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Secondary Education Activity

Quarterly Progress Report

October 2007 – December 2007



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ACRONYMS

AIR	American Institute for Research
BDE	Bureau for Development of Education
CPC	Career Preparation Component
CC	Career Centers
CDE	Career Development Events
CPLE	Center for Professional Leadership in Education
CTSO	Career and Technical Student Organization
DCP	Director Certification Program
EMP	Education Modernization Project
EQUIP	Educational Quality Improvement Program
ESHA	European School Heads Association
FOSIM	Foundation Open Society Institute - Macedonia
GOM	Government of Macedonia
HICD	Human and Institutional Capacity Development
IR	Intermediate Result
IRA	International Reading Association
MASSUM	Youth Association of Vocational High Schools in Macedonia
MKD	Macedonian Denar
MOES	Ministry of Education and Science
RF	Results Framework
RME	Research, Monitoring & Evaluation
SB	School Board
SBA	Small Business Administration
SEA	Secondary Education Activity
SEEU	South East European University
SM	School Management
SME	Subject Matter Expert
SMM	School Management Manual
SO	Strategic Objective
SOE	Supervised Occupational Experience
TDC	Teacher Development Component
TOT	Trainer of Trainers
USAID	United States Agency for International Development
VET	Vocational Education and Training
VF	Virtual Firms
ZAOUM	Association of School Board Members of Macedonia
ZELS	Association of the Units of Local Governments of Macedonia

INTRODUCTION

This quarterly progress report details and reflects on EQUIP1/Secondary Education Activity's (SEA) work in support of USAID's **Strategic Objective 3.4: Macedonian Youth are better prepared for employment through education programs**. The project incorporates several strategies for achieving this result, including:

- Improving vocational instruction through the training of teachers;
- Improving school environments by helping make school directors more effective managers and agents of change;
- Supporting school boards in their new responsibilities and roles given them under decentralization; and
- Providing students with opportunities to practice and develop important business and leadership skills and providing the information needed to make smart choices about their careers.

SEA implements activities to prepare youth for employment in 50 secondary vocational education schools throughout Macedonia. In order to sustain results beyond project completion, SEA works closely with governmental and other stakeholders in project implementation. Specifically, SEA works closely with students and student organizations (MASSUM), teachers, school administrators, school boards, and officials from the local and central Ministry of Education and Science (MOES).

This report for the period of October 2007 through December 2007 tracks the development of SEA activities as well as contributions towards sustainable outcomes. SEA's quarterly progress report has five sections: Executive Summary, Commentary by Component, Work Plan Grid, Administration and Looking Ahead. The Executive Summary section provides a snapshot of the quarterly reports through selecting highlights and summarizing activities from the current reporting period. The Commentary by Component section important events and activities that contribute of USAID's strategic objective and intermediate results. The Commentary by Component section is organized according to the four technical components:

1. Teacher Development
2. Career Preparation
3. Director Certification and School Boards
4. Research, Monitoring & Evaluation

The Work Plan Grid section shows progress towards SEA targets and provides information in table format. The Administration section is a new section that will detail changes in staff, any administrative issues, and progress towards project closeout. Finally, the Looking Ahead section lists notable activities and events that SEA will undertake during the next reporting period.

I. EXECUTIVE SUMMARY

This report for the period of October 2007 through December 2007 tracks the development of SEA activities as well as contributions towards sustainable outcomes. Over this time period, SEA has made considerable progress over the past quarter in support of SO 3.4 and also adjusted to new administrative changes.

Teacher Development

During this reporting period, the Teacher Development Component focused on the following activities:

- Organizing the School-based Assessment Workshops;
- Ongoing Mentoring support at school level;
- Sustainability of teacher professional development on state level - Ministry of Education and Science task force.

Career Preparation

During this reporting period, the Career Preparation Component (CPC) focused on the following activities:

- Holding workshops for teachers to support “Supervised Occupational Experience” (SOE) or Real Firm activities;
- Delivering materials and resources in support of Virtual Firms;
- Organizing and holding 6 regional 2-day workshops for Effective Communication;
- Organizing MASSUM National Board Meeting.

Director Certification and School Boards

During this reporting period, the Director Certification and School Boards Component focused on the following activities:

- Providing scholarships to directors to attend SEEU Center for Professional Leadership in Education (CPLE);
- Finalizing School Management Manual;
- Holding Decentralization Round Table and ZELS panel discussion;
- Revising School Board Manual.

