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SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY

Quarterly Report

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Introduction

Implementation Strategy

SEA Work Plan Grid

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1. Executive Summary

1.1. Director Certification:

Fifty-seven directors completed the training cycle in Cohort 3 in March. Although approximately 170 primary schools are in the process of appointing qualified directors who will need to be certified, this marks the end of direct training by the project. To fulfill the promise of training all “existing directors” the project will work through an accredited institution.

The MoES accredited four institutions this quarter. Nine of the DCP trainers that were trained and worked with the project are currently offering the director training cycle through SEEU. Two others are working with the Faculty of Technical Sciences in Bitola and the Faculty of Philosophy in Skopje. The trainers at SEEU have worked out a plan that is relatively low cost for candidates and conveniently offers regional workshops. The certification program is now institutionalized. That does not mean there are no issues. Program integrity and cost will need to be monitored closely to avoid compromising the program to reduce costs, and collusion among institutions to fix tuition. This is especially critical with elections looming on the horizon.

1.2. Teacher Training:

The second cohort, comprising over two-thirds of the teachers in the project schools, passed the halfway mark in dissemination of the four workshops in their schools. They anticipate finishing the final module by next November, and then moving on to complete their portfolios in early 2007. Cohort 1 teachers have completed the series of workshops and in the process of completing their portfolios.

At the same time, the project considered requirements to sustain critical thinking literacy methodology in the schools. Feedback from teachers in Cohort 1 indicated a school level mentoring program will be needed to help teachers adapt curriculum and encourage them to continue in often-difficult conditions. IRA volunteers wrote a mentoring manual and conducted workshops to pilot the program in 15 Cohort 1 schools. Volunteers will conduct follow-up visits to individual schools in May.

1.3. Career Development

The Educational Rendezvous, scheduled for April 6-8 and promoted in collaboration with the Ministry of Education and Science and businesses, was the focus of Career Development this quarter. The event brought together major stakeholders in education to interact through competitions, booths and entertainment. The project leased two halls at Skopje Fair along with conference rooms in the Continental Hotel and the Skopje Fair Business center.

Several rounds of meetings were held with teachers and school directors to prepare them for the event. Records and business plan material were given to teachers to summarize school company operations. Several career development events (CDEs) focused on job search skills such as job interview and public speaking. Other competitions focus on aspects of business such as Marketing Plan, School Company and promotional activities (web page, 1 Minute promo video and poster). Over 1500 students applied to participate in the various events. Seventy schools have applied for booth space to promote their schools and companies.

Businesses have responded to the call to become involved with the schools. They have provided prizes and awards for the CDEs. Business people have volunteered to serve as judges for events. Finally, local businesses sponsored school booths at the convention. The event mobilized resources that have never been tapped.

Vocational Student Organizations (VSOs) were started in over 69 schools as a result of the promotional campaign waged by the students and teachers that went on the study tour in 2004. They were poised to form a national organization the Educational Rendezvous in April.

A task force of delegates from these schools has prepared the election of national leaders and constitution.

1.4. Research Monitoring and Evaluation:

The final version of the annual survey from 2005 was finished and preparations made for this year's survey.

The project is just starting to enter the phase where data can be collected to ascertain the effectiveness of various activities. This will be used to guide future activities in the remaining years of the project.

1.5. School Board Support:

Throughout the quarter, regional meetings were held for school boards in collaboration with the MoES. Board members were given a summary of laws relating to the responsibilities of school boards and procedures to follow in their duties such as selecting a new school director. At the same time, the coordinator recruited volunteers to serve on a task force to form a national school board association. Over 30 volunteers have stepped forward with several meetings remaining. The task force will meet with experts from the USA in late April to begin the work of forming an association.

2. Achievements by Project Component

2.1. Director Certification

2.1.1. Cohort 3

The project completed training Cohort 3 this quarter. This was the final training cycle that was provided directly by the project since the Ministry of Education and Science accredited several institutions. The law designated SEA as a training provider up to the point where institutions were accredited to take over the training program. Once institutions entered the market, SEA would cease direct training.

In order to start the certification program SEA made a commitment to provide training for the director of each primary and secondary school. One hundred seventy schools had directors who did not meet the minimum qualifications. Currently, the project is waiting for school boards and mayors to appoint new directors according to the procedure stipulated by the new laws on decentralization. Once the directors are appointed, SEA will arrange to pay for training through one of the accredited institutions.

