



Introduction
Commentary by Component
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Looking Ahead



USAID
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SECONDARY EDUCATION ACTIVITY

USAID/MACEDONIA SECONDARY EDUCATION ACTIVITY
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American Institutes for Research
1000 Thomas Jefferson St. NW
Washington, DC 20007
www.equip123.net

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1. Executive Summary

SEA adjusted to a new working environment and continued implementation the various components during the Second quarter of the SEA work plan (January – March 2007). The commentary of this report reflects the progress made in each component. Some cross-cutting themes, such as development of the web-based archives and communication are only this summary and work plan table.

The Ministry of Education and Science (MoES) appointed a liaison for the project, Aleksandar Kolekeski. He is responsible for regular communication with the project.

Teacher Development has completed training teachers in all 50 SEA schools in basic active learning techniques and has moved into the mentoring program. This program helps teachers apply the methods they have learned in the workshops through classroom observation and discussion. The grass-roots mentoring program also organizes study groups to discuss current issues in teaching. SEA is working with the Inspectorate and BDE to insure that higher levels of management endorse and encourage the program. Eventually, a working group will need to address issues related to permanent incorporation of mentoring into school programs as stipulated by law.

In addition, the Teacher Development component worked closely with World Learning to conduct a school based assessment workshop for Cohort 1 Teacher Trainers, BDE advisors and inspectors. This will be extended to 35 more schools later.

Career Preparation continued its activities as planned. More opportunities are being given to students for work-based learning by launching the Supervised Occupational Experience (SOE) program. In addition or as an alternative to working in school companies, students can document work experience or start their own business under SOE. A manual was developed and disseminated to help teachers plan SOE activities for the 2007/2008 school year.

One hundred students from five economic schools traveled to Zagreb to participate in an international virtual firm fair. Local sponsors helped pay their way. Gostivar won the best booth contest. The National MASSUM leaders that attended the fair invited students from Croatia, Slovenia and Bulgaria to participate in the Educational Rendezvous Virtual Firm Fair in April.

Twenty-one schools outside the SEA network opened career centers and attended workshops on starting a school company. The project supports the schools through training staff and purchasing up to \$1000 of equipment for the career centers.

MASSUM (the national VSO) has continued to grow. Membership is now close to 4,000 members, up from 1,000 a year ago. The student leaders are preparing the 2nd annual Educational Rendezvous, scheduled for April 19-21. Two the students met with the Vice Prime Minister for Education and Agriculture. MASSUM is also pioneering the use of internet for communication by holding net meetings with leaders across Macedonia, linking up using Skype. Emphasis of the project is shifting from student leadership to teach advisors. A manual was developed and disseminated through workshops to help teachers organize the local chapters of MASSUM.

In School Administration and Professional Development, the project continues to fund training for directors from schools that previously did not have a qualified candidate. Forty-seven certification training scholarships were given to directors from these schools to attend the Center for Professional Leadership in Education at SEEU.

Workshops are scheduled to acquaint the inspectorate with content of the director certification workshops. The project is developing a handbook for various school administration stakeholders and will conduct workshops for them when completed. In another vein, SEA has facilitated work on a national code of ethics

for schools with the national directors association. At the same time, the project has shared useful information for school management gleaned from international workshops.

Work with school boards is restarting with a working group that will develop and guide or handbook for school boards. Later a partner will be sought to disseminate the handbook through a series of workshops. The MoES has recently designated three members (Aleksandar Kolekeski, Dana Biskovska, Sadete Ramadani) as part of a working group that will develop the handbook.

In Research Monitoring and Evaluation, the final report for the S.O. 3.4 annual survey indicated improvement in 10 of 11 indices. It has been shared with USAID, World Bank and European Training Foundation (ETF). This year's study in entering the final stages of planning and will be conducted in April-May.

Two items are of special note this quarter. USAID and SEA jointly organized the *School Outreach Initiative*. Twenty students were trained by Biljana Velickovska, Deputy Director of Communication in USAID and Stela P. Stojanoska Office Manager for SEA to be USAID Ambassadors to 41 elementary and secondary schools in Macedonia.