Research, Monitoring & Evaluation

During this reporting period, the Research, Monitoring, and Evaluation Component focused on the following activities:

- Continuing with general RME activities;
- Monitoring SEA Activities;
- Other Activities developing ongoing dialogue with MoES regarding SEA evaluation methods

Additionally, over the past quarter, SEA embarked on a search for a new Chief of Party. AIR home office staff spent considerable time in-country conducting an exhaustive search for a proposed candidate. Over 30 persons applied and an additional 12 were asked to interview. In December, AIR proposed Nancy McDonald to resume leadership of SEA as its Acting Chief of Party. With USAID approval, McDonald began her duties on January 20, 2008.

II. COMMENTARY BY COMPONENT

A. Teacher Development Component

Component Description

SEA's teacher development component aims to instruct vocational teachers in the use of contextual learning methodologies and to encourage the use of these methods in the classroom. Contextual learning is the application of academic and theoretical principles to real-life applications. Contextual learning promotes problem-solving skills and encourages students to work together and learn from one another. It also integrates the use of technical skills. For these reasons, contextual learning methodologies are particularly well suited for vocational instruction. The focus now also includes mentoring teachers at the school level, student assessment, and study groups within the schools. Training materials have been developed in both Macedonian and Albanian. The ultimate goal of the teacher development component is to increase students' critical thinking and problem-solving skills through interactive teaching methodologies and leave a legacy of professional development that is self-sustaining.

Component Activities

During this reporting period, the Teacher Development Component focused on the following activities:

1. *Organizing the School-based Assessment Workshops*
2. *Ongoing Mentoring support at school level*
3. *Sustainability of teacher professional development on state level - Ministry of Education and Science task force*

1. Organizing the School-based Assessment Workshop (Nov. 2007 – Jan. 2008)

TDC started the School-based Assessment Program in January 2007 in response to 2006 self-evaluation activities demonstrating that although teachers have a strong foundation for interactive teaching and learning strategies, they needed additional support to attain sufficient assessment skills in order to implement interactive teaching and learning methods in the classroom.

The analysis demonstrated that teachers need to improve their capacity to conduct classroom assessment and use various assessment methods to determine student knowledge, skills, and competencies.

Human & Institutional Development Program, World Learning as part of the USAID Mission funded first and second phase of the School-based Assessment Program for Teacher Development Component.

First Phase - January 2007: 2 IRA consultants trained 30 participants (20 SEA Master trainers and 10 advisors from Bureau of Development of Education)

Second Phase - September 2007: 18 SEA Master trainers trained 260 participants (200 teacher trainers, 50 pedagogues/psychologists and 17 advisors from Bureau of Development of Education)

In November 2007, SEA completed preparations for the Third Phase – Delivering the Dissemination Assessment Workshops for all 50 schools. SEA will conduct training in January 2008. The goals of the assessment dissemination workshops are to:



Assessment Workshop for Teachers
Hotel Drim Struga

- Identify the weaknesses of the current assessment system;
- Strengthen the attitude for the need of change of student's assessment;
- Identify the key characteristics of the formative and summative assessment;
- Realize the differences between general and specific learning goals;
- Identify the differences of the complexity of the task according to Bloom's taxonomy;
- Realize the importance of giving feedback to the students' achievements;
- Realize the importance of the effective conversation/discussion with the students;
- Familiarize teachers with various modern assessment methods; and
- Give directions for implementation of the assessment activities in the daily plans.

The training will consist of 200 teacher trainers training approximately 2500 teachers. Preparation activities of Dissemination Assessment Workshops included:

- Working on completion of the Assessment qualification procedure for 200 teacher trainers that will be proof that they are prepared for delivering the workshops to their colleagues.
- Organizing 2 regional meetings for teacher trainers conducted by 15 SEA Master trainers. The goal of the meetings was to prepare the teacher trainers for delivering the dissemination assessment workshops.
- Preparing the resources for delivering the workshops (assessment manual, additional appendices).
- Organizing the Monitoring of the dissemination workshop by Bureau for Development of Education advisors.

2. *Ongoing Mentoring support at school level – Nov. 10-18, 2007*

SEA's on going mentoring program includes activities for providing continuous improvement in the use and implementation of new teaching methods. Mentoring activities are focused on developing teachers' knowledge and skills for quality teaching with the ultimate aim of improving student learning. Currently, SEA has 200 teacher trainers that completed the mentor qualification procedure.

