendations from the *Policy and Practice Analyses of TPCD System in Macedonia.* All Steering Committee members had the opportunity to read the Analysis report and to provide written comments prior to the meeting. In addition, the TPCD team received very positive comments on the findings and recommendations outlined in the analysis from the Slovenian experts.

During the preparation for the event, the project team secured all necessary clearances, approvals and documentation from the responsible education institutions, USAID and US Embassy. In addition, the team prepared the talking points for the Minister of Education and Science, the US Ambassador in the Republic of Macedonia and the presentation of key findings and recommendations for the BDE Director.

The event to present the key findings from the Analysis and the project activities was postponed on two occasions. First time was due to BDE overload with Government priorities that resulted in delay in providing feedback on the Analysis hence the event was rescheduled from end of September to October. The second time was due to the US budget crisis that hindered the US Ambassador to take part in the promotional event. However, the TPCD project team in a join team effort of the entire MCEC project staff, managed to successfully implement the planned event at Aleksandar Palace, on November 27, 2013.

The project promotional/launch event was a success, and in addition to the full coverage by the media, numerous positive comments on the organization of the event were received. Following the event, the team received many requests for an electronic copy of the publication. Therefore, the Policy and Practice Analysis was posted on the MCEC webpage together with the other six preceding reports.

**Collaboration with international agencies**

Following the initial meeting organized in the last reporting period among the USAID Project for Youth Employability Skills Network (YES Network), the Vocational Education and Training Center (VET Center) and the TPCD staff, the project continued the cooperation regarding the teacher core professional competencies. Thus, the TPCD project team met with YES Network at MCEC premises on December 3, 2013 to define the scope and depth in reflecting the specifics of VET in the teacher core professional competencies and standards. The entire package of documents was forwarded to the team of VET Center advisors including recommendations related to the course they should follow while reviewing the documents. Initially it was agreed that the VET Center team identifies the teacher competencies specific to the VET teachers.

Furthermore, the project team took part on the Interethnic Integration in Education Project ribbon cutting, YES Network presentation of the evaluation results and the presentation of the USAID Industrial Management Project and Clean Energy Investment Project.

**Public relations**

The MCEC sub-webpage for posting TPCD project related information and activities (http://www.mcgo.org.mk/usaid-teacher-professional-and-career-development-project/) is up and running. In addition to the project information, the team uploaded the electronic copies of the *Policy and Practice Analysis of the Teacher Professional and Career Development* in Macedonian, Albanian and English language, and the six preceding reports that served as basis for the Analysis.

Moreover, the project team successfully managed the press and media coverage during the project promotional event. In addition, the project received very good comments related to the findings and recommendations outlined in the Analysis.

Furthermore, in order to increase the visibility of the Project, the USAID AOR Natasha Buleska, suggested contacting the magazine Prosveten Rabotnik. Meanwhile, the project team learned that this magazine does no longer exist, and therefore, contacted the scientific journal Prosvetno Delo, and had a meeting on December 18, 2013. On this occasion, it was agreed with the editors, the Project to prepare an article that will be published in the next issue due in March 2014.

In addition, Nova Makedonija daily newspaper contacted the project team. On the meeting held on the December 19, 2013 the team discussed with the journalist the findings and recommendations in the Analysis. It was agreed that the journalist prepares an article to be reviewed before publishing.

**Analysis of the TPCD system**

In November, the draft World Bank (WB) SABER-Teacher country report[3] was submitted to MCEC. This report was translated in Macedonian language and pends BDE approval for post on WB website.

The SABER – Teacher Macedonia draft country report outlines that in terms of the existing policies, Macedonia is doing well. Based on the submitted data to World Bank, Macedonian system for professional and career development has been assessed as advanced in two policy areas (1) setting clear expectations for teachers and (2) preparing teachers with useful training and experience. The system is assessed as established in three policy areas, (1) attracting the best into teaching, (2) monitoring teaching and learning, and (3) supporting teachers to improve instruction. Three of the policy areas (1) matching teacher's skills with student's needs, (2) leading teachers with strong principles, and (3) motivating teachers to perform were assessed as emerging. There are no policy goals assessed as not established.

**Meetings, debates and roundtable discussions**

On October 30, 2013 the TPCD team gathered representatives from key education stakeholders (MoES, BDE, SEI, VET Center and NEC) to review the findings and recommendations from the Analysis in order to cluster the interventions in terms of priority activities, responsible organizations and the required legal actions that need to be implemented during the project. This whole day-event

[3] Annex 2- World Bank (WB) SABER-Teacher country report for Macedonia

served as an introduction to a more detailed review and planning of activities to be organized at the beginning of the next reporting period. This event triggered discussion regarding the important elements which will need to be considered in the process of establishing the system for teacher professional and career development.

In order to secure the views and opinion of all relevant stakeholders in education and in accordance with the project annual working plan, the team organized two focus group discussions in Shtip on November 5, 2013 and in Tetovo on November 7, 2013. On these meetings participated representatives from schools, universities and local education authorities. The focus of the meetings was to gather participants' opinion on the findings and recommendations outlined in the analysis and to identify specific actions to be considered by the Project. The two groups of 30 and 32 representatives actively contributed with suggestions and ideas. Their presentations, views and opinions were very beneficial to the project team in the process of preparing the project annual working plan. Few new ideas were shared with the project team that varied from the acknowledgement that there is lack of BDE advisors to support teachers, to having very little information on general related topics such as amendments in the laws and lack of knowledge about international assessments TIMSS, PIRLS, and PISA. One of the recommendations which came out of the focus group discussion related to ensuring good quality directors as one of the important factors affecting the quality of teaching staff and the overall school performance. They suggested that in the future the candidates who apply to become school directors must possess the highest title on the career ladder (teacher-advisor). This way the country will ensure that the new directors are recognized and proven professionals and leaders on school and community level.

On the request of the Teacher Training Faculty in Shtip, the Project team met with the faculty staff on December 23, 2013. The purpose of the meeting was to present the teacher core professional competencies and discuss the possibility of considering the competencies during the initial education of future teachers. Within the next reporting period, the project team will organize meetings with other Teacher Training Faculties in the country.

**Performance Monitoring Plan**

A meeting on data quality assessment to review the project custom indicator and the Performance Monitoring Plan (PMP) was held with the USAID Project Development and M&E Specialist Ivica Vasev on the December 5, 2013. On this meeting, the USAID representative commented that the PMP is complex and suggested to be simplified. It was agreed that a member of the team together with Ivica Vasev revise the PMP, and also decide on the method and the type of data that will be collected as evidence.

**Other**

The MCEC organization retreat was held in Dojran between November 21 and 23, 2013. In the course of the retreat, the team commenced the development of the Annual Work Plan (AWP). As basis for the development of AWP, the project used the data from the working meeting held with the representatives from all education institutions at hotel TCC Grand Plaza on October 30, 2013.

The TPCD project team in cooperation and coordination with BDE and other educational stakeholders developed the annual working plan that was submitted to USAID for approval on December 31, 2013.

## 4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM

### 4.2.1: Expert Group activities

Regular coordination meetings were held with expert group members.

### 4.2.2: Comprehensive Review of Existing TPCD Legislation

Based on the detailed review of the existing legislation and taking into consideration stakeholders' opinion regarding the enforcement of the legislation into practice, number of recommendations for improving the TPCD legislation was included in the Analysis. The working group identified the

following legal actions as priority: drafting amendments in the laws to regulate the teacher competencies and standards; drafting amendments in the laws for regulating teacher career advancement opportunities; drafting amendments in the laws for regulating the teacher and student support services professional development oportunities; drafting a Book of Rules for teacher professional development and career advancement; drafting ammendments in the Book of Rules for accreditation of services providers and training pograms.

#### 4.2.2.1: Review of the existing legislation on TPCD

MoES drafted two new laws relevant to TPCD: 1) Law on State Exam for novice teachers, and 2) Law on training and examination of primary and secondary school directors. The TPCD team reviewed both laws and found relevant articles in which some of the solutions considered by the Project could be regulated. For this reason the USAID AOR, Mrs. Natasha Buleska contacted the Ministers Cabinet to check the status of the laws in terms of their official adoption by the Parliament. Since both laws are still in the MoES, the Project will work on amendments to ensure legal ground for implementation of TPCD solutions.

#### 4.2.2.2: Stakeholder consultation on enforcing the existing regulations for TPCD

This activity has been completed in the previous reporting period.

### 4.2.3: Drafting National Policies for Teacher Core Competencies and Teacher Standards

The teacher core professional competencies developed under the third component need to be regulated in order to ensure their application in the induction process, professional development and career advancement. Once the teacher standards, student support services competencies and standards are developed, they as a package with the teacher professional competencies will be submitted to the BDE for initiating certain changes in legislation. Expert group members will identify existing legislation which will have to be adopted and will support BDE and MoES in drafting national policies.

