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**Teacher Professional and
Career Development Project**



**MACEDONIAN
CIVIC
EDUCATION
CENTER**

QUARTERLY PROGRAM PERFORMANCE REPORT

April 1, 2016 – June 30, 2016

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

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

**CONTACT PERSON:
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
CPD	Continuing Professional Development
EU	European Union
MCEC	Macedonian Civic Education Center
MoES	Ministry of Education and Science
MoF	Ministry of Finance
NEC	National Examination Center
SEI	State Education Inspectorate
TCD	Teacher Career Development
TPD	Teacher Professional Development
TPCD	Teacher Professional and Career Development
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VET Center	Vocational Education Training Center
WB	World Bank

**MACEDONIAN CIVIC EDUCATION CENTER (MCEC)
USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)
QUARTERLY PROGRAM PERFORMANCE REPORT #14**

Cooperative Agreement No:	RFA-165-A-13-00001
Progress Report No:	14
Reporting Period:	April 1, 2016 – June 30, 2016

1. BACKGROUND

On December 7, 2012 the Macedonian Civic Education Center (MCEC) signed the Cooperative Agreement with USAID to implement USAID's Teacher Professional and Career Development Project (TPCD). The Project contributed 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 the improvement of national policies and practices.

The TPCD project aim is to create a comprehensive, transparent, feasible and cost-effective system that will strengthen teacher performance and credibility and improve student achievement levels. MCEC, in partnership with relevant institutions, implemented activities to 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 primary and secondary education to determine and propose changes in order to strengthen the TPCD system.

- *Result 2: Enhanced Financial Schemes*

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

- *Result 3: Standards for Teacher Competencies Developed*

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

During the first year, the Project focused on establishing project structures, defining approaches for collaboration with the 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 the second year, the Project finalized the teacher standards, and developed the Catalogue of Core Professional Competences and Standards for student support staff as well. The established working groups worked on improving the mentoring process of novice teachers in schools, establishing the mechanisms and processes for in-school continuous

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.

performance monitoring for the purpose of professional development and assessment² of teacher performance* for the purpose of career advancement, and piloted the developed procedures and instruments for teacher and student support staff career advancement. Along this, the Project worked on drafting legal regulations that will embed the developed products in all the adequate laws.

Subsequently, the project was extended for an additional year at no additional cost and in close cooperation with the Bureau for Development of Education (BDE) developed a new annual plan of activities. During the extension period, the main activities focused on piloting the processes for career advancement of education staff. Based on the results and findings from the piloting process, the proposed procedures and instruments were improved and relevant legal regulations were drafted. In addition, guidelines for all relevant bodies were developed. At the end of the project, 24 informative presentations with representatives from schools were organized in order to familiarize them with the TPCD products and the upcoming novelties in the system.

The TPCD system is based on clear standards of quality teaching, multiple measures for accurate teacher evaluation* for the purpose of career advancement, targeted professional development and continued support to teachers. To achieve this, the project used a participatory approach, which required strong coordination with and contribution from the BDE and other educational institutions.

2. PROGRESS TOWARDS OBJECTIVES

During the reporting period the following was accomplished:

Crosscutting Activities:

- Regular coordination meetings with the representatives from MoES, BDE and other relevant stakeholders organized, in order to finalize the activities planned in the Teacher Professional and Career Development Project;
- Informative meetings with representatives from all primary and secondary schools in the country related to TPCD system and publications organized;
- The project close-out event organized;
- The fourth edition of the TPCD Newsletter developed and published on the BDE and MCEC webpages;
- Publications developed by the project working groups published on the BDE, VET Center and MCEC webpages;
- A campaign on increasing visibility and promoting the TPCD project achievements in the public media was implemented with the support of USAID.

Component One, Comprehensive Legal System:

- The instrument for assessing the student support staff performance by the BDE for the purpose of career advancement, instrument for preparing school's feedback for the applying student support staff and the instrument for evaluation of student support staff professional development were finalized.
- Upon the project presented and discussed with the Steering Committee the impending actions needed to improve existing legislation and proposed amendments to streamline the TPCD system, a letter with recommendations for implementation of the

* Please note that in Macedonia there is no formal system for teacher performance appraisal/evaluation/assessment for the purpose of professional development. This term refers to assessing teachers' performance only as it refers to career development. Namely, working groups from MOES, BDE, VET Center worked on developing a draft Rulebook for career advancement and instruments for assessment of teacher performance that regulate the manner of assessing teachers by advisors and schools only when teachers apply for a higher title/position, and the Committee for assessment of teachers applications at the national level for conducting the analysis and evaluation of all applicants' documentation. The rulebook also contains annexes which are forms to be used by: 1) the BDE and VET Center advisors so they can assess teacher performance as it relates to fulfillment of requirements for career advancement, 2) schools to be able to give feedback to the teachers that apply, and 3) evaluation grids for the Committee to use."

newly developed TPCD system was submitted in draft to USAID. USAID highlighted selected sections of the letter during a meeting organized with the Minister of Education and Science held on June 13, 2016 at which the USAID education portfolio was discussed. Upon this meeting, the USAID Macedonia sent a letter to MoES summarizing the discussions. Thus, the project did not send a separate letter with detailed comments to MoES.

Component Two, Enhance Financial Schemes:

- The project developed financial scenarios for advancing of teachers and student support staff into titles and submitted it to the Ministry of Education and Science. These financial scenarios were also sent to the MoES by USAID Macedonia.

Component Three, Standards for Teacher Competencies:

- The project awarded certificates to 173 teachers and certificates for acknowledgement of their contribution to 23 pilot schools that participated in the piloting of the procedures and instruments for career advancement;
- The project organized three training sessions for BDE and VET Centre advisors to conduct professional reviews on the performance and documentation of candidates applying to advance in career;
- The project also delivered a training to potential members (representatives of relevant institutions and Teacher Union) of the Committee for evaluation of the achievement of standards for teacher-mentor;
- The Guideline for the members of the Committee for assessment of teacher professional dossier developed;
- The brochure for schools on how to support the career advancement of teachers developed;
- Publications developed by TPCD project printed and distributed to all primary and secondary schools and education institutions.

3. PROJECT UPDATE

3.1 Key Project Personnel Position

No changes during this reporting period

4. PROJECT ACTIVITIES

4.1 Crosscutting Activities

Cooperation with BDE and other relevant institutions

Throughout this final project quarter, during which all activities, documents and publications were finalized, the project team maintained the cooperation with the MoES, the BDE and other relevant education institutions. As a result, constant coordination was required and a number of meetings were organized with the purpose of managing a substantial number of activities and organizing the project close-out event. Thus, all planned project activities were successfully completed.

Meetings, debates and roundtable discussions

Due to numerous activities implemented within this quarter, TPCD project organized regular and planned meetings with representatives from schools and education institutions. For the purpose of organizing the informative meetings with the representatives from all primary and secondary schools in the country, the project team organized couple of meetings with the BDE and VET Centre Advisors. In close cooperation, the team of experts selected the materials and developed an informative presentation for the schools. Upon participating at a coordinative meeting, the presenters commenced with preparations for the informative

meetings. Hence, 24 informative presentations were held on May 10, 11 and 12, 2016. During these presentations, 558 representatives from primary and secondary schools were introduced to the USAID Teacher Professional and Career Development project and Interethnic Integration in Education Project publications. Since part of the changes in the legislation were not adopted before end of the project, BDE and VET Centre decided to keep the presentations content short and limit discussion in order to avoid questions to which the presenters would not be able to respond. As the institutions were aware that the schools will need further clarifications, during the sessions BDE and VET Centre presenters informed the participants that the advisors throughout Macedonia will be available to answer any questions that will rise upon this meeting and will inform schools about amendments in the laws as soon as they are adopted.

Additionally, the project team held a series of meetings, in order to plan and organize the project close-out event. The initial meeting with the USAID DOC was held on May 16, 2016 and the team commenced identifying the keynote speakers and planning the event. Upon developing the close-out scenario and making the necessary requests to MoES, USAID and BDE for the attendance of heads of the respective institutions, the project team commenced making all the necessary logistic arrangements. In preparation for the closing event, the project team developed the remarks and key messages related to the project and the system for professional and career development of education staff in the schools that the speakers presented.