Between November 14-16, three IRA consultants and 15 SEA master trainers conducted one-day workshops with 200 teacher mentors divided in nine groups. The main goals of the November workshops were:

- To deepen the knowledge and skills of the teachers in relation to the main characteristics for effective teaching
- To deepen knowledge and skills of teachers for role and effects of leading study groups.
- To deepen knowledge and skills of teachers for analytical reflection and self-assessment of the successfulness of the class and leading study group.
- To increase the level of consciousness for the importance of continuous professional development of teachers in school through various forms of professional development.

During the workshops 200 teacher mentors presented lesson plans that they created and used in the classroom based on one of the 17 interactive teaching methodologies as well as findings and results of study group. After delivering the workshops, SEA staff worked on analysis, reflection and final report of the workshops. SEA will use information from this analysis to design the activities for regional for the school team (directors, pedagogues/psychologists and teacher trainers) in support of pre-planning the teacher development activities for improving the teaching quality. SEA staff also worked towards finalization of evaluation forms of 200 teacher mentors as part of mentor qualification procedure.

3. Sustainability of teacher professional development – MOES study group

SEA's primary goal under the task force/study group activity is to create a national document that will support sustainability within the teacher professional development component beyond project completion. Members of task force/study group are Macedonian educational policy makers and stakeholders from state, local and school level.

The first phase of this activity is data collection and analysis of the current situation in teacher professional development in Macedonia as well as an analysis of systems and models of effective professional development from other countries. The second phase is system design for effective teacher professional development and work on the components of the system. The third phase is the development of work plan to implement finds from the national document. The fourth phase is the implementation, monitoring, and evaluation of the plan.

SEA's TDC component and IRA consultants supported the task force/study group through a series of meetings and workshops hosted in the SEA office. SEA held a one-day workshop on October 4, 2007 and another one-day workshop on November 13, 2007 conducted by IRA consultants. The outcomes from the IRA October visit and corresponding workshop were:

- The definition of the conceptual framework for professional development activities
- The drafting standards for professional development based on conceptual framework
- The drafting of the rubric for evaluating the quality of professional development activities based on the standards

During the November 2007 workshop, members of task force presented the analysis of the existing system for teacher professional development and effects of the system, and recommendation. With this information, the task force adopted the conceptual framework for professional development document including:

- Characteristic of high quality professional development
- Principles for high quality professional development
- Standards for teacher professional development
- Standards for teachers
- Career development of teachers
- Manual for school Planning teacher professional development

B. CAREER PREPARATION COMPONENT

Component Description

Working in 50 vocational schools, SEA is helping schools increase and improve practical, business-related experiences open to students. The project forged closer links between schools and businesses by forming a Career and Technical Student Organization (CTSO) called MASSUM. So far, the organization has held two national “Educational Rendezvous” events, the most recent of which attracted over 30,000 people. Held at Skopje Fair, the largest convention center in Macedonia, the three-day event gives schools the opportunity to present themselves to public, especially 8th graders looking for a high school to attend the following year. Vocational students compete for top honors in leadership and business related contests.

The Supervised Occupational Experience or “Real Firms” program has evolved during the project. Schools elected to form one of two forms of school companies that would give both teachers and students the opportunity to experience the world of business first hand. The first was virtual firms. Most applicable to the business curriculum, these are imaginary companies run by students in a virtual world where they can develop and trade products. They can trade with other firms and a central service center run by the Ministry performs the function of various agencies such as banks, customs and taxes.

Component Activities

During this reporting period, the Career Preparation Component (CPC) focused on the following activities:

- 1. Holding workshops for teachers to support “Supervised Occupational Experience” (SOE) or Real Firm activities.***

2. *Delivering materials and resources in support of Virtual Firms.*
3. *Organizing and holding 6 regional 2-day workshops for Effective Communication.*
4. *Organizing MASSUM National Board Meeting.*

1. *Holding workshops for teachers to support “Supervised Occupational Experience”.* During this quarter, SEA organized a workshop for teachers on SOE. Teachers from 65 vocational schools participated in the workshop where presentations showing SOE activities from the last semester were presented. The workshop also provided a forum to develop school action plan for SOE activities for 2007/2008 year. SEA CPC and RME staff also held focus groups in Skopje, Stip and Bitola for Real Firm (RF) managers. RF managers from 24 schools participated and developed an evaluation form developed which SEA delivered to RF managers.

2. *Delivering materials and resources in support of Virtual Firms (VF).* SEA delivered materials up to \$300 delivered for all SEA VF for the school year 2007/08.