Nine teams of presenters were created, eight Macedonian and one Albanian. They developed presentations in their mother tongue. They gave handouts to the audience and prizes such as books, mugs, hats and badges for the students who would answer questions asked by the presenters after the presentations. Polls taken after the presentations indicated that public brand name recognition of USAID rose from 22% to 53% as a result of the initiative.

SEA has created a *communication network among the 71 schools* that have career centers. All centers have at least one computer equipped with microphones, speakers/headsets. SEA developed and distributed DVDs showing how to set up programs like Skype and Net Meeting. We found that students pick up on the new technology more quickly than teachers. Part of the reason is the lack of bandwidth during critical times of the day at schools. Students have reported that when computer labs are used, the internet slows down to a snail's pace, discouraging use of the internet. The project is investigating how wide spread the problem is and will look for solutions. If solved, this will represent a free, 24/7 solution for communication across the country.

2. Commentary by Component

2.1. Teacher Development

Teacher Development activities have focused on two areas this quarter. The first focused on establishing good working relations with the Bureau for Development of Education (BDE) and Secondary Education Inspectorate (SEI) in order to sustain active learning methods, school based assessment and mentoring concepts implemented at the school level. The project is forming a working group of stakeholders from the BDE, SEI, and teachers. The project is inviting them to participate in workshops, meetings and conferences. Six workshops for 26 advisors from BDE are planned.

The other area consists of workshops and/or follow-on meetings with teachers on teaching methods, school based assessment and mentoring to encourage dissemination and application at the school level.

2.1.1. Workshop on Improvement of School-Based Assessment (Jan 9-13)

The three-day workshop focused on formative assessment in the classroom. Differences between formative and summative assessment were emphasized as well as the importance of scoring rubrics

Participants included teacher trainers from Cohort 1 schools, BDE advisors and State Inspectors, a total of 40 participants.

2.1.2. 3 Regional meetings with Cohort 1 schools (Feb 7,8,20) and 3 Regional meetings with Cohort 2 schools (Feb 7,9,20)

Regional follow-on meetings were held with 15 Cohort 1 schools.

At the meetings they reported progress made during the first semester of the mentoring program; reviewed of the action plans for the second semester; shared experiences; received information about the Educational Rendezvous 2007; and delivered the mentor evaluations written by IRA volunteers during November trip.

2.1.3. 3 one-day workshops with State Education Inspectorate (42 inspectors)

Module 1 – Learning in the classroom – February 15

Module 2 – Learning through projects – February 22

Module 3 – Learning through community - March 29

The workshops were designed to introduce State Education Inspectorate (SEI) active learning methodologies disseminated by SEA to the schools. The inspectors can play a key role in encouraging teachers to use these methods. Teachers were engaged as trainers for the inspectors. The head of SEI has enthusiastically endorsed the methods. By reinforcing these concepts, the SEI can play a significant role by encouraging teachers to use more active learning methods.

2.1.4. Regional meetings with teacher trainers from Cohort 2 schools – 35 schools

The Regional meetings conducted by 15 Macedonian cohort trainers and advisors from the BDE. The main purpose of the regional meetings was to prepare for the follow-on visits to their schools, April 23 – April 29 under the supervision of 7 IRA consultants. During the meetings, they analyzed the application of mentoring techniques with fellow teachers and the use of interactive strategies in the everyday teaching. They also planned follow-up.

2.2. Career Preparation

2.2.1. Work Based Learning (Supervised Occupational Experience)

2.2.1.1. **Supervised Occupational Experience (SOE) training** was delivered to 95 teachers from 65 vocational schools in collaboration with World Learning. The SOE goes beyond the school company concept. The SOE program provides opportunities for students to enter the workplace and document their experience. It can document work experience such as a volunteer internships, paid work, private entrepreneurship, or unpaid family labor. The workshop topics included:

- Framework for SOEs
- SOE manual
- Action plans for SOE activities

2.2.1.2. **Business Plan workshops** were held with 42 teachers from 21 schools outside the SEA network plus 3 schools for students with disabilities. These schools did not receive funding for equipment from SEA. These schools had equipment from the VET program but needed to develop business plans in order to open a company. They will be included in future workshops held by SEA.

During the workshops the participants

- Developed a business concept for opening a school company
- Submitted draft business plans to trainers for comment and revision.