## 4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES

### 4.3.1: Expert Group

Regular coordination meetings were held with expert group members.

### 4.3.2: Review of Teacher Compensation Plans and Financing of TPCD

The Government of Republic of Macedonia has announced that is planning to increase all public servants salaries for 5% starting October 2014. Having this in mind, and the existing legislation which supports teacher career advancement, the team worked on several scenarios including projections of budget implications for several consecutive years. One of the possible solutions to fund career advancement is the decision by the Government to increase salaries for all public servants for 4%, and the remaining 1% to dedicate for increasing salaries of teachers who will advance in career. These funds will be sufficient to cover career advancement of 23% of teachers who will advance into teacher-mentors with salary increase of approximately 15%, and 6% for teachers to advance into teacher-advisors with salary increase of approximately 35% for the period of four years from 2014 to 2018.

#### 4.3.2.1: Review existing teacher compensation plans and financing of teacher professional development

Based on the recommendations drafted in the report of the policy and practice analysis, specific activities will be identified that will lead to creating scenarios for financing of TPCD. For this purpose, in the following months, a working meeting will be organized with the representatives from MoES budgeting sector.

## 4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES

### 4.4.1: Expert Group

Upon drafting the teachers core professional competencies, and based on the recommendations received from the public debate with schools, the Project recognized the importance of developing the professional competencies and standards for schools support staff. The USAID approval for the student support services competencies and standards working group members was obtained on November 20, 2013. The initial gathering of the working group members was done after the official presentation of the findings and recommendations from the Analysis, at the Aleksandar Palace on November 27, 2013. During this meeting, the component leader shared with the working group members the purpose of this activity, method of working and the timeline.

### 4.4.2: Review of Policy Documents related to Student Support Services Competencies

Prior to commencing the work on the competencies and standards, the TPCD team researched relevant national and international policy documents. The review of the existing documents indicated that in Macedonia there are no documents which could help the local experts in the process of drafting standards and competencies for student support services. The review of international literature showed that there are rare examples of described competencies and in most cases only for one professional profile (pedagogue or special educator). This is due to the fact that in many countries the schools have different structures, and the pedagogue, psychologist or special educators are usually floating professionals working in number of different schools.

### 4.4.3: Identify and draft Catalogue Student Support Services Competencies and Standards

Following the initial gathering of the working group in November, the expert group for developing competences and standards for student support services met on December 11, 2013. Zaneta Conteva from BDE was selected as a chair person of the working group. At the beginning, the group made a decision that there will be common competencies for all profiles (pedagogue, psychologist, social worker, sociologist, special educator), and in addition, some specifics of the different profiles will be outlined in the document. The following seven competency areas were identified: 1) Work with Students; 2) Work with Teachers; 3) Work with Parents; 4) Cooperation with the Community; 5) Professional Development and Professional Cooperation; 6) Analytical and Research Work, and 7) School Structure, Organization and Climate. The document will retain the structure used for teacher competencies, and for each competency area, subareas will be identified, and professional knowledge and understanding will be described together with the professional abilities and skills. The only difference is that the column which was called indicators was renamed into example of possible activities and evidence. This change will also be reflected in the document related to the teacher competencies.

### 4.4.4: Develop Teacher Standards

The teacher standards for teacher-mentor and teacher-advisor describe the competencies which the teachers need to acquire to be able to progress from one to the other level on the career advancement ladder. These standards were developed by the same working group which worked on the catalogue for teacher core professional competencies. In order to ensure that the vocational education and training aspect is embedded in the standards, the working group was strengthened with representative from the VET Center. During the development of the competencies, the Common European Principles for Teacher Competences and Qualifications[4], as well as standards for advancing in career which exist in other countries, were taken into consideration.

The main guiding principles which led the development of the teacher standards were: to upgrade the teacher core professional competencies, to ensure teachers commitment to life-long learning and development of teaching profession, to strengthen the school leadership and to initiate professional

[4] http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf

cooperation and support. The standards will be used primarily as: a basis for developing procedures and instruments for assessing the work of the teachers who will apply to advance from one to another level on the career ladder; planning the professional development on the personal, but also on school, region and state level, improving the work of the institutions responsible for monitoring and evaluating the quality of performance of teachers and schools, and improving the legal regulations and acts which relate to the teaching profession. However, the overall goal of teacher professional standards is through setting clear and high expectations of teachers and recognizing and valuing the teachers' professional development to contribute to better teaching and learning in school, and increased students' achievement.

Teacher standards were developed in the period between September and December 2013. At the beginning of the next quarter the teachers standards will be put forth for a public debate and all primary and secondary schools will be invited to give their opinion and input.

## 5. LESSONS LEARNT

**TPCD team capacity.** The TPCD team has proved to have a very useful blend of experience and background whilst demonstrating considerable commitment, energy, enthusiasm and determination. In addition, the team has succeeded in adopting a collaborative and consultative approach to date that has the potential to secure alignment of purpose and outcome.

**Key stakeholders involvement.** The establishment of the Steering Committee proved to be a very useful mechanism in ensuring involvement and commitment by key stakeholders. Due to the fact that TPCD is a very complex system, it was necessary to have a group of key decision makers discussing the potential solutions for upgrading the system and agreeing about their new or changed roles and responsibilities. Having regular meetings with Steering Committee members also contributes to better institutional cooperation among the directors of these institutions. Furthermore, the Project decided to include representatives of the MoES Departments of: Budget, Legal, and Primary and Secondary Education in order to ensure that there is a broad participation from most of the relevant policy-making stakeholders rather than only from the Cabinet of the Minister.

**Working groups structure**. In the process of establishing the working groups the team ensured that the selected individuals have the right skills, knowledge and experience. The key education institutions representatives along with local experts (university professors, teachers, directors and student support services) have a diverse background (policy and operational) and good potentials to identify adequate sustainable solutions for each action to be taken within the project. It was advantageous that some members took part in different groups which provided synchronization of their work. Finally, a possibility for all members to get acquainted with the work of their colleagues was enabled by using the platform Dropbox (for future use, certain improvements have to be made).

**Engaging professional educational community**. Experts, teacher training faculties, primary, secondary and specialized schools, parents and municipalities were consulted during the process of developing key documents. Different approaches were used to ensure their input such as: focus groups, questionnaires', structured interviews and consultations. In addition, the Project found that there are no effective communication channels between the MoEs, BDE and other key Government education stakeholders with schools, which was confirmed in the findings from the focus groups. To address this, the Project will initiate a quarterly bulletin in collaboration with the BDE that can later on become an information and communication tool, in order to regularly inform schools on new legal provisions, analyses, papers, assessments like PISA, TIMSS, PIRLS, etc.

## 6. ACTIVITIES FOR THE NEXT REPORTING PERIOD

### 6.1 Crosscutting Activities

- Organize a joint working meeting with key educational stakeholders on planning TPCD activities related to teacher professional development, career advancement and in-school evaluation of teachers;
- Hire an international education specialist to conduct capacity building training for TPCD staff and workshop for key education stakeholders;
- Organize training with key educational stakeholders on challenges and possible solutions for TPCD.
- Meet with Teacher Training Faculties in Bitola and Tetovo in order to present the teacher competencies and discuss possible ways on considering them into the study programs for educating future teachers;
- Organize round table discussion with relevant faculties to discuss draft competencies for schools support staff.

### 6.2 Component One: Comprehensive Legal System

- Identify specific priority legal acts which need to be developed and/or amended;
- Organize a working meeting with representatives from the legal department within MoES.

### 6.3 Component Two: Enhanced Financial Schemes

- Work on designing financial scenarios with representatives from the budget unit within MoES;
- Survey of TPD practices on municipality level.

### 6.4 Component Three: Standards for Teacher Competencies

- Open a public debate regarding the teachers standards and invite all schools to give their opinion and input;
- Continue the development of competencies and standards for student support services (school pedagogue, psychologist, social worker, sociologist and special educator);
- Meet with OSCE to discuss possible ways of recognizing the mentoring of students as a competence in the standards for teacher mentor.
- Organize a meeting with the VET Center to consider development of standards specific to VET teachers.