Project Close-out Event

The project close-out event was organized on June 15, 2016. The Minister of Education and Science, the USAID Mission Director in Macedonia, the Director of Bureau for Development of Education and the MCEC Executive Director addressed the audience and presented the results of the Teacher Professional and Career Development project. Around 300 representatives from schools, education institutions and the donor community participated at the close-out event. Furthermore, there was vast media coverage and about 10 news agencies covered the event. Below are given links to some of the articles reporting on the Teacher Professional and Career Development project close-out event:

- <http://www.independent.mk/articles/33199/Macedonian+Education+Ministry,+USAID+to+Present+Results+from+Joint+Project>
- <http://lajmpress.com/perfundon-projekti-per-zhvillim-profesional-te-mesimdhemesve-ne-maqedoni/>
- <http://tv21.tv/web/?p=84376>
- <http://www.aktuale.mk/usaiddon-vazhdon-mbeshtet-arsimin/>
- <http://sitetel.com.mk/eksternoto-testiranje-vlijae-no-ne-e-presudno-za-karierniot-razvoj-na-nastavnicite>
- <http://mia.mk/mk/Inside/RenderSingleNews/380/133217217>
- <http://www.idividi.com.mk/vesti/makedonija/1077814/index.html>
- <http://tv21.tv/mk/?p=89351>
- <http://www.webohrid.com/2016/06/15/ministerot-lutfiu-prisustvuvase-na-zavrsnite-aktivnosti-na-proektot-za-profesionalen-i-karieren-razvoj-na-nastavnicite/>

Public relations

Within this quarter, the Teacher Professional and Career Development Project developed the fourth and final edition of the project Newsletter (please refer to **Annex 1**). Once the concept was developed and the articles reviewed, the project team commenced working on the design of the Newsletter. This edition presents the products and the overall implementation of the TPCD project during the period of 43 months. Furthermore, it covers a range of topics from implementation of the piloting process for career development of education staff in schools, to an overview of the activities implemented within the project as, conducted analysis and developed reports, work on the laws and bylaws that regulate educational processes, training events, developed financial scenarios and professional documents and conducted professional meetings. As per previous practice, all three versions of the Newsletter

(Macedonian, Albanian and English), were published on the BDE and MCEC webpages. Moreover, all participants at the project closing event received a printed copy of the Newsletter.

During this reporting period, all seven publications developed by the project to support the implementation of the system for professional and career development processes in the schools were graphically designed and printed. Additionally, the project publications were copied into USBs and handed out to guests attending the project closing event, as part of the package of promotional materials. Prints of publications were distributed to all primary and secondary schools in Macedonian, Albanian and Turkish language, depending on the language of instruction in the particular school. Furthermore, the products are published on the webpages of education institutions or BDE and VET Centre, thus electronic access to publications is available for all stakeholders. Access to the TPCD products through the Ministry of Education and Science and the National Examination Center's webpages are available by selecting links to other institutions webpages and the MCEC web-page.

As part of the campaign to increase visibility and promote the TPCD project achievements and publications, the project team with the support of USAID and jointly with representatives from education institutions participated on the morning program at Macedonian National Radio, Telma TV and Macedonian National Television.

4.2 COMPONENT 1: Comprehensive Legal System

4.2.1. Draft amendments in relevant laws and develop bylaws for regulating career advancement of teachers and student support services staff

Following the development of the *Rulebook on the manner of assessing the received teachers' applications and documentation for obtaining the title teacher-mentor and teacher-advisor, scoring of candidates, ranking list, and the mode of operation of the committee* (Rulebook for career advancement of teachers), the project team raised the issue of making amendments in the Law for Primary and Secondary Education, for the purpose of regulating the career advancement of the student support services staff in the schools. This was initiated in a couple of meetings organized with the education institutions and during the Steering Committee meeting organized with heads of education institutions and senior representatives from MoES. Yet, changes to the abovementioned laws were not made within the life of the project.

Hence, there was no legal ground to work on the development of a rulebook for career advancement of student support services staff in the schools. Nevertheless, in order to harmonize the instruments for assessment of competences for education staff applying for a higher title (instruments are part of the Rulebook for career advancement and are attached as annexes), identically as developed for teachers, the project prepared instruments for student support services. Thus, the instruments that will be used by the BDE Advisors during the process of conducting assessment of student support staffs' performance for the purpose of career advancement, by schools in the process of preparing feedback for the applying student support staff and by the members of the committee during the evaluation of student support staffs' professional development were finalized.

4.2.2. Draft amendments in relevant laws and bylaws for regulating the system for professional and career development of teachers and school support staff

As a follow up to the piloting process, the TPCD project prepared a letter outlining the recommendations for drafting amendments to the Law for Teachers, including bylaws that derive from it. Removing the external testing as a condition for career advancement is one of the main issues raised by teachers throughout the implementation of the pilot phase and an issue which surfaced as a result of the data analysis from the assessment of teachers' portfolios. The results from the data analysis showed that external testing is in no correlation

with the achievement of the standards for teacher-mentor, thus, it was suggested that it is taken out from the eliminatory criteria stipulated in the Law. Furthermore, the Law for Teachers should be amended to include articles specifying the transitional provisions that will allow advancement into career ladder before the first teachers obtain a license from the Academy for Teachers. In addition, the number of teachers that could acquire the position of teacher-advisor should be determined on a national, rather than on a municipal level.

The Law for Primary Education and Law for Secondary Education should also be amended to comply with the suggested changes in the system for professional and career development prepared by the project. Thus, student support staff too, should advance in career and due to a small number of student support staff in education system compared to teachers, the advancement should be organized on a national level. Furthermore, the *Law for training and exams of directors for primary school, high school, dormitories and open civic universities for lifelong learning* should be amended to include the professional competences for directors.

During the Steering Committee meeting organized within the previous quarter, the project team presented to this body the abovementioned recommendations for specific legal amendments to establish a fully functional system. The Steering Committee consisted of representatives from key education stakeholders that hold high management positions in MoES, BDE, SEI, NEC, VET Center and the president of the Teachers Union, prized the project for the methodology of work and for the number of accomplished activities in a transparent and all-inclusive approach. The BDE Director and the Chair of the Steering Committee acknowledged the project contribution in developing a number of rulebooks and recommendations related to TPCD system. The BDE Director and MoES Head of Sector for Primary and Secondary Education highlighted that the education institutions are committed to enact the drafted rulebooks and the specific legal solutions developed by the project. Hand in hand with the legal changes, the institutions shared that they plan to work on budget implications and regulating the financing of TPCD system. The BDE Director confirmed that the institutions will continue to negotiate the financing of TPCD system using the financial simulations developed by the project that are in accordance with the Collective Agreement.

The final Steering Committee meeting planned for end of May 2016 could not be organized due to the complex political situation in the country and limited availability of its members ahead of the proposed elections on June 10, 2016. In addition, there was a change in the position of Minister of Education and Science, which also impacted the process of information sharing on the institutional level. Due to the fact that the recommendations were already presented to the heads of institutions and all details were discussed, the final Steering Committee meeting was cancelled as its only goal was to mark the end of the project.

In addition, the members of the Steering Committee received all the documents developed by the project in electronic and printed form and they indicated their commitment to share the documents further with their employees. The BDE as a responsible institution for TPCD have posted all documents on their web-site, and informed all schools when distributing the printed copies that directors, teachers and students support staff can download documents from BDE website. Electronic copies are also available on the VET Center's website.

Just before the project end, in close coordination with USAID, the TPCD team drafted a letter outlining all recommendations that need to be brought to the attention of the MoES. The letter contains information about the need to further harmonize existing and new legislation so as to make the system fully functional from legal and financial point of view. In their meeting with the newly appointed Minister of Education and Science, USAID Macedonia Mission Director and USAID Education Team discussed some of the main points raised by the TPCD team. USAID proposed a follow-up meeting with MoES, but the Ministry did not initiate such a meeting until the project closeout date.

The project discussed with representatives of the relevant institutions some of the proposed changes in the Laws for Primary and Secondary Education that regulate the TPD and TCD systems that need to be introduced in order to overcome inconsistencies. Furthermore, MoES and BDE indicated they plan to submit to the Parliament the required amendments, but during the period of project implementation this was not realized.

Even though, the project ended in June 2016, MCEC as a local organization dedicated to support the national education system will continue to monitor and advocate for the finalization of the needed changes in the legal system in order to establish a functional TPCD system.

Even after project activities were closed, MoES requested from the BDE to continue to work and finalize the remaining documents, in order to close the open questions. After the recent changes in the Law for Primary and Law for Secondary Education, BDE asked support from MCEC staff in finalizing the Rulebook for Student Support Staff Core Professional Competences. Thus, MCEC will support BDE in finalizing the document pro-bono in order to secure consistency with the already adopted solutions.

4.3 COMPONENT 2: Enhance Financial Schemes

4.3.1. Developing financial scenario for teacher professional and career advancement

With the aim of securing effective functioning of the system for professional and career development of education staff in the schools, TPCD project developed financial scenarios for advancing of teachers and student support services into the position of mentor and advisor. The project has assessed the financial implications of the increase in teacher's salaries and prepared two scenarios for full implementation of the system in the period of five (scenario A) and ten years (scenario B), and the document was shared with MoES and BDE during the previous project quarter. In addition, following the meeting on June 13, 2016, the USAID Mission in Macedonia forwarded the report on the financial simulations attached to the letter with important points to the MoES outlining clearly the areas where the MoES needs to take action. Please refer to **Annex 2** for Financial projections on teacher professional development and **Annex 3** for Financial scenarios for advancement in titles of teachers and school support staff.

4.4 COMPONENT 3: Standards for Teacher Competencies

4.4.1. Expert Groups

Within this reporting period, the working groups established under Component 3 implemented the activities planned in the project annual work plan that are presented below.