2.2.1.3. **Participation on International VF's fair in Zagreb –**

Eight Virtual Firms with 100 students from five economic schools traveled to Zagreb to participate in a Virtual Firm fair sponsored by Euro Pen, another virtual firm network. Macedonian schools follow a similar model developed by Eko Net. Three national leaders accompanied the firms and contacted schools from throughout the Balkans, inviting them to the Educational Rendezvous in Skopje.

The Virtual Firm from Gostivar took first place for best booth at the fair.

2.2.1.4. **Criteria for the Virtual Firm competition during Educational Rendezvous 2007 was developed**

The Service Center took the lead to develop a contest for virtual firms at the Educational Rendezvous. The Service Center acts as the bank, customs, and any other service required by the virtual firms as they conduct business throughout the year.

2.2.2. Career Exploration and Leadership skills

2.2.2.1. **Equipment and workshops delivered to teachers from, 21 new Career Centers**

Twenty-one career centers were added to schools outside the SEA network. SEA provided up to \$1000 of AV equipment for the center along with manuals and DVDs given other centers. The schools provided a room and furniture. Workshops familiarized teachers with material and activities of the career center.

2.2.2.2. **Vocational Student Organization advisors textbook developed and delivered to 65 local VSOs.**

An advisor's (or mentor) handbook was developed, based on Skills USA and FFA handbooks. It includes advice on organizing the local chapter. Two workshop/meetings were held to deliver and explain the handbook and update teachers on the CDEs (Career Development Events) that would be held at the Educational Rendezvous.

2.3. School Administration and Professional Development

This component continues to be politically sensitive as the new government develops its policies and agenda relating to directors and school boards. The project is attempting to keep the gains made through decentralization and certification intact while serving the needs of the new government. The role of SEA is evolving as the GoM's policies become clearer. SEA is working closely with other projects involved in various aspects of decentralization.

2.3.1. Director Training Program Training through SEEU

SEA continued providing scholarships at the SEEU Center for Professional Leadership in Education for directors from schools that did not have a qualified director or candidate to attend the initial 3 cohorts conducted by SEA.

SEEU has now trained three cohorts. The third one, with 90 participants, began at the end of January. Three hundred seventeen candidates have been trained through SEEU.

SEEU cohorts to date:

- Cohort 1 – 126 participants
- Cohort 2 – 101
- Cohort 3 – 90
- Total – 317 trained through SEEU

So far, 47 of the SEEU trainees were eligible for scholarships from SEA. This brings the total number of directors trained by SEA to:

| | |
|---|-----|
| SEA trained directors from April 2005-April 2006 – | 268 |
| SEA stipends to SEEU trained directors, May 2006 – March 2007 | 47 |
| Total number of directors trained with SEA funds | 315 |

That leaves SEA with up to **135** scholarships that may be given to qualified directors to total 450 as defined in MoU signed April 2005.

2.3.2. Director Exam and the New Exam Commission

From the Director of the State Inspectorate, George Nikolov, SEA received the list of all people who took and passed the director exam through October 2006. About 600 directors and candidates for directors passed the exam and are certified.

January 9th, 2007 Minister Rushiti dismissed the Exam Commission appointed by the former Minister Pollozhani and appointed new Commission. They are:

- Zekir Kadriu, professor SEEU – president
- Arafat Shabani, SEEU
- George Nikolov, SEI, MoES
- Sevim Ali, professor UKIM, Skopje
- Mikereme Rusi, TU
- Kosta Bahchavandziev, UKIM, Skopje
- Mila Arapchevska, UKO, Bitola

SEA participated in the first meeting of the Commission and gave an overview of the certification component.

2.3.3. Meetings with secondary school directors

Regional workshop meetings were held for secondary school directors attending career development workshops.

Strumica – February 9th

Struga – February 12th

Skopje – February 14th

Information on the following topics shared and discussed:

- Accountability, Autonomy and School Effectiveness, presentation given at ICSEI held in January in Portoroz;
- Improving School Effectiveness, by Jamie Wallin
- School Directors Code of Ethics, draft
- Role of school directors in supporting CDC activities

The SEA Director Certification Coordinator attended the annual general assembly of the Association of Secondary School Directors and facilitated discussion on Code of Ethics for school directors.

