



**Teacher Professional and
Career Development Project**



**MACEDONIAN
CIVIC
EDUCATION
CENTER**

QUARTERLY PROGRAM PERFORMANCE REPORT

January 1, 2014 – March 31, 2014

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

Submitted by:

Macedonian Civic Education Centre (MCEC)

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TABLE OF CONTENTS

1. BACKGROUND.....	4
2. PROGRESS TOWARDS OBJECTIVES	5
3. Project UPDATE.....	6
3.1 Key Project Personnel Positions	6
3.2 Other Project Staff.....	6
4. PROJECT ACTIVITIES	6
4.1 Crosscutting Activities	6
4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM	9
4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES.....	9
4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES.....	10
5. LESSONS LEARNT	12
6. Activities for the next reporting period.....	13
LIST OF ANNEXES.....	14
Annex 1: Report on Stakeholders’ Seminar and Capacity Building Activities for the MCEC’s TPCD Team	
Annex 2: Report on the public debate on Draft Standards for Teacher-Mentor and Teacher-Advisor	

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
ZELS	Association of the Units of Local-Self Government of the Republic of Macedonia

MACEDONIAN CIVIC EDUCATION CENTER (MCEC)

USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)

QUARTERLY PROGRAM PERFORMANCE REPORT #5

Cooperative Agreement No:	RFA-165-A-13-00001
Progress Report No:	5
Reporting Period:	January 1, 2014 – March 31, 2014

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 TPCD project goal is to accomplish the following three, mutually dependent and inter-related results¹:

- *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 structures, 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. During Year 2, the Project will finalize the teacher standards, and will start development of catalogue for core professional competencies and standard for student support services. The established working groups will work on improving the mentoring process of novice teachers in schools, establishing an internal school performance assessment of teachers, drafting the procedures and developing instruments for teacher career advancement. Along this, the Project will work on legal regulation of the developed products in the adequate laws.

The TPCD system will be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation², targeted professional development and continued support to

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: Component 1 - 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.

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.

2. PROGRESS TOWARDS OBJECTIVES

During the reporting period the following was accomplished:

Crosscutting Activities:

- Key education stakeholders actively involved in planning the project activities;
- Online public debate on standards for teacher-mentor and teacher-advisor organized for primary and secondary schools;
- An article on the findings and recommendations outlined in the *Policy and Practice Analysis of the Teacher Professional and Career Development in the Republic of Macedonia* published in the scientific journal *Prosvetno Delo*;
- Collaboration established with OSCE representatives and new competencies included in the teacher standards for teachers who are mentors to students from Teacher Training faculties;
- Collaboration established with USAID Youth and Employability Skills Network (YES Network) Project related to incorporating specific competencies for teachers in the vocational and education and training schools in the Catalogue for Teacher Core Professional Competencies and Standards for Teacher-mentor and Teacher-advisor;
- Annual Work Plan for 2014 approved by USAID and sub-contract renewed with the partner organization Step by Step for implementing activities under Component 3 of the TPCD project;
- Financial audit carried out by an independent auditing house for the period between December 7 and 31, 2012.

Component One, Comprehensive Legal System:

- On-going discussions with the Ministry of Education and Science (MoES) regarding the regulation of teacher competencies in the draft *Law on State Exam for Novice Teachers*;
- On-going discussions with the National Examination Center (NEC) director on the draft *Law on Training and Examination of Primary and Secondary School Directors* and the possibility of developing specific core professional competencies for directors.

Component Two, Enhance Financial Schemes:

- A survey on the financial capacities and the role of municipalities in ensuring quality of education conducted;
- Data gathered on the professional development opportunity provided to teachers by different projects and institutions;
- Financial scenario including yearly budget implications for advancing of teachers in career for the upcoming three years developed.

Component Three, Standards for Teacher Competencies:

- International Education Consultant hired and capacity building seminars for project staff and stakeholders conducted;
- Teacher Core professional competencies and standards finalized;
- Draft catalogue of student support services core professional competencies developed;
- On-going development of the standards for student support services;
- Working groups for: 1) improving the mentoring process of novice teachers, 2) developing instruments for career advancement, and 3) establishing the process of internal school performance evaluation of teachers and professional development needs identification established.