2.1.1.1. Cohort 3

Fifty seven directors participated in Cohort 3. There were two secondary school directors who did not attend the training with cohort 1, nine dormitory directors and 46 primary school directors. They were divided into three groups: two Macedonian and one Albanian group.

The workshops were held on the following dates:

- 1st workshop: November 25-27, 2005
- 2nd workshop: December 16-18, 2005
- 3rd workshop: January 10-12, 2006
- 4th workshop: February 3-5, 2006
- 5th workshop: February 23-25, 2006
- 6th workshop: March 12-14, 2006
- Clean up day: March 31, 2006

All participants completed their training and seminar paper presentations by March 31, 2006. They will take the exam during the first two weeks of April.

Number of trained directors to date is 269 in total.

- Cohort 1- 82
- Cohort 2 -130
- Cohort 3 – 57

2.1.2. Accreditation of training providers

The Ministry of Education and Science accredited four institutions to deliver the training cycle for the Director Certification Program.

At the beginning of March, the MoES accredited three institutions:

- Faculty of Philosophy in Skopje
- Faculty of Technical Sciences in Bitola
- American College in Skopje

Only the first institution, Faculty of Philosophy, offers graduate degree in education administration. The others are struggling to find qualified staff to deliver the training cycle. The Director of the Exam Commission is also a professor at the Faculty of

Technical Sciences in Bitola. The project has offered to provide workshops to introduce staff of the accredited institutions to assure the integrity of the program but thus far no one has accepted the offer. One can only assume that they are following the outline of the program laid down in the rulebook.

On March 24th, the Ministry accredited Pedagogical Faculty at SEEU to deliver the director training program. Nine of the DCP trainers affiliated themselves with this Faculty and they will deliver the training cycle for them. SEEU has devoted office and classroom space for director certification and has expressed its desire to work with SEA in not only providing fundamental certification training but to give participants credit towards an advanced degree in education administration for the completed workshops.

Two DCP trainers decided to join other accredited institutions. Lili Boshevska will deliver training for Faculty of Technical Sciences in Bitola and Valentine Mucunska Palevska will deliver training for Faculty of Philosophy in Skopje.

All four accredited institutions anticipate starting workshops in April.

Many more institutions applied for accreditation. Some were pedagogical faculties. The reasons they for denial of accreditation are not clear. The DCP trainers had applied to form an institution and become an accredited training provider in their own right. The ministry also denied their application on grounds they had no permanent facilities.

2.1.3. Institutionalizing DCP training

The issue of institutionalizing the training program has at least an interim, if not permanent, solution when SEEU signed an agreement with nine of the 11 trainers to start a director-training center within the university. Keeping the group of trainers intact was important since they came from varied backgrounds and made a strong training team. They have an excellent reputation as trainers and several classes are due to start in April. SEEU has provided excellent facilities. There is a tuition fee in attending these classes. The schedule of the classes is found in the annex.

The trainers have developed a program that is currently the lowest cost option for candidates (€320 versus €450 offered by the other three institutions). They plan to provide workshops both on campus and regionally so participants can return home in the evening. Three of the trainers live in Bitola. This provides a distinct advantage in the market place for eastern Macedonia. The challenge over the next two years will be to keep the group and program intact, and to help along through potential changes in government.

2.2 Teacher Training

This quarter, the second cohort, comprising over two-thirds of the teachers in the project schools, passed the halfway mark in dissemination of the four workshops in their schools. They anticipate finishing the final module by next November and then move on to complete their portfolios in early 2007.

At the same time, the project anticipated what would be required to sustain critical thinking literacy methodology in the schools. Based on feedback from teachers in Cohort 1, a school level mentoring program will be needed to help teachers adapt curriculum and encourage them to continue in often difficult conditions.

2.2.1. Teacher Training

2.2.1.1. Cohort 1 – 15 school teams

Sixty teacher trainers completed dissemination workshops in January in their respective schools. About 600 teachers participated in the workshops.

They are now in the process of completing their portfolios. The portfolio contains records of four classroom observations and subsequent discussions; four lesson plans with student products; and a recommendation from the director or pedagogue. Upon completion of the portfolio, the teacher will receive a qualification certificate. Recent changes in educational laws link salary to performance. This gives even more value to these certificates as they may be considered evidence of achievement in the future.