2.3.4. School Board Related Activities

The project is focusing on the production of a handbook for various stakeholders in school administration concerning the roles of school boards and directors. Toward the end of the quarter, the MoES designated three individuals (Aleksandar Kolekeski, Dana Biskovska, Sadete Ramadani) for a working group that will collect the core content and outline the handbook. An action plan is in process of being worked out with the MoES. The first challenge is to come to agreement on who the others will be in the group and agenda. SEA has identified parents and teachers currently serving on school boards; ZELS members; and two people who worked on the director certification program who will write the handbook. The group represents a balanced view of stakeholders on school boards.

2.4. Project Management Systems (RME)

2.4.1. Annual Survey 2007 prepared

Data was gathered from 64 schools in order to draw the sample of students and teachers for the annual survey. 1700 students and 1500 teachers were selected at random for the sample. The questionnaire was updated to remove questions that were no longer relevant. The survey will start at the end of April with test administrators going out to schools to monitor the survey.

2.4.2. Annual Survey 2006 report shared

Last year's report that described significant impact of USAID projects was shared with the World Bank, ETF (European Training Foundation) and MoES. The commentary was translated into Macedonian for the MoES.

2.4.3. Monitoring Activities

RME assisted in monitoring component activities. This included:

- Focus groups with Cohort 2 teacher trainers
- Questionnaires for teachers, mentors and BDE advisors on mentoring.
- Revision of questionnaire for Cohort 3 directors to be given 1 year after certification.

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 2006 – 2007</i> | <i>Performance Measure</i> | <i>Schedule</i> | <i>Progress to Date</i> |
|---|--|---|---|---------------------------|---|
| SEA Objective 1: More engaging, relevant classroom instruction (Teacher Development) | | | | | |
| SEA Objective 1.1: Trained teachers using elements of contextual learning in the teaching process. | Complete dissemination workshops and teacher qualification procedure | complete dissemination workshops on school level in 35 Cohort 2 schools | 2200 teachers complete all 4 modules workshops in their school | August/September 2006 | Completed |
| | | Complete teacher portfolios in Cohort 2 schools | 90% complete portfolios for qualification | August 2006- January 2007 | In progress |
| | | Conduct clean-up workshops for new teachers | Estimated at a maximum of 150 teachers | February – September 2007 | TBA |
| | | Explore possibilities to expand teacher training to 20 non-SEA vocational schools | Plan for dissemination and budget | August 2007 | TBA |
| | | Train Inspectors in interactive learning methodology | roster from workshops | December + | 3 of 6 modules completed |
| | Workshops on Student Assessment Training | Conduct assessment workshops for 30 participants (20 selected teacher trainers, 3 inspectors and 10 BDE advisors) | Participants complete workshop | January 2007 | 40 teachers, BDE Advisors and State Inspectors completed |
| | | conduct workshops for the balance of the teacher trainers (180) | Workshops planned and conducted regionally for teacher trainers | March 2007 | TBA |
| | | disseminate the student assessment workshop to all 2300 teachers at the school level | Workshops conducted in schools | June 2007 + | TBA |
| | Establish Mentoring Program | Cohort 1 teacher trainers demonstrate 4 mentoring techniques. | Cohort 1 Teacher Trainers evaluated by IRA consultants on at least 4 mentoring techniques | November 2006 | IRA volunteers visited schools and coached the mentors |
| | | train Cohort 2 teacher trainers in mentoring techniques | 150 teacher trainers, 35 directors and 35 pedagogues participate at the mentoring workshop | December 2007 | Completed |
| | | Cohort 2 Teacher Trainers demonstrate 4 mentoring techniques | Cohort trainers observe Cohort 2 teacher trainers demonstrate at least 4 mentoring techniques | March 2007 - October 2007 | TBA |
| | | Coach Inspectors/faculties/BDE/VET Center to support mentoring. | 75% of Inspectors and Faculty Professors accompany IRA volunteers during school visits. | Continuous | Inspectors and BDE advisors accompanied volunteers in schools |
| | | search for organizations/bureaus to provide space and administer archives on the web | web site | Continuous | Servers found, modules are in the process of being prepared for the web |