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 BDE and other relevant institutions

Maintaining high level of cooperation with key education stakeholders is essential to establishing a teacher professional and career development system that takes into consideration the capacities, expectations and enthusiasm of all involved. The project used different mechanisms to involve representatives of the key education institutions in the project. Meetings were held with BDE management staff which ensured timely planning of activities and smooth implementation of project activities. Regular e-mail correspondence was maintained with all stakeholders during this reporting period. So far, the project is very satisfied with the level of responsiveness and cooperation on behalf of all institutions.

In the period between January 31 and February 2, the project organized a workshop with representatives from USIAD, MoES, BDE, SEI, NEC, VET Center and MCEC. During the workshop the project team introduced the participants to the world trends and challenges that different countries face in their efforts to improve the capacities of teachers. In addition, the president of the working group, Ms. Silvana Veteroska from BDE introduced the participants to the teacher competencies and standards, including their role in professional development of teachers. One of the sessions was dedicated to the ways of regulating the teacher competencies and standards in the existing education laws. Furthermore, this workshop provided an excellent opportunity for identifying possible solutions about the different aspects of TPCD and for planning the stakeholders support in implementation of future project activities and confirmed that the project's Annual Work Plan was comprehensive, realistic, and well-targeted.

In order to build the stakeholders capacities a senior education consultant from UK was hired through a competitive selection process. The team identified and invited seven (7) distinguished consultants in the field of education to provide support in improving the teacher professional development and setting up the teacher career advancement in Macedonia. The review process took into consideration the knowledge and experience of Mr. Frank Crawford, and he was selected to support the project. He is an eminent professional from Scotland in the field of education with over 40 years of experience. Apart from providing capacity building workshops, he will also provide an on-line support to the project within this current year.

During this quarter, Mr. Crawford held an in-house capacity building training for the project team and a two-day capacity building workshop for the key education stakeholders on February 21 and 22, 2014. At the workshop called *Challenges and possible solutions to the system for teacher professional and career development*, participated in total 36 representatives from USAID, MoES, BDE, SEI, NEC and VET Center, the Union for Education and members of the working groups. For more information on the workshops please refer to **Annex 1** for the Report on *Stakeholders' Seminar and Capacity Building Activities for the MCEC's TPCD Team* prepared by the consultant.

Steering Committee Activities

Due to the change in the management of NEC, the Steering Committee list of members was amended accordingly. Ms. Mirushe Ameti was appointed as a new director, and hence, she will be presenting the viewpoint of NEC in the upcoming Steering Committee meetings.

Following the capacity building workshop delivered by the international consultant Frank Crawford, the project team identified the need for setting strategic directions for developing the system by producing a strategic document that clearly describes how the system should be organized. The document will be given to the Steering Committee members for review, input and adoption in order to ensure that all education institutions which have a stake in the system are in agreement with the proposed model of TPCD. For this purpose, the project team in cooperation with BDE worked on developing a proposal that will be shared with members of the Steering Committee.

The draft model of the TPCD system considered the utilization of the teacher competences in the professional development of teachers. One of the challenges that the project together with BDE is trying to resolve is the internal school teacher performance evaluation, especially having in mind the current school directors' capacities. The other issue is to ensure an objective career advancement process, having in mind that according to the existing laws, the advancement process from teacher to teacher mentor should be administered on a school level. In the upcoming period the project and BDE will continue to search for most appropriate solutions that will be outlined in the strategic document to be presented to the Steering Committee members. The adoption of the strategic document will contribute to an aligned approach of all working groups in creating consistent solutions related to the different parts in the system.

Meetings, debates and roundtable discussions

An online public debate on the developed standards for teacher-mentors and teacher-advisors was conducted in the period between January 15 and February 21, 2014. During this period the schools had an opportunity to review the standards and give their opinion. Although the schools were contacted twice during this period and reminded to send their comments, in addition to extending the submission deadline for one week, the total number of schools that submitted comments was lower than 10% (for more information, please refer to section 4.4.2 *Developing Teacher Standards* and to section on *Lessons Learnt* for steps that the project will undertake to overcome these obstacles).

Public relations

In order to increase the visibility of the project and to increase the awareness of activities and products developed, the project contacted the scientific journal *Prosvetno Delo*. This journal publishes texts related to education and it was agreed with the editors to write an article on the findings and recommendations outlined in the *Policy and Practice Analysis of the Teacher Professional and Career Development in the Republic of Macedonia*. The article was well accepted by the editing committee and it was published in the first edition of the journal in February 2014.