2.2.1.2. Cohort 2 (35 school teams) for approximately 2000 teachers

All schools have completed Module 1, and 29 have finished Module 2 workshops. The Cohort Trainers work regionally with seven groups of school teams to plan and follow up on local workshops.

Regional consultants continue to monitor dissemination. The series of workshops should be completed by October and then portfolios will need to be completed. That could continue into 2007.

2.2.2. Teacher Mentoring

Teacher mentoring was started with Cohort 1 schools. Two IRA volunteers, Rita Mullholand and Bill Hammond, developed a mentoring manual in December 2005. The manual was introduced to all 15 Cohort 1 school teams in three two-day mentoring workshops. Two groups (10 school teams) met in Negotino on March 11 -12. The third group met in Skopje at Dimitar Miladinov Primary School on March 14 – 15.

The following essential elements of mentoring were covered.

- Observing instruction in the classroom
- Joint lesson planning techniques
- Discussion of demonstration lesson
- Teacher study group information

Sixty teacher trainers, 15 principals and 15 pedagogues/psychologists and 14 Regional consultants (BDE advisors) participated in the mentoring workshops.

2.3. Career Development

2.3.1. Educational Rendezvous 2006

The major activity this quarter was preparation for the first Educational Rendezvous, scheduled for April 6-8. The event brought together major stakeholders in education to interact through career development events, promotional booths and entertainment. Two halls were leased at Skopje Fair along with conference rooms in the Continental Hotel and the Skopje Fair Business center. The major components of the Rendezvous were:

- **Career Development Events (CDEs)**
 - Best booth (3 categories – real firm, virtual firm, school promotion)
 - Public speaking – (Albanian and Macedonian) a six-minute prepared speech was delivered to a panel of judges on a topic relevant to the vocational cluster of the school.
 - Job Interview (English, Macedonian, Albanian) – Students prepared a cover letter, resume and two reference letters for a job they could realistically apply for.
 - Marketing Plan – team event where a marketing plan was developed and presented to a panel of judges.
 - School Business CDE – a team event where students presented their updated business plans and financial statements to a panel of judges.
 - Web page (4 categories – real firm, virtual firm, school promotion and VSOs) – pages were loaded onto the web and judged for creativity and functionality.
 - One-minute promo video (4 categories – real firm, virtual firm, school promotion and VSOs) - students produced one-minute spot ads for television.
 - Poster promotion CDE (4 categories – real firm, virtual firm, school promotion and VSOs)
 - Fashion – schools showed their creations in apparel design.
- **Workshops** – two series of workshops will run Thursday and Friday (April 6-7) in conference rooms at Skopje Fair
 - Teacher workshops – best practices were shared from teacher to teacher.
 - Student Workshops focused on leadership and VSO development.
- **School Promotion** - All secondary schools were invited to set up booths to recruit 8th graders to their programs. This is first time schools from all clusters displayed their programs. All primary schools were invited to attend.
- **Entertainment** – Schools were invited to send students to perform on one of two stages during the Rendezvous.
- **Business and industry** – The business community was solicited to support CDEs by giving awards and prizes for the winners. Equally, they were invited to judge the CDEs. General sponsors were sought to support the event as a whole and local businesses sponsored their schools booths. In fact, the “best booth” contest has an element of sponsorship in the evaluation.

Rules and criteria for CDEs were developed and delivered to all schools. About 1500 students applied to participate in the various events. The project launched a promotional campaign targeted at primary and secondary schools and the general public.

2.3.2. School Companies

2.3.2.1. School Companies (Real Firms)

- Equipment for the last two companies was delivered this quarter. Delays in refurbishing facilities to accommodate the company caused the delay.
- Five regional meetings with teachers responsible for real firms were held to explain CDEs and details about the Educational Rendezvous 2006.
- The US Ambassador visited the school company at the Music School in Bitola. The school has a recording studio and conducted a recording session for the ambassador. They also have equipment to transcribe music when played on a keyboard to sheet music.
- The mechanical school in Kicevo had its grand opening with Dick Goldman, USAID Mission Director, attending. The firm purchased a machine to manufacture nails.