## LIST OF ANNEXES

**Annex 1** Summary report of TPCD project activities in 2013

**Annex 2** SABER - Teacher Country Report for Macedonia, World Bank

**Annex 1** Summary report of TPCD project activities in 2013

## 1. PROJECT START-UP

- **Appointing TPCD key personnel.** In line with the project proposal and the Agreement signed with USAID, MCEC established the team consisted of the following team members:
  - TPCD Chief of Party, Vera Kondik Mitkovska (Level of Effort 100%, December 2012-June 2015);
  - TPCD Senior Education Specialist, Gorica Mickovska responsible for Component 3 (Level of Effort 100%, December 2012-June 2015). However, Mrs. Mickovska reached the retirement age on June 30, 2013. Therefore, the project had to sign a new contract, as a part-time consultant, for working up to 15 days per month until the end of the project (June 2015).
  - TPCD Program and Communication Manager, Aleksandar Stamboliev, responsible for Component 1 and Component 2 (Level of Effort 100%, December 2012-June 2015);

  And SBS Executive Director as a key personnel under the sub-agreement:
  - Suzana Kirandziska (Level of Effort 30%, March 2013-December 2013).
- **Appointing other Project Staff.** For efficient functioning of the project and successful completion of program and administrative tasks, MCEC engaged the following staff:
  - MCEC Executive Director, Loreta Georgieva (Level of Effort 25%, December 2012-June 2015)
  - MCEC Office Finance Manager, Vladimir Petreski (Level of Effort 25% from December 2012 – June 2015);
  - TPCD Project and Finance Assistant, Besa Reci (Level of Effort 100%, December 2012 – June 2015);

  And SBS staff:
  - Project Coordinator, Branka Trifunovska (Level of Effort 70%, March 2012 – May 2013). However, due to Ms. Trifunovska transfer to the new USAID funded project Readers are Leaders implemented by SbS Foundation, Ms Ana Stojanov was hired at the position of Project Coordinator with SbS in June 2013.
  - Project Assistant, Miroslav Stojanovik (Level of Effort 100%, March 2012-December 2013).
- **Signing Sub-grant Contract with SbS.** In line with the project proposal, MCEC and SbS signed a contract on March 18, 2013 covering the period March-December 2013. During this period SbS was responsible for developing a Glossary of concepts related to TPCD, reviewing the policy documents on teacher competencies and identifying and catalogue of teacher core competencies. In addition, SbS coordinated part of the cross cutting activities related to the production and dissemination of materials and organizing meetings, debates and roundtable discussions.
- **Performance Monitoring Plan (PMP).** The draft PMP was submitted for USAID review and approval on February 21, 2013. Comments and suggestions from USAID were considered and the revised version of PMP was approved by USAID on April 26, 2013.

## 2. PROJECT ACTIVITIES

### 2.1 CROSSCUTTING ACTIVITIES

- **Cooperation with the Ministry of Education and Science (MoES) and other relevant institutions.** During the initial phase of the project implementation and in an attempt to ensure involvement and support of key educational stakeholders, separate meetings with the MoES' state advisor and BDE, SEI, NEC and the VET Center directors were held. During these meetings, the representatives from these institutions expressed their readiness to participate and give input in implementing project activities. The Project signed a Memorandum of Understanding with MoES on January 18, 2013 and the BDE on February 5, 2013.
- **Establishing Steering Committee.** In order to ensure good governance, inclusiveness and ownership over the proposed measures, the TPCD project team established the Steering Committee; a body consisted of directors from key education institutions BDE, SEI, NEC, VET Center, the president of the Teachers Union and representative from MoES. The main responsibilities of the Steering Committee members are to review, propose and verify

recommendations from the analysis, as well as provide input during development of key documents for the project. Within 2013, the TPCD project called two Steering Committee meetings. The initial introductory meeting was organized in March 19, 2013 and the second meeting was held in order to adopt the findings and recommendations from the Policy&Practice Analyses of TPCD in the Republic of Macedonia and was assembled on October 3, 2013.

- **Organizing Launch workshop.** At the beginning, the project team organized a launch workshop for the representatives from all education institutions, USAID, project team and local consultants in Bitola on April 10 - 12, 2013. The Slovenian experts Mr. Janez Vogrinc, PhD and Mr. Janez Krek, PhD from the Pedagogical Faculty of the University in Ljubljana were the trainers and facilitators of this event. The goal of the launch workshop was to broaden participants' knowledge and understanding about the current world trends and best system solutions regarding teacher professional and career development including components of a functional TPCD system, the complexity of the system, strengths and weaknesses, global aspects of financial sustainability, as well as provide an opportunity to share practices and identify solutions to enhance the existing system in Macedonia.

- **Analysis of the TPCD system.** In order to ensure that the project interventions in the TPCD system are based on evidence, the Project conducted a thorough analysis of the TPCD system. The World Bank (WB) SABER Teacher methodology was identified as the most adequate for this purpose. This methodology was offered free of charge, and in addition, it required a short time for administering the process and providing the necessary information for the review of the TPCD system. The review was carried out by the project Experts Groups members. A total of 248 questions distributed across 12 sections were answered and submitted to the liaison contact at WB office in Washington, D.C. at the beginning of June, 2013. Since the SABER-Teachers methodology focusses mostly on policy design, rather than policy implementation, the project team conducted complementary reviews and surveys to identify gaps in law enforcements and obstacles faced in implementing TPCD.

  As a result, the following documents were produced:

  - Review of the Regulation of the Education System in Republic of Macedonia;
  - Report on Focus Groups for Professional and Career Development of Teachers;
  - Report on the Interviews for the practice of teacher professional and career development at local government level;
  - Report on the survey on school opinions for in-service training and title promotion among teaching staff;
  - Teacher Professional and Career Development – International Comparisons conducted by the Slovenian experts. The comparative analysis of the TPCD system focused on describing system solutions related to induction period of teachers, continued professional development, financial support, and teachers' career promotion opportunities in the following countries: Finland; Estonia, Poland, United Kingdom – Scotland, England and Slovenia.

  The findings and recommendations summarized in all of these reports were used while developing the *Policy and Practice Analysis of TPCD in the Republic of Macedonia*. The structure of the *Analysis* was defined based on the WB conceptual framework which outlines eight teacher policy goals. The Analysis was approved by the Steering Committee Members on October 3, 2013, and it was publicly presented on November 27, 2013.

- **Meetings, debates and roundtable discussions.** In order to ensure stakeholders' feedback and input in the process of improving the TPCD system, the project organized: meetings with educational advisors from seven municipalities (Prilep, Veles, Tetovo, Tearce, Cair, Karpos and Strumica); a public debate on teacher professional competencies during which all schools and 3.000 individual teachers were invited to participate; roundtable discussions with professors from teacher training faculties and other faculties that educate pre-school teachers (June 27, 2013), two focus group discussions with school management, school support staff and teachers (April 24 and 25, 2013) with the purpose of gathering views and opinion on current TPCD practices in schools for mentoring novice teachers, the opportunities for professional development and career advancement of teachers. In this way, the project ensured insight into the issues that school management, teaching staff and local authorities are facing in their efforts to improve the quality of performance of school staff in the primary and secondary schools in Macedonia.

- **Public relations.** The project used different media to keep the stakeholders and the professional community informed about project activities, progress and the achieved results. Promotional materials such as leaflets, brochures and one-page project descriptions were prepared and disseminated periodically. The main MCEC webpage was redesigned and a subpage was developed(http://www.mcgo.org.mk/usaid-teacher-professional-and-career-development-project/).
- **Collaboration with international agencies** MCEC presented the project to the following international agencies: UNICEF, WB, OECD, British Council and USAID Project for Youth Employability Skills Network (YES Network). At these meetings, existing and future activities of international agencies were discussed, in order to explore possible ways of cooperation and avoid potential overlap of activities. TPCD project team established cooperation with YES Network Project related to reflecting the specifics of VET in the teacher core professional competencies and standards. The project team also participated in a study of the Directorate-General for Education and Culture of the EU Commission on *Teacher Education for Primary and Secondary Education (ISCED 1-3) in Western Balkan Countries*. This study collected information on key polices, programs, qualification systems, quality assurance mechanisms, innovations and partnership in the field of teacher education in the Republic of Macedonia. The final report of this study was taken in consideration when drafting the TPCD Analysis.

## 2.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM

- **Expert Group established.** Expert group consisting of four experts with relevant background and two nominated advisors from BDE was established on March 19, 2013. The experts were actively involved in gathering information and drafting the analysis of the policy and system solutions related to the teacher professional and career development. Coordination and working meetings were held periodically.
- **Comprehensive Review of Existing TPCD Legislation.** The review of the existing legislative and regulatory environment related to TPCD was carried out by the expert group members. The SABER Teacher instrument served as basis for the review of legislation, which focused on analyzing existing policy documents and developing a report that will include all related TPCD terms articulated in an easy to understand manner.
- **Review of the existing legislation on TPCD.** The following laws in the field of education were reviewed: Law on primary education, Law on secondary education, Law on higher education, Law for BDE, Law on VET, Law on Education Inspection, Law on SEC; Law for organization and operation of the state administration; In addition, the review included screening of agreements such as: Collective agreement for primary education, general provisions and Collective agreement for secondary education, general provisions, Agreement on the minimum wage in primary education, Agreement on the minimum wage in secondary education, Notification of the Ministry of finance to the Trade Union for the primary education, Notification of the Ministry of finance to the Trade Union for the secondary education, Notification of the Ministry of Finance on calculating gross salary; Other laws that were taken into consideration were: Labor law, Law on health insurance, Law on pension and disability insurance, Law on local self - government, Law on the city of Skopje, Jurisdiction of the state sanitary and health inspectorate.
- **Stakeholder consultation on enforcing the existing regulations for TPCD.** A variety of activities were carried out with relevant stakeholders to assess existing regulations, with an emphasis on the implementation of TPCD, such as: focus group discussions with school directors, school support staff and teachers in order to assess existing regulations, with an emphasis on the implementation of TPCD; e-survey covering three areas: pre-service, in-service and career development of teachers and views on implementation of the TPCD laws and their impact on school staff, which was distributed to all 455 primary and secondary and specialized schools, and received a response rate of 77.8%; Meetings held with education representatives in seven municipalities focused on identifying existing educational policies, and the role and responsibilities of the local-self-government in ensuring good quality school staff.