Furthermore, an article was published on the BDE website related to the workshop with stakeholders held in January. Please visit the following link <http://bro.gov.mk/?q=mk/rabotna-sredba-USAID>.

In line with the Annual Work Plan, the project team in cooperation with BDE began the development of e-bulletin which will be distributed to all schools and stakeholders in Macedonia. In the first edition of the bulletin the project will inform the public about the project goals and outcomes, the key outcomes of the analysis, the purpose of the teacher competencies and standards, and about the capacity building seminar facilitated by the international consultant.

Collaboration of TPCD with international agencies and USAID projects

During this reporting period, the project was contacted by OSCE representatives as part of their efforts to improve the practical training of students on the Teacher Training faculties. Considering the fact that the teacher competencies cover the teacher's initial education, OSCE requested to review the documents and give suggestions for additional competencies related to teachers who mentor students in schools. The competencies suggested by OSCE representatives were reviewed by the working group and with minor adjustments were accepted as an integral part of the Catalogue of core teacher professional competencies and standards for teacher-mentor and teacher-advisor.

Furthermore, the USAID's Organizational Performance Improvement Project (OPIP) implemented by the consultancy house DETRA, requested a meeting with the Project to discuss the capacities of the VET Center considering their involvement in implementation of project activities. The goal of the meeting was to assess the internal capacities of the VET Center, so that OPIP can focus their activities in the most important and urgent areas that will contribute towards improved performance of the Center.

The project has an ongoing cooperation with the USAID Youth and Employability Skills Network (YES Network) Project related to incorporating specific competencies for teachers in the VET School in the Catalogue for Teacher Core Professional Competencies and Standards for Teacher-mentor and Teacher-advisor. This activity was carried out with a group of VET Center advisors, and the Standard for Training Teachers in Companies developed under the YES Network Project was used as a basis for defining the VET teacher competencies. Furthermore, on the request of the YES Network Project to include the competencies for career counselors in the Catalogue for Student Support Services, the project considered this possibility, but agreed that this will not be possible. That is mainly as a result of the way the Student Support Services competencies are structured. They have general part relevant for the different profiles described in the catalogue in which the career counselors will be difficult to fit in. Therefore, it was recommended that the YES Network Project develops a separate document with career counselor competencies, so that the project can submit them with other competencies for adoption to the Steering Committee, and afterwards embed them in the appropriate legislation.

Project Annual Work Plan for 2014

During this reporting period the Annual Work Plan for 2014 was approved by USAID. Following this, an evaluation was conducted on the support provided by the Foundation for Education and Cultural Initiatives Step by Step (SbS) which focused on evaluating the aspects of cooperation related to 1) the quality of realization of the project working plan, and 2) fulfillment of administrative and financial requests as outlined in the subcontract. The average mark received by the partner organization based on the results from the self-evaluation and the evaluation conducted by the project is 3.75, with 5 being the highest mark. The contract was renewed for the period from January 1 until December 31, 2014 with the partner organization SbS for implementing activities under Component 3 of the TPCD project on February 14, 2014.

Financial Audit for 2012

As per the USAID requirements and in compliance with the Contract Agreement, the auditor's office Grand Thornton conducted an audit on the project finances for the period between December 7 and 31, 2012. All the necessary forms were filled out by the project and the entire documentation was made available to the auditors. The audit report proved that during the period which was a subject to an audit, the project had not any financial transactions because the first transfer of funds was made in January 2013. The auditing house submitted the final report to USAID at the beginning of March 2014.

Inclusion of people with disabilities in project activities

Inclusiveness is one of the key principles in the core teacher professional competencies and standards developed by the project. *Equity, inclusion and social justice* is one of the five values that teachers have to possess. The inclusiveness is also reflected in the description of other values such as: believe that each student can learn and develop, and that nothing else is more important than the students.

Although the teacher competencies for inclusive education could be identified throughout the document, in more detail they are described in the area on Social and Educational Inclusion. This area also emphasizes the necessity of teachers to possess such competencies as a result of our society's determination to ensure equal opportunities to all students.

In addition, the needs for extra support of students with disabilities attending regular schools (not special) are addressed in the development of the competencies and standards for Student Support Staff where the special educator and their role in the school are covered.