2.3.2.2. Module on business development distributed (Real Firms)

The module on business plans and record keeping was printed at the end of March. This did not leave enough time for the package to be delivered to the schools for the “school company” CDE to be held at the Rendezvous, so it was distributed electronically on CD and via the internet. The manuals will be delivered to the career centers next quarter. In many ways, the electronic versions are preferable to hard copies. For example, the spreadsheets are functional.

2.3.2.3. Training Company Program expands (virtual firms)

- Meetings were held with teachers to prepare them for participation in the Educational Rendezvous 2006
- Four SEA schools participated in a virtual firm fair organized by the Austrian financed, Eco Net project. They won 1st place in the best booth contest, and 3rd place for best catalog.

2.3.3. Career Centers

2.3.3.1. Job skill materials continue to be developed and delivered

2.3.3.1.1. Module on Job Interview technique delivered

Another in the series of job search skills was delivered to the schools. Thirty copies of each module were delivered to each career center so teachers can use them for a class. Language teachers can use these resources as part of their curriculum. Workshops had already been conducted for two teachers and two students from each school.

2.3.3.1.2. Additional AV material delivered

The project purchased rights to subtitle and duplicate educational videos on interviewing. These were delivered during this quarter.

2.3.3.1.3. CVs continue to be posted

During the workshops conducted last quarter on job skills, the training provider offered to post students CVs on his website, <http://www.vrabortuvanje.com.mk>. Over 500 CVs have been sent in, and are being posted. Education cannot guarantee jobs, but it can help people develop skills needed to enter the job market. Given that most students could not write CVs when the project started, having over 500 CVs posted on a commercial employment website is a considerable accomplishment over the past 6 months.

2.3.3.2. Vocational Student Organizations Expand (VSOs)

2.3.3.2.1. VSO leadership workshop in Struga

Two consultants conducted planning and leadership workshops for new VSO (Vocational Student Organization) officers and their teacher/mentors. Over 60 schools sent students to participate in the workshop. Initially, the core group of students and teachers from the first 13 schools responsible to form VSOs learned leadership skills and set up a planning workshop prior to conducting their leadership workshop.

The core students ran the planning workshop. Working committees were formed to plan events for the Educational Rendezvous. The teachers played a secondary role. The concept of allowing students to take responsibility and lead is a new fundamental concept introduced to the Macedonian educational system. Normally, teachers prepare events in which students simply role-play the parts. SEA is pushing for students to interact directly with businesses and the community with teachers and directors taking secondary roles.

2.3.3.2.2. Students lay the foundation for a National VSO

During the workshop in January, the students developed a draft constitution for the National VSO they intend to establish. They also laid the ground rules for participation of all vocational schools with VSOs in the organization. The structure of the organization consists of a general assembly (delegate body) composed of one delegate for each cluster taught within a school, thus, assuring all areas of vocational education to be adequately represented at the national level. Delegates should be chosen from first and second year students, thus giving them an opportunity to participate in the organization early in their high school career.

A nominating committee was set up consisting of students who are in their last year and who participated in the US study tour. They will meet on April 1, 2006 to set the slate for National Leaders. They anticipate having a President, Secretary, three regional Vice Presidents and one Vice President at large. In addition, the national board will consist of one representative from each of the 14 clusters taught in vocational schools. The local delegates representing their respective clusters will elect the representatives.

An adult advisory board consisting of teacher/mentors from each of the schools represented by the National Leaders and board members will advise the leaders.

The general assembly will convene on April 8, the last day of the Rendezvous.

2.3.3.2.3. Teachers help

Many of the mentor/teachers responded to the call for help in writing and running CDEs at the Educational Rendezvous. They helped develop CDE rules and recruited students to help run the competitions.

2.3.3.2.4. Students apply for National Office

Thirty-two students applied for National leader positions. They will appear before the nominating committee on April 1. Their application included a CV and answers to several questions on their vision for a national organization.

The same consultants, who were former state and national officers in the FFA, returned to train and coach the nominating committee. Students and teachers alike were guided through the process of interviewing candidates and selecting a slate based on pre-set criteria. At several points, students and teachers had decided to choose their friends irrespective of qualifications. In spite of this tendency, a new

standard was set and accepted, that is to judge candidates based on criteria rather than affiliation.