3. *Organizing and holding six regional, two-day workshops for Effective Communication.* To build the capacity of career centers, SEA held six regional, two-day workshops to train participants on effective communication. One-hundred and twenty-five (125) teachers from 63 schools participated. SEA developed a manual for “Effective communication” and printed 750 copies in support of this activity.

4. *Organizing MASSUM National Board Meeting.* SEA with MASSUM organized a National board meeting where MASSUM’s action plan for 2007/08 was presented. The MASSUM leaders then held a series of meetings with their local chapters to report out on the board meeting.

SEA CPC and RME staff held three focus groups in Skopje, Stip and Bitola organized with CC managers and MASSUM advisors from 24 schools participated. The outcomes of these focus groups was the development of an evaluation form which as delivered to RF managers.

The SEA staff also developed CC program for “free school activities” developed. Free school activities are two hours per week of open classes when career centers have the opportunity to work on students’ soft skills in order to improve their of employability, business sector collaboration, and communication skills.

C. Director Certification and School Boards Component

Component Description

The goal of the Secondary Education Activity (SEA) project is to improve the employability of secondary vocational students in 50 high schools assigned to the project. To meet this goal, SEA works with schools to improve the practical, business-related experience of students; form closer links between schools and businesses; and provide timely, relevant information to students about the industry they are entering. The School

Administration and Professional Development component is tasked with building the knowledge, skills, and abilities of School Directors to provide the leadership and support to their schools in providing quality education. Originally planned to include the certification of Macedonia's 90 secondary school directors, the program has expanded to include over 300 primary school directors. SEA has supported the MOES in developing a training program for primary and secondary school directors based on the Slovenian model leading to director's exam and certification for school directors. This Program as well as the certification process are now codified in the Education Laws.

SEA also assisted the MOES in supporting School Boards and defining their roles and responsibilities. SEA has organized regional meetings with School Board members to raise awareness among them about the important role they have in governing the school. SEA is also developing a practical guide, the School Board Manual, to institutionalize roles, responsibilities, and standard operating procedures. To build support, gain valuable feedback and confirm stakeholder buy-in for the School Board Manual, SEA is hosting a new round of workshops with the School Board Task Force and is interviewing other stakeholders including ministry officials, school board members, school directors, parents, municipality officials, and school inspectors.

Component Activities

During this reporting period, the Director Certification and School Boards Component focused on the following activities:

- 1. *Providing scholarships to directors to attend SEEU Center for Professional Leadership in Education (CPLÉ).***
- 2. *Finalizing School Management Manual.***
- 3. *Holding Decentralization Round Table and ZELS panel discussion.***
- 4. *Revising School Board Manual***

1. Providing Scholarships under the Director Certification Training Program

SEA continued providing scholarships to qualified directors trained in SEEU Center for Professional Leadership in Education. In this quarter, eight qualified directors received SEA scholarships. With scholarships given in the previous quarters there are total 98 scholarships given to qualified directors for the training since May 2006, totaling 366 directors trained with SEA funds. Training towards certification as well as the exam for directors are on going activities well established at SEEU and in MoES through the Exams Commission.

2. Finalizing School Management

School Management Manual (SMM) writing team was expanded with additional MoES representative, Svetlana Pineva Lazarevska, who replaced Ljupcho Spasovski as SEA new liaison person in the Ministry. She covered Partnership between School, Community and Parents. SEA finalized the SMM with comments from the Task Force members. The State Secretary endorsed the SMM at the final meeting held November 28, 2007 in SEA office. Daily newspapers announced the SMM and SEA posted the document on SEA website for public reading and comments at the suggestion of the State

Secretary. SEA contacted all six accredited training providers to solicit comments on SMM. It is open for comments until January 13, 2008. SEA will incorporate these comments are incorporated in SMM final version and print the document in both Macedonian and Albanian. Dissemination will begin in February 2008.

SEA continues its support to Lider, Macedonian Association of Secondary School Directors, as one of the possible vehicles for continues professional development of directors and its contacts and collaboration with ESHA. Currently SEA SM Component is exploring ways to adapt and translate ESHA modules for professional development for school directors in EU member countries.

3. Decentralization Round table and ZELS panel discussion

SEA DCP Component organized a Round Table discussion on the topic “Decentralization in Education - School Governance and Management in a Decentralized Environment”, October 5th, 2007. A grant through the Guest Speaker Program of the US Embassy covered the trip to Macedonia for Terry Silver, school board consultant, who participated in the round table discussions with her input on the school boards in the States. All key stakeholders in school management and governance, totaling 34 participants, took part in the presentations and discussions. The focus was on the issues, possible solutions and ways to improve school governance and management in decentralized system. The report including Agenda and the List of participants is enclosed.