4.4.2. Develop procedures, tools and instruments for teacher career advancement

Following the implementation of project pilot phase, the project team organized a meeting with representatives from 23 pilot schools. At the event organized on April 28, 2016 teachers that participated in the process of piloting the instruments and procedures for career advancement received certificates that were issued to a delegated member of their school. Furthermore, during this meeting, the project team presented the results from the pilot phase.

In addition, within this project quarter, TPCD project organized trainings for the members of education institutions for the purpose of successful implementation of the career development process. On April 12 and 13, 2016 a training for 20 BDE and 10 VET Centre advisors was organized and the participants were trained to conduct the process of assessment of teacher's performance for the purpose of career advancement. In preparation, couple of meetings with the working group for developing modules were organized, thus training modules and training materials were finalized. Having in mind that it is proposed all BDE advisors to carry out professional performance reviews for candidates applying for a higher position, the BDE

director negotiated that all advisors employed with this institution are trained by the project. Hence, two additional trainings were organized in May and the remaining 48 BDE advisors were trained.

Furthermore, the project team organized a training of potential members of the Committee for assessing teachers' applications for higher career position on April 19, 2016. A total of 28 participants nominated by MoES, BDE, VET Centre and Teacher Union were trained to conduct an assessment of teachers' professional development. They were also informed about the process of ranking the applications upon summing the points received from the assessment of achieved competences conducted based on the performance review by the respective advisors and the school. During the implementation of this training, the need for developing a guideline for the members of the Committee was raised, for them to have equal understanding of the process of assessment of teacher professional dossier. Thus, the project working group developed a Guideline for assessment of the professional development of teachers applying for the position of teacher-mentor that was handed out to BDE for future use.

Activity 4.4.3: Designing and printing the professional materials and guidelines for professional and career development of education staff in schools

Up until the project close-out event, TPCD was industrious in implementing all the necessary and interrelated activities associated with printing of publications developed by the project working groups. The process of proofreading and translation of materials and developing a graphic layout for the publications was successfully conducted. Upon receiving the necessary approvals by USAID, the project team managed to print all seven publications in three languages and promote them during the project close-out event. In addition to posting electronic copies on the institutions websites, printed copies of the publications in Macedonian, Albanian and Turkish language were distributed to regional BDE offices and then to all primary and secondary schools in Macedonia. Besides, copies of publications were also distributed to MoES and all education institutions, including international donor community (UNICEF, EU, British Council, etc.) and local NGOs.

The following publications were developed by the project to support the implementation of the system for professional and career development in the schools:

- Teacher Professional Competences and Standards (*available on the following link http://www.mcgo.org.mk/wp-content/uploads/2016/07/USAID_TPCD_Teacher-Core-Professional-Competences-and-Standarts_Macedonia.pdf*);
- Student Support Staff Professional Competences and Standards (*available on the following link http://www.mcgo.org.mk/wp-content/uploads/2016/07/USAID_TPCD_Student-Support-Staff-Core-Professional-Competences-and-Standarts_Macedonia.pdf*);
- Professional Competences for Primary and Secondary School Directors (*available on the following link http://www.mcgo.org.mk/wp-content/uploads/2016/07/USAID_TPCD_Professional-Competences-for-Primary-and-Secondary-School-Directors_Macedonia.pdf*);
- Manual on performance monitoring and professional development planning for teachers and student support staff in primary and secondary schools (*available on the following link http://www.mcgo.org.mk/wp-content/uploads/2016/07/USAID_TPCD_Manual-of-Monitoring-and-Professional-Development-Planning_Macedonia.pdf*);
- Guideline on the manner and form of providing mentoring support to novice teachers and novice student support staff in primary and secondary schools (*available on the following link http://www.mcgo.org.mk/wp-content/uploads/2016/07/USAID_TPCD_Guideline-for-Mentor-Support-to-Novice-Teachers-and-SSstaff_Macedonia.pdf*);
- FROM NOVICE TEACHER TO MENTOR: Guide for professional and career development of teachers in primary and secondary schools (available in Macedonian and Albanian language);

- FROM NOVICE STUDENT SUPPORT STAFF TO MENTOR: A Guide for professional and career development of student support staff in primary and secondary schools (available in Macedonian and Albanian language).

Within this period, the project also developed a brochure giving directions to schools on how to support the career advancement of teachers (available on the following link <http://www.mcgo.org.mk/wp-content/uploads/2016/07/Brosura-za-ucilista-karieren-razvoj-ANG-ZA-WEB.pdf>). This document is available in Macedonian, Albanian and English language. Access to the electronic version of the document is available on the BDE and MCEC websites.

5. LESSONS LEARNT

Although the issue of making amendments in the Laws for Primary and Secondary Education, for the purpose of regulating the career advancement of the student support services staff in the schools was raised in couple of occasions, changes were not made within the life of the project. This hindered the project from developing the Rulebook for career advancement of student support staff. However, the project developed the instruments for assessing the student support staff performance, for preparing school's feedback for the applying student support staff and for evaluation of student support staff professional development that will be annexed to the rulebook that needs to be developed, once the changes in the laws are introduced. Furthermore, the project listed all open issues related to the professional and career development system and they were presented to MoES by the USAID Mission in Macedonia.

During this reporting period, due to the political situation in the country and the proposed elections for June 2016, the TPCD project needed to reschedule the implementation of the informative presentations with the representatives from schools. The planned informative presentations had to be organized at the beginning of May, due to various national assessments organized every year on second half of May and beginning of June. During this period, most of the representatives from the institutions are not available to participate and organize the presentations. With increased effort by the team, the presentations were successfully organized at the beginning of May and had high level of attendance.

6. INCLUSIVENESS OF EDUCATION

The Teacher Professional and Career Development project closing event was organized in close cooperation with USAID, BDE and MoES. During the selection of the venue, the project looked at all easy accessible sites. Upon review of the bids and offered commodities, the project team chose one that could accommodate the number of invited guest and also guests with physical disability. Furthermore, the invitations to the event contained the information about the easy access to the venue and offered contact information to a TPCD project team member for guests that needed additional accommodation. The project closing event was very successful and was marked with high attendance of representatives from schools, education institutions and international donor organizations.

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Annex 1 Fourth edition of the project Newsletter



USAID
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TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

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NEWSLETTER number 4
June 2015

The USAID Teacher Professional and Career Development Project was funded by the US Agency for International Development (USAID) and implemented by the Macedonian Civic Education Center (MCEC). The Foundation for Education and Cultural Initiatives “Step by Step” was involved as a partner organization to the project in activities related to the development of standards and competencies for education staff.

The aim of the project was to upgrade and improve the system for professional and career development of teachers and thus contribute to a better quality of teacher performance and higher student achievements in the Republic of Macedonia.

The project implementation started in December 2012 and ends in June 2016.

 The Teacher Professional and Career Development Project was implemented with the support of the Bureau for Development of Education.

PROJECT GALLERY



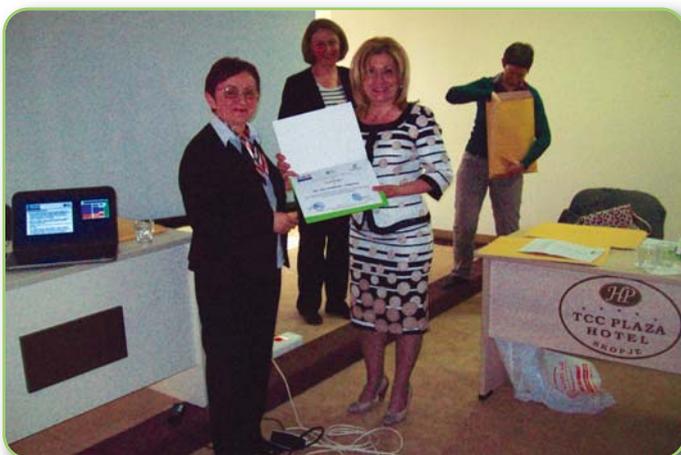
Trainings with SEI Inspectors



Trainings with BDE and VET Centre Advisors



Project Steering Committee meeting



Handing out certificates for participants in the project pilot phase



Informative meetings with representatives from schools

TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

Dear readers,

This is the last issue of the USAID Teacher Professional and Career Development Project Newsletter. This means it is time to sum up what has been done over the past years. Therefore, this Newsletter issue gives a central place to the publications prepared within the Project whose goal was to improve and facilitate the work of all those involved in the professional and career development process such as: schools, teachers, student support staff, directors, government institutions responsible for education, teacher training faculties and other stakeholders.

The Project is particularly proud of the manner in which professional and career development solutions were built, characterized by inclusiveness, transparency and sensitivity to the suggestions made by the professional public and direct stakeholders.

We think that it is particularly important that most of the solutions were piloted and the findings and proposals received from piloting participants are now incorporated. The findings from the piloting of procedures and tools for advancement in titles are briefly presented in this Newsletter issue.

In past Newsletter issues, we had the practice of giving an overview of what had been done from one Newsletter issue to another. In this issue, we review everything that has been done within the Project. That is more than what was initially planned. Due to the inter-relatedness of different solutions in the system, during the work, we came to the knowledge that something which had not been planned had also to be done in order to avoid the omission of some links in the system.