## 2.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES

- **Expert Group established.** The expert group was established consisting experts with relevant background and two nominated advisors from BDE. This expert group focus was on identifying diversified financial sources leading towards drafting cost-effective scenarios for application of TPCD system in the Republic of Macedonia.
- **Review of Teacher Compensation Plans and Financing TPCD.** The review of the strengths and weaknesses of the existing legislative and regulatory environment was carried out by the expert group members in order to identify teacher compensation plans and current sources of financing of TPCD. The SABER Teacher instrument served as a basis for the review of legislation, which focused on analyzing existing policy documents with reflection on issues related to teachers' wages, benefits, financing of professional and career development, etc. The comparative analysis prepared by the Slovenian experts also included information on financing support ensured for continues professional development in other countries.
- **Review existing teacher compensation plans and financing of teacher professional development.** All relevant educational laws were reviewed in order to identify gaps in law enforcements related to finances and obstacles hindering the implementation of TPCD. In addition, the project team conducted complementary reviews and surveys in consultation with relevant stakeholders: focus Groups discussions with school directors, school support staff and teachers; and survey on school opinions for in-service training and promotion of teaching staff.

## 2.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES

- **Expert Group established.** Four working groups were established for: 1) conducting the analysis on the policy and system solutions related to the teacher professional and career development using WB SABER Teacher Methodology; 2) developing a Glossary of concepts related to TPCD; 3) developing a Catalogue of Teacher Core Competencies; and 4) developing Professional Competencies and Standards for Student Support Services.
- **Review of Policy Documents on Teacher Competencies.** TPCD team and the working group members identified and reviewed existing national and international policy documents related to teacher competencies. Moreover, the SABER Teacher instrument served as a basis for this review, which focused on analyzing existing policy documents in the country. Based on the results of the review, the project identified the need for developing teacher and student support services competencies and standards.
- **Develop a Short Glossary of Concepts Related to TPCD.** Having in mind the importance of clear communication and the lack of published terminology on the meaning of specific TPCD related terms, the project team identified the need for developing a short Glossary of concepts in order to prevent possible misconceptions and to promote consistency in the terminology that will be used in the documents. The working group described and defined a total of 91 TPCD related terms. The document was finalized in June 2013.
- **Identify and review existing documents related to teacher core competencies, teacher standards, TPD and TCD.** The review of the existing documents indicated that in the Macedonian education system there are no relevant documents related to the teacher and school support staff standards and competencies. Prior to development of the teacher competencies, the following documents were reviewed: the competencies for native language and math for lower elementary schools prepared within the UNICEF project Language Literacy and Numeracy project; the competencies for school-based assessment prepared within the USAID Primary Education Project; the Catalogue and the National Qualification Framework defining learning outcomes according to the Bloom taxonomy; Teacher training faculties' study and subject programs that refer to competencies; & School Performance Quality Indicators developed by SEI.
- **Identify and review relevant international documents EU, OECD documents.** Relevant literature and other resources related to teacher competencies from European Commission, UNESCO, OECD, UNICEF and WB publications were reviewed. Especially valuable to the working group were the findings from the OECD research related to teachers (TALIS[1]); the

[1] Teachers Matter- attracting, developing and retaining effective teachers, Education at a Glance 2012

approaches and the research methodology prepared by WB (SABER-Teacher); UNESCO strategic document for teachers[2]; and the EU recommendations related to teacher competencies[3]. In addition, policy documents on teacher competencies and teacher standards from different countries[4] were identified by the Project and shared with the members of the working groups.

- **Conduct a Comparative Analysis.** During the launch workshop in April, the Slovenian experts presented models of teacher competencies in the Slovenia, Netherlands, France, UK, Norway and Australia. All these models were reviewed by the members of the working group and served as a basis for preparing a framework of competencies applicable to the Macedonian context. Since the review of competencies was already covered during the launch workshop, TPCD team agreed with the Slovenian experts, the content of the comparative analysis to focus on other areas related to teacher professional and career development (induction period of teachers; continuing professional development; financial support; and teachers' career promotion).
- **Identify and draft Catalogue of Teacher Core Competencies.** The lack of clearly defined teacher competencies is one of the weakest links in the system for teacher professional and career development in Macedonia. The need for developing a Catalogue of Teacher Core Competencies resulted from the fact that in Macedonia the teaching profession is not adequately regulated, and expectations related to teacher competencies[5] in different documents do not always share the same meaning. During the development of the document, the Common European Principles for Competencies and Teacher Qualifications, and teacher competencies in number of different countries were taken into consideration. Based on the reviewed literature, the working group decided to cluster key teacher competencies in the following six areas: expert knowledge of the subject area and the educational system; teaching and learning; creation of stimulating learning environment; social and educational inclusion; communication and cooperation with the families and the local community; professional development and professional cooperation. The teacher core professional competencies were drafted through a very inclusive and participatory approach. The initial plan was to publicly promote the teacher core professional competencies at the launch event during which the findings and recommendations of the policy and practice analysis will be presented. However, BDE advised that the promotion of the competencies should be postponed until the Ministry of Education and Science officially approves and legally regulates their usage.
- **Develop a framework for Standards for Teacher Competencies** In consultation with BDE the framework for teacher standards was defined. Moreover, it was decided that the teacher professional core competencies are used as a standard for qualified teacher, whereas, competencies for the teacher mentor and teacher advisor will need to be further developed. In addition, they will serve as a standard for advancing in the career ladder, and will maintain the same structure as the teacher core professional competencies. Indicators need to be defined and will be used for assessing the achievement of these competencies.
- **Develop Standards for Teachers Competencies.** The main guiding principles which led the development of the teacher standards were: to upgrade the teacher core professional competencies, to ensure teachers commitment to life-long learning and development of teaching profession, to strengthen the school leadership and to initiate professional cooperation and support. The standards will be used primarily as: a basis for developing procedures and instruments for assessing the work of the teachers who will apply to advance from one to another level on the career ladder; planning the professional development on the personal, but also on school, region and state level, improving the work of the institutions responsible for monitoring and evaluating the quality of performance of teachers and schools, and improving the legal regulations and acts which relate to the teaching profession. However, the overall goal of teacher professional standards is through setting clear and high expectations of teachers and recognizing and valuing the teachers' professional development to contribute to better teaching and learning in school, and increased students' achievement.

[2] Strategy on Teachers, 2012-2015
[3] Common European Principles for Teacher Competences and Qualifications
[4] Australia, UK, Canada, USA, Czech Republic, Serbia and Turkey
[5] Competencies are defined as a cluster of gained knowledge and skills, i.e. proven ability to use the knowledge and skills in situations related to teaching and working.

**Annex 2** SABER - Teacher Country Report for Macedonia, World Bank

# Macedonia

## TEACHERS

SABER Country Report
2013

| Policy Goals | Status |
|---|---|
| **1. Setting Clear Expectations for Teachers**<br>There are clear expectations for what students should learn and what teachers are supposed to do. Teachers' official duties involve both teaching and nonteaching tasks related to instructional improvement. | Advanced ●●●● |
| **2. Attracting the Best into Teaching**<br>Entry requirements, working conditions, and career advancement opportunities may be appealing for talented candidates. However, teacher pay may not be appealing signaling teaching as a low-status profession. | Established ●●●○ |
| **3. Preparing Teachers with Useful Training and Experience**<br>Current teacher initial education systems may be suited to ensure good quality teachers. Beginning teachers have opportunities to develop practical teaching skills. | Advanced ●●●● |
| **4. Matching Teachers' Skills with Students' Needs**<br>There are official systems in place to address teacher shortages in hard-to-staff schools, but not to attract teachers in critical-shortage subject areas. | Emerging ●●○○ |
| **5. Leading Teachers with Strong Principals**<br>Principals are expected to monitor teacher performance and provide support to teachers to improve instructional practice, but their performance is not rewarded. At present there are training courses for new principals, but no mentorships or guidance to ensure that new principals have the necessary skills to act as instructional leaders and successful managers. | Emerging ●●○○ |
| **6. Monitoring Teaching and Learning**<br>There are systems in place to assess student learning in order to inform teaching and policy. Teacher performance is evaluated every three years using criteria that assess effective teaching. | Established ●●●○ |
| **7. Supporting Teachers to Improve Instruction**<br>There are opportunities for teacher professional development, but requirements for teachers (e.g. the number of days for professional development) are not specified. | Established ●●●○ |
| **8. Motivating Teachers to Perform**<br>There are mechanisms in place to hold teachers accountable. Promotion opportunities are not linked to teacher performance, but high performing teachers do have an opportunity to receive monetary bonuses. | Emerging ●●○○ |

## Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and teachers are key: recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996).However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, because evidence on the impacts of many teacher policies remains insufficient and scattered, the impact of many reforms depends on specific design features, and teacher policies can have very different impacts depending on the context and other education policies in place.