Panel discussion entitled “Education in the Process of Decentralization in the Triangle Ministry of Education, School and Municipality” was organized by ZELS, November 16, 2007, in the framework of ZELS EKSP0 2007. Current issues with decentralization, especially problems that the three parties face with in the implementation of fiscal decentralization, were discussed. SEA SM coordinator participated in the panel.

5. Revising School Board Manual

In an effort to maximize the benefit of Terry Silver’s presence in Macedonia, SEA organized a workshop for training the trainers for school boards. Twenty-four potential trainers were identified. Two local experts in decentralization and working with adult learners on facilitation and presentation skills were engaged, together with Terry Silver, to work with them. Feedback this training is informing the revision of the School Board Manual which is currently being reviewed and will undergo extensive editing.

SEA also worked to gain buy-in and support from the MOES for the new School Board strategy. SEA organized several meetings with high-level MOES officials to discuss school board activities and scenario how to harmonize its plan with MOES priorities. On the meeting held December 6, 2007, between SEA management, SEA’s USAID CTO and MOES State Secretary the following steps were agreed:

1. Thirty new trainers will be selected through public advertisement – a selection procedure and criteria were agreed between the two parties;
2. SEA will revise School Board Manual;

3. Task Force will be extended with new members representing both central and local stake holders
4. Additional writers for the School Boar Manual will be identified from the pool of local experts and school based practitioners
5. SEA and MOES will work together to found School Board Councils within the framework of Municipality administration.
6. SEA will organize dissemination trainings for School Boards with MoES and municipal support.

During this reporting period, SEA completed all the preparations for selecting the trainers including: developed applications, prepared the advertisement, sent letters and received nominations for Selection Committee. SEA also contacted local experts on decentralization to identify the writers and Task Force members. The draft developed by Blagoj Trajkov and the reports both from international and local consultants engaged in SBS were reviewed.

D. Research, Monitoring & Evaluation Component

Component Description

SEA's research, monitoring, and evaluation team is responsible for providing essential information and feedback for effective and responsive project management. This responsibility involves developing and revising indicators, developing instruments for data collection, storage, and analysis, and reporting. Research activities also include the development of studies on subjects important to the Ministry of Education and Science. Such studies are intended to provide information and analysis on key issues impacting the development of the Macedonian educational system.

Component Activities

During this reporting period, the Research, Monitoring, and Evaluation Component focused on the following activities:

- 1. *Continuing with general RME activities.***
- 2. *Monitoring SEA Activities.***
- 3. *Other Activities***

1. Continuing with general RME activities.

Developing SEA database for school year 2007/2008: MoES informed about the data collecting and agreement received; forms for collecting information prepared and sent to schools; information from 64 schools needed for 2007 S.O 3.4 study executing received from schools; information from 50 SEA schools, needed for implementation of SEA RME activities received from schools; received data entered into 2007/2008 database; actuals for 2007 PMP submitted to USAID, targets for 2008 defined and submitted to USAID; S.O. 3.4 study draft report written; and Presentation of 2007 S.O. 3.4 study results prepared.

2. SEA component monitoring

Teacher Developing Component: Questionnaire for school-based assessment workshop reviewed, discussed with IRA staff and survey prepared and data from school-based assessment workshop analyzed and report prepared. Career Development Component: Focus groups with RC, CC and VSO teachers from 25 schools organized and monitoring forms delivered to RC, CC and VSO teachers and instruction on their use provided.

3. Other activities

SEA held meetings with person responsible for data quality assessment. SEA staff also attended an “Introductory” meeting with MOES (with newly assigned person). SEA also completed and submitted the 2008 Work Plan and corresponding budget to USAID.