We hope that the information in this issue will be helpful and you will use the Project products in various activities related to your professional and career development and professional and career development of your colleagues, or within your professional duties.

Sincerely,

Loreta Georgieva, MCEC Executive Director

Dear directors, teachers, student support staff,

Departing from the knowledge about the importance of competence and professionalism of teachers and school directors, the Bureau for Development of Education has undertaken activities for systematic support to professional and career development of educational staff in the Republic of Macedonia. Thereby, it takes as primary the competence-based professional and career development approach.

Regarding this approach, we received support from the USAID Teacher Professional and Career Development Project implemented by the Macedonian Civic Education Center. The professional contribution and verification of experts involved in the preparation of documents, officials from relevant faculties, and especially the large number of practitioners who participated in the public consultation and piloting of certain solutions, were invaluable.

Institutions responsible for monitoring the quality of education such as: the Ministry of Education and Science, the State Education Inspectorate, the Vocational and Education Training Centre and the National Examinations Centre participated in the activities by adopting appropriate legislation and harmonizing their approaches to the provision of quality education.

The prepared document package is primarily designed to contribute to a workable understanding of what competences should be possessed by teachers, student support staff and school directors, and used for continuous professional development and advancement in title.

Some professional solutions have already been statutorily regulated, while others will be additionally regulated.

We believe that these publications will find a wide range of users, starting from the direct implementers of the educational process, through the schools to the competent institutions that make educational policies and monitor their implementation.

Sincerely,

Vesna Horvatovic, Director of BDE

HOW THE PROJECT WAS IMPLEMENTED

When changes that affect a given system are made, it is especially important not to make partial solutions that will show all the inconsistencies later in practice.

Within the project the following two approaches were used:

- 1) Analytical and sequenced building of solutions and
- 2) Involvement of all stakeholders that are part of professional and career development processes in primary and secondary schools.

**Analysis of Existing Solutions**

The Project started with an analysis of the existing system for professional and career development of educational and teaching staff. The existing regulatory framework, goals and policies envisaged for the teaching staff, as well as their implementation were analyzed. In order to make more valid assessments, the World Bank SABER Teacher methodology was used and more in-depth knowledge on policy implementation was obtained by a school survey and discussions with focus groups of teachers, directors, student support staff members and representatives of municipality education departments. These findings were taken into consideration when determining the areas where intervention was required. Thus, it was ensured that system solutions comply with international standards of good educational policies and practices relating to the teaching staff.

Taking into Account both European and Global Trends Relating to Professional and Career Development

Initially, trends in policies, strategies and practices in countries with successful educational systems were studied, as well as the recommendations of relevant international organizations related to teachers' professional and career development. They were also guiding the decision-making on individual solutions. Furthermore, in preparing the teaching staff competences and in designing the professional development processes, similar documents from other countries were considered and foreign experts consulted. Thus, the prepared documents reflect the broadly accepted professional approaches to standards for teachers and their professional development.

TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

Respect the Education Context in the Republic of Macedonia

In the design of all solutions and preparation of documents, the Republic of Macedonia's educational context was born in mind, i. e. there was a strive to keep the existing solutions that work well and develop new ones that will be connected with the existing ones. Also, the suggestions received through various expert discussions were taken into consideration, demonstrating what was considered to be a good, acceptable and viable solution for improving the professional and career development system in our country.

Involving the Professional Public

The Project especially made sure that professional and career development solution-building included the professional public such as: teachers, student support staff members, school directors, representatives of relevant faculties, education experts, representatives of all state institutions responsible for individual aspects of educational staff professional and career development, as well as representatives of the Union for Education, Science and Culture. This ensured the proposed solutions to be considered from different perspectives, connected and harmonized. Especially significant was the fact that a public debate on competences and standards for all profiles of educational and teaching staff was organized and all previously designed processes for professional development and advancement in titles were piloted. This contributed to improving the solutions and preventing some of the weaknesses that may occur during practical application thereof.

Care for Change Consistency

Staff professional and career development is part of the educational system and it should be internally consistent and adequately linked with other solutions in the system. This was the most complex part because there had already been solutions non-compliant with the career development solutions proposed, which were not modified in the course of the Project. It remains to make further efforts to ensure greater consistency within the entire system. On the other hand, a high level of inter-relatedness and compliance of the solutions in the professional and career development process was ensured, including the roles of all stakeholders.

Project Team



PILOTING OF CAREER ADVANCEMENT PROCEDURES

The most sensitive part of the Teacher Professional and Career Development Project are certainly the solutions related to career advancement. They should ensure that the processes are transparent and fair and allow for the title to be gained by those teachers/student support staff that have met the standards for Mentor or Advisor to the highest level. Therefore, after the enactment of the Law on Teachers (January 2015), the Project undertook to pilot the solutions arising from the Law.

173 teachers from 23 primary and secondary schools and 23 student support staff from 20 schools participated in the piloting. They collected evidence of compliance with the standards for the title of Mentor and gave their opinions and suggestions on various elements of the process by responding to an electronic questionnaire and through focus group discussions. The evidence was judged by a Commission composed according to the provisions of the Law on Teachers. The Commission assessed the professional practice based on the evidence submitted (video, lesson plans, working materials, lesson demonstrations, reports, solutions, etc.) and professional development based on the information from professional dossier (training, participation in professional meetings, awards, authorship, higher academic degree). Data were collected on the length of service, external assessment grades and individual assessment of the SEI.

Below are presented the main piloting findings and proposals arising therefrom.

Evidence of Competences

- Teachers and student support staff have different types of evidence on their practices that shows their competence. Those are videos, photos, lesson plans, teaching materials developed, lesson demonstrations etc. A significant number of participants in the piloting have appropriately selected, compiled and explained their evidence, thus proving they have met the standards for a Mentor. The data required from their professional records, especially the data related to their training (duration, whether the program was accredited or not, the type of certificate, etc.) were often lacking.



- Most participants believe that the most relevant information about their competence may be obtained from lesson observation/ activities by advisors, and that school's opinion should be taken into consideration (including the opinion of older students).

It is necessary to evaluate different types of evidence and such evaluation to be made by entities that can get the best insight into the compliance with standards in certain areas and validly assess them. This means that advisors from the BDE and VET Center, the school and independent commission should be involved to assess the professional development evidence.

Scope and Manner of Evidence Submission

- More than half (63%) of the teachers responded that 50 pages (to which number the piloting was limited) are sufficient to display the competences for Teacher - Mentor.
- The Commission sometimes needed to inspect the integral document, rather than selected excerpts therefrom.
- Most piloting participants had no difficulty to technically prepare their evidence in an electronic form, but it took them a lot of time.
- Submission of evidence using USBs proved inadequate because some USBs had electronic viruses.

It is best to submit evidence from teachers' professional records electronically via a web application so that it can be easily available to Commission members. Its quantity should not be strictly limited; however, both teachers and student support staff should prepare a select collection of representative evidence from their professional records.

Elements of the Total Grade

- According to the averages of piloting participants' responses, the professional practice evidence should have a share of 50% in the total grade regarding title advancement; professional development evidence should account for 34%, while the school's opinion should participate with 16%.
- The analysis of correlations between different elements proving the competences included in the piloting process shows that:
 - The correlation between professional practice evidence and professional development evidence is low but statistically significant;
 - The grades given by the Commission regarding the compliance with the standards for Teacher - Mentor and anonymously collected opinions of the colleagues from the teachers' professional body regarding the advancement into the title of Mentor are positively correlated;
 - The individual grades given by SEI are correlated only with professional development grades; and
 - External evaluation grades are not correlated with any of the other elements assessed.

In order to make the assessment of compliance with the standards more reliable, various evidence needs to be considered. External evaluation should not be taken into account. The grades of professional practice and professional development should have greater and more mutually balanced share in the total grade. A minimum number of points accounting for approximately 60% of the total possible score should be determined for each element (professional practice, professional development and school's opinion).

Gorica Mickovska,

Head of Component

Standards and Competences for Teachers

OVERVIEW OF ACTIVITIES IMPLEMENTED WITHIN THE PROJECT

The overview of Project activities and products was made to ensure that our readers get a more complete insight into what has been done to support the professional and career development and to enable them to use the products even after Project completion.