**A new tool, *SABER-Teachers*, aims to help fill this gap by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world**. SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform countries' decisions on where and how to invest in order to improve education quality.

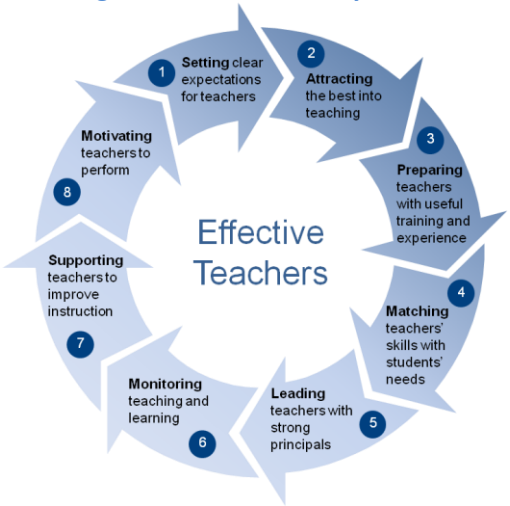
**SABER-Teachers collects data on ten core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system(see Box 1).** Data are collected in each participating education system by a specialized consultant using a questionnaire that ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative database where interested stakeholders can access detailed information organized along relevant categories that describe how different education systems manage their teacher force, as well as copies of supporting documents. The full database is available at the SABER-Teacher website.

**Box 1. Teacher policy areas for data collection**

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

**To offer informed policy guidance, SABER-Teachers analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement.** SABER-Teachers analyzes the teacher policy data collected to assess each education system's progress in achieving 8 Teacher Policy Goals: 1. Setting clear expectations for teachers; 2. Attracting the best into teaching; 3. Preparing teachers with useful training and experience; 4. Matching teachers' skills with students' needs; 5. Leading teachers with strong principals; 6. Monitoring teaching and learning; 7. Supporting teachers to improve instruction; and 8. Motivating teachers to perform (see Figure 1).

Figure 1: 8 Teacher Policy Goals




**The 8 Teacher Policy Goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher**. These goals were identified through a review of evidence of research studies on teacher policies, and the analysis of policies of top-performing and rapidly-improving education systems. Three criteria were used to identify them: teacher policy goals had to be (i) linked to student performance through empirical evidence, (ii) a priority for resource allocation, and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

**By classifying countries according to their performance on each of the 8 Teacher Policy Goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers**. For each policy goal, the SABER-Teachers team identified policy levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy levers). Using these policy levers and indicators, SABER-Teachers classifies education systems' performance on each of the eight teacher policy goals using a four-category scale (latent, emerging, established, and advanced), which describes the extent to which a given education system has in place teacher policies that are known to be related to improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy levers and indicators, as well as the evidence base supporting them, see Vegas *et al*. (2012).

**The main focus of SABER-Teachers is on policy design, rather than on policy implementation**. SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies "on the ground", that is, policies as they are actually implemented, may differ quite substantially from policies as originally designed. In fact they often do differ, due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, or the interaction between these policies and specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

**This report presents results of the application of SABER-Teachers in Macedonia**. It describes Macedonia's performance in each of the 8 Teacher Policy Goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional detailed descriptive information on Macedonia's and other education systems' teacher policies can be found on the SABER-Teachers website.

## Macedonia's teacher policy system results

### Goal 1: Setting clear expectations for teachers

### Advanced ●●●●

Setting clear expectations for student and teacher performance is important to guide teachers' daily work and align necessary resources to make sure that teachers can constantly improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial education, professional development, and teacher appraisal.

SABER-Teachers considers two policy levers that school systems can use to reach this goal: (1) clear expectations for what students should know and be able to do, and how teachers can help students reach these goals; (2) useful guidance on how teachers' can use their time to improve instruction at the school level.

**(1) In Macedonia, there are expectations for what students are expected to learn and for what teachers are supposed to do.** The Ministry of Education and Science is responsible for setting education goals and controlling the national curriculum. There are officially stipulated requirements for the minimum education, curriculum, and skills students must attain in every subject by every grade.

The tasks teachers are expected to carry out are officially stipulated. Teacher tasks go beyond classroom teaching to include activities related to instructional improvement (Figure 2).

**(2) Guidance on teachers' use of time could focus more on ensuring that their work conditions allow them to improve instruction.** Teachers' working time in Macedonia is officially defined as the overall number of working hours (as opposed to merely counting contact time with students or hours spent at the school). Global experience suggests this definition may be conducive to learning, because it recognizes that teachers normally need to devote some time to non-teaching tasks, such as lesson planning, the analysis of student work, and professional development, as well as administrative tasks.

In addition, non-teaching tasks related to instructional improvement are officially a required part of teachers' work in Macedonia. Such tasks may include mentoring peers, collaborating on school plans, or participating in school evaluation. This is similar to successful education systems such as Ontario, Finland, Japan, South Korea, and Singapore devote considerable time at the school level to activities that are related to instructional improvement, such as collaboration among teachers on the analysis of instructional practice as well as mentoring and professional development (Darling Hammond & Rothman 2011, Darling-Hammond 2010, Levin 2008). In addition, these systems tend to devote a smaller share of teachers' time to actual contact time with students than other systems do, and a larger share to teacher collaboration, on-site professional development, and research on the effectiveness of various teaching strategies. Japan, for example, devotes about 40 percent of teachers' working time to this type of activities, while Ontario currently devotes 30 percent (Darling Hammond & Rothman 2011).

**Figure 2. Teachers' official tasks related to school improvement**

| | Macedonia | Japan | Shanghai | Singapore |
|---|---|---|---|---|
| Mentor peers | ✓ | ✓ | | ✓ |
| Collaborate on school plan | ✓ | ✓ | ✓ | ✓ |
| Design the curriculum | ✓ | ✓ | | ✓ |
| Participate in school evaluation | ✓ | ✓ | | ✓ |

Source: SABER-Teachers data

### Goal 2: Attracting the best into teaching

### Established●●●○

The structure and characteristics of the teaching career can make it more or less attractive for talented individuals to decide to become teachers. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those of well-regarded professions, if compensation and working conditions are adequate, and if there are attractive career opportunities for them to develop as professionals.

SABER-Teachers considers four policy levers that school systems can use to reach this goal: (1) requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities.

**(1) Macedonia, teachers are required to have at least a four-year Bachelor's degree in order to be qualified to teach**. Primary and secondary education teachers in Macedonia receive their initial teacher training in courses taken after 12 years of schooling. Formal requirements to become a primary or secondary school teacher are similar to those in top-performing international education systems. Teachers in Macedonia must pass a formal interview, have a minimum amount of practical professional experience and pass an assessment conducted by a supervisor based on their previous practical professional experience. There are also written exams as part of individual course programs, but there is not one officially mandated final written exam in pedagogical programs. Instead, teachers are required to participate in a one-year internship during their first year of teaching. During the internship, they prepare a research project (case study or essay), and a formal defense of the project.

In Macedonia, both concurrent and consecutive models for teacher training exist, but consecutive models are only available for secondary school teachers. Concurrent programs, programs that teach subject knowledge and pedagogic skills relatively simultaneously, are one pathway to enter the teaching profession for both primary and secondary teachers.

There is also a consecutive model for initial teacher training for secondary school teachers. Consecutive programs allow individuals who have a Bachelor's degree in a discipline other than education to gain a teaching certificate after one semester of study at university. To qualify as a teacher, a candidate must undergo a course of study that includes pedagogy, psychology, teaching methodology in the relevant subject and teaching practice at a school (Minimum 45 days).

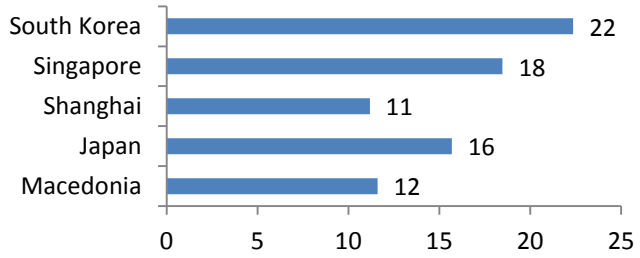
Entry requirements in Macedonia may help attract a large potential pool of candidates for teaching, because there is more than one pathway to enter the teaching profession.