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|---|-----------------------------------|---|--|-------------------------|--|
| SEA Objective 1: More engaging, relevant classroom instruction (Teacher Development) | | | | | |
| | Institutionalize mentoring system | Define the role of MoES, BDE, Inspectorate, Faculties, Teachers and School Directors will play in an ongoing mentoring program. Contact FOSIM for potential synergies with their primary school program. | Report from a series of meetings hosted by SEA | August 2006 | Discussions with FOSIM were held. MoES agrees in principle with the program and will appoint people for a task force. One person from the BDE was designated to work with SEA on monitoring. |
| | | Support/create communication network among teachers, Directors, BDE, Faculties, Inspectorate and the Assessment Unit utilizing low cost means at hand such as net meetings, regional meetings, email, blogs, etc. | Career Centers set up for net meetings. | November 2006 /May 2007 | 7 schools set. |
| | | | Fact sheets developed for: - net meetings - blogging | January 2007 | DVDs prepared and distributed to schools on how to set up VOIP (Skype) and Net Meeting |
| | | | Regular regional or net meetings held by Macedonian institutions | ongoing | Technical difficulties with connectivity to the web encountered, plus resistance to new technology. |
| | | Create content specific database of lesson plans generated by teachers. | Permanent server(s) space and administrator(s) found to host the database. | Continuous | Server spaces identified and administrators are being sought. |
| | | | Contributions sought from each vocational cluster | Continuous | |

| <i>Project-level Outcomes</i> | <i>Objectives</i> | <i>Results 2006 – 2007</i> | <i>Performance Measure</i> | <i>Schedule</i> | <i>Progress to Date</i> |
|--|------------------------------------|---|--|--------------------|--|
| Career Exploration and Leadership skills | Develop capacity of career centers | Develop/procure and place printed and video materials in all career centers: <ul style="list-style-type: none"> - leadership related manuals videos - job skill manuals and videos - material provided by faculties - material provided by industry - teacher resource material - VSO material | List of material placed in career center. | Continuous | Public Speaking material delivered. SOE manual delivered in conjunction with workshop on its use. Career Development Events were updated and instructions disseminated over the web and through workshops. |
| | | Provide an opportunity for up to 20 additional schools to start career centers | List of schools that start Career Centers | Continuous | 21 schools started career centers. |
| | | organize regional meetings for directors and teachers responsible for career centers that are not functioning | list of meetings | January - February | TBA |
| | | Set up career centers to also serve as communication centers for net meetings where internet connectivity permits | Number of centers capable of hosting meetings. | November-January | DVDs developed on how install free software for communication and meetings over the net. Headsets and microphones delivered to all career centers. |
| | | Integrate job search skills into the classroom during the first two years of high school. | Number of students served | October – June | Trainings organized for business teachers |

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 2006 – 2007</i> | <i>Performance Measure</i> | <i>Schedule</i> | <i>Progress to Date</i> |
|--|-------------------|---|---|---------------------|--|
| SEA Objective 2: Effective career preparation | | | | | |
| | | Facilitate and support the development of teacher and student competencies to assume responsibilities of running VSO activities. The areas of focus are: <ul style="list-style-type: none"> - CDE's - Leadership skill training - VSO management - Relations with industry - Fund raising - Managing the Rendezvous - Industry related events - Manage/administer web based archives and communications | Teachers/directors/students and/or MoES officials participating in the development and management of MASSUM and Career centers with the objective of taking charge within two years | January - September | <ul style="list-style-type: none"> - CDE leaders selected - POAs developed by local chapters - Fundraising started. - Pilot net meetings started by leaders. |

