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**Teacher Professional and  
Career Development Project**



**MACEDONIAN  
CIVIC  
EDUCATION  
CENTER**

## **QUARTERLY PROGRAM PERFORMANCE REPORT**

**December 7, 2012 – March 31, 2013**

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

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

**CONTACT PERSONS:**

**Vera Kondik Mitkovska, TPCD Chief of Party**

**E-mail: [vkondik@mcgo.org.mk](mailto:vkondik@mcgo.org.mk)**

**Loreta Georgieva, MCEC Executive Director**

**E-mail: [lgeorgieva@mcgo.org.mk](mailto:lgeorgieva@mcgo.org.mk)**

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## **LIST OF ABBREVIATIONS (IN ALPHABETICAL ORDER)**

AEC	Adult Education Center
BDE	Bureau for Development of Education
CoP	Chief of Party
EU	European Union
GoM	Government of Macedonia
MCEC	Macedonian Civic Education Center
MoES	Ministry of Education and Science
MoF	Ministry of Finance
NEC	National Examination Center
OSCE	Organization for Security and Co-operation in Europe
OECD	Organization for Economic Co-operation and Development
RM	Republic of Macedonia
SbS	Foundation for Educational and Cultural Initiatives Step by Step Macedonia
SEI	State Education Inspectorate
TCD	Teacher Career Development
TPD	Teacher Professional Development
TPCD	Teacher Professional and Career Development
UNICEF	United Nations Children Education Fund
USAID	United States Agency for International Development
VET Center	Vocational Education Training Center
ZELS	Association of Units for Local Self-Government
WB	World Bank

**MACEDONIAN CIVIC EDUCATION CENTER (MCEC)  
USAID TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT (TPCD)**

**QUARTERLY PROGRAM PERFORMANCE REPORT #1**

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<b>Cooperative Agreement No:</b>	<b>RFA-165-A-13-00001</b>
<b>Progress Report No:</b>	<b>1</b>
<b>Reporting Period:</b>	<b>December 7, 2012 – March 31, 2013</b>

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## **1. BACKGROUND**

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

The TPCD project aims to create a comprehensive, transparent, feasible and cost-effective system that will improve student achievement and strengthen teacher credibility. MCEC, in partnership with relevant institutions, will achieve a set group of goals through an integrated approach and activities that focus on lessons learned from implementation of 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 results<sup>1</sup>:

- *Result 1: Comprehensive Legal System Improved*

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

- *Result 2: Enhanced Financial Schemes*

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

- *Result 3: Standards for Teacher Competencies Developed*

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

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

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

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<sup>1</sup> 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.

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

## **2. PROGRESS TOWARDS OBJECTIVES**

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During the reporting period the following was accomplished:

### Crosscutting Activities:

- Recruitment process performed and TPCD staff appointed;
- Subcontract signed with the Foundation for Cultural Initiatives Step by Step;
- TPCD Annual Work Plan developed and approved by USAID;
- PMP plan developed and submitted for approval;
- MOU with Ministry of Education and Science developed and signed;
- MOU with Bureau for Development of Education developed and signed;
- Steering Committee established and initial meeting held;
- Meetings with key stakeholders held and roles and responsibilities clarified;
- Collaboration with international agencies, donor and projects established;
- Project presented to international agencies donors and USAID projects;
- Relevant approaches and documents from international agencies considered;
- Senior international consultants selected and hired;
- Launch workshop program and methodology developed;
- Project updates disseminated to stakeholders and professional community regularly.

### Component One, Comprehensive Legal System:

- Component Expert Group for Legislative Review established;

### Component Two, Enhance Financial Schemes:

- Expert's Group for Financial Schemes established;

### Component Three, Standards for Teacher Competencies:

- Expert Group for Teacher Competencies established.

## **3. PROJECT START-UP**

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### **3.1 Key Project Personnel Positions**

From the beginning of TPCD, a project team has been created to ensure effective coordination among components and successful implementation of all project activities. The team members possess a deep understanding of the overall education system including current challenges for establishing teacher professional and career development in the Republic of Macedonia. In addition, the team has extensive experience in managing USAID projects and has proven capacity to collaborate with governmental institutions, counterparts, universities, schools, international and local organizations, and stakeholders at all levels of society.

MCEC is the prime organization and the Foundation for Educational and Cultural Initiatives Step by Step (SbS) Macedonia is a sub-recipient. During this reporting period, MCEC management and SbS contributed to establishing a project staffing structure to ensure relevant expertise to successfully achieve the project goals and outcomes.

In line with the MCEC application and contract agreement signed with USAID, the following individuals were assigned as key project personnel from MCEC staff:

- TPCD Chief of Party, Vera Kondik Mitkovska (Level of Effort 100% from December 2012 – June 2015);
- TPCD Senior Education Specialist, Gorica Mickovska in charge for Component 3 (Level of Effort 100% from December 2012 – June 2015);
- TPCD Program and Communication Manager, Aleksandar Stamboliev, in charge of Component 1 and Component 2 (Level of Effort 100% from December 2012 – June 2015).

In the preparatory period, SbS informed MCEC about the expected positive outcome of their application under USAID's Development Grant Program. Considering the new role of Ms. Suzana Kirandiska as a SbS Executive Director under TPCD and as Chief of Party for DGP, MCEC and SbS reviewed the initial roles and responsibilities planned under original proposal submitted to USAID and decided to decrease Ms. Kiradziska's level of effort from 50% to 30%. The following SbS staff was assigned as key personnel under the sub-agreement with SbS:

- SbS Executive Director – Suzana Kirandziska (Level of Effort 30%, from March 2013 – December 2013, as the annual agreement with SbS will be reviewed and signed on annual basis).

### **3.2 Other Project Staff**

Other project staff positions for programing and administrative smooth functioning of the project are provided from the MCEC experienced staff as following:

- MCEC Executive Director, Loreta Georgieva (Level of Effort 25% from December 2012 – June 2015);
- MCEC Office Finance Manager, Vladimir Petreski (Level of Effort 25% from December 2012 – June 2015);
- TPCD Project and Finance Assistant, Besa Recic (Level of Effort 100% from December 2012 – June 2015).

According to the sub-agreement with SbS, an additional amendment made in the project structure is the change of the title of the SbS M&E Coordinator to Project Coordinator as this position will need to take over the planned professional support originally planned as responsibilities of SbS Executive Director. Therefore, the level of effort for Project Coordinator position was increased from 50% to 70% level of effort. The following staff has been appointed by SbS for the needs of the project and their roles/responsibilities will be reviewed on annual basis:

- SbS Project Coordinator, Branka Trifunovska (Level of Effort 70% from March 2012 – December 2013)
- SbS Project Assistant, Miroslav Stojanovik (Level of Effort 100% from March 2012 – December 2013).

### **3.3 Sub-grant Contract with SbS**

During the reporting period, Macedonian Civic Education Centre (MCEC) and the proposed sub-grant recipient organization SbS finalized the negotiation process related to the sub-grant contract and supplementary documentation for the USAID/Teacher Professional and Career Development Project. The negotiation process included meetings, telephone and email communication in order to establish and precisely define activities, responsibilities and level of effort by SbS within Year 1 of the project implementation.

To streamline the cooperation with SbS, MCEC developed the following documents:

- Annual Scope of Work for period March – December 2013;
- Timeframe of activities;
- Annual Sub-recipient Budget;
- Accounting & admin requirements;
- Fee and costs rates.

The documents were submitted to USAID for approval, and since SbS was proposed as partner organization in the originally submitted proposal, no additional approval was needed by USAID. MCEC signed the contract with SbS on March 18, 2013. The contract with SbS will be renewed on an annual basis, together with the Work Plan of activities for the subsequent year. Annual evaluation of SbS performance will be conducted by the MCEC team. Results from the organizational assessment will influence the breadth and depth SbS responsibilities in the subsequent years.

In line with the project application, SbS is MCEC's key project partner in implementing activities as part of the component three related to Standards for Teacher Competencies. For the period March - December 2013, SbS will mainly be responsible for implementation of activities under Component 3: Standards for Teacher Competencies. During the first year, SbS will be responsible for review of policy documents on teacher competencies and identify and catalogue of teacher core competencies. In addition, SbS will coordinate part of the cross cutting activities related to production and dissemination of materials and organizing meetings, debates and roundtable discussions.

### **3.4 Annual Work Plan 2013**

Upon signing the Cooperative agreement between MCEC and USAID on December 7, 2012, and establishing the TPCD staffing structure, the project team started developing an Annual Work Plan for 2013. The original application served as a basis for detailed planning of activities to be implemented during the first year of the project. The project team held planning meetings to discuss priority areas, timeframe of activities, implementing partners including their roles and responsibilities, project structures, collaboration and communication mechanisms.

The key principles that guided the process of developing the Annual Work Plan were the following:

- Participation and cooperation with key educational stakeholders is considered vital for establishing a functional TPCD system in the Republic of Macedonia. Thus, the project will maintain positive relationships with all educational institutions, associations and programs in the field of education. Their knowledge and expertise is considered essential for linking the existing policies and practices with new TPCD models.
- Sustainability is crucial for the TPCD system. Therefore, all activities will be conducted in partnership with the educational institutions and local counterparts to ensure ownership, future sustainability and growth. The project team will put effort in introducing exciting and innovative solutions, which are realistic, practical and acceptable to stakeholders.

The Annual Work Plan was submitted to USAID for review on January 30, 2013, and following the clarification of the comments and questions from USAID, it was approved on February 14, 2013. Please refer to **Annex 1** for TPCD Annual Work Plan for 2013.

### **3.5 Performance Monitoring Plan (PMP)**

In accordance with the USAID requirements, PMP was developed with assistance of USAID Monitoring and Evaluation Specialist, Mr. Ivica Vasev. The draft PMP was submitted for review to USAID on February 21, 2013. Comments and suggestions from USAID were considered and revised version of PMP was submitted for approval.

## 4. PROJECT ACTIVITIES

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### 4.1 CROSSCUTTING ACTIVITIES

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

In order to inform the MoES about the new USAID TPCD project implemented by MCEC, a meeting was held with the state advisor Mr. Igor Nikolovski, on December 25, 2012. Project goals and activities were presented, as well as a draft Memorandum of Understanding (MoU) clarifying roles and responsibilities was given to MoES for their review and comments. The final version of the MoU was signed by all parties on January 18, 2013. Please refer to **Annex 2** for the MoU signed with MOES.

Following the official award of the project to MCEC, a number of meetings were held with BDE management staff in order to consider their expectations, discuss the needed support, agree on project activities and expected results. A MoU with BDE was signed on February 5, 2013. Please refer to **Annex 3** for the MoU signed with BDE.

In an attempt to ensure involvement and support of other educational stakeholders, separate meetings were held with the directors of SEI, NEC and the VET Center.

The key educational stakeholders expressed readiness to participate and give their input in implementing project activities, and consider this project as an excellent opportunity to increase the status of teaching profession and contribute towards raising the quality of education in the Republic of Macedonia.

#### 4.1.2 Collaboration with international agencies

MCEC presented the project to the following international agencies: UNICEF, World Bank (WB) and OECD. At these meetings, past, current and future activities of international agencies were discussed, in order to explore possible ways of cooperation and avoid potential overlap of activities. Following the initial meetings, UNICEF approached the team and offered to establish cooperation between OECD's department for policy analysis and TPCD project with the aim of using OECD expertise in the field of teacher professional development. For this purpose, conference calls were organized and areas for cooperation were discussed. UNICEF accepted to co-finance a visit of two OECD experts to Macedonia, however the time and purpose of this visit is still under consideration. Furthermore, the project established cooperation with WB related to conducting the analysis of existing TPCD system in the Republic of Macedonia, by using free of charge the WB SABER Teacher methodology.

The project team also participated in a study of the Directorate-General for Education and Culture of the EU Commission on *Teacher Education for Primary and Secondary Education (ISCED 1-3) in Western Balkan Countries*. This study collected information on key policies, programs, qualification systems, quality assurance mechanisms, innovations and partnership in the field of teacher education in the Republic of Macedonia. The report from the study will be beneficial to the project in terms of future planning of project activities.

#### 4.1.3 Public relations

The project team developed promotional material in a form of one-pager with short information about the goals, expected outcomes, project components and partners, available in three languages (Macedonian, Albanian and English). One-pagers were used to promote the project and were distributed during meetings with different donors, institutions and projects working in the area of education. Please refer to **Annex 4** for copies of the one-pagers.

According to TPCD Branding and Marking Plan, a project facility sign was placed at the MCEC office entrance door, and a project banner was printed to be displayed during events, conferences and other project gatherings. All materials were developed in conjunction with

USAID branding requirements and were cleared by USAID Development Outreach and Communication Office.

#### **4.1.4 Establishing Steering Committee**

The project established a steering committee in order to ensure good governance, inclusiveness and ownership over the proposed measures. Its main responsibilities are to review, propose and verify recommendations from the analysis, as well as to provide input during development of key documents for the project. The steering committee is comprised of representatives of the key stakeholders, as follows: Vesna Horvatovik (BDE Director), Igor Nikoloski (MoES State Advisor), Nadica Nikoloska (SEI Director), Jusuf Arifi (NEC Director), Zekir Zekiri (VET Centar Director) and Jakim Nedelkovski (Teachers Union President).

The first steering committee meeting was organized and chaired by Ms Horvatovik on March 19, 2013. During the meeting the members were familiarized with the project goals, activities and expected outcomes, as well as introduced to their roles and responsibilities as part of the steering committee. The members expressed a great interest in the project and offered continues institutional support in establishing the TPCD system in the country, Please refer to **Annex 5** for minutes from the meeting with the steering committee.

Apart from the permanent members, the steering committee will include floating members that are representatives from teacher training faculties and municipalities, for matters specific to their responsibilities. For example, one representative from each of the four teacher training faculties will be invited to give professional input and opinion for catalogue of teacher core competences before the document is finalized. At the steering committee meetings financial scenarios proposed by the project will be discussed, representatives from the Association of Local Self Government will be invited.