III. WORK PLAN GRID

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 2007 – 2008</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.	Teachers complete qualification portfolios.	Complete teacher portfolios in Cohort 2 schools	90% complete portfolios for qualification	September 2007-December 2008	Completed.
		School self-evaluation of implementation the interactive methodology using indicators for success.	Survey followed by Regional meetings conducted by SEA with school team to reflect the action plans for improvement teaching.	January 2008 June 2008	Activities in the progress.
	Teachers utilizing new techniques in student assessment.	Complete Assessment qualification procedure by teacher trainers.	Teacher trainers complete assessment portfolio that prove use of assessment methods.	October 2007 – December 2007	Completed.
		2300 teachers will have the opportunity to attend local workshops on student assessment methods	Workshops conducted in schools by teacher trainers.	January 2008	Activities in the progress.
		BDE advisors/Inspectors insure and support use of assessment methods in the schools.	Regional meetings conducted by BDE/VET Center advisors/Inspectors	October 2007 – June 2008	Activities in the progress.
	Teachers implement local mentoring program.	Cohort 2 Teacher Trainers demonstrate 4 mentoring techniques	Cohort trainers observe Cohort 2 teacher trainers demonstrate at least 4 mentoring techniques	September - November 2007	Completed.
		IRA consultants conduct one day workshops in schools for teacher mentors (about 200) to improve the practice	Roster of teachers completing workshops	November 2007 and March 2008	Activities in the progress and delay to April. 2008
		Mentoring of Inspectors/faculties/BDE/VET Center to support mentoring.	75% of Inspectors and Faculty Professors accompany IRA consultants during workshops.	Continuous	Activities in the progress.
		Create content-specific database of lesson plans generated by teachers.	Content posted to database	September 2007 – June 2008	Activities in the progress.

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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
	Institutionalize teacher professional development and mentoring system.	Policy makers and stakeholders create a document outlining a professional development program for teachers	Report from a series of meetings hosted by SEA	September 2007 – March 2008	Activities in the progress and delay to June
		Help establish a system for effective teacher professional development including the following components: <ul style="list-style-type: none"> • Standards of professional development • Procedures for documenting professional development • Career development path for teachers • Certification of teacher mentors 	Meetings and one day workshops for stakeholders hosted by SEA and coached by IRA consultants.	October 2007 – January 2008	Activities in the progress and delay to June
SEA Objective 2: Effective career preparation					
SEA Objective 2.1: Improved critical job seeking skills in students	Provide opportunities for students to explore careers and develop leadership skills essential for career development	Career Centers			
		Career Centers develop program of activities for the year taking advantage of free school activities	Teachers/Directors/Student leaders attend regional meetings on POAs	October	CC program for “free school activities” developed
		Assure modules on Job Search Skills into the first two years of high school and cover at least one generation of students each year.	Number of students in classes utilizing career development material from CC is equal to at least one generation of students	October-May	3 focus groups organized and information collected

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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
		Material on industry for CC collected by students and teachers: <ul style="list-style-type: none"> • information about local businesses • information about industry directly related with profiles existing in school • Information about local labor market needs 	Activity included in Program of Activities (POA)	October	Collecting of CD material included as an activity of CC PoA
			List of materials collected.	Continuous but reported in April/May	
		Regional workshops about communication skills covering: <ul style="list-style-type: none"> - Importance of effective communication; - the leader as a communicator - Conduct of effective meetings; - Communication with key stakeholders etc. 	Manual developed on these topics and regional workshop held	November-December	6 regional 2 days workshops about Effective communication organized: 125 teachers from 63 schools participated manual for “Effective communication” developed and 750 copies printed
		Provide university faculties information on incorporating career center modules and activities in their courses	Fact sheets/guide and career guidance program developed and disseminated in faculties	December-April	Postponed for February

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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
		Develop a guide or fact sheets on incorporating career center modules and activities in regular curricula and developing a career guidance program for “free school activities”.	Fact sheets/guide and career guidance program developed and disseminated in career centers	November – February	CC program for “free school activities” developed
		Endorsement and support of Career Center activities by MoES agencies/ Municipalities and School boards	Regional meetings with School Directors/ SB reps/ municipal education advisors held	October-November	Regional meetings with teachers responsible for CC organized
			Meeting with Inspectors/ BDE/ VET Center and other interested agencies (including donors) held	October	Postponed for March
		Assist Career Centers develop communication capabilities	Verify connectivity and software installed	October-December	
			Log of meetings or communications held via the internet.	May	
		Assist in organizing Ed Rendezvous	Number of secondary schools participated with booths; Number of students participated on competitions Number of workshops organized	April-May	Budget proposal for Ed Rendezvous made
		Help Career Center teachers/directors share best practices with each other	Regional meetings held to compare practices and discuss future activities	April-May	