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

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|--|--|---|--|-------------------|---|
| SEA Objective 2: Effective career preparation | | | | | |
| Work Based Learning (Supervised Occupational Experience) | Increase opportunities for students to gain work experience during high school | Expand the scope of the SOE program to include job placement and entrepreneurship | Develop and disseminate SOE program outline (expert from the USA working with VET Center advisors and teachers). | October | Completed |
| | | | Recognize student proficiency through Career Development Events in SOE activities | April | Set for April |
| | | Integrate the real firm business plan, financial analysis and record keeping into classroom activities | - Manual developed/distributed - number of teachers using the manual | November-December | Meetings held |
| | | Improve record keeping and student record book in real school companies | Quarterly net meetings with clusters on record keeping | Quarterly | In progress |
| | | Offer opportunities for 20 schools outside the SEA network to open a school company | Number of schools opening companies | Continuous | Meeting held with directors |
| | | Train additional teachers, and VET advisors increasing the capacity of MoES or teachers to train additional teachers to run virtual firms | 34 additional teachers trained and VET advisors | October - ?? | Teachers trained. |
| | | Participation in National and international fairs and competitions | Number of students and Virtual Firms attending events | February - June | 100 students traveled to Zagreb to participate in the international virtual firm fair. MK won one of the competitions |

| <i>Project-level Outcomes</i> | <i>Objectives</i> | <i>Results 2006 – 2007</i> | <i>Performance Measure</i> | <i>Schedule</i> | <i>Progress to Date</i> |
|---|---|--|--|-------------------------|--|
| SEA Objective 3.1: Training of directors for certification and demonstrated competency | Utilize remaining funds for training school directors in collaboration with MoES | Provide training for the remaining 160 directors or candidates identified by MoES through SEEU | Count of completed portfolios | October 06-September 07 | 47 scholarships awarded to qualified directors |
| | Collaborate with the MoES to enhance the quality of the director certification program. | Develop handbook and train Inspectors in the certification training and evaluation of director performance. | Roster of training | December + | Task force being assembled |
| | | Develop a plan of action in collaboration with the MoES to strengthen the capacity of inspectors in evaluating the director certification program. | Action plan outlining the needs of the inspectors in evaluating the certification program to be met by SEA | December + | Workshops being planned for the end of April |
| | Develop continuous professional development programs for directors | Produce a structured school management system guide in collaboration with HICD and EMP projects. Organize workshops with school directors and inspectors | Written document and workshop reports. | January- September | Working group in process of formation to produce the guide |
| | | Web page and archive developed and administered by director association(s) | Server host and administrator managing a website | January+ | Servers located to host pages |

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 2006 – 2007</i> | <i>Performance Measure</i> | <i>Schedule</i> | <i>Progress to Date</i> |
|--|---|---|--|-----------------|--|
| SEA Objective 3: School Administration Professional Development | | | | | |
| SEA Objective 3.2 Empower school boards to fulfill new responsibilities | Define project activities with the new government | Develop action plan for assisting school boards in collaboration with GoM and primary stakeholders of school governance | Joint planning task force composed of member from primary stakeholders | December + | three members of MoES designated to participate in work group |
| | | Develop/adapt handbooks for school boards, inspectors, and municipalities on the functions of school boards. | Hand books developed | December + | delays experienced but progress is being made toward the working group starting in April |
| | | Organize workshop meetings for school boards in collaboration with MoES and ZELS. | Workshops held | January+ | workshops schedule delayed until next fall |

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|--|--|--|---|-----------------|---|
| SEA Objective 4.1: Effective monitoring of progress of S.O. 3.4. | Conduct SO 3.4 Annual Survey | Report on Annual Survey | Report | October | Completed with translation into Macedonian |
| | | Conduct yearly survey of teachers and students using self-reporting instrument | Survey conducted | March-May | Set to start in April |
| SEA Objective 4.2: Establish effective project monitoring systems | Conduct project component activity monitoring | Individual component result indicators developed, data collected and reports generated at the component level. | surveys, focus groups and activity reports | continuous | In progress, compendium information assembled. |

3. Looking Ahead

| Activity | Approximate Date |
|--|--------------------|
| Mentoring follow-on with 7 IRA volunteers coaching cohort trainers | April |
| Record keeping workshops for 64 schools that have or are interested in real school companies | April-May |
| SOE (supervised occupational experience) program planned in schools for 2007-2008 | May |
| Educational Rendezvous | April 19-21 |
| Career Center training for 21 new schools | April |
| VSO advisor handbook distributed through workshops | April |
| Annual Survey | end of April - May |
| Training SEI on contents of director certification training program - Three one day workshops are scheduled for April 26, May 10 and May 17. | April-May |