#### **4.1.5 International Consultancy**

In order to ensure common understanding about the elements which shape a TPCD system, the project team worked on finalizing the planning and preparations for the upcoming two-day launch workshop for the members of the steering committee and expert groups. For this purpose a Scope of Work for hiring senior international consultant was developed and disseminated through educational networks of USAID, UNICEF, World Bank, Bureau for Development of Education (BDE) and MCEC. The open call for senior international consultants resulted eight submitted applications from experts with diverse experience and background. MCEC established a selection committee with representatives from BDE and TPCD project team who reviewed all application based on the following criteria: relevant past experience, experience in the region and understanding of TPCD. The strengths and weakness for all submitted proposals were identified and a ranking table with scores for each international consultants was developed. The selection committee recommended awarding this assignment to Mr. Janez Vogrinc and Mr. Janez Krek, University professors from Republic of Slovenia (who submitted a joint proposal), which was approved by the USAID Regional Acquisition office on March 19, 2013.

Later in Year I, the selected team of senior international consultants will conduct a comparative analysis of four countries with a well-established TPCD system. As per the Scope of Work and in cooperation with the project team, the senior international consultants will identify the countries to be included in the comparative analyses, which will be part of the overall analysis of the TPCD system in the Republic of Macedonia. Possible countries to be part of the comparative analysis are the following: Slovenia, Great Britain, Finland and Lithuania.

#### **4.1.6 Analysis of the TPCD system**

During this reporting period, the team worked on identifying appropriate methodology for conducting a comprehensive analysis which will include a review of the existing elements of TPCD in Macedonia and comparative analysis of four countries with TPCD system in place. The project staff conducted a review of applicable methodologies and identified the World Bank

SABER Teacher methodology. A meeting was arranged with WB representative to discuss the conditions for using SABER Teacher for the purposes of the project and the ownership of the collected data.

In the meantime, UNICEF expressed interest in TPCD project and brought to project team's attention the OECD TALIS methodology, as a possible instrument for conducting the in-country analysis. Thus, two conference calls between OCED and USAID were facilitated by UNICEF to discuss the possibilities and the cooperation on this matter. This methodology is very comprehensive and provides information on both the system level and the practical implementation of TPCD in the country. However, due the length of time necessary to conduct the analysis and the associated cost, TPCD project in consultation with USAID decided to use the WB methodology. SABER Teacher was offered free of charge, it requires less time for administering the process and provides the necessary information for review of the TPCD system. An agreement for implementation of SABER Teacher methodology, which reflects the mutual agreed mode of cooperation and division of responsibilities, was issued by World Bank country office on March 4, 2013. Please refer to **Annex 6** the TPCD letter addressed to World Bank summarizing the Agreement on implementation of SABER Teacher methodology and the World Bank consent. Following the receipt of the agreement, World Bank provided the questioners for data collection.

In accordance with World Bank procedures, Gorica Mickovska from MCEC was appointed as local expert and Silvana Veterovska, BDE advisor for national coordinator for implementing the SABER Teacher Methodology.

Following the selection of local consultants and nomination of representatives by key educational institutions, a team for data collection was established and directions for filling out the questioners were provided by the project team. Transparent on-line information sharing and data collection filing system was developed by TPCD team using the Dropbox, an online, free of charge application.

#### **4.1.7 Meetings, debates and roundtable discussions**

Informative meetings were held with MoES, BDE, SEI, VET Center and NEC in order to present the project activities and expected outcomes, as well as to discuss their involvement and support related to specific project activities.

The team is in the process of planning roundtable discussions related to the review of current TPCD system with teachers and school management staff.

## **4.2 COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM**

### **4.2.1 Expert Group established**

An important activity of this component is establishing an expert group consisting of experts with legal and educational background. Thus, a public call for four local consultants was advertised on the MCEC web page in February 2013. In order to reach potential local consultants with relevant experience, the information was disseminated via educational networks of MCEC, BDE and USAID. The open call resulted in receiving seven applications, out of which four experts in legal matters, drafting laws and other legal acts, were selected. USAID approved the consultants on March 19, 2013. In order to ensure that drafted legal solutions are applicable to the educational system in the Republic of Macedonia, the project requested from BDE to nominate two advisors with relevant expertise to support the work under this component. In addition, this will contribute towards strengthening the BDE staff capacity, ensure ownership over the drafted legal measures and sustainability of TPCD system.

### **4.2.2 Comprehensive Review of Existing TPCD Legislation**

Following the receipt of the SABER Teacher questionnaires a meeting was held with component expert group members. The purpose of the meeting was to discuss the content of the questionnaires, the timeframe and process of collection of information, in order to ensure systematic gathering of data. A Dropbox folder was created to enable easy access to information, simultaneous work on documents and constant cooperation and support between members of expert groups. All relevant laws were uploaded into the folder to assist the expert group members in identifying relevant articles. Regular communication was established with the members of the expert group that ensured smooth and coherent data collection process.

## **4.3 COMPONENT 2: ENHANCE FINANCIAL SCHEMES**

### **4.3.1 Expert Group established**

During this reporting period, a call for hiring two local consultants to support the work of the second component was opened. Three applications were received by end of February 2013, but only one local consultant met the criteria and was selected to join the expert group. USAID approved the candidate on March 19, 2013. One of the main goals of this component expert group is to identify diversified financial sources and propose cost-effective scenarios of TPCD system. In order to ensure that the proposed financial scenarios are applicable to the educational system in the Republic of Macedonia, the project requested from BDE to nominate two advisors with relevant expertise to support the work under this component.

Following the establishment of the expert group, the members started working on collecting data needed for the SABER Teacher questionnaires specific to financing of TPCD. The project team provided support to the group through guidance on the process for gathering data and filling out the questionnaires. A specific Dropbox folder for financial matters was created to enable sharing of information and data among the members of this group.

## **4.4 COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES**

### **4.4.1 Expert Group established**

In addition to establishing expert groups under the other two components, an expert group for this component was also formed. For this purpose, an open call for local consultants was launched and four consultants, three of which are school practitioners and one university professor, were selected. The open call for this component attracted the highest number of interested candidates and resulted in 23 submitted applications. USAID approved the selected consultants on March 19, 2013. By request of the project, BDE, SEI, NEC and the VET Center

nominated representatives from their institutions to provide support and input in planning and implementation of project activities. By involving the key educational institutions, the bearers of the responsibility for effective functioning of TPCD after the system is set, the project will ensure practical application and sustainability of the proposed TPCD elements. The group is consisted of representatives with extensive professional background in primary, secondary and higher education.

On March 25, 2013 a meeting was held with all members of the expert group. The purpose of this meeting was to familiarize the members with the project activities, expected results and the use of SABER Teacher methodology for the analysis of the TPCD system. During the meeting the working groups for developing: 1) glossary of concepts related to TPCD, 2) catalogue of teacher core competences and 3) analysis of teacher standards and professional development, were established.

Please refer to **Annex 7** for List of Members of the Experts' and Working Groups for Each Component.

## **5. ACTIVITIES FOR THE NEXT REPORTING PERIOD**

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### **5.1 Crosscutting Activities**

- Organize a three-day launch workshop for Steering Committee and Expert Groups members and the project staff in the period 10-12 of April, in Hotel Epinal, Bitola;
- Conduct comprehensive review of the TPCD system in Macedonia and comparative analysis of regional and international best practices that will be conducted in the second reporting quarter;
- Organize focus group discussions with school directors, support staff and teachers to discuss the current system for professional development and ideas for establishing teacher career development ladder and improve the professional development of teachers.
- Upgrade MCEC's webpage to provide visibility of project scope, activities and achievements.

### **5.2 Component One: Comprehensive Legal System**

- Collection of data based on the SABER Teacher methodology;
- Review of the current legal system;
- Drafting the part of the report related to legal review of TPCD;
- Regular coordination meetings with the expert group.

### **5.3 Component Two: Enhanced Financial Schemes**

- Collection of data based on the SABER Teacher methodology;
- Review of the current financing of TPCD;
- Drafting the part of the report related to financial review of TPCD;
- Regular coordination meetings with the expert group.

### **5.4 Component Three: Standards for Teacher Competencies**

- Collection of data based on the SABER Teacher methodology;
- Review of the documents and procedures related to teacher competencies and standards;
- Develop a glossary with concepts related to TPCD;
- Draft catalogue of teacher core competencies;
- Regular coordination meetings with the expert group.

## LIST OF ANNEXES

<b>Annex 1</b>	TPCD Annual Work Plan for 2013
<b>Annex 2</b>	MoU signed with MOES
<b>Annex 3</b>	MoU signed with BDE
<b>Annex 4</b>	One-pagers in three languages (Macedonian, Albanian and English)
<b>Annex 5</b>	Steering Committee Meeting Minutes
<b>Annex 6</b>	TPCD letter addressed to World Bank summarizing the Agreement on implementation of SABER Teacher methodology and the World Bank consent
<b>Annex 7</b>	List of Members of the Experts' and Working Groups for Each Component

**Annex 1**      TPCD Annual Work Plan for 2013



**Teacher Professional and  
Career Development Project**



## **TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT**

### **ANNUAL WORK PLAN**

**December 8, 2012 to December 31, 2013**

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

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

**CONTACT PERSONS:**

**Loreta Georgieva, MCEC Executive Director  
E-mail: [lgeorgieva@mcgo.org.mk](mailto:lgeorgieva@mcgo.org.mk)**

**Vera Kondik Mitkovska, TPCD Chief of Party  
E-mail: [vkondik@mcgo.org.mk](mailto:vkondik@mcgo.org.mk)**

**February 14, 2013**

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## **LIST OF ABBREVIATIONS (IN ALPHABETICAL ORDER)**

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CoP – Chief of Party

EU – European Union

GoM – Government of Macedonia

MCEC – Macedonian Civic Education Center

MoES – Ministry of Education and Science

MoF – Ministry of Finance

NEC – National Examination Center

OSCE – Organization for Security and Co-operation in Europe

OECD – Organization for Economic Co-operation and Development

RM – Republic of Macedonia

SbS – Foundation for Educational and Cultural Initiatives Step by Step Macedonia

SEI – State Education Inspectorate

TCD – Teacher Career Development

TPD – Teacher Professional Development

TPCD – Teacher Professional and Career Development

TT Faculties – Teacher Training Faculties

UNICEF – United Nations Children Education Fund

USAID – United States Agency for International Development

VET Center – Vocational Education Training Center

ZELS – Association of units for local self-government

WB – World Bank

## INTRODUCTION

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USAID Teacher Professional and Career Development (TPCD) Project is a 30 month initiative that contributes to the design and establishment of a teacher professional and career development system in Macedonia by identifying necessary interventions that support existing national policies and practices.

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

## PROJECT DESCRIPTION

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The TPCD project goal is to accomplish the following three, mutually dependent and inter-related results<sup>1</sup>:

*Result 1: Comprehensive Legal System Improved*

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

*Result 2: Enhanced Financial Schemes*

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

*Result 3: Standards for Teacher Competencies Developed*

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

The project will strive to support all existing solutions for TPCD that are considered viable, especially related to teacher professional development (TPD). For teacher career development (TCD), which is still at very early stages of its development<sup>2</sup>, the project will propose different models of TCD. The TPCD Project will support advocacy and lobbying activities of the Bureau for Development of Education and other relevant institutions in order to ensure acceptance and approval of developed documents and adoption of the most suitable TPCD system in the Macedonian context to be considered by Government of Macedonia (GoM).

The TPCD Project team will use a participatory approach to ensure that strong coordination and consultation mechanisms with BDE and other educational institutions are in place as the ownership of processes are crucial for the success of the project, as well as for ensuring that results are institutionalized in national policies and practices. Achieving success also demands that TPCD project actively engages communities, local governments and teacher union, and builds on their insight and opinion while developing strategies and documents.

All activities contribute to achieving the three overarching goals will be supported by experts' groups consisting of experts with legal, financial and educational background. The TPCD system will be based on clear standards of quality teaching, multiple measures, accurate teacher evaluation<sup>3</sup>, targeted professional development and continued support to teachers.

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<sup>1</sup> 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.

<sup>2</sup> Teacher Career Development is only regulated in the laws (Primary and Secondary Education), by-laws are not developed and the system is not implemented.

<sup>3</sup> Teacher evaluation refers to all forms of evaluation such as: School Self-evaluation, Integral Evaluation, teacher rewarding based on the External Student Assessment.

The project team and key educational institutions will jointly implement the following activities:

- Build a common understanding of TPCD among stakeholders through discussion on policy documents, best practices, and debate;
- Strengthen linkages and communication among all stakeholders through collaborative meetings, events, round table discussions, public debates, etc.;
- Strengthen the capacities of key education institutions (e.g. Bureau for Development of Education (BDE), State Education Inspectorate (SEI), Vocational Education Training Center (VET Center), Adult Education Center (AEC), National Examination Center (NEC) to advocate for adoption of the most applicable TPCD system;
- Establish high standards, emphasizing the importance of continuing education and increase the status of the teaching profession by creating a defined career system;
- Promote higher standards for accreditation of training providers;
- Promote teacher professional development in schools as a key element to enhance students achievement;
- Implement outreach activities to promote project achievements.

Through these and other activities, the project will achieve the following:

- Finalized comprehensive analysis<sup>4</sup> of the TPCD system, including a review of legal and financial implications;
- Catalogue of teacher core competencies and teacher standards along with adequate draft amendments for new legislation;
- Established tools and procedures for implementing TPCD;
- Schemes of financing the teacher professional development system;
- Two realistic models for teacher career advancement;
- The professional community informed regarding TPCD policy and financial schemes;
- Improved training providers accreditation procedures;
- Clarified and agreed roles and responsibilities of key educational institutions related to TPCD.

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<sup>4</sup> The Analysis is consisted of a comprehensive review of TPCD system in Macedonia and comparative analysis of regional and international best practice.

## TPCD ORGANIZATIONAL STRUCTURE

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The team has been created to ensure effective coordination among components and successful implementation of all project activities. The project team has a deep understanding of Macedonia's education system and current challenges of teacher professional and career development. The team also has extensive experience managing United States Agency for International Development (USAID) projects and has the proven capacity to collaborate with governmental institutions, counterparts, universities, schools, international and local organizations, and stakeholders at all levels of society.