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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
			PoAs / best practices posted on the MASSUM web page	Continuous	
SEA Objective 2: Effective career preparation					
Objective 2.2: Students Participating in applied skill activities and career preparation activities	Increase opportunities for students to have business experience while in high school	Work Based Learning (Supervised Occupational Experience (SOE) program)			
		Incorporate SOE program into existing curriculum in concert with teachers, VET Center and MoES.	handbook/guidebook for teachers and deliver at national workshops including: <ul style="list-style-type: none"> - Communication and cooperation with industry ; - Identification of potential partners - Facilitation of transition from schools to work 	October-November	SOE (Supervised Occupational Experience) workshop for teachers from all vocational schools in Macedonia organized: 65 schools participated School action plan for SOE activities for 2007/2008 developed
		Delivery of regional workshops with SOE coordinators and business representatives	Six, one-day regional workshops delivered to define the role of each stakeholder in implementation of SOE program	February-March	
		Industry actively engaged in career and vocational programs at the national level	Round table sponsored by the US Embassy held with key industry and educational stakeholders to define the role of industry in education	February	

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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
			Key stakeholders (chambers, craft assn and businesses) serving on advisory council(s) (MASSUM and/or VET Council)	October+	Postponed for march
			Businesses sponsoring educational activities, CDEs and Rendezvous	October+	
		Local businesses accept students to explore career opportunities.	List of participating businesses	Continuous but reported in April/May	
		Integrate the real firm business plan, financial analysis and record keeping into classroom activities	Regional meetings organized by VET Center advisors and teachers and supported by SEA <ul style="list-style-type: none"> - sharing best practices - advising business teachers/RF teachers to incorporate record keeping, financial analysis and business plans into classes 	October+	Postponed for March
		Help schools outside the SEA network establish school companies.	Workshop supported by SEA and organized by VET center advisors on record keeping/financial analysis and business plan follow-up.	October+	Workshops delivered
		Provide equipment for Real firms for new schools	18 new real firms opened	January	Regional meetings organized and procurement procedure developed

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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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
		Analyze school company performance and share best practices.	Survey and analysis of all school companies conducted by SEA in collaboration with the VET center/Inspectorate and other stakeholders.	March/April	
		Establish National Virtual Firm advisory board consisting of teachers, VET Center/ MoES rep to advise Service Center and MoES on integrating VF into mandatory curriculum and function	Record of meetings	October+	Meeting with VET Center/ MoES representative and Service Center organized and instructions about their collaboration and support to schools shared
		Collaborate with Kultur Kontakt to print and deliver textbooks for mandatory classes	Record of deliver	October	Meeting with Kultur Kontakt organized and list of schools that need additional textbooks submit
		Facilitate participation in international VF fairs	Number of VF's (students) participated on VF fairs.	Feb +	
		Support final year of VF	\$300 per school (x7)	October	Report
SEA Objective 3: Better managed, more flexible school administration (Director Professional Development and School Board Support)					
	Provide scholarships for schools that do not have a certified director and have not had one person trained for director certification	Maximum of 85 scholarships potentially provided.	Count of scholarships	October 07- January 2008	9 scholarships provided between Oct- Jan.
	Support for school management	Finalize School Management Manual	Completed manual	December 07	Manual available electronically; ready for printing

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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 2007 – 2008</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		Disseminate School Management Manual to primary and secondary school directors (up to 450); pedagogue/psychologists; inspectors; BDE advisors; municipal ed advisors and school board reps.	Roster from dissemination workshops.	January - August 2008	Dissemination planned Selection of trainers in progress
		Organize three days (24)hours of training on SMM			
		Provide the opportunity for the inspectorate to integrate performance indicators into inspection system.	Facilitate with Inspectorate	December-January	Delayed for February March
	Enhance the quality of the director certification program.	Review/update director certification program in collaboration with MoES and SEEU Center for professional leadership in education	Written document	December+	Discussions started with MoES and SEEU
	Facilitate the development of a professional development program for directors.	MoES & BDE Unit and SEEU CPLE elaborate continuous professional development programs in concert with the school director associations.	Document with recommendations	December +	Discussions started with MoES/BDE and World Learning

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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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
SEA Objective 3.2 Empower school boards to fulfill new responsibilities	List issues and solutions on school governance and management in a decentralized environment	Organize roundtable on decentralization in education focusing on ways to improve school governance and management in collaboration with the US Embassy and representatives of key groups of school administration groups (mayors/municipality, school boards, MoES, directors, chambers) to define solutions to issues of school governance in a decentralized system.	Round table discussions; documents drafted	October 07	Report submitted to USAID and US Embassy
	Develop School Board Manual	In collaboration with stakeholders, finalize School Board manual as a tool to empower school boards	School Board Manual drafted	February 08	School Board Task Force is being established
	Local capacity building for training in school governance and management related issues	Organize training for trainers in 2 phases to prepare SBM dissemination workshops.	Agenda and roster of attendees phase 1 with experienced trainers identified by SEA	October 07	Report
			Workshop agenda and roster of additional trainers recruited to work with the first group	January 08	Selection of trainer in progress
	Strengthen School board members capacities to cope with their responsibilities	Organize 3 days (24 hours) of training for school boards through dissemination workshops on School Board Manual	Roster of attendees	February- August 08	To be done starting in February/March