ANALYSES AND REPORTS

- Policy and practice analysis of teacher professional and career development in the Republic of Macedonia
- Comparative analysis of the system for teacher professional and career development in six European countries
- Analysis of the educational system regulation in the Republic of Macedonia
- Report examining the views of schools regarding professional development and advancement in titles of educational and teaching staff
- Report on the survey regarding the use of teachers' working hours
- Report on the piloting of career development of teachers and professional associates

LAWS AND BYLAWS

Suggestions for some of the solutions regarding professional and career development were taken into account in the preparation of the following legislative drafts:

- Law on Teachers
- Rulebook on the Core Professional Competences of Teachers
- Rulebook of Professional Standards for the Titles of Teacher - Mentor and Teacher - Advisor and the Manner of Their Acquisition
- Rulebook on the Form, Content and Manner of Keeping Teachers' Professional Records in Primary and Secondary Schools
- Rulebook on the Form and Content of the Individual Plan for Professional Development of Teachers in Primary and Secondary Schools
- Rulebook on the Manner of Assessment of Applications and Documents Submitted by Teachers for Obtaining the Titles of Teacher - Mentor and Teacher - Advisor, Scoring of Candidates, Ranking Lists, and Manner of Commission's Work
- Rulebook on the Manner and Time Required for Implementation of Teacher's Work Tasks



TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

TRAINING EVENTS

- Workshop for representatives of institutions involved in the Project and members of the Working Groups entitled: Professional and Career Development of Teachers - implemented by experts from Slovenia
- Workshop for members of the Working Groups entitled: Challenges and Possible Solutions of the System for Professional and Career Development of Teachers - implemented by an education expert from Scotland
- Training for advisors from BDE and VET Center regarding the assessment of compliance with the standards for Teacher - Mentor by inspecting the evidence of professional practice
- Training for representatives of state institutions regarding the evaluation of compliance with the standards for Teacher - Mentor by inspecting the evidence from professional records
- A number of internal training events for Working Groups' members
- Informative meeting with representatives of primary and secondary schools regarding the products of the Project



FINANCIAL SCENARIOS

- Financial projection for professional development of teachers
- Financial scenarios for title advancement of teachers and student support staff

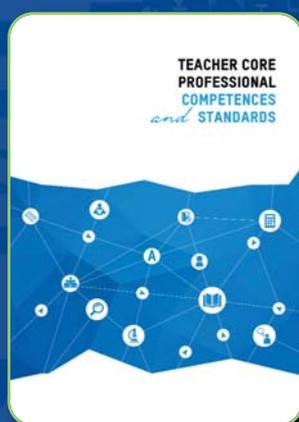
PROFESSIONAL MEETINGS

- Professional meetings (debates, panel discussions, focus groups, expert hearings) were 40 held on various issues of professional and career development of educational and teaching staff with a total of 688 participants



PROFESSIONAL DOCUMENTS

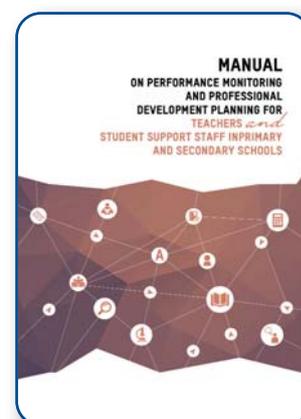
- Teachers Core Professional Competences and Standards
- Student Support Staff Core Professional Competences and Standards
- Professional Competences for School Directors
- Guide on the Manner and Form of Mentoring Support to Novice Teachers and Novice Student Support Staff
- Manual for Monitoring the Work and Planning the Professional Development of Teachers and Student Support Staff
- Guide on Professional and Career Development of Teachers
- Guide on Professional and Career Development of Student Support Staff
- Guidelines on Individual Evaluation of Teachers and Student Support Staff in the Integral School Evaluation



The document gives descriptions of knowledge, understanding, skills and abilities that teachers should possess at different levels of their career development, as well as the professional values that should guide them.

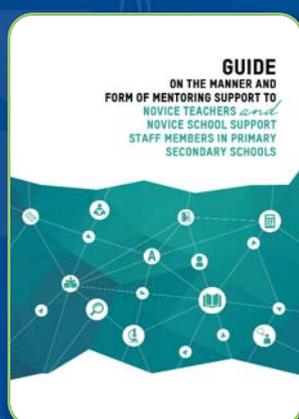
Competences and standards are the key document upon which all processes of professional and career development are built up and related. Primarily intended for teachers teacher training faculties, schools, government and public institutions that support teachers' professional development, and monitor and control the quality of teachers' work.

This Manual is intended for schools and their educational and teaching staff. It contains guidelines and tools that will help schools to monitor their work and use it to improve the competences of educational and teaching staff through professional development based on the needs identified. Special importance is given to the use of existing staff knowledge to support the professional development of others in the school.



The Guide provides guidance on how to organize the induction of novice teachers and student support staff into their service at schools. It describes the roles of all those who have to be involved in order for novice employees to develop their core professional competences as much as possible.

The Guide contains a range of templates and examples that will contribute to a more systematic support to novice employees during their employment probation period.

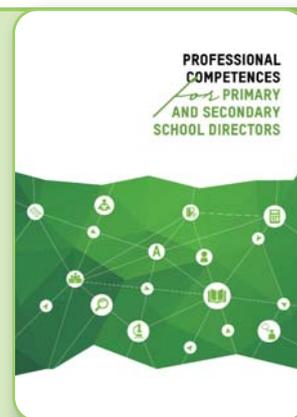


TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

Since 2010, the National Examinations Centre has been the organizer and implementer of all activities related to training and examination of school directors. In order to improve the training and exam for directors, a special Law on Training of School Directors was adopted, which, in addition to the novelties in relation to the existing basic training, introduced advanced training for directors aimed at their professional development. In order to make licensing and training for directors better incorporated into the system for professional and career development of educational staff, professional competences for directors have been developed. The initiative of the National Examinations Centre for their preparation was supported by the Macedonian Civic Education Center and Teacher Professional and Career Development Project funded by USAID. Significant contribution to drafting the competences was also given by the representatives of the Ministry of Education and Science, directors of primary and secondary schools and university professors.

The purpose of this joint document is to establish a system of professional development and upgrade of school directors, which will contribute to their better performance. The team approach and involvement of all relevant stakeholders contributed to the preparation of a quality document that will be used to establish high professional standards for school directors; develop and promote the training for directors and their professional development; and ultimately, a higher quality of school operation.

Mirushe Ameti, Director of the National Examinations Centre

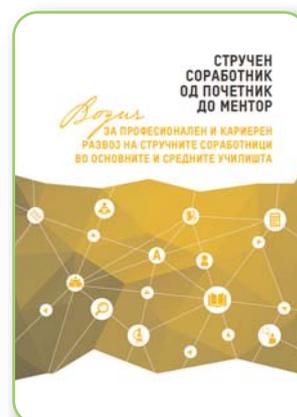


Regarding all profiles of student support staff (pedagogue, psychologist, sociologist, social worker, special educator and librarian), descriptions of professional values and general and specific competences required for successful work performance at each career development level are given. A separate section provides the core professional competences of vocational student support staff.

They are intended for planning the professional and career development of student support staff. They should also serve faculties where future student support staff are educated in order to align the undergraduate and graduate education, as well as all institutions responsible to support and control the quality of student support staff' work.

Guides for professional and career development of teachers and student support staff provide simple guidelines for their easier career movement starting from their probation period, through the period of intensive professional development to the preparation for advancement into their first career title: Teacher - Mentor or Student Support Staff - Mentor.

Advice given is aimed at developing their professional competences and collecting evidence that they have reached the standards for a higher career title.



Annex 2 Financial projection on teacher professional development

This Report aims to present the financial burden on the Central Budget for ensuring continuous and sustainable professional development of all teachers in primary and secondary schools.

Financial simulation regarding professional development of teachers is one of the key activities of the Professional and Career Development Project funded by the United States Agency for International Development. The Project aims to contribute to improving the system of professional and career development of educational staff in the Republic of Macedonia.

In order to provide relevant and realistic information on the budgetary burden, the Project Team used the data obtained from the website of the State Statistical Office (SSO).

Data are organized at the municipal level in order to serve as an incentive to local authorities to systematically ensure the professional development of their teachers and provide adequate funds for this purpose.

Average number of students

- **Primary education:** The average number of students per teacher nationwide is 9.83, but there are major deviations from this average, which are directly related to the demographic situation in a given municipality. In rural municipalities, there are usually fewer students per teacher, and this is most pronounced in the following municipalities: Vraneshtica, Oslomej and Cheshinovo-Obleshevo, i.e. up to 5 students per teacher. On the other hand, municipalities in Skopje region are characterized by an increased number of students per teacher (15 and above) as follows: Gazi Baba, Shuto Orizari and Arachinovo;
- **Secondary education:** The average number of students per teacher at the national level is 11.33, but there are major deviations from this average which are directly related to the demographic situation in a given municipality. This ratio is most pronounced in the following municipalities, where the lowest one is in Ohrid, with 5.24 students per teacher, while an increased number of students per teacher (15 and over) can be seen in Vrapchiste, Lipkovo, Negotino and Struga.

In determining the annual cost per teacher, the previous experience of BDE in the accreditation of professional development training providers was taken into consideration, according to which the cost per hour of training, per teacher is 200 denars. According to the world trends and current suggestions and opportunities, five (5) hours of national interest training are planned to be provided for each teacher.

Annual cost of providing five (5) hours of professional development training

- **Primary education: 17,193,000 denars** are required for 17,193 teachers. The average cost per student is MKD 114.43 per year. Due to the large span of average number of students per teacher, the average cost ranges from MKD 50.79 per student in Shuto Orizari up to MKD 272.73 in the Municipality of Vraneshtica, and MKD 283.70 in the Municipality of Oslomej.
- **Secondary education: 7,391,000 denars** are required for 7,391 teachers. The average cost per student is MKD 93.19 per year. Due to the large span of average number of students per teacher, the average cost ranges from MKD 50 per student in Vrapchishte Municipality up to MKD 190.79 in Ohrid Municipality.