### TPCD Organizational Structure and Staffing Plan

The TPCD Project structure and the links to MCEC organizational structure, USAID and partner organization are described in **Annex 1**. MCEC is the prime organization and the Foundation for Educational and Cultural Initiatives Step by Step Macedonia<sup>5</sup> is a sub-recipient. The senior management team is responsible for supervising staff, monitoring progress and quality of all activities, preparing and executing annual work plans, and ensuring the project is responsive to USAID and other stakeholders' requirements. The roles and responsibilities of each proposed TPCD staff, their names, position and level of effort are as follows:

#### TPCD Project Staff

*TPCD Chief of Party (CoP), Vera Kondik Mitkovska.* Responsible for directing the operation of all TPCD project activities; provides technical direction and management oversight for TPCD staff members, including overseeing and coordinating sub-recipient and local technical assistance; ensures full team participation in project monitoring and evaluation effort; lead representative in building linkages to government Ministries, municipalities, schools; manages the relationship with the partners; negotiates agreements with collaborators at different levels to create leverage for the project needs; provides leadership and mentors staff in fostering positive team spirit and high quality performance; maintains working relationships with counterparts, international and local organizations and donors; primary point of contact with USAID/Macedonia with regard to day-to-day activities and management matters; reports to MCEC Executive Director. Level of Effort 100% from December 2012 – June 2015.

*MCEC Executive Director, Loreta Georgieva.* Responsible for project strategic discussions and review of shaping the sub-recipient agreement; oversees the process of cooperation with project partners; attends USAID meetings; responsible for legal operations related to the project; reviews and signs contracts; final review and approval of the payments and is an authorized bank signatory in accordance with MCEC statute and relevant country laws, advises CoP on project planning, provides technical assistance needs and problem solving, closely supervises the project financial management. Level of Effort 25% from December 2012 – June 2015.

*MCEC Office Finance Manager, Vladimir Petreski.* Responsible for setting-up and managing the project's accounting system as part of bigger MCEC accounting system; approves payment requests; supervises the TPCD Finance Assistant; maintains project finances, accounting and compliance, including financial reporting and supervising procurement; ensures transparency and accountability of all financial activities. As per MCEC statute, in accordance with project needs, the Office Finance Manager reports to the MCEC Executive Director. Level of Effort 25% from December 2012 – June 2015.

*TPCD Program/Communications Manager, Aleksandar Stamboliev.* Responsible for managing and coordinating activities under Component 1 and 2; leads expert groups responsible for conducting comprehensive review of budgeting of TPCD nationally; ensures produced documents are presented to relevant institutions; coordinates the process of selecting consultants for both the finance and legal components; facilitates meetings, debates and roundtable discussions with partners and key stakeholders; organizes public project

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<sup>5</sup> The sub-recipient SOW and sub-agreement is subject of review and approval by the USAID Agreement Officer.

presentations, press releases, web-site management/update; supports TPCD CoP in public appearances. Level of Effort 100% from December 2012 – June 2015.

*TPCD Senior Program Specialist, Gorica Mickovska.* Responsible for coordination of activities under Component 1 and 3; coordinates the work of the expert groups; conducts a comprehensive analysis of regional and international best practice; leads the review of teacher qualifications frameworks, models of professional development, certification process, approaches in evaluating teacher effectiveness; responsible for the analysis of career advancement of teachers, developing teacher standards and evaluation tools for measuring teacher skills and preparedness; support BDE in improving the framework of quality assurance of training providers; reports to TPCD CoP. Level of Effort 100% from December 2012 – June 2015.

*TPCD Project and Finance Assistant, Besa Reci.* Assists and supports the Chief of Party and MCEC/TPCD key staff in planning, organizing and implementing project activities; organizes and monitors program activities related to events; maintains clear and accurate documents and filing system; supports the project team in all activities including logistics, filing, maintaining contacts, handling translations, preparing meetings and documents, collecting information and maintaining data; responsible for financial assistance; prepares payments and assists in reviewing sub-recipient monthly reports and cash transfers; assists in organizing events, meetings, arranging hotels and meeting venues; reports to TPCD CoP. Level of Effort 100% from December 2012 – June 2015.

### **TPCD Partner Organization Responsibilities**

Following the USAID approval of the TPCD Annual Work Plan, MCEC and SbS will develop a statement of work, timeframe of activities and summary budget. The documents will be submitted to USAID for approval, and as soon as they are cleared, MCEC will sign a delivery based sub-agreement with SbS (this agreement will be renewed on an annual basis, together with the Work Plan of activities for the subsequent year). Annual evaluation of SbS performance will be conducted by the MCEC team. Results from the organizational assessment will influence the breadth and depth SbS responsibilities in the subsequent years.

SbS will be mainly responsible for implementation of activities under Component 3: Standards for Teacher Competencies. During the first year, SbS will be responsible for review of policy documents on teacher competencies and identify and catalogue of teacher core competencies. In addition, SbS will coordinate part of the cross cutting activities related to production and dissemination of materials and organizing meetings, debates and roundtable discussions.

## **TPCD CROSSCUTTING ACTIVITIES**

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The project provides an opportunity to work on three key areas (educational, financial and legal) for establishing a well-designed TPCD system. In addition, the project promotes transparency and involvement of all relevant stakeholders. In order to ensure coherence among the components, the following activities are considered as crosscutting:

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

The project team will meet with MoES to present and agree on collaboration and implementation of project activities. To institutionalize the cooperation, a MOU between MCEC and MOES will be signed. This MoU will serve as basis for preparing and signing separate MoUs with BDE and other relevant institutions.

Separate meetings will be organized with BDE and other relevant educational institutions including VET Center, SEI, NEC, AEC and Association of units for local self-government (ZELS) to develop common understanding of the need for improvement of TPCD and to agree on their involvement in the project activities.

The BDE will be a key partner in planning, designing, decision making, promoting and officially submitting the proposed TPCD to the MoES for adoption.

*Expected results:*

- *MOU with MoES developed and signed;*
- *MOU with BDE and other relevant institutions developed and signed;*
- *Meetings with key stakeholders held and roles and responsibilities clarified.*

### **2. Establishing Steering Committee**

The project will establish a steering committee in order to ensure good governance, inclusiveness and ownership over the proposed draft measures. Members of the steering committee will be representatives of key government institutions and professional associations. The Steering Committee will be responsible for reviewing, proposing and verifying recommendations from the analysis. In addition, they will be responsible for providing input in development of key documents for the project. The members of the committee will present the key documents to MoES and Ministry of Finance (MoF), and they will lobby for adoption of the proposed legal amendments and budget allocations, emphasizing the cost benefit of suggested models for the professional and career development system.

*Expected results:*

- *Steering Committee with representatives of key stakeholders established.*

### **3. Launch workshop**

Upon establishing the Steering Committee and Expert Groups, a two-day workshop will be organized for their members and the project staff. The workshop will focus on: elements of a functional TPCD system; sequence of activities and processes which lead to the development of such a system; broadening participants' perspective on the complexity of a TPCD system; presenting strengths and weaknesses of established TPCD systems; presenting global trends where financial sustainability is demonstrated within teacher professional and career development system; and critical points which need to be taken into consideration for the scope of this project. The workshop will be conducted by a senior international consultant<sup>6</sup>. The project will make an effort to ensure presence of a representative from the OECD in order

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<sup>6</sup> The same senior international consultant will be used to support the implementation of project activities related to conducting the Analysis (activity four, below), and other relevant component activities.

to get input in development of policies for TPCD and explore opportunities for future cooperation.

*Expected results:*

- *A senior international consultant selected and hired;*
- *Workshop program and methodology developed;*
- *Kick of workshop held with members of the Steering Group and Expert groups;*
- *Participant understanding of the current TPCD system in Macedonia increased.*
- *Participant understanding of regional and global model TCPD systems explored.*

#### **4. Analysis of the TPCD system**

The Analysis consists of a comprehensive review of the TPCD system in Macedonia and comparative analysis of regional and international best practices. At the outset of the Project, a comprehensive review of the existing TPCD legislation, teachers' compensation plans and financing of TPCD, as well as policy documents on teacher competencies will be conducted. Existing documents will be analyzed against the documents, recommendations including common principles of the European Union (EU) and Organization for Economic Co-operation and Development (OECD), and similar regional documents describing teachers' competencies. The review will be carried out by the Expert Groups. The project team, at the very early stages of implementation will initiate cooperation with OECD, as the GoM plans to use OECD indicators of educational system (INES)<sup>7</sup> to report on the progress.

Comparative analysis of regional and international best practice will be conducted by an international expert in order to avoid pitfalls and find appropriate solutions for the development of the TPCD system in Macedonia. The analysis will include examples from four countries that have well-developed policies and TPCD systems in place. The systems that will be analyzed will be selected in consultation with the Steering Committee and the international consultant. The analysis will provide an overview of the existing TPCD elements in Macedonia, identify the gaps, give recommendations and set direction for developing a sustainable TPCD system.

*Expected results:*

- *Comprehensive review of TPCD in Macedonia carried out;*
- *Comparative analysis of TPCD systems of at least four countries conducted;*
- *Existing documents analyzed against EU and OECD policies;*
- *Findings and recommendations developed and published.*

#### **5. Presentation of Key Findings from the Analysis and TPCD Project**

Taking into consideration that the project start coincides with the local elections 2013, the most appropriate time to organize the TPCD project presentation for the wider professional community will be following the completion of the analysis. The project presentation will be organized to introduce the overarching project objectives, planned activities and the results of the analysis. High officials from the MoES and USAID will be invited to address the audience and emphasize the importance of developing a TPCD system in order to increase the quality of education in Republic of Macedonia. In addition, the project will make an effort to ensure presence of OECD experts in the field of teacher professional development. Findings and recommendations from the Analysis will be presented to wide range of education stakeholders to ensure common understanding of forthcoming activities related to the development of the TPCD system in Republic of Macedonia. Copies of the Analysis and other promotional materials will be available at the event.

*Expected results:*

- *Project presentation event organized;*

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<sup>7</sup> Government Work Program 2011-2015

- *Findings and recommendations of the analysis presented by high MoES officials and BDE representatives.*

## **6. Meetings, debates and roundtable discussions**

At the beginning of the project, informative meetings will be organized with key educational institutions, teacher training faculties and teacher union to present the project activities and expected outcomes, as well as to discuss their involvement and support related to specific project activities.

Roundtable discussions, debates and different coordination meetings will be held with key stakeholders to ensure involvement of teachers and education professionals in developing and discussing specific issues and measures related to establishment of TPCD system.

*Expected results:*

- *Meetings, roundtable discussions and debates with key stakeholders held.*

## **7. Public relations**

The project will use different media to keep the stakeholders and professional community informed about project activities, progress and the achieved results. MCEC will prepare and disseminate press announcements, send invitations and press releases, and invite journalists and media representatives to cover events. In addition, MCEC's webpage will be upgraded to provide visibility of project scope, activities and achievements, and it will be linked to BDE webpage.

Promotional materials such as leaflets, brochures, and one-page project descriptions will be prepared and disseminated. The project will ensure that all printed/electronic materials are in line with the USAID branding requirements.

*Expected results:*

- *Stakeholders and professional community regularly informed about the project updates;*
- *MCEC webpage regularly updated with project information.*

## **8. Collaboration of TPCD with international agencies and USAID projects**

MCEC will present the project to international agencies such as United Nations Children Education Fund (UNICEF), World Bank, OECD, Organization for Security and Co-operation in Europe (OSCE) and others, in order to make use relevant approaches and documents, and to avoid potential overlap of activities. For example: the teacher standards for low primary teachers for math and language literacy developed under the UNICEF Math and Language Literacy project will be taken into consideration while developing teacher core competencies and teacher standards. In addition, MCEC will ensure that project activities built on other USAID projects such as Secondary Education Activity and Primary Education Project. The team will closely cooperate with USAID Youth Employability Skills Project.

*Expected results:*

- *Project presented to international agencies, donors and USAID projects;*
- *Relevant approaches and documents from international agencies considered;*
- *Collaboration with international agencies, donor and projects established.*

## COMPONENT ACTIVITIES

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The project activities revolve around three mutually dependent and inter-related components:

1. Comprehensive legal system improved;
2. Enhanced financial schemes;
3. Standards for teacher competencies.

## COMPONENT 1: COMPREHENSIVE LEGAL SYSTEM IMPROVED

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### Introduction

TPCD Project will contribute to developing a legal system for teacher professional and career development in Republic of Macedonia. This will be achieved by identifying necessary interventions that support national policies and practices and build on existing laws for primary and secondary education.

The project will strive to retain all existing legal solutions for TPCD that are viable, as well as propose functional models for teacher career development to be considered by GoM. The project will lobby for the most suitable interventions, for Republic of Macedonia, are fully adopted and institutionalized. The project will also work on developing by-laws for: 1) teacher professional development, and 2) a model for teacher career development.

### Component Goal

The goal of this component is to propose a regulative framework which will provide a basis for implementation of a TPCD system in the Republic of Macedonia. Activities that will be undertaken to achieve the component will be conducted through the Expert Group consisting of experts with legal and educational backgrounds.

### Activity 1.1: Establish component Expert Group

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An Expert Group comprised of experts with educational and legal backgrounds will be established. A number of experts will be delegated by the key stakeholders, MoES, BDE and the VET Center, and other members will be selected through an open call based on the following criteria: in-depth knowledge of the organization and the structure of the education system in the Republic of Macedonia mainly the professional development of teachers; working experience in drafting laws and regulations related to education; knowledge about teacher professional and career development in other countries. Their responsibility will be to coordinate the process of document review, propose solutions and draft legislation related to the adopted TPCD system. Members of the expert group will also lead working groups established based on the complexity of the activities. The Expert Group will have regular meetings to coordinate activities under this component and to ensure consistency of relevant legislation for the solutions developed as part of the whole TPCD system. Outcomes of its work will be regularly shared with the other two Expert Groups.

*Expected results:*

- *Component Expert Group for Legislative Review established;*
- *Coordination meetings of the Expert Group held on a regular basis<sup>8</sup>*

### Activities 1.2: Comprehensive Review of Existing TPCD Legislation

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<sup>8</sup> Regular basis refers to conducting meetings at key stages of specific activities (for example: at the beginning, during or at the end of the activity).

The review of the existing legislative and regulatory environment will be carried out, as it related to TPCD. The review will focus on analyzing current policy documents related to TPCD. Reasons for enforcing the existing law regulations will be identified. In addition, the review will assess the implementation of the school self-evaluation, Integral Evaluation<sup>9</sup>, the External assessment of students, and their impact on teachers' work. These activities are part of the Analysis of the TPCD system.