Finally, the TPCD Chief of Party is participating in the policy group ensuring coordination of efforts in the field of inclusive education in the Regional Support for Inclusive Education Project funded by the Council of Europe.

4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM

Activity 4.2.1: Draft amendments in the laws to regulate the teacher competencies and standards

The draft *Law on State Exam for Novice Teachers* developed by MoES is one of the legal documents which can serve as basis for regulating the Catalogue of Core Teacher Professional Competencies. Therefore, the project staff and the USAID AOR met with the MoES head of sector for primary and secondary education, Ms. Elena Ivanovska to discuss the possibility of mentioning the Catalogue in the law articles. This suggestion was positively regarded by Ms. Ivanovska, and it was agreed to schedule a separate meeting with representatives from MoES, BDE and the project staff to carefully examine the Law in order to prepare a proposal to the Cabinet of the Minister with possible alterations to the draft law.

In addition, the project and the USAID AOR had a meeting with Ms. Mirushe Ameti, NEC director, regarding the *Law on Training and Examination of Primary and Secondary School Directors*. The law itself calls upon competencies for school directors, however, up to now a document which outlines the competencies has not been developed yet. Therefore, the project offered support to NEC in developing core professional competencies for school directors ensuring at the same time that they are in line with the already developed competencies for teachers and student supports services. The NEC director expressed interest in this activity, but before making the final decision, she would like to discuss this question with her staff and also check the status of the Law with MoES.

4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES

Activity 4.3.1: Developing financial scenario for teacher professional development

Starting December 2013 until the end of January 2014, the TPCD project team conducted a survey on the financial capacities and the role of municipalities in ensuring quality of education. The questionnaire consisted of 11 open ended questions with space for municipalities to express their opinion and to give recommendations for improving the professional development of teachers. Out of 81 municipalities, half of them responded to the questionnaire (40 municipalities). The survey report represents a compilation of the factual data received through the questionnaires. The data will be shared with the Education Commission of ZELS, in order to determine whether the municipalities could bear a portion of the costs for teacher professional development.

The project team started gathering data from projects and institutions which have provided teacher trainings including information from MCEC databases, BDE, USAID Secondary Education Activity Project, USAID Primary Education Project, and the Education Modernization Project that was funded by the Dutch Embassy and the World Bank. The purpose of the review is to identify the type, title, and average training days on school and municipality level. Different financial scenarios will be developed, that take into consideration the professional development needs and the available funds on national, local government level, schools and teachers.

Activity 4.3.2: Developing financial scenario for teacher career advancement

As part of the capacity building seminar, Mr. Crawford developed and presented a model for teacher career advancement providing forecasts on the number of teachers and budget implications in the next 15 years. The model was based on the criteria set in the education laws which limits the number of teachers who can advance in career i.e. two teachers per small schools (up to 50 teachers) and three teachers per large schools (above 50 teachers). Through this model it became evident that staff from small schools will reach their maximum number of teacher-mentors and teacher-advisors much sooner than in large schools. This tackles the principle of fairness, motivation and opportunities offered to teachers who will be able to acquire the competences and standards.

The project further extended this model by separating schools based on the following criteria: primary and secondary, rural/urban, number of pupils and teachers. This model proved that the existing division on small and large schools is not balanced well as around 30% of schools belong to this category. This information was shared with the MoES head of sector who agreed that different set of criteria need to be developed.

4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES

Activity 4.4.1: Expert Group

In accordance with the Annual Working Plan, the project team established working groups for: 1) improving the mentoring process of novice teachers, 2) developing instruments for career advancement, and 3) establishing the process of internal school performance of teachers and professional development. For each working group, local experts were identified and a request for approval was submitted to USAID. The approval was received on March 30, 2014, and during the next quarter the project will gather the local experts in the different working groups to start the development of the expected project deliverables.

Activity 4.4.2: Develop Teacher Standards

Standards for teacher-mentor and teacher-advisor present the foundation of the system for career advancement of teachers. Thus, the different working groups will be required to use them in the process of developing guidance for implementing the mentoring process for novice-teachers, guidance for planning the professional development and internal performance evaluation of teachers, instruments and procedures for assessing teachers to progress in career.