Annex 3 Financial scenarios for advancement in titles of teachers and school support staff



Teacher Professional and Career
Development Project

FINANCIAL SCENARIOS FOR ADVANCEMENT IN TITLES OF TEACHERS AND SCHOOL SUPPORT STAFF

Skopje, March 2016

INTRODUCTION

Educational reforms undertaken in our country and in other countries in recent years have increasingly been focused on teaching staff development. USAID Teacher Professional and Career Development Project, which was initiated by the BDE, is a result of Macedonia's efforts to increase teacher effectiveness, and thus, student achievement.

Project activities are aimed at supporting the regulation of teachers' professional and career development and ensuring coherence and feasibility of the solutions proposed. In mid-2013, the Project conducted an *Analysis of Policies and Practices of Teacher Professional and Career Development in Macedonia*¹, which was the basis for improving the system of professional and career development. During the development of individual system solutions, they were discussed with stakeholders, and most of them were piloted in practice.

At the same time, the Ministry of Education and Science initiated changes to the educational legal framework. Part of the proposed and adopted amendments also concerned professional and career development of teachers. In early 2015, a Law on Teachers was adopted, which incorporated some of the proposals arising from the Project activities, while later on, some of the bylaws resulting therefrom and related to teacher professional and career development were adopted. Bylaws on performance appraisal for the purpose of career advancement will be further developed.

In order to contribute to quality solutions for career development, models proposed by the Working Group were piloted. Also, financial simulations regarding the cost of the career advancement system were carried out in order to propose a model that will be financially viable.

This document analyzes the existing legislation governing the advancement in teacher titles and regulations governing the financing of education, as well as the proposals of consultants and members of the Working Group to design such career advancement system. Based on this analysis, a financial simulation of the cost of the career advancement system was made and ways of funding were proposed.

The analysis consists of two parts: 1. Analysis of the solutions given in the Law on Teachers, Collective Agreement and Working Group's Proposal for the process of assessing the fulfillment of standards for titles; 2. Assessment of the financial implications related to the proposed system for advancement into titles.

1. Analysis of the possibilities in the Law on Teachers, Collective Agreement and Proposal for assessing the fulfillment of standards for titles

This part analyzes the provisions of the Law on Teachers in primary and secondary schools² and suggestions on how to assess the compliance with the standards for Teacher³-Mentor that are important for analysis of the financial implications.

The Law on Teachers, in its chapter V, regulates the career development of teachers. Article 25 stipulates that:

- The teacher may be promoted to the positions of Teacher- Mentor and Teacher- Advisor;
- Professional standards for the positions of Teacher-Mentor and Teacher-Advisor and the manner of their acquisition shall be prescribed by the Minister upon a proposal by the Bureau for Development of Education and Vocational and Educational Training Center;

¹ <http://mk.mcgo.org.mk/wp-content/uploads/2014/08/MAK-Analiza-2013.pdf>

² <http://www.mon.gov.mk/images/documents/zakoni/zakon-za-osnovni-sredni-ucilishta.pdf>

³ Report on piloting the process and tools for title advancement of teachers and school support staff (Student Support Staff), USAID - Teacher Professional and Career Development Project, 2016

- The number of teachers who can gain the titles of Teacher-Mentor or Teacher-Advisor per municipality or for the City of Skopje, for each fiscal year, shall be determined by the Minister, after prior approval by the Government of the Republic of Macedonia.

Articles 27 and 28 regulate the conditions for advancement in the titles of Teacher-Mentor and Teacher-Advisor. In addition to other conditions, to advance to the position of Teacher-Advisor, the teacher shall have worked for a minimum of three (3) years in the profession of Teacher-Mentor⁴.

Article 29 of the Law regulates the manner of assessing the compliance with the standards for a Teacher-Mentor and Teacher-Advisor. This article states that assessment shall be performed by a Commission set up by the Minister. It shall consist of 7 Members: two representatives of the respective pre-service teaching faculties, one representative of the representative teachers' trade union, and one representative from the Ministry of Education and Science, Bureau for Development of Education, Vocational and Educational Training Center, and State Education Inspectorate each. The method of assessing the applications and documentation submitted by the teachers wishing to obtain the titles of Teacher-Mentor and Teacher-Advisor, scoring the candidates, the ranking list, and the manner of operation of the Commission shall be prescribed by the Minister upon a proposal by the Bureau for Development of Education. A Draft Regulation on the manner of assessing the applications and documentation submitted by the teachers wishing to obtain the titles of Teacher-Mentor and Teacher-Advisor, scoring the candidates, the ranking list, and the manner of operation of the Commission was developed.

Articles 31 and 32 of the Law on Teachers define additional responsibilities of the teacher who has acquired the title of Mentor or Advisor. The Law does not regulate the rights gained by the teacher having acquired the title, including a possible exemption from some other duties and an increased salary.

By collective agreements for primary and secondary education⁵, salaries for Teacher-Mentors/Student Support Staff and Teacher-Advisors/Student Support Staff have been agreed. The following coefficients were agreed:

Primary education		Secondary education	
Title	Coefficient	Title	Coefficient
Beginner	2.503	Beginner	2.533
Mentor	2.803	Mentor	2.84
Advisor	3.105	Advisor	3.416

Note: Coefficients for teachers/Student Support Staff in special primary and secondary schools are somewhat higher. Given the small number of teachers who work in them, such difference will have no significant financial implications in career advancement.

The *Report on piloting the process and tools for advancement in titles of teachers and Student Support Staff* contains information obtained during the piloting of the process and evaluation of evidence regarding standard fulfillment obtained from 173 teachers from 12 primary and 11 secondary schools and 23 Student Support Staff from 20 primary and secondary schools. The following findings and recommendations are important to determine the financial implications of the title advancement process:

- Evidence of compliance with the standards for Teacher-Mentor or Teacher-Advisor should be submitted electronically because besides narrative evidence, video recordings should also be submitted. In order to make sure that electronic memory devices are safe (have no viruses) and easily accessible to the Commission Members, a web application should be prepared, where teachers applying for advanced titles shall upload evidence of their

⁴ Regarding the advancement in titles of Student Support Staff), adjustments adequate to the changes in the legislation on teacher advancement have not been made.

⁵ Collective Agreement amending the Collective Agreement on Primary Education in the Republic of Macedonia and Collective Agreement amending the Collective Agreement on Secondary Education in the Republic of Macedonia, Official Gazette of RM No.39/2010, <http://www.slvesnik.com.mk/Issues/0942F1658050174D94D2C36571EF9B39.pdf>

compliance with the standards. Such evidence should be available to the Commission Members evaluating it.

- During the piloting, every Commission Member took about 2 hours on average to assess the evidence submitted for compliance with the standards for Teacher-Mentor.
- Data from teachers' professional files (records) (as part of the evidence of compliance with the standards) do not contain all the necessary data; it takes about an hour to verify the accuracy of one file.
- To assess the compliance with the standards, inspection of the work of the teachers who applied for titles should be performed by BDE and VET Centre Advisors.
- Based on assessments of teachers and school directors expressed in surveys and focus group discussions⁶, the number of teachers that can currently gain the title of Teacher-Mentor is 15-20% and Teacher-Advisor 5%.
- Based on the opinions expressed in focus group discussions⁷ regarding the difference in salary which would motivate teachers to advance in rank, Teacher-Mentors should earn wages higher by about 15%, while Teacher-Advisors by 25%.

Taking into account the possibilities presented in the legislation and bylaws to be drafted, which will take into account the findings from the piloting of the process of application and evaluation of standards for the titles of Teacher-Mentor and Teacher-Advisor, in determining the financial implications, the following should be considered:

- (1) The number of teachers to be promoted each year;
- (2) The increase in the salaries of teachers who will gain the titles of Teacher-Mentor and Teacher-Advisor;
- (3) The cost of work of the Commission assessing the compliance with the standards for titles;
- (4) The cost of development and hosting of a web application for candidates' evidence submission;
- (5) The increased workload and costs of BDE and VET Centre;
- (6) Salary costs of a technical person/s for support of the Commission's work.

2. Assessment of financial implications of the system proposed for advancement in titles

In order to present the financial burdens of the solutions proposed for advancement in titles (Teacher /Student Support Staff-Mentor and Teacher / Student Support Staff-Advisor) on the Budget of the Republic of Macedonia, financial scenarios have been developed. They will facilitate the timely and realistic planning of Budget funds, once the solutions start being implemented.

In preparing the financial scenarios, the State Statistical Office data and data from the Ministry of Education and Science were used.

Simulations take into account the above possibilities in the Law or proposed solutions to be regulated by secondary legislation. Two financial scenarios are given: Scenario A - accelerated pace, where the system would be in operation within 5 years and Scenario B - slower pace, according to which the system would be operational within 10 years.

⁶ Report on focus group discussions regarding professional and career development of teachers, USAID - Teacher Professional and Career Development Project, 2013

⁷ Ibid

2.1. Costs for increasing the salaries of teachers/Student Support Staff who will gain titles

Under the Law on Teachers, the number of teachers who can gain the titles of Teacher-Mentor or Teacher-Advisor for each municipality or the City of Skopje, for each fiscal year, shall be determined by the Minister.