#### **Activity 1.2.1: Review of the existing legislation on TPCD**

Laws for Primary and Secondary Education, laws for BDE, SEI, AEC, NEC, VET Center, the Law for Local Self-government, and other existing legal regulations will be analyzed. The review will assess the extensiveness and compatibility of legislation to support a well-developed TPCD system (that will be defined through the comparative analysis). Based on the identified strengths and weaknesses, the project will draft recommendations to guide the future component activities.

*Expected results:*

- *Review conducted, findings identified and recommendations provided.*
- *Existing TPCD legislation classified by efficacy in order to target key areas to strengthen.*

#### **Activity 1.2.2: Stakeholders consultation on enforcing the existing regulations for TPCD**

Focus group discussions and interviews will be carried out with relevant stakeholders to assess existing regulations, with an emphasis on the implementation of TPCD. In addition, the review will focus on the experience of implementing school self-evaluation, Integral Evaluation and the External Assessment<sup>10</sup> of students and their correlation to the TPCD.

*Expected results:*

- *Stakeholder' opinion of the implementation of existing TPCD regulations gathered and analyzed.*

#### **Activities 1.3: Drafting National Policies for Teacher Core Competencies and Teacher Standards**

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This activity will be conducted in parallel with the development of Teacher Core Competencies and Teacher Standards (Activities 3.3 and 3.4). Policies will be developed to fill existing gaps, finalized and submitted to the Ministry of Education and Science once the Teacher Core Competencies and Teacher Standards are adopted.

*Expected results:*

- *Policies for Teacher Core Competencies and Teacher Standards drafted.*

### **COMPONENT 2: ENHANCED FINANCIAL SCHEMES**

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#### **Introduction**

The project will analyze current budgeting for TPD to identify all sources and allocation of relevant funding. Additional diverse funding opportunities for TPD will be identified at the school, local and national level. The laws for primary and secondary education provide a legal framework for teacher career advancement, but there is no practical implementation yet. Based on the findings and recommendations from the [Analysis](#) (see page 9), the project will develop two models for career advancement of teachers which will be presented to GoM.

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<sup>9</sup> Integral Evaluation is external evaluation conducted by the State Education Inspectorate in order to evaluate the quality of overall school performance. Part of the evaluation refers to the professional development of teachers.

<sup>10</sup> Laws for Primary and Secondary education stipulate that the External Assessment of Students is used to check the reliability of student grades given by teachers.

## Component Goal

The overall goal of this component is to identify current and available funding sources from the state, local and school budgets to advocate for sustained support for TPCD. For selected funding scenarios for TPCD, the project will draft legislation that will enable its creation (or revision) and subsequent enforcement. Activities that will be undertaken to achieve the component will be conducted through the Expert Group.

### **Activity 2.1: Establish Component Expert Group**

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An Expert Group comprised of experts with educational and financial background will be established. A number of experts will be delegated by the key stakeholders, MoES, MoF, BDE and the VET Center, and other members will be selected through an open call based on the following criteria: in-depth knowledge of the system for financing of education in the Republic of Macedonia; working experience in the system for financing of education; possess knowledge on financing of professional and career development of teachers in other countries. The Expert Group will work on proposing solutions for financing the proposed models of TPCD and identifying diversified financial sources and coordinating the review process of existing financing modes for TPCD. This Expert Group will work in close cooperation with the Expert Groups of other two components.

*Expected results:*

- *Expert's Group for Financial Schemes established;*
- *Coordination meetings of the Expert Group held on a regular basis.*

### **Activity 2.2: Review of Teacher Compensation Plans and Financing TPCD**

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This review will commence by identifying current fund allocation for TPCD, including all budget sources at the school, local and national level. Also, existing guidance for budget allocations will be examined. The review will identify strengths and weaknesses of existing TPCD financing of. Findings will be taken into consideration during the design process for two career development models to enhance the professional development of teachers. An international expert will provide input to finalize recommendations drafted by the Expert Group.

#### **Activity 2.2.1: Review existing teacher compensation plans and financing of teacher professional development**

Having in mind that the substantial part of the budget for education goes to teacher salaries, the review will focus on identifying existing and possible sources for the professional development of teachers and providing financial incentives for teachers to advance in their career. Existing school/municipality policies and practices will be identified through conducting focus group discussions and by administering an e-survey to all primary and secondary schools, and to a number of municipalities.

*Expected results:*

- *Existing and potential sources of funding TPCD identified and analyzed;*
- *Focus group conducted and summary of discussions drafted;*
- *E-survey administered and results analyzed.*

#### **Activity 2.2.2: Identify and review best international practices and relevant international documents (EU, OECD and other sources) related to teacher compensation plans and financing TPCD**

The process will start by identifying relevant countries in the Balkan region and Europe<sup>11</sup> and their financing models for TPCD, and lessons learned that will need to be considered while developing TPCD in Macedonia. In addition, as part of this activity, EU and OECD documents

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<sup>11</sup>The countries that will be part of the comparative analysis will be identified during the Kickoff workshop in consultation with the Steering committee, experts group members and senior international consultant.

and recommendations will be identified and reviewed in order to analyze common principles and to align with recommendations related to teachers' compensation plans and financing of TPCD.

*Expected results:*

- *Relevant documents from identified countries reviewed;*
- *Relevant EU and OECD documents identified and reviewed;*
- *Recommendations for teachers' compensation plans and financing of TPCD drafted.*

## **COMPONENT 3: STANDARDS FOR TEACHER COMPETENCIES**

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### **Introduction**

Teacher competencies are fundamental to develop a comprehensive teacher professional and career development system. In the past, there have been many partial and inconsistent interventions addressing segments of TPCD in the Republic of Macedonia. For example, normative regulations were enacted without first developing a teacher professional and career development standards. The project will take into consideration the common European Principles for Teacher Competencies and Qualifications<sup>12</sup>, analyze other countries experience in developing and implementing TPCD, and involve all relevant stakeholders, including teachers' associations, teacher training faculties, teacher union and schools. All component activities will be implemented in close collaboration with BDE and through an on-going consultation with key stakeholders who will be involved either as members of experts and working groups, or as participants in discussions and round tables. The component will be implemented in cooperation with SbS.

### **Component Goal**

The overall goal of this component is to inventory clear standards of expected teacher competencies and professional development opportunities along with tools for evaluating progress in the teaching profession that will serve as a foundation for developing the legal system and schemes for funding of TPCD.

### **Activity 3.1: Establish Component Expert Group**

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An Expert Group comprised of experts with educational background will be established. A number of experts will be delegated by the key stakeholders, MoES, BDE and the VET Center, and other members will be selected among the members of the wider professional community (university professors and school practitioners) through an open call based on the following criteria: in-depth knowledge of the education system in the Republic of Macedonia, particularly the professional development of teachers; knowledge of teacher professional and career development in other countries; experience in developing system documents in education and/or researching in various system issues in education, particularly issues related to teacher professional and career development; experience in preparing instruments for evaluation of the quality of educational work. The expert group will be responsible to coordinate the process of document review, propose solutions, design documents, tools, instruments etc. It will have regular meetings to coordinate activities under this component and to align the solutions developed as part of the whole TPCD system. Outcomes of its work will be regularly shared with the presidents of the expert groups in other two components.

*Expected results:*

- *Expert Group for Teacher Competencies established;*
- *Coordination meetings held on a regular basis.*

### **Activities 3.2: Review of Policy Documents on Teacher Competencies**

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This review will identify existing documents that describe necessary teacher competencies (applicable to all settings), and existing opportunities for professional development of teachers. Findings will be compared with EU and OECD policy documents related to teacher competencies and against an optimal set of policy documents regarding a functional TPCD system. Based on the conclusions, recommendations will be prepared and discussed with a range of stakeholders. This activity is part of a comprehensive review of TPCD in the Republic of Macedonia.

### **Activity 3.2.1: Develop a Short Glossary of Concepts Related to TPCD**

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<sup>12</sup> [http://ec.europa.eu/education/policies/2010/doc/principles\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/principles_en.pdf)

Considering the fact that there is no published terminology on the meaning of different TPCD-related terms, and in order to prevent possible misconceptions and to promote consistency of the terminology that will be used in the documents, a short glossary of concepts related to TPCD will be developed. The glossary will clarify the concepts such as: teacher core competencies, teacher competencies, teacher standards framework, TPCD system, teacher professional development, teacher career development, lifelong learning and other related terms. The document will be amended and enriched with new terms as needed. The glossary will primarily serve all involved in the project activities, as well as stakeholders and the wider community, and will promote a common understanding of TPCD terminology.

*Expected results:*

- *Glossary of concepts related to TPCD developed.*

### **Activity 3.2.2: Identify and review existing documents related to teacher core competencies, teacher standards, TPD and TCD**

This activity is part of the comprehensive review of the TPCD in Republic of Macedonia. The Project will review documents that describe required sets of teachers' skills, knowledge and attitudes, such as the School Performance Quality Indicators, key competencies acquired at the end of the study programs at teacher training faculties, teacher competencies and teaching quality indicators developed as part of different projects. In addition, policy documents related to teacher core competencies, teacher's standards, TPD and TCD will be identified and analyzed. Content, quality and consistency of the documents will be assessed against a high quality system of TPCD.

This activity is aiming to identify parts of TPCD in Macedonia that already exist and parts that have to be developed or improved in order to have a consistent system of TPCD.

An international expert will provide input in the review and will give recommendations on the documents that need to be developed.

*Expected results:*

- *Inventory of the relevant documents that need to be reviewed prepared;*
- *Relevant documents reviewed and assessed to check whether they include key competencies and if the documents are mutually aligned;*
- *Recommendations for improving and/or developing related documents drafted.*

### **Activity 3.2.3: Identify and review relevant international documents EU, OECD documents**

EU and OECD and other international documents and recommendations will be identified and reviewed in order to detect common principles and ensure compatibility of recommendations related to teacher competencies and professional development. Input of the international expert is expected.

*Expected results:*

- *Relevant EU and OECD documents<sup>13</sup> identified and reviewed;*
- *Existing documents for teacher competencies and professional development in the Republic of Macedonia assessed against recommendations in international documents;*
- *Recommendations for the content of the standards of teacher competencies and teacher professional development drafted.*

### **Activity 3.2.4: Conduct a comparative analysis**

In the process of developing standards of teacher competencies and TPD opportunities, the project team will learn from, and use, international best practices. Relevant countries will be

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<sup>13</sup> Comparative analysis related to teacher professional and career development policies and practices and recommendations for policy makers.

identified, their experience in TPCD will be analyzed and lessons learned will be considered in developing the system for TPCD in the Republic of Macedonia. The comparative analysis will be conducted by an international expert.

*Expected results:*

- *At least four countries with developed TPCD systems analyzed and recommendations relevant to the Macedonian context developed.*

### **Activity 3.2.5: Discuss findings and recommendations from the Analysis for TPCD**

Parts of the review and the analysis, outputs of activities 3.2.2, 3.2.3 and 3.2.4, will be discussed at round tables with educational professionals. This way, the project will bolster acceptance of the proposed recommendations related to elements of which the TPCD system in the Republic of Macedonia should be comprised of and the documents that need to be developed.

*Expected results:*

- *At least two round tables organized with teachers, school leadership and representatives from state and local educational institutions;*
- *Feedback from the round tables considered in the process of proposing the recommendations;*
- *The international expert suggestions reviewed by Expert Group and incorporated in the recommendations.*

### **Activities 3.3: Identify and Catalogue Teacher Core Competencies**

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Guided by the vision of contemporary teacher in the 21st century education, and taking into consideration the findings and recommendations from the Analysis (developed under activity 3.2), teacher core competencies will be identified. The experts' group will make sure to include teacher knowledge and understanding of the teaching content, teaching and learning process, teacher professional values and practice as important teacher competencies. The opinion of representatives from the state education institutions, teacher training faculties, and teacher professional associations will be consulted and their input will be valued and considered.

A working group will be established for developing a Catalogue for teacher core competencies. The catalogue will include core competencies which are expected from a teacher who has passed the teacher state exam<sup>14</sup>. After developing teacher core competencies (relevant for all subjects and levels of education), working groups will be established to identify and include in the Catalogue specific competencies related to: preschool teacher, primary teacher, general subject teacher, vocational subject teacher.

The Catalogue of teacher core competencies will be submitted to BDE and the VET Center as key institutions responsible for in-service teacher professional development, as well as to promote the document to the wider professional community. The project will share and lobby to teacher training faculties to review their study programs and make amendments where appropriate.

*Expected results:*

- *Catalogue for teacher core competencies including specific competencies for: preschool teacher, primary school teacher, general subject teacher, vocational subject teacher developed;*
- *Catalogues for teacher core competencies submitted to BDE and the VET Center for approval.*

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<sup>14</sup> This relates to the exam which teacher is obliged to pass after the first year of teaching (pripravnicki/drzaven ispit)

### **Activities 3.4: Develop Teacher Standards**

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Developing teachers' standards is an essential activity of this component because standards are the foundation of teacher professional and career development system. Considering the current career ladder, as stipulated in the Law on Primary and Secondary Education, as well as the results from the analysis and the proposed recommendations under activities 3.2, it is expected that the levels of performance for qualified teacher, mentor teacher and teacher advisor will be defined. The required set of professional values and practices, teacher's knowledge and understanding, and teaching and learning processes will be outlined for each level of performance.

In the process of the developing the teacher's standards, the BDE and the VET Center will take the leading role. The project will support the BDE and the VET Center in soliciting professional opinion and incorporating comments in a final document that will be submitted to MoES for approval. This is a very complex and time consuming process, the development of the teacher standards will begin in Year 1 and will continue in subsequent year.

The project envisions that teacher standards could be used by: teachers/schools for self-evaluation and planning of their professional and career development; the BDE and the VET Center for surveying TPCD needs and planning professional development on a national level; SEI, BDE and the VET Center for monitoring and evaluation for teachers performance; training providers for designing training programs for teachers; Teacher Training Faculties (TT faculties) for upgrading their curricula and designing postgraduate studies, etc.

#### **Activity 3.4.1: Develop a framework for Standards for Teacher Competencies**

Based on law concerning the existing teacher career advancement levels, and the practice in relevant countries, a form and shape of the framework for teacher standards will be defined by the expert group. The framework will take into consideration the defined areas in the teacher core competencies and will make sure to stay in line with ongoing developments in the field of education.

*Expected results:*

- *Framework for standards for teacher competencies developed.*

#### **Activity 3.4.2: Develop Standards for Teachers Competencies**

Based on the Catalogue of teacher core competencies, teacher performance levels will be defined based in the Framework for standards of teacher competencies. It is expected that the four levels of teacher performance stated in the law (novice, qualified teacher, mentor teacher and teacher advisor) will be maintained and further developed. During the process of developing standards, the professional community as well as teacher unions will be consulted.

*Expected results:*

- *At least two round tables organized to discuss the standards;*
- *First draft of teacher standards competencies developed.*

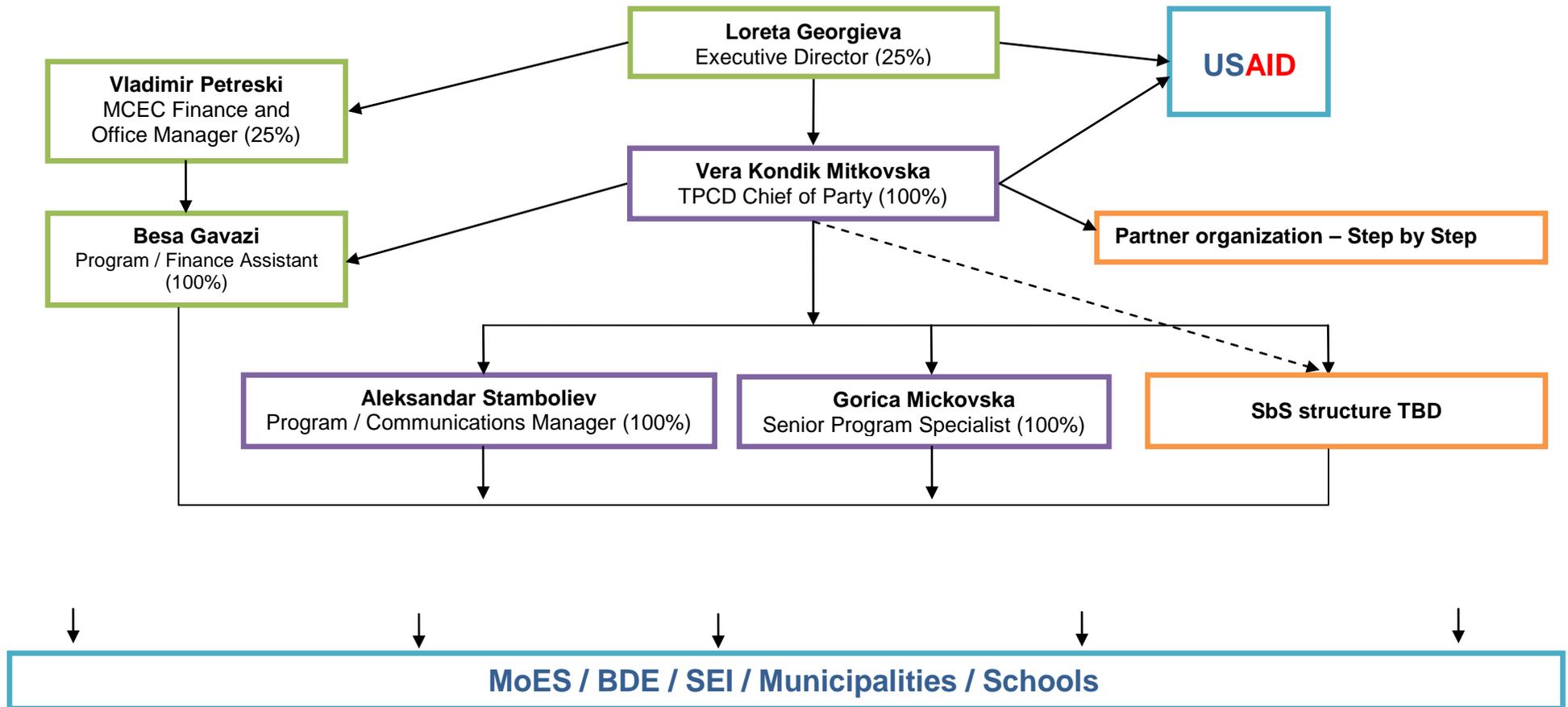
The TPCD Implementation/Plan of activities is presented in **Annex 2**.



**MACEDONIAN  
CIVIC  
EDUCATION  
CENTER**

-  TPCD Key Staff
-  MCEC TPCD Staff
-  Relations with USAID, and key project stakeholders
-  Step by Step TPCD Staff

## USAID Teacher Professional and Career Development Project Organizational Chart



## TPCD Implementation Timeline / Plan of Activities

#	Activity	Responsibility	2013											
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>TPCD Proeject Crosscutting Activities</b>														
1	Cooperation with the Ministry of Education and Science (MoES) and other relevant institutions	MCEC	x	x	x	x	x	x	x	x	x	x	x	x
2	Establishing and meetings with Steering Committee	MCEC		x	x				x		x			x
3	Kickoff workshop	MCEC				x								
4	Analysis of TPCD system	MCEC, SbS				x	x	x	x	x	x			
5	Presentation of Key Findings from the Analysis and Project Activities	MCEC, SbS									x			
6	Meetings, debates and roundtable discussions with stakeholders	MCEC, SbS				x	x	x	x		x	x	x	x
7	Public relations	MCEC		x	x	x	x	x	x	x	x	x	x	x
8	Collaboration of TPCD with international agencies and USAID projects	MCEC		x	x	x	x	x	x	x	x	x	x	x
<b>IR 1: Cophensive legal system</b>														
1	Establish component expert group and meetings	MCEC			x	x	x	x	x		x	x	x	x
2	Review of the existing legislation on TPCD	MCEC				x	x	x	x					
3	Stakeholders consultation on enforcing the existing regulations for TPCD	MCEC				x	x	x	x					
4	Drafting National Policies for Teacher Core Competencies and Teacher Standards	MCEC										x	x	x
<b>IR 2: Enhanced financial schemes</b>														
1	Establish component expert group and meetings	MCEC			x	x	x	x	x		x	x	x	x
2	Review existing teacher compensation plans and financing of teacher professional development	MCEC				x	x	x	x					
3	Identify and review best international practices and relevant international documents (EU, OECD and other sources) related to teacher compensation plans and financing TPCD	MCEC				x	x	x	x					

## TPCD Implementation Timeline / Plan of Activities

#	Activity	Responsibility	2013											
			Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>IR 3: Standards for Teacher Competences</b>														
1	Establish component expert group and meetings	MCEC, SbS			x	x	x	x	x	x	x	x	x	x
2	Develop short glossary of concepts related to TPCD	MCEC, SbS			x	x								
3	Identify and review existing documents related to teacher core competencies, teacher standards, TPD and TCD	MCEC, SbS				x	x	x	x					
4	Identify and review relevant international documents EU, OECD documents	MCEC				x	x	x	x					
5	Conduct a comparative analysis	MCEC				x	x	x	x					
6	Discuss findings and recommendations from the analysis for TPCD	MCEC							x	x	x	x		
7	Identify and Catalogue Teacher Core Competences	MCEC, SbS					x	x	x	x	x			
8	Develop a framework for Standards for Teacher Competencies	MCEC, SbS									x			
9	Develop Standards for Teacher Competencies	BDE, MCEC, SbS										x	x	x

**Annex 2** MoU signed with MOES



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CIVIC  
EDUCATION  
CENTER**



РЕПУБЛИКА МАКЕДОНИЈА  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА

07-468/1

18.01.2013

**Teacher Professional and  
Career Development Project**

Проект за професионален и кариерен  
развој на наставниците - ПКРН

Бр. M-0307-001/13

18.01.2013 год  
Скопје

**MEMORANDUM OF UNDERSTANDING AND COOPERATION**

between

**Ministry of Education and Science of the Republic of Macedonia (MoES)**

and

**Macedonian Civic Education Center (MCEC)**

in relation to

**USAID Teacher Professional and Career Development Project (TPCD)**

This memorandum of understanding and cooperation (MoU) is entered into between:

**Ministry of Education and Science (MoES)** of the Republic of Macedonia represented by the Minister, Pance Krlev, MA, at Cyril and Metodi, number 54, Skopje, Republic of Macedonia,

and

**Macedonian Civic Education Center (MCEC)** represented by the Executive Director, Loreta Georgieva, MBA, at Kozle 1-b, Skopje, Republic of Macedonia.

**1. PURPOSE**

The purpose of this MOU is to determine the intended roles and responsibilities of the MoES and the MCEC and to facilitate efficient coordination and cooperation in the implementation of the USAID Teacher Professional and Career Development (TPCD) Project. Project activities are to be implemented in partnership with the MoES and other relevant institutions.

**2. CONTEXT**

The TPCD project supports USAID/Macedonia Development Objective 2: "A Basic Education System that Better Prepares Youth for the Modern Economy and a Stable Democracy" as identified in the 2011-2015 USAID/Macedonia Strategic Plan; IR 2.1: Improved Basic Skills of Students and Sub-IRs 2.1.1: Improved performance of teachers against defined standards and Sub-IR 2.1.2: Strengthened management and accountability of education systems at all levels.

The TPCD project is to support the design and establishment of a teacher professional and career development system in Macedonia. The project identifies necessary interventions that support existing national policies and practices regarding continuous professional and career development of teachers. TPCD also builds on: the Macedonian laws pertinent to the education system; the strong cooperation of the educational institutions with Adult Education Center (AEC), Bureau for Development of Education (BDE), National Examinations Center (NEC), State Education Inspectorate (SEI), Vocational Education Training Center (VET Center); as well as past and current education projects completed by USAID and other international organizations.

The TPCD project is comprised of three mutually dependent and inter-related goals:

- Goal 1: Comprehensive Legal System  
Review of the legislative and regulatory environment related to professional and career development of educational staff in pre-school, primary and secondary education in order to determine the capacities of lead institutions to effectively perform their roles and responsibilities and thereby enhance the TPCD system.
- Goal 2: Enhanced Financial Schemes  
Review of different ways of financing the professional and career development of teachers and proposing funding scenarios that are realistic and viable in the Macedonian context.
- Goal 3: Standards for Teacher Competencies  
Develop standards of anticipated teacher competencies and professional development opportunities, along with tools for evaluating performance and advancement in the teaching profession.

### **3. MoES RESPONSIBILITIES UNDER THE MOU**

The MoES is to:

- Use its best efforts to ensure successful project implementation;
- Designate one person to represent the MoES on the Steering Committee, to participate actively in the [[Committee]] and to share key decision-making responsibilities with the TPCD project;
- Cooperate fully in the [[Expert Groups]] established by each component lead of the TPCD project, participation by MoES management available for project meetings;
- Facilitate access to persons, documents, and institutions deemed important to the development of a TPCD system that are not confidential;
- Contribute to the development of the TPCD annual work plan;
- Present the proposed TPCD system and alternative financial schemes to the Government of the Republic of Macedonia (GoM) to support adoption.

### **4. MCEC RESPONSIBILITIES UNDER THIS MOU**

MCEC is to:

- Employ a team of staff and experts, led by a Chief of Party, to implement activities and meet project goals and objectives. An illustrative list of project activities is shown in article five of the MoU;
- Establish a Steering Committee, in close cooperation with the MoES, with representatives of all relevant stakeholders to review and approve key documents developed within the project and to monitor the implementation of project activities.

### **5. PLANNED ACTIVITIES UNDER TPCD PROJECT**

MoES and MCEC are to have continued cooperation in the preparation of a common approach for professional and career development of teachers. Directors of key educational institutions are to actively participate in providing support for implementation of the following project activities:

- Building a common understanding of TPCD among stakeholders through sharing policy documents that are not confidential, best practices, discussions and debates;
- Strengthening linkages and communications among all stakeholders through collaborative meetings, events, round table discussions, public debates, etc;
- Strengthening the capacities of key education institutions (e.g. BDE, SEI, VET Center, AEC, NEC) to advocate for adoption of the most applicable model for a TPCD system;

- Increasing the status of the teaching profession by creating a career system, establishing high standards, and emphasizing the importance of continuing education;
- Promoting higher standards for accreditation of training providers;
- Promoting teacher professional development in schools as a key element for enhancing students achievements;
- Implementing outreach activities.

Through these and other activities, the project is to achieve the following:

- Completion of a comprehensive analysis of the TPCD system, including a review of legal and financial implications;
- Develop 1) catalogue of teacher core competences and 2) standards for career advancement of teaching staff, as well as developed adequate amendments in legislation
- Develop and establish procedures and tools for implementing TPCD;
- Develop and suggest different sources and schemes of financing the teacher professional development system;
- Propose and develop two realistic models for assessing and rewarding of teacher career development system;
- Inform the professional community about TPCD policy and financial schemes;
- Develop and publish a catalogue of competencies and teacher professional standards;
- Improve training providers accreditation procedures;
- Clarify and agree on the roles and responsibilities for TPCD by key education institutions.

## **6. MOUS WITH RELEVANT INSTITUTIONS**

After the signing of this MoU between the MoES and MCEC, non-binding memoranda of understanding and cooperation are to be developed and signed with key educational institutions (BDE, SEI, VET Center, AEC, NEC) to define the institutions' roles and responsibilities under the project as well as to serve as a framework for joint planning of TPCD activities as specified in the Annual Work Plan of the project.

## **7. STEERING COMMITTEE**

The TPCD project embraces a cooperative approach that elicits and integrates input from all stakeholders that have a vested interest in teacher professional and career development. The Steering Committee has an advisory and monitoring role. The following entities are to be represented in the Steering Committee: USAID, MoES, MCEC, BDE, SEI, VET Center, NEC, AEC and others, upon agreement among USAID, the MoES and the MCEC.

## **8. RESOLUTION OF DISAGREEMENTS**

Any disagreement that may occur regarding this MoU is to be resolved through direct and open communication between the MoES and the MCEC. Final resolution regarding project priorities and funding is to be resolved by USAID.

## **9. RELATION TO FRAMEWORK AGREEMENTS**

Assistance provided by USAID Macedonia is part of the U.S. Government's program of assistance to Macedonia under the Amended and Restated Assistance Agreement (formerly known as Strategic Objective Grant Agreement) between the United States of America and The Republic of Macedonia, signed between the Government of Macedonia and the U.S.

Government on September 27, 2002, and is subject to the terms and conditions of that agreement.

#### 10. AMENDMENT AND MODIFICATION

This MoU may be amended or modified only in writing by the Parties.

#### 11. EFFECTIVENESS AND TERMINATION

This MoU will become effective on the date it is signed by the parties and will remain in effect until June 30, 2015 when TCPD concludes. Either party may terminate this MoU by giving the other party thirty (30) days written notice.

#### 12. AUTHORIZED REPRESENTATIVES

The parties shall be represented by those holding or acting in the offices held by the signatories of this MOU. Each party may, by written notice to the others, identify additional representatives authorized to represent that party for all purposes other than executing formal amendments to this MOU. Each party shall notify the other, in writing, of changes in its authorized representatives.

#### 13. LANGUAGE

This MOU is prepared in both English and Macedonian. In the event of ambiguity or conflict between the two versions, the English language version will prevail.

#### ACCEPTANCE

The undersigned parties hereby agree with the contents of this Memorandum of Understanding and Cooperation, and agree to comply with its contents in good faith. Concluded in Skopje, Republic of Macedonia, on the 18 day of the month of JANUARY of the year 2013, in six (6) copies, of which three (3) are in Macedonian language and three (3) are in English language, all equally authentic.



Pance Krstev, MA  
Minister  
Ministry of Education and Science



Loreta Georgieva, MBA  
Executive Director  
Macedonian Civic Education Center

**Annex 3** MoU signed with BDE



Teacher Professional and Career  
Development Project



МАКЕДОНСКИ  
ЦЕНТАР ЗА  
ГРАЃАНСКО  
ОБРАЗОВАНИЕ



БИРО ЗА РАЗВОЈ НА ОБРАЗОВАНИЕ  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
РЕПУБЛИКА МАКЕДОНИЈА

## MEMORANDUM OF UNDERSTANDING AND COOPERATION

This memorandum of understanding and cooperation (MoU) is entered with the purpose of implementing **Teacher Professional and Career Development Project** between:

**The Bureau for Development of Education (BDE)** of the Republic of Macedonia represented by the Director, Vesna Horvatovik, MA, at Ruger Boshkovik bb, Skopje, Republic of Macedonia

and

**Macedonian Civic Education Center (MCEC)** represented by the Executive Director, Loreta Georgieva, MBA, at Kozle 1-b, Skopje, Republic of Macedonia.

### PURPOSE

This MoU is entered based on the Memorandum of Understanding and Cooperation signed between the Ministry for Education and Science (MoES) and MCEC on January 18, 2013, reference number 07-468/1. In accordance with article 6 of the MoU signed with MoES, MCEC will prepare and sign separate non-binding memoranda of understanding and cooperation with key educational institutions. The goal of this MoU is to secure efficient coordination and cooperation during the implementation of the USAID Teacher Professional and Career Development Project. In the frame of the project, BDE will have a central role in securing sustainable change and active participation in accomplishing project activities.

### CONTEXT

The TPCD project supports USAID/ Macedonia Development Objective 2: "A Basic Education System that Better Prepares Youth for the Modern Economy and Stable Democracy" as identified in the 2011-2015 USAID/Macedonia Strategic Plan; IR 2.1: Improved Basic Skills of Students and Sub-IRs 2.1.1: Improved performance of teachers against defined standards and Sub-IR 2.1.2: Strengthened management and accountability of education systems at all levels.

The TPCD project is to support the design and establishment of teacher professional and career development system in Macedonia. The project identifies necessary interventions that support existing national policies and practices regarding continuous professional and career development of teachers. TPCD also builds on: laws pertinent to the education system in the Republic of Macedonia;

The TPCD project is comprised of three mutually dependent and inter-related goals:

- Goal 1: Comprehensive Legal System  
Review of the legislative and regulatory environment related to professional and career development of educational staff in pre-school, primary and secondary education in order to determine the capacities of lead institutions to effectively perform their roles and responsibilities and thereby enhance the TPCD system.

- Goal 2: Enhanced Financial Schemes  
Review of different ways of financing the professional and career development of teachers and proposing funding scenarios that are realistic and viable in the Macedonian context.
- Goal 3: Standards for Teacher Competencies  
Develop standards of anticipated teacher competencies and professional development opportunities, along with tools for evaluating performance and advancement in the teaching profession.

## **BDE RESPONSIBILITIES UNDER THE MOU**

BDE and MCEC will have continues cooperation in preparing a joint approach for teacher professional and career development. BDE will provide support in implementation of the following activities:

- Establishing the Steering committee with an advisory and monitoring role in the implementation of the project activities;
- Establishing the Experts groups with educational, legal and financial expertise, supported by international experts;
- Completion of a comprehensive analysis of the TPCD system, including a review of legal and financial implications;
- Developing a catalogue of teacher key competences;
- Preparing teacher standards framework;
- Developing procedures and instruments for evaluation of teachers' skills and preparedness;
- Establishing and defining the teacher professional development opportunities;
- Developing models for teacher career development;
- Enhancing the legal framework for teacher professional development;
- Improving training providers accreditation procedures;
- Developing draft financial schemes for teacher professional development;
- Developing financial scenarios for two proposed models of teacher career development system;
- Developing draft regulations for two models of teacher career development system;
- Preparing a brochure for teacher professional and career development;
- Organizing a campaign for promotion of the system for teacher professional and career development;
- Organizing activities to inform all relevant parties.

Through these and other activities, the project is to achieve the following:

- Build common understanding of TPCD among stakeholders through sharing policy documents, best practices, discussions and debates;
- Strengthen linkages and communications among all stakeholders through collaborative meetings, events, round table discussions, public debates, etc.;
- Increase the status of the teaching profession through creation of a career system, establishing high standards and emphasizing the importance of continues education;
- Promote teacher professional development in schools as key element in enhancing student achievements;
- Establish a written TPCD framework with policy implications and recommendations;
- Develop and establish procedures and tools for implementing TPCD;
- Develop and suggest a financial scheme for strengthening teacher professional development system;
- Propose and develop two realistic models and related financial schemes for teacher career development system;
- Inform the professional community about TPCD policy and financial schemes;
- Develop and publish a catalogue of competencies and teacher professional standards;

- Clarify and agree the roles and responsibilities of key education institutions related to TPCD.

### **RESOLUTION OF DISAGREEMENTS AND AMENDMENTS**

Any disagreement that may occur regarding this MoU is to be resolved through direct and open communication between the BDE and the MCEC. Final resolution regarding project priorities and funding is to be resolved by USAID. This MoU may be amended or modified in writing by the Parties.

### **EFFECTIVENESS**

This cooperation is effective from February 1, 2013 until June 30, 2015.

### **MODIFICATION OF THE MOU**

In the course of implementing the project activities, the breadth and depth of cooperation can be modified on request made by one of the parties, and with prior agreement between both parties.

This MOU is prepared in two copies, one for each party.

Vesna Horvatovik, MA  
Director  
Bureau for Development of Education

Loreta Georgieva, MBA  
Executive Director  
Macedonian Civic Education Center



**USAID**  
FROM THE AMERICAN PEOPLE

Проект за професионален и  
кариерен развој на наставниците



МАКЕДОНСКИ  
ЦЕНТАР ЗА  
ГРАЃАНСКО  
ОБРАЗОВАНИЕ



БИРО ЗА РАЗВОЈ НА ОБРАЗОВАНИЕ  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
РЕПУБЛИКА МАКЕДОНИЈА



МЦГО - Скопје  
Проект за професионален и кариерен  
развој на наставниците - ПКРН

Бр. 11-0507-004/13  
05-02 2013 год.  
Скопје

## МЕМОРАНДУМ ЗА РАЗБИРАЊЕ И СОРАБОТКА

РЕПУБЛИКА МАКЕДОНИЈА  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
Биро за развој на образованието

Бр. 03-243/11  
05-02 2013 год.  
СКОПЈЕ

Овој меморандум за разбирање и соработка (Меморандум) се склучува во врска со  
Проектот на УСАИД за професионален и кариерен развој на наставниците меѓу:

**Бирото за развој на образованието (БРО)** на Република Македонија, претставувано  
од директор, м-р Весна Хорватовиќ, со седиште на ул. Руѓер Бошковиќ бб, Скопје,  
Република Македонија

и

**Македонскиот центар за граѓанско образование (МЦГО)** претставуван од  
Извршниот директор, м-р Лорета Георгиева, со седиште на ул. Козле 1-б, Скопје,  
Република Македонија.

### ЦЕЛ НА МЕМОРАНДУМОТ

Меморандумот се заснова на одредбите од Меморандумот за разбирање и соработка  
склучен меѓу Министерството за образование и наука и МЦГО на ден 18 јануари 2013  
година, број 07-468/1. Согласно членот 6 од Меморандумот потпишан со МОН, МЦГО  
ќе подготви и потпише засебни Меморандуми за разбирање со сите релевантни  
образовани институции. Целта на овој Меморандум е да ги одреди улогите и  
одговорностите на БРО и МЦГО како и да обезбеди ефикасна координација и  
соработка за спроведување на Проектот на УСАИД за професионален и кариерен  
развој на наставниците. Во рамки на Проектот, БРО ќе има централна улога во  
постигнувањето на одржлива промена и активно учество во спроведување на  
проектните активности.

### ОПИС НА ПРОЕКТОТ

Проектот за професионален и кариерен развој на наставниците ја поддржува  
развојната специфична цел 2 на УСАИД/Македонија: „Систем на задолжително  
образование којшто подобро ја подготвува младината за модерна економија и  
стабилна демократија“ идентификувана во Стратешкиот план 2011-2015 на  
УСАИД/Македонија; резултат 2.1: Подобрени основни вештини на учениците и  
подрезултати 2.1.1: Подобрено работење на наставниците според дефинирани  
стандарди и 2.1.2: Зајакнато раководење и одговорност на образовниот систем на сите  
нивоа.

Проектот за професионален и кариерен развој на наставниците ќе го поддржи  
дизајнирањето и основањето на систем за професионален и кариерен развој на  
наставниците во Република Македонија. Проектот ги идентификува потребните  
интервенции коишто ги поддржуваат постоечките државни политики и пракса во однос  
на континуирираниот професионален и кариерен развој на наставниците. Тој, исто така,  
ќе се надградува врз: постојните закони кои се однесуваат на образовниот систем во  
Република Македонија;

Проектот за професионален и кариерен развој на наставниците го сочинуваат три заемно зависни и поврзани цели:

- Цел 1: Сеопфатен правен систем  
Преглед на законската регулатива, со цел да се дефинираат капацитетите на одговорните институции за ефективна реализација на нивните улоги и одговорности и на тој начин да се унапреди постојниот систем за професионален и кариерен развој на наставниците.
- Цел 2: Подобрени финансиски сценарија  
Ревидирање на буџетирањето за професионалниот и кариерниот развој на наставниците и предлагање на сценарија за финансирање коишто се реални и одржливи во македонскиот контекст.
- Цел 3: Стандарди за компетенции на наставниците  
Развивање на стандарди за очекувани компетенции кај наставниците и можности за професионален развој заедно со инструменти за проценување на напредокот во наставничката професија.

### **АКТИВНОСТИ ЗА РЕАЛИЗАЦИЈА НА СОРАБОТКАТА**

БРО и МЦГО ќе имаат постојана соработка во подготвувањето на заеднички пристап за професионален и кариерен развој на наставниците. БРО ќе учествува во обезбедувањето поддршка за спроведување на следните проектни активности:

- Формирање на Советодавно тело кое ќе има консултативна улога и ќе ги следи планираните активности;
- Формирање на експертски работни групи за образовна, правна и финансиска експертиза, поддржани и со странски експерти;
- Спроведување сеопфатна анализа на системот за професионален и кариерен развој на наставниците вклучувајќи и преглед на правните и финансиските импликации;
- Утврдување и каталогизирање на клучните компетенции на наставниците;
- Изготвување на рамка на стандарди за наставници;
- Изготвување процедури и инструменти за оценување на подготвеноста и вештините на наставниците;
- Утврдување и опишување на можности за професионален развој на наставници
- Развивање модели за кариерно напредување на наставниците;
- Подобрување на правната регулатива за професионалниот развој на наставниците;
- Подобрување постапки за акредитација на понудувачите на обука;
- Изготвување предлог сценарија за финансирање на професионалниот развој на наставниците;
- Осмислување на сценарија за финансирање на двата предложени модела за кариерно напредување на наставниците;
- Развивање на нацрт-регулативна рамка за два модела на систем за кариерен развој;
- Изготвување на брошура за професионален и кариерен развој на наставници;
- Организирање кампања за промоција на системот за професионален и кариерен развој на наставниците;
- Активности за информирање на сите релевантни заинтересирани страни.

Преку овие и други активности, проектот ќе придонесе за постигнување на следново:

- Градење на заедничко разбирање за професионален и кариерен развој на наставниците кај засегнатите страни преку споделување на документи, добри практики, дискусии и дебати;
- Зајакнување на поврзаноста и комуникацијата меѓу сите засегнати страни преку заеднички состаноци, настани, тркалезни маси, јавни дебати, итн;

- Подобрување на статусот на наставничката професија преку создавање на кариерен систем, поставување на високи стандарди и потенцирање на важноста за континуирано образование;
- Промовирање на професионалниот развој на наставниците во училиштата како клучен елемент за подобрување на постигањата на учениците;
- Воспоставена рамка за професионален и кариерен развој на наставниците со импликации во легислативата и дадени препораки;
- Развиени и договорени постапки и инструменти за професионален и кариерен развој на наставниците;
- Развиено и предложено финансиско сценарио за системот за професионален развој на наставниците;
- Развиени и предложени два модела и релевантни финансиски сценарија за кариерен развој на наставниците;
- Информирани професионалната заедница за политиката и финансиските сценарија за професионален и кариерен развој на наставниците;
- Развиен и објавен каталог на компетенции и професионални стандарди на наставниците;
- Појаснети и договорени улогите и одговорностите на клучните образовни институции што се однесуваат на професионален и кариерен развој на наставниците.

#### ИЗМЕНУВАЊЕ И ДОПОЛНУВАЊЕ

Било какво несогласување што може да настане во однос на условите на овој Меморандум ќе се разреши преку директна и отворена комуникација меѓу МОН и МЦГО. Крајното решавање во врска со финансирањето или приоритетите на проектот ќе го направи УСАИД како агенција-донатор. Овој Меморандум може да се менува или дополнува со писмена согласност на Договорните страни.

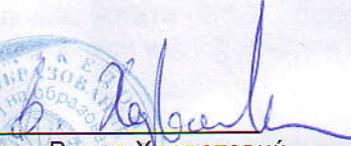
#### ВРЕМЕТРАЕЊЕ НА СОРАБОТКАТА

Соработката ќе се реализира во времетраење од 1 февруари 2013 до 30 јуни 2015 година.

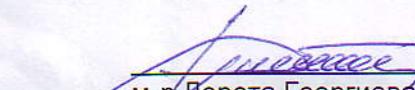
#### ИЗМЕНИ ВО МЕМОРАНДУМОТ ЗА СОРАБОТКА

Во текот на проектните активности соработката може да биде проширувана и продлабочувана по предлог на една од страните во рамки на проектните цели и задачи, а по претходно меѓусебно усогласување на ставовите.

Договорот е изготвен во два еднообразни примероци, по еден за секоја страна.



м-р Весна Хорватовиќ  
Директор  
Биро за развој на образование



м-р Лорета Георгиева  
Извршен директор  
Македонски центар за граѓанско образование



**Annex 4** One-pagers in three languages (Macedonian, Albanian and English)

## TEACHER PROFESSIONAL AND CAREER DEVELOPMENT PROJECT

<b>Duration:</b>	30 months (December 2012 – June 2015)
<b>Project budget:</b>	USD 949,684
<b>Implementer:</b>	Macedonian Civic Education Center (MCEC) with financial support of the United States Agency for International Cooperation (USAID)
<b>Objective:</b>	The project aims to upgrade and improve the Teacher Professional and Career Development (TPCD) system, contributing in turn to higher quality instruction and higher student achievement in the Republic of Macedonia.

Following institutions will be involved in project implementation: Ministry of Education and Science, Bureau for Development of Education, Vocational Education and Training Center, State Education Inspectorate, National Examination Center, municipalities, teacher training faculties, professional teacher associations and the teachers' union. The project will involve the wider professional community in public debates on proposed reforms for teacher professional and career development. This approach promotes transparency and consensus by all relevant parties.

The project activities will revolve around three mutually dependent and inter-related areas:



A comprehensive analysis of existing documents and solutions, comparing them with functional systems in other countries, will be conducted at the beginning of the project. The Analysis will inform the process of developing teacher professional and career development system in Republic of Macedonia, which will include existing solutions considered sustainable.

The following working bodies will be established:

- **Steering committee**, responsible for reviewing and verifying recommendations from the analysis and key documents developed during the project;
- **Expert and working groups**, with educational, legal and financial expertise, supported by international experts.

### The Project strives to achieve the following results:

- Develop a catalog of teacher core competencies and teacher standards;
- Establish procedures and instruments for evaluating teacher competence;
- Improve the system for teacher professional development and relevant legislation;
- Prepare draft models for career development;
- Identify funding sources for professional and career development and suggest mechanisms and procedures for funding allocation in a transparent and fair manner;
- Inform Macedonian teachers about professional and career development opportunities.

## ПРОЕКТ ЗА ПРОФЕСИОНАЛЕН И КАРИЕРЕН РАЗВОЈ НА НАСТАВНИЦИТЕ

<b>Времетраење:</b>	30 месеци (декември 2012 – јуни 2015)
<b>Буџет на проектот:</b>	\$ 949,684
<b>Реализатор:</b>	Македонски центар за граѓанско образование (МЦГО) со финансиска поддршка од Агенцијата на САД за меѓународен развој (УСАИД)
<b>Цели:</b>	Проектот има за цел да го надгради и подобри системот за професионален и кариерен развој на наставниците за да придонесе за поквалитетна воспитно-образовна работа и повисоки постигања на учениците во Македонија.

Во реализацијата на проектните активности се вклучени: Министерството за образование и наука, Бирото за развој на образованието, Центарот за стручно образование и обука, Државниот испитен центар, Државниот просветен инспекторат, општините, факултетите за наставници, професионалните здруженија на наставници и Синдикатот на просветните работници. Пошироката стручна јавност ќе биде вклучена преку учество во јавни расправи и дебати за предлог решенијата за професионалниот и кариерниот развој на наставниците. На тој начин Проектот ќе обезбеди документите да бидат изготвени на транспарентен начин и прифатливи за засегнатите страни.

Проектните активности се однесуваат на три заемно зависни и поврзани области:



На почетокот на проектот ќе се направи сеопфатна анализа на постојните документи и решенија, како и на добрите системи во други земји. Таа треба да помогне во процесот на осмислување на системот за професионален и кариерен развој на наставниците во Македонија, што ќе ги вклучи и постојните решенија коишто ќе се сметаат за одржливи. Во рамки на проектот ќе бидат формирани:

- **Советодавното тело**, чија улога ќе биде да ги разгледа и прифати препораките од анализата и да ги одобрува клучните документи коишто ќе бидат изработени;
- **Експертски и работни групи** за образовна, правна и финансиска експертиза, поддржани и со странски експерти.

**Во рамки на проектот ќе се работи на:**

- Изготвување каталог на клучни компетенции и стандарди за наставници;
- Воспоставување на процедури и инструменти за оценување на компетенциите на наставниците;
- Подобрување на системот за професионален развој на наставниците и соодветната правна регулатива;
- Изготвување на предлог-модел на системот за кариерен развој;
- Идентификување на извори за финансирање на професионалниот и кариерниот развој и ќе се предложат механизми и процедури за распределба на средствата на транспарентен и праведен начин;
- Информирање на наставниците за можностите за професионален и кариерен развој.

## PROJEKT PËR ZHVILLIM PROFESIONAL DHE NË KARRIERË TË ARSIMTARËVE

<b>Kohëzgjatja:</b>	30 muaj (dhjetorë 2012 – qershor 2015)
<b>Buxheti i projektit:</b>	\$ 949,684
<b>Realizues:</b>	Qendra Maqedonase për Edukim Qytetar (QMEQ) e përkrahur financiarisht nga Agjencia e Shteteve të Bashkuara për zhvillim ndërkombëtarë (USAID)
<b>Qëllimet:</b>	Projekti ka për qëllim ta sendërtojë dhe përmirësojë sistemin për zhvillim profesional dhe në karrierë të arsimtarëve që të kontribuojë drejt punës më cilësore edukative-arsimore dhe të arriturave më të larta të nxënësve në Maqedoni.

Në realizim e projektit do të kyçen në radhë të parë Ministria e Arsimit dhe Shkencës, Biroja për Zhvillimin e Arsimit, Qendra për Arsim Profesional dhe Stërvitje, Qendra Shtetërore e Provimeve, Inspektorati Shtetëror i Arsimit, komunat, fakultetet për mësimdhënie, shoqatat profesionale për arsimtarë dhe sindikata e punëtorëve arsimorë. Opinioni më i gjerë publik do të kyçet me anë të pjesëmarrjes në debate publike për propozim zgjidhjet për zhvillim profesional dhe në karrierë të arsimtarëve. Në këtë mënyrë projekti do të sigurojë që dokumentet të përgatiten në mënyrë transparente dhe të jenë të pranueshme nga të gjitha palët.



Në fillim të projektit do të bëhet analizë gjithëpërfshirëse e dokumenteve dhe zgjidhjeve ekzistuese, si dhe i sistemeve të mira në vende tjera. Kjo duhet të ndihmojë në procesin e hartimit të sistemit për zhvillim profesional dhe të karrierës së arsimtarëve në Maqedoni, që do t'i përfshijë edhe zgjidhjet ekzistuese të cilat do të konsiderohen të qëndrueshme. Në kuadër të projektit do të formohen:

- **Trupi këshillëdhënës**, roli i të cilit do të jetë t'i shqyrtojë dhe pranojë rekomandimet nga analiza dhe t'i përmirësojë dokumentet kryesore që do të përpunohen;
- **Grupe profesionale dhe punuese** për ekspertizë arsimore, juridike dhe financiare, të mbështetura edhe me ekspertë të huaj.

### Në kuadër të projektit planifikohet të arrihen rezultatet në vijim:

- Përgatitja e katalogut me kompetenca kyçe dhe standardeve për arsimtarë;
- Vendosja e procedurave dhe instrumenteve për vlerësimin e kompetencave të arsimtarëve;
- Avancimi i sistemit për zhvillim profesional të arsimtarëve dhe i rregullores së duhur juridike;
- Propozimi i një modeli të sistemit për zhvillim në karrierë të arsimtarëve;
- Identifikimi i burimeve të ndryshme për financimin e zhvillimit profesional dhe në karrierë dhe sugjerimi i mekanizmave dhe procedurave për ndarjen e mjeteve në mënyrë transparente dhe të drejtë;
- Informimi i arsimtarëve për mundësitë e tyre për zhvillim profesional dhe në karrierë.

**Annex 5**      Steering Committee Meeting Minutes

## MEETING MINUTES

### Steering Committee meeting

### USAID Teacher Professional and Career Development Project

**Date:** March 19, 2013

**Time:** 11:00 hours

**Venue:** Bureau for Development of Education offices

**Participants:** Vesna Horvatovik (BDE director)  
Igor Nikoloski (MoES State Advisor)  
Ajshe Selmani (BDE deputy director)  
Mitko Ceshlarov (BDE head of sector)  
Nadica Nikolovska (SEI director)  
Jusuf Arifi ( NEC director)  
Zekir Zekiri ( VET Center director)  
Jakim Nedelkovski (president of SONK [Union for Education, Science and Culture])  
Lela Jakovlevska (USAID Senior Educational Specialist)  
Natasha Buleska (USAID Educational Specialist)  
Loreta Georgieva (MCEC executive director) and  
Vera Kondik Mitkovska (MCEC chief of party)

#### Introduction and goals of the meeting:

The initial Steering Committee meeting of the USAID Teacher Professional and Career Development Project was facilitated by the BDE director, Ms. Horvatovik. In the role of the chairman of the Steering Committee, she welcomed all participants and reiterated the importance of the professional and career development in improving the quality of education process and its effect on students' achievements. She thanked USAID for approving the BDE request and financing the project. At the same time, Ms. Horvatovik expressed her gratitude about the involvement and open interest of all relevant parties, and their preparedness to contribute towards improving the professional and career development in the Republic of Macedonia.

The project Chief of Party, Ms. Mitkovska presented the project, its components, the role and responsibility of the Steering Committee, the planned activities and the timeframe. In addition, all participants were informed about the goals of the workshop that will be organized on the 10-12 April, during which the Slovenian experts will present the elements of a functional system for professional and career development as well as advantages and disadvantages of certain solutions that are used in different countries with an established system and current world trends with proven financial sustainability of the system for professional and career development.

The project will submit an official request to directors of institutions, which are members of the Steering Committee, to nominate representatives that will be involved in the implementation of project activities.

All participants acknowledged the importance of this initiative and shared the preparedness of the institutions they represent to assist in the implementation of project activities.

Mr. Nedelkovski expressed his gratitude for including SONK in the project and said that the project is of great importance for the teaching staff, especially having in mind the fact that it also includes putting in place a system for career development regulated in the law.

Mr. Nedelkovski informed us that MoES constantly works in reforms and improving the educational process. This process is of crucial importance for the educational system and relates to the focus of reforms that at the moment are directed towards higher education. Completing an analysis should allow more in-depth understanding of the current situation of professional and career development of teachers, but also, it should identify the supplementary resources for implementing a completely functional system into practice. From Ms. Mitkovska's presentation, he highlighted that in the first phase, the system for professional and career development of teachers will be piloted only in some schools and municipalities with the aim of establishing and removing possible gaps, and emphasized the assurance of MoES in implementing the system in the whole territory of the Republic of Macedonia after the project has ended.

Ms. Nikoloska stressed that setting up such a system is very important for SEI, which is responsible for monitoring the professional development of teachers through integral evaluation. They, as an institution will actively be involved in supporting and implementation of activities.

Ms. Jakovlevska was content that this project is initiated by the BDE and that it succeeded in bringing together all relevant educational institutions in the Republic of Macedonia. The involvement of SONK is of special importance in securing quality of the teaching staff. In addition, she pointed out the challenges that need to be addressed in order to secure complete and harmonized professional and career development of teachers including: the career development – or moving from one to the next career ladder may cause disagreements within the teaching staff and therefore we should have transparent mechanisms in place, clear and fair procedures and work in preparing the teaching staff that only with qualitative education and professional development, the career development can be secured; the financing – allocating means for implementing the professional and career development of teachers; and formal education of teachers, especially the undergraduate study programs, an area where serious reforms should be undertaken.

At the end of the meeting Ms. Horvatovik thanked all participants for their contribution and support.

After going through all the topics in the agenda, the meeting finished at 12:00 hours.

Prepared by:

Chairman of the Steering Committee:

Vera Kondik Mitkovska

Vesna Horvatovik

**Chief of Party for TPCD project**

**Director**

Macedonian Civic Education Center

Bureau for Development of Education



**USAID**  
FROM THE AMERICAN PEOPLE

Проект за професионален и  
кариерен развој на

Проект за професионален и кариерен  
развој на наставниците - ПКРН

Бр. 11-0205-00 / 13  
27 03 2013 год.  
Скопје



МАКЕДОНСКИ  
ЦЕНТАР ЗА  
ГРАЃАНСКО  
ОБРАЗОВАНИЕ



БИРО ЗА РАЗВОЈ НА ОБРАЗОВАНИЕ  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
РЕПУБЛИКА МАКЕДОНИЈА

## ЗАПИСНИК

### од состанокот на Советодавното тело во рамките на Проектот на УСАИД за професионален и кариерен развој на наставниците



РЕПУБЛИКА МАКЕДОНИЈА  
МИНИСТЕРСТВО ЗА ОБРАЗОВАНИЕ И НАУКА  
Биро за развој на образованието

Бр. 02-273/4  
26.03. 2013 год.  
СКОПЈЕ

Датум: 19 март 2013 година

Време: 11:00 часот

Локација: Биро за развој на образованието

Присутни: Весна Хорватовиќ (директор на БРО)  
Игор Николоски (државен советник во МОН)  
Ајше Селмани (заменик директор на БРО)  
Митко Чешларов, (раководител на сектор во БРО)  
Надица Николоска (директор на ДПИ)  
Јусуф Арифи (директор на ДИЦ)  
Зеќир Зеќири (директор на ЦСОО)  
Јаким Неделковски (претседател на СОНК)  
Лела Јаковлевска (виш специјалист за образование во УСАИД)  
Наташа Булеска (специјалист за образование во УСАИД)  
Лорета Георгиева (извршен директор на МЦГО) и  
Вера Кондиќ Митковска (раководител на проектот во МЦГО)

#### Вовед и цели на состанокот:

Првиот состанок на Советодавното тело за Проектот на УСАИД за професионален и кариерен развој го отвори и водеше директорката на БРО, г-ѓа Хорватовиќ. Таа во својство на претседавач на Советодавното тело ги поздрави присутните и се осврна на значењето на професионалниот и кариерниот развој за подобрување на квалитетот на воспитно-образовниот процес и неговото влијание на постигањата на учениците. Изрази благодарност до УСАИД што излегоа во пресрет на барањето на БРО да го финансираат овој проект. Исто така, г-ѓа Хорватовиќ изрази големо задоволство за вклученоста и интересот на сите релевантни страни и нивната подготвеност со заеднички заложби да се придонесе кон подобрување на професионалниот и кариерниот развој во Република Македонија.

Раководителот на Проектот, г-ѓа Митковска на присутните им го претстави проектот преку презентација на компонентите на проектот, улогата и одговорностите на Советодавното тело, активностите што ќе се спроведат и временската рамка. Исто така, присутните беа известени за целите на работилницата што ќе се одржи од 10-12 април на која што Словенечките експерти ќе ги споделат елементите на функционален систем за професионален и кариерен развој како и тековните предности и слабости на одредени решенија кои се користат во различни земји со функционални системи и тековните светски трендови каде финансиската одржливост е докажана во рамките на системот за професионален и кариерен развој. Проектот ќе достави официјално известување до директорите на институциите кои го сочинуваат Советодавното тело да номинираат претставници кои ќе се вклучат во реализација на активностите на проектот.

Присутните ја поздравиле иницијативата и ја споделила посветеноста на институциите кои ги претставуваат при спроведувањето на проектните активности.

Г. Неделковски изрази благодарност за вклучување на СОНК во проект и рече дека тоа е од огромна важност за наставниот кадар, особено земајќи го предвид фактот дека проектот вклучува и градење на систем за кариерен развој за кои што постои и законска можност.

Г. Николоски информираше дека МОН постојано работи на реформи и надградување на образовниот процес. Овој проект е од особено значење за образовниот систем и се надоврзува на фокусот на реформите кои во моментот се насочени кон високото образование. Изготвувањето на анализата треба да ни овозможи широко разбирање за моменталната состојба за професионален и кариерен развој на наставниците, но секако треба да ги идентификува и дополнителните ресурси кои се неопходни за спроведување на целосен и функционален систем во пракса. Тој се надоврза на презентацијата на г-ѓа Митковска која истакна дека во прва фаза предложениот систем за професионален и кариерен развој на наставниците ќе биде пилотиран во одредени училишта и општини со цел да се утврдат и отстранат можните недостатоци и ја истакна заложбата на МОН за спроведувањето на системот на целата територија на Република Македонија по завршување на проектот.

Г-ѓа Николоска истакна дека воспоставување на ваков систем е многу значен за ДПИ кој го следи професионалниот развој на наставниците преку интегралната евалуација. Тие како институција активно ќе се вклучат во поддршка и реализација на активностите.

Г-ѓа Јаковлевска го изрази своето задоволство дека токму овој проект е инициран од БРО и истиот успеа да ги обедини релевантните образовни институции во Република Македонија. Особено е важна вклученоста на СОНК во обезбедување на квалитетот на наставничкиот кадар. Притоа, таа ги посочи предизвиците на кои треба да се работи со цел да се овозможи целосен и хармонизиран професионален и кариерен развој на наставниците и тоа: кариерниот развој - унапредувањето во звања може да предизвика несогласувања во колективот и токму затоа треба да имаме транспарентни механизми, чисти и фер постапки и се работи на подготовка на наставничките кадри дека само со квалитетна настава и професионален развој може да се обезбеди нивен кариерен развој; финансирањето - алоцирање на средства за спроведување на професионалниот и кариерниот развој на наставниците; и формалното образование на наставниците, посебно додипломските студии сè уште е подрачје во кое е потребно да се преземат сериозни реформи.

На крајот од состанокот г-ѓа Хорватовиќ им се заблагодари на присутните за нивното учество, придонес и поддршка.

По исцрпување на дневниот ред, состанокот заврши во 12:00 часот.

Подготвил:



Вера Кондиќ Митковска

**Раководител на проектот**

Македонски центар за граѓанско образование

Претседавач на Советодавното тело:



Весна Хорватовиќ

**Директор**

Биро за развој на образованието

**Annex 6**

TPCD letter addressed to World Bank summarizing the Agreement on implementation of SABER Teacher methodology and the World Bank consent

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To: Tatiana Proskuryakova, Country Manager, World Bank Office Skopje,  
Europe and Central Asia Region

CC: Bojana Naceva, Senior Education Specialist, World Bank Office Skopje

Subject: Implementation of SABER – Teachers in the Republic of Macedonia

Date: 28.02.2013

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Dear Ms. Proskuryakova,

On behalf of the Macedonian Civic Education Center (MCEC), I would like to express gratitude to the World Bank (WB) for making available the SABER – Teacher methodology for the needs of the Teacher Professional and Career Development (TPCD) Project, implemented by MCEC and funded by United States Agency for International Development (USAID). TPCD Project is implemented in partnership with the Bureau for Development of Education (BRO), the key institution responsible for professional development of teachers in the Republic of Macedonia.

Related to the ongoing communication among Mrs. Bojana Naceva, Education Specialist, WB country office in the Republic of Macedonia, Mrs. Vera Kondik Mitkovska, TPCD Chief of Party and Mrs. Gorica Mickovska, TPCD Education Specialist, we would like to outline the following points which have been discussed and agreed upon:

- TPCD project in consultation with the WB Senior Educational Specialist in the WB office in Macedonia will identify and propose a local consultant for collecting policy data;
- TPCD project in consultation with Bojana Naceva, Senior Education Specialist in the WB office in Macedonia will coordinate the data collection on the ground;
- TPCD project will cover costs associated with the data collection and the local consultant fee;
- TPCD project will ensure that the local consultant collects data in compliance with the SABER-Teachers Guide for Implementation;
- WB SABER – Teacher's team will provide training, guidance and set of questionnaires to the local consultant;
- WB SABER – Teacher's team will carry out the analysis (according to scoring rubric) and draft a preliminary country report;
- TPCD project in cooperation with BDE and other educational stakeholders will verify the draft country report;
- TPCD project will use the findings and recommendations of the country report for developing and improving the TPCD system in the Republic of Macedonia;
- The country report should not be made public prior to official promotion of the results by the TPCD project and without obtaining an official approval by BDE.

TPCD project team is excited about the opportunity of using SABER – Teacher approach in assessing national teacher policies which will greatly contribute to improving the system for professional and career development in the Republic of Macedonia.

Please acknowledge the above stated, and include any points discussed previously which have been overlooked in this memo.

Sincerely yours,



Mrs. Vera Kondik Mitkovska  
TPCD Chief of Party  
Macedonian Civic Education Center

**The World Bank**

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT  
INTERNATIONAL DEVELOPMENT ASSOCIATION

Leninova 34,  
Skopje  
Macedonia

Phone: (389 2) 3117-159  
Fax: (389 2) 3117-627

March 1, 2013

Ms. Vera Kondik Mitkovska  
TPCD Chief of Party  
Macedonian Civic Education Center  
Skopje

Dear Mrs. Kondik,

*Re: Your Letter Summarizing the Agreement on Implementation of SABER Teacher Policies*

Thank you very much for your letter of February 28, 2013, summarizing the points of our discussions regarding the World Bank and USAID/ TCPD teams' responsibilities concerning the implementation of SABER Teacher Policies in Macedonia.

We confirm that the points described in your letter correctly reflect the mutually agreed mode of cooperation and division of responsibilities.

We look forward to working together on this very important activity for reforming the system for professional and career development of teachers in Macedonia.

Sincerely,



Tatiana Proskuryakova  
Country Manager  
World Bank Office Skopje  
Europe and Central Asia Region

cc: Ms. Lela Jakovlevska, Education Office, USAID  
Mr. Rudolf Jan Treffers, Executive Director, World Bank

**Annex 7** List of Members of the Experts' and Working Groups for Each Component

## Annex 7

### LIST OF MEMBERS OF THE EXPERTS' AND WORKING GROUPS FOR EACH COMPONENT

#### Component One: Comprehensive Legal System Experts' Group

#	Name and Surname	Contact	
1.	Aleksandar Ilievski	<a href="mailto:alexandarilievski@hotmail.com">alexandarilievski@hotmail.com</a>	Consultants
2.	Vladimir Popovski	<a href="mailto:vladimir.popovski@gmail.com">vladimir.popovski@gmail.com</a>	
3.	Gule Gulev	<a href="mailto:gulev@yahoo.com">gulev@yahoo.com</a>	
4.	Memet Memeti	<a href="mailto:m.memeti@seeu.edu.mk">m.memeti@seeu.edu.mk</a>	
5.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	BDE Advisors
6.	Marija Isovska	<a href="mailto:misovska@bro.gov.mk">misovska@bro.gov.mk</a>	

#### Component Two: Enhanced Financial Schemes Experts' Group

#	Name and Surname	Contact	
1.	Gule Gulev	<a href="mailto:gulev@yahoo.com">gulev@yahoo.com</a>	Consultants
2.	Julijana Krsteva Petrushevska	<a href="mailto:krstevska.julijana@gmail.com">krstevska.julijana@gmail.com</a>	
3.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	BDE Advisors
4.	Maja Velichkovska	<a href="mailto:mvelickovska@bro.gov.mk">mvelickovska@bro.gov.mk</a>	

#### Component Three: Standards for Teacher Competencies Experts' Group

#	Name and Surname	Contact	
1.	Dean Iliev	<a href="mailto:dean.iliev@uklo.edu.mk">dean.iliev@uklo.edu.mk</a>	Consultants
2.	Anita Angelovska	<a href="mailto:anita_angelovska@hotmail.com">anita_angelovska@hotmail.com</a>	
3.	Andrijana Tasevska	<a href="mailto:tandrijana@macedonia.eu.org">tandrijana@macedonia.eu.org</a>	
4.	Maja Videnovik	<a href="mailto:videnovic_maja@yahoo.com">videnovic_maja@yahoo.com</a>	
5.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	BDE Advisors
6.	Julijana Gligorova Trajanoska	<a href="mailto:julijagtrajanoska@bro.gov.mk">julijagtrajanoska@bro.gov.mk</a>	
7.	Silvana Veterovska	<a href="mailto:silvanaveteroska@bro.gov.mk">silvanaveteroska@bro.gov.mk</a>	
8.	Zhaneta Chonteva	<a href="mailto:zanetaconteva@bro.gov.mk">zanetaconteva@bro.gov.mk</a>	
9.	Ajshe Ajrullai	<a href="mailto:ajseajrulai@bro.gov.mk">ajseajrulai@bro.gov.mk</a>	

#### Glossary Working Group

#	Name and Surname	Contact	
1.	Dean Iliev	<a href="mailto:dean.iliev@uklo.edu.mk">dean.iliev@uklo.edu.mk</a>	Consultants
2.	Anita Angelovska	<a href="mailto:anita_angelovska@hotmail.com">anita_angelovska@hotmail.com</a>	
3.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	BDE Advisors
4.	Julijana Gligorova Trajanoska	<a href="mailto:julijagtrajanoska@bro.gov.mk">julijagtrajanoska@bro.gov.mk</a>	

### **Teacher Core Competencies Working Group**

#	Name and Surname	Contact	
1.	Dean Iliev	<a href="mailto:dean.iliev@uklo.edu.mk">dean.iliev@uklo.edu.mk</a>	Consultants
2.	Andrijana Tasevska	<a href="mailto:tandrijana@macedonia.eu.org">tandrijana@macedonia.eu.org</a>	
3.	Maja Videnovik	<a href="mailto:videnovic_maja@yahoo.com">videnovic_maja@yahoo.com</a>	
4.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	BDE Advisors
5.	Silvana Veterovska	<a href="mailto:silvanaveteroska@bro.gov.mk">silvanaveteroska@bro.gov.mk</a>	

### **Teacher Core Competencies (school support staff) Working Group**

#	Name and Surname	Contact	
1.	Andrijana Tasevska	<a href="mailto:tandrijana@macedonia.eu.org">tandrijana@macedonia.eu.org</a>	Consultants
2.	TBD		

### **Analysis of Teacher Standards and Professional Development Working Group**

#	Name and Surname	Contact	
1.	Zhaneta Chonteva	<a href="mailto:zanetaconteva@bro.gov.mk">zanetaconteva@bro.gov.mk</a>	Consultants
2.	Ajshe Ajrullai	<a href="mailto:ajseajrulai@bro.gov.mk">ajseajrulai@bro.gov.mk</a>	

### **Analysis Working Group**

#	Name and Surname	Contact	
1.	Gule Gulev	<a href="mailto:gulev@yahoo.com">gulev@yahoo.com</a>	Consultants
2.	Dean Iliev	<a href="mailto:dean.iliev@uklo.edu.mk">dean.iliev@uklo.edu.mk</a>	
3.	Julijana Krsteva Petrushevsk	<a href="mailto:krstevska.julijana@gmail.com">krstevska.julijana@gmail.com</a>	
4.	Andrijana Tasevska	<a href="mailto:tandrijana@macedonia.eu.org">tandrijana@macedonia.eu.org</a>	
5.	Memet Memeti	<a href="mailto:m.memeti@seeu.edu.mk">m.memeti@seeu.edu.mk</a>	
6.	Zhaneta Chonteva	<a href="mailto:zanetaconteva@bro.gov.mk">zanetaconteva@bro.gov.mk</a>	BDE Advisors
7.	Mitko Ceshlarov	<a href="mailto:mitkoceslarov@bro.gov.mk">mitkoceslarov@bro.gov.mk</a>	
8.	Ajshe Ajrullai	<a href="mailto:ajseajrulai@bro.gov.mk">ajseajrulai@bro.gov.mk</a>	
9.	Silvana Veterovska	<a href="mailto:silvanaveteroska@bro.gov.mk">silvanaveteroska@bro.gov.mk</a>	
10.	Antonela Stojanovska	<a href="mailto:antonela.stojanoska@yahoo.com">antonela.stojanoska@yahoo.com</a>	SEI Inspector