During this quarter the draft standards for teacher-mentor and teacher-advisor were finalized. In January 2014, TPCD project organized an on-line public debate on the developed standards. Thus, a formal invitation was issued by the BDE Director to all primary and secondary schools to send their comments and suggestions related to the standards in the period between January 15 and February 21, 2014. The standards were also posted on five professional Facebook groups with a total of 9000 members. Through this, the project tried to ensure transparent, open and inclusive process in developing the teacher standards. However, despite all efforts, only 42 schools (37 primary and 5 secondary schools), which present 9% of the total number of schools sent their comments and suggestions. This issue was discussed and the project is planning to introduce other mechanisms in order to obtain as

much as possible the feedback from schools. For more details please refer to section 6 on *Lessons Learnt*.

Most participants in an online public debate were very satisfied to have the opportunity to give input in finalizing the standards. They are in favor of the proposed standards and consider that all areas and responsibilities for the position of teacher-mentor and teacher-advisor are incorporated. The most common general observation is that the standards are set very high and all teachers will not be able to achieve them. Suggestions for deletion, re-defining, supplementing the competencies related to the following two areas: Knowledge of the subjects matter and the educational system, and Teaching and Learning. Number of comments (15) did not apply to the content of the standards, but presented concerns related to the implementation of the process for career advancement. The working group thoroughly reviewed the received feedback and accepted and incorporated all valid comments. Please refer to **Annex 2** for the Report on the Online Public Debate on Draft Standards for Teacher-Mentor and Teacher-Advisor.

Activity 4.4.3: Develop Competencies and Standards for Student Support Services

The development of Catalogue of Core Professional Competencies for Student Support Services (pedagogue, psychologist, sociologist, social worker, and special educator) began end of 2013. During the process of drafting the competencies the working decided, in addition to describing the common competencies for all profiles of student support services, to also identify and describe specific competencies. As a result, the first draft of the document was very lengthy. This issue remained opened during the entire time, and the working group constantly made efforts to create a more concise document. However, the general point of view by the members of the working group was that the document should be more detailed, as it will primarily serve to better prepare the new staff that will join the student supports services in the school. An additional justification is the fact that during the initial education only pedagogues are trained to work in schools, whereas the remaining professionals who are part of student support services team have very little practical experience in schools.

Prior to opening a public debate on the competencies, the draft version of the document was informally shared with few experienced professionals in schools to see their initial reaction. The received feedback was very positive, and one of the school psychologists from a primary school in Skopje said *'After so many years working in education I feel proud to be a school psychologist. The document is excellent, and for the first time there is a distinction between the competencies and responsibilities of different profiles of student support services...'*

The draft version of the student support services core professional competencies will firstly be forwarded to the teacher training faculties to education institutes that train pedagogues, psychologists, sociologists, social workers and special educators for review. Upon receiving their feedback and developing the standards, the project will organize a broader public discussion that will include professional associations and schools.

Activity 4.4.4: Develop procedures, tools and instruments for teacher career advancement

Developing procedures and instruments which will enable efficient implementation of the teacher career advancement system is one of the most challenging assignments. This is mainly due to the fact that the education system in Macedonia currently has many different, not well connected, but legally prescribed elements that MoES requires to be considered in the development of the career advancement system. Furthermore, there is very limited experience and expertise in the country related to teacher career advancement. Nonetheless, the project identified good local experts and established the working group that will be responsible to undertake this task. As described in the section under 4.1: *Cross Cutting Activities*, the Senior Education Consultant Mr. Frank Crawford was hired to strengthen the capacities of the working group members and to assist the team through an on-line support during the process of developing these documents. At the capacity building seminar, Mr.

Crawford brought materials from Scotland and Australia and organized a session dedicated to the instruments which could be modified and developed for the purpose of career advancement. In the upcoming period the consultant will identify additional useful materials, instruments and examples to be used by the working group.

Activity 4.4.5: Draft guidelines for assessing the achievement of teacher competencies and standards

During this reporting period, the working group for establishing the processes and developing tools for internal school performance assessment of teachers was established. Mr. Crawford identified and shared with the team number of selected documents to support the work of this group. In addition, he advised the project that in order to ensure an ongoing process of professional development, the teachers should be able to select a limited number of competencies based on which they will develop a professional development plan to guide their professional development activities (trainings, seminars, projects, action research).

This group will start the work in the next quarter and will have to closely cooperate with the working group responsible for developing procedures, tools and instruments for teacher career advancement.