Based on previous research implemented by the *USAID Teacher Professional and Career Development Project* in cooperation with the Bureau for Development of Education, it is expected that 15-20% of teachers will meet the requirements for the title of Teacher-Mentor, while 5-7% of teachers will meet the requirements for Teacher-Advisor, once the system for advancement in titles is fully implemented. When determining the number of teachers who can gain a title, in addition to the total number of teachers identified at the national level, the number of schools, teachers and students in the municipality or the City of Skopje shall also be taken into account.

Table 1 shows the data on the number of teachers and Student Support Staff according to the last published statistics. They will be used for simulations as approximate figures. Given the trends in the last 5 years, the number of teachers has been increasing, while the number of students has been decreasing, and therefore, it is difficult to make a projection about the number of teachers in the next 5 or 10 years. In further calculations, we will operate in relative terms (%), which allow easy change if absolute numbers change. In situations where absolute numbers are used, information given in Table 1 will be taken.

Table 1. Total number of teachers and Student Support Staff in primary and secondary education

#	Level of education	# teachers ⁸	# Student Support Staff ⁹	Total
1.	Primary	17,912	758	18,670
2.	Secondary	7,489	342	7,831
	TOTAL	25,401	1,100	26,501

If we accept the assumption that when the system of career advancement is fully operational, the number of teachers and Student Support Staff who will gain the title of Teacher /Student Support Staff-Mentor will be maximum 15% of the total number of teachers and Student Support Staff, and the number of teachers/Student Support Staff who will gain the title of Advisor will be maximum 5%, then, according to the data in Table 1, the maximum number of teachers/Student Support Staff who will have the title of Mentor will be 3,975 (2,802 in primary + 1,173 in secondary education) and the number of Advisors will be 1,325 (934 in primary + 391 in secondary education).

Based on the opinions of stakeholders (teachers, school directors, BDE), it is most acceptable for the salary of a Teacher-Mentor to be increased by 15% of teacher's basic salary (i.e. salary without working experience and allowances), while the salary of an Teacher-Advisor to be increased by 25% of teacher's basic salary (i.e. salary without working experience and allowances). These estimates are approximate to the difference in coefficients agreed under the Collective Agreement for primary and secondary education. Namely, thereunder, a Teacher /Student Support Staff-Mentors shall have a coefficient higher than the novice teacher by 12%, while an Teacher /Student Support Staff-Advisor shall have a coefficient higher than the novice teacher by 24%.

According to the MoES data on teachers' current pay, the monthly gross salary of a novice teacher/Student Support Staff in primary education is MKD 30,308 (January 2015), and in secondary education - MKD 31,634. An increase of 12% for teachers/Student Support Staff in primary education would amount to a monthly gross of 3,637 denars per teacher, while in secondary education - 3,796 denars, or about 2,500 denars net per month. The increase for

⁸ SSO, for teachers in mainstream schools, this refers to the school year 2014/15 <http://www.stat.gov.mk/OblastOpsto.aspx?id=5>, and for teachers in special schools, to the school year 2013/2014 <http://www.stat.gov.mk/pdf/2015/2.1.15.08.pdf>.

⁹ State Statistical Office, the data refers to the year 2011/2012, <http://www.stat.gov.mk/GSearch.aspx?cx=005984792435174779271%3Av7t0sn-wu1a&cof=FORID%3A10&ie=UTF-8&q=%D1%81%D1%82%D1%80%D1%83%D1%87%D0%BD%D0%B8+%D1%81%D0%BE%D1%80%D0%B0%D0%B1%D0%BE%D1%82%D0%BD%D0%B8%D1%86%D0%B8+%D1%83%D1%87%D0%B8%D0%BB%D0%B8%D1%88%D1%82%D0%B0&sa=%D0%B1%D0%B0%D1%80%D0%B0%D1%98>.

teachers/Student Support Staff that would obtain the title of Advisor would be double (both in terms of gross and net amounts).

To present the budgetary burden, two simulation versions have been created:

Scenario A – accelerated pace, where the system would be in operation within 5 years; and

Scenario B – slower pace, according to which the system would be operational within 10 years.

In both scenarios, in the initial years, the number of teachers/Student Support Staff that would advance in titles in the early years is higher, and in the later years it is lower, given the fact that up until now, teachers have not advanced in their careers, so probably there are teachers who are interested and meet the standards. Advancement in the title of Teacher /Student Support Staff-Advisor will begin in the fourth (4th) year according to the criteria prescribed in the law regarding the advancement in this title¹⁰.

Tables containing absolute numbers operate with the existing number of teachers and the existing wages level.

Scenario A – accelerated pace of advancement

Under this scenario, advancement in titles would be implemented in full scale within a period of 5 years. It is presumed that such pace would motivate teachers/Student Support Staff to apply for advancement in title, considering that many teachers/Student Support Staff have a chance to gain a title. The drawback of this scenario is the fact that the system would be quickly “satiated” and further room for improvement would be generated based on retirement¹¹.

In the simulation shown in Table 2, the percentage of teachers who would advance in the title of Teacher-Mentor in the first three (3) years amounts to 4% each year, and in the next two years, it is lower and amounts to 2% and 1%, respectively. Advancement in the title of Teacher /Student Support Staff-Advisor would start in the fourth year, when 2% of teachers/Student Support Staff would advance, while in the fifth year, 3% of teachers/Student Support Staff would advance.

Budgetary burden is shown as a relative amount (%) compared to the current annual budget for teacher salaries (teacher’s basic salary without working experience and allowances) taking into account the coefficients of the Collective Agreement.

Table 2. Simulation of the budgetary burden for 5 years, for advancement in positions, in relative terms (%)

Year	Teacher-Mentor			Teacher-Advisor			TOTAL	
	% teachers	% salary increase	budgetary burden for wages	% teachers	% salary increase	budgetary burden for wages	total annual	total cumulative
1	4%	12%	0.48%	0%	24%	0.00%	0.48%	0.48%
2	4%	12%	0.48%	0%	24%	0.00%	0.48%	0.96%
3	4%	12%	0.48%	0%	24%	0.00%	0.48%	1.44%
4	2%	12%	0.24%	2%	24%	0.48%	0.72%	2.16%
5	1%	12%	0.12%	3%	24%	0.72%	0.84%	3.00%

Note: The column “% teachers” also includes Student Support Staff

¹⁰ One of the conditions for advancement in the position of Teacher-Advisor is three (3) years of previous work with a title of Teacher-Mentor .

¹¹ For a period of 5 years, around 2000 teachers would retire in primary education, while 600 teachers in secondary education.
<http://www.stat.gov.mk/Publikacii/2.4.12.04.pdf>

As seen from Table 2, the total annual budget for salaries of teachers and school support staff (basic salary without working experience and allowances) will increase by 0.48% annually in the first three (3) years, by an additional 0.72% in the fourth year and by 0.84% in the fifth year, as a result of the promotion of teachers and Student Support Staff to the positions of Mentors and Advisors. After five years, when it is expected to reach the optimum number of teachers who will have acquired titles, the total budget burden for increased salaries of teachers/Student Support Staff who have obtained their titles is expected to be 3% of the general budget for salaries of teachers/Student Support Staff.

Tables 3 and 4 present the absolute amounts having in mind the previously stated percentage of teachers/Student Support Staff that would advance in titles in primary and secondary education and the current level of teachers' salaries in primary and secondary schools. Assuming that advancement in titles starts in the school year 2016/17, the payment of increased salaries of Teacher /Student Support Staff-Mentors would start from 2018, and of Advisors in 2021. Hence, starting from 2018, additional budgetary appropriations for salaries should be provided.

Table 3. Budget burden for 5 years regarding advancement in titles in primary education, in absolute terms (MKD)

year	Teacher-Mentors					Teacher-Advisors					Total MKD
	% of Mentors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	budgetary burden for salaries, in MKD	% of Advisors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	budgetary burden for salaries, in MKD	
2018	4	747	3,637	43,644	32,602,068	0	0	7,274	87,288	0	32,602,068
2019	4	747	3,637	43,644	32,602,068	0	0	7,274	87,288	0	32,602,068
2020	4	747	3,637	43,644	32,602,068	0	0	7,274	87,288	0	32,602,068
2021	2	374	3,637	43,644	16,322,856	2	374	7,274	87,288	32,645,712	48,968,568
2022	1	187	3,637	43,644	8,161,428	3	560	7,274	87,288	48,881,280	57,042,708
Total	15	2082			122,290,488		934			81,526,992	203,817,480

Note: Teachers also imply Student Support Staff

Table 4. Budget burden for 5 years regarding advancement in titles in secondary education, in absolute terms (MKD)

year	Teacher-Mentors					Teacher-Advisors					Total MKD
	% of Mentors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	budgetary burden for salaries, in MKD	% of Advisors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	budgetary burden for salaries, in MKD	
2018	4	313	3,796	45,552	14,257,776	0	0	7,592	0	0	14,257,776
2019	4	313	3,796	45,552	14,257,776	0	0	7,592	0	0	14,257,776
2020	4	313	3,796	45,552	14,257,776	0	0	7,592	0	0	14,257,776
2021	2	156	3,796	45,552	7,106,112	2	156	7,592	91,104	14,212,224	21,318,336
2022	1	78	3,796	45,552	3,553,056	3	235	7,592	91,104	21,409,440	24,962,496
Total	15	1173			53,432,496		391			35,621,664	89,054,160

Note: Teachers also imply Student Support Staff

Table 5 presents the budgetary burden for advancement in titles for teachers both in primary and secondary education, by years.