2.4. Research, Monitoring and Evaluation

2.4.1. S.O. 3.4 Annual Survey

Preparations were made for the annual survey conducted by the project to measure overall performance of projects operating under S.O. 3.4. This year the decision was taken to print surveys and enter data locally, thus saving time and money on shipping to remote locations for scanning. Steps taken this quarter included:

- Final report of the 2005 S.O. 3.4 annual survey finalized and delivered to USAID.
- 2006 survey logistics plan including supply purchase; printing student and teacher booklets; schedule for questionnaire delivery and pick-up; and monitoring)
- Teacher and class data from 64 S.O. 3.4 schools was gathered for sample selection. (1750 students and approximately 1500 teachers to be selected)
- Last year's sampled teachers were identified and missing teachers replaced for this year's study.
- Information letter for the student survey was sent to schools,

2.4.2. Monitoring SEA Activities

2.4.2.1. Teacher Developing Component

- A final analysis of the use of teaching methods in Module 3 from the October survey of Cohort 2 was completed. The survey indicated the extent various strategies from Module 3 were employed in teaching. The general conclusion from the analysis was that teachers would need mentoring support to successfully and confidently use new methods.
- Questionnaires were also administered to Cohort 2 teacher trainers before each workshop to describe pre and post workshop practices and attitudes.
- Dissemination workshops (cohort 1 vs. cohort 2) were compared. Cohort 2 achieved better results in 9 out of 17 items.

2.4.2.2. Director Certification Component

Data from Cohort 3 directors was entered into database.

2.4.2.3. Career Development Component

A database for the Educational Rendezvous was developed to handle applications for various events and national leader.

2.4.2.4. School Board Support Component

- SBS monitoring tool was developed in collaboration with the coordinator.
- SBS database developed and data on school board structure was entered.

2.4.3. Related project support activities

- DCP certificates were printed using the database for all directors who completed the training cycle.
- Inventory database was developed and updated regularly.
- USAID S.O. level I.R. indicators were reviewed and appropriate ones suggested for 2006 report.

2.5. School Board Support

2.5.1. Database established on school boards

After the conference held in December 2005, a database was established with board member names and contact information. The database is probably the only countrywide list of school board members. During this period, many boards were being restructured along the lines set by the laws on decentralization.

2.5.2. Promotion of the school board program

During February and March the SBS program was featured in *Biznis* magazine, MTV (National Macedonian Station) and on “Dobro utro Makedonija” (Good Morning Macedonia TV show). The publicity helped attract the attention of school board members to the need for organizing a national association to develop educational policy positions and promote education.

2.5.3. Informational and recruiting meetings held

A lawyer from the Ministry of Education and Science reviewed and summarized existing laws affecting school boards. The manual she produced not only summarized the laws but outlined procedures, such as the appointment of school directors. Workshops were organized across the country requesting at least 3 members from each school board to attend. This was the first time that the role of the school board was clearly spelled out, and attendance was high.

At the same time, the coordinator used the opportunity to recruit school board members to form a task force that will form a school board association. To date, 25 school board members have volunteered with several meetings left. Over 30 members are anticipated on the task force.

The follow-on to these meetings will be a two-day workshop that will focus on the formation of a National School Board Association. Consultants will act as resource people in this task that is scheduled for late April.

3. Concerns and challenges

3.1. Director Training

3.1.1. Certification Costs

The cost of the training program for participants will remain an issue. The MoES elected to have a “free market” of training providers. Four institutions were accredited. Three of them immediately colluded to fix the price of training at €450. The fourth institution (SEEU) was accredited later and produced a lower training fee of €20,

Additional costs fixed by the Ministry (Exam Committee) charges the following fees:

- 500 MKD (about \$10) as an application fee to the exam committee to verify they meet the conditions for training that is 5 years teaching experience and a number of other papers they are required to submit including a CV and a doctor’s certificate of good health.
- 50 €(3100 MKD) for taking a 15 minute exam upon completing the training cycle.

The idea of director candidates paying for training is new and is being with a large degree of suspicion. Now, candidates focus on the fact that the project initially trained all existing school directors and will train the directors for the remaining 170-180 primary schools once the mayors and school boards appoint qualified directors. Much work remains to be done to help focus attention on ways to deliver quality/low-cost training. The project will need to remain neutral and objective in this process. It is almost a certainty that cases of collusion and conflicts of interest will continue to arise. The project is positioning itself as the honest broker.