**(2) Teacher pay may not be appealing for talented candidates.** The starting salary for a teacher is 18.000 denars, which is slightly below the national average salary of 21.000 denars. It takes approximately eight years for a teacher to attain the national average salary. By comparison, the starting salary of a public servant with the same level of education as a starting teacher is approximately 16.000 (e.g. Salaries can vary from 12.000 denars as the starting salary for a policeman to the health sectors, where a doctor who has passed the state exam starts at 24.000 denars). In the private sector, the starting salary for a similarly skilled qualified individual with an MAis higher, usually around 20.000 denars (e.g. in Banking).

**(3) Working conditions may be appealing enough to attract talented individuals to the teaching profession.** Working conditions may play an important role in the decision to become a teacher. Talented candidates who have opportunities in other professions may be discouraged from choosing to become teachers if working conditions are too poor. In Macedonia, there are standards for space, equipment, and sanitation. When a new school opens all standards must be achieved, and working conditions are assessed every three years through an external evaluation conducted by the State Education Inspectorate. In more than 60 percent of schools, working conditions meet standards, but working conditions may not be satisfactory in a smaller, rural schools.In situation where the school premises are not satisfactory, the state education inspectors inform the municipality council to take measures. The municipality usually does not give feedback to the state education inspectors about the measures taken. Apart from the external evaluations, the inspectors also act upon complaints filed by students, parents and other educational stakeholders.

Student-teacher ratios, which are another indicator of teacher working conditions, are similar to those in top-performing international education systems. The student-teacher ratio for both primary and secondary education is 11.6:1. It is important to note that there is substantial variation among schools. In urban schools the ration may be as great as 30 students per classroom, where class sizes in rural areas may be very small.

**Figure 3. Student-teacher ratio, primary school**




Source: SABER-Teachers data

**(4) Opportunities for career advancement may be appealing enough to help attract talented individuals to the teaching profession.** Teachers in most education systems are offered opportunities for promotion to principal positions at some point in their careers. In addition to these "vertical" promotions, most high-performing education systems offer teachers the possibility of "horizontal" promotions, to academic positions that allow them to grow professionally as teachers and yet remain closely connected to instruction, instead of moving up to managerial positions (OECD 2012, Darling-Hammond 2010). Policies in Macedonia offer various opportunities for career advancement to teachers. Teachers have the option of applying to either school administration posts (such as school principals) or academic leadership positions. Additionally, promotion opportunities in Macedonia are not officially linked to teacher performance. This is another way of improving career opportunities in the teaching profession for attractive candidates.

## Goal 3: Preparing teachers with useful training and experience

### Advanced ●●●●

Equipping teachers with the skills they need to succeed in the classroom is crucial. Teachers need subject matter and pedagogic knowledge, as well as classroom management skills and lots of teaching practice in order to be successful in the classroom. In addition, preparation puts all teachers on an equal footing, giving them a common framework to improve their practice.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; (2) required classroom experience for all teachers.

**(1) Teacher initial education requirements have the potential to provide prospective teachers with the necessary knowledge and skills to be successful in the classroom.** Virtually all high-performing countries require that teachers have an educational level equivalent to ISCED 5A (a Bachelor's degree), and some systems, such as Finland, require in addition a research-based master's degree (OECD 2011). School teachers in Macedonia go through their teacher initial education at the ISCED5A level and above, attending a practically oriented 4-year Bachelor's degree course.

**(2) Practical classroom experience requirements for novice teachers could be strengthened.** Practical experience is an important factor in teaching quality. The more teachers try out their pedagogical theories, subject-matter knowledge, and classroom management skills, the better prepared they will be for their job. Most high-performing systems require their teacher entrants to have a considerable amount of classroom experience before becoming independent teachers, and some of these systems provide mentoring and support during the first and even second year on the job (Darling-Hammond 2010, Ingersoll 2007). In Macedonia, student teachers for primary and secondary education positions have to develop classroom experience during their teacher initial education program, but the duration of classroom experience varies across teacher training colleges and universities. Mentoring programs are obligatory for new teachers, but these also vary depending on where a teacher obtains his/her degree. The classroom experience required of teacher trainees during initial education is less than twelve months (approximately 230 hours for primary school teachers, and varying widely from 10 hours to 100 hours for

secondary school teachers). Teacher candidates who purse a consecutive model of education, obtaining their BA in a subject area first and then pursing a teaching certification, much have a minimum of 45 days teaching practice. In high-performing systems, programs aimed at facilitating new teachers' transition into teaching for both primary and secondary school teachers are usually longer than 7 months. These programs have the potential to make teachers more effective in the classroom and reduce teacher turnover.

**Figure 4. Required classroom experience, primary school teachers**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| 3 months or less | | | | | ✓ |
| 12 months or less | ✓ | | ✓ | | |
| 12-24 months | | | | ✓ | |
| More than 24 months | | ✓ | | | |

Source: SABER-Teachers data

## Goal 4: Matching teachers' skills with students' needs

## Emerging ●●○○

Ensuring that teachers work in schools where their skills are most needed is important for both equity and efficiency. First, it is a way of ensuring teachers are distributed as efficiently as possible, making sure that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach in critical shortage areas.

**(1) There are mechanisms to ensure that there are not teacher shortages in hard-to-staff schools**. Attracting effective teachers to work in hard-to-staff schools (schools that are in disadvantaged locations or serve underprivileged populations) is a challenge for many countries, and often requires a specific set of incentives. In Macedonia there is a policy for teachers to teach in hard-to-staff schools. Teachers receive a monetary bonus for teaching in these schools (Figure 5). In practice, these bonuses are not large (10 percent of a teacher's salary in schools with the greatest shortages) and may not be appealing enough to attract qualified teachers.

**(2) Macedonia has not identified critical-shortage subjects, and there is no policy does not systematically identify or address critical shortage subjects.** Critical shortage subjects, subjects where there is a shortage of teachers to meet student needs, are present in many education systems, and many systems develop policies and offer incentives for teachers to teach these subjects (e.g. monetary bonuses, subsidized education/scholarships in these subject areas). However, 28% of teachers in primary and lower secondary schools do not meet the minimum standards required for teachers due to the lower level of education (ISCED 5B that was required in the past) or due to teaching subjects he/she is not qualified (usually arts). There is shortage of teachers in rural schools and in Albanian or Turkish language of instruction. These are small rural schools and there are not enough classes to employ full-time teachers for each subject. Even if there are qualified teachers on the labor market they are not interested in working part-time, especially in hard-to-staff school areas.

**Figure 5. Incentives for teachers to teach in hard-to-staff schools**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| Promotion | | | ✓ | | ✓ |
| Higher basic salary | | ✓ | | | |
| Monetary bonus | ✓ | ✓ | ✓ | | |
| Subsidized education | | | ✓ | | |
| Housing support | | ✓ | | | ✓ |

Source: SABER-Teachers data

Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it does have a centrally-managed teacher deployment system that ensures an equitable and efficient distribution of teachers.

## Goal 5: Leading teachers with strong principals

### Emerging ●●○○

The quality of school heads is an important predictor of student learning. Capable principals can act as instructional leaders, providing direction and support to the improvement of instructional practice at the school level. In addition, capable principals can help attract and retain competent teachers.

SABER-Teachers considers two policy levers school systems can use to reach this goal: (1) education system's investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

**(1) In Macedonia, there are programs to support the development of principals' leadership skills, including coursework.** A training program that consists of six modules is compulsory for candidates for principals. These modules include: An introductory module, a module on organizations, managing people in organization, principals as educational leaders, planning and decision making, and law regulation and financing. After completion of each module a candidate prepares seminar paper which is presented in front of the trainer. The Ministry sets up a final exam for the candidates who have successfully completed the training course.

Research from top-performing education systems suggests principals can develop leadership skills through supported work experience or through specific training courses. High-performing systems such as Japan, South Korea, Shanghai, and Singapore require the participation of applicants to principal positions in specific coursework and/or a specialized internship or mentoring program aimed at developing essential leadership skills (OECD, 2012; Darling-Hammond 2010).

To become a school principal in Macedonia, an applicant must have a minimum of 5 years of teaching experience and at least a four-year Bachelor's degree. There are currently no training mechanisms beyond the six-module course to ensure that applicants to principal positions can develop the necessary skills to act as instructional leaders, such as participation in a mentoring or internship program.

There is no policy to evaluate principal performance and principals' performance is not rewarded with incentives or bonuses. Research suggests that improving principal performance can both enhance teacher quality and lead to better outcomes in student achievement. Principals in most education systems play a critical role, and are the local point of contact for most teachers seeking guidance in their day-to-day work. Most high-performing education systems have mechanisms in place to ensure accountability and to evaluate the performance of principals.