Activity 4.4.6: Draft guidelines for mentoring program and the process of conducting mentorship

The Policy and Practice Analysis of the Teacher Professional and Career Development highlighted the need for strengthening the mentoring process of the novice teachers. Currently, the mentoring process of novice teachers in the schools, it is not implemented properly which has direct impact on the quality of the new teachers in schools, and subsequently reflects negatively on the students achievements. The work of this group will have to be coordinated with MoES efforts to improve the examination process of novice teachers as outlined in the draft *Law on State Exam for Novice Teachers*.

5. LESSONS LEARNT

Organizing online public debates.

The public debates on teacher core professional competencies and on teachers standards were conducted separately, one in August 2013 and the other in January 2014. This created misunderstanding among teachers about the purpose and the relation of both documents, which also reflected on the small number of comments and suggestions from schools. Thus, it was decided the public debate for student support services core professional competencies and standards to be conducted at the same time. In order to ensure greater participation of professionals, in addition to seeking school's opinion, regional round table discussions will be organized with staff from student support services and professional associations.

Ensuring compliance of initiatives related to TPCD.

In the past period, MoES undertook several activities related to improving parts of the TPCD system, such as amendments in the regulation for passing the state exam for novice teachers, and amendments in the regulation related to continuous professional development and examination of school directors. However, insufficient attention is paid to preparation for the state exam i.e. to the initial period of work of a novice teacher that is working under mentorship, which is one of the areas that the project is focusing on. As a result, better coordination between MoES and the project needs to be established. Therefore, the project will include a representatives from MoES with a decision making power to ensure alignment and compliance of different TPCD initiatives taken by MoES and the project.

6. ACTIVITIES FOR THE NEXT REPORTING PERIOD

6.1 Crosscutting Activities

- Present the Catalogue of teacher core professional competencies to Teacher Training Faculties in Bitola, Skopje and Tetovo in order to initiate a process of considering the competencies in the study programs for educating future teachers;
- Setting the strategic directions for building the TPCD system and describing the integral parts of the system including the roles and responsibilities of the different actors;
- Organize a Steering Committee meeting to adopt the strategic direction document, and to approve the Catalogue of teacher core professional competencies and standards for teacher-mentor and teacher-advisor.
- Organize a broader public debate with schools to solicit their opinion about the Catalogue of core professional competencies and standards for students support services;
- Organize regional round table discussions with staff from student support services in schools and professional associations to gather their opinion on the draft competencies and standards;
- Organize a round table discussion with faculties which educate workforce for student support services;
- Finalize and share the project bulleting with partners, stakeholders and all primary and secondary schools in the country;
- Hire an independent audit house to conduct a financial audit for the period between January 1 and December 31, 2013.

6.2 Component One: Comprehensive Legal System

- Organize a meeting with the representatives from MoES and BDE to discuss the possibility of regulating the teacher competencies in the Law on State Exam for Novice Teachers and draft an opinion to be submitted to the Minister of MoES Cabinet;
- Follow up with the NEC director on the *Law on Training and Examination of Primary and Secondary School Directors* and the opportunity to develop core competencies for school directors.

6.3 Component Two: Enhanced Financial Schemes

- Draft a report on the trends in the quality of education on municipality level, by intersection different data (students/teachers ratio, students' achievement on international studies and State Matura, list of attended trainings by teacher's against trends in demography, literacy rate and economic parameters such as unemployment rate, GDP and other) over the period of 10 years;
- On-going work on developing financial scenarios for TCD;
- On-going work on developing financial scenarios for TPD.

6.4 Component Three: Standards for Teacher Competencies

- Finalize the competencies and standards for students support services based on the comments and suggestions from the public debate, the regional round table discussion and the discussion with the faculties;
- Work with the VET Center representatives to incorporate specific competencies for VET Teachers in the standards for teacher-mentor and teacher-advisor;
- Enrich the teacher competencies and standards with entrepreneurial skills to be acquired by teachers;
- Commence the development of guidelines for mentoring novice teachers;
- Commence the development of guidelines for organizing and evaluating professional development of teachers on a school level;
- Commence the development of procedures and instruments for teacher career advancement.

LIST OF ANNEXES

- Annex 1** Report on Stakeholders' Seminar and Capacity Building Activities for the MCEC's TPCD Team
- Annex 2** Report on the public debate on Draft Standards for Teacher-Mentor and Teacher-Advisor