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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 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
	Develop communication/information network for school boards at municipal level	During training provide an opportunity for the school boards to form a network of school board members on municipal level	Number of municipal school boards networks	October 07 – April 08	Delayed for March –May 08
	Provide sustainable support for school boards	Develop resource center(s) for school boards (especially legal services in schools)	Agencies identified to facilitate information exchange and functioning.	May- June 08	To be done
Assist MoES in redefining SB role and responsibility in Education Laws	Strengthen the position of School Boards in Macedonian Laws and harmonize it with EU	Organize technical assistance for drafting the articles on School Governance in Education Laws	ToR and Agenda for technical assistance	February 08	Consultant selected, ToR and Agenda developed
SEA Objective 4: Effective Project Management Systems (RME)					
SEA Objective 4.1: Effective monitoring of progress of S.O. 3.4.	Conduct SO 3.4 Annual Survey	Report on Annual Survey	Report	November 2007	Finished
		Conduct annual survey of teachers and students using self-reporting instrument	Survey conducted	February-March 2008	Preparing
		Conduct problem-solving test on sample of students	Test sessions conducted	February-March 2008	Preparing
SEA Objective 4.2: Establish effective project monitoring systems	Conduct project component activity monitoring	Monitoring training in student assessment methods (TDC)	Survey for participants	October 2007 January 2008	October – finished; January – collecting questionnaires from schools
		Study on frequency of use of different teaching strategies (TDC)	Survey + focus group for sample of teachers	November 2007	Canceled as irrelevant in consultation with TDC staff

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<i>Project-level Outcomes</i>	<i>Objectives</i>	<i>Results 2007 – 2008</i>	<i>Performance Measure</i>	<i>Schedule</i>	<i>Progress to Date</i>
		Assisting teacher professional development standards task force to develop indicators for MoES and other agencies (TDC)	Indicators recommended to task force	October 2007 – January 2008	In progress
		Additional surveys and research (TDC)	Collecting data and information needed by the component	October 2007 – May 2008	Preparing with TDC component
		Data and information on CC, RC and VC activities, performances and best practices collected (CDC)	Informing teachers/directors at regional meetings of CC, RC and VC responsible teachers about the survey	October 2007	Finished
			Survey and focus groups with CC, RF and VF responsible teachers	March – May 2008	
	Finalizing M & E process	Collecting data on final situation in SEA schools	Organizing final visits to all SEA schools	May – June 2008	

IV. PROJECT ADMINISTRATION

Over the this reporting period, SEA embarked on a search for a new Chief of Party. AIR home office staff spent considerable time in-country conducting an exhaustive search for a proposed candidate. Advertisements were placed in the major Macedonian newspapers, resulting in 31 applicants. Of these, 15 persons were asked to interview. From these 15, 12 were invited for a second interview. AIR submitted its top candidate to USAID, however this person soon withdrew their application due to health reasons. In December, AIR proposed Nancy McDonald as SEA's Acting Chief of Party. With USAID approval, McDonald began her duties on January 20, 2008.

V. LOOKING FORWARD

1. Continue working on standards for teacher professional development as part of sustainability of the professional development.
2. Working on preparation for March assessment workshops – second part for around 2800 teachers in 50 project schools:
 - organizing 7 regional meeting with 200 teacher trainers conducted by SEA Master trainers - February
 - preparing guidelines for delivering the assessment workshops and additional materials for March assessment workshop
 - delivering the dissemination assessment workshops - March
3. Designing the qualitative evaluation research for analysis of the effects of Mentoring program with 150 teacher trainers
4. Preparation for one day Mentoring workshop with 200 teacher trainers divided in 9 groups conducted by 3 IRA consultants – April 2008. The topic of the workshops will be Lesson planning and writing the objective.
5. Contract consultant to conduct background research on school governance issues in EU countries and compare these finds with the current provisions of the Macedonia law.
6. 2008 S.O. 3.4 study including preparing sample and materials for the study; an conducting surveys, scoring and data entry.