3.1.2. Selecting training providers for remaining schools

One phase of the project came to a close with the advent of accreditation of institutions. The law stipulated that the project would be a training provider during the interim period between when the laws were enacted and institutions were accredited. Last year, there were no institutions with sufficient capacity to train 450 school directors within a year. This large number also represented a distortion of the training market. The project helped certification program during the start-up phase by providing training and eliminating this temporary market distortion.

One unforeseen element arose where approximately 170 primary school directors did not meet the minimum qualification of having a 4-year degree as stipulated in the new laws. The project made the decision to wait until new directors were duly appointed according to the new laws.

The directors are in the process of being appointed, with some mayors attempting to subvert the law by appointing unqualified or interim directors. Again, the project is waiting for definitive appointments.

This has carried the project beyond its mandate to be a training provider. Thus, keeping its promise to train all existing directors, the SEA will conduct training through an institution. In order to select an institution their program will need to be evaluated. SEEU is the only one, at the moment, with sufficient, experienced trainers. Hopefully, the project can use this also to influence other institutions that collaborated with the project.

3.1.3. Elections

By all accounts, changes will happen after the parliamentary elections slated for the first week of July.

3.2. Teacher Training

3.2.1. Institutionalization of teaching methodologies

The grassroots nature of the mentoring program is a solid foundation to improve teacher performance. However, the teachers will continue to need encouragement from various sources. First, the inspectors need to explain how they can encourage performance. The project intends to include them during mentoring workshops and perhaps consider giving a one or two day session exclusively targeted at school inspectors. Other USAID initiatives with the inspectorate may also help address this concern.

Secondly, the project continues to reach out to the pedagogical faculties that conduct methodology courses for new teachers. Hopefully, they will incorporate the strategies outlined in the modules as part of their curriculum. The project has no specific mandate to work with or through these institutions, so support will be the most important element in collaboration.

3.3. Career Development

3.3.1. Looking beyond career centers and school companies

The Educational Rendezvous should yield a wealth of information on school companies. It is a certainty that additional workshops will be needed to strengthen the business skills of teachers in running the companies.

The VSO show all the signs of becoming a critical link with industry. To accomplish that, students and teachers will need mentoring on student empowerment. This involves leadership training and coaching to link with industry for help and guidance.

3.3. School Board Support

3.3.1. Formation of a school board association

Now that the recruiting of the task force is nearly complete, the focus will shift to making it operational. With elections looming on the horizon, one could expect a lull in activities as the MoES and Municipalities sort things out in the aftermath.

4. Progress by Work Plan Activity

The tables on the following pages track progress against the new work plan for 2004-200

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 1: More engaging, relevant classroom instruction					
SEA Result 1.1: Trained teachers using elements of contextual learning in the teaching process.	Cohort 1 teacher trainers master competencies in 4 modules in interactive learning	Cohort 1 teacher trainers finish dissemination workshops in their respective schools.	4 modules disseminated in 15 schools by teacher trainers with an average of 90% attendance	October – November	15 of 15 schools completed all 4 modules in dissemination workshops with over 95% attendance (about 600 teachers)
		Teachers trained in Cohort 1 schools demonstrate competency in active learning methods by completing portfolios demonstrating mastery of each module	90% of teachers complete portfolios	October - January	In progress
	Cohort 2 teacher trainers master competencies in 4 modules in interactive learning	Series of four workshops completed by teacher trainers	Participants earn attendance certificates	October	Completed – 140 teacher trainers completed workshops
		Facilitation skills workshop completed by teacher trainers	Participants in attendance	December	Completed – 140 teacher trainers completed workshop
		Teacher trainers complete requirements for qualification	Completed Portfolio	December - January	Complete - 140 teacher trainers with completed portfolios
		Four modules disseminated in Cohort 2 schools	Participation certificates given to teachers	December – June	Modules 1 and 2 have been completed
		Teachers in Cohort 2 schools demonstrate mastery of modules	90% complete portfolios for qualification	March-June or later	Not started
	Institutionalization of teacher support in active learning	Strategy team recommends system of teacher support, focusing on mentoring	Comments and Recommendations	October	Completed – internal report generated
		Actions initiated, based on recommendations from strategy team	Specific activities conducted to institutionalize new learning techniques both pre and in-service	November – June	Faculty and Inspectorate invited to participate in mentoring follow-up by IRA volunteers.
	Revise modules 3 and 4 for second edition	Finalize Module 1 and 2 revision	2 nd edition modules	October	Completed
		Produce second edition of all four modules.	Modules placed in each school's resource center	March	Delivery of modules 1 and 2 completed, modules 3-4 in progress