**(2) Principals in Macedonia are explicitly expected to monitor teacher performance and to provide support and guidance to teachers for the improvement of instructional practice.** Once education systems get talented candidates to become principals, they need to structure their time to focus on improving instruction (OECD 2012, Barber & Mourshed 2007). High-performing education systems such as Finland, Ontario, and Singapore think of their principals as instructional leaders. Principals are expected to be knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. They evaluate teachers, provide feedback, assess the school's needs for professional development, and direct instructional resources where they are most needed (Darling-Hammond & Rothman 2011).

In Macedonia, principals are expected to hire and dismiss teachers, assess teachers' performance, evaluate the overall school's performance, manage the schools budget, represent the school, respond to subnational and local authorities, and maintain student discipline. Many of the tasks that are expected from principals in Macedonia are aligned with instructional leadership tasks that research suggests are associated with high student performance, though their administrative load may be especially burdensome and may detract from their ability to manage teachers effectively.

**Figure 6. Mechanisms to support the development of principals' leadership skills**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| Courses or other training requirements | ✓ | | ✓ | ✓ | ✓ |
| Mentoring or internship program | | ✓ | | ✓ | |

Source: SABER-Teachers data

## Goal 6: Monitoring teaching and learning

## Established ●●●○

Assessing how well teachers are teaching and whether students are learning or not is essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good practices which can be shared across the system to improve school performance.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

**(1) In Macedonia, there are systems in place to assess student learning in order to inform teaching and policy.** All high-performing education systems ensure that there is enough student data to inform teaching and policy, but they do so in very different ways. Regardless of the mechanism they decide to follow, high-performing systems ensure that three main functions are fulfilled: (1) There is a system to collect relevant and complete data on student achievement regularly;(2) There is a mechanism for public authorities to have access to these data so that they can use it to inform policy; and (3) There is a mechanism to feed these data and relevant analyses back to the school level, so that teachers can use it to inform the improvement of instructional practice. In Macedonia, principals receive assessment data that compare their school's performance with national averages. National data are publicly available. However, because the law does not stipulate that data collected from these assessments be comparable year on year, it may not be possible to look at time trends and changes in school performance.

In Macedonia, there are sample-based national student assessments after completion of grades 4 and 8 (for children ages 10 and 14), but it is was last implemented in the year 2006. There are also external assessments of students in all grades each year (ages 10-18). Each student is assessed in two subjects. It is planned this year results to be used for teacher assessment and to impact teachers' salaries from year 2014. All students are required to take and pass a national exam, the State Matura, to graduate. Macedonia also participates in international assessments (PISA, TIMSS, and PIRLS). Despite the opportunity to connect the results of national assessments to teacher performance, results of these exams do not have any impact on teacher evaluation or salary.

**(2) There are systems in place, both internal and external evaluations, to monitor teacher performance**. In Macedonia, national authorities monitor teacher performance and track teachers over time through an assigned personal identification number. One-third of teachers are externally evaluated each year, so that each teacher gets evaluated once every three years. Teachers keep portfolios, which are the basis for evaluation. There is a book of rules that is used by state educational inspectors to assess the fulfillment of

teachers' duties regulated in the laws for education. It contains standards against which a teacher portfolio is assessed. The laws for primary and secondary education prescribe that the external evaluation will influence the teacher salaries and that after three unsatisfactory results a teacher will be dismissed. In practice, this policy is not enforced. Principals are also involved in internally monitoring teacher performance. These internal evaluations include mandatory classroom observation. In addition to internal and external evaluations, school management staff are monitoring and assessing the teachers' performance but there is no official performance evaluation process in place.

**(3) According to policy, the criteria used to evaluate teacher performance focus heavily on criteria that have been found in research influence student achievement (Figure 7).** Research suggests that no single method of evaluating teacher performance is failsafe. Most high-performing systems conduct teacher evaluations using a multiplicity of mechanisms of data collection and varied criteria for assessment. Furthermore, research has shown that a balance of different criteria—such as a combination of a student achievement results, classroom observations and feedback from student survey results—might be more effective. Many top-performing education systems define explicit criteria for assessing teacher performance. Figure 7, for instance, highlights some of these criteria.

**Figure 7. Criteria to evaluate teacher performance**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| Subject matter knowledge | | ✓ | | ✓ | ✓ |
| Teaching methods | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student assessment methods | ✓ | ✓ | ✓ | ✓ | ✓ |
| Students' academic achievement | ✓ | | ✓ | | |

Source: SABER-Teachers data

## Goal 7: Supporting teachers to improve instruction

### Established●●●○

Support systems are necessary to help improve instruction at the school level. In order to constantly improve instructional practice, teachers and schools need to be able to analyze specific challenges they face in classroom teaching, have access to information on best practices to address these challenges, and receive specific external support tailored to their needs.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of opportunities for teacher professional development; (2) teacher professional development activities that are collaborative and focused on instructional improvement; (3) making sure teacher professional development is assigned based on perceived needs.

**(1) Teachers are required to participate in teacher professional development, but there are no specific requirements as to the duration or intensity of the training.** In Macedonia, participating in professional development is a requisite to stay in the profession as well as a requisite for promotions. In addition, in order to advance from one rank to another in the teacher career ladder, teachers are required to have participated in professional development seminars or workshops according to their rank. Teacher professional development is provided free of charge.

**(2) Teacher professional development includes activities that have been found by research to be associated with instructional improvement.** Research suggests that effective teacher professional development is collaborative and provides opportunities for the in-school analysis of instructional practice, as opposed to being limited to one-time workshops or conferences. As mentioned earlier, high-performing education systems like Japan and Ontario devote as much as 30 per cent of school time to professional development and instructional improvement activities. Some of these include observation visits to other schools, participation in teacher or school networks as well as opportunities to

engage in research, mentoring or coaching. All such opportunities exist in Macedonia.

**(3) Teacher professional development is formally assigned based on perceived needs**. When teachers perform poorly on external evaluations, they may be assigned to participate in professional development activities. Assigning professional development to teachers, or connecting them with a supervisor or mentor, when they score low on performance evaluations is one way of potentially improving instructional practice. Teacher professional development can be targeted to meet the needs of specific teachers.

**Figure 8.Types of professional development**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| Observation visits | ✓ | ✓ | ✓ | ✓ | |
| Teacher networks | ✓ | ✓ | ✓ | ✓ | |
| School networks | ✓ | ✓ | ✓ | ✓ | |
| Research | ✓ | ✓ | | ✓ | |
| Mentoring/coaching | ✓ | ✓ | ✓ | ✓ | |

Source: SABER-Teachers data

## Goal 8: Motivating teachers to perform

## Emerging●●○○

Adequate mechanisms to motivate teachers are a way for school systems to signal their seriousness in achieving education goals, make the teaching career attractive to competent individuals, and reward good performance while ensuring accountability.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) linking career opportunities to teachers' performance; (2) having mechanisms to hold teachers accountable; (3) linking teacher compensation to performance.

**(1) In Macedonia promotion opportunities are not linked to performance on the job.** There is no official mandatory probation period for teachers before they are granted open-ended appointments, and official policy does not stipulate that performance on the job factors into whether teachers receive this type of appointment. But although probation periods are not mandatory, there is a practice of having them at the school level, and principals have discretion over whether to renew a teacher's contract or not.

**(2) There are mechanisms in place to hold teachers accountable.** Requiring teachers to meet some standards to remain in the teaching profession can facilitate the removal of ineffective teachers. In Macedonia, teacher performance is evaluated annually, and there are official mechanisms to address cases of misconduct, child abuse, absenteeism and poor performance. However, in practice, the dismissal rate is very low— less than 1 percent per annum, according to unofficial data sources.

**(3) Teacher compensation is linked to performance.** Performance reviews in Macedonia do not carry salary implications, but high-performing teachers do receive monetary bonuses for good individual performance in some municipalities. Such pecuniary rewards can be effective tools for improving teacher performance, assuming that there is a valid and well-accepted system of performance evaluation is in place.

**Figure 9. Incentives for high performance**

| | Macedonia | Japan | Shanghai | Singapore | South Korea |
|---|---|---|---|---|---|
| Individual monetary bonus | ✓ | | ✓ | ✓ | ✓ |
| School-level bonus | | | ✓ | | ✓ |

Source: SABER-Teachers data

## Policy Options

This SABER country report has offered a snapshot of Macedonia's key policies on teachers and how they compare with those of top global performers in education. Building on that diagnosis, this section offers some options for further strengthening the teacher policy framework.

### Goal 1: Setting clear expectations for teachers

There are clear expectations for what students should learn and what teachers are supposed to do. Teachers' official duties involve both teaching and nonteaching tasks related to instructional improvement.

- Set expectations for what percentage of teachers' working time should be dedicated to teaching and what percentage should be used for other necessary activities that may contribute to instructional improvement.