Table 5 Budgetary burden for advancement in titles for teachers both in primary and secondary education, by years, in absolute terms (MKD)

year	primary	secondary	total
2018	32,602,068	14,257,776	46,859,844
2019	32,602,068	14,257,776	46,859,844
2020	32,602,068	14,257,776	46,859,844
2021	48,968,568	21,318,336	70,286,904
2022	57,042,708	24,962,496	82,005,204

Scenario B - slower pace of advancement

According to Scenario B, the system of advancement would be implemented in full scale within 10 years. Such pace would ensure maintaining stricter criteria, more even budgetary burden and more natural advancement of teachers/Student Support Staff once the system is fully effective. The drawback of this scenario is that perhaps the motivation for advancement would be lower because of the knowledge that a smaller number of teachers may advance.

In the simulation shown in Table 6, the percentage of teachers who would be promoted to the title of Teacher-Mentor in the first five years is 2% each year, and in the next five years it is lower and amounts to 1% each year. The advancement to the title of Teacher/Student Support Staff-Advisor would start in the fifth year because fewer teachers would have acquired the title of Mentor by then and in the first four years, 1% of teachers/Student Support Staff would be promoted, while in the other two years, this number would be 0.5% of teachers/Student Support Staff.

The budgetary burden is shown as a relative amount (%) compared to the current annual budget for teachers' salaries (basic teacher's salary without working experience and allowances) taking into account the coefficients of the Collective Agreement.

Table 6. Simulation of budgetary burden for 10 years regarding the promotion to titles, in relative terms (%)

year	Teacher-Mentor			Teacher-Advisor			TOTAL	
	% teachers	% salary increase	budgetary burden for salaries	% teachers	% salary increase	budgetary burden for salaries	total annual	total cumulative
1	2%	12%	0.24%	0%	24%	0.00%	0.24%	0.24%
2	2%	12%	0.24%	0%	24%	0.00%	0.24%	0.48%
3	2%	12%	0.24%	0%	24%	0.00%	0.24%	0.72%
4	2%	12%	0.24%	0%	24%	0.00%	0.24%	0.96%
5	2%	12%	0.24%	1%	24%	0.24%	0.48%	1.44%
6	1%	12%	0.12%	1%	24%	0.24%	0.36%	1.80%
7	1%	12%	0.12%	1%	24%	0.24%	0.36%	2.16%
8	1%	12%	0.12%	1%	24%	0.24%	0.36%	2.52%
9	1%	12%	0.12%	0.5%	24%	0.12%	0.24%	2.76%
10	1%	12%	0.12%	0.5%	24%	0.12%	0.24%	3.00%
total	15%			5%				

Note: The column "% teachers" also includes Student Support Staff

As seen from Table 6, the total annual budget for salaries of teachers and school support staff (basic salary without working experience and allowances) in the first 4 years will increase by 0.24%

per year, in the fifth year, by further 0.48%, in the following three years by 0.36% of the budget for salaries, and in the final two years by 0.24%, as a result of the promotion of teachers and Student Support Staff to the positions of Mentor and Advisor. After 10 years, when it is expected to reach the optimum number of teachers who have acquired titles, the total budget burden for increased salaries of teachers/Student Support Staff who have obtained their titles will be 3% of the general budget for salaries of teachers/Student Support Staff.

Tables 7 and 8 present the absolute amounts for the first five years of implementing the system, having in mind the previously stated percentage of teachers/Student Support Staff who would be promoted to titles in primary and secondary education, and the current level of teachers' salaries in primary and secondary schools. For the second half of the period of implementation of the system, it is not realistic to make projections based on the current number of teachers and current salary level. If advancement in titles starts in the school year 2016/17, the payment of increased salaries of Teacher /Student Support Staff-Mentors would start from 2018. While for Teacher /Student Support Staff-Advisors, it would start from 2022. Hence, starting from 2018, additional budget appropriations for salaries should be provided.

Table 7. Budgetary burden for the first 5 years of advancement in positions in primary education, in absolute terms (MKD)

year	Teacher-Mentors					Teacher-Advisors					Total MKD
	% of Mentors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	annual budgetary burden for salaries, in MKD	% of Advisors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	annual budgetary burden for salaries, in MKD	
2018	2	374	3,637	43,644	16,322,856	0	0	7,274	87,288	0	16,322,856
2019	2	374	3,637	43,644	16,322,856	0	0	7,274	87,288	0	16,322,856
2020	2	374	3,637	43,644	16,322,856	0	0	7,274	87,288	0	16,322,856
2021	2	374	3,637	43,644	16,322,856	0	0	7,274	87,288	0	16,322,856
2022	2	374	3,637	43,644	16,322,856	1	187	7,274	87,288	16,322,856	32,645,712

Table 8. Budgetary burden for the first 5 years for advancement in titles in secondary education, in absolute terms (MKD)

year	Teacher-Mentors					Teacher-Advisors					Total MKD
	% of Mentors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	annual budgetary burden for salaries, in MKD	% of Advisors	number	gross monthly increase per teacher, in MKD	gross annual increase per teacher, in MKD	annual budgetary burden for salaries, in MKD	
2018	2	157	3,796	45,552	7,151,664	0	0	7,592	91,104	0	7,151,664
2019	2	157	3,796	45,552	7,151,664	0	0	7,592	91,104	0	7,151,664
2020	2	157	3,796	45,552	7,151,664	0	0	7,592	91,104	0	7,151,664
2021	2	157	3,796	45,552	7,151,664	0	0	7,592	91,104	0	7,151,664
2022	2	157	3,796	45,552	7,151,664	1	78	7,592	91,104	7,106,112	14,257,776

Note: Teachers also imply Student Support Staff

Table 9 presents the budgetary burden for advancement in titles for teachers both in primary and secondary education, by years.

Table 10. Annual cost of evaluating candidates for titles by the Commission

Scenario	Assessment time per candidate in hours	Price per hour*	Cost per candidate	Number of candidates	Total MKD
Scenario A	15	MKD 400	MKD 6,000	2100	12,600,000
Scenario B	15	MKD 400	MKD 6,000	1060	636,000

*Note: The price includes personal income tax

The simulation shown in Table 10 shows that the work time of Commission Members will annually cost about 12.6 million denars according to Scenario A, and MKD 636,000 according to Scenario B. In the following years, when the advancement in the title of Teacher /Student Support Staff-Advisor starts, the cost of Commission's work will be higher.

Three (3) Commission Members are representatives of the respective faculty and the representative of the teacher union and they, given the volume of work (the large number of applicants), will definitely have to be paid. Four (4) Commission Members are representatives of state institutions (BDE, VET Centre, SEI, MoES). However, due to the volume of work, it is unlikely they will be able to perform the evaluation in their working hours. If they do it overtime, they should receive appropriate compensation.

2.2.3 Assessment of compliance with the standards based on inspection in teachers' work

Assessment of fulfillment of part of the standards for Teacher /Student Support Staff-Mentors will also be performed by BDE and VET Centre Advisors through direct inspections into the work of teachers/Student Support Staff who have applied for the title. It will significantly increase the volume of their work on an annual basis. It is estimated that the Advisor would take about 5 hours of direct inspection into the work of one candidate. Below are estimates of the financial implications of such engagement.

Table 4. Costs for evaluating candidates for titles by BDE and VET Centre Advisors

Scenario	Assessment time per candidate in hours	Price per hour*	Cost per candidate	Number of candidates (per year)	Total MKD (annually)
Scenario A	5	MKD 300	MKD 1,500	2100	3,150,000
Scenario B	5	MKD 300	MKD 1,500	1060	1,590,000

*Note: The price is calculated as gross pay per hour

The total cost of increased workload for BDE and VET Centre Advisors annually is 3.15 million denars under Scenario A, and 1.59 million denars under scenario B. This amount can be offset by the increased workload of Advisors who will be hired, or additional Advisors should be hired. Regarding the above estimated volume of work, additional 6-7 Advisors are required for an accelerated advancement pace (Scenario A) and 3-4 Advisors for the slower advancement pace (Scenario B). Below is the calculation:

Scenario A

Total annual commitment = 10,500 working hours; 8 hours a day = 1312 working days; 210 working days per year = 6.25 workplaces.

Scenario B

Total annual commitment = 5,300 working hours; 8 hours a day = 663 working days; 210 working days per year = 3.15 workplaces.

2.2.4 Salary costs for the Commission's technical support person

The Commission should have at least one technical person hired. Given the number of employees in the Ministry of Education and Science, this issue can be resolved without additional costs, by redeploying the existing staff.