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
SEA Objective 2.1: Improved critical job seeking skills in students	Equip and supply Career Resource Centers in each school with material related to job seeking skills.	Place modules on job search skills in all career centers.	35 modules placed in schools	October - November	50 centers equipped – completed
		Teachers to incorporate job search skills into first and second year classes.	job interview, CV writing and career exploration incorporated into classroom exercises during 1 st 2 years	October – June	Modules on CV writing, job interview and job search delivered. Other materials on the way. Over 500 CVs written by students posted with a private job placement firm.
		Faculties and industry to place material in Career Resource Centers	Amount of material placed	continuous	In progress
		Teaching and school administration resources placed in the centers.	Materials printed and placed	Continuous	35 copies of two modules on job search and CV writing delivered.
	To provide opportunities for students to explore careers and develop leadership skills essential for career development.	Formation of local VSO chapters	Local organizations formed	Nov - April	Over 69 local organizations functioning
		Form National VSO organization	National organization formed	April	TBA
		Leadership training for VSO officers and teacher advisors	Tours or workshops held	July	TBA
		Career Develop Events, fairs and trade shows	Events sponsored by industry and VSOs	Nov - June	In progress, marketing plan, job interview, public speaking and issue forum foreseen.

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
		National Educational Rendezvous providing an opportunity for schools, faculties, industry and government to come together.	Participants in the event Attendees	April	Scheduled and planned for April 6-8.

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.1. Improved Quality and Relevance of Instruction in Primary and Secondary Education					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 2: Effective career preparatory activities					
SEA Result 2.2: Students participating in applied skill activities and career preparation activities	Increase the opportunities for students to have business experience while in high school	Real Firms (School Companies)			
		44 schools operating school companies	End of year financial reports Student records	June-July	Refresher workshops held on business plans and record keeping.
		National competition recognizing successful companies (Rendezvous)	80 % of schools participate in competition	April	Competition rules defined and disseminated.
		Virtual firms (Training Companies)			
		Expansion of program to 3 firms per school	Number of classes	October	4 of 7 schools have expanded their program to include one extra firm.
	National Virtual firm Fair	Number of firms participating	April	Planned for the Educational Rendezvous.	

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA Result 3.1: Training of directors for certification and demonstrating competency	Start workshops for newly selected for up to 450 qualified directors selected according to law	Participants complete 6 workshops	Completed portfolios	November-April	Cohort 3 has completed all six modules. 170 directors remain to be appointed and hence trained by the project.
	Assure smooth transition of training program to accredited institutes, providing training as needed.	All accredited institutions utilizing the program developed by DCP experts in both content and methodology	Report assessing needs in institution staff Summary information on any training conducted or information provided	Continuous	Four institutions accredited by the MoES.
	Assess the certification program and propose improvements	Interviews and analysis of the program with recommendations given	Mission report	October	Completed and report circulated to MoES/USAID/interviewees
	Produce material appropriate for assessing director job performance for various assessment bodies	Training course for inspectorate and/or other administrators developed	Material produced	January	Postponed
	Provide training for the inspectorate and/or other institutions involved in director assessment	Training delivered and inspectors mentored.	Evaluative reports	January – September	TBA
	Identify needs for additional in-service training for directors	List of topics and/or modules being utilized by institutions for continuous training	Catalog of workshops/courses offered to directors	Continuous.	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
USAID I.R. 3.4.2. Support a Training System for Professionalization of School Directors					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 3: Better managed, more flexible school administration					
SEA result 3.2 Provide training / information to school boards	Develop list of reconstituted school board members	Database with of members/schools	Database	November	Completed
	Conduct information meetings for school boards, mayors and directors	Meetings held with representatives of MoES, ZELS and other experts explaining the role of school boards, mayors and MoES.	Attendance roster	December-January	First meeting held for over 1000 participants featuring two Ministries and ZELS. Regional meetings nearly complete with the formation of a task force.
	Facilitate the formation of a school board association	Association formed	Chartered Association	December - June	First workshop planned for the end of April.
	Training provided to school boards through the association	Workshops/info meetings and other communication passing to school board members	List of meetings and documents	Continuous	TBA