### Goal 2: Attracting the best into teaching

Entry requirements, working conditions, and career advancement opportunities may be appealing for talented candidates. However, teacher pay may not be appealing signaling teaching as a low-status profession.

- Ensure teachers get competitive pay, especially at the entry-level.
- Ensure teacher performance is one of the criteria used for teacher promotion and career advancement. For example, vertical and horizontal promotions could be based on merit, not tenure (relax the years of teaching experience requirement for promotions, so that high performing teachers have the opportunity for career advancement).

### Goal 3: Preparing teachers with useful training and experience

Current teacher initial education systems may be suited to ensure good quality teachers. Beginning teachers have opportunities to develop practical teaching skills.

- Teacher preparation could include more experience in the classroom. The more teachers are able to try out their pedagogical theories, subject matter knowledge, and classroom management skills on students, the better prepared they will be for their careers.

### Goal 4: Matching teachers' skills with students' needs

There are official systems in place to address teacher shortages in hard-to-staff schools, but not to attract teachers in critical-shortage subject areas.

- Develop a system for identifying critical shortage subjects at the regional level, and by language of instruction.
- Reconsider existing incentives for working in hard-to-staff schools and ensure that they are appealing to teachers.

### Goal 5: Leading teachers with strong principals

Principals are expected to monitor teacher performance and provide support to teachers to improve instructional practice, but their performance is not rewarded. At present there are training courses for new principals, but no mentorships or guidance to ensure that new principals have the necessary skills to act as instructional leaders and successful managers.

- Principal performance in Macedonia could be further enhanced by providing principals with an obligatory mentorship program and/or specific coursework to promote leadership skills.
- Initiate a system for evaluating principal performance and ensure student and teacher outcomes are factored into principal performance reviews.
- Conduct a needs assessment to understand what are the specific needs and issues principals face in their work.

### Goal 6: Monitoring teaching and learning

There are systems in place to assess student learning in order to inform teaching and policy. Teacher performance is evaluated every three years using criteria that assess effective teaching.

- Ensure that student achievement data collected are comparable year-on-year, so that it becomes possible to evaluate teacher and school performance over time.

## Goal 7: Supporting teachers to improve instruction

There are opportunities for teacher professional development, but requirements for teachers (e.g. the number of days for professional development) are not specified.

- Continue to require that primary and secondary school teachers participate in professional development activities each year. Research suggests that effective teacher professional development is collaborative and provides opportunities for the analysis of instructional practice, as opposed to one-time workshops or conferences.
- Focus more on ensuring the quality rather than quantity of professional development activities.
- Ensure there is a regular budget for professional development activities.

## Goal 8: Motivating teachers to perform

There are mechanisms in place to hold teachers accountable. Promotion opportunities are not linked to teacher performance, but high performing teachers do have an opportunity to receive monetary bonuses.

- Improve mechanisms for holding teachers accountable. For example, set requirements for professional development or additional performance evaluations for teachers who underperform and need it.
- Reward high-performing teachers with desirable incentives—monetary or otherwise.
- Link teacher performance reviews to student outcomes.
- Ensure that the results of teacher evaluations and feedback reaches teachers and that evaluations are not simply done pro forma.

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**Official documents**

**LAWS FOR EDUCATION (ЗАКОНИ ЗА ОБРАЗОВАНИЕ)**

Law on primary education (Закон за основното образование) http://www.mon.gov.mk/images/pdf/Zakon%20za%20osnovnoto%20obazovanie%202013.pdf

Law on secondary education (Закон за средното образование) http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanie%20konsolidiran%20Fev%202013.pdf

Law on higher education (Закон за високо образование) http://www.mon.gov.mk/images/pdf/Zakon%20za%20visokoto%20obrazovanie%20konsolidiran%20Fev%202013.pdf

Law for Bureau for development of education (Закон за Бирото за развој на образованието) http://www.mon.gov.mk/images/pdf/Zakon%20za%20Biroto%20za%20razvoj%20na%20obrazovanieto.pdf

Law on Vocational Education and Training (Закон за Стручно образование и обука) http://www.mon.gov.mk/images/pdf/Zakon%20za%20struchnoto%20obrazovanie%20i%20obuka%202013.pdf

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Law on State Examination Centre (Закон за Државниот испитен центар) http://www.mon.gov.mk/images/pdf/Zakon%20za%20Drzavniot%20ispiten%20centar.pdf

LAW FOR ORGANIZATION AND OPERATION OF THE STATE ADMINISTRATION
(ЗАКОН ЗА ОРГАНИЗАЦИЈА И РАБОТА НА ОРГАНИТЕ НА ДРЖАВНАТА УПРАВА) https://ener.gov.mk/files/propisi_files/documents/371_1123861591%D0%A2%D0%B5%D0%BA%D1%81%D1%82%20%D0%BD%D0%B0%20%D0%BF%D1%80%D0%BE%D0%BF%D0%B8%D1%81%D0%BE%D1%82_%D0%97%D0%B0%D0%BA%D0%BE%D0%BD%20%D0%B7%D0%B0%20%D0%BE%D1%80%D0%B3%D0%B0%D0%BD%D0%B8%D0%B7%D0%B0%D1%86%D0%B8%D1%98%D0%B0%20%D0%B8%20%D1%80%D0%B0%D0%B1%D0%BE%D1%82%D0%B0%20%D0%BD.pdf

**COLLECTIVE AGREEMENTS (КОЛЕКТИВНИ ДОГОВОРИ)**

Collective agreement for primary education, general provisions (Колективен договор за основното образование во РМ општи одредби) http://www.sonk.org.mk/documents/Kol_dog_%20za_osnovno_12_2008.pdf http://www.slvesnik.com.mk/Issues/0942F1658050174D94D2C36571EF9B39.pdf

Collective agreement for secondary education, general provisions Колективен договор за средното образование во РМ општи одредби http://www.sonk.org.mk/documents/Kol_dog_za_sredno_%2012_2008.pdf http://www.slvesnik.com.mk/Issues/0942F1658050174D94D2C36571EF9B39.pdf

Agreement on the minimum wage in primary education

Спогодба за најниска плата во основното образование
http://www.sonk.org.mk/documents/spogodba_najniska_plata_osnovno_obr_30.1.2009.pdf

Agreement on the minimum wage in secondary education
Спогодба за најниска плата во средното образование
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LABOR LAW (ЗАКОН ЗА РАБОТНИ ОДНОСИ)
http://mtsp.gov.mk/WBStorage/Files/zro_konsolidiran.pdf

LAW ON HEALTH INSURANCE (ЗАКОН ЗА ЗДРАВСТВЕНОТО ОСИГУРУВАЊЕ)
https://ener.gov.mk/files/propisi_files/documents/48_%D0%97%D0%B0%D0%BA%D0%BE%D0%BD%20%D0%B7%D0%B0%20%D0%B7%D0%B4%D1%80%D0%B0%D0%B2%D1%81%D1%82%D0%B2%D0%B5%D0%BD%D0%BE%D1%82%D0%BE%20%D0%BE%D1%81%D0%B8%D0%B3%D1%83%D1%80%D1%83%D0%B2%D0%B0%D1%9A%D0%B5%20-%20%D0%BF%D1%80%D0%B5%D1%87%D0%B8%D1%81%D1%82%D0%B5%D0%BD%20%D1%82%D0%B5%D0%BA.doc

LAW ON PENSION AND DISABILITY INSURANCE
(ЗАКОН ЗА ПЕНЗИСКОТО И ИНВАЛИДСКОТО ОСИГУРУВАЊЕ)
http://www.mtsp.gov.mk/WBStorage/Files/zpio_precisten.pdf
Law on Local Self - Government (ЗАКОН ЗА ЛОКАЛНА САМОУПРАВА)
https://ener.gov.mk/files/propisi_files/documents/549_%D0%97%D0%B0%D0%BA%D0%BE%D0%BD%20%D0%B7%D0%B0%20%D0%BB%D0%BE%D0%BA%D0%B0%D0%BB%D0%BD%D0%B0%D1%82%D0%B0%20%D1%81%D0%B0%D0%BC%D0%BE%D1%83%D0%BF%D1%80%D0%B0%D0%B2%D0%B0.pdf

Law on the City of Skopje (ЗАКОН ЗА ГРАДОТ СКОПЈЕ)
https://ener.gov.mk/Default.aspx?item=pub_regulation&subitem=view&itemid=eXqbCXPfRzN8g1+yREKVbg==

JURISDICTION OF THE STATE SANITARY AND HEALTH INSPECTORATE
(НАДЛЕЖНОСТИ НА ДРЖАВНИОТ САНИТАРЕН И ЗДРАВСТВЕН ИНСПЕКТОРАТ)
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NATIONAL CURRICULA
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National Curricula for Primary Education
(Наставни програми за основно образование)
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The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of teacher policies.

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