SEA Work Plan Grid 2005-2006

USAID S.O. 3.4. Macedonian Youth are better prepared for employment through education programs					
<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2005 – 2006</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress made</i>
SEA Objective 4: Effective Project Management Systems					
SEA Objective 4.1: Effective monitoring of progress toward S.O. 3.4.	SO 3.4 Baseline Analysis and Follow-on	Report on annual survey	Report	October	Draft completed
		Conduct yearly survey of teachers and students using self-reporting instrument.	Survey conducted	March - May	Survey Scheduled for April-May
SEA Objective 4.2: Establishment of effective project monitoring systems for improved management.	Project component activity monitoring	Individual component result indicators developed, data collected and reports generated	Component reports	Punctual for formative activity based evaluation / June/July for component level	In progress.

5. Looking Ahead

The following chart is the calendar for activities currently planned for next quarter, grouped by component.

Component	Date	Activity
Director Certification	April – June	Support of DCP trainers at SEEU
	May – June	Follow-up survey of certified directors
Teacher Training	April 26-May 5	IRA convention in Chicago
	May 15 – 23	Mentoring follow-up by volunteers in schools
Career Development		
	April 6-8	Educational Rendezvous at Skopje Fair
	May 5-6	Electro-technical competitions in Veles
	May 12-13	Agricultural school competition - Dračevo
	May 13-14	Career Center training
	May 15	Meeting of national VSO student board
	May 27-28	Career Center Training
	June 24-27	Leadership training for VSO leaders
	March	Macedonian Fair sponsored by Kultur Kontakt
	January	Delivery of equipment for 2 remaining school companies
Research, Monitoring, Evaluation	April 17-28	Student Survey
	May 4-12	Teacher Survey
	June	Data Entry
	February – March	Defining SBS component progress indicator and monitoring plan
School Board Support	April 29-30	Workshop with task force on the formation of a National School Board Assn.
	May-June	Working meetings with task force to form the assn.

6. Success stories

6.1. Vocational Student Organizations on the Move

Sixty-nine schools have formed Vocational Student Organizations because of the recruiting campaign carried out by the original 13 schools that participated in the study tour to the USA. They came together to plan their first national convention at the Educational Rendezvous last January. The local VSOs have nominated 32 candidates for national leaders and over 1500 students have applied to participate in various events at the Educational Rendezvous. Businesses are responding to their enthusiasm. For example, the Association of Chambers of Commerce will donate the awards for all the CDEs being held at the Educational Rendezvous. Other companies are donating server space and computers for the web page CDE, giving prizes and the sound system for the event.

Students strategizing and planning for the National VSO



Annex A

SEEU Training Schedule with DCP trainers

Training Schedule for Group 1 in Macedonian Language

Module	Trainers	Date
I Introductory Module	Sonja Gosevska Ivanovik Vesna Damcevska Iliovska	15-16.04
II Theory of Organization	Mende Stojanovski Kosta Gocev	5-6.05 (May 1 st)
III Communications in Educational Organizations	Vesna Damcevska Iliovska Jove Jankulovski	19-20.05
IV Director as Pedagogical Leader	Blagoj Trajkov Jove Jankulovski	2-3.06
V Planning and Finances	Sonja Gosevska Ivanovik Kosta Gocev	15-16.06
VI Legislation	Milka Masnikosa Blagoj Trajkov	30.06-1.07

Training Schedule for Groups 1 and 2 in Albanian Language

Module	Trainers	Date
I Introductory Module IV Director as Pedagogical Leader	Arafat Shabani Latif Ismaili-Lirije Rexhepi	15-16.04
II Theory of Organization V Planning and Finances	Arafat Shabani Latif Ismaili-Lirije Rexhepi	5-6.05 (May 1 st)
III Communications in Educational Organizations VI Legislation	Arafat Shabani Latif Ismaili-Lirije Rexhepi	19-20.05
IV Director as Pedagogical Leader I Introductory Module	Latif Ismaili-Lirije Rexhepi Arafat Shabani	2-3.06
V Planning and Finances	Latif Ismaili-Lirije Rexhepi Arafat Shabani	15-16.06
VI Legislation III Communications in Educational Organizations	Latif Ismaili-Lirije Rexhepi Arafat Shabani	30